

C O N T E N T S

1. Report of the Education Code Revision Committee, Cochin State, 1944. (Chairman: Rao Sahib C.V.Antony.) 175 pp.  
T.223.N4t H4
2. Report of the Industrial Development Committee, Cochin State, 1944. (Chairman: Manu Subedar.) 65 pp.

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PROCEEDINGS OF THE GOVERNMENT OF HIS HIGHNESS  
THE MAHARAJA OF COCHIN

EDUCATION AND FINANCE DEPARTMENT

**Education Code Revision—Report of**

**No. 108.—**

Read again Government Proceedings EF5-27631/17, dated 8th September 1943.

2. Correspondence ending with letter G. 8711/19, dated 11th December 1944 from the Secretary, Code Revision Committee, Trichur.

*Order EF5-12203/20, dated 10th January 1945*

The Draft Education Code prepared by the Director of Public Instruction had already been published in the Cochin Government Gazette.

2. The Committee appointed to scrutinise the Director's draft Code has finished its work and submitted its report to Government. The Committee's report along with the following papers are herewith published for general information.—

- (1) Separate and dissenting minutes by individual members.
- (2) Main Code and its appendices as recommended by the Committee.
- (3) Course of studies as recommended by the Committee.
- (4) Forms, etc., as recommended by the Committee.
- (5) The Inspection Code.

3. Government are pleased to place on record their warm appreciation of the work done by the Committee.

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(By order of the Government of Cochin)

C. J. MATHEW

*Joint Secretary to Government*

To  
The Director of Public Instruction  
.. Comptroller of Finance and Accounts  
.. Secretary, Code Revision Committee, Trichur  
.. Sarvadhikariakar  
.. Press Superintendent  
.. Gazette (paras 1, 2 and 3 only)

Ref. on G. 8711/19

Trichur,

Dated, 18th November 1944/3rd Vrischigam 1120

To

The Secretary to the Government,  
Huzur Secretariat,  
Ernakulam.

Sir,

We, the members of the Education Code Revision Committee, constituted as per Government Proceedings EF5. 27631/17, dated 11th December 1943, have the honour to submit herewith our Report on the draft Educational Codes received from the Director of Public Instruction and on other matters of Educational policy and practice referred to us by Government.

We avail ourselves of this opportunity to offer our most sincere thanks to the Government for the prompt and generous consideration which all our requests had uniformly received at their hands. We are also indebted to the Director of Public Instruction for having personally explained to us the views of the Department on important Educational issues that came up for discussion at our meetings. Our thanks are no less due to those ladies and gentlemen who have helped us in our deliberations by sending us their opinions, or by personally giving evidence before the Committee, on the various aspects of the Educational problems in our State. We shall be failing in our duty if we do not record our deep appreciation of the very valuable services rendered in this connection by our Secretary, Mr. S. V. Venketachala Ayyar, and especially of the zeal and diligence with which he expedited the work of the Committee.

#### Report of the Education Code Revision Committee—1944

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#### Separate Notes by Members of the Committee

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| <b>Annexures</b> | 1. | The Main Code and its Appendices, as recommended by the Committee. |
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## I. INTRODUCTORY

### The Committee and its Constitution

It was in the year 1921 that the Cochin Education Code was last revised. Since then many important changes and developments had taken place in the field of education, as also in conditions of life generally, which necessitated suitable changes in the Code. Accordingly, Government, in their order D2-27631/17, dated 8th September 1943, made arrangements for a general revision of the Code. The Director of Public Instruction was to frame the draft Codes and rules; and a Committee, appointed by Government, and consisting of officials and non-officials, was to scrutinise these drafts and make recommendations to Government; this course being adopted with a view to secure the detailed revision of the Code by a trained expert and at the same time to give public opinion an opportunity of expressing itself on such an important matter.

The Committee, envisaged in the above Order, was constituted by Government in their Order, EF5-27631/17, dated 11th December 1943, and consisted of seventeen members, inclusive of the President. Subsequently, two more members were added, *viz.*, the Secretary, Cochin Teachers' Association and Mr. T. K. Krishna Menon. Also Mr. S. V. Venkitachala Ayyar, Inspector of Schools, Northern Division, was nominated member and part-time Secretary of the Committee in place of the Inspector of Schools, Southern Division. At a later stage, when the work of the Committee became heavy and intensive, the part-time Secretary was relieved of his duties as Inspector and made full-time Secretary of the Committee. The Director of Public Instruction entered on leave for two months from 7th Mithunam 1119, and during this period, his place on the Committee was taken up by the Officiating Director, Mr. P. Sankaran Nambiyar. The Committee finally consisted of the following members.—

|   |            |
|---|------------|
| 1. Rao Sahib C. V. Antony, Retired Chief Judge, Chief Court               | President. |
| 2. Rao Sahib I. N. Menon, Director of Public Instruction                  | Member.    |
| 3. Mr. C. J. Mathew, Joint Secretary to Government                        | "          |
| 4. Rao Sahib K. Ayyappan, M.L.C.  | "          |
| 5. The Secretary, Catholic Manager's Association                          | "          |
| 6. Mrs. A. N. Menon, M.L.C.   | "          |
| 7. Mr. Joseph Pettah, M.L.C.  | "          |
| 8. Mr. K. M. Ibrahim, M.L.C.  | "          |
| 9. Mr. C. J. Varkey, Ex-Minister for Education, Madras Government         | "          |
| 10. Mr. P. Kumaran Ezhuthassan, M.L.C.                                    | "          |
| 11. Mrs. K. M. George, Inspector of Schools                               | "          |
| 12. Mr. C. P. Govindan Nayar, Headmaster, C. N. N. High School, Cherpu    | "          |
| 13. Rev. Fr. Antony Pullocaren, Manager, St. Antony's High School, Mala   | "          |
| 14. The Secretary, Cochin Aided Primary Teachers' Association             | "          |
| 15. Mr. B. M. Peter, M.L.C.   | "          |
| 16. Mr. M. R. Menon, Manager, Vivekodayam High School, Trichur            | "          |
| 17. The Secretary, Cochin Teachers' Association                           | "          |
| 18. Mr. T. K. Krishna Menon, B.A.   | "          |
| 19. Mr. S. V. Venkitachala Ayyar, Inspector of Schools, Northern Division | Secretary. |

### The Work of the Committee—its Scope and Difficulties

The Committee began to function from 11th April 1944, the date of receipt of the draft of the main Code from the Director of Public Instruction. At the very outset, it was felt that the direction, given to the Committee to scrutinise the Director's drafts and make recommendations was of too general a nature, and that without specific terms of reference, it would be difficult to make suitable recommendations. A reference to the Government only elicited the reply that they were keeping an open mind in regard to the whole matter, and waiting for our recommendations to come to decisions. Lack of information as to the additional financial commitments Government were prepared to undertake in respect of future educational improvements, was indeed a real handicap. It is true we could derive our inspiration from the recommendations of the All India Advisory Board for Post-War Education, but these too were rather general and costly. Under these circumstances, while we are making our Report as comprehensive as possible and suggesting such changes in our educational system as would fit in with the conditions of the Post-War World, it may be that we have not fully dealt with a few questions of a more technical or specific character. In matters, where we have come to definite decisions, we have made every

effort to acquaint ourselves with the Departmental view-points. We have also been careful not to make any revolutionary changes that might cause difficulties of adjustment with the present system or bring our educational policy and methods into discordance with those of Travancore or Madras. Regarding finance, though we had before us the costly schemes of the Central Advisory Board for Education, we have confined our proposals within such extra cost as would be but the bare minimum for ensuring a sound system of education in the State.

### Modus Operandi

The time allowed to the Committee for submitting its Report was originally three months from the date of the receipt of the draft codes from the Director. The major portion of the draft of the main Code was received on 11th April 1944. It was thought proper, however, that the draft Code should be published in the Gazette and a reasonable period of time allowed to the public to express their opinion on it. A few witnesses, too, representing different interests in the sphere of education, had to be summoned and examined. These preliminaries took up the three months originally allotted to the Committee, and it became necessary to apply for an extension of time till 10th October 1944. Subsequently, this too was found insufficient, since the Committee could meet only at intervals of ten to fifteen days, because of the other duties of the members which they could not possibly sacrifice; and a further extension till 15th December 1944 was necessitated.

The Committee held in all thirteen meetings, consisting of forty-six sittings of an average duration of three hours each. The first few meetings, were utilised for a preliminary survey and study of the problems in general. Next followed the scrutiny of opinions received from the public and examination of witnesses. And finally we passed on to the detailed discussion of every relevant point and came to decisions on all important issues.

The draft Code sent by the Director did not contain the chapters on Text-Book Committee or Collegiate Education; some details of rules also were not included therein. The Director's idea was to issue separate Educational Manuals regarding them; but we felt that it would be better to have a consolidated Code, containing information on all points connected with Education in our State. Sub-Committees were, therefore, formed to draft the omitted Chapters and also to scrutinise the Inspection Code, Curricula of Studies and the drafts prepared by the Secretary, based on the Committee's decisions. The recommendations of the sub-committees were then considered and passed at the general meetings. A list of the Sub-Committees formed for the purpose, is given as Enclosure.

Copies of the draft Codes and other papers received from the Director or Government, were supplied to all the members of the Committee. A few books of reference such as "The Wardha Scheme of Education", "The Educational Codes of Madras and Travancore" and "Recommendations of the Central Advisory Board on Post-War Education", were also purchased and made available to all the members, so that they might be fully conversant with the educational systems existing in other places and the general features of the All India Post-War Educational Scheme. Every effort has thus been made by us to ensure that our recommendations are as comprehensive as possible, and in keeping with the needs of a sound educational system in the State.

## II. GENERAL PROVISIONS OF THE CODE (Vol. I)

The recommendations of the Committee in regard to the matter contained in the main Code, fall into two classes. Some of them are in the nature of desirable improvements on, or useful additions to, the existing system, and are, therefore submitted separately for adoption by Government. But others, which are vitally connected with the scheme of education now proposed, have been incorporated in the draft Code in the appropriate places. Some rearrangement of the chapters of the draft was also found necessary. The Director's draft thus modified, amended and rearranged, is herewith submitted (Annexure I), as the final recommendation of the Committee; while the original draft itself, with remarks on interleaved sheets, indicating how each section has been dealt with, is sent up as Enclosure I. Such a procedure, it is felt, would better help to a correct appreciation of the modifications made by the Committee and to a proper understanding of the whole Code, than the submission of a series of unconnected recommendations bearing on different sections of the Code. We have, however, thought it fit to add below a brief statement of the considerations which weighed with us in coming to the more important.

of our decisions; and where the decisions have not been unanimous, the voting strength on each side is also indicated in a few cases.

### A. Decisions incorporated in the draft Code

1. The minimum age of admission to schools has been fixed at five and a rule has been introduced that pupils over the ages of sixteen and twenty should not ordinarily be allowed to continue in the Lower Secondary and High School Departments, respectively. We feel that children below five should be educated in special types of Nursery Schools; also that it is not advisable to allow over-aged pupils to waste their time in schools. False ages are at times given, in order to escape the age-limit rules at the time of admission, and at a later stage, dates of birth are sought to be corrected. Such attempts are on the increase. Therefore, in order to ensure correct ages being given at the time of admission, no subsequent correction of age is proposed to be allowed.

2. The Director had recommended a slight reduction of fees in the Secondary Departments. We do not think that there is any strong case for such general reduction. Besides, there is the fact that many of our proposals involve increased expenditure on Education.

3. There are at present at a few unaided Secondary schools which allow fee-concessions to students. The Director's proposals were not specific about the continuance of such schools; however, we have decided to allow them to continue, but under regularised conditions. Fee-concessions, especially in educationally backward areas, generally afford the necessary inducement to the village-folk to send the children to Secondary schools at the age of eleven plus, when they cannot with profit be directed to other channels of useful activity.

4. As a measure for reducing expenditure under Education, there was a proposal to levy standard rates of fees from girls in the Secondary and College Departments and to reduce the fee-concessions to B. C. and D. C. pupils. But the majority among us feel that the standard of literacy among women and the B. C. and D. C. people has not reached such a level as to justify the withdrawal of the present concessions, and we have, accordingly, decided to continue them. Not only that, we also feel that the reduction attempted in recent years, in the matter of Muslim and D. C. stipends, has resulted in a set-back to their educational progress; we are, therefore, providing for stipends to all D.C. pupils in the Secondary and College classes. We have also provided for stipends in the Secondary department for all the girls of certain communities, including the Muslims, though we have stopped the few stipends for the Muslim boys in the Secondary department.

5. The number of scholarships fixed years ago and subsequently reduced, is not felt to be sufficient under the present conditions. There is at present a larger number of pupils in schools and colleges than two decades ago, and an increase in the number of scholarships is felt justified. Further, it is only the institution of a good number of scholarships that will enable poor and bright pupils to prosecute their studies. We have therefore provided for an increase in the number of scholarships both in the Secondary and College classes.

6. At present, the course of primary education in the State extends to four years and there are two types of schools, Malayalam Primary and English Primary. The pupils coming out of former are allowed admission into the Secondary Department, only after a special course in the Preparatory Class for one year. Fees are levied in the English Primary Schools and the Preparatory Class, but not in the Malayalam Schools. The Director had suggested that hereafter there need be only one type of Primary Schools, providing a five years' course of free education. We entirely agree with the Director in this matter. But we feel that English should be studied in the last two years of the Primary Course, though the Director had recommended that English need not be taught at all in the Primary classes. Some pupils will be leaving school after their Primary Course, and it is necessary that they should have some acquaintance with English, which could be developed later, if necessary, by self-study.

7. Malayalam as the State language should be studied by all the students. Some of us felt that it should be compulsory up to the end of the S. S. L. C. course, but by a majority of votes, we have, as a first step, decided to make it compulsory only up to the end of the L. S. D. course.

8. With a view to keep up some amount of similarity with a craft-centred education for eight years and to provide for a sort of bifurcation of studies thereafter, we have introduced

craft as a compulsory subject in the Primary classes and as one of the two elective subjects in the Secondary classes. We feel that only this much of change will be justified in the State at present. We do hope that the public at large will grow to like the crafts and realise their usefulness in the future life of the pupils, and that the present public apathy towards crafts will be overcome to such an extent as to justify a further progress in this direction at no distant date. We are aware that the courses of studies suggested by us might appear a bit too heavy; but we feel that the syllabuses might be so drawn up as to lighten the burden of the students and increase their interest in the subjects taught. Besides, we have now proposed that Malayalam should be the medium of instruction and examination in all the subjects except English, in the Primary and Secondary Departments and we feel confident that this change also will lighten the burden of the pupils a good deal. We have also suggested that all the subjects taught should be prescribed for the public examinations, lest the neglect of the non-public examination subjects should be allowed to continue.

9. We have changed the present name "Board of Examiners" into "Board for Public Examinations", as the members of the Board are primarily concerned with the conduct of the Examinations and not expected to be examiners themselves. The number of members in the Board has also been increased, so as to give representation to all the interests concerned; and definite rules have been laid down for the appointment of examiners, in order to avoid complaints in the matter. Also in regard to the Text-Book Committee, the rules have been modified with a view to ensure the free production of suitable books and remove the complaints regarding the text-books prescribed.

10. There is a feeling that the schools are having too many holidays and that consequently the portions prescribed for each year are not finished. The actual number of working days often goes down so low as 160 or 165. We have therefore made some attempt to reduce the Christmas and Onam holidays and have provided that in no case should the number of working days go below 170, the Director being empowered to cut short the Summer Vacation, if necessary.

11. The Director had suggested that applications for the opening of new schools should come through the Panchayats and Municipalities. There was also the proposal of a caution money deposit for such new schools and a probationary period of one year without grant. We feel that such precautionary measures will hamper the growth of schools, so necessary to the spread of education, and that it is inadvisable to drag in the party politics of the Panchayats and Municipalities into the field of education. The educational authorities should be competent to decide on the educational needs of the different localities and the necessity for new schools; and, if necessary, they may consult the Panchayats and Municipalities in the matter.

12. The normal growth of new schools should go on unhampered by vexatious rules; at the same time every school should be made to provide for the minimum of standard requirements so as to ensure the imparting of instruction under healthy conditions. Definite rules prescribing such standard requirements were felt necessary by the Government also. (Please vide G. P. D. Dis. 33039/19, dated 3rd August 1944). Such rules have now been drawn up and embodied in the Code as an Appendix. Rules regarding the procedure for, and disposal of, applications for opening new schools and classes, have also been included in the Code.

13. Definite rules regarding the powers and duties of Managers and Headmasters of private schools have been provided in the Code. The Managers are the direct employers of the teachers and we feel that it is only reasonable to vest them with sufficient freedom in the matter of enforcing the discipline of teachers in their schools. The Managers are also empowered to grant leave and increments to teachers according to the rules now in force, which are given in Appendix P.

14. To safeguard the interests of teachers in the matter of regular payment of salaries, the system of "Direct Payment", proposed by the Director, in the case of schools where the Department is satisfied that the teachers are not paid properly or regularly has been accepted by us. There was a proposal that the "Direct Payment" system should be resorted to in all private schools. The votes were equally divided—six against six—and with the casting vote of the President, the proposal of the Director was accepted.

15. There were definite suggestions in the Director's draft Code to reduce the rates of grants-in-aid to Primary and Secondary schools. But we are afraid that any such reduction will invariably and ultimately affect the teacher, despite all precautionary measures devised to safeguard his interests. In regard to the Primary classes, there were two proposals, (1) to continue the

present rates of grant and (2) to give full salary grant and  $\frac{1}{2}$  extra for contingencies. The latter was accepted, with a majority of nine votes against two. In regard to the Secondary Classes, though we could not approve of the reduction proposed by the Director, we could neither find any justification for an increase. We have, therefore, only modified the rules in such a way as to simplify the working out of the grant amount, keeping up the rates very near to the present level. It is only by a liberal system of grant-in-aid, that the State has been able to spread education and attain a high percentage of literacy, even without resorting to compulsion, and we feel that it is too early to give up the healthy and encouraging features of our grant-in-aid rules. Again, it is only reasonable that the re-imbusement of loss in fee income, sustained by private schools and colleges on account of the fee-concessions ordered by the Government to the B. C. and D. C. pupils and children of officers and private school teachers dying in harness, and military employees, should be made in full by Government, and not up to 60 per cent only, as suggested by the Director. As regards the grants, provided by the Director in the Code, towards the noon-feeding of the school children, we feel that it will be time enough to take up this matter after the close of the War. Till then, the present noon-feeding system should be continued, Government finding the necessary funds, and the experience gained from its working during the war period, will surely prove helpful in shaping the scheme for the post-war period.

16. The private Colleges in the State are not receiving any aid now, except for occasional lump grant. But there appears to be no valid reason for thus excluding them from the benefits of the regular grant-in-aid policy of Government. Provision has, therefore, been made for ordinary grants to private Colleges, subject, of course, to rules of control that the Government may prescribe.

17. On the other hand the Vedic Schools at Puspagiri and Chittur which are now aided by the Department are proposed to be removed out of the purview of the Education Department, so that the Department may maintain its attitude of strict religious neutrality. Hence we have not made any mention of these schools in the chapter on Special Educational Institutions.

18. We agree with the Director in the matter of extending the Training Course for teachers, and have, accordingly, provided for a two years' course. Necessary modifications in the course of studies have also been suggested. We feel, however, that teachers who have passed the Intermediate Examination, may be exempted from the first year course of Training. A short course of five months is also provided for some of the specialist teachers. We are unable to agree with the Director that the stipends to teachers under training, should be partly met by the Managers in the case of private schools; and so, we have provided that the full stipend should, as at present, be paid by the Government direct to the teachers.

19. We have also decided to do away with the system of licenses and permits to teachers. There is no such system for the College teachers and neither the slight income received by the Government as permit and license fees, nor any other advantage claimed for the system, does, in our opinion, justify the inconvenience and trouble caused to the teachers and the Department on this account. Instead, a registration system may be introduced, and the Director may keep a Register of Teachers, their Register Numbers being entered in the service books issued to them. It is true that the licensing system adds to the facilities for checking the qualifications of teachers but this checking can be conveniently and effectively done even at the time of their appointments.

20. The Director had recommended that the Bhooshana Title Holders, *i.e.*, those who pass the Sastra Bhooshana Examination of the State, should be eligible for appointment as teachers in Primary Schools. We feel that this will impair the quality of the education imparted, as the Bhooshana Title holders will be lacking in general knowledge. It is true that the Bhooshana Course has been modified so as to include general knowledge subjects, but we do not consider it sufficient to justify their being treated as on a par with the S.S.L.C. holders. We have provided, however, that the Bhooshana Examination Candidates may be allowed to appear as private candidates for the S.S.L.C. Examination, so that such of them as are well up in the general knowledge subjects might qualify themselves for equal consideration with the S.S.L.C. holders for all appointments in the State, including those in the educational service.

21. Time-scales of pay for the regular teachers of the Secondary Department, had been suggested by the Director himself in his draft Code; but he had not made any mention about the pay of the other teachers. We have supplied the omission and also defined the incremental periods in the several grades. Though we do not feel satisfied that full justice has been done to the cause of the under-paid teacher, we are constrained, on grounds of economy, to rest content



with such meagre scales. We also whole-heartedly approve of the suggestion of the Director that the fee-concessions, now granted to the children of Government servants dying in harness, should in similar circumstances, be extended also to the children of private school teachers.

22. The lowest scale of salary, *viz.*, Rs. 20—1—30—2—40; provided to certain specialists and all the regular teachers of the Primary Department, may not be very advantageous to the existing teachers who have put in some service in schools. It will be hard to keep them on a par with fresh recruits and deny them a special treatment, which by dint of their past service, they fully deserve. We have, therefore, recommended that such teachers in service in private or Government schools, should be given advance increments up to a maximum of Rs. 30 in the scale, one increment being allowed for every two years of service. There are also a few unpassed hands in the Primary Department, who have been long in service. Their case also deserves special consideration at the hands of the Government, and they may also be given the advantage of the advance increments suggested above.

23. The Provident Fund system is not at present compulsory to Private school teachers. But we have, in full agreement with the Director's views, provided in the Code rules, that the Provident Fund system should be compulsorily introduced in all schools--aided and unaided, and this is to be an essential condition for recognition.

24. We have also made some changes in the rules regarding the recognition of Teachers' Associations in the State and the grants to be given to them. We feel that the growth of too many independent Associations will not be conducive to the solidarity of the teaching profession, and so we have provided in the rules, for only one Central Association with freedom, of course, for the formation of sections to safeguard particular interests.

25. Finally, with a view to reduce the inconvenience experienced by the public, we have made some slight modifications in regard to the working of the Departmental offices. At present, papers dealing with routine matters, such as admissions, transfer certificates, etc., are dealt with by the Director and the Inspecting Officers; and this causes a good deal of unnecessary delay to the public. Some amount of decentralisation in such matters has, therefore, been decided on by us and incorporated in the relevant sections of the Code. The rules of procedure in the matter of assessing grants-in-aid to schools and passing grant bills, have also been modified, so as to reduce delay in the payment of claims.

#### **B. Decisions not incorporated in the Code, but recommended for adoption by Government**

1. Though most Provinces and States in India have adopted the term "Director of Public Instruction" for the head of the Educational Department, we think that "Director of Education" will be a more suitable designation. Every one will concede that it is not provision merely for public "Instruction", but for real public "Education" that ought to be the object of the educational policy of the State.

2. The Libraries in Secondary schools are not at present properly made use of by the pupils, while Reading Rooms are a rarity even in the High Schools. Some arrangement should be thought of for fully achieving the purposes and securing the educational advantages of Reading Rooms and Libraries in schools. We would, therefore, recommend (1) the opening of a reading room and the appointment of a librarian in every High School (2) the setting apart of about 10 per cent of the "Library" collections for the Reading Room, and (3) the utilisation of the balance thereof for the improvement of the Library. A taste for general reading should be cultivated by the pupils even in their early years and we have provided for a library period even in the Lower Secondary classes; but unfortunately there is a serious handicap, *viz.*, the dearth of juvenile literature in Malayalam. We would strongly urge the need for Government taking the necessary steps to bring out in Malayalam, a series of children's classics and magazines.

3. The collections under special fees—library, sports and games, and stationery—, should be made fully available to schools for the respective purposes. The practice in Government schools, of remitting the collections under "General revenues", and depending on small allotments under each head every year, is not at all justifiable and should be discontinued. It is recommended that these collections may be dealt with by the Headmasters under a "personal deposit" system of remittance and withdrawal. There should not ordinarily be any unspent balance at the end of a year, and small balances, if any, shall be carried forward to succeeding years.

4. The Scouting and Girl Guide activities in schools, we regret to note, have not grown to the desired extent, despite the fact that the movements were started years ago. We have laid down in one of our Appendices, some definite rules of guidance to schools for the promotion of such activities, but we feel that at least a part of the grant now given by Government to the Scout Association, should be distributed to schools, so as to augment the local collections. We have also incorporated in the Rules and Appendices, a provision for the organisation of Junior Red Cross Work in schools, but it is too early for us to say what sort of grants and financial help should be given to schools for the encouragement of such work.

5. In the course of our discussions, it was brought to our notice that much inconvenience to schools is caused by the fact that the disbursement of stipends to D. C. pupils and the supply of school requisites and clothes to them, are arranged by the Protector of the Depressed Classes. We feel that it would be better if these functions are transferred to the Education Department; if this is not possible, the Protector should make arrangements for the direct supply of clothes, books, etc., and the disbursements of stipends, through his own subordinates, with the co-operation of the teachers on particular pre-arranged days. A dual control in such matters is always irksome to all parties concerned. In any case, the forms and registers now used for the acknowledgments of D. C. supplies, are too elaborate to be properly maintained in schools, without considerable sacrifice of time by teachers and consequent neglect of their legitimate work. We feel that the simpler form suggested by us in Annexure 3, would be enough for the purpose. We are also of opinion that the return of books, etc., need be insisted on, only in the case of pupils of Form III and upwards.

6. The losses in fee-income sustained by schools, due to fee-concessions to B. C. and D. C. pupils, and also to the children or military employees and officers and teachers dying in harness, should rightly be debited to "The Uplift Department" or "Charities", as the case may be. We feel that it is hard to deny the teachers their legitimate salaries on the ground of increase of expenditure under "Education", caused by the inclusion of items which should properly come under other heads.

7. There is at present a large number of untrained teachers—both graduates and S. S. L. Cs.—in our schools, and the facilities now available for the training of teachers are not adequate for the increasing needs of the State. We would, therefore, recommend the opening of more Training Institutions in the State—one College for training graduates, one more Training Institution in the southern part of the State for the training of S. S. L. Cs., and one special Training School for women teachers. These have to be immediately opened if the increasing needs of the Department are to be properly met.

8. We also feel that there are not enough schools at present for training in Music. Hence we would recommend the opening of more music schools at various centres, at least up to the sixth class (Junior Examination); and that in addition to the present Music school at Trichur, training pupils for the Senior Examination, there should also be a Music Academy training men and women for higher Degrees and Diplomas in Music. Similarly, a central institution for training in Fine Arts is a necessity that cannot be put off. It may perhaps be possible to develop the Kerala Kalamandalam into a first-rate school for Fine Arts.

9. Though provision has been made in the courses of studies for the teaching, in Secondary classes, of elective subjects connected with arts and crafts, we fear that the cost involved will be beyond the possibilities of an average secondary school, and there is thus the danger of such useful subjects being neglected. To avoid this, we would recommend liberal grants to private schools providing for such optional subjects, and also the opening of a few Technical Schools in suitable centres. These central technical schools need provide only for the teaching of arts and crafts elective subjects, and the pupils from the neighbouring Secondary Schools may be enabled to attend these schools for such subjects, by suitable adjustments in time-tables. The subjects to be provided for may be, Shorthand, Type-writing, Commerce, Music, Drawing and Painting, Mechanical Engineering, Carpentry, Smithy, Weaving Technology, Needle-craft, Fretwork, Agriculture, etc. Duplication of effort and consequent increase of both initial and recurring cost, can be avoided by such a procedure. These central schools may later on develop into Vocational High Schools or Technological Institutes.

10. Even apart from the provision made above, the need for giving the necessary training to young men and women in technical pursuits in life according to their innate tastes and aptitudes, can no longer be overlooked by any State. The over-emphasis on the literary side of

education, that has been the practice all along, is condemned by all educational committees. The War has also opened the eyes of the public in the matter, and the impetus gained in the course of our State's War efforts, should be fully taken advantage of. Young men and women have now begun to realise the advantages to themselves and to the country which a training in commerce or technical skill affords. We have provided in the chapter on "Collegiate Education" for a few scholarships for S. S. L. Cs. and graduates for undergoing training in technical schools and colleges or engaging themselves in Industrial research work; but we feel that this is not enough, and that it is essential to have in our State, at least one or two Technological Institutes with facilities for research work also. We would recommend the development of the present Civil Training Centre at Trichur into a Technological Institute, and also the opening of a College of Commerce.

11. Another recommendation we would make in this connection is that Industrial Education should rightly be brought under the Education Department, and not be under the Department of Industries, as at present. The recommendations of the Central Committee of the All India Advisory Board, also are to this effect. Such a change would certainly facilitate the arrangements suggested in (9) and (10) above.

12. The grants to schools are at present based on the current year's accounts, and are fixed after an examination and checking of the figures submitted in the monthly returns. The actual records of the schools are again scrutinised and checked at the time of Inspection. The Comptroller's Audit of the Director's and Inspector's Offices also checks the figures of the monthly returns. Thus there are various kinds of checks at different times without any finality, and a good deal of belated and vexatious objections have to be met by schools. According to the proposals and rules now embodied in the Code, the grant to the Primary classes will be assessed each month, on the previous month's accounts and particulars. It is enough if the accounts are checked at schools by the Deputy Inspectors at the time of Inspection, and discrepancies if any pointed out for rectification. In the case of Secondary schools, the grants to be paid each year are to be based on the previous year's accounts. Much unnecessary worry and duplication of work can be avoided if this checking is made by the Inspecting Officers each year at the time of Inspection and the grant amount fixed by them. Such a checking at the school itself will be better and more conveniently done without protracted correspondence, since all the records will be available for reference. Necessary trained clerks will have to be attached to the Inspecting Offices for this purpose. If this cannot be done, we would propose the adoption of the system followed in British Indian schools, *viz.*, that the accounts of each school should be got audited by a certified auditor; or one or two clerks from the Comptroller's Office may be deputed for the auditing of the aided secondary schools. We think that some method should be devised which would make the checking final and, as far as possible, from within the school itself.

13. We understand that the clerical staff of the Educational offices is unable to deal with the increasing number of papers passed on to them. The real sufferers are the public and the Managers and ultimately the teachers; and though we have made some attempts to reduce their routine work, still we have to recommend an adequate increase of clerical staff, so as to avoid delay in the disposal of papers and the issue of Departmental Orders.

14. One of the most important and controversial questions considered by the Committee, was the assumption of direct management by the Government of all Primary Schools in the State. The Director had already raised this question in one of the meetings of the Educational Advisory Committee and it had gained some amount of prominence in the Press in the State. Opinion was very much divided even among the members of the Committee and there was a very interesting and prolonged discussion and all aspects of the question were fully brought out and considered. Finally, by a majority of eight votes against six, it was resolved to recommend to the Government, that their policy should be gradually to assume direct management and control of the whole of primary education in the State. A poll was taken and the result was as follows.—

*For*—Messrs. T. K. Krishna Menon, M. R. Menon, P. Kumaran Ezhuthassan, C. P. Govindan Nayar, E. T. Devassy, D. Hari, S. V. Venkatachala Ayyar, and I. N. Menon.

*Against*—Messrs. B. M. Peter, Joseph Pettah, C. J. Varkey, Rev. Fr. Antony Pullocaren, Rev. Fr. Francis Sales and Mrs. K. M. George.

Mr. C. J. Mathew abstained from voting.

15. In regard to the counterpart of the above recommendation of the Director, *viz.*, that

Government should gradually withdraw from the field of Secondary Education, there was not much difference of opinion, and it was resolved by a majority of votes that the policy of the Government should be to leave Secondary education to private agencies, as far as possible, such agencies being given adequate aids. Even some of the present Secondary schools under Government management, may be handed over to suitable private agencies, when they come forward with sufficient guarantees of financial stability.

16. The Provident Fund System, instituted for the teachers of private schools, should be extended to the staff of the private colleges also; and we feel that it should be enforced by necessary legislation.

17. We are glad to note that an Educational Bureau has been organised in the State, but understand that it is working independently, though of course controlled demi-officially by the Director. We appreciate the encouragement given by the Government in the shape of grants for this useful institution, but we feel that this organisation should rightly be placed under the proposed Government Training College, or the Teachers' Association.

18. Our deliberations have brought home to us, that on account of rapid developments in the field of Education, an increasing number of educational questions come up year after year, for the consideration of the Government. We, therefore, feel that it would be advisable to constitute a Central Board of Education to advise Government on such matters. The Board may consist of the Director of Public Instruction as *ex-officio* President, the Inspectress and a Divisional Inspector as *ex-officio* members, two non-official members elected by the Legislative Council, and five educationists nominated by Government.

### III. Appendices to Vol. I of the Code

Certain rules of procedure and current practices of the Department have been collected and classified, and as these, by their very nature, could not be embodied in the Code proper, we have considered it advisable to include them as a series of Appendices to Vol. I of the Code. We would recommend that these may, as in other places like Mysore and Travancore, remain as Appendices and be added to or modified, year after year by the Department, in the light of new rulings and circulars. Such a practice will be more helpful to the schools and the Department than a series of circulars scattered in the files. The materials for some of these Appendices have been collected and co-ordinated from the different parts of the existing Code and from Departmental circulars, by the Secretary, himself an officer of experience in the Department, and looked into by the other members who are closely connected with schools. A few more Appendices have to be drawn up and added. Details regarding these are given in Annexure I.

### IV. Courses of Studies

These may, as at present, be embodied in a separate volume, Vol. II of the Code. A note on the framing of Syllabuses and the courses of studies for the various classes, and a few sample syllabuses, received from the Director are submitted as Enclosure 2. It will be seen that the Committee did not get all the detailed syllabuses from the Director; but these were not considered very essential by us, since a Committee, constituted as we are, could not pronounce an authoritative opinion on the detailed syllabuses in all the subjects. What we could reasonably do, is only to give our recommendations on the various courses of studies and leave it to the Government to get detailed syllabuses drawn up by experts, in the light of Government decisions on our recommendations. As it is not our intention that the present standards of the Secondary Courses should in any way be lowered, the present syllabuses may continue as far as possible, until the new syllabuses in all the subjects are framed. In deciding about the courses of studies, we have kept before us the views of the All India Educational Advisory Board. Though we feel that it is too early to think of introducing in our State, the Basic Education Scheme for the first eight years and the two types of High Schools suggested by the Advisory Board, we are so recommending our courses of studies as to allow our schools to grow into Basic Schools and different types of High Schools in course of time; and we recommend that a few teachers may meanwhile be got specially trained in Basic Education and one or two experimental schools started in the State either directly by the Government or through private agencies with liberal aid.

In the main, we accept the Director's suggestions subject, however, to the modifications noted below.—

(a) The term "Lower Secondary" is preferred the term "Post Primary", suggested by the Director.

(b) The syllabuses should not be vague or very brief, lacking in definite guidance to teachers. When the syllabus happens to be very brief, the scope should be indicated by one or two standard books.

(c) Suggestions, either in the body of the syllabus, or as foot notes to the same, which may give rise to communal misunderstandings, should be avoided—such as for example the foot-notes to the Malayalam syllabus of the Primary Department.

(d) English should be taught in classes 4 and 5 of the Primary Department.

(e) The syllabuses in Malayalam should show the nature and amount of general knowledge, such as in History, Science, etc., to be imparted through the readers in each class. The text-books should consist of two parts—(i) Literature, *i. e.*, prose and poetry and (ii) general information including topics on World History and Heroes, Every-day Science, Civics, Agriculture and Crafts.

(f) The text-books in English and Malayalam should contain about 1½ times as much matter as is required for the class, so that there may be sufficient scope for choice by the teachers, according to local needs and interests; the portions are to be prescribed by the Department, only in the Public Examination Classes.

(g) Malayalam as a State language should be compulsory, in all the Primary and Lower Secondary Classes, to all pupils except of non-Indian descent.

(h) Malayalam should as far as possible be the medium of instruction and examinations in all subjects except English.

(i) The scheme of Physical Education submitted by the Director cannot all at once be introduced in our schools, for want of duly qualified teachers and other facilities, and might result only in waste of time. The Committee, therefore, propose only to devote 20 minutes at the end of each day for Physical Education in all the classes, to be organised on the lines indicated in Appendix D. Even at a later stage, when qualified teachers and facilities are obtained in schools, 4 to 5 p.m., will not, because of the weather conditions of the State, be suitable for physical activities, and the Committee would, therefore, suggest the continuance of the 20 minutes system with an extension of another 20 minutes from 5 to 5-20 p.m. on certain days according to the needs of instruction. Such an extension of 20 minutes for physical education to suit our climatic conditions, cannot be considered a great sacrifice of time by the pupils.

The Courses of studies for the various Departments, the time to be allotted for the different subjects, etc., have been drawn up in detail by us and shown in Annexure 2. We also give two Appendices for the guidance of schools, indicating the time to be devoted for the several subjects in the various classes and the details of the public examinations.

It will be seen that we have designed the Courses in such a way that our Primary Department will correspond to the Lower Basic Schools and the L. S. D., to the Upper Basic Schools, while the H. S. D., with elective subjects in arts and crafts, will be an approximation to the two types of High Schools outlined by the Central Advisory Board.

## V. Forms, etc.

The forms for the Department may, as at present, go into Vol. III of the Code. The changes needed in the light of our recommendations are indicated in detail in Annexure 3.

## VI. Inspection Code

The Inspection Code is intended to be published as a separate Volume and the draft sent by the Director and attached herewith as Annexure 4, is accepted, subject to the following modifications.—

(i) The Primary Departments of Secondary Schools should, as at present, continue to be inspected by the Divisional Inspecting Officers.

(ii) There should be seven Deputy Inspecting Officers, one of them being a woman. All these should have separate jurisdiction, offices and headquarters. Each Divisional Inspector should have two Deputy Inspectors under him and the Inspectress should have under her, the Deputy Inspectress with the charge of all the Primary Schools which have a preponderance of girls.

(iii) The Divisional Inspecting Officers may be allowed to take any of the Deputy Inspectors under them, for the inspection of Secondary Schools also, provided such an arrangement can be made without upsetting the normal work of the Deputies.

(iv) There should be three Supervisors of Music Education, with different jurisdiction, headquarters and offices. They should inspect the music work in all the Secondary and Primary Schools and submit their reports through the corresponding Divisional Inspecting Officer.

(v) There should be three Superintendents for Physical Education also, and one of these should be a woman, with supervision work of all Girls' Secondary Schools and Mixed Schools. They should have separate jurisdiction, head-quarters and offices, and should submit their reports through the Divisional Inspecting Officers concerned.

(vi) It is desirable that the Director should visit every school in the State at least once in three years.

Necessary modifications in the Inspection Code may be got made by the Director to fit in with the above recommendations. The Appendices mentioned in the Inspection Code may also be got ready by the Director.

## VII. Special Points

Certain points to be considered by the Committee were sent to us by the Director at the instance of the Government, and our decisions are given below. Some of these decisions have been incorporated in the Code proper in the relevant Sections and where that has been done the fact is noted.

1. The existing practice of penalising pupils who seek admission on false representation to be fully authorised by a provision in the Code. (G. P. 9844/19).

This has been done. See section 67 of the Code.

2. The staff lists of the Malayalam Schools are being approved by the Inspecting Officers. The Director explains that the Inspecting Officers have been empowered to pass the grant bills of Vernacular Primary Schools and this implies that they can approve the staff lists also. The Director is requested to amend the Code suitably along with the Code Revision. (G. P. D2-24888/17).

Distinction between English and Malayalam Primary Schools has been given up. Approval of Staff lists every year is not contemplated in the new Code. Approval of every new appointment alone is necessary. The Inspecting officers have been empowered to pass the grant bills of the Primary Department and to approve the appointments in that Department. (See section 33 (f) of the Code).

3. According to the existing orders, teachers in aided schools are to be retired at the age of 60. The orders regarding retirement may also be codified along with the Revision of the Code. (G. P. D2-24888/17).

This has been done. (See section 128 of the Code).

4. *Attendance reports of pupils.*—It is seen that the strength of a class for purposes of grant for Edavam is calculated after the admission period is over. This may be codified along with the Revision of the Code. (G. P. D2-24888/17).

According to the new rules this will not arise, since the admission period is curtailed to one week which will be over in Edavam itself. (See section 61 of the Code).

5. *Grant bills.*—It is stated by the Director that there is a Government order authorising the Director to raise the maximum strength of a class to 50. The Director may take steps to codify this along with the Code Revision. (G. P. D2-24888/17).

The maximum strength is normally fixed at 40 and the Director is authorised to allow excess according to his discretion, in special circumstances. (See section 64 of the Code).

6. *Grant when there is a heavy fall in attendance.*—The Director may make definite rules in connection with the Code Revision. (G. P. D2-24888/17).

No definite rules seem necessary; the Director and Inspecting Officers may use their discretion in the matter. (See section 40 of the Code).

7. *Service Books.*—The Director may raise the question of making definite rules in regard to the service to be counted for promotion to the Special P3 grade in Government as well as grant-in-aid schools, in connection with the Code Revision. (G. P. D2-24888/17).

This does not arise in view of the time-scale of salary now proposed.

8. *Retention of Aided School teachers without permanent appointment during the summer vacation.*—(H. O. 10401/19).

The rules for Sirkar School teachers may be followed for Aided School teachers also. This decision has already been communicated to the Director.

9. *Extra Scholarships—Technical studies—B. C.*—The question of making provision for such scholarships in the Code. (H. O. C. 7/18).

These have been provided. (See sections 261 and 267 of the Code and para 10, section II B of this Report).

10. *Levy of full fees from rich girl students.*—(G. P. EF5-33969/19).

We feel that it is not time to introduce this change now. (See para 4, section II A of this Report).

11. *Underpayment and belated payments to teachers in Aided Schools.*—The question to be specifically raised before the Code Revision Committee. (H. O. D2-11806/19).

Provision for a "Direct Payment" of salaries to such teachers, has been made in the Code. (See section 41 of the Code).

12. *The question of extending the educational concessions to the children of the teachers in Aided Schools who die in harness.*—To be raised before the Code Revision Committee. (H. O. D2-11306/19).

Provision has been made in the Code. (See section 80 of the Code).

13. *The appointment of a clerk with aid for for all ided High Schools.*—(H. O. D1-11460/19).

Lump provision is allowed for contingencies to aided schools and provision for a clerk also has been included in the standard rates of contingent expenditure noted in Appendix N. (See section 37 and Appendix N of the Code.)

14. *C. A. S. P. E. Rules—Modification of.*—The question to be raised before the Code Revision Committee. (G. P. L. Dis. 22454/19).

The question was considered and our recommendations are given in Appendix V in Annexure 1.

15. *The question of taking over the management of all Primary Schools by, Sirkar.*—The question to be raised before the Code Revision Committee.

We are in favour of the policy. (See para 14 of section II B of our Report).

16. *The adjustment of fees paid by pupils in Aided Schools towards dues in Sirkar Schools.*—The question of framing necessary rules to be considered along with the Revision of the Code. (G. P. L. Dis. 7884/19).

It is only instalment fees and not term fees, that are to be levied hereafter. Even these, if paid in one school, need not be paid in another school, in the State. (See sections 73 and 74 of the Code.)

17. The necessity to specify the time when the arrear fees are to be collected from pupils admitted after the Navarathri holidays may be considered along with the Revision of the Code. (G. P. D2-24888/17).

Navarathri admissions are not allowed according to the revised Code and so the question does not arise.

18. *Admission of bona fide private pupils and pupils who have left schools after a period o. attendance.*—(Art. 42 and note 1 to 42 of the present Code). The rules may be amended so

as to give the ex-pupils the same privilege as given to *bona fide* private pupils. (G. P. D2-29011/19).

It is not clear in what respect the equal privilege is sought. If it is in the matter of sitting for the annual examination of any class without the present restriction in the case of the latter set of pupils, we are not in favour of removing the restriction, as it will lead to abuse of the privilege. If it is in the matter of a privilege enjoyed by the former set of pupils, *viz.*, that their examination may, with the special sanction of the Director, be allowed at the reopening of schools also, we have removed that privilege and placed them on a par with the latter set of pupils.

19. The question of amending the rule regarding separate minimum marks to be obtained in each paper in Type-writing for the S.S.L.C. Examination may be considered by the Code Revision Committee. (H. O. L. Dis. 17669/19).

We feel that only a single minimum is necessary for each optional subject. The question may, however, be reconsidered at the time of framing the syllabuses.

20. The teaching of English in class I and Hindi in Secondary schools may be considered by the Code Revision Committee. (H. O. L. Dis. 11524/19).

According to our proposals, English is to be taught in classes 4 and 5 of all Primary Schools and Hindi as an elective subject for all the Secondary Classes.

21. The teaching of History, Geography and Natural Science as compulsory subjects in Secondary Schools may be considered by the Code Revision Committee. (H. O. L. Dis. 11523/19).

We have included them as compulsory subjects for the S.S.L.C. and Form III Public Examination.

22. *Compulsory Physical Education in Secondary Schools.*—The question may be considered by the Code Revision Committee. (H. O. C. 23814/17).

We have included the same as compulsory subject.

23. Arrangements for introducing Junior Red Cross Work in Schools, may be considered by the Code Revision Committee.

Provision has been made in the Code: (See section 113 (d) of the Code.)

## VIII. FINANCE

We now come to the last and perhaps the most difficult part of our Report. We have taken decisions on all the important educational issues that came within the purview of our deliberations. Many of these have been embodied in the Code itself; while a few others, not of so urgent a nature, are being sent up only as recommendations. We have certainly not been unmindful of their financial implications and have worked out a fair estimate of the same, taking care to see that we did not err on the side of an under-estimate. This estimate is given below.—

### A. Cost of proposals incorporated in the Code

|   |    |                      |
|---|----|----------------------|
| 1. Loss in fee-income from Primary classes due to the abolition of fees in the Primary Department   | .. | Rs. 40,000 per annum |
| 2. Cost of extra teachers required for the Primary Department due to the introduction of the fifth class, and the probable need for supernumerary teachers and more specialists |    |                      |
| (a) Sirkar schools  | .. | Rs. 92,000 per annum |
| (b) Private schools   | .. | Rs. 1,32,000 do.     |

*Note.*—The number of extra teachers will not be as much as  $\frac{1}{4}$  of the present number, since the strength of the fifth class will be comparatively less. Further there are a few preparatory classes now. We have taken the number of requisite extra teachers as  $\frac{1}{5}$  of the present number and calculated the extra cost as 20 per cent of the present salaries for Sirkar schools, and grants to aided schools, *viz.* Rs. 4.6 and 6.6 lakhs respectively as per the budget figures of 1120.



3. Cost due to increase in salaries to teachers of the Primary Department—

|                     |                           |
|---------------------|---------------------------|
| (a) Sirkar schools  | .. Rs. 1,84,000 per annum |
| (b) Private schools | .. Rs. 2,64,000 do.       |

*Note.*—The present salaries range from Rs. 17 to Rs. 35 per mensem; but most teachers are on the lowest scale and so the present average salary is taken as Rs. 21 per mensem. According to our proposed scale, and the fixing of initial salary for the existing teachers, the salaries will be ranging from Rs. 20 to Rs. 30 per mensem to most teachers and from Rs. 30 to Rs. 35 per mensem for the present English Primary teachers who are comparatively few in number. The new recruits as per item (2) above, will be only on Rs. 20 per mensem. Roughly the average is taken as Rs. 28 per mensem and the increase is calculated as  $7/21$  or  $\frac{1}{3}$  of the present amount plus the increase shown in (2).

4. Cost due to increase in rates of grant to private schools .. Rs. 3,00,000 per annum

*Note.*—The present grant rates are 75 per cent to untrained teachers,  $87\frac{1}{2}$  per cent to trained teachers, who are comparatively less in number, and  $7\frac{1}{2}$  per cent for contingencies. On the whole it will work up to  $87\frac{1}{2}$  per cent as against 100 per cent salaries grant plus  $12\frac{1}{2}$  per cent contingencies grant now proposed. So the extra amount required will be  $2/7$  of 6.6 lakhs present grant amount, plus 1.32 lakhs, increase in (2), plus 2.64 lakhs, increase in (3).

5. Cost due to revision of salaries in the Secondary Department,

increased aid to Secondary schools, and re-imburement of loss in fee-income to Secondary schools and Colleges .. Rs. 1,00,000 per annum.

*Note.*—The new rates of grant, though different in mode of reckoning, will not work up to more in the case of Secondary schools. But there are a few un-aided schools that will have to be given aid. The increase in the salaries of Secondary teachers too is not much. So the lump sum of 1 lakh provided will be sufficient.

6. Cost due to the compulsory introduction of P. F. in all schools and Colleges .. Rs. 70,000 per annum.

*Note.*—This has been worked out, taking  $1/32$  of the grants to Primary schools and on an approximate reckoning of the salaries of the Private Secondary schools and Colleges.

7. Cost due to the increase in the number of stipends and scholarships .. Rs. 40,000 per annum.

8. Cost due to the increased number of Inspecting Officers, *viz.*, one more Deputy Inspector, 3 Superintendents of Physical Education, 3 Supervisors of Music and one Superintendent of Sanskrit Education—all on the present scales of Deputy Inspectors—with clerks, attenders and peons, and office .. Rs. 24,000 per annum.

*Note.*—Average pay Rs. 100, T. A. Rs. 35, Office Staff Rs. 60, and Office Expenses, Rent, etc., Rs. 55, per mensem.

**B. Cost of proposals not incorporated in the Code**

- Opening of a Training College and two more Training schools.  
Initial expenditure .. Rs. 3 lakhs plus  
Rs. 80,000 per annum
- Opening of a few Central Technical schools for teaching Arts and Crafts elective subjects of Secondary classes.  
Initial expenditure .. Rs. 3 lakhs plus  
Rs. 1,20,000 per annum.
- Opening of more Music Schools, a Music Academy, a School of Arts, a Technological Institute and a College of Commerce.  
Initial expenditure .. Rs. 2 lakhs plus  
Rs. 60,000 per annum.
- Gradual assumption of direct management of all Primary schools by the Government.  
Initial expenditure .. Rs. 12 lakhs plus  
Rs. 5,00,000 per annum.

*Note.*—There are about 470 Primary schools under private management and the initial outlay on buildings, etc., on each is estimated at Rs. 2,500. According to the Budget figures, the annual expenditure to Government on a Sirkar Primary School is Rs. 2,600, while that on a private managed school is Rs. 1,500. The latter will increase about  $\frac{1}{3}$  when grant rates are increased as at present proposed, *i.e.*, it will come to about Rs. 2,000. If taken over by the Government, Rs. 4,50,000 or  $\frac{1}{3}$  of the total grants under Primary Education will be necessary as extra cost. To be on the safe side 5 lakhs are provided.

From the figures given above, it will be seen that the total increase in cost under A comes to Rs. 12.26 lakhs per annum, and that under B comes to Rs. 20 lakhs as initial cost and Rs. 7 lakhs as annual recurring cost. The small loss in fee-income from Primary classes may be neglected, as it represents only a very small fraction of the total receipts of the State.

Some of the items under B will have to be provided for immediately, while the rest may be taken up as and when Finances permit and the expenditure thereon spread over a few years. Bearing these in mind, we estimate the immediate commitments under B to be about  $1\frac{1}{2}$  to 2 lakhs; so that the total extra expenditure to be incurred will be about Rs. 14 lakhs per annum.

At first sight, this additional expenditure may appear to be enormous; but the following facts will show that we are fully justified in recommending this much increased outlay on Education, and that our proposals have not been made in any light-hearted manner.

i. A good part of the proposed extra cost, about 11 out of 14 lakhs, is towards the improvement of Elementary Education—undoubtedly one of the primary functions of the State—and in particular for the betterment of the salaries and service conditions of the teachers, without which no attempt at educational reform will produce the desired result. It is in these schools that the foundations of education are laid and any amount of care bestowed in the matter will not at all be too much. Unless teachers of the right type are recruited, the quality of education in Primary schools will certainly deteriorate. That the right type of persons should be attracted to the teaching service has been universally recognised; and very decent scales of salaries, in keeping with the normal prospects in other walks of life, have been recommended in the Sargent Scheme. To a discerning observer, it would be evident that the quality of Primary Education in our State has of late begun to deteriorate and we feel that it is high time to stop this. No teacher can be expected to devote his full time and energy to his work, nor to carry on his work with any zest, unless he has at least an assurance of the minimum needs of life. The scales of salaries that we have now proposed are far below those proposed in the All India Scheme and fall much short of the normal prospects of an ordinary clerk in any other Department of Public service. We are emphatic that this much of improvement in the pay and prospects of the Primary teachers in the State is an urgent need.

ii. The State has the advantage of a liberal educational system with all its salutary features, *viz.*, high level of qualifications to teachers, free education for the first five years, liberal rules of grants-in-aid contributing to a quicker spread of education and the attainment of a high percentage of literacy even without resorting to compulsion, low rates of fees, liberal fee-concessions to women and educationally backward communities, etc. No advanced State has ever succeeded in securing such healthy features for its educational system, without imposing an educational cess or throwing some part of the burden on local bodies. Our State has not sought help from any such sources, but sacrificed the teacher and his comforts, and to that extent brought down the quality of the education imparted. We cannot with justice recommend this state of affairs to continue.

iii. Coming to the expenditure on "Education", we find that according to the Budget figures of 1120, excluding the amounts for "Noon-feeding" and "Dearness Allowance" the budgeted expenditure is about Rs. 23 lakhs out of a total receipt of Rs. 218 lakhs—*i.e.*, about 11% of the revenues. We are aware that the budgetted receipts are abnormal, mainly because of the War conditions. Though some of us feel that the receipts of the State will not go down very much even in Post-war years, still we think it safe to proceed on the basis of a normal figure of Rs. 160 lakhs per annum. According to our proposals, the expenditure will come to 23+14, or 37 lakhs of rupees. If the receipts under "Education" are excluded, the net expenditure will be only 32 lakhs of rupees, or 20 per cent of the normal revenue. We do not consider that 20 per cent of our revenue will be too much to be devoted to education, especially when such expenditure secures to us an educational system with all the healthy features noted in para (ii) above.

iv. Even as early as 1921, when our Education Code was last revised, the Committee which dealt with the subject, had, in their report, stressed the need for devoting at least 20 per cent of the general revenues of the State towards the net expenditure on education. They had also made some definite suggestions for the general improvement of education in the State, and particularly of the pay of the teaching staff. And, if the 20 per cent quota of the general revenues were found insufficient to meet the additional expenditure involved, the Committee had recommended to the Government the levy of a tax on income, which, it was then estimated, would yield an annual revenue of about three lakhs of rupees. The income-tax was introduced ten years ago, and the revenue from that source has swelled up to 35 lakhs of rupees a year; and yet the teachers' lot continues to be deplorable. We deem it our bounden duty therefore to urge, with the utmost emphasis, that a portion of the income-tax revenue should be diverted to the amelioration of the present unenviable condition of the teachers and for the early introduction of Commercial, Industrial and Art education in the State. If more is yet needed to meet the demands of this, one of the most essential services of a civilised Government, it will then be time for us to devise a scheme for a light special cess for education, that will leave the low and the heavily taxed untouched and affect only the flourishing and fortunate classes in the State.

We would conclude by pointing out that our present recommendations in regard to the improvement of education and the salaries of teachers in the State, fall much short of what we really wish them to be, and that the first charge on any additional resources of the State should be the cost of an all-round 50 per cent increase on the scales of salaries now proposed by us, so as to bring them nearer to the scales suggested in the All India Scheme. A set of under-paid and starving teachers, not always recruited from among the first-rate men and women, due to the unattractive terms of service, will not be the right type of persons to be entrusted with the education of young children, at an age when their tender minds should be inspired with noble ideals. We feel that we have done our best to bring home to the Government the real state of education in the State, and we are only anxious that our State should no longer give room for a legitimate criticism that the progress in the spread of literacy and education has been achieved at the sacrifice of the noble profession of the "GURU".

1. Rao Sahib C. V. Antony, Retired Chief Judge, Chief Court, President (Sd.)
2. Rao Sahib I. N. Menon, Director of Public Instruction (Sd.) (Subject to my note of dissent.)
3. Mr. C. J. Mathew, Joint Secretary to Government (Sd.) (Subject to a dissenting minute regarding the Sanskrit College.)
4. Rao Sahib K. Ayyappan, M.L.C. (Sd.) (Subject to a separate note.)
5. The Secretary, Catholic Manager's Association (Sd.) (Subject to a separate note.)
6. Mrs. A. N. Menon, M.L.C. (Sd.)
7. Mr. Joseph Pettah, M.L.C. (Sd.) (Subject to a dissenting note.)
8. Mr. K. M. Ibrahim, M.L.C. (Sd.) (Subject to a separate note.)
9. Mr. C. J. Varkey, Ex-Minister for Education, Madras Government (Sd.) (Subject to a separate note.)
10. Mr. P. Kumaran Ezhuthassan, M.L.C. (Sd.) (Subject to a dissenting minute.)
11. Mrs. K. M. George, Inspectress of Schools (Sd.) (Subject to minute of dissent.)
12. Mr. C. P. Govindan Nayar, Headmaster, C. N. N. H. School, Cherp (Sd.) (Subject to dissenting note.)
13. Rev. Fr. Antony Pullokaran, Manager, St. Antony's High School, Mala (Sd.) (Subject to the dissenting minute.)
14. The Secretary, Cochin Aided Primary Teachers' Association (Sd.) (Subject to the dissenting minute.)
15. Mr. B. M. Peter, M.L.C. (Sd.) (Subject to note of my dissenting.)
16. Mr. M. R. Menon, Manager, Vivekodayam High School, Trichur (Sd.) (Subject to separate note.)
17. The Secretary, Cochin Teachers' Association (Sd.) (Subject to the dissenting minute.)
18. Mr. T. K. Krishna Menon, B.A. (Sd.) (Subject to the note on the Sanskrit College, to my supplementary note, and to, in the lawyer's phrase any error of omission and of commission I sign.)
19. Mr. S. V. Venkitachala Ayyar, Inspector of Schools, Northern Division, Secretary (Sd.)

## THE SANSKRIT COLLEGE

7. The Committee had no time to give to the Sanskrit College that attention which, according to us, the importance of the institution demanded. Hence the need arose for this Note on it.

1. The name Sanskrit College is a long established one. But for that, we would have preferred to call it the College for Oriental Studies.

2. It has the Government and the Endowment Sections.

3. Both are managed by a Committee appointed by His Highness the Maharaja.

4. The Government Section consists of three Kavya classes and two Sastra courses. The whole course can be covered by 12 years.

5. As it is, admission and promotion in the Kavya Classes take place only once in two years. These may be done yearly.

(a) English is now taught to the students. If an Arithmetic teacher, in the L3 grade can be appointed on a salary of Rs. 30—1—40, the students in the Kavya and Sastra sections will be able to sit for the Public Examinations. This is a desirable change.

(b) In the Kavya Section, after 6 years, there should be an Entrance Examination in Kavya, Nataka and Alamkara; while, for the rest of the subjects, there shall be another at the close of the 8 years.

6. The Senior Sastra Course, which covers 4 years, takes in Ayurveda, Nyaya, and also Astrology with Architecture as a subsidiary subject.

(a) To these we would suggest the inclusion of Vyakarana also.

(b) In the department of Ayurveda, we would like to see anatomy taught by an allopathic doctor; the students get practical course; and the cultivation of a herbal garden.

(c) In this section too, instead of having one heavy examination on finishing the whole course, we would suggest a Preliminary Examination at the end of 2 years, and a Final one at the close of 4 years.

7. The rules of discipline prescribed for other Colleges shall be enforced here as well.

8. Classes are mixed. No new staff would be wanted even if the classes contain up to 40 students.

(a) The Staff consists of

1 Principal on a pay of Rs. 60—4—80

3 Professors each — on Rs. 25—2½—50

2 Sastra Tutors — on Rs. 30

3 Senior Tutors — on Rs. 20—1—30

(One of these is a specialist for Thachu Sastra).

2 Senior Asst. Tutors — on Rs. 20

3 Junior Tutors — on Rs. 17

(b) We would recommend a revision of pay in the manner shown below. The invidious distinction that now exists between the pay of the Professors of the Government and Endowment sections has to be removed. The tendency of Tutors trying to go away from this College to the High Schools of the State has to be definitely discouraged. We also deprecate the entertainment of Pandits of other schools in this College, as it affects the mode and the intensity of training.

(c) Professors — Rs. 50—2—60, which, is the scale of L.I. The Sastra and Senior Tutors may all be called Senior Tutors, each with a scale of pay of

5 Senior Tutors — Rs. 30—2—50, the scale of High School Pandits.

Similarly, the Senior Assistant, & Junior Tutors may all be called Junior Tutors, with a scale equal to the Pandits of Lower Secondary Grade.

5 Junior Tutors Rs. 20—1—30.

(d) The scale of the Principal we would raise from Rs. 60—4—80 to 60—4—100. In so doing, we have in view a Principal who is well-versed in eastern lore and western learning, and well-equipped to maintain the status, the dignity and the discipline of the institution.

9. We would strongly recommend, if finances would not stand in its way, the need to get the College affiliated to the Madras University for the Vidwan and Siromani Examinations at least.

10. To open up avenues for employing those who pass out of this College, we would suggest the retention of a Kavya Bushana as a Pandit in every Primary School, a procedure that will go far to raise the level of correct Malayalam literacy in the State. Those who have passed the Sastra Bhushana Examination will be eminently fitted as High School Pandits. They can also be entertained as copyists in all the departments of the State.

11. The College now gets all the coded holidays, besides Vavu, Prathama and Ashtami and 10 days for Ulsavam. For the Ulsavam 8 days are enough, and Ashtami can be excluded. This will enable the institution to get the necessary number of working days.

(a) As days devoted to Sadas are counted as working days. There is no alteration needed in the Endowment Section, under this head.

12. The Endowment Section deals with Vyakarana, Nyaya, Mimamsa and Vedantha.

(a) Though beyond the competency of the Committee to enter into this section, we would yet suggest that all the classes might be profitably held in one place, and not in two places as is done now.

(b) Even if the authorities are not willing to relegate Vyakarana to the Government Section, we would still hint that it will be highly desirable to open a class for Tantras and Mantras also, so as to produce a race of pious priests who will be able to appropriately perform pooja in the famous temples of Kerala.

13. There now remains the Maharaja's Grantha Library to be dealt with. It was started in 1086. No appreciable change has been taken to put it on a profitable basis. For this, there is an yearly grant of Rs. 1,250.

(a) It is staffed thus.—

|                             |        |
|-----------------------------|--------|
| 1 Care-taker on a pay of .. | Rs. 20 |
| 1 Copyist ..                | Rs. 17 |
| 1 Watcher ..                | Rs. 12 |

One and three have also to devote half their office-time for copying manuscripts.

(b) The watcher has to keep the manuscripts (Olas and books) clean and to label them, while the care-taker, the officer virtually in charge of the library, has to compare the copies with the originals, and to see to the issue of the manuscripts. The Principal is ex-officio the curator.

(c) Members of the College and Library Staffs are sent out, during the holidays, for the collection of manuscripts. The copying work can but insufficiently be done by the library staff, so that others are entertained to do the work on a remuneration of Rs. 3 for 1,000 granthas. The corresponding sum given in Travancore is Rs. 7.

(d) Thus, about Rs. 400 are set apart for copying fees, T.A., paper, ink, binding charges, string and naphthalene-balls.

(e) We would suggest a revision of the scale as follows.—

|               |             |
|---------------|-------------|
| Care-taker .. | Rs. 25—1—30 |
| Copyist ..    | Rs. 20—1—25 |
| Watcher ..    | Rs. 15—1—20 |

and the appointment of an additional copyist as well, so as to avoid the need to go in for the services of strangers.

(f) We are not for allowing any manuscripts to be taken out of the library by any one.

(g) It is high time to appoint a competent scholar to go about collecting valuable manuscripts for the library.

(b) With the lapse of time, copies taken become undecipherable and useless. Some arrangement has to be made for the publication and sale of important and unpublished manuscripts. There is need to copy only such old manuscripts as are valuable and unpublished with a view to their being given to the press.

14. The employees may be given some pension or at least gratuity when they retire, which they may ordinarily be asked to do at 60.

15. *Summary.*—(a) Admissions and promotions to be given yearly and not biennially, as now (5).

(b) Vyakarana may be transferred to the Government Section (6a).

(c) Instead of having one heavy examination at the end of the Kavya and Sastra Courses, there may be one Preliminary and a Final examinations (5b; 6c).

(d) Revision of pay (8a; 8b; 8c; 8d) (13a; 13e). No transfer of teachers (8b). Avenues of employment (10).

(e) Holidays to be shortened (11).

(f) The work in the grandha library to be reformed (13f; g; h).

(g) Pension or gratuity to the staff (14). Provident Fund Rules to be made applicable here too.

1. Mr. T. K. Krishna Menon, (Sd.)
2. Mr. D. Hari, (Sd.)
3. Mr. M. R. Menon, (Sd.)
4. Mr. C. J. Varkey, (Sd.)

(Subject to the omission of para 10, as it is contrary to the decision of the Code Revision Committee on this point).

5. Mr. P. Kumaran Ezhuthassan, (Sd.)
6. Mrs. Thankamma N. Menon, (Sd.)
7. Rao Sahib K. Ayyappan, (Sd.)

(I sign subject to the proposal that Vedanta, Mimamsa, etc., should be taught in Government Section also as all classes of His Highness' subjects are not admitted to this Endowment Section for the study of those subjects. I agree with Mr. C. J. Varkey in his remarks about para 10.)

8. Mr. C. J. Mathew, (Sd.)

**Present Syllabeses for the Kavya and Bhushana Courses**  
**Kavya Bhushana Course**  
**First year**

സിദ്ധാന്തം

ശ്രീരാമോദന്തം—നൃപ ശ്ലോകം

ബാലബോധനം—പകുതി

അമരം

**English Text of class II**

സംസ്കൃതം കോപ്പി എഴുതും കേട്ടെഴുതും

**Second year**

ശ്രീകൃഷ്ണവിലാസം—മണ്ട സദ്യം

ബാലബോധനം—ബാക്കി ഭാഗം

കഥാകസ്യമഞ്ജരി അല്ലെങ്കിൽ ഒന്നാം ഘാഠത്തിലെ സംസ്കൃതം ടക്സ്റ്റ് അമരം

**English Text of class III**

സംസ്കൃതം കോപ്പി എഴുതും കേട്ടെഴുതും

**Third year**

കുമാരസംഭവം—ആദ്യത്തെ രണ്ടു സർക്കുലർ  
മാലം—മൂന്നാം സർക്കുലർ  
ഹിംസ ചരിത്രസംഗ്രഹം  
അമരം

**English Text of class IV**

**Fourth year**

മാലം—നാലാം സർക്കുലർ  
ചംബുരാമായണം—അയ്യോദ്ധ്യോകാണ്ഡവും കിഷ്കിന്ധോകാണ്ഡവും  
അമരം—ബാക്കിഭാഗം

**English Text of Form I**

**Fifth year**

കീരതാജ്ജനിയം—മൂന്നാം സർക്കുലർ നാലാം സർക്കുലർ  
നൈഷധം—മൂന്നാം സർക്കുലർ  
മാളവീകാഗ്നിമിത്രം  
ഹിംസ ചരിത്രസംഗ്രഹം  
സംസ്കൃതം തജ്ജമയും ഉപന്യാസവും

**English Text of Form II**

**Sixth year**

നൈഷധം—നാലാം സർക്കുലർ  
തർക്കസംഗ്രഹം ന്യായബോധിനി സഹിതം  
ഉത്തരരാമചരിതം  
പ്രതാപരൂഢിയം

**English Text of Form III**

**Seventh and eighth years**

മുക്താവലി  
മദ്ധ്യസിദ്ധാന്ത കൈമുദ്രി  
പ്രതാപരൂഢിയം  
കൃഷ്ണഗാഥ—കംസവധം കഴിയുന്നതുവരെ  
മംഗളമാല—രണ്ടാം ഭാഗം

**Compulsory Vyakarana**—സിദ്ധാന്തകൈമുദ്രി പൂർണ്ണമാക്കും  
**Compulsory Nyaya**—ഭിന്നകരി ശാബ്ദം കഴിയുന്നതുവരെ

**Sastra Bhushana Course**

**A. Nyaya**

First year — പഞ്ചലക്ഷണിയം, ചതുർശ ലക്ഷണീവിശാരദലക്ഷണം കഴിയും വരെയും  
Second year— സിദ്ധാന്ത ലക്ഷണവും, സാമാന്യ നിരൂപനിയം  
Third year— പക്ഷത—സാമ്യഭേദമപരിഷ്കാരം തുടങ്ങുന്നതുവരെയും  
അവയവം പ്രതിജ്ഞ കഴിയുന്നതുവരെയും  
Fourth year വ്യർത്ഥത്തിവാദം

**B. Vyakarana**

First year— സിദ്ധാന്ത കൈമുദ്രി—ഉത്തരാർദ്ധം  
Second year— പ്രൈശ്വര്യമനോരമ—കാരകാന്തം  
Third year— പരിഭാഷണന്യായശേഖരവും, ചംപുരണ്ണന്യായശേഖരം സംഗ്രഹംകഴിയുന്നതുവരെയും

**Fourth year—** ലഘുശാസ്ത്രങ്ങളുൾപ്പെടെ കാരകം കഴിയുന്നതുവരെയും ഭൂജ്ഞസാരവും നാടക പ്രവേശിക പ്രാചീനാർത്ഥങ്ങൾ ഇവ രണ്ടു ശാസ്ത്രഭൂജ്ഞങ്ങളും സാമാന്യം

**D. Ayurveda**

**First year—** അഷ്ടാംഗഹൃദയം സൂത്രസ്ഥാനവും, ശരീരസ്ഥാനവും, ചികിത്സാക്രമവും  
**Second year—** അഷ്ടാംഗഹൃദയം നിർമ്മാണം ചികിത്സാക്രമവും, യോഗാദൃതം പകുതിയും  
**Third year—** അഷ്ടാംഗഹൃദയംകല്പവും ഉത്തരവും യോഗാദൃതം ബാക്കി ഭാഗവും  
**Fourth year—** അഷ്ടാംഗസംഗ്രഹം—സൂത്രസ്ഥാനം മാത്രം, സൂത്രം ശാരിരം മാത്രം, ചരകം ചികിത്സാക്രമം മാത്രം

**E. Jyothisha**

**First year—** മറ്റുപ്രകാരം, പഞ്ചാംഗഗണിതം, ഗണഗണിതം—ഒരിക്കൽ അനുസരിച്ചും, പരഹിതത്തെ അനുസരിച്ചും, മനുഷ്യാലയ ചന്ദ്രികയും  
**Second year—** ജാതകാദേശം, പ്രശ്നമാറ്റം പൂർവ്വാർത്ഥം, ഗണപ്രകൃഷ്ട, തന്ത്രസമുച്ചയം (ശില്പം മാത്രം)  
**Third year—** പ്രശ്നമാറ്റം ഉത്തരം, പഞ്ചാംഗഗണിതം, വാസ്തുവിദ്യാ  
**Fourth year—** ഹൈര മറ്റുപ്രകാരം പരിഷ്കാരം, പ്ലാൻ എസ്റ്റിമേറ്റ് ഇവയുടെ നിർമ്മാണം

*N. B.—The following Malayalam Texts will be taught in the fourth year to all groups.*

- മ. പ്രാചീനാർത്ഥങ്ങൾ
- വ. നാടകപ്രവേശിക.

**SUPPLEMENTARY NOTE BY Mr. T. K. KRISHNA MENON**

1. **The mode of approach.**—In approaching a question of this grave import, as the future of education in the State, one should try to subordinate all other considerations to the welfare of one's own motherland. Whatever our political opinions and communal interests may be, we should never lose sight of the fact that the evolving of a sound educational policy must be a matter of anxious concern to one and all. "Education is the most potent instrument both for maintaining all that is good and fruitful in our heritage from the past, and in securing for all classes of the people a wider outlook, a more even level of opportunity, and for each and all a richer and a fuller corporate life." Thus, we know our goal; we also know that great difficulties we have to surmount before we reach the end of our journey. Unless we pull well and wisely and pull all together, it will be difficult for us to reach our destination.

2. **Purchase of Primary and sale of Secondary Schools.**—I read with care the Director's letter to the Government, dated 1st December 1943, and the agenda he placed before the Education Advisory Committee. They form interesting reading, and are bold and statesmanlike as well. But it is a pity that he was not present at our meetings to see his views debated and embodied in the Code. To his pronouncement that "the management of the whole system of Elementary Education should be in the hands of the Government", I fully subscribe. That it may be brought under its control, gradually, so as not to give a strain to State finances is my prayer. Till this is accomplished, it will be the bounden duty of the Department to see that the Aided Primary Schools are conducted efficiently to the best interests of the State. The system of grants-in-aid will furnish a potent aid to control these institutions, and, if judiciously used, it would enable the department to insist on their satisfactory maintenance. If, in any school, the appropriate elements necessary for a sound education, such as an air of harmony, the right sort of qualified and trained teachers, suitable accommodation and equipment are wanting, that will be the time for the Government to step in and take possession of that school.

(a) The other proposition of the Director is to abolish such of the Sirkar Secondary and High Schools as are not wanted, and to deliver the rest to be managed by capable private agency. I regret I cannot wholly fall in line with this view. Are there Secondary and High Schools now that serve no useful purpose? If any such do exist, why was it started at all? My own idea is that there will be no schools to be closed down. The Hunter Commission of 1904, no doubt, decided that, in the field of Primary education alone, the Government should



shoulder direct responsibility, while, in the Secondary education stage, apart from the maintenance of a single model school, it should take no direct action but merely support local effort. I am, however, tempted to follow the guidance of the late Justice K. T. Telang, a member of that Commission, who, quoting Mathew Arnold, deprecated over-reliance upon private enterprise for the effective development of secondary education, and suggested that the chief work of organisation in that must devolve upon the State. Dr. Ahmed, a distinguished educationist, also has recently remarked, that the Government should take the entire responsibility for Secondary education, and this education should be regarded as the end of a definite stage of education, and courses should be modified accordingly. "A large number of students, as in other countries, will thus be diverted to practical life and technical education, and Degree Colleges will thus be relieved from the influx of students who are not really meant and fit for higher education". The public opinion in England also is in favour of extended activity of the State in the sphere of Secondary education. Under all circumstances Government will have to maintain a certain number of middle and High schools to serve as models for those run by private agencies. In no case should the High Schools for girls be delivered to other hands. I shall close this part of my Note by extracting these relevant remarks from the *Report by the Central Advisory Board of Education*: "It is unnecessary to repeat here the charges of irresponsibility, incompetence, ill-treatment of teachers, religious and political bias, nepotism and other forms of graft which make such frequent and gloomy reading in the Provincial reports. It would, therefore, appear essential that, before embarking on their reconstruction programmes, Provincial Governments should resume all educational powers from local bodies, except where they are satisfied that these are competent to undertake the enlarged responsibilities."

3. **Vocational Education.**—On India must dawn, after the war, a great industrial movement. Visible signs are already on the horizon to herald that industrial advent. Cochin has to welcome it to develop her resources, to find work for her people, and to raise the economic level of the land. Thus the immediate need of the people will be industrial training, partly for the development of the country but far more for their own self-development. That is one aspect of the problem. There is yet another way to look at it. At the close of the Primary, Middle, and High School courses, many students leave the schools, a few to follow the trade of their fathers, to find work in the fields, shops or factories, but more to wander in the streets with nothing to do. These of the last class will eventually form a menace to the country. A too exclusive study of books has made these to shun occupations in which manual labour is necessary. It is not unlikely that a state of things like this must have been in his mind when Ruskin wrote, in his *Tune and Tide*, "Every youth in the State from the King's son downwards should learn to do something finely and thoroughly with his hands so as to know what craftsmanship meant." Mr. Jules Ferry goes a further step and say, "In order that the nobility of hand-work should be recognised not only by those who practise it but also by society as a whole, the surest and the only practical method is the introduction of hand-work into the school itself."

(a) The *Indian Industrial Commission Report* rightly criticised the tendencies of education in India. "The system of education introduced by Government was, at the outset, mainly intended to provide for the administrative needs of the country. In the result, it created a disproportionate number of persons possessing a purely literary education." Pandit Madan Mohan Malaviya in his Note to the above Report writes, "I would suggest that the Director of Public Instruction of each Province may be asked to recommend, in consultation with the Director of Industries, changes in the curriculum of the schools—primary, secondary, high—with a view to make them practical, so that they may form a part of the system of technical education." Dr. Ahmed, in his book deplores, "Ten years have passed since this Note was written, and during this period, England for her central schools, France for her advanced primary schools, and Germany for her continuation schools, have worked out the system which Pandit Malaviya had in his mind." Even China and Japan are far ahead of India in this respect. In China, normally, a boy has to spend his 6 to 11 years for his primary education, 12 to 18 for his secondary education, and 19 to 23 for his University education. A vocational course he has to start with his secondary education, and special Technical Schools exist where he can complete his course. In May 1928, at an All-China National Educational Conference, it was unanimously resolved that the educational aims should be based on these *Three Principles of the People*. These have more than an academic and transitory value. So let me quote them here.—

(i) To promote *Nationalism*, education shall seek to instil into the minds of the youth a national spirit, to keep alive the old cultural traditions, to raise the level of moral integrity and physical vigour, to spread modern scientific knowledge and to cultivate aesthetic spirit.

(ii) To promote *Democracy*, education shall seek to inculcate such civic virtues as law-abidingness and loyalty, to teach organising ability, and a spirit of service and co-operation, to disseminate political ideas, and to inform the people of the true meaning of liberty and equality; and

(iii) To realise *Social justice*, education shall seek to develop the habits of manual labour and productive skill, to teach the application of science to every day life, and to enlighten the people on the interdependence and harmony of economic interests of various classes.

(b) As early as 1886, Prof. Huxley stressed on the weakness of the educational system which demanded learning from books only, without regard to the practical needs and future occupations of pupils. Prof. James of Harvard in his *Talks to teachers* has written that the most colossal improvement which recent years had seen in secondary education lay in the introduction into it of manual labour. The *Report by the Royal Commission on Secondary education*, presided over by Lord Bryce, has this significant remarks:—"No definition of technical training is possible that does not bring it under the head of secondary education, nor can secondary education be so defined as absolutely to exclude from it the idea of technical education". H. Otto Soloman, a Swedish educationist of international reputation, has thus detailed the aims of manual training:—

- (1) to instil a taste for and love of bodily labour;
- (2) to develop independence and self-reliance;
- (3) to cultivate habits of order, neatness, accuracy and perseverance;
- (4) to train the eye and sense in form, and to give a general dexterity of hand;
- (5) to promote the development of physical powers; and
- (6) to accustom to, and to give dexterity in the use of tools.

4. It was in the light of the aforesaid fortifying remarks of several distinguished educationists that I made myself bold to move before the Committee the following resolution, which had a welcome acceptance from every one of my colleagues.

"In view of the prospective needs of "post-war" agriculture, industry and commerce, and in order to cater to the aptitudes of those who will derive greater benefits from a practical course, the establishment of a system of technical education at all stages is a matter of great urgency".

(a) It is with great anxiety that I attempt to deal with this subject. The reasons will be plain as I proceed with it. For ages, we have been carrying on education only to secure literacy, so that it becomes difficult to devise and introduce a system of vocational education in Cochin. "It is generally admitted in European countries" says Mr. Mayhew "that all specialised training must be based on a solid foundation of general education". There climatic conditions and the absence of a bilingual problem ensure a supply of time and energy which we cannot own here. Consequently, we have to so introduce the vocational studies as not to affect the literacy side which has to be maintained. Further, the sacrifice of the health and prospects of the pupil by a heavy syllabus and through a division of labour, so necessary under these conditions, must also be avoided. It should not be a case of demanding everything and getting nothing. The syllabuses must be well considered ones.

(b) Planning is in the air, everywhere. Cochin would be well advised if it will also get a considered plan ready to absorb the war technicians, now working for the conduct of the war, and also to train young men to take up work in mills and factories, which will come into being with the industrialisation of the State as a certain post-war measure. The State should in this connection, remember that the fabric of our economic welfare and civilisation is closely linked with the survival and expansion of cottage industries. Hence the planning must be in terms of the people and their needs and surroundings. It must be practical and elastic enough to meet new conditions and demands.

5. To start with, a garden or small farm attached to the lower primary classes can provide matters for light but stimulating study in many branches of knowledge. There should be no technical training there. I have in mind the Wardha Scheme, which, I think, we would do well to follow in the Primary Schools.

(a) England is not an agricultural country, yet a distinct agricultural bias is imparted to education in England. School gardens there are steadily growing in number. In most schools, gardening is done on business lines. France is an agricultural country, and agricultural schools which provide practical education for the children of farmers, both boys and girls, and others are spread all over the country. The *Royal Agricultural Commission of India* has emphasised the need for giving an agricultural bias to general education; as also about the creation of special schools for diverting the mind of boys and young men from clerical to agricultural pursuits.

(b) In Secondary and middle schools, particularly in rural areas, the industry should generally be related to the indigenous products and to the hereditary proclivities of the locality. In this connection, the suggestions contained in the *Report on Village Education in India* are worthy of consideration. It says, (i) that there should be a ready market for the product, so that the school shop may always attract customers, (ii) there should be a sufficient labour market to absorb the pupils of the school when trained, and (iii) Skilled pupils should be paid according to the nature of the work done and the time spent on it. (iv) Even in agricultural centres, other industries will be necessary to provide work for those engaged in agriculture during off-seasons.

(c) Expenditure on vocational or specialised education will be a profitable investment only where there is a sound basis of general education and a demand for skilled labour from established industries. There must be a healthy co-operation between educationists, industrialists and merchants. In European countries, merchants and industrialists even conduct schools for vocational education, providing accommodation, equipment, and the services of competent teachers. In Japan, it is the expansion of technical openings and a demand for skilled workmen that led to the development of technical education.

6. The vocational education they receive in the literary schools, the pupils will have to round off in a Technical School, which should fit them to be employed as skilled craftsmen, foremen and supervisors, or to carry on small-scale industries on their own account. There should be a Technical School at Trichur, and one at Ernakulam, or at least one fully equipped Central Technical School at Trichur, where there will be facilities for all pupils to complete the vocational side of the training they receive in the literary schools.

(a) I shall conclude my observations on vocational education by transcribing one pregnant sentence from the *Report of the Central Advisory Committee*. "If the fillip which the war has given to industrial development is to be maintained and consolidated, it is difficult to think of any country where a real partnership between education and industry is more essential or where it is more important to help the small business or the cottage industry, to increase the supply of skilled craftsmen and competent executives, to convert abundant raw materials to the service of the country which produces them, and, above all, to check the flow of potentially creative intelligence through academic channels into the slough of unemployment".

7. **Woman's Education.**—Woman's education is not only a vexed but even a thorny problem. I am afraid I shall raise a hornet's nest around me if I speak out my mind on the subject. As Marie Corelli remarked, "When people tell the truth they are disliked. From Socrates to the latest of his modern imitations the bowl of death-dealing hemlock has been the portion of those who dared to say uncomfortably plain things". I am tempted to quote from her *Free opinions* a bit more. For, she was a great woman, and she pleads for my cause better, far better than I can ever hope to do. "It is not too much to say that the prosperity or adversity of a nation rests in the hands of its noble, god-fearing women. They make and mould the characters of their sons. And the centre of their influence should be, as Nature intended it to be, the Home. Home is the pivot round which the wheel of a country's highest statesmanship should revolve, the preservation of Home, its interests, its duties and principles, should be the aim of every good citizen. . . . No woman who has a home need be idle. . . . There is no need for women to wander far afield for an outlet to their energies. Their work waits for them at their doors, in the town or village where they reside. Every day can be filled, like a basket of flowers, with full of good deeds and gentle words by every woman, poor or rich, who has either cottage or mansion which she can truly call 'Home'. Home is a simple background, against which the star of womanhood shines brightest and best". Mrs. R. Acasen, an experienced lady educationist, has the following valuable observations to offer on this point: "I ruined my health by a strenuous four years' effort in search of an honour's degree. My teaching in England and Canada in a Girls' school and in a University have given me a keen

interest in the education of the rising generation of mothers which seven years in India has only deepened. Eventually, I find the Indian women charming and exceptionally bright, and I hate to think that the western standards of education may be allowed to spoil her . . . . . The pitfalls of co-education, boys' curricula and intensive cramming will all spoil her charm, home and womanhood". To those who still entertain doubts on this crucial question, I would recommend a careful perusal of *The Scientific Basis of Woman's Education*, by the late Professor G. M. Chiplunkar, who was an able member of the Servants of India Society. Her Highness the Rani of Sanghi in her preface to this work, says "He has made a thorough and critical examination of the question. He is a sincere and earnest worker in the cause of women's education. The writer can speak with authority, which has been enhanced by his intelligent travels in Europe and America. . . . . The author's main proposition that "It is not sound policy to solve Eastern problems by applying Western principles can hardly be challenged". I believe it is Her Highness who quotes these words of Dr. Meyrick Book to help her in her argument. "We in the West are full of questionings as to the wisdom of the ideals we are pursuing on the subject of the education of women. The East can be saved from the results of an uncritical imitation, as some of the worst defects of the Western system are now obvious and can be avoided forthwith. . . . . In the West they made the serious mistake of disregarding the differences of nature and character between boys and girls. It is now universally admitted that the decline of family life is a leading characteristic of the system of Western life. The present system of education in the West has by no means led to the health and happiness of women". "Education of women, their social and economic life" so closes Professor Chiplunkar his theme "should be so adjusted as not to endanger the interests of home, marriage and family, the pillars of any society and nation". To put in another way, it comes, in fine, to this: "Any scheme of education for Indian girls should be based on a wise understanding of the tradition of womanhood into which she is born, of the place she occupied in the life of her own community, of the characteristics which her own people deem in her noblest and most admirable, and of the functions which she is or may be allowed to perform".

8. If, in spite of this sound advice from worldly wise people, the modern women in Cochin want yet to compete with men in all activities, they are welcome to do so. But, then, they should never ask for special favours nor apply for any special leave. They would also be doing a service to their country if a good number of them will turn their steps to the teaching profession, for a woman makes a far better teacher for young children than a man. The experience all the world over has shown that. They have the natural instinct to know what is best for the health and well-being of children, and to correctly judge, by that maternal sympathy which is their inherited gift, how a child's mental abilities should best be encouraged and trained. "Peculiar difficulties and dangers surround the young women who in loneliness set out to teach in a mufussal school. Such women, however innocent, careful, are the victims of vilest intrigues and accusations." But, like men, they will dare to face them and can come out clean, victorious. I am sure that the Department also will see they are posted to comfortable places and protected from wanton mischief.

9. I am a strong advocate of female education. From what I said before, no one need doubt that fact. According to me, the girls should have every facility afforded them for literary study, in Malayalam, Sanskrit and English, and for education in Domestic Sciences and Fine Arts, and for training in House-hold arts and Cottage industries. To avoid overstrain, the compulsory courses in certain subjects could, without disadvantage, be made far lighter for girls.

"Ardhova esha atmano yah patni." That is the Sruti Dictum, which Sage Vyasa in his *Maha-Bharata* has thus elaborated.

"A wife is half the man, his truest friend;  
 . . . . . a companion  
 In solitude, a father in advice,  
 A mother in all seasons of distress,  
 A rest in passing thro' life's wilderness."

I whole-heartedly agree with Mr. Mayhew when he says that "mixed schools are always a source of anxiety, and cannot be regarded as a substitute for properly organised girls' school." In girls' schools it is more essential than in boys' schools to provide for physical culture and for recreative and social activities and to induce the students to get themselves trained in them.

10. **The Teachers.**—The keystone of an educational edifice is the ideal teacher. As the Central Advisory Board rightly emphasises, "The fundamental requirement of an educational system is the provision of an adequate establishment of teachers and of the necessary institutions for training them. The latter ought not only to provide the requisite professional training, but should also inculcate a way of life which will attract and make its mark upon the young man or woman who intends to be a teacher. Teaching must be adequately remunerated, but the fact, that it should be a vocation as well as a profession should be impressed on intending teachers at all stages of their training." Teachers are likely to succumb to the depressing effects and conditions under which at times they have to work unless they appreciate their task and realise the value and significance, the dignity and nobility of their vocation. Then they will become proud of their profession and be able to resist the temptations that bring discredit on it. But it is the duty of the Government to see even in aided schools, that they get a continuity of service and a certain mould of scale in their salaries. This the Government can certainly do as the aided schools receive substantial financial help from public purse. I would even go further and say that, for this reason, the Government should insist on the managers that, in the selection of teachers, they should exercise impartiality as between applicants of different denominations.

(a) In every standard book and report on education, prominence is given to the fact that it is essential to have the classes of the Primary Schools, staffed by women, because experience has shown that nowhere has universal education been attained without the aid of female teachers. Another and an equally important point that is stressed is that the teachers as far as possible must have a rural origin and upbringing, and must, at least, have a genuine interest in country life. "Education in rural areas" says the *Agricultural Commission Report*, "should bear a close relationship to the daily lives of the people. That is essential for the efficiency and happiness of the children. From this aspect, rural educational problems will be the teacher, his character and training, curriculum and text books, and organisation." Thus, village schools, it has also to be borne in mind, can be "ruralised" only by the provision of teachers carefully instructed in the crafts of the Village and able to impart instruction in them. Dr. Ahmed is definite and emphatic on this point: "The teachers of the village schools should be selected, as far as possible, from the locality of the school, and should be in sympathy with the feelings and the traditions of the people. They should be of rural origin and upbringing. These teachers should be trained not only in the art of teaching but also in community service, and should be taught to participate in all the healthy activities of village life." In this connection, I would invite the attention of the Government to the "Vocational and Welfare Work Leadership Training Courses" conducted by the Educational Department of Travancore. (Vide Travancore Information and Listener, published by the Government of Travancore. Vol. V No. 2 October 1944—pp. 20-24).

11. **Grants-in-aid.**—The question of grants is an important one and, so far as Cochin is concerned, an anxious one, from its financial implications. "The total expenditure on education" I am quoting from the able Finance Member's speech before the Legislative Council, on 24th July 1944, "is estimated at Rs. 32.38 lakhs, which exceed the revised estimate by Rs. 6.73 lakhs and the budgetted estimate by Rs. 9.53 lakhs." Well he may be concerned with this "alarming growth of expenditure on Education and the problem which Government may have to face in post-war years when the present large revenue may disappear." That it has to decrease. There can be no manner of doubt, when war conditions do not count. How much more should we all grow anxious when we realise that, if the demands of the Aided-School Managers, as reflected in the resolutions of this Committee, are to be met, the expenditure will rise up to a figure far, far above the Rs. 32 and odd lakhs. The solicitous concern of Government to ease the financial position of the State is obvious from its Proceedings, dated 8th September 1943, No. DZ-27631/17, where it states that "The Education Code was last revised 22 years ago. Government consider that the time has come to effect a thorough revision of the Code. The grant-in-aid chapters of the Code are specially in need of revision." It little thought that the revision would lend it in a worse plight. But it has done so. That is the pity of it.

(a) As a member of this Committee, I am not prepared, against a realistic recognition of hard facts, to shoulder the responsibility of landing the Government on that predicament. As members we have a sacred duty to perform and a solemn trust to fulfil. Such a substantial increase even to the very liberal scale of grants now in vogue, I do not know how the Government is to sanction without starving other essential services. A deliberate discussion on a fundamental matter like this seemed to me to be futile, as there was no common understanding on which it

would be practised. The financial position of an aided school must be such that it can be counted upon as a solvent, permanent contribution to the locality in which it is situated, and, with the State help it gets, it will be able to pay its teachers on a salary scale approved by the Government. The Director also in his letter envisages this position when he remarks that "aid must therefore be conditional on a manager possessing a competency of his own and will not be in proportion to his poverty."

I would respectfully suggest to the Government to compare our scale and terms of grant with those prevalent in Mysore and Travancore, and then to come to a firm and definite decision on this subject. One point I am prepared to concede; as Sir Graham Balfour says, "grants should be given on simple conditions which are clearly understood and which cannot be evaded. There ought to be no doubt about the amount and no delay in payment." But there is no meaning in putting up a building, and then asking the Government to run a school by giving grants for building, equipment, salary, fee, feeding and so on. In England, Madras, Mysore and Travancore, 50 per cent of the annual net expenditure is, I believe, the maximum which a Manager could expect from the Government.

(b) During the course of the discussions on the revision of the chapter about the grants-in-aid, certain aspects of the institutions that receive grants from Government came prominently to view (i) that the managers show an unhealthy discrimination in the selection of teachers; (ii) that the teachers are not paid the full sum shown in the receipts taken from them; and that (iii) religious teaching is given during school hours. These are no light charges and have to be carefully looked into and strict remedial measures taken by the Department before the distribution of grants. That there is some substantial foundation for these adverse allegations is evident from the feeling and fluent declaration of the experienced Director in his aforesaid letter to Government: "If public services can be places of private influence, privately owned schools can be centres of coercion and personal or communal aggrandisement, and public funds should not go to the help of such institutions: . . . . . The State being concerned only with secular education, aid need be given only to help schools which impart such education." On this last point, Dr. Ahmed is emphatic in his insistence that "No school maintained by the State or receiving grants from public funds has a right to enforce compulsory religious instruction of a denominational character on all its pupils."

(c) Commenting on the resolution of this Committee about giving representation to all communities on the teaching staff of aided schools, a leading Catholic Weekly Newspaper has given prominence to an article which stated that the aim of Catholic schools is to give education to Catholic children by Catholic teachers amidst Catholic environments. If that is the considered opinion of the Catholic community, then the Protestants and the Jacobites, the Hindus and the Muslims, can very well contend in the same manner. It is strange and paradoxical to boot that a community that insists on communal representation everywhere, when public funds are used, should fight shy against the very principle it always vehemently advocated. Why not then the aided school managers accept the wholesome advice which the Village Education Commission Report gives: "The main interest of the missionary must be to see that the grant is not bought too dear by sacrifice of freedom through imposition of requirements?" An interest of an inspiring type and a self-sacrificing spirit would certainly lead one to that decision. It will also remove the sting in the remark of a great literary man that education is only a by-product of the grant-in-aid system.

12. **Syllabus.**—The Committee found it beyond its time and competence to frame satisfactory syllabuses for all the classes, and to adequately consider all the matters connected with the Sanskrit College at Trippunittura. For more reasons than one, it is also better that the syllabuses on each subject for the several classes are prepared by small expert committees of three members and then finally co-ordinated by another one of five. These Committees should particularly see that the levels are not lowered and the studies are not made heavy even with the addition of the vocational side. That is very important. It is also highly desirable on the part of the Government to get Malayalam and Sanskrit Readers written by competent scholars under the guidance of another small committee of experienced teachers and scholars, who will critically revise them before publication. This procedure will ensure the supply of good and comparatively less costly books for students, in due time, and avoid all grounds for scandals that, at times, hover round the Text-Book Committee. This last committee might also see to the writing of a History and of a Geography of Cochin, and of a Primer on Civics to suit local

conditions and requirements. It will in no way be a losing concern to the Government; on the other hand, the Government could normally and legitimately derive a decent amount every year under this head which it could use to meet the increasing demands from aided schools. Under any circumstance, this suggestion is worth a trial as complaints against the present system have been for a long time both vehement and voiceful. Further, "the rapid change of text-books" says a writer "due to the persuasion of writers and book-sellers, exercised in every conceivable manner, is the cause of defective teaching in English and Malayalam and other subjects. The student who fails in one of these has to read new books and in, perhaps, half the prescribed time. Add to this the laziness or indifference of teachers, whose knowledge of English in many instances is anything but satisfactory, in getting up the next text-books every year and preparing their other class lessons."

13. Only a few more minor topics remain to be dwelt upon. To these I shall advert in this paragraph.

(a) No convincing case has been put forth for the introduction of *compulsory education* in the State. I believe there is no need for it here. If, as a post-war measure, the question has to be taken up, it may be tried in one or two isolated areas, and among one or two very backward communities where we find a tendency, on the part of the parents, to keep away their children from attendance at schools.

(b) The *medium of instruction* may be Malayalam. No one will be against a procedure which will facilitate the acquisition of learning, and the mode of imparting it. But we have to guard against one great difficulty. We have no standard scientific glossary, and no set of technical terms in Malayalam, that is in vogue all over Kerala. So that, it is absolutely essential that the technical terms in Science, Mathematics, and even in Geography should be the English terms only; otherwise, students will have to learn one set in one place, another set, if they happen to change the school, in another place, and, when they come to the College classes, to forget all these and learn the English terms.

(c) **Start English Early.**—I am decidedly of opinion that we cannot cut away from the English language and literature. It will be a suicidal policy which will stop one of the main sources of our knowledge. There is no harm in starting the study of English from the early classes. In my school days, children started *cat*, *mat*, and *rat*, along with their *pana* and *nana*, *para* and *nara*, and no evil but much good resulted from that practice.

(d) The systematic and compulsory medical examination of school children, which looms large in English schools, the placing on a satisfactory basis the extra-curricular activities of the Boys Scout, Girl Guide and Red Cross Movements, the need to have answer papers passed by two examiners, which is the uniform practice everywhere outside India, so that they may not be left to the idiosyncracies of a single individual, over these matters, I believe, I need not dwell, as they are not open to any doubt and ask for no discussion. But it is but proper that, before I conclude my Note, I should advert to the desirability of having an Advisory Council to the Department of Education, of elected and nominated persons who are interested in education and who will be in a position to advise the Director, as in European countries, on all matters referred to them, such as regulations, syllabuses of studies, schemes for examination, all contentions and disciplinary matters, localities where schools should be set up, equipment needed so on and so on.

14. Writing on the latest Education Act of England, the *London Times*, in a leader, remarks as follows: "A new and welcome spirit is abroad in industry, urging it to an active and creative part in the vital fields of part-time and technical education. If the importance of the new Education Act cannot be over-estimated, neither can the difficulty of bringing it fully into operation. Novel and heavy obligations are laid upon the Government, public bodies and private citizens alike. Only the most resolute and sustained effort will make it a success." These words may form a fitting preface to our Code as well.

15. It now remains for me to convey to the Government an expression of my gratitude for permission to participate in the labours of this important Committee, and to appropriately close this Note with these gracious words of blessing from the Delhi Durbar Speech of His Majesty the King Emperor, in 1912.

"It is my wish that there may be spread over the land a net-work of schools and colleges, from which will go forth loyal and manly and useful citizens, able to hold their own in industry and agriculture and all the vocations in life, and it is my wish too that the houses of my Indian

Subjects may be brightened and their labours sweetened by the spread of knowledge with all that follows in its train, a higher level of thought, of comfort, and of wealth."

16. *Summary.*—

(a) Primary Schools to be taken over only gradually; Secondary and High Schools should not be given over to private agency. (2—4).

(b) The immediate introduction into schools of vocational education is essential (3—6 and 14).

(c) Woman's education is to be directed for the enrichment of Home (7—9).

(d) The teaching staff—certain features about (10).

(e) Grants-in-aid. How much they can be? (11).

(f) Syllabus (12).

(g) No need for introducing compulsory education. Medium of Instruction may be Malayalam; but technical terms need not be rendered into Malayalam. Study of English to be started early. Medical Inspection. Extra-curricular activities (13).

[To these books and reports I am indebted for the ideas and even words with which they have helped me. The President of the Sanskrit College Committee and the Ag. Principal of the College too have assisted me with their suggestions about that Institution. To them too my thanks are due.

1. Report by the Central Advisory Board of Education on Post-war Educational Development in India.

2. Report on Vocational Education in India (Abbot & Wood).

3. Systems of Education of England, Germany, France and India, by Dr. Z. Ahmed, Member of the Calcutta University Committee and Pro-Vice-Chancellor of the Aligarhah University.

4. Abridged Report of the Royal Agricultural Commission.

5. Do. (Sadler) Calcutta University Committee.

6. Manual Training for Indian Schools (J. Y. Buchaman, Oxford University Press).

7. The Scientific Basis of Woman's Education, by the late Prof. G. M. Chiplunkar of the Servants of India Society.

8. The Education of India, by Sir Arthur Mayhew, late Director of Public Instruction of the Central Provinces.

9. The Indian Industrial Commission Report.

10. Village Education in India, Report of a Commission of Enquiry, arranged by the National Missionary Council (Oxford University Press).

11. The Educational System of Japan, by Prof. W. K. Sharp, M. A. (one of the occasional reports published by the Government of India).

12. Prof. C. J. Varkey (late Minister for Education in Madras) on the Wardha Scheme.

13. Oxford University Pamphlets on Indian affairs, No. 15, on Education.

The main points on which I dissent from the Report and to which I have not referred to above, are noted below.

1. If it is once for all decided that only trained teachers will, hereafter, be entertained in the Cochin Educational service, the question about the payment of stipends to teachers undergoing training will never arise. To those now serving in the aided schools, I agree with the Director that the management of such schools should partly meet the cost of training.

2. There is no scope for a College for training teachers in this State. It is also desirable that teachers, before they enter service, do get a chance of a stay in Mysore or Madras, to widen their outlook and to come into contact with educationists and educational institutions outside the State. The present training school may, however, be bettered and its scope widened and be made large enough to get a greater number of primary school masters than now trained at the same time.

3. Similarly, it is too much, if it is absolutely necessary which it is not, for this State to go in for a College of Commerce. There are now a few Commercial Schools run by private



individuals. These may be aided and their activities improved; and, if found needed, a model school or two may be started by the Government. For those pupils who wish to round off their technical studies before they join any trade or industry or start their own business, two technical schools in two centres may be started. One such now exists in Trichur, a similar one may be had in Ernakulam. Both these institutions must provide for facilities for training in all the necessary branches of studies. The one in Ernakulam, must have courses for fishery, for subjects connected with marine activities. The Central Farm at Ollukara must be so developed as to give tuition on subjects connected with agriculture. Provision can be made in the Maharaja's College for research work and higher studies in certain technological subjects that are mostly wanted now and here.

4. While I agree to the need for the removal of the dual control over stipends and articles for depressed class students, I am against suggesting in the report any special forms for acknowledging these in preference to those now in use, and request to augment the clerical staff of Inspectors as these are purely departmental matters of a trifling nature. It is of doubtful propriety to give a place to them in the report instead of leaving them to the Director to be dealt with if and when found so desirable to do so.

5. With the introduction of technical subjects, manual shops, Art and Crafts department in Secondary and High Schools it will be necessary to revise the scale of fees as well, so as to meet a part of the additional cost required for these. In England, in schools of this type the tuition fees for a student vary from £ 4 to £ 10 per term. A boarder has to pay 120 to 126 guineas a year. I am not for the levy of any high rates; all that I say is that those who wish to be benefited by studies of this sort must be prepared to pay something in return for them. In any way, I am against the levy of an educational cess at present.

Kumaralayam,  
Ernakulam,  
21st November 1945. }

(Sd.)  
T. K. KRISHNA MENON

#### Secretary's Note

The reference given to the Committee's Report as para 16 may be corrected as para 4. The member has given the reference as per the copy of the draft report originally sent to him subsequently, the paras were rearranged before the report was finally adopted and signed, according to this rearrangement, the reference is para 4, section II A, of the report.

S. V. VENKITACHALA AYYAR (Sd.)  
Secretary C. R. C.  
23rd Vrischigam 1120.

From

K. M. IBRAHIM, B.A., M.L.C.,  
Cranganur

To

THE SECRETARY  
The Code Revision Committee

Sir,

I have the honour to submit the following minute to the report of the Code Revision Committee.—

The Committee has recommended for the abolition of the stipends now given to the Muslim boys of the Upper Secondary, which I submit would cut at the very root of the growth of Muslim education. It is amply borne out by the statistics given in the administration report of the Education Department and also the admission contained in para 16 of the Committee's report itself that the reduction attempted in recent years in the matter of Muslim stipends has resulted in a set-back in their educational progress, I regret that the Committee did not only follow up its own admission to its natural consequences by seeking to maintain at least the existing concessions to Muslim boys in the Upper Secondary if not provide for a liberal increase of the same; but took a decision for their total abolition in diametric opposition to the Committee's own finding. The withdrawal of the stipends is bound to have grave consequences on Muslim education as a

whole. Even under the fostering care of an enlightened policy initiated by an illustrious ex-Diwan of the State and continued by a well-intentioned and sympathetic Director of Education the Late Rao Sahib C. Mathai the progress in Muslim education was extremely slow. It was the poor sections of the community who showed some eagerness to take advantage of these concessions, but it is unfortunate that before any tangible result could be achieved a process of curtailment of concessions began, dealing a death blow to further expansion. The spread of education among Muslim under the impetus given by the educational policy of the Government stands no comparison to that of female education which has taken tremendous strides in a very short period. Even if we take into consideration Muslim boys' education separately, it is far behind female education the growth of which threatens to outstrip the general education expansion of the State. With all these patent facts before them, strangely enough the Committee took a self-contradictory position in abolishing the stipends of Muslim boys thereby lending weight to the sinister influences that have been at work to stifle Muslim education, at the same time retaining the concessions granted to girls of all communities by resisting with commendable firmness the attempt made to make rich girls pay as they thought rightly that female education though in reality far in advance of Muslim boys' education, has not reached a stage to justify any tampering with the concessions.

Originally every Muslim boy of the Upper Secondary class was given a stipend of Rs. 3. But as a result of a change undergone in the attitude of the Government towards Muslim education only 44 Muslim boys of the Upper Secondary in the whole State are now allowed this concession. The Committee wants to abolish even these. Significantly enough the Director's draft code is silent on the matter of Upper Secondary Muslim stipends. I make bold to state that Muslim education in High School classes would sustain a severe set back which in its turn would seriously affect collegiate education also. No credit is due to the recommendation of the Committee even as a measure of retrenchment in as much as the annual saving effected at the sacrifice of Muslim education comes to only Rs. 1,413 a year. As the Committee has no hesitation to formulate schemes involving lakhs and lakhs of rupees for an all round improvement and expansion of education in the State and in elevating the noble profession of "Guru" and proceed to the extent of advocating a general educational cess for finding the necessary funds it passes my comprehension how the prospects of a paltry saving could have formed a justification for a recommendation which would result in the throttling of the educational advance of Mussalmans. I strongly recommend that provision be made in the Code for granting stipends to all Muslim boys of the Upper Secondary who are financially poor and increasing the number of stipends in the College classes, as Muslim education is still in its infancy.

I have the honour to be,  
Sir,  
Your most obedient servant,

K. M. IBRAHIM (Sd.)

Azhicode, }  
13th Vrischigam 1120.

#### Separate Note by Rao Sahib K. Ayyappan

I do not agree with the view taken by a class of members that it should be the policy of the Government to gradually assume direct management and control of the whole of the primary education in the State. Christian missionaries have to be considered as the pioneers of modern education in this State. The Government realised the value of their services and began to encourage them and out of this evolved the present grant-in-aid system which is working very satisfactorily from the long experience of the working of the aided educational institutions it is found that the teachers of such Schools are comparatively more interested in maintaining the strength of their schools and securing a good reputation for their institutions.

The Education Department is already equipped with all powers required for exercising proper control over the aided schools and for enforcing discipline in their working almost just like in the Government schools. In the case of aided schools the immediate and effective supervision of managers is calculated to immensely add to the efficiency of the working of the institution. The total prohibition of the starting of fresh aided primary schools may result in a serious set back in the educational progress of the State. It is but natural that private

institutions and individuals of particular localities really come to feel very soon the want of primary schools in those places and they do find it more easy than the Government to immediately start such schools and satisfy the local requirement. It is an admitted fact that the private schools of the State are to a great extent responsible for the comparatively very high level of literacy and higher education in the State and it will not at all be wise now to strictly restrict the starting of fresh schools by private agency. It has to be recollected in this connection that Mr. K. Raman Menon, Senior Inspector of Schools, has given a deposition before the Committee that the Government should make primary education compulsory before discouraging the grant-in-aid system. The spread of education is sure to suffer grievously if the proposed restriction is enforced before the Government is prepared to shoulder the whole responsibility. The new proposal, if accepted by the Government without introducing compulsory primary education, will ultimately affect the spread of education in general and especially so in the backward areas and among the back-ward communities. Those who advocate the assumption of direct management and control by the Government do not appear to be serious about this important aspect of the matter. People who are really interested in the spread of education should not be so particular about the agency of supervision and management when the grant-in-aid system is working quite satisfactorily governed by the several rules and restrictions already in force. Even with the progress attained by the help of the aided system the State is even now far from the goal of complete literacy which is one of the minimum requirements of a modern civilized State. Cochin though the most educationally advanced country in India is more backward in literacy than the pre-revolution Russia which was then perhaps the darkest country in Europe. When this is the real state of the so-called educational progress of the country it will not be wise for the Government to forsake any private help financially or otherwise in their primary duty of spreading education, if that help will not in any way adversely affect the tone of education.

In this connection it has to be noted that in analysing the poll taken regarding this controversial point it is found that the Hindu members voted for assumption of direct management by the Government, whereas the Christian members did vote against the proposal except one, *viz.*, the Secretary of the Cochin Teachers' Association who in apparently advocating the cause of the aided school teachers might have been enthusiastic over the idea of their getting into the regular Government Service. This might be due to the fact that most of the private schools of the State are managed by Christian institutions and individuals but the Christians do not claim any monopoly in this field and there is no objection for the Hindus also to emulate the noble example set by the Christians. There is also ample scope for the Hindus to easily compete with others in the matter since they can very well direct their temple endowments for starting educational institutions and such a healthy rivalry will be of immense help to both the people and the Government.

The Committee is unanimously of the opinion that the revised pay for the teachers as proposed in the very modest recommendation of the Committee is not at all adequate and it has therefore to be further enhanced at the earliest possible moment. It is for the Government to make it a point to allot more liberally under this item of expenditure as soon as the State finances allow the Government to do so and hence it is not at all advisable for the Government to embark on the very costly and unnecessary scheme of assuming direct management of all primary schools. There appears to be no justification for the Government to suffer a heavy loss by way of acquiring the ownership of the buildings and building sites of all the 470 aided primary schools besides bearing the whole of the heavy expenditure required for opening all new schools in future.

I could not attend the meeting under reference for exercising my vote regarding the question. For the reasons mentioned above I have to record my emphatic view that it is not advisable for the Government to assume management of all aided primary schools.

Another point on which I differ from the majority view of the Committee is the one relating to direct payment to teachers of aided schools. The proposal is that direct payment is to be adopted only in the case of schools where the department is satisfied that the teachers are not being paid properly or regularly. Such a position constrains the teachers to the unpleasant and painful necessity of lodging complaints against managers for getting grievances redressed and in several cases such a step may entail very serious difficulties and the complaints will have to be preferred even to risk their posts in their attempts of getting justice meted out after

convincing of the department of the genuineness of their complaint. This rule may also give room for the creation of unnecessary troubles in schools properly managed by well intentioned managers. Thus such a provision in the Code will always be functioning as an apple of discord between the school staff and the management, whereas there appears to be no sort of harm in insisting upon direct payment in all aided schools.

K. AYYAPPAN (Sd.)

1st December 1944

**Separate note by Messrs. C. P. Govindan Nayar and M. R. Menon**

1. I hold the view that in post-war Cochin, there should be complete nationalisation of education—not only in the Primary stage, as envisaged by the Committee, but in Secondary and Collegiate as well. The opposition towards such a policy is out-of-date. It is against the spirits of the times.

2. If from considerations of economy or expediency this policy cannot be implemented immediately, I would urge the extension to all Secondary Schools at least the interim policy adopted by the Committee in respect of Primary Schools. Teachers in all recognised schools should be paid directly by the Sirkar, fee income of these schools being remitted to the Treasury. Promotions and increments, leave and other privileges, and transfers and disciplinary action against teachers, if any, should all be ordered by officers of the department. Managers should be given a reasonable subsidy towards contingent expenses and should possess the right of selecting persons for appointments in their schools. This change will not involve any large extra expenditure as most of the schools can be run with the fee income.

3. Such a policy will also remove the anomaly of the Sirkar (or the public) paying all teachers in full or very nearly full, as recommended by the Committee, and the managers, who contribute practically nothing for the cost of running their schools, enjoying unlimited powers over teachers. The restraints imposed will not really work. "Power without responsibility" has always a tendency to develop into tyranny. This undesirable state of things can be avoided if the above proposal is adopted. What is more, teachers in aided schools could then hold up their heads in society, placed as they are on an equal status with Sirkar teachers.

4. Receiving their salary as teachers in aided schools do from the Sirkar, directly or indirectly, to the extent of one hundred per cent in primary schools, and almost as much in Secondary schools, and employed as they are in institutions which are as much "Public" as Sirkar schools, it is essential that teachers employed in recognised schools should, as Sirkar teachers are obliged to do, abstain from politics. The decision of the Committee that these teachers can stand as candidates to Panchayats and Legislative Council "With the permission of the Managers" is a slur upon these institutions and amounts to investing Managers with dangerous power. I would even go to the extent of precluding Managers, who by the recommendations of the Committee would be raised to the status of minor heads of departments and still subordinate to the Education Department, from participating in such elections, as candidates or agents to the candidates. To throw these teachers and Managers into the vortex of the ever-growing struggle for "Power-Politics," which in our State has a tendency to get dominated by communal considerations, will spell the ruin of all kinds of discipline in schools. Teaching is a jealous mistress and brooks no rival.

5. The employment in recognised schools of persons who have taken to "Holy Orders" under any religion is very objectionable. The very appearance of these teachers in schools where secular teaching alone is permitted, produces an atmosphere which will militate against the religious neutrality in schools. Again to extend to them "Grant" is an injustice to other religions which do not admit of monastic institutions. Any casual reference to the Wardha Scheme of Education used to frighten some of my Christian friends in the Committee. I know of Rama-krishna Mission Swamies who do not read Tagore, because he was a Brahmo, and Catholics who consider it a sin to read Frowde. The intellectual slavery revealed is patent. Further a perusal of some of the recent Convocation addresses will show how far our educational ideals have advanced from the culture notions of old. It goes without saying that the products of religious corporations with their medieval conceptions of world order would never fit in with modern precepts of Education. At any rate Government may not "aid" such teachers, men and women, who have renounced the world and who cannot own and enjoy private wealth.

6. I beg to differ also from the decision of the Committee in not treating the Sastra Bhushana Title holders as equivalent to S.S.L.Cs. The only expert who was examined on the subject deposed that an intensive study of any one of the Hindu Sastras would impart a general knowledge of all the other Sastras and a mental training necessary for the easy grasp of any branch of knowledge, ancient or modern. The scheme contemplated by the Director has in addition provision for a general study of all the subjects of the S.S.L.C. Course. How "Educational standards will then be impaired" if these are treated as equals to "School Finals" is a point on which I am still unconvinced, especially when the Government treat as equivalent to even University degrees certificates issued by Seminaries and other religious bodies, which emphasise only a study of Christian theology and "scholastic philosophy".

C. P. GOVINDAN NAYAR (Sd.)

Member, Code Revision Committee

M. R. MENON (Sd.)

#### Dissenting minute by Mr. P. Kumaran Ezhuthassan

"Some acquaintance with English" gathered from a study of that language in the last two years of the "Primary course" would be a strong foundation for developing such acquaintance by "Self Study" in later years is a proposition with which I do not find my way to agree. Hence the Study of English in the fourth & fifth classes of the Primary course is not approved by me.

I am definitely of the view that Malayalam should be a subject of compulsory study to the end of the S.S.L.C. course.

The timid approach made to a "craft centred" education for eight years is not in the last acceptable to me. I hold the view that education imparted at least till the end of the L. S. course should be craft centred. Craft should not be only an elective subject for the said course.

It is the Panchayats and Municipalities that should have the first voice in deciding on the necessity for new schools in their respective areas. The arguments against this is on the face of it non-acceptable.

Again it is not the want of schools that actually stand in the way of the spread of literacy to the extent desired. It is really absence of power with the Government to introduce compulsion where children of the school going age in the vicinity of existing schools do not actually attend such schools that is the real cause. Any statement in the report which directly or otherwise militates against the necessity for the introduction of compulsion in Primary education at the earliest of post unity is dissented from by me.

I fail to see why effective feeding of necessitous children should await the termination of hostilities. I am at a loss to see the connection between the two.

Neither private Colleges nor private Secondary Schools should be given the benefits of grant in aid as such creating a reversing expenditure. The proper thing to do is to give them, in real cases of necessity lump sum grant for building, equipment and such other things.

I hold the view that management of all Primary Schools in the State should be brought directly under the Government at the earliest, and not gradually handing over the management even of all the Sirkar Secondary Schools to private agency wherever it is forthcoming.

As between a Sastra Bhooshana Title Holder and a School Final I would inhesitatingly give my preference to the former for teaching in Primary classes. To hold otherwise is to shut one's eyes to the realities of the situation.

Physical education, it is unfortunate to note, has not been given the due prominence which it ought to receive. It should find a sufficiently longer period than "20 minutes" a day and that within the lower allotted for teaching. The evenings ought to be devoted for games and sports for which there ought to be provision in every school.

It is desirable that the maximum strength of a class, both in the Primary & Secondary sections should not exceed 30.

(Sd.) P. KUMARAN EZHUTHASSAN

### Dissenting Minute to the Report of the Education Code Revision Committee

While we are in general agreement with the main Report, we feel constrained, nevertheless, to enter our strong protest against a few of its important recommendations. The Report recommends the gradual assumption by Government of the *direct management* of all the Primary Schools in the State. This sweeping suggestion is calculated not only to jeopardise the best educational interests of the State, but also to cut at the root of some of the fundamental principles of individual freedom, family integrity and social security. No case has been made out for such a revolutionary and at the same time highly retrograde proposal. Nor can any sound or satisfactory argument be possibly advanced in support of this "totalitarian ideal", which derives its main inspiration from the dictatorial Governments of the West, who are making a desperate attempt to contrive the enslavement of the masses and the disintegration of the family by working upon the young minds of the children through a net-work of State-schools. We quite agree that it is one of the primary functions of Government to see that every boy and girl within its jurisdiction gets proper facilities for obtaining suitable education, just as it also one of its primary functions to see that every man and woman within its jurisdiction gets proper opportunities of obtaining sufficient livelihood. But that does not mean that Government should directly run their own schools and colleges, any more than that they should directly undertake all agriculture, industries and commerce. In fact, were they to rely solely on schools directly managed by them, they will be less able to discharge their educational responsibilities, than if they sought and encouraged the co-operation also of private agencies, willing and competent to shoulder a portion of those responsibilities. For, after all, Government's funds are limited, whilst the educational needs of today are many and manifold. It should be wise statesmanship, therefore, to husband those funds carefully, so as to make them go the longest way possible, the Government withdrawing from spheres and places where there are well-qualified agencies to do the work, and spending the money so saved in other directions where, for one reason or another, competent private agencies may not be coming forward. Briefly then, the duty of the Government is to see that proper and adequate educational facilities do exist in the State, but not necessarily to provide all such facilities directly by themselves.

Yet another point may be stressed in this connection. Just as in the matter of bodily sustenance, the parents have the right and freedom to choose what is good and proper for their children, provided that the necessary standard of health and efficiency is maintained; so too, or even more so, in the matter of mental food they should have the right and freedom to determine what is good and proper for their children, provided the necessary standard of intellectual advancement and efficiency is maintained. It is evident that the rights of the parents to whom the children rightly belong in the first instance, shall have priority over the rights of the State which as an institution is but posterior to the family. Says Mr. Ramsbotham, Parliamentary Secretary to the Board of Education in England. "The parents are and must remain primarily responsible for the training and education of the children that they bring into this world. Nothing can or should divest them of that responsibility. It is for the State to supplement the parents and not to supplant them."

These are fundamental and salutary principles of organised social life, which no civilised Government would ever dare to contradict; nay, which every civilised Government would gladly implement in its educational system; unless, actuated by sinister motives, it decides upon prostituting education by making the schools a channel for propagating its partisan views, and an agency for converting the rising generation to its own selfish and perverted idealogies. Surely, the Government of His Highness the Maharaja can have no such motives. Why then should that Government assume direct management of all the Primary Schools in the State? We do admit that Rao Sahib I. N. Menon, Director of Public Instruction, has been strongly advocating this idea and has of late given it "some amount of prominence"; and that he has even voted for the proposition himself, rather than leaving it to the unfettered decision of the other members of the Committee. Nevertheless, we know that Government is keeping an entirely open mind on the question; and we are confident that they will weigh and consider every aspect of the problem before taking a final decision on it.

Once again, therefore, we raise the question, why should Government take upon itself the direct management of all the Primary Schools in the State? Is it because there are no qualified private agencies, willing to continue the management of these schools? That cannot be. Long before Government ever thought of entering this field, private agencies had begun to work there,

not for power or profit for themselves, as some unsympathetic and ill-informed critics would have it, but because of their sense of duty and their anxious solicitude for the educational welfare of the masses; and these agencies are still there, prepared to continue their philanthropic work. We are not unaware of the fact that there are in the State a few so-called "staff-managed" schools, the special products of a dubious policy initiated recently by the present Director of Public Instruction, which are always praying to the Government to take up their management and absorb their staff into the Government Service. Similarly, as was recorded ten years ago by a distinguished member of the Education Survey Committee, "the recent tendency to accept anybody and everybody as a manager" without proper insistence on financial position, character and educational qualifications, has brought into existence a few unstable and undesirable private schools, which also might now be offering themselves for direct State management. Except for such "pathological" cases of school management, "the vast body of school managers doing honest work without any idea of remuneration and for a noble cause" are still prepared to run their schools in strict conformity with the best educational traditions of the State.

Where then is the need for the Government to assume direct management of those institutions? Is it the case that the education imparted in the aided schools is inferior; or that the facilities of extra-curricular activities provided by them, are inadequate? Again, the answer is an emphatic "no". Time and again, the Public Examinations have borne unmistakable testimony to the superiority of the average private school over the average Government-managed school. It is true that there is no Public Examination in the Primary Department, and as such there is no common standard of comparison between the Sirkar Primary and Aided Primary Schools. But then, it is the students who pass out of the Primary Departments that go up to the Secondary Departments of the Secondary Schools; so that if any comparison is possible by inference or analogy, it is surely in favour of the private schools. Again, in the field of Sports and other extra-curricular activities, the private schools have more than held their own in comparison with the Sirkar Schools. And above all, they have shown their distinctive superiority over the latter, in respect of the discipline of the students, the general tone of their character and conduct, and the cultural formation imparted to them and this is particularly manifest in the case of the numerous private schools run by the Convents and monasteries and staffed by persons who have made "teaching" their special vocation in life. The all-round superiority of the private schools over the Departmental Schools is nothing surprising when we remember that, in the words of the Statham Committee Report (Travancore), "they represent in many cases organised enthusiasm or personal enthusiasm which, unfortunately, tends to be absent from the more formal and impersonal machinery of the Departmental agency".

And lastly, there is the question of Finance. It is admitted on all hands that the private schools cost less to the Government than the Sirkar Schools. We quite agree with the Director that in a matter like the education of the young, efficiency should not be sacrificed to economy. But when equal or even better quality of education is assured, economy as a further argument acquires very great significance. Private schools provide the same or even a better type and quality of education, than the one provided in the Sirkar Schools; and at the same time they cost the Government less than the latter. Here then the argument of economy cannot be lightly brushed aside, more so when public funds are so badly needed in various other lines of educational expansion.

In this connection, we have to point out that the estimate, given in the main Report, of the extra expenditure the Government will have to incur for assuming direct management of the private Primary Schools in the State, is very much of an under-estimate. According to the Administration Report of the Education Department for 1118, the total number of private Primary Schools, including the Primary Departments of Secondary Schools, was 480. Calculating on a modest estimate of Rs. 5,000 per school, the total initial cost on buildings would come to Rs. 24,00,000. It may be that most of the staff-managed schools and many of the ill-managed private schools may be prepared to make a free surrender of their buildings, if Government were to take up the management of these shaky and unsound institutions and absorb their staff into the Government Service. But these buildings are so shabby and ill-conditioned that almost every one of them would require to be re-built if it is to satisfy the standard requirements of a normal Primary School; and that means that the saving to the Government on account of their free surrender would be negligible indeed.

The extra annual expenditure to the Government on this account is, in the main Report, estimated at Rs. 5,00,000. But this does not include the cost of interest and depreciation on

the capital outlay on the school buildings, or of the pensions or P. C. R. Calculated at 3 per cent per annum, the interest charge on Rs. 24 lakhs would amount to Rs. 72,000, while depreciation at 2 per cent would come to Rs. 48,000. Add proportionate amounts for pensions and P. C. R., and the total would reach somewhere about Rs. 2,00,000.

Thus on the whole, the additional financial commitment for the Government, in case they assume the management of the 480 private Primary Schools in the State, would be an initial cost of Rs. 24 lakhs plus an annual recurring cost of about Rs. 7 lakhs. What justification can there be for Government to take up this huge extra burden, when all the educational advantage that can possibly be expected to accrue to the public from such a step is fully assured to them by private agencies already working in the field? We are perfectly convinced that it would be an unnecessary and unconscionable wastage of precious public money which could with much better advantage be spent for other pressing educational needs.

To sum up: From whatever stand-point we look at the question, whether it be one of principles determining the educational functions of Government, or of facts relating to the kind and quality of education imparted by private and Sirkar Schools respectively, there is absolutely no provocation, no need, no justification, for recommending to the Government "that their policy should be gradually to assume the direct management and control of the whole of primary education in the State."

Another recommendation of the main Report is that the appointment of teachers in private schools should, "as far as possible, be on the principle of communal rotation embodied in the Staff-selection Board Rules". This proposal is on the very face of it, both unfair, unreasonable and highly impracticable. Whatever the merits or demerits of the claim of communal representation in Public Service, the position is entirely different when such a claim is pressed against the management of a private school. They have made heavy sacrifices for putting up suitable buildings, providing the necessary equipments and maintenance, and supplying efficient supervision and management. To deny to them the freedom to choose the members of their staff, subject, of course, to the rules regarding requisite qualifications, is, to say the least, extremely unfair and highly prejudicial to the spread of education. And no one need quarrel if, in choosing their men, the managements show some consideration for the members of the community which has by substantial contributions and all possible co-operation, made it possible for them to start the schools and to maintain them. The manager of a private school has all the responsibility imposed upon him for its efficient and well-ordered conduct, its financial stability, its educational prestige, its political loyalties. It is only natural, therefore, that he should be allowed to choose for his staff qualified persons in whom he has full confidence and who can be relied upon to work together in perfect unison of hearts and hands and to hold up the healthy traditions of the institution.

Again, the distinctive merits of a private school are the result of the special make-up of its staff. Take, for example, the case of a convent school, staffed mostly by members of a Religious Order which has adopted the spread of education as its primary function, its special vocation. Surely, the distinctive features of such an institution, its high level of efficiency, discipline and general culture, its high ideals and healthy traditions—all these are the outcome of the hearty and spontaneous team-work performed by a band of devoted teachers, to whom their profession is not a mere means of livelihood, but a sacred calling, a religious vocation. In other cases, too, the strength and stability, the success and status of a private school, are bound up with the discreet and discerning selection of the staff-members by a Manager who feels a special attachment to his school and takes a keen and lively interest in its steady progress. Any attempt to thrust upon such a school the principle of communal rotation with all its political implications, would simply cut at the root of the concord, co-operation and team-spirit which constitute the vitalizing and dynamic force of its successful working.

Finally, the proposal is, in the particular circumstances of the case, entirely impracticable. A Government, with various departments under its management and recruiting from the entire State, hundreds of hands of diverse qualifications and for different grades of service, may find it possible to keep up a fixed communal ratio in their appointments. But a private school, with seven or eight, or even fifteen or twenty hands on its staff, will find it extremely hard to maintain the communal balance in its limited staff. And this hardship is all the greater, because very often it is a hand with some specific qualification that has to be appointed to fill up a given vacancy; and also because, for very relevant and reasonable considerations, the recruiting has to



be done from the locality itself. A Government can get over such difficulties by arranging for transfers and adjustments as between different offices or schools. But no such remedy is available to the management of a private school. The proviso of "as far as possible" can be but an empty and meaningless phrase where "impossibility" is the general rule. If at all anything, it can only lead to endless friction and controversy as to what is possible and what is not, in each particular instance. All told, it looks as if his proposal, unfair, unreasonable and impractical, is but an attempt to discredit the principle of communal ratio in the public services, by reducing it to an absurdity. It is well, therefore, to remember that "*summum jus, summa injuria*" should be a practical regulator of all elementary principles of social justice.

Yet another recommendation of the main Report, to which we take objection, is the stipulation, among the conditions for giving grant to a private school, that it "does not permit or compel any pupil to attend any form of religious instruction or observance without the written request of the parent or guardian". Of a truth, we are entirely at a loss to apprehend the motive behind this surprising stipulation. Our surprise at it becomes all the greater when we note that all these years in every private school under Christian management in the State, the pupils belonging to the same denomination as the management, have been freely attending all the religious instruction and observance, provided for them in the school, and that no parent or guardian has ever taken it into his head to object to such attendance on the part of his children or wards. We can very well understand and appreciate the practical difficulties to the introduction of religious instruction as part of the ordinary class-work in our schools which are attended by pupils of different religious persuasions. We can also understand the propriety and reasonableness of some provision that no student should, by compulsion or persuasion, be made to participate in any religious instruction or observance which he cannot attend in good conscience. That was all what was proposed by the Director of Public Instruction in his draft Code; that was also the position taken up by the Educational Survey Committee of 1934. Where then was the provocation for our brother-members of the Committee to insist that no student should, without the written request of the parent or guardian, be allowed admission even to a class outside school hours, where his own religion is taught or to a religious observance which is clearly part and parcel of the practice of his own religion? While all the world over, thinking men of classes are more and more stressing the need and importance of religious instruction and moral formation for the young, why should we in Cochin State try to put an unnecessary and uncalled-for handicap on educational bodies who are making heavy sacrifices to afford facilities of such instruction and formation to children of their community and faith, without causing any inconvenience to pupils of other creeds and denominations? Does the principle of religious neutrality imply the duty of any irreligious propaganda? In other words, because our State has wisely adopted a policy of religious toleration, does it follow that it should unwisely encourage atheism and irreligion among its subjects? We do hope that better counsels will prevail and that the fair name of the Government of Cochin will be safeguarded against any charge or even any suspicion of having lent itself to attempts at injecting the virus of Godlessness into the Educational system of the State.

(Sd.) Fr. ANTONY PULLOCARAN

Manager,  
H. S., Mala

(Sd.) B. M. PETER, M. L. C.

(Sd.) Fr. FRANCIS SALES, T.O.C.D

(Sd.) JOSEPH PETTAH, M.L.C.

I would like to deal with a few matter in this note.—

1. The course of studies for boys and girls throughout is identical except for the provision of music, needle work, etc., for girls. While I have no quarrel with the present provision for primary and Lower Secondary education for girls, I feel that in the case of Upper Secondary education due recognition should be given to the fact that women have a different roll to play in life from that of men. The present system of education does not do so. Domestic Science, for which provision is made in the curricula of studies, should be taught intensively in the upper secondary classes. The elements of Ayurveda, with particular reference to children's diseases, and Nursing, should

find a place in the curricula of studies in a Girls' High School. Our young women are helpless now; they cannot render even first aid to their children and many of the old home remedies are falling into disuse. Further only girls who wish to take up such professions as teaching, medicine, etc., and have the necessary aptitude for them, need be encouraged to go in for College education. The tendency to become office-workers like men by pursuing the same type of education is unhealthy and should be definitely discouraged and not encouraged as contemplated in the Code.

2. I think girls' education has spread sufficiently in the State that half-fee concessions need no longer be offered as an inducement to parents to send their daughters to schools. If it is argued that these reduced fees help balance a family budget, I would recommend a reduction in fees to a parent or guardian who has a certain number of children in schools at any one time, say, more than three.

3. That the standard of Secondary education has appreciably gone down in the last few years is admitted by all. Many students enter Colleges, who are not fit for University education; simply because for any kind of a job now University graduates alone have a chance, or, at any rate, preference is given to them. The standard of High School education should be raised all round. The minimum marks for pass in an examination should be 50 per cent. Because there is no provision now for technical education of a useful kind and few or no avenues for employment in the State for technically qualified people, by a process of moderation many enter Universities who are really not up to the mark, with the result that even the standard of University education has deteriorated considerably. It is not sound economics to make people, who can ill-afford it, go through a costly College and professional education for clerical and allied work when a High School education is ample.

4. I am afraid in the matter of the so-called "vernacularisation" of education we have not gone far enough. Until Malayalam is declared and used as the State language and College instruction imparted in the mother tongue the present policy can only lead, as it has already done, to lowering the standard of English and to increased inefficiency.

5. I am of the opinion that what primary education free for all, only Lower Secondary education need be State-aided. The entire deficit on the working of all Lower Secondary Schools should be borne by Government. Upper Secondary classes should be unaided and even Government High Schools should be handed over gradually to private agencies. The minimum rates of school fees should be prescribed by Government, giving private agencies the freedom to charge higher rates if they wish to do so. I believe the resulting competition would be healthy and the fears on the part of some that it would lead to abuses is unfounded.

6. The hours of work in schools should be 8 a.m. to 1 p.m. For primary classes—at any rate for the lower primary such as standards I to III—the hours need only be from 8 a.m. to 12 noon. A break of 15 minutes may be provided or between 10 and 11 a.m. schools finish at 1 p.m. working in the hot sun in the afternoons can profitably be avoided. During the rainy season the trips between homes and schools can be reduced. Children would not have to run back to schools between 1-30 and 2-30 p.m. and yawn in the classrooms. I believe the change of hours would be conducive to the better health of the pupils. After 1 p.m. they can go home, have their meal, rest for a couple of hours and then go to their school playgrounds for play and exercise. Then a bath, which should refresh them, the evening meal and a couple of hours at their books—these would just put them right for the next morning's work. Schools in the State are no longer few and far between and this change would not cause any hardship to young children who would otherwise have to walk long distances. Habits die hard, and teachers who undertake private tuition during every spare hour might revolt against this innovation.

7. The Secretary, of the Committee had submitted a scheme of reorganisation of the entire inspectorate of schools. I suggest that Government may call for it. There is much in it which may be adopted. In any event, I strongly recommend the raising of the status and pay of one of the Divisional Inspecting Officers. This would reduce the disparity in the salaries of the Director and Inspecting Officers. It is a feature of every Department of Administration here that the status and pay of the officer next to the Chief are extremely low, and often, even in the case of temporary short vacancies, officers unfamiliar with the working of a Department are transferred to it from other Departments, the only consideration in such cases being the promotion of the officers concerned. There should be in the Education Department, an officer familiar with

the administration of the Department, who can step into the shoes of of the Director for short periods. An Inspecting Officer of outstanding merit should not also be denied the opportunity of becoming the permanent head of the Department simply by reason of his being an Inspecting Officer.

8. British Malabar, Travancore and Cochin have, I believe, the same educational problems. That being the case, I feel the time has arrived for a new orientation of our educational policy. We should try to work towards the establishment of a Kerala University. There is already a nucleus for it in the Travancore University. Every effort should be made to co-operate with it. A beginning could certainly be made by having common text-books in the schools of the three areas. I am afraid we have become far too parochial in our outlook. We must not forget that we are living under ever-changing conditions. The world of to-day has become too small compared to the pre-war world and the cry everywhere is for an international outlook. This little State cannot expect to play its part in all-India matters, or even in all-Kerala matters, unless we cultivate a wider outlook. For a start why not have a common Text-book Committee?

9. I am not satisfied with the scales of salaries recommended for Elementary teachers and teachers of the Lower Secondary Department. Education has spread in the State in the past, and, I am afraid, is to go on spreading at the expense of the low-paid teacher. I consider Rs. 50 to be the minimum salary for the lowest grade teacher if he is to be "free from want." It is not right that teachers must make all the sacrifices for the sake of posterity. In this connection I suggest that Government should enquire into the indebtedness of teachers in the State. The result of such an enquiry would be appalling. From my experience in two schools I can assert the teachers who have no other source of income than their salaries start life with the millstone of a debt round their necks and they die likewise. Co-operative Societies appear to have been working by the support of these poorly paid people for whom it is a perpetual struggle to live.

Kanattukara, Trichur, }  
5th December 1944. }

(Sd.)  
M. R. MENON

**Separate Note by C. J. Varkey, K.S.G., M.A. (Hons.), Ex-Minister of Education,  
Government of Madras, Member of the Cochin Education Code  
Revision Committee**

I was appointed on the Code Revision Committee, not as representing any particular interest, but as an Ex-Minister of Education in the Government of Madras, so that my experience in the field of Education and intimate knowledge of educational problems elsewhere, might be of some service to the Committee appointed by the Cochin Government to revise the Code with a view to reorganise and improve the system of Education and administration of Education in the State. I regret I have to disagree with some of the recommendations of the Committee. If I do so, it is because they are either against the best principles of Education and sound educational policy or against the best interests of the progress of Education in the State.

**1. Departmental Control of Private Schools**

What struck me most as a very curious situation in the Cochin State is the treatment meted out to private educational agencies and to the Managers of private schools. The whole spirit of the draft Code is prepared by the Director of Public Instruction, was antagonistic to these schools. Instead of treating these agencies as co-operators and co-partners in the work of spreading education, as is being done in Madras, here, in the Cochin State, they are looked upon as "interlopers" in the field of education—a very unsound and unfair view of aided agencies. Managers of schools are treated as if they were under-dogs of the Education Department and unwelcome intruders into the domain of education.

Indeed, in the Code as revised by the Committee, much has been done to rescue them from such an unjustifiable and unreasonable treatment. Yet still a good deal of unnecessary, unreasonable and vexatious restrictions are placed on the autonomy of private schools as well as the initiative and independence of Managers—qualities which, I consider, are necessary if private schools are to maintain their efficiency and utility. I do grant that a certain amount of departmental restrictions are necessary to make them efficient instruments for the spread of good education. This minimum of interference is quite justifiable; but anything like the contemplated control is unwarranted. If these schools are to continue to serve the cause of education, they

must have a certain amount of elasticity of policy and action, and should not be crushed under a system of totalitarian, departmental regimentation. What is needed is efficient departmental supervision and sympathetic guidance, and not lordly domination and crushing control. I have no doubt in my mind that the Cochin State will be the poorer for suppression, or even the weakening, of these private agencies and their schools.

I may give here a few examples of this unwholesome policy of regimentation and crushing control.

(1) In the matter of *text-books*, it is provided in the new Code that all schools should use one and the same book for a class or for a subject. The system in Madras is more in keeping with modern educational ideals and is preferable to, and more reasonable than, the recommendations of the Committee. In Madras, the Text-book Committee prescribes a certain number of equally good books for a class or for a subject, and a school is free to adopt as text-book any one of the recommended books, except, of course, in the case of languages, for which certain definite selections are prescribed, year after year, for a public examination.

(2) Another instance of the unnecessary and vexatious departmental control is seen in the matter of ordinary *class promotions*. Section 97 says "Promotions in the case of Lower Secondary and Primary schools shall be subject to the approval of the Inspecting Officers concerned". I wonder if in any other part of the world such departmental control is exercised in such small matters as promotion from class to class in the Lower Secondary and Primary departments of a school.

(3) Again, in the matter of *appointments of teachers and headmasters*, the departmental interference existing in the State and recommended by the Committee, is something unheard of in the Madras Province. The Manager is the one person really interested in the progress and good working of a school, and he will, therefore, be interested in appointing the right sort of men for the vacancies arising on his teaching staff, particularly in appointing the Headmaster. The Headmaster is the live wire of a school; and the continuance of the traditions of the school as well as its smooth and efficient working and much of its popularity in the locality, will depend upon the appointment of a suitable person as its Headmaster. I maintain that the Manager who is the person interested in the prosperity of the school, and not a departmental officer, is the best judge of the appropriateness of a person to be the Headmaster of a school.

## 2. Religious Instruction in Denominational Schools

Among the general conditions on which grants to schools are payable, one is the curious and unheard of provision in section 33 (d) of the revised Code: "The school imparts only secular instruction during school hours, and does not permit or compel *any pupil* to attend *any form* of religious instruction or observance without the written request of the parent or the guardian, such requests remaining in force until they are revoked". To a superficial observer this may look quite innocent; but this provision really cuts at the root of the very conception of denominational schools.

Indeed, there is a similar provision in the Madras Educational Rules (p. 4 of 1943 edition). But it is applicable only to schools conducted by the Government or by a Municipality or a District Board or a Panchayat. In Madras, Government does not interfere with the liberty of a private school to impart religious instruction outside school hours, and that for a sound reason. Each denomination opens and maintains its schools, at a great sacrifice of money, for the proper, complete education of its children, and complete education pre-supposes provision for religious instruction for its children, besides secular education; and such an education could not be got from Government schools. It is, this possibility that has urged different denominations, be it Christian or Muslim or Hindu, to run their own schools. If this much of freedom is denied to them, the public of these denominations will lose their present interest in their respective schools, and eventually such schools will die out to the great loss of the State.

What may be desirable is to prevent teaching of one religion—the religion of the denomination conducting the school—to the children of other religious or denominations, attending that school. This can be easily achieved by a slight change in the proposed section 33 (d). Between the words "observance" and "without", the following words may be inserted: "other than that of the denomination conducting the school". This change in the wording of the section may be adopted as the solution of the difficulty. To go beyond this limitation is quite unjustifiable and unreasonable, if not dangerous to Society, for every thinker of the day has come to the firm conviction that

to educate a child without some religious foundation is detrimental to the best interests of State and Society. If in Government schools it is impracticable to impart religious instruction, why not allow private schools at least to do this great service to State and Society.

### 3. Communal Rotation in Appointing Teachers

Another revolutionary change recommended by the Committee is the appointment of teachers in private schools, "as far as possible, on the principle of *communal rotation* embodied in the Staff Selection Board Rules". To me this provision appears to be not only impracticable, but undesirable and troublesome. A few examples will bear out the truth of this view. In a school conducted by a Muslim agency and attended by 80 or 90 per cent of Muslim pupils, to thrust in, by law, a Brahmin and a Nayar and an Ezhuva teacher just to satisfy the communal rotation, is something unheard of. The purpose of a school is not only to impart instruction in History, Geography and Arithmetic, but also to impart education, and education presupposes a cultural background. Hindu culture or Muslim culture or Christian culture has its own individuality, which cannot be maintained with a cosmopolitan staff.

As a nationalist, I am not opposed to the employment of one or two Christian teachers in a Hindu or a Muslim school, and of one or two Hindu teachers in a Muslim or a Christian school; but to try to adjust the proportion of teachers according to the communal or caste-war ratio is undesirable and quite impracticable. Such a rule is quite the appropriate thing in a Government school, which is neutral in the matter of denominational culture and is a public institution maintained fully out of public funds. If such a system of appointment of teachers were to be countenanced and enforced by the Government in the case of denominational institutions, there would be an endless tug-of-war between the department and the private schools and endless trouble to the Government arising out of numerous appeals against the decisions of the Department of Education. Why introduce the system and widen the gulf between the Department and private schools and court trouble for the Government? I trust the Government would show better senses than the Committee, which seems to be more anxious to provide jobs for teachers of different communities than to improve the existing system of education and educational administration.

### 4. Appearing for the S. S. L. C. Examination

As an educationist, I have to protest against the recommendation of the Committee that any boy or girl that *wishes to appear* for the S. S. L. C. Examination must be sent up for it. The Director had very wisely provided in Section 13 of Chapter XIII (p. 35) of his draft code that "the Heads of schools shall prepare a final list of those whom *they consider as qualified and fit to appear for the Public Examination.*" This wise provision has been most unwisely changed by the Committee in their draft as follows: "the Headmasters concerned shall prepare and send up to the Secretary of the Board a final list of pupils who *wish to appear for the Public Examination*".

This change will undoubtedly lead to indiscipline, demoralisation and deterioration in attainments on the part of the students. Already there is enough of demoralisation among the students of the highest classes in a High School and already the general standard of academic and moral attainments of students emerging from the S. S. L. C. course is very low, and the proposed change will only help to make the standard still lower and to diminish in our immature youths any little sense of duty and responsibility which they may still be possessing. I trust the Government will not be a party to bring about this deplorable result in the rising generation of the future educated citizens of the State.

### 5. The Central Board of Education

In the report of the Committee there is a recommendation for constituting a *Central Board of Education* (Section II, B, 18). Though I am in full agreement with the idea as well as the Constitution of the Board, I have one remark to offer. If the purpose of the Board is, as stated in Report, "to advise Government" on the increasing number of educational questions that come up, year after year, "for the consideration of the Government", the President of the Board should be, not the Director of Public Instruction, but either the Secretary to the Government or the Joint Secretary in charge of the Educational Portfolio, with, of course, the Director as an ex-officio member of the Board. This Board will evidently be a much more satisfactory and useful Advisory Board than the present, very small Advisory Council of three members, elected by the Legislative Council.

## 6. State Monopoly of Primary Education

I finally come to the most revolutionary change of policy recommended by the Committee in the Report (Section II, B, 14), *i.e.*, "the assumption of direct management by the Government of all Primary schools in the State". In other words, the Committee recommends the principle of State monopoly of Primary Education, *i.e.*, denying to any private individual or society or corporation in the State the right or privilege—hitherto enjoyed from time immemorial—of conducting Primary schools in the Cochin State. To the adoption of this policy I have the strongest objection on several grounds.

(1) State monopoly of education rests on the wrong assumption that the parents' duty is only to produce children, and not to see to their proper education or formation—spiritual, moral, intellectual and physical. God has entrusted children to the charge of the parents and not the State; and they are, therefore, responsible to God for their children's education, and this duty and responsibility of theirs cannot be transferred to any one else, not even the State. Consequently, they have the right and the duty of choosing the school in which they want their children to be educated. Ten years ago, Mr. Ramsbotham, Parliamentary Secretary to the Board of Education in England, remarked: "The parents are and must remain primarily responsible for the training and education of the children they bring into the world. Nothing can or should divest them of their responsibility. *It is for the State to supplement the parents and not supplant them*". This view has been reiterated and adopted in connection with the recent Education Act of England, thus showing that this sound principle of Society has not grown out-of-date.

(2) State monopoly of education presupposes that the State that adopts this policy is going totalitarian, either of the Nazi or of the Fascist or of the Bolshevik variety. I see no sign indicating that the Cochin State has any idea of joining any of these brands of totalitarian States. It is when a State has a particular philosophy of life to be drilled into the rising generation of its youths that such a totalitarian policy is adopted by a State. I suppose the Cochin State is not going to adopt and inculcate any such new, revolutionary philosophy of life, and will continue the traditional policy of the Cochin Royal Family of protection and tolerance for all the subjects of the State, irrespective of their creeds and castes, in accordance with the time-honoured and noble conception of Kingship, beautifully expressed by the two Sanskrit words—Narapathi and Bhoopathi.

(3) State monopoly of education will necessarily end in complete *regimentation* in education. A sound system of education must allow a certain amount of freedom and initiative to schools and teachers. To reduce everything—schools, teachers, pupils, books, syllabuses—to a dead level of uniformity is not sound in principle. There must be adequate scope for elasticity, initiative and enterprise in the field of education as well; and State monopoly of education kills all these essentials of a sound system of education. As one of the most eminent men of modern days—Cardinal Hinsley of democratic England—put it, "By all means reform and simplify the present system of education, but *beware of bringing into this country a cast-iron system of uniformity which will differ nothing from totalitarian servitude*". Let the happy and progressive State of Cochin be spared the unhappiness and misery of a "cast-iron uniformity" under a system of State monopoly of Primary education.

(4) Adoption of such a new policy of State management of all Primary schools presupposes that there is no justification for the existence of private, denominational schools. To this let a former eminent statesman-administrator Diwan of Cochin—Sir Albion Banerjee—himself give an answer. In his famous Press Communique of 24th February 1908, he said: "I doubt if a complete departmental system of education is justified in the present state of the State on the ground of either principle or expediency. *Children of different races and creeds have to be educated and no cut and dried system can be applied to all*. On the other hand, the people of the various communities will take more interest in the education of their own children if they have the management in their own hands". What a sound and statesmanlike view!

(5) Considering the relative *efficiency and popularity of Sirkar and private schools*, is there justification for the suppression of all Primary schools under private management? When we compare impartially these two types of schools from various points of view efficient teaching, permanency of the staff, results in the public examinations, achievements in the field of sports and games, care taken of pupils, close supervision of the working of a school by a responsible man (the Manager) on the spot—the conclusion is forced upon us that private schools are more efficient, more popular, and better attended. Indeed, there may be, here and there, some

rotten private schools; and if they have come into existence, and continue to exist, it is the fault of the Education Department. Because a few schools are rotten, you cannot condemn all private schools as unworthy of continuance, and adopt the revolutionary policy of State monopoly of all Primary education. If the Cochin State were to adopt this policy, it would be a case of killing the goose that has all a long been laying the golden eggs, and making Cochin foremost in literacy in India.

(6) Let us turn to the financial aspect of this policy. The adoption of this policy of State monopoly presupposes ample resources in revenue, and that means *heavy taxation*. I wonder if the public would support a move for any special taxation for educational purpose, when they know that they could have good education through private schools at a much lesser cost and without any extra taxation. In this connection I must state my conviction that the estimate, given in the Report Section VIII B—twelve lakhs of initial expenditure and five lakhs of annual expenditure—for the assumption of the management of all Primary schools by the State, is quite inadequate, and the venture would cost much more and would necessitate very heavy extra taxation. It would be nothing short of a crime to divert, for the luxury of State monopoly of Primary Education, the money urgently needed for such nation-building activities as better sanitation, better water-supply, better irrigation, better road, greater facilities for technical and technological education, and greater provision for agricultural and industrial development in Post-war period of reconstruction.

(7) Finally, let me draw the attention of the Government to the considered *opinion of the Special Finance Committee*, appointed by the Government in 1928. These are their findings; "(1) The abolition of some of the Government Upper Secondary Schools especially in places where there are private schools, or their transfer to private agency, (2) the elimination of divisions of forms in the Government schools, especially in places where there are private schools in convenient proximity, (3) the transfer of primary education to private agency as much as possible, (4) the provision of building and equipment grants to encourage private agencies to open new primary schools, (5) the reduction of expenditure on stipends and scholarships". What a contrast between this sound view of the position and the recommendation of the Code Revision Committee. It reflects great discredit on the committee to have made so irresponsible and impracticable and unjustifiable a recommendation; but the Government will see from the Report the nature of the voting on this question.

In the face of all these principles of a sound educational system and the opinion of eminent statesmen, administrators and experts, to adopt a policy of State monopoly of Primary Education will be nothing short of an unjustifiable infringement on the liberty and time-honoured privileges of the subjects, and the Government that adopts such a revolutionary and costly policy will stand condemned before the public for a great crime against the State.

(Sd.)

C. J. VARKEY

Thevara, 3rd December 1944.

#### Minute of Dissent

I. **Grants.**—Grants for Secondary School teachers also must be paid in full as in the case of Primary teachers, the Manager being given 12½ per cent for "contingencies". The Manager's contribution for the running of the school is that he meets the initial expenditure for providing the school building with the necessary equipment for which he is given the privilege of appointing as teachers his own men subject of course to the rules of the Department.

II. **Punishment of teachers by the Managers.**—At present the managers are mostly not in a position to meet the extra expenditure to run schools out of their own pockets. As a result of this, it is the proverbially poor teacher who really suffers. Those managers who do not spend anything out of their pockets—nay even those who disburse the pay of teachers from the grants and fees realised—cannot be said to be the employers of the teachers as they claim to be. Some of them do not even give the teachers what is realised as fees and grants. It does not therefore seem proper to make a departure from the present wholesome practice and invest the managers with the power of punishing the teachers without getting the previous sanction of the Department. Even to-day, the teachers are working with a Damocles' sword over their heads and as such the teachers cannot be expected to do their work properly. More often than not, the managers, being more influential, carry the day with the authorities against the poor teachers.

Although the proposed provisions in regard to the imposition of fines or of suspension of the teacher are themselves not open to objection, the Department should reserve to itself the right to examine the soundness of the alleged grounds and to hear the teacher in his own defence and for his own safety. In the absence of such a safeguard, the manager will be the complainant and the judge both at the same time. Punishing a man and hearing him afterwards is something like putting the cart before the horse and is opposed to natural justice. Besides, prejudging and punishing a man makes his subsequent defence rather uphill work because of the prejudice already created. It is notorious that decisions once arrived at are difficult to upset. I cannot understand why the managers should insist on punishment first and appeal afterwards unless it be their nervousness and fear that their grounds of punishment will not stand impartial scrutiny and their hope, that once the punishment is meted out, the Department will be unwilling to interfere with it. The very insistence on such a right being given is itself suspicious. With regard to the contention based on the identity of views between the manager and the Headmaster, I am definitely of opinion that any such identity can never be a sufficient guarantee for the teacher because the Headmaster from his position as such cannot be expected to take an independent view and oppose the manager. The teachers in Sirkar schools are punished under similar circumstances only after Departmental orders are received. It is difficult to understand why the same procedure should not be followed in the case of the teachers of private schools as well.

The following lines are from the Memorandum explanatory of the Regulations of the London Country Council with regard to the duties of the managers of the schools.--

"Such matters as the care of the underfed children, the distribution of clothing and boots, the aids to employment after leaving school, the securing of advantages from parks, open spaces and the like fall in this category. It is evident that in such matters there is scope for much beneficial activity and for these functions the Council must rely in a peculiar degree upon the local managers.

"Attention to hygiene conditions, inculcation of thrift, direction of charitable agencies, feeding and clothing, development of clubs, organisation of visit to the country and to places of interest in town, attention to the lives of the pupils after leaving schools, the bringing of employers and children into contact and keeping in touch with children in the early days of employment, development of ideas of civic responsibility, all these can come under the control and influence of sympathetic managers.

"Lastly, it is to be noted that while the regulations prescribe the duties of managers in respect of children, the managers may also be able to do much for the teachers outside the purely official relations. They may interest themselves in the new teachers who come as strangers to the district; they may aid them to secure suitable lodgings; and generally to all teachers they may bring sympathy and help in the difficult work of the large city schools."

The above quotation indicates the lines along which the manager's minds should work. The London managers are expected to soar high and take a broad view of things. I wish our managers will emulate them.

**III. Unaided Schools.**—Since education has become one of the chief concerns of the State and since Government have provided two sets of institutions—Sirkar and Aided Schools—there is no need for the introduction of another category of schools, *viz.*, the unaided schools. The introduction of such a category is fraught with dangerous consequences to the cause of education in the State. No Government aid means low pay for teachers. Low pay for teachers will, in its turn, affect the efficiency of teaching which cannot be allowed on any account. The standard of instruction imparted should be uniform throughout the State. Otherwise it is the pupils who suffer. The argument that there are people coming forward to accept a low salary is an untenable one. Teacherships should not be a matter of auction and the acceptance of the lowest bid. If this argument is sound, all appointments in the State right from the top could be put up for auction. I may add, in this connection, that a person who offers to accept a lower salary in the unaided school does not accept it willingly but only because there is no better offer elsewhere. The moment he gets a better job, he is sure to leave. The man who does not settle down to his work is not likely to prove an efficient teacher. Efficiency should be maintained at all costs. Such managers as wish to remain in the unaided list do so as they do not wish to be bound down by the rules of the Department. I would even go to the extent of saying that even unrecognised schools should be under the supervision of the Department as the teaching there



might tend to create feeling of hatred against the authority of Government. In order to spread the benefits of education all round, more institutions may become necessary. Government must either start schools or give liberal aid. There is no need for a hybrid type such as the unaided school.

IV. **Mutual transfer of teachers.**—The rule that the “managers of two private schools may by mutual agreement arrange the transfers or deputations of teachers” must be amended in such a way that the consent of the teachers is also obtained.

V. **Supernumerary teacher in Primary Schools.**—I do not see why the provision that primary “schools under convent management where the teachers are the sisters of [the holy order will be sanctioned one teacher extra without grant” is not extended to other schools.

VI. **Physical Education.**—Although the Committee desires Physical Education to be made a compulsory subject, the rules laid down in respect of this do not seem to be calculated to carry out this desire in their actual working. To make Physical Education a compulsory subject and to cut down the period to be devoted to it to 20 minutes a day is, I think, a negation of the Committee’s proposal. If we are in real earnest, we ought to be guided in this matter by experts trained at considerable expense at the Madras Y. M. C. A. College and appointed by Government to watch over the physical education of our pupils. The Committee had before it a well-thought-out scheme prepared such an expert in the person of Mr. C. Rama Menon, Physical Director of the Maharaja’s College. If necessary, his scheme may be got approved by the Principal of the Madras Y. M. C. A. College. If the status of those trained at the Y. M. C. A. College is only to be that of the old Drill Masters, it is better that Government stopped sending anyone for training there. I fully endorse the statement of the late Mr. H. C. Buck that “we realize to-day, more than ever before, the absurdity of the statement that 45 to 20 minutes of exercise daily suffices to keep one physically fit”. I would suggest that the scheme of Mr. C. Rama Menon be accepted in *toto* even though it might be at the sacrifice of other subjects of study.

Ernakulam,  
4th December 1944.

(Sd.) D. HARI

Secretary, C. T. A.

**Dissenting minute by E. T. Devassy, Secretary, The Cochin Aided Primary Teachers’ Association and Member of the Code Revision Committee**

Chapter VII of the Revised Educational Code seems to treat the managers of Aided Schools on an equal footing with the inspectors in the matter of conferring powers of finding, suspending and transferring teachers of Aided Schools. On the face of it, the principle underlying this policy may look very liberal and generous. For all appearances this would seem to be a very attractive deviation. But a close scrutiny will disclose the disastrous consequences that are sure to follow from adopting this policy both to the teachers and the taught and therefore also to the general public.

Inspectors of schools occupy a very different position from that of the managers. An inspector is a limb of the Government and an institution in himself. In him there is little or no scope for the play of personal prejudices and motives. He is a responsible officer acting under the strict control and discipline of the department and it will not be wrong to say that he is not of flesh and blood as far as his official activities are concerned.

The attractions that lie in the way of the managers are many. In the case of several fresh appointments a handsome payment from the candidate is not an extraordinary feature. The temptation to create a vacancy by suspension or dismissal is irresistible. Occasions will be manipulated to take to task teachers who will not amenable to the fantastic wishes of the managers. Under payment cannot be complaint of, extra work for the personnel benefit of the manager cannot be protested against and loans to managers from the teacher with no idea of repayment cannot be refused, without the teacher involving himself in a situation where the manager will assert his authority to fine to suspend or to transfer.

The check sought to be laid on the vagaries of the manager will be only to the determined of the teacher. Withholding the salary bill will be no punishment to the manager but will only cause real hardship to the teacher who will be deprived of his pay for a long time. Threat of

withdrawal of recognition will lead to a counter move from the manager to close down the school and the department will be constrained to accede finally to the wishes of the manager. No effective check, therefore can be exercised upon the actions of the manager.

Managers are often uneducated persons with no investment or risk involved in the conduct of the school. Most of them look upon the teachers as their personnel servants and this attitude on their part will get stronger with acquiring the powers to fine, suspend and transfer.

Mission schools are used by the managers as a forum for propagation of their particular faith.

Considering these features of difference between the manager and inspector, it is desirable that the powers of fining, suspending and transferring are not conferred on the manager. Teachers will be put to great hardship; education will suffer and public interest will be prejudiced.

## FINING AND SUSPENSION—CHAPTER VII

### (Section 118)

It is not difficult for a manager as has been already pointed out, to create opportunities for fining or suspending a teacher under him. It is no check to say that the headmaster should join him in so doing. In many cases the headmasters will be a relation or a nominee of the manager. The inspecting staff is already proposed to be increased and to give this power to the inspecting staff will be no additional burden to the inspecting staff. When the conflict arises between the manager, to whom the school is a luxury and a decoration, and the teacher to whom a job is a matter of maintenance, the latter has inevitably to succumb to the decision of the manager, be it unreasonable and against truth. The manager himself is a party to the dispute and his decision will be only like the judgment by a plaintiff in a suit. There is no third party to weigh the merits of the question on either side and come to a dispassionate and unprejudiced finding. This is opposed to all principles of settlement of disputes. This interested third party like the inspector will alone be competent to come to the real decision in any dispute between the manager and the teacher.

It is a mistake to argue on the assumption that the manager is the employer. The real employer is the department that gives the grant. The manager is only the hand that mechanically takes the fund from the department and puts it in the hands of the teacher. No contribution ever comes from the manager and he cannot therefore be heard to say that he is the employer. Even the school building is in many cases constructed out of funds raised by public donations, contributed by teachers or lent by Parishes. The manager himself is not in most cases responsible even for the building.

Provision for appeal against the manager's orders will be of little avail for the poor teachers who cannot afford to wait and linger over a final disposal of the question by the department. He has no legs to stand on till that date and he has little means as against the manager to bring the department to understand the real situations.

It is fallacious to argue that for enforcing discipline such powers must be with the manager. Abuse of the powers will only lead to greater complication more discontent and more unhealthy reaction. Every teacher will try only to satisfy every whim and fancy the manager, indifferent to his duties, deterioration of teaching and catering to the wishes of the manager will be the result. That discipline which is maintained by the inspectors cannot be enforced by the manager considering their peculiar position and unhappy attractions adverted to above.

### Transfer

This will result in very great disadvantage to the teachers. By a mere transfer from one school to another a teacher is likely to lose promotions that richly deserves. On the eve of retirement of headmaster, the first assistant who is not in the good looks of the manager can easily be transferred to another school with the result that he loses his chance of becoming the headmaster and the teacher transferred from the other school who may be the manager's candidate gets an undeserved benefit. Such cases will not be uncommon. This sort of difficulty will not arise in the case of Government schools where seniority counts for promotions anywhere. A

teacher may be transferred to a school where the class of which he becomes the teacher may the next year go out of existence for want of strength. He may thus can be sent out of service. It will not be strange to see the manager exercising this power as a regular method of punishment. It is open to him to send a teacher far from his home to a place where he cannot with his small pay get on, much less find any balance to support his family. If such transfers can be limited by the rules to cases where both the teachers concerned agree, there is no harm in giving this power to the manager.

The provision restraining the aided teachers from standing for the election to Municipal and Legislative Council and Panchayats without the manager's approval is an unnecessary curtailment of their privileges. I cannot say what all considerations will weigh with the manager in according or not according the approval. This is a fundamental right of every citizen having the right to vote; and it is undesirable to deprive him of it.

## CHAPTER VI—GRANTS-IN-AID

### Maintenance Grant to Secondary Schools

There is no special reason why a distinction should be shown in the matter of giving grant to the Aided Primary teachers and Secondary teachers. It is only fair and proper that full pay should be given as grant to the Secondary School teachers as in the cases of Primary teachers. By any reduction in the grant efficiency of education is likely to suffer.

### Direct Payment

The most salutary provision of the Revised Code is the one relating to direct payment. It is really unfortunate that it is not extended to all schools. Its operation cannot be confined and limited that there is no proper payment to Aided School teachers as being the uniform cry from the very beginning. The Legislative Council has passed a resolution recommending direct payment all over the State. Teachers of particular schools will not be for many reasons in the position to complain of cases of short payment. To depend upon their complaint for introducing direct payment will be ignoring the helplessness of their position. Any teacher complaining of short payment will easily be victimised by the Manager with his extraordinary powers of fining, suspending and transferring. One fails to see any harm in making direct payment a universal rule. If the principle involved is accepted there is no reason for restricting the operation of the rule to any area or institution. Under payment has been the evil of the system and when it is sought to be remedied it has to be done effectively and summarily.

### Unaided Schools.—Section 129 Note 7

It is a wrong policy to allow the existence of unaided secondary schools with fee concessions for the students and 75 per cent pay for the teachers. This will certainly lead to unhealthy competition between schools in offering concessions in fee. The creation of a class of teachers getting a reduced pay will result in great discontent which will vitally affect the standard and backward areas, it is shirking of responsibility by the Department who should in all fairness particularly take up the cause of education in such areas. Spread of education in backward areas in the most efficient manner should be deemed the special duty of the Department rather than passing it to the half hearted methods of unaided schools. A step-motherly treatment of backward areas by relegating their education to unaided schools will be no credit for any Government.

## CHAPTER XI—TEACHERS' ASSOCIATIONS AND CONFERENCES

### Teachers' Associations and Conferences

I agree with the proposals in the draft Code that there may be separate Teachers' Associations as they exist to-day. The members of the existing Associations have their special interest to protect and promote. It is a mistake to think that a Common Association will suffice.

## APPENDIX B—SUPERNUMERARY HAND TO PRIMARY SCHOOLS

There should be a supernumerary hand in all Primary Schools where the total number of divisions exceed eight. There is no reason in limiting this advantage to schools managed by convents.

Subject to the difference of opinions expressed above I agree with all matters dealt with in the Revised Code.

Trichur,  
4th December 1944 }

(Sd.)  
E. T. DEVASSY

From

Mr. B. M. Peter, M. L. C., Andikadavu.

To

The Secretary, Education Code Revision Committee, D. P. I. Office, Trichur.

Sir,

With reference to the Chapter V under Fee Concession to D. C. & B. C. pupils, and the children of the officers dying in harness or Military Employees mentioned in the section of the Code, I do not find any justification at all in saying that only 3/4 of the loss sustained by the Managers of Unaided Schools will be re-imbursed by the Government, while the full loss will be re-imbursed by the Government in the case of aided schools. Generally these unaided schools are situated in backward areas (in illiteracy). The Managers are giving education to the pupils of those areas at a heavy loss, and no compensation whatsoever is made by the Government. The primary duty of Government is to see that every nook and corner of the State is equally advanced in education. The statistics will show that urban population is well-educated while the Village folks are very backward in that respect. Huge money is spent in urban areas and I wonder why the hands of the Committee are so strigent towards backward areas. Generally these backward areas are flooded by backward communities. As such, Managers will have to give a large amount by way of concession to those B. C. & D. C. pupils and for other expenses. So I demand that the loss should be fully re-imbursed by the Government as is done in the case of aided schools.

With reference to Chapter IV under building and equipment grant, I find that only aided schools are entitled to get building and equipment grant. As a matter of fact a Government recognised a school only when it is fully convinced that a school is necessary in that locality for the literary uplift of the people. As such I am emphatically of opinion and demand that every recognised school should be entitled to get the building and equipment grant.

(Sd.)  
B. M. PETER

From

Very Rev. Fr. Francis Sales, T. O. C. D.,  
Secretary, Cochin Catholic School Managers' Association.

To

The Secretary to the Government, Ernakulam.

Dear Sir,

As I found that I could not bring myself to subscribe to all the recommendations of the Cochin Education Code Revision Committee, I beg to submit these special notes.

### Introduction

Before I pass on to specific points, I would like to observe in general that one of the predominating features of the Director's draft code was to look down upon the Managers of the private schools with a sort of contempt and suspicion. The revision work has not fully succeeded in redeeming this unhappy feature lurking in almost every page of the Code. Several of the

provisions of the Code are, unfortunately, calculated to create the impression that private agencies in the field of education occupy but a very insignificant place, perhaps even undesirable or unwanted, in the scheme of the educational organisation within our State, although it is an acknowledged fact that they have distinguished themselves as the chief factor in the field, by the great sacrifice they have made and the glorious results achieved in raising the standard of literacy in the State.

In view of their excellent contribution to the State and to the Government, a policy morally and economically sound will be recognised their due importance in our educational scheme and to support and strengthen as much as the Government can, instead of adapting measures that will hamper their legitimate work and gradually wipe them out of the field of education. Such a culmination of events will be a national disaster and I beg to lodge my vehement protest against their tendency discernible in many a recommendation of the Committee. The Government of His Highness the Maharaja, I am sure, will reverse this injurious policy and will extend their willing and generous support to private agencies and welcome their work and readily help them to continue it.

1. Page 2. n. 5. (e) (*Introductory*) "Manager" means a person having financial and general control of an institution or a person empowered to exercise such control by a competent authority. This is the definition as provided in the Revised Code.

Most of the Managers are owners of their schools and therefore in such cases the idea of ownership pertains to the very essence of the concept of a Manager with a School. And a definition that leaves out the essential idea of a defined thing, is no definition at all according to sound principles of Logic. Hence I would request the Government to add the idea of ownership also in this definition and read the clause in the following strain.—

"Manager means a person having ownership or financial and general control, etc. . . . .

2. Page 2. No. 5. (f) (*Introductory*) "Heads of schools" means "Headmaster or Headmistress"

This is only one of the examples of the revised Code attempting to gradually eliminate Managers of Schools. When referring to the "Heads of Schools" the first and foremost person or authority that comes to anyones mind is the "Manager". It is a pity that the Revised Code seems to ignore this fact, which is so obvious, and understands only the Headmaster or Headmistress by this term. The practice all along in Cochin and in Provinces and States of India is to consider the Manager as "primarily" the Head of his Institution. If, however, the Sirkar schools are taken into consideration, the clause is all right.

Hence I would request the Government to alter the clause with addition of the word Manager also. "Heads of Schools", means *Manager*, Headmaster or Headmistress as the case may be.

3. Page 6. No. 32. (d) (*Religious instruction*) The School imparts only secular instruction during school hours that does not compel or permit any pupil. . . . .

The most objectionable and in my humble view, the most degrading of recommendations made by the Committee and against which I vehemently protest is this clause quoted above.

At present as in the past, educationists and thinkers worthy of their names, are unanimous to assert the imperative need of religious instruction in any sound scheme of education. Our Committee consisting of our "educational experts", I am constrained to remark, seems to take an attitude that ignores all religions and religious instructions and prayers.

While protesting against the provision of this clause in its entirety, I humbly request the Government to be pleased to give full freedom to Managers of Schools—at least to the Catholic Managers of Schools—for imparting religious instructions in their schools, if possible *within school hours*. The consent of the parent need only to be presumed and not be sought in the case of schools where the majority of students are of one denomination. If, however, any parent does not like his child to be given instruction in any religion, he may write to this effect to the Manager, who shall yield to his request. In another words, I am firmly convinced of the imperative need of teaching religion along with secular studies and that the Government should give all encouragement in this matter to Managers of Schools and to the parents of students.

I may be permitted to quote a relevant passage from the Report of the Statham Education Committee of Travancore of 1934. "In the case of the vexed problem of religious instruction

which has presented almost all Provinces and States in India with equal difficulties, we must, to some extent, be guided by the trend of events outside Travancore. The attitude of the Government of India and of the Provincial Governments towards religious instruction has undergone very considerable change in the last twenty years. Prior to 1911, the Government took the attitude that there should be a strict neutrality and that no religious teaching should be given in any departmental or publicly managed school. Now, however in most Provinces, religious instruction is permissible in all classes of schools, and, in some Provinces, the provision of religious instruction is actively supported by the Government. In Bihar and Orissa, for example, *religious instruction within school hours is obligatory in all departmental and non-denominational schools*, (\*). Further, nearly all the reports of education surveys (barring ours of course) made recently in India have recommended encouragement to religious instruction within certain limitations. . . . . As we have stated elsewhere, we were strongly of the opinion that some form of religious instruction is an essential part of sound character-forming education.

We recommend, therefore, that, subject to certain safe-guards, religious instruction should be encouraged by Government. In the case of the pupils of a particular denomination, the present system of permitting religious instruction outside school hours may be continued, though we consider that, where the large majority of pupils in a denominational school belong to one denomination, religious instruction within school hours should not be objected to provide the management can satisfactorily adjust their time-table of secular studies. . . . . We have received complaints from several quarters that, owing to the fact that religious instruction does not form part of the school course proper and is not susceptible of examination, both pupils and teachers tend to neglect it. . . . . We can see no objection to an examination in the subject of religious instruction being held as part of the promotion tests for pupils of a particular denomination. . . . .

Nearly 4 lakhs of the loyal and devoted subjects of His Highness the Maharaja of Cochin, would feel that this provision of the Code lays the axe at the root of a thing which they cherish more than anything else in this world. To their conviction and Sacred faith, education bereft of religion is no education at all. The history of the Catholic religion is one heroic record of valiant fights fought and won for this Sacred cause.

Hence I trust that the Government will delete this objectionable paragraph from the educational code and thus free the Catholics, particularly, of the State from their heartburnings.

4. *Grant-in-aid*.—P. 7. No. 37. "All such schools. . . . . contingencies".

It is indeed a matter of gratification to note that the Committee is keen that no reduction in the grants-in-aid given at present be made. But a departure from the old system is made with a view to simplify the method of calculation. I may grant the fact that the present system of calculation grant-in-aid is a bit complicated. But the Government can easily overcome this complication by means of expert clerks appointed for the purpose. And hitherto the Government was successfully carrying on with this work.

Besides, by actual working it may be shown that the "easy" system devised by the Committee cuts down the grant considerably and the Managers will be made to suffer. I am citing an example from the 3rd quarterly grant bill of St. Albert's High School, Ernakulam, to show the difference in the two systems of calculation.

| Present System       |    | Rs.   | A. | P. |
|----------------------|----|-------|----|----|
| (a) Income from fees | .. | 1,765 | 13 | 3  |
| Half salary          | .. | 1,041 | 8  | 0  |
| Total income         | .. | 2,807 | 5  | 3  |
|                      |    | Rs.   | A. | P. |
| (b) Expenditure      | .. | 2,966 | 8  | 0  |
| Income               | .. | 2,807 | 5  | 3  |
| Deficit              | .. | 159   | 2  | 9  |
| Deficit C/B          | .. | 159   | 2  | 9  |

(\* The underline is mine.

|   |       |    |    |
|---|-------|----|----|
| Manager's contribution 25%<br>to be added | Rs.   | A. | P. |
| ..  | 39    | 0  | 0  |
| ..  | 120   | 2  | 9  |
| 12½%                                      | 370   | 0  | 0  |
| Total                                     | 490   | 0  | 0  |
| Add half salary                           | 1,041 | 0  | 0  |
| Total Grant                               | 1,531 | 0  | 0  |

#### Revised System

|                    |       |    |    |           |
|--------------------|-------|----|----|-----------|
|                    | Rs.   | A. | P. |           |
| Expenditure        | 2,966 | 0  | 0  |           |
| Less income        | 1,765 | 0  | 0  |           |
| Deficit            | 1,201 | 0  | 0  |           |
| 80% of the deficit | 960   | 0  | 0  | 1,531 0 0 |
|                    | 370   | 0  | 0  | 1,330 0 0 |
|                    | 1,330 | 0  | 0  | 201 0 0   |

N. B.—Annas and pies are not considered in calculation.

Hence according to the revised system the Manager of St. Albert's High School will lose Rs. 210—0—0 for the 3rd quarter.

Therefore I would request the Government to leave the present grant-in-aid system unmolested.

#### 5. P. 6. Nos. 27 & 28

(1) (a) "The Manager of a School has no proprietary rights over to school records". I have to object to this recommendation. The Manager ought to be the Proprietor of his school records as long as he remains as the Manager. When the Management changes, he has of course, to hand over the records to the new Manager. Hence instead of a categoric provision in this respect denying all proprietary right to the Manager over the school records, the Code may provide that in the event change of Management of a school, the records thereof shall be handed over to the new Manager.

(2) "The Manager, at the time of grant of recognition shall also execute an agreement....."

28. "Even in the case of schools already in existence....."

These are glaring examples of the hostile attitude of the revised code towards the Managers of Private Schools. The procedure usually followed in contracts for construction of public works and matters of secularly for good behaviour is thus proposed to be followed in the case of starting educational institutions by philanthropic agencies. I do not venture to say that culprits even among the Managers should not be punished; but I would take serious objection to condemning the Managers as a whole as do the provisions in Nos. 27 and 28, clearly indicate. Hence I would request the Government to delete these obnoxious clauses and instead devise efficient measures to punish Managers of Schools who deliberately violate the Code rules.

#### 6. P. 28. No. 118. (2)

"When a Headmaster's place falls vacant, the Manager shall ordinarily not appointed".

Although the Committee wisely admits the necessity of giving the freedom to the Manager in the appointment of the Headmaster of his School the proviso requiring the previous consent of the D. P. I., practically takes away the freedom given above and gives handle for endless troubles with the Management and Department. Hence I would recommend that the Manager of a private school should be given full freedom to appoint his own Headmaster in spite of the clauses of senior hands of the staff, and such appointments need only be reported to the Director for approbation. But in order that the Manager may not misuse the power given to him a proviso may be added that in cases where a senior hand is set aside an appeal shall be to the Director.

## 7. P. 29. No. 118. (5)

*Unaided Schools.*—It is, no doubt, very consoling to note that the Committee has felt the necessity for recognising those schools and there are many such—which carry on work without receiving any aid from the Government. But the “regulated conditions” under which they are to work, I am afraid, will hamper their smooth working and progress.

(a) The Manager should be left entirely free in the matter of collection of fees. Taking the human nature into consideration, every Manager will be only too keen to collect the fees at standard rates as far as possible. He would relax only in the case of deserving, and poor students, for whose benefit primarily these unaided schools are encouraged. The Department should however, be vigilant upon any “unhealthy competition arising between neighbouring schools. But this competition will find no place in our revised scheme as the rules for recognition of schools do wisely provide for.

(b) As the unaided schools do not receive any grant from the Government, it is but natural and logical that departmental interferences with them should be as rare as possible, especially in matters relating to finance and auditing of accounts.

(c) There should be as few regulations restricting their operations as possible, as any violations of the Code rules would lead to a withdrawal of the recognition. In the case of aided schools penalties may be imposed by cutting of grants etc., Where as in unaided schools it is impossible. Hence it is that the Government has always, in the past in dealing with questions concerning unaided schools applied the principle “no aid, therefore no interference”.

(d) The Manager and teachers of unaided schools shall enter into an agreement, a copy of which shall be sent to the Director for information, which shall determine the grades of salaries and terms of service etc., as in the case of teachers of the University.

(e) When the revised Code recommends increment where 90% of the fee collection warrant the same, how could the Manager maintain the School and pay to the Provident Funds for teachers, with the 10% left?

## 8. P. 29. No. 86.

“Losses in fee income to Private schools due to fee concessions to B. C. & D. C. pupils . . . . .”

This differential treatment between aided and unaided schools has to be taken away and the losses in fee income have to be equally made good to all Schools.

## 9. P. 29. No. 118. (7)

“The Manager shall have full control and the Headmaster shall remit to him and draw from . . . . . by the Headmaster.”

This provision, while explicitly admits and that too correctly the full controlling power for the Manager over the finances in a private school, implicitly and practically restricts his liberty in so far as the Headmaster is to remit and draw from him. The Manager may make his collections and disbursements as he likes either by himself or by any one of his teachers or clerks. Hence I would request the Government to delete the clause in this section beginning with “and the Headmaster shall remit to him . . . . . through him”.

In this connection I would refer to the section in which the revised Code empowers the Headmaster for substantial repairs of the school I fail to understand how this is workable in private schools. The Manager therefore, must be made responsible for such duties.

## 10. P. 8. No. 37. (d)

“If in any year, the accounts of the year . . . . . of the Department”.

This innovation is but another note of diffidence in the Managers of Private Schools. Most of the Managers have to beg and borrow to build their Schools and equip them with. They spend not only the surplus but even higher amounts. This odious clause in the Code is but a poor return for all the sacrifices and labour the Private school Managers have done for the Sacred Cause of education in the State. Hence I would request the Government to delete this clause altogether.



## 11. P. 8. No. 40.

"It shall be competent.....or discipline."

If a reduction of grant is permissible for the causes contemplated in this section of the Code a proportionate cut in the salary of teachers also has to be made, in so far as they have contributions to the deterioration indicated above

## 12. P. 55. Chap. XV.

**Collegiate Education.**—The provisions in the Code investing the D. P. I. with the powers of supervision over private Colleges as well as for the collection of fees in them, are, I think uncalled for and even dangerous, innovations. The Revision Committee should have better confined their attention to schools in the State, instead of legislating about Colleges. The affiliation and existences of any College, whether owned by the Government or by any private agency within the State are conditioned by the strict observations of the regulations of the University of Madras. There is no reason to doubt that the existing rules and regulations of the University are inadequate or their enforcement insufficient for the proper working of the Colleges affiliated to it. The authorities of Private Colleges are helped and directed in the working of their Colleges by a Board of Administration and a College Council, constituted according to and approved by the University. Why then should we bring in a new element in the person of the D. P. I. like a fifth wheel to the cart? "Entia non sunt multiplicanda sine necessitate"—"Entities should not be multiplied without necessity". Such is the trite metaphysical principle. Hence Committee's revision work in the matter of Collegiate education is an encroachment upon University work.

Nay, I would proceed further and say it is even dangerous. What are the managements of Private Colleges to do when the directions and regulations of the D. P. I. do not tally with the decisions of the Board of Administration? Are they to disregard the decisions of the Board of Administration and thus bring upon themselves the condemnation of the University; or are they to disobey the D. P. I.? This is an awkward position. Why then create such occasion? An example will make the matter clearer. P. 60. N. 257. provides—"In all colleges under private management, the rate of fees shall not be less than the rates in the Government Colleges, the fees for the B. Com. courses being the same as for B. A. Course".

There is but one College in the State that is affiliated to B. Com. Degree Course, that is the Sacred Heart College. Thevara. The Board of Administration of this College has decided to collect a slightly higher rate of fees for the B. Com. degree course and this decision of the Board has been approved by the University for the reasons very well known to them and to the authorities of the College. Now comes provision 257 of the Cochin Educational Code inhibiting the higher rate of fees! This is indeed, an unhappy situation.

By this I do not at all mean, however, that the Government have no control over private Colleges existing within the State. Of course they have and even now they do exercise them. And no fresh difficulties have arisen out of the existing conditions. But to assume the greater powers and to invest them with the D. P. I. is to unnecessarily restrict academic freedom and to interfere with the legitimate right of individuals. The present innovation may eventually turn out to be the argument of the thin end of the wedge and hence is dangerous. I may add that the success of a Government consists in reconciling the authorities we need with the freedom of the individuals.

Thevara,  
2nd December 1944.

I beg to remain,  
Dear Sir,  
Your most obedient servant,  
FRANCIS SALES

### Dissenting Note on powers of Managers of Aided Schools

To give more powers to the managers than they are allowed at present may not be in the interests of sound educational policy in administrative control. In the 1st place, though managers claim to be the employers of teachers of aided schools and therefore have a right to suspend or dismiss them before departmental sanction is received, they are not employers in the accepted sense of the word; for in the actual working of schools, in the majority of cases teachers are not paid till the grant bills are passed and cashed and no provision is generally made for payment even if the bills are delayed for three or four months together for one reason or other.

Secondly the manager and the teachers of any one school often belong to the same locality and naturally get mixed up in petty local politics and if it so happens that the teacher and the manager find themselves in opposite camps, the situation leads to much unpleasantness and biased judgment of each other, resulting in the suspension of good relations between them and ultimately in the suspension from service of the teacher.

If the subsequent departmental intervention happens to be in favour of the teacher, the healthy atmosphere of the school is impaired as it may not be an easy matter to restore cordial relations between teacher and manager. So, as far as possible a dual control endangering the security of tenure should be avoided. The Manager may be allowed the privilege of bringing to the notice of the Director of Public Instruction the defects in the conduct, character and behaviour of the teacher which will correspond to the duty of the Inspecting Officer in this particular question in the case of teachers in Sirkar Schools. It was from several experiences of this defective dual system in school discipline in the course of his long administration of the department that the late Director of Public Instruction, Mr. C. Mathai, evolved the present practices safe-guarding the interests of teachers as against managers. Since human nature has not much changed in the course of the last quarter of a century, autocracy in any shape or form is not called for.

If teachers in aided schools are to enjoy security of tenure the present rules with regard to suspension and dismissal have to be continued.

MRS. K. M. GEORGE

*Inspectress of Schools and Member, Code Revision Committee*

6—12—1944.

### Note of Dissent

In writing this note of dissent it will be meaningless on my part to go into a detailed examination of the several changes and additions made by the Committee in regard to the Draft Code I had submitted to it. All that I propose to do is to offer my observations on some of the major issues involved as these touch the very foundations of education, and administrative policy. But, before I go on to regard my dissent I must express my sincere gratitude to the Committee for supplying some omissions in my draft of the Code—omissions which relate to details but none the less omissions for that.

My first objection to the revised Draft prepared by the Committee pertains to its outlook on Education. Education must aim at the training of youth for the whole business of life—not the acquisition of stray bits of knowledge but the preparation of boys and girls for a proper appreciation of the values of life and the duties of citizenship, for efficient living and the proper employment of leisure. In the field of Elementary education which according to my view must be spread over a period of at least eight years—it is immaterial whether the Code calls it primary or post-primary education normally within the reach of the children of the masses—our aim must be not to give the child any specialised skills but to introduce him to the heritage of his national culture so that he may learn to appreciate the spiritual wealth to which he is heir, to equip him with those rudiments of modern knowledge about the world—physical and social—of which he is a denizen, and to help him to understand his duties and rights in society. The teaching of any definite calling cannot be attempted by education at this stage, partly because the child is immature both physically and mentally for such specialised training, and partly because without the preliminary general education referred to above he is unfit to acquire any specialised skill, unfit for the major business of living. In framing my Draft of the Code I had kept these facts in view and had, therefore, kept all material and vocational aims out of the period of primary education and tried to make the system of education from class I to form III *complete in itself* and as “liberal” as possible. The Draft as altered by the Committee and as is admitted—though not openly—in its Report, has discarded this position and sought to make primary education a *step* towards the *Lower Secondary* which in its turn is a preparation for the High School. For instance, the introduction of English into the curriculum of primary education is an open admission of such a departure from my point of view, not to speak of the serious objections which modern educationists urge against the teaching of “foreign language” at that stage. The refusal of the Committee to Sanskrit schools the place I had found for them in the

educational system is also, as I shall show later, an unconscious admission that the aims of elementary education accepted by me and by most modern educationists in all civilised countries which have a national system of education, are not acceptable to the Committee. While the Committee is anxious, as is clear from its Report, to introduce all the educational reforms that are now "in the air", it rejects the very foundations without which such reforms cannot be incorporated into any educational super-structure.

I would now turn to the Committee's views on the changes I had suggested in respect of Sanskrit Education. In the course of its Report the Committee observes.—

"The Director had recommended that the Bhooshana Title holders, i.e., those who pass the Sastra Bhooshana Examination of the State, should be eligible for appointment as teachers in Primary schools. We feel that this will impair the quality of the education imparted, as the Bhooshana Title Holders will be lacking in *general knowledge*. It is true that the Bhooshana Course has been modified so as to include general knowledge subjects but we do not consider it sufficient to justify their being treated as on a par with the S.S.L.C. holders."

Evidently even without knowing the contents of the syllabuses in general subjects for the Bhooshana Title Examination the Committee is convinced that their holders cannot be "on a par with the S.S.L.C. holders." The Committee does not pause to consider whether S.S.L.C. holders possess the necessary scholarship in the mother-tongue and indispensable cultural equipment to teach children from Class I to Form III. From my experience of the standard of teaching I am definitely of opinion that they do not. A sound knowledge of Malayalam language and literature is the most important qualification for these teachers and the S.S.L.C. holders emphatically do not possess it. Modern Malayalam is so dependent on Sanskrit that a working knowledge of the latter is almost indispensable to the Malayalam teacher. Again, why should the Committee hold that general knowledge subjects cannot be taught in the Bhooshana Course? The students who undergo this course are more mature in mind and must, therefore, be capable of understanding general scientific truths more quickly than the boys in secondary schools. Can the Sciences, History and Geography be taught only through the medium of English? Obviously not, for even for the S.S.L.C. they are taught mostly through the vernacular. If "General Knowledge" can be imparted through Spanish, Italian and Chinese why is it incommunicable through Malayalam or Sanskrit? If the argument of the Committee were that the Bhooshana Syllabus would be overcrowded or overloaded, my answer would be that this difficulty had been considered and the necessary changes made in the scheme of studies for the Bhooshana Course, and, I feel certain that the new Bhooshana Title holders will be fully competent to handle classes Form I to Form III. In fact with the revised scheme of education for these children S.S.L.C. holders will be unable to teach them effectively. As the Committee itself has expressed its inability to deal with the syllabuses of study, it would have been wise had it left the matter either to my decision or to the Committee of experts it envisages in its Report for the framing of detailed curricula of studies.

My proposal that Government should take over the whole of primary education under its direct management has the support of precedents like Baroda and has now been endorsed by a majority of the Committee members so that I take it that it has been taken outside the range of controversy. It is certain that Dissenting Notes will be submitted by a section of the Committee and, if prophesy is permissible in a prosaic document like this I feel certain that "mass petitions will follow up in their wake. My position is that Government should in fulfillment of its elementary duty to the public take over the entire burden of primary education just as it is shouldering the responsibility for public health and medical relief; and, if any private educational agencies decline to fall into line Government should refuse at least to pay any grants-in-aid of them in case Government consider the compulsory surrender of such schools by means of appropriate legislation too drastic a step.

I entirely differ from the views of the Committee in regard to the mode of granting recognition to schools. No one who has any knowledge of the way in which many schools have sprung up and of their *real* strength will dispute the fact that it was not *educational necessity* which was responsible for the rise of these institutions. In my view the authority most competent to assess the educational needs of a locality is the Municipality or Panchayat of that particular area. These local Self-Government Bodies are responsible for the care of local welfare in all directions in the matter of Public Health, Communication, Lighting, etc., and if the progress of these public utility services is not hampered by municipalisation, it is *prima facie* unintelligible why education should suffer by even the slightest contact with local bodies. I did not suggest the

complete municipalisation of Elementary Education—a development which must come with the growth of local self-Government but only said that the proper authority for deciding in the first instance, whether a locality needs a new school or not should be the Municipality or Panchayat of that area; but, the Committee has rejected this proposal and a further one relating to the deposit of Caution money on the ground that “such precautionary measures will hamper the growth of schools, so necessary to the spread of education and that it is inadvisable to drag in the party politics of the Panchayats and Municipalities into the field of education”. Comment is unnecessary: the fear is that intending school managers may find it difficult to start “venture schools” in future, if the “precautionary measures” proposed by me are adopted.

I am unable to agree with the recommendations of the Committee to increase the commitments of Government in respect of grants-in-aid of secondary education. In the first place, the observation I made in my letter, dated 1st December 1943 to Government, I maintain, enunciates the correct policy: “Grants are to be given only in aid of *voluntary agencies* and obviously such aid cannot be made to cover the entire cost of running schools, and Government can help only those who can to some extent help themselves. Aid must therefore, be conditional on a manager possessing a competency of his own and will not be in proportion to his poverty”. In the second place, the grant of financial assistance from public funds must inevitably bring with it departmental control, and the greater the extent of such assistance the more “vexatious” the degree of such administrative supervision. Already a great deal of time is wasted in the minute supervision of the detailed administration of private schools, because Government “foot the bill” to a large extent. Reform should be in the opposite direction: minimise Government’s contribution and stop unnecessary regimentation of private educational agencies. I should think, that generally speaking, in the case of Secondary schools *where fees are levied* and which alone will in future be privately owned and managed, Government’s policy should be to offer building and equipment grants and when absolutely necessary—but not as a rule—a minimum maintenance grant, and content, themselves with the enforcement of purely academic standards by proper inspection. Such an arrangement has the support of British precedent and will reduce expenditure to a minimum and absolve the Department of Education from the need of keeping a sleepless vigilance over the doings of school managers. And, as a matter of fact, managers will have no ground for complaint as the most of them do nothing more than provide building and equipment. The Committee’s recommendations to enhance aid and at the same time relax departmental control is not reasonable.

The draft Code submitted by the Committee sins on the side of excessive regimentation by seeking to lay down in detail the minutest rules of internal discipline, denying to the Heads of schools even the small measure of freedom and initiative which they now enjoy. This, in my view, is a serious error because, after all, it should be the aim of administration to confine its regulation to the minimum in the matter of school—Government, leaving plenty of initiative, not merely to the Heads of schools but even to their Assistants. Apart from the grave defect that such excessive regulation tends to stereotype an essentially spiritual process whose ultimate success depends on free development, it makes the work of the teacher needlessly difficult. Chapter VII of the Committee’s Draft Code is, perhaps, from a “classroom” point of view the most objectionable part of the whole document. It tends one to incline to the view so plausibly maintained by Herbert Spencer that the degree of freedom which a country enjoy is to be measured not by the *quality* but by the *quantity* of the laws by which it is governed. Chapter VI is a curious medley of rules culled from the Education Rules, the Standing Orders and the C.S.R., and, almost literally, one cannot “see the wood on account of the trees”. This section of the Draft Code framed by the Committee goes clean against the spirit of British educational tradition and is the least helpful in my view.

It is difficult to accept the Committee’s suggestion in respect of Physical Education. Physical education is nearly as important as intellectual education and to relegate it to the sphere of “extra-curricular” activities in the school time-table is indefensible. Physical Education must find a regular place in the school time-table and it should be allotted one full period and

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*Secretary’s Note.*—Chapter VI is, I think, a mistake for Chapter VII.

S. V. VENKITACHALA AYYAR  
*Secretary, Code Revision Committee*  
 23rd Vrischigam 1120

not a few minutes, say three times a week. Recreation and sports can of course come after school work.

Another deviation I cannot agree to in the new Draft is its rejection of my suggestion to provide in the new Code rules to regulate the feeding of "necessitous" children. To postpone this provision to the termination of the war is pointless, because these provisions are meant to come into operation only when Government terminate the present system of noon-feeding. I am definitely of opinion that this chapter of my Draft should be retained.

I may be pardoned if, in conclusion, I venture on an obvious observation on the spirit of self-complacency with which the Committee has proposed improvements and developments in education. Apart from the general indifference which the Draft Code displays towards the question of "cost", some of the "reforms" have become obsolete and others are still in the region of controversy, so that no attempt at passing for being "modern" by frequent references to contemporary educational documents like the "Sargent Scheme" can effectively disguise the ineffaceable marks of fair wear and tear, which many of these "reforms" bear.

I. N. MENON

*Director of Public Instruction*

4th December 1944

## ANNEXURE I

### COCHIN EDUCATION CODE, VOL. I

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#### CHAPTER I

##### Introductory

1. With a view to make the maximum provision to ensure to every child in the community, the advantages of such education as is united to its age and capacity, so that it may grow up into a useful and upright member of society, the Government of His Highness The Maharaja of Cochin are pleased to frame the following rules, which in their entirety shall be known and referred to as the "COCHIN EDUCATION CODE" or more briefly as the "CODE".

2. This Code shall come into operation on ..... and it shall supersede all previous Codes and other rules on the subject herein dealt with. The appendices to the Code shall be deemed and treated as part of the Code and they shall have the same force and currency as the Code.

3. No alteration or amendment to any of the provisions of the Code shall be valid, unless it has been approved by Government and notified in the Gazette. The Director is, however empowered to issue in the form of circulars, such rulings on, or interpretations of, the provisions of the Code, as may appear to him to be necessary, and these shall be published in the Gazette and submitted for the information of the Government.

4. The decision of the Government on any question which may arise as to the intention, construction or application of the provisions embodied in the Code, shall be final.

5. The following definitions shall apply to the terms noted below and occurring in this Code.—

- (a) "Director" means the Director of Public Instruction, Cochin State.
- (b) "Department" means the Education Department of the Cochin State.
- (c) "Inspecting Officer" means the Inspector, or the Inspectress or their deputies.
- (d) "Month" means the Malabar Calendar month unless otherwise specified.
- (e) "Manager" means a person having financial and general control of an Institution, or a person empowered to exercise such control by a competent authority.
- (f) "Heads of Schools" mean Headmasters or Headmistresses.
- (g) "Headmaster" includes "Headmistress" also and generally words importing the masculine gender shall be taken to include females also and words in the singular to include the plural and *vice versa*.
- (h) "Gazette" means the "Cochin Government Gazette".
- (i) "Secondary" in reference to Schools, Classes or Departments, applies to Lower Secondary and High Schools.
- (j) "Class" in reference to a school includes "Form" also.

## CHAPTER II

### Classification of Educational Institutions

6. Recognised Educational Institutions in the State are classified as—

- (a) Primary Schools,
- (b) Lower Secondary (Middle) Schools,
- (c) High (Upper Secondary) Schools,
- (d) Training Institutions,
- (e) Colleges, and
- (f) Special Educational Institutions.

7. These may be (i) Sirkar or Departmental, *i.e.*, managed directly by the Government or (ii) Private, *i.e.*, managed by private agencies. The latter may be "aided" or "unaided", according as they receive grants from the Government or not.

8. A Primary School is one which has one or more classes 1 to 5 of the Primary Department. The aim of the five year's course in the Primary Department is to provide sufficient training and general knowledge for the majority of the pupils who may be leaving off school after this stage and the course shall comprise a study of Malayalam, Arithmetic, History, Geography, Civics, Nature Study, Music, Drawing, Mother-tongue when it is not Malayalam, English and some form of useful craft.

9. A Lower Secondary School is one which has one or more of the three Forms—Form I, II, and III.—with or without any of the Primary classes attached to it. The aim of the course is to serve as an extension of the Primary Course and also as a preparation to higher literary or vocational studies. There shall be a Public Examination at the end of the Course—called the III Form Public Examination—in all the subjects of study, *viz.*, Malayalam, English, Mathematics, Science, Indian History, Geography, Civics and two elective subjects of which one shall be vocational.

10. A High School is one which has one or more of the three Forms—Forms IV, V, & VI—with or without any of the Primary and Lower Secondary Classes attached to it. The aim

of the course is to provide a scheme of studies that will complete the education in the Primary and Lower Secondary Departments and enable the successful pupils to set up independently in life, and also serve as a qualification for entrance to Public Service, Colleges and Higher Technological Institutions. There shall be a Public Examination at the end of the course—called the Secondary School Leaving Certificate (or briefly the S. S. L. C.) Examination—in all the subjects of study—*viz.*, English, Malayalam or other Language, Mathematics, Science, History of the World, Geography, Civics and two elective subjects—one literary and one vocational.

*Note.*—1. Physical education is compulsory in all the classes of the Primary and Secondary Departments.

2. The curricula and syllabuses of studies in the Primary and Secondary Departments shall be as given in Vol. II of the Code.

11. A Training Institution is one intended for giving prospective teachers a higher standard of general education and the requisite professional training. There shall also be a model school with the Primary and Lower Secondary Classes attached to every Training Institution, in order to provide teaching practice to the pupil-teachers under training. The details of the course shall be as in Chapter X and Vol. II of the Code.

12. The Special Educational Institutions shall be as defined in Chapter XVI of the Code.

13. Colleges shall be of the types defined in Chapters XV and XVI of the Code and shall be governed by the rules set forth in these Chapters and those of the Madras University in the case of Colleges affiliated thereto.

### CHAPTER III

#### Recognition of schools

14. While the provision of public education is one of the primary functions of the State, Government wish to encourage such private philanthropic agencies as are willing to share this duty and can be entrusted with its efficient and impartial fulfilment through the maintenance of Educational Institutions conforming to the standards of stability, efficiency and discipline fixed by Government.

15. A "recognised school" is one which has been approved by the Director as an appropriate unit of the public educational system. All Government schools are recognised schools, and schools under private management may be recognised by the Director if they conform to the rules embodied in this Code and satisfy the structural, pedagogic and financial condition, deemed necessary for such recognition.

16. No school or class opened without the previous sanction of the Director shall be eligible for subsequent recognition and every application for permission to open a school or class will be deemed and dealt with as a preliminary application for recognition.

17. Application for permission to open a school shall be made to the Director in the Form prescribed in Vol. III, duly stamped with a court fee label of eight annas, so as to reach him not later than 1st Dhanu preceding the academic year in which the school is proposed to be opened. Later applications shall not be considered and all applications should be disposed of by the Director within two months of the date of their receipt. In disposing of applications to open schools, the standard requirements regarding site, buildings, furniture, playgrounds, equipments, etc., specified in Appendix M shall be strictly insisted on. The following are some of the main grounds on which sanction may be refused.— (a) The existing schools are sufficient to meet the educational needs of the locality, (b) the site chosen is unsuitable or is inaccessible to all communities, (c) the financial guarantees offered are not sufficient for a stable working of the school, (d) the proposed buildings, equipments, playgrounds, etc., are not up to the standard required, (e) the latrine and water supply arrangements proposed are inadequate. It is also open to the Director to give sanction on specific conditions.

18. On receipt of permission to open a school, the applicant shall complete the necessary arrangements before submitting the application for recognition. Such application shall be in the Form prescribed in Vol. III and reach the Director before the 1st Edavam. The following en-

closures shall accompany such applications.—(a) a report intimating the fulfilment of the conditions specified in the first application and other conditions, if any, specified by the Director in the order sanctioning the opening of the school (b) the agreement referred to in section 27 of the Code, (c) a fitness certificate from the Assistant Engineer having jurisdiction over the locality to show that the buildings put up are structurally strong and, (d) a sanitary certificate in the Form prescribed in Vol. III, from an Officer of the Health Department, not below the rank of a Sanitary Inspector.

19. Recognition will be granted to the school only if the Director is satisfied that (1) the school is accessible to all communities, (2) each class-room is of the standard dimensions, (3) rooms accommodating more than one class or division of a class are divided by suitable partitions, (4) arrangements are made for a sufficient supply of wholesome drinking water, (5) a latrine, or in the case of mixed schools, latrines, are provided for the use of pupils and teachers, (6) the school building is structurally strong and sanitary and is provided with the necessary articles of furniture and other equipments, (7) the school possesses sufficient and suitable playground space as specified in Appendix M, (8) the school is not held in a place of public worship or situated within a furlong of a cremation ground or cemetery, (9) the staff is adequate and properly qualified, (10) the rates of fees proposed to be levied from the pupils and the rates of salaries proposed to be paid to the teachers, if they vary from the standard rates, will not adversely affect neighbouring schools by unhealthy competition, and (11) there is sufficient guarantee of financial stability in the shape of any permanent endowment or other source of income to meet the recurring expenditure of the school.

*Note.*—(a) Government may for proper reasons exempt any school from the operation of (11) above.

(b) The order recognising a school shall state specifically the total strength and the number of classes for which the school is recognised.

20. Final orders recognising a school or not shall be issued before the reopening of schools each year and a notification shall be published in the Gazette before the 15th Edavam each year for the information of the public, showing separately the names of the new schools and classes recognised or not.

21. In a school which is already recognised, new classes or divisions may be opened without further sanction, provided that they do not involve a change in the grade of the school, (Primary, L. S., H. S., etc.) and provided that neither the total strength nor the total number of divisions exceeds the maximum fixed for the school. In such cases, however, a report shall be made to the Department at the commencement of the educational year, showing the details of the classes abolished or opened, the total strength and number of divisions, etc. In case the new class or division proposed to be opened is beyond the grade of the existing school or involves extra strength or class rooms or buildings, fresh application for sanction and recognition will be necessary. Change of site and buildings will also be regarded, as the starting of a fresh school and previous sanction of the Department shall be taken.

*Note.*—Fresh fitness certificates will be necessary for additions to or extensions of buildings, or structural alterations to existing buildings.

22. In the event of refusal by the Director to sanction the opening of a school or class or division, or grant its recognition, the grounds on which such request is refused shall be stated specifically. An appeal shall lie to Government if preferred within fifteen days of the date of receipt of the order refusing such sanction.

23. If an application is finally refused by Government, no renewal of the same nor a substantially similar application shall be considered till the expiry of twenty-four months from the date of the first application.

24. The sanction given by the Director or Government shall lapse if the school is not opened at the beginning of the succeeding academic year.

25. All recognised schools shall follow the curricula of studies prescribed in Vol. II of the Code and shall maintain such records and registers as are prescribed by the Department from time to time.

26. Recognised schools are liable to have their recognition withdrawn by the Director as a temporary or permanent measure, if any of the provisions of the Code or any rulings thereon are



violated or if the Managers of such schools grant, without the Director's permission, the use of their school buildings or premises thereof, for holding meetings of a political character or for the discussion of topics which are likely to engender ill-feeling between different communities or sections of a community, or if the building is utilised for holding unrecognised classes during school hours. The conditions for the recognition of a school shall generally apply for the continuance of such recognition also, and the recognition is liable to be withdrawn if any of those conditions is violated.

27. The Manager of a school has no proprietary right over the school records and in the event of a transfer of management, either voluntarily or under the orders of the Director, or when the recognition granted to the school is withdrawn, the Manager shall hand over all such records to the new Manager or to the Department as the case may be. The following shall be considered the essential and important records of a school to be handed over.

- (a) Admission Register.
- (b) File of Transfer Certificates and applications for Admissions.
- (c) Blank Transfer Certificate Books and Transfer Certificate Counterfoil Books.
- (d) Service books and Licenses and Permits of teachers.
- (e) Fee-Concession Register.
- (f) Volumes of the Code.
- (g) Files of Departmental orders and circulars.
- (h) Library Register and Library books not purchased by the Manager at his cost.
- (i) S.S.L.C. Duplicate Register.

The Manager at the time of the grant of recognition shall also execute an agreement binding himself to pay damages to the extent of Rs. 500, if any of the above records are lost or not handed over. Whenever there is a change of Manager, the new Manager shall execute a fresh agreement.

28. Even in the case of schools already in existence and recognised before the date of the coming into operation of this Code, it shall be open to the Director to (a) fix the maximum number of divisions and classes and the maximum strength, which the existing buildings can accommodate consistent with the standard requirements now fixed, (b) call upon the Managers to remedy within a specified period not exceeding three years, any defects or deficiencies in the matter of water supply, latrine and sanitary arrangements, site, buildings, furniture, playgrounds and apparatus or appliances, and (c) demand from the Managers the agreement mentioned in section 27.

## CHAPTER IV

### Grants-in-aid

29. With a view to maintaining, improving and extending the provision for secular education the State, the Government will annually allot a sum of money for distribution as Grants-in-aid to recognised schools and hostels under the management of approved private agencies; the amount so allotted shall not be less than the amount required for "Maintenance Grant" for all recognised schools. Grants are intended to be a help to voluntary agencies and cannot obviously cover the entire cost of running the institutions. All conditions governing recognition of schools shall apply to the grant of aids also and the sections contained in this chapter embody the general conditions under which alone aid may be given to the institutions; but Government reserve to themselves, anything in the provisions of this Code notwithstanding the right to refuse, withdraw or reduce any grant at their discretion.

30. All grants shall be given impartially and on principles of strict religious neutrality.

31. Grants shall be given for the cost of salaries and leave allowances of teachers, contingent expenses, etc. This shall be called "Maintenance Grant".

32. Grants may also be given for (a) the management of hostels and erection of hostel buildings, (b) the purchase of furniture, educational appliances, scientific and other apparatus or equipments, and (c) the purchase of playgrounds and erection of school buildings.

33. Grants are payable on the following general conditions.—

(a) The school is subject to all the provisions of the Code and Departmental rules issued thereunder, and is open to inspection and to a full examination and audit of its accounts which shall be maintained in accordance with Departmental rules framed for that purpose.

(b) The school has a permanent income from endowments or voluntary contributions of a stable nature to the extent necessary to meet the total expenditure along with the grant received.

(c) The Manager of the school agrees to contribute his share in accordance with the rules in force to the Provident Fund of teachers and faithfully to observe the service rules issued by the Department in respect of the teachers.

(d) The school imparts only secular instruction during school hours and does not permit or compel any pupil to attend any form of religious instruction or observance without the written request of the parent or guardian, such requests remaining in force until they are revoked in writing. Prayers, if any, shall be conducted in a school only before or after a "school meeting", so that absence from prayer may not affect the attendance of a pupil.

(e) The school is under the management of one or more persons who in the capacity of proprietor or proprietors, trustees or members of a committee representing an association or society, are prepared to undertake the superintendance of the school and to be answerable for the proper application of its funds; or is managed by the staff, in which case, the management shall be regulated by the rules in Appendix V. If the management vests in a body of two or more persons, (1) such body shall always appoint a Manager who alone shall deal with the Department in all matters connected with the school, (2) the constitution of such body, the manner of appointment or election of its members and office-bearers and the conditions of their tenure of office shall be embodied in definite written rules and be acceptable to the Director, and (3) no member of the staff except the Headmaster shall be a member or office-bearer of the Managing Committee of such a body.

*Note.*—The Managers may, with the sanction of the Director, appoint any suitable person as correspondent to transact the current business of the school and in that case, the Manager shall be bound by the acts of the correspondent so appointed. When the correspondent is a member of the staff of the school, he shall in no case be other than the Headmaster. All changes in the personnel of the Manager or the Correspondent shall have the approval of the Director.

(f) The school building and premises are kept clean and in good repair, the staff is competent as to qualification and experience and adequate in number for the grade to which the school is recognised, and all changes in staff are duly reported to and got approved by the Director in the case of Secondary schools and by the Inspecting Officers in the case of Primary schools.

34. In no case shall a school be permitted to run at a profit with the help of aid from Government and no aided school shall be allowed to utilise any portion of its income for other than strictly educational purposes.

35. Grants sanctioned to schools are not debts due to the Managers of the schools and they have no right or power to assign such grant amount to any nominee of theirs either as free gifts or in satisfaction of private debts.

#### Maintenance grant

36. All recognised Primary schools and primary classes attached to Secondary schools shall be paid maintenance grant equal to the full cost, of salaries and leave or other allowance of the teachers on the staff whose appointments have been approved by the Department and  $\frac{1}{8}$  of the same extra, as lump provision for contingent expenses.

*Note.*—Miscellaneous items of receipts such as readmission fee, fees for age certificates, re-examination fee, etc., will be deducted from the amount for contingencies.

37. Only recognised Secondary schools which levy fees at the standard rates and pay the salaries of teachers at the standard rates, shall be eligible for maintenance grant. All such schools shall be paid this Grant, which shall comprise, (a) 80 per cent of the excess of salary expenditure over fee income in the case of Boys' schools, 85 per cent of such excess in the case of Mixed schools and 90 per cent of such excess in the case of Girls' schools and (b)  $12\frac{1}{2}$  per cent of the Salary expenditure as a lump provision towards contingencies.

*Note.*—(1) The fee income will consist of Regular fees, Admission fees, fines, etc., and

all other Miscellaneous items of receipts not due to Government, and also the re-imburement of loss due to fee-concessions mentioned in Chapter VI. The Salary expenditure will consist of the cost of salaries and allowances to teachers.

(2) For Secondary schools having Primary classes attached to them, the maintenance grants in respect of the Primary and Secondary Departments will be reckoned separately as per sections 36 and 37.

(3) The Maintenance Grant payable in any year to the Secondary Department of a school shall be based on the accounts of the school for the previous year, as checked and admitted by the Department.

(4) If in any year, the accounts of the previous year show a surplus of fee income over salary expenditure, such surplus shall be adjusted towards contingency grant, and if even after such adjustment there is a surplus, this surplus shall not be allowed to be appropriated by the Manager, but shall be carried over to a school fund to be utilised for school purposes in subsequent years, with the sanction of the Department.

38. The salaries of the teachers will be reckoned at the standard rates fixed for teachers in Government schools and noted in Chapter IX. Leave and other allowances and increments of salaries of teachers shall be reckoned for grant purposes only if they conform to Departmental rules.

39. The rates of grants noted above are for an average strength of 30 per division for the whole department taken together, Secondary or Primary as the case may be. Should there be any fall in such strength, during any month, a proportionate reduction shall be made.

*Note.*—The Director may grant temporary exemptions from the rule regarding minimum average strength for purposes of grant in the case of Girls' schools or schools situated in backward areas.

40. It shall be competent for the Director to reduce or suspend the appropriate portion of the "Maintenance Grant" of a school if the Inspecting Officers recommend such reduction or suspension for reasons of unsatisfactory attendance, deterioration in efficiency, or failure on the part of the Manager to remedy defects pointed out in accommodation, equipment, organisation, instruction or discipline.

41. When the Department is satisfied that the teachers are not being paid regularly at the standard rates, the Director may resort to a system of "Direct payment" to teachers, according to the rules in Appendix T.

42. The bills for salary Grants of Primary schools and the primary classes of Secondary schools may be submitted monthly, along with the acquittances of the teachers for the previous month and other enclosures that may be called for by the sanctioning officer and such bills will ordinarily be passed for payment every month. Towards contingencies, an amount equal to  $\frac{1}{3}$  of the salary grant paid in a quarter will be admitted at the end of that quarter on special bill, provided that the amounts for the 2nd and 3rd quarters will be paid only at end of the 3rd quarter.

43. Though the amount due to the Secondary Department of a school by way of maintenance grant and of remission of fee concessions for a particular year will be fixed only after the accounts of the previous year have been checked and audited. Managers may submit monthly bills for advances to the extent of  $\frac{1}{15}$  of the grant paid during the previous year. The necessary adjustment will be made after the grant for the year is fixed.

44. The grant bills for the Primary Department shall be passed by the Inspecting Officer and those of the Secondary Department by the Director.

45. A school shall not ordinarily be eligible for full Maintenance Grant in any year unless it had met on 180 days in the previous school year. The Director may relax this rule if he is satisfied that the shortage was due to causes over which the management had no control or was in pursuance of orders issued by the Department.

46. Applications from Unaided Secondary Schools for admission to aid shall be in the form prescribed in Vol. III, and such applications shall reach the Director on or before the 1st Kanni every year. The Director shall determine which institution shall be admitted to aid, after taking into consideration the efficiency and financial condition of the institution and the funds at his disposal.

47. Grant claims which are delayed for more than SIX months from the date on which they may be normally claimed shall lapse to the Government; any claims that should usually be paid in a particular year shall not be paid in the succeeding year without the special sanction of the Director.

#### **Building and Equipment Grant**

48. The grants for the erection and management of hostels shall be as defined in Chapter XIV.

49. Equipment grants to schools are intended for the purchase of costly articles of furniture, apparatus, appliances and chemicals, Typewriters for the use of the Commercial classes and costly books of reference. Grants under this rule shall not be allowed in respect of initial equipments provided by Managers towards the fulfilment of the conditions of recognition, nor on the purchase of any article which is considered unnecessary by the Director.

50. The amount of such grant shall ordinarily be equal to one half of the cost of the article, excluding incidental charges such as packing, freight and forwarding.

51. The cost of such articles of furniture, equipment, etc., which would normally be covered by the Contingency Grant, shall not be admitted for Special Grant.

52. Government shall have a prior claim on the articles on the purchase or acquisition of which a special grant has been paid, and should the school concerned come to be closed before lapse of 18 years after the payment of the Special Grant, the Manager shall be liable to repay a proportionate amount after making allowance for reasonable depreciation.

53. Managers shall be required to execute an Agreement in the Form prescribed in the Appendix S, before grants under this rule are actually disbursed to them. Such grants will be disbursed only on receipt of a certificate from the Inspecting Officer concerned, that the articles for the purchase of which Government have sanctioned the Special Grant, have been actually supplied.

54. Government may, when they are satisfied about the need for such munificence, sanction Grants for providing or extending school playgrounds, or for erecting, enlarging or improving school buildings; but Grants under this rule will not apply in the case of the initial provision of school accommodation required by the rules governing recognition. Such Grants shall not exceed a third of the cost of acquisition of the grounds as estimated by the Revenue Department, or the cost of the buildings and extensions as estimated by the Public Works Department. No grant will ordinarily be paid towards the cost of any building put up or playgrounds acquired without the approval of the Department or for which grant has been previously refused by the Department.

55. Application for such building grants in the Form prescribed in Vol. III, shall reach the Director on or before the 1st Makaram preceding the year in which it is proposed to construct the building or acquire the playground.

56. The Manager shall, before the disbursement of the building or playground Grant sanctioned by the Government, furnish the Director with a statement of expenditure with the necessary vouchers, and shall also execute an agreement with the Government in the Form prescribed in Appendix S.

57. Government shall have a prior claim over the buildings constructed or playgrounds acquired with the Government Grant for a period of 24 years from the date of payment of such Grant; and should such buildings or playgrounds be utilised for non-educational purposes or such institutions come to be closed within the period specified above, the Manager shall be liable to refund a proportionate part of the Grant paid to him.

#### **CHAPTER V**

##### **Admission and Transfer of Pupils**

58. No pupil shall be refused admission to any recognised school on the ground of his caste, community or religion.

59. Pupils below 5 years of age on the date of admission shall not be admitted to any recognised school (except a Nursery or Kindergarten school). Pupils above 16 years of age in the Lower Secondary Department and above 20 years of age in the High School Department shall not be permitted to continue in a recognised school, except with the special permission of the Director.

60. Except in the case of Primary Schools and classes, Boys' schools shall be open only to Boys and Girls' schools only to Girls. For the admission of girls in Boys' Lower Secondary and High Schools, and *vice versa* the special sanction of the Director shall be obtained. Mixed Schools shall be recognised as such.

61. Pupils shall ordinarily be admitted only once a year within the first week of the re-opening of schools after the Summer Vacation. Admissions after this period can be made by the Headmasters, only if such admissions will not necessitate fresh divisions or classes. The Headmasters shall make necessary arrangements in their schools for the admission and issue of Transfer Certificates of pupils, two weeks before the reopening of schools after Summer Vacation. Applications for admission shall be made in the prescribed Form by the parent or guardian.

*Note.*—If a change in the guardianship of a pupil occurs at any time, the new guardian's name shall be reported to the Headmaster and be used in all subsequent documents.

62. The correct name and age of a pupil shall be given at the time of admission. A declaration from the guardian should be taken at the time of the first admission of a pupil, regarding the correctness of age and name. Satisfactory evidence of age in the case of new pupils shall be produced before admission or within seven days of the admission. An age once entered in the books of the school can on no account be changed. Change of name for satisfactory reasons may be allowed by the Director on payment of a fee of Rupee One.

*Note.*—1. On application, accompanied by a fee of Rupee one, the Headmaster of a school shall issue an extract from the Admission Register or an Age Certificate in Form given in Vol. III, based on the school Admission Register, on behalf of a pupil who is on the rolls or has left school.

2. D. C. pupils who change their names due to conversion to another religion need not pay any fees. *bonafide* errors in initials or spelling of a name may be corrected without fees, with the sanction of the Inspecting Officer.

63. No pupil shall be admitted to, or allowed to attend, a school, if he is suffering from any contagious or communicable disease, or coming from houses affected by such diseases, or had been debarred from admission to a recognised school by any Notification issued by the Director. Pupils, not protected from small-pox shall be required on admission, to get themselves vaccinated within one month. In the event of prevalence of epidemics, it shall be competent for the Director to order the inoculation of pupils residing in an infected area, or attending schools situated, therein. The following table gives some of the infectious and contagious diseases and the corresponding periods of infection. In the case of diseases not mentioned in the list, the opinion of the nearest Medical Officer may be obtained.

| Name of disease      | Period of infection for patient                                | Period of infection for contact with patient                                |
|----------------------|--|---|
| 1. Small-pox ..      | One month from attack or when every scab has disappeared       | 14 days after patient's first bath or 14 days after leaving patient's house |
| 2. Chicken-pox ..    | 15 days from attack or when every scab has fallen off          | 4 days after patient's first bath or 16 days after leaving patient's house  |
| 3. Cholera ..        | Until recovery from weakness                                   | 4 days after patient's bath or 4 days after leaving patient's house         |
| 4. Measles ..        | 15 days from attack  | 14 days after patient's first bath or 14 days after leaving patient's house |
| 5. Mumps ..          | 21 days from attack or 1 week after subsidence of all swelling | 21 days   |
| 6. Typhoid fever ..  | Until recovery   | 14 days   |
| 7. Whooping cough .. | 5 weeks  | 14 days   |
| 8. Sore-eye ..       | Until recovery   | Until recovery  |

64. The strength of a class or a division thereof shall not exceed 40. The Director may, however, in very special circumstances allow the admission or retention of a larger number, provided the class rooms are spacious enough to accommodate the additional number.

65. No pupil, who has previously studied in a Recognised School within or without the State, shall be admitted to another Recognised School within the State, unless he produces a proper Transfer Certificate from the Head of his former School. Headmasters may however, at their discretion, admit pupils on the undertaking of the guardians that the Transfer Certificates will be produced within a month after the admission. The Record Sheets from British Elementary Schools may be accepted as equivalent to Transfer Certificates. If a Headmaster feels a doubt as to whether a school, which is outside the State and has issued a Transfer Certificate, or Record Sheet, is in the Recognised list or not, he may get his doubt cleared by a reference to the Educational Authority of the Province. In the case of pupils coming with Record Sheets from British Elementary Schools, the Headmasters shall obtain declarations from the Guardians as to whether the pupils had studied in any school in the State previously and if so, whether they had taken their Transfer Certificates from such schools.

*Note.*—Pupils who are provisionally admitted pending vaccination, production of Transfer Certificates, or evidence of age, shall have their names removed from the rolls, if the conditions of such provisional admissions are not fulfilled within the specified time. Fees already paid by such pupils shall not be refunded and they shall be liable to pay any further fees that may be due from them according to rules.

66. In the case of pupils coming from the Madras Province and Travancore State, the list given below shows the corresponding classes to which they may be admitted. In all other cases, the pupils may be admitted to the classes to which their Transfer Certificates entitle them, provided the Headmasters are satisfied about the standards of the institutions from which the pupils come. In case of doubt, the matter shall be referred to the Director who may order a special examination on payment of a fee of Rupees Five, and the pupil shall be admitted to the class for which he is found fit as a result of such examination.

| Schools from which the pupils come   | Classes from which they come and the corresponding classes to which the pupils can be admitted  |
|--|---|
| (a) Madras Presidency and Travancore English Secondary and Primary Schools | Same class as shown in the T. C.  |
| (b) European Schools of the Madras Presidency                              | Ninth Standard corresponds to VI Form<br>Eighth Standard to V Form and so on  |
| (c) Higher Elementary Schools of the Madras Presidency                     | Passed 8th Standard. Form III<br>Failed in 8th Standard or do. if found fit on<br>undergone 8th Standard testing<br>course.   |
| (d) Higher Elementary Schools of the Madras Presidency                     | Passed 7th Standard. Form II<br>Failed in 7th Standard or do. if found fit on<br>undergone 7th Standard course testing  |
| (d) Higher Elementary Schools of the Madras Presidency                     | Passed 6th Standard. Form I<br>Failed in 6th Standard or undergone 6th do. if found fit<br>Standard course on testing   |
| (e) Travancore Malayalam or Tamil High Schools                             | Passed 5th Standard or 4th Standard Class 5<br>Other cases Same classes as noted<br>in the T.C.<br>Form II  |
| (e) Travancore Malayalam or Tamil High Schools                             | Passed VII class Public Examination<br>Failed in VII class or passed VI class Form I<br>Passed V or IV class Class 5<br>Other cases Same class as noted<br>in the T. C. |
| (f) Passed Sastri Test Examination of Sanskrit College, Triandrum          | Form II or below after testing  |

*Note.*—1. A pupil can be said to have undergone the course in any class, only when he has studied in the school for the whole of an educational year.

2. Pupils coming from non-Malayalam areas may be admitted in the classes to which they are eligible and may be allowed to make up the deficiency in Malayalam by special private coaching, unless exempted from the study of Malayalam by the Director.

67. If a pupil is found to have obtained admission by means of a false certificate or false representation of any kind, the Director may debar him from admission to any school or attendance at any examination for a period not exceeding one year.

68. Transfer Certificates of pupils shall be issued in the Form prescribed in Vol. III, only on receipt of written applications from the guardians and shall ordinarily be issued within a week of the application, after collecting the dues, if any, from the pupil.

*Note.*—1. Transfer Certificates prepared will be cancelled if they are not claimed within a month of the date of preparation and fresh applications will be necessary for issuing the Certificates later.

2. A penalty fee of Re. 1 shall be levied in the case of Transfer Certificates applied for after one year of a pupil's leaving the school.

3. Duplicate Transfer Certificates may be issued for good reasons, on payment of Rs. 3.

4. The Headmaster alone can sign the Transfer Certificate and he may do so even if he is on casual leave but in the station; in cases where the Headmaster is not in the station or unable to sign and delay and inconvenience will be caused to the guardians, the Senior Assistant, may sign for the Headmaster and get such Transfer Certificates countersigned by the Inspecting Officers.

69. Subject to the upper age limit for pupils fixed in section 59, pupils who (a) have not attended any school or (b) have attended school and left off, will be permitted to appear as private pupils for the annual examinations in recognised schools, on payment of a special examination fee of Rs. 3 in the Primary classes and Rs. 10 in the Lower Secondary classes. The set of pupils in (b) should have been away from school for at least one year and they shall be allowed to take an examination only of a class one lower than that to which they would have been eligible, had they continued on the rolls without interruption.

*Note.*—1. On payment of the Examination fees, these private pupils can join the schools, if they so desire, a month before the annual examination, without the payment of regular fees for the month. They will be considered as admitted in the school only during the next academic year on payment of the usual admission and other fees.

2. This section will apply only to private pupils who wish to continue their studies and they shall attend the annual examination of the school in which they wish to continue. Those who wish to appear for Form III Public Examination may however do so, even if they do not wish to continue, but only desire to improve their literary qualification.

3. For the Form III Public Examination, such private pupils shall directly remit into any of the State Treasuries, the Special Examination Fee of Rs. 10 and the usual Public Examination fee, and submit their applications with the chalans for remittance, to the Secretary to the Board of Examinations, through the Head of the school in which they wish to continue their studies after passing the examination or through the Head of the school which they wish to choose as centre for the examination if they merely wish to improve their qualifications. The applications shall be submitted sufficiently early so as to reach the Office of the Secretary to the Board, for Examinations on or before the date notified in the Gazette.

## CHAPTER VI

### Fees, Fee-concessions, Stipends and Scholarships

70. The rates of fees prescribed in this Chapter shall be followed by all Recognised Primary and Secondary schools in the State. No extra levy or reduction of fees shall be made on any account, unless authorised by a general or special order of the Department.

71. The fees to be levied in the various classes are given in the following table,—

| Kind of fees            | Primary Department | Lower Secondary Department                      | High School Department                          |
|-------------------------|--------------------|---|---|
| Tuition or regular fees | Nil                | Rs. 24 per annum payable in 8 equal instalments | Rs. 42 per annum payable in 8 equal instalments |
| <b>Special fees</b>     |                    |   |   |
| a. Library fees         | Nil                | 8 annas per annum                               | Re. 1 per annum                                 |
| b. Games fees           | Nil                | do.   | do.   |
| c. Stationery fees      | Nil                | do.   | do.   |
| Admission fee           | Nil                | Re. 1   | Rs. 2   |
| Readmission fee         | 8 as.              | Re. 1   | Rs. 2   |

*Note.*—1. Only half the standard rates of regular fees shall be levied from girls who are Cochinites or whose guardians are Postal or Railway or Harbour employees in the State. Girls who are Travancoreans shall pay regular fees at three-fourths of the standard rates. Girls whose parents are not alive and who are wards of Cochin State Officials will be considered as Cochinites for payment of fees.

2. The Special fee collections under each of the heads shall be spent every year for the respective purposes for which they are intended and shall on no account be diverted to other general purposes.

72. No admission fee shall be levied from a pupil, if the change of school in his case, is necessitated by the transfer of the parent or guardian who is a Government servant, provided that such transfer is certified by the Head of the Department concerned to be due to Departmental exigencies; the Headmaster of a school is competent to grant this concession and in case of doubt, the matter shall be referred to the Director.

73. The first six instalments of regular or tuition fees shall be paid in the long term and the last two instalments in the short term (vide section 87). These instalments of fees shall be paid not later than the 5th working day in Edavam and not later than the 5th, and if that happens to be a holiday, the next working day of Karkadagam, Chingam, Kanni, Thulam, Vrischigam, Makaram and Kumbham. Special fees shall be collected in two equal instalments along with the 1st and 5th instalments of regular or tuition fees.

74. The fees payable for each instalment under the rules shall be paid by a new pupil before his name is enrolled and by an old pupil not later than the date fixed for the collection of that instalment. A new pupil shall be enrolled at school after the beginning of a term only on payment of all instalments of fees which he would have had to pay, had his name been on the rolls from the beginning of that term, unless he has paid such back fees in another recognised school in the State.

*Note.*—Pupils coming from Travancore schools need pay only one instalment as back fees.

75. A pupil who leaves school during the course of a year, shall not be entitled to the remission of any portion of fees he has already paid.

76. If fees are not paid on the due dates specified in section 73, a fine of 4 annas per week upto a maximum of 8 annas in the L. S. D., and of 8 annas per week upto a maximum of Re. 1 in the H. S. D., shall be levied when collecting the fees. If fees and fines are not paid within two weeks of the due date, the pupil's name shall be removed from the rolls and he shall be re-admitted only on payment of the arrear fees and readmission fees.

*Note.*—(a) If a pupil absents himself without leave on the day on which the instalment of fees is due, his name shall be struck off the rolls unless the fees are paid on that day.

(b) If a week's period under fine ends on a public holiday, the fees and fine will be due on the previous working day. Fees and fines may be collected on Saturdays also, even though they are not working days for the school.

(c) Arrears of fees will include regular or tuition fees and fines.



77. Every pupil shall be liable to pay the fees for the month for any part of which his name has been on the rolls. If a pupil's name has been on the rolls in Mithunam or Dhanu he shall be liable to pay the Karkadagam or Makaram instalment fees respectively.

*Note.*—Until a pupil's name is actually struck off the rolls, he will be considered to be on the rolls, whether he attends the school or absents himself with or without leave; but a pupil who applies for his Transfer Certificate within the first five working days in Edavam will have to pay the Edavam instalment of fees, only if he has either attended the school or applied for leave.

78. Headmasters are required to keep a receipt book in cheque and counterfoil in the Form prescribed in Vol. III, and to issue proper receipts duly signed, for all fees collected, when parents or guardians demand such receipts.

79. No fees of any kind shall be levied from the members of the Ruling Family of the State, the Cranganur Chief's Family attending schools in the Cranganur Taluk and the three Kovilagams of Vellarappilly, Elangunnapuzha and Chazhur.

80. The children of all teachers and Government servants dying in harness, if they had been in permanent service, shall, on production of satisfactory evidence of parentage, be exempted by the Director from the payment of regular or tuition fees and admission fees till they complete the High School course. This exemption shall be tenable only for one year in each class. All applications for such exemption should be sent to the Director through the Managers of the schools concerned in the case of deceased teachers of private schools and through the Head of the Department concerned in the case of deceased Government servants. The pupils so exempted, shall however pay the special fees, and fines for late payment of the same and readmission fees if their names had been removed from the rolls.

*Note.*—(1) Such exemptions will take effect either from the date of the first instalment of fees after the officer's death or from the date of admission if the pupil is admitted only after the officer's death. Headmasters may grant exemption in anticipation of sanction if they are satisfied about the *bona fides* of such cases.

(2) Even if a Government Officer dies within a period of six months after his retirement from service, his children will be eligible for exemption under this rule.

81. Girls of the Namboodiri, Moothathu, Elayad, Muslim or Jewish Communities or boys or girls belonging to the "Depressed" classes will not be required to pay any tuition or regular fees, special fees or admission fees; such concessions being tenable for two years in each class; but they will not be exempted from the payment of readmission fees if their names are removed from the rolls or from depositing any caution money which may be required for the use of laboratories or school workshops.

*Note.*—In the case of the children of the Depressed Classes, a change of religion will not make them ineligible for the fee concession; provided that such conversion took place after admission to school; converts should produce Certificates of conversion from the Authorities of the Church or Mosque or from the Arya Samaj Adhikari or Buddhist Priest or any other Religious Head by whom the conversion was effected, to show the date and other particulars of the conversion.

82. Only half the standard rates of tuition or regular fees shall be levied from (a) boys of the model sections of Training Institutions, (b) orphan boys maintained by recognised orphanages or other charitable asylums for the destitute, (c) boys belonging to the Namboodiri, Moothathu and Elayad Communities, and (d) boys belonging to communities classes as educationally backward when such boys are certified by a competent authority to be really poor and unable to pay fees at full rates.

*Note.*—(1) The competent Authority within the meaning of this section will be a Revenue Inspector, a Deputy Tahsildar, a Tahsildar, a Municipal Commissioner or the Protector of the Depressed Classes.

(2) Boys belonging to the Backward Communities will be eligible for this concession only if the annual incomes of their parents or guardians are below Rs. 600 under normal conditions and Rs. 900 during the War period.

(3) Director's sanction will be necessary in all these cases except (a).

(4) Applications for half-fee concessions under (d) shall be made to the Director in the Form prescribed in Vol. III, through the Heads of schools concerned. All such applications shall be handed over at the school before the 1st Karkadagam and shall reach the Director before the 15th Karkadagam every year; later applications will not be considered during that educational year. The concessions will have effect from the commencement of the educational year.

(5) These half-fee concessions will be tenable only for two years in each class and will not apply to Special fees, Admission fees and Readmission fees.

(6) The concessions mentioned above will apply only to Cochinites. When a pupil shows gross neglect of study, the Director may temporarily suspend the concession for a period not exceeding one educational year.

(7) The Communities classed as Backward and Depressed are mentioned below.—

**Backward Classes**

- |                                |                     |                     |
|--------------------------------|---------------------|---------------------|
| 1. Arayan or Valan or Mukkuvan | 18. Kannada Chetty  | 36. Tharakan        |
| 2. Barbar                      | 19. Maravan         | 37. Tholkollan      |
| 3. Chakkilyan                  | 20. Muslim          | 38. Thottiar        |
| 4. Chaliyan or Pattarya        | 21. Naidu           | 39. Tamil Pillai    |
| 5. Chedan                      | 22. Ottanaiken      | 40. Vaniyan         |
| 6. Chakkan                     | 23. Paramban        | 41. Vellala Pillai  |
| 7. Devadasi                    | 24. Pandithattan    | 42. Viswakarmala    |
| 8. Devangan                    | 25. Panan           | (a) Moosari         |
| 9. Ezhuva                      | 26. Pathukudy       | (b) Kallasari       |
| 10. Ezhuthacheri or Othan      | 27. Pandaran        | (c) Marasari        |
| 11. Gouda                      | 28. Perumannan      | (d) Kollan          |
| 12. Jew                        | 29. Raju            | (e) Thattan         |
| 13. Kaniyan                    | 30. Saiva Vellala   | 43. Velakkathalavan |
| 14. Kusavan                    | 31. Theendal Vannan | 44. Vadukans        |
| 15. Kallan                     | 32. Telugu Chetty   | 45. Velan           |
| 16. Kaikolen                   | 33. Thunnan         | 46. Veluthedan      |
| 17. Kaleri Kurup               | 34. Tamil Chetty    | 47. Vil Kurup       |
|                                | 35. Thachen         | 48. Vysyas          |
|                                |                     | 49. Yadhavas Konar  |

**Depressed Classes**

- |             |             |              |
|-------------|-------------|--------------|
| 1. Dombas   | 6. Kuravan  | 11. Pulluvan |
| 2. Kanakkan | 7. Kakkalan | 12. Padanna  |
| 3. Kadar    | 8. Malayan  | 13. Sambavan |
| 4. Kavera   | 9. Nayadi   | 14. Uilatan  |
| 5. Kudumi   | 10. Pulayan | 15. Vettuvan |
|             |             | 16. Vathis   |

83. The following Scholarships, Stipends and Half Free places tenable in the recognised Schools of the State shall be awarded annually by the Director.

| Type of scholarship             | Number awarded | Rate per month                      | Period and class for which tenable | Conditions of award  |
|---------------------------------|----------------|-------------------------------------|------------------------------------|--|
| (a) Open scholarship            | 15             | 5 0 0                               | High School Course                 | Open to all pupils and to be awarded according to merit as judged by the Form III Public Examination results   |
| (b) Special scholarship         | 15             | 3 0 0                               | do.                                | Open to B. C. and D. C. pupils only and to be awarded as noted in (a)  |
| (c) Open scholarship            | 50             | 3 0 0                               | Lower Secondary Course             | Open to all pupils and to be awarded according to merit as judged by the Special L. S. Scholarship Examination results   |
| (d) Special scholarship         | 50             | 2 0 0                               | do.                                | Open to B. C. and D. C. pupils only and to be awarded as noted in (c)  |
| (e) Girls' special scholarships | 10             | 3 0 0                               | High School Course                 | Open to Girls who pass the Form III Public Examination and who are obliged to migrate to distant schools for the continuance of their studies. The Director must be satisfied that the migrating is constrained by necessity and not due to mere convenience |
| (f) D. C. stipends              |                | 2 8 0                               | High School Course                 | To be awarded to all D. C. pupils  |
| (g) Do.                         |                | 1 8 0                               | L. S. Course                       | do.  |
| (h) Special Girls' stipends     |                | 2 0 0                               | H. S. Course                       | } To be awarded to all Girls of the Namboodiri, Moothathu, Elayad and Muslim Communities   |
| (i) Do.                         |                | 1 0 0                               | L. S. Course                       |  |
| (j) Half free places            |                | Half fee concession in regular fees | H. S. Course                       | To be awarded to one pupil in the IV Form of every High School on the recommendation of the Headmaster based on poverty, industry and integrity of character and merit as judged by Form III Public Examination  |
| (k) Do.                         |                | do.                                 | L. S. Course                       | To be awarded to one pupil of every secondary school and on the recommendation of the Headmaster as in (j); merit being judged by a special test in Form I of each school  |

84. The Scholarships and Stipends and Half Free places noted above will be subject to the following conditions.—

(1) They have effect only from the date of enrolment of the holders in Form IV or Form I as the case may be, to the date of closing of schools of their VI Form or Form III courses respectively.

(2) The holders are Cochinites.

- (3) They pay on the due dates all dues leviable from them under the Code rules.
- (4) They secure regular promotions to the higher classes every year.
- (5) They conduct themselves properly within and without school and are diligent and attentive in the class. Failure to show sufficient progress in studies or misbehaviour, on the part of the pupils enjoying the concessions or stipends or scholarships will render them liable to the temporary or permanent forfeiture of such advantages according to the discretion of the Director.
- (6) Their transfer from one school to another will not involve forfeiture of the award already made.
- (7) No two of the above awards shall be allowed to the same pupil simultaneously.

85. In addition to the above concessions and scholarships, Government may from time to time announce special concessions and scholarships to pupils who are children or wards of Military and other officers who have taken in the last or present War. The rules governing such concessions and scholarships now in force are given in Appendix H.

86. Losses in Fee income to Private Schools due to the fee-concessions to B. C. and D. C. pupils and children of officers dying in Harness or Military Employees mentioned in sections 80, 81, 82 and 85 shall be re-imbursed to the Managers fully in the case of Aided Secondary Schools and to the extent of three-fourths in the case of Unaided Secondary Schools. Such re-imburements pertaining to any year will be paid only during the succeeding year along with grants, if any, after a Departmental checking of the school Accounts.

## CHAPTER VII

### Discipline and Management

87. A school year shall ordinarily consist of 180 working days and it shall be divided into two terms—the Long Term and the Short Term. The Long Term shall extend from the reopening of schools after the Summer Vacation to the closing for the Christmas Holidays and the Short Term shall extend from the reopening after Christmas Holidays to the closing for the Summer Vacation.

*Note.*—In special cases, the Director may condone any shortage of working days due to reasonable causes, provided such shortage does not exceed 10 days.

88. A school working day shall ordinarily extend from 11 a. m. to 5 p. m. (Indian Standard Time), consisting of not less than five hours of secular teaching and an interval of one hour in the middle. A school "meeting" means a registered meeting of the school for secular teaching and such meeting shall not be for less than two hours nor shall it last continuously for more than three hours. There shall be two meetings a day, one in the forenoon and one in the afternoon and the attendance roll shall be called at the beginning of each meeting.

*Note.*—(a) On all "New Moon" days, work of the school shall be from 2 to 5-30 p.m. with a break of 15 minutes in the middle.

(b) During the summer months, the Heads of schools may, with the special sanction of the Inspecting Officer, arrange for work from 8-30 a. m. to 12-30 p. m., working on Saturdays also.

(c) The school bell shall be rung three times to announce the time before each meeting: the first bell, 15 minutes before the beginning of a meeting, the second bell, 5 minutes before the beginning of a meeting and the third bell, at the beginning of the meeting. The pupils and teachers shall assemble in the class-rooms by the second bell and regular work shall commence at the third bell.

89. Any pupil who comes late, *i. e.*, after roll call shall be marked late (*i. e.*, 'l') and shall lose the attendance for that meeting. A pupil absenting himself from school with leave for a meeting shall lose only the attendance for that meeting, but one absenting himself without leave shall lose the attendance for two meetings.

90. Applications for leave on behalf of pupils shall be made by the parents or guardians; only in very exceptional cases shall applications from the pupils themselves be accepted. All applications for leave shall ordinarily be sent in advance, but the Headmasters may in exceptional cases use their discretion and accept applications for leave on the return of the pupils after

absence. Written applications need be insisted on only in the case of the pupils of the High School Department.

91. Pupils absenting themselves from school without leave for a continuous period of ten working days shall have their names removed from the rolls and they shall be required to pay Re-admission fee and dues if any before they are readmitted.

92. Pupils absenting themselves from school with leave for more than fifteen days shall have their names removed from the rolls and treated as "temporary removals". Such pupils shall not be counted for strength of classes, but not exempted from payment of fees on the due days. They need not, however, pay any re-admission fee when they rejoin. They may also be allowed to pay the fees with fine as per rules.

*Note.*—(a) The duration of temporary removal shall be only three months from the date of beginning of the pupil's absence from school, after which period the name shall be permanently removed. If a pupil returns after such permanent removal re-admission fee shall be levied from him. If the expiry of three months is during the Vacation or on a Holiday, the name shall be removed permanently, only if the pupil does not turn up on the first working day after the Vacation or the Holiday.

(b) Re-admission fee shall be levied before the issue of Transfer Certificates, from pupils of the Primary Department whose names have been permanently removed and who afterwards apply for such Certificates.

93. There shall be only one written examination during each term. The written examination for the Long Term, *i. e.*, the Half-yearly examination, may be held in Thulam or Vrischigam and that for the Short Term, *i. e.*, the annual examination, at the end of the school year. The answer papers of the Half-yearly examination and other periodical class tests if any, may be returned to the pupils after valuation, but those of the Annual examination and all mark lists shall be preserved at least for three months after the re-opening of schools for the succeeding year. The consolidated mark lists of all the classes shall be preserved for two years.

94. At the end of the Long Term, terminal reports on the progress of the pupils shall be issued to the parents or guardians in the Form prescribed in Vol. III. The progress reports shall ordinarily be based on the Half-yearly examination results. All progress reports should be got back countersigned by the parents or guardians and kept filed class-wise until the next school Inspection.

95. Promotion from one class to a higher class shall be made only at the commencement of each school year. Only those pupils who secure 40% of the marks in the language subjects and 35% of the marks in the other subjects at the Annual examination shall ordinarily be promoted to the higher class; but the Headmaster may at his discretion take into consideration the marks at the Half-yearly examination also and allow concessions in marks according to definite rules and promote some more pupils so as to ensure a fair percentage of promotions from each class.

*Note.*—Promotion from Form III to Form IV shall be given only to those who pass the Form III Public Examination conducted annually by the Board for Public Examinations.

96. The school year shall consist of 180 working days or less as provided in section 87 and unless exempted by the Director or Inspecting Officer as the case may be no pupil shall be promoted if he has not put in attendance for at least three-fourths of the number of working days fixed for the year, or has not paid fees for the whole year. Such exemptions from minimum attendance shall be got sanctioned before the pupils are allowed to sit for the Annual or Public Examination, and consolidated lists of pupils wanting in attendance shall be sent up by the Headmasters with their remarks and recommendations, so as to reach the Inspecting Officer before the 1st of Kumbham every year in the case of III Form and VI Form pupils and before the 15th of Kumbham in the case of other classes. The Director alone is competent to grant exemptions in the case of III Form and VI Form pupils and the Inspecting Officers in the case of the pupils of other classes.

97. Heads of High Schools shall be competent to promote pupils in accordance with the provisions of section 95 of the Code, although an appeal shall lie to the Director in case of doubt or dispute. Promotions in the case of Lower Secondary and Primary Schools shall be subject to the approval of the Inspecting Officers concerned.

98. In the case of pupils, who for unavoidable reasons are absent with leave, wholly or partially, at the Annual Examinations, a list of such pupils with their marks at the Half-yearly Examinations and other class tests, shall be sent by the Headmasters with their remarks, if any, about their conduct, progress, etc., to the Inspecting Officers concerned so as to reach them before the 15th of Medam every year. The Inspecting Officers are competent to order promotions in such cases without re-examination or after a re-examination on payment of Re. 1, Rs. 3 and Rs. 5 respectively, in the Primary, Lower Secondary and High School Departments. Such re-examinations shall be conducted during the first week of the re-opening of schools in Edavam and the promotions in such cases are also subject to the provisions in section 95.

99. The Headmaster shall, before the 15th Medam of each year, announce through the School Notice Board the names of pupils who have been promoted and shall, the same day, forward to the Inspecting Officers, a copy of each of the consolidated mark lists of all the pupils of the various classes, and a statement showing the number promoted and detained in each class and the rules of concession in marks allowed for the various classes. In the case of Lower Secondary and Primary Schools, the mark lists and statements shall be forwarded in duplicate sufficiently in advance, so as to obtain one copy back, with the Inspecting Officer's orders and to announce the promotions before the 15th of Medam.

100. The rules of discipline of every school shall be formulated in a clear and definite manner and they shall be explained to all pupils on admission to the school and a copy of the rules shall be posted on the school notice board. Such rules shall include the following provisions.—

- (a) Every pupil shall wear clean clothes,
- (b) Every pupil shall salute the teachers of the school on his first meeting them for the day,
- (c) On the teacher or any visitor entering the class, the pupils shall rise and remain standing till he takes his seat or asks the pupils to sit down,
- (d) No pupil shall leave the class room during instruction hours without the permission of the teacher,
- (e) Regularity and punctuality of attendance shall be strictly insisted on. Habitual late-coming and irregulate attendance shall be taken serious notice of,
- (f) Pupils shall not organise or attend meetings in the School or collect money for any purpose without the permission of the Headmaster,
- (g) No pupil shall take any part whatever in any meeting or agitation directed against the authority of the Government or the discipline of the school, or in any movement or agitation which may be accompanied by, or result in ill-feelings between different sections of Society,
- (h) Any pupil who is persistently insubordinate or wilfully mischievous, or is guilty of fraud in any manner or form, may be temporarily or permanently removed from school by the Headmaster, such removals being reported forthwith to the Director. Any modification of these rules or additions to the same shall be got approved by the Director.

101. Punishments shall be inflicted most judiciously and after proper enquiry and, as far as possible, with the knowledge of the parents or guardians. Punishments should always be reformative and deterrent and should never be hasty or disproportionate. The following forms of punishment may be resorted to according to the gravity of the offence.—

- (a) sending away the pupils from particular classes for one or two days,
- (b) making the pupils apologise for their misbehaviour,
- (c) suspension of pupils for definite periods not exceeding two weeks; such suspension will not involve removal of the names from the rolls or payment of re-admission fees, but the pupils will be noted as "under suspension" in the attendance register and will lose the attendance for the days,
- (d) sending away the pupils with their Transfer Certificates,
- (e) corporal punishment, and

(f) dismissal from the school.

*Note.*—(1) The Department should be informed in cases (c) to (f) and the guardians, in all cases.

(2) Corporal punishment may be inflicted only in cases of moral delinquency, such as deliberate lying and obscenity of speech or act; and then it shall be limited to six cuts on the left palm and administered only by the Headmaster, who shall keep a record of all such cases of corporal punishment.

(3) When the Headmaster dismisses a pupil on account of grave misconduct, he shall record his reasons for the dismissal and report the fact forthwith to the parent or guardian and the Director through the Inspecting Officer. A pupil thus dismissed from one school shall not be admitted into any other recognised school for a period to be fixed by the Director.

102. Provision shall be made for moral instruction in schools; where the Heads of Schools are satisfied that conditions are favourable for direct teaching, a period per week may be devoted for the purpose in the time-table and systematic instruction given by means of stories, illustrations, biographies, etc. Even when such a period is not set apart for the purpose, it shall be the duty of every teacher to keep moral instruction as a definite objective and to inculcate good morals, both by example and percept, whenever opportunities arise in the course of regular lessons.

103. Headmasters and teachers shall maintain the Medical Inspection Registers and Records properly and render every help to the Medical Inspector for his periodical inspection of the pupils, and the forms prescribed shall be used for this purpose.

104. The following registers and records shall be maintained in every school.—

1. Admission Register of pupils.
2. Attendance and Fee Register of classes.
3. Teachers' Attendance Register.
4. Acquittance Roll for the teachers, etc.
5. Transfer Certificate Book with Counterfoil.
6. Files of applications for admission declarations of dates of birth and Transfer Certificates of pupils admitted.
7. Fee Collection Register.
8. Cash book of Receipts and Expenditure.
9. Register of returns sent to the Department and office copies of such returns.
10. File of vouchers.
11. Register of letters received:
12. Register of letters sent.
13. File of Departmental circulars and orders.
14. Volumes of the Code with correction slips pasted up-to-date.
15. Log Book.
16. Visitors' books—Departmental and non-departmental.
17. Service books and licenses of teachers.
18. D. C. Supplies register.
19. Casual leave register.
20. Holidays register (Local holidays and compensation days to be noted).
21. File of terminal progress reports of pupils.
22. Mark lists and register.
23. Office copies of bills.
24. Fee receipt book.
25. Notice book.
26. Class and teachers' time-table.
27. Examination programme and supervision register.
28. Fee concession register and file of orders.
29. Scholarship and stipend acquittance roll.
30. Stock register of (a) Furniture, (b) Apparatus and appliances, and (c) Books.
31. Punishment register.

### For Secondary Schools only

32. Stock and issue registers for library.
33. Stock register of laboratory articles.
34. Special fee collection register.
35. Arrear fee register.
36. Medical inspection register.
37. S. S. L. C. Duplicate register.

*N. B.*—(1) For smaller schools, different parts of the same register may be devoted for different purposes so as to minimise the number of registers.

(2) For departmental schools, other registers and records prescribed as per Standing Orders, Account Code, etc., should also be maintained.

105. Teachers by precept and example should do their utmost to lead their pupils to be clean and neat in person and habit orderly and quiet in behaviour, honest and truthful and good loyal citizens. Frequent contact between the guardians and teachers should be established so as to ensure a sound and healthy discipline in schools through the active and willing co-operation of the guardians.

106. Teachers should, by their dignified bearing and sympathetic and loving attitude towards the pupils, inspire in them a true reverence for authority and love for their school. Healthy co-operation and cordial relations between members of the staff and the Headmasters and a lively interest in all extra curricular activities of the school should pave the way for creating an esteem and regard for the school and the school authorities in the mind of the general public.

107. Teachers shall not, in the hearing of the pupils, pass remarks or comment on the actions of their colleagues or Headmaster, or departmental superiors or manager.

108. It is the duty of all teachers to set an example to the pupils in punctuality and so late coming on the part of the teachers shall be taken note of by the Headmasters and dealt with suitably. Three late-comings in the course of a month will be counted as a day's casual leave and the cases of habitual late-comers, if any, shall be reported to the manager and the inspecting officer for proper action.

*Note.*—All teachers are expected to be at the school at the first bell and shall be in their classes by the second bell. A teacher arriving after the second bell will be considered late; and a teacher coming an hour after the beginning of the school meeting shall be asked to apply for casual leave for that meeting.

109. Though the teachers are entitled to leave according to service regulations, long leave in the course of the school year should be avoided as far as possible, lest continuity in school work should be broken and efficiency of instruction affected adversely. Even casual leave should not be claimed as a matter of right and except in very special circumstances, all leave should be got sanctioned in advance and after a personal explanation to the Headmaster.

110. Teachers are forbidden from receiving any honorarium or allowance or remuneration for private work without the sanction of the Director. Sanction will be given only on the recommendation of the Headmaster and only if the Director is satisfied that the extra work undertaken will not be detrimental to the normal work of the teacher. Private tuition may be taken up by the teachers only with the written sanction of the Headmaster and all requests for engaging a teacher on private tuition should be made by the guardian to the Headmaster. Not more than two hours of private tuition work will be ordinarily allowed to a teacher. No teacher shall, with remuneration, impart private tuition to any group of pupils from his school.

111. Teachers of private schools shall not stand as candidates for election to Legislative, or Municipal Councils, or Panchayats, without the approval of the manager.

112. The Headmaster of a school shall be responsible for the general control, supervision of instruction, and discipline of the school as a whole; and he shall be answerable for the proper keeping of all the prescribed registers and records and the submission of all the "returns"; provided that, in schools under private management, he shall discharge these duties under the direction of the manager.

113. General control of a school will involve the following duties for the Headmaster.—  
(a) He shall be responsible for keeping the school building and premises in substantial repair and in neat and clean condition.



(b) He shall see to the sufficiency and proper condition of articles of furniture, apparatus and appliances.

(c) He shall see to the proper and efficient arrangements for the physical activities of the pupils.

(d) He shall interest himself in all the extra curricular activities of the school, such as, Boys' Scout and Girl Guide movements, Literary associations of pupils, School Day celebrations, Games and other clubs or associations of the pupils and Junior Red Cross Society; and in the capacity of Ex-Officio president of the committees for such extra-curricular activities, he shall properly direct and control the finances connected with them.

(e) He shall see that a proper garden is laid out for purposes of Nature Study and recreation.

(f) He shall be responsible for carrying out the orders received from the superior officers and seeing that arrangements are made to ensure that his subordinates also are familiar with the general orders and circulars issued by the Department.

(g) He shall see that the guardians are duly informed of the defects pointed out in regard to the health condition of the pupils by the Medical Inspector and co-operate with the guardians in getting the defects cured or remedied.

(h) And he shall maintain a "Log Book" and make the daily entries in it in his own hand. The "Log Book" shall be an index of the tone and working of the school and also of its day-to-day progress in various directions. It should serve as a reference and guide for future years and contain the daily record of the Headmaster's supervision and administrative activities, gist of important orders received and action taken thereon, noteworthy events and distinguished visits, new-schemes and plans of work undertaken, books, apparatus and appliances newly purchased for the school, etc.

114. The Headmaster's duties in regard to supervision of instruction will be.—

(a) to draw up of the Time-Table for the year or the term,

(b) to draw up a plan of work for the various classes for the different months,

(c) to see that the pupils provide themselves with the necessary text books, note books, etc.,

(d) to see that the prescribed courses of study are followed and completed in the various classes, that only the prescribed text-books are used in the classes and that cramming by pupils of text books, or annotations or notes dictated by teachers, is discouraged,

(e) to engage the various classes occasionally,

(f) to scrutinise periodically, the notes of lessons of teachers,

(g) to watch closely the daily work of the teachers and offer them constructive guidance for their work whenever necessary,

(h) to give timely information to the Manager and the Department about deficiencies in staff or other requirements,

and (i) to make arrangements for the periodical tests and examinations.

115. As much time as possible should be devoted by the Headmaster for the supervision of the work of the assistant teachers and a "Supervision Book" shall be maintained for recording his remarks on their work. A separate page shall be devoted for each teacher in the Supervision Book and the initials of the teacher taken against the remark regarding his work. The work of every teacher shall ordinarily be inspected by the Headmaster once a month.

116. In drawing up the Time-Table of work for all classes the Headmaster shall see that he also takes up some teaching work and that there is a fair distribution among his assistants with due regard to the efficiency of instruction.

*Note.*—There shall ordinarily be in every school one teacher for every class or division thereof, besides the specialists. The Headmaster shall, wherever necessary, report to the Department, the details of work, and obtain sanction in time for the appointment of the requisite number of extra or supernumerary teachers, so that a Headmaster's work may be from 10 to 20 periods according to the size and strength of the school, and no assistant teacher has more than 23 periods of work, the work of a week being taken as 30 periods.

117. The Headmaster may assign to his assistants, in addition to their usual work, any special work which he considers necessary for the proper conduct of the school.

118. The following rules define the powers and duties of the Managers and Headmasters of private schools.—

(1) The Manager shall have power to appoint the teachers, clerks or attenders and menials in a school. The appointments shall ordinarily be only to the lowest grade, after giving regular promotion to all the existing hands on the staff according to their qualifications. In making such appointments, he shall however consult the Headmaster and consider his recommendations. In the appointment of teachers, preference should be given to the claims of thrown-out hands of the school, if any, and in case such claims are set aside, convincing reasons should be given. The appointments of teachers are subject to the following conditions.—

(a) that the teachers possess the requisite qualifications prescribed in the Code, (b) that the appointments are as far as possible on the principle of communal rotation embodied in the Staff Selection Board Rules, and (c) that such appointments are approved by the Inspecting officer or the Director, as the case may be.

(2) When a Headmaster's place falls vacant, the Manager shall ordinarily appoint a member of the staff, due consideration being given to seniority; but he shall have the freedom to appoint persons from outside the staff also, provided that the previous approval of the Director shall be taken in all cases where the seniormost hand is not appointed.

(3) When vacancies arise in private schools, the Manager is competent to give promotions according to seniority, but he should report such cases to the Department for information. Departmental approval will be necessary only when claims according to seniority are set aside. All appointments and promotions in permanent vacancies, shall in the first instance, be on probation for one year and the confirmation of the appointees shall depend on their giving full satisfaction to the Manager and the Department regarding their work and conduct during the period of probation.

(4) The Manager is empowered to grant leave and increments according to rules given in Appendix P, but such cases shall be reported forthwith to the Department for information. In the case of Headmaster-Managers, leave and increment should be got sanctioned by the Department.

(5) The rates of fees levied from pupils and the rates of salaries paid to teachers shall be at the standard rates fixed in the Code, if the school is aided. In the case of unaided schools, the Managers have the freedom to reduce the fee rates to pupils and salaries of teachers provided that, (a) the general nature of such fee-concessions is got approved by the Director, (b) the agreement entered into between teachers and managers embodying such terms shall be got approved by the Department, (c) the salaries of teachers shall not be less than three-fourths of the standard rates fixed in the Code and (d) the salaries will be increased when 90 per cent of the total fee collections of the school warrant such increments.

(6) The Headmasters shall have full freedom in the matter of organising and supervising the academic work in the school and also to correspond direct with the Department on routine matters of administration and on academic matters. He shall also be responsible for the proper maintenance of the prescribed registers and records and the submission of monthly and other returns due to the Department. The Department will address the Headmaster only, in such matters and address the Manager and correspond with him only in exceptional cases involving matters of policy or appointment or matters not connected with routine affairs. The Manager shall not interfere in the matter of examinations and promotions of pupils. The Headmaster shall, however, keep the Manager informed of the various activities of the school and administrative matters and the correspondence carried on with the Department. Also the Log Book of the school may be periodically inspected by the Manager for this purpose.

(7) The Manager shall have full control over the finances of the school and the Headmaster shall remit to him all the fee and other collections and draw from him from time to time the necessary amount for any disbursements made through him. The Manager alone can submit and sign the Grant-in-aid and other bills. The Headmaster shall inform the Manager, whenever necessary, about the needs of the school in the matter of staff, equipments, repairs, etc., and if these are not attended to promptly, the matter may be brought to the notice of the Department by the Headmaster.

(8) It shall be competent for the Manager to punish any Assistant Teacher to the extent of fining him up to a maximum of Re. 1 on each occasion and of three occasions in a year, provided the Headmaster and Manager agree in regard to the need for such punishment. The offences, for which such punishments may be imposed, are gross mis-demeanour, neglect of duty, defiance of authority, infringement of Code rules in the matter of punishment of the pupils or lack of sufficient progress in class work despite previous warning. The fines thus collected shall be duly accounted for in grant bills and a record of such fines should be kept in the school. An appeal shall lie in such cases to the Department, if preferred within 15 days.

(9) The Manager shall on no account dispense with the services of a teacher except with the previous sanction of the Department. In cases of grave offences, however, which require immediate action and where the Manager and the Headmaster both feel that delay will disturb the academic or moral atmosphere of the school, the Manager may keep a teacher under suspension for a period not exceeding three months. In such cases, the Manager shall forthwith send up a detailed report to the Department, showing the nature of the offence, the evidence gathered and the teacher's explanation. The Director's decision in the matter shall be communicated to the parties within three months and if such decision is in favour of the teacher, he shall be reinstated forthwith and paid his salary for the period of suspension. In the orders communicating his decision, the Director shall specifically state whether the cost of such salary is to be borne by the Manager or the Headmaster or both, personally, or debited to the normal school expenditure. If the decision is against the teacher, his services shall be dispensed with, or he shall be allowed to join duty after a definite period, as the Director orders; and the teacher shall not have any claim for his salary for the period of suspension.

*Note.*—(a) This punishment of suspension can be resorted to by the Manager only if the Headmaster also agrees with him regarding the need for such punishment; when the Headmaster does not agree to such punishment, the orders of the Director shall be obtained before suspension.

(b) In all cases covered by this section, an appeal shall lie to the Government if preferred within 30 days of the receipt of Director's orders.

(10) When a Manager feels that the interests of the school discipline require some prompt action against the Headmaster, he may allow the Headmaster to apply for whatever leave he is eligible for, and immediately intimate the fact to the Inspecting Officer, who shall forthwith visit the school and place the Headmaster under suspension pending enquiry, if he is satisfied that there is a *prima facie* case against the Headmaster. Further procedure shall be in accordance with the Standing Orders applicable to Government Servants in similar cases.

(11) The Manager shall have the freedom to make use of the school buildings and furniture on holidays or on working days, without detriment to the school work, for purposes which are not forbidden by the Code. Any fees that the Manager may levy in such cases shall not be accountable to the Department.

(12) Teachers in Private Schools shall not apply for other appointments in or outside the State, except through the Manager. The Manager shall forward such applications recommending them or not, as he deems fit; if he recommends the application, he shall relieve the teacher forthwith when an outside appointment is secured; if he does not recommend the application and if the teacher still secures an appointment, the Manager may demand the teacher's resignation and a month's notice, or a month's pay in lieu thereof as damages.

(13) The Manager alone is competent to attest the entries in the Service Books of the teachers and the Headmaster in a private school; when the Manager himself is the Headmaster, his Service Book shall be forwarded to and kept by the Inspecting Officer or the Director, as the case may be, who will attest the entries.

(14) The Managers of two private schools may, by mutual agreement, arrange for the transfers or deputations of teachers with the sanction of the Inspecting Officers, provided such transfers and deputations do not affect the seniority of teachers in the schools concerned.

(15) The failure or default of a Manager in complying with the Code Rules or in remedying the defects pointed out by the Inspector will involve a cut in contingency grant in the case of Aided Schools, a cut in the re-imbursment of loss in fee income, in the case of unaided schools, or the withdrawal of recognition of the school, if no such cut is possible.

## CHAPTER VIII

## Vacation and Holidays

119. There shall be only one Vacation for the school viz., the Summer Vacation. It shall extend to eight weeks and the exact dates of closing and reopening shall be fixed and notified every year by the Director. The Director may also reduce the Vacation by a week, in order to make up any deficiency in the number of working days.

120. The Director may, in the case of schools in special tracts, fix other vacations to suit local conditions in lieu of the Summer Vacation, provided that the total number of working days is not thereby affected.

121. Besides Saturdays and Sundays and other Public Holidays (including those for Onam and Christmas) the following holidays also shall be observed by the schools.

|                              |        |                         |
|------------------------------|--------|-------------------------|
| 1. Corpus Christi            | 1 day  |                         |
| 2. Karkadaga Samkramam       | 1 day  |                         |
| 3. Gayathrijapam             | 1 day  |                         |
| 4. Makam in Chingam or Kanni | 1 day  |                         |
| 5. Pooja Vaippu              | 1 day  |                         |
| 6. " Eduppu                  | 1 day  |                         |
| 7. Thula Samkramam           | 1 day  |                         |
| 8. Inter School Sports       | 2 days | } for sport centre only |
| 9. Olympic Sports            | 1 day  |                         |
| 10. Thiruvathira in Dhanu    | 1 day  |                         |
| 11. Thaipooyam               | 1 day  |                         |

*Note.*—As stated in section 88 on New Moon days the work shall be from 2 to 5-30 p. m. (Indian Standard Time) with a break of 15 minutes and the day shall be counted as a full working day.

122. Special holidays for schools on account of the prevalence of epidemic diseases in the locality or the neighbourhood of the school, shall be got sanctioned by the Inspecting Officer and shall be duly compensated for. Reports from the Headmasters of schools for such holidays shall be accompanied by a certificate from the Sanitary Inspector or Health Officer. In very urgent and exceptional cases, the Headmaster may close the school in anticipation of sanction provided the Health Department recommends such closing.

123. The Headmasters are empowered to grant extra holidays for satisfactory reasons, up to a maximum of 10 days in the course of a school year but holidays in excess of this shall be got sanctioned by the Inspecting Officer. In all such cases, the holidays shall be compensated for, and the grant of such holidays with the days of compensation work shall be reported to the Inspecting Officer sufficiently in advance every year.

124. Public Holidays, special to a community or communities may be availed of by schools, but they will have to be compensated for, unless the Number of pupils and teachers of such communities is in excess of 50% of the total strength. When such holidays are not availed of by the schools, due to the small number of teachers or pupils involved, those pupils and teachers may be allowed to avail themselves of the holiday, and given the credit of attendance.

125. Public Holidays shall not be compensated for, on the plea of shortage of working days without obtaining special permission of the Director.

126. Anything in the above rules notwithstanding, it shall be competent for the Director to declare any special holiday for any particular school or for the schools in any special area, or the whole State.

## CHAPTER IX

## Qualification and Salaries of Teachers

127. No person shall be a teacher in any recognised school in the State, unless he has attained 18 years of age and possesses the qualifications herein prescribed or is exempted therefrom by the Government. The retiring age of teachers in Government schools shall be regulated by the Service Rules, while that of teachers in Private Schools shall be 60.

128. The qualifications for the teachers in the several Departments shall be as follows.—

| Department                             | Minimum General Qualifications  | Professional Qualifications              | Remarks   |
|--|---|--|---|
| <b>Primary Department</b>              |   |  |   |
| Regular teachers of class 1 to 5       | S. S. L. C. or Matriculation  | Secondary Trained                        | Headmasters should have at least 5 years teaching experience  |
| Quran teachers                         |   | Quran Teachers' Examination of the State |   |
| Drawing teachers                       | Same as in the L. S. Department   | Same as in the L. S. Department.         |   |
| Music teachers                         | do.   | do.                                      |   |
| Needle-work teachers                   | do.   | do.                                      |   |
| Physical Training Directors            | do.   | do.                                      |   |
| Tamil or other Language teachers       | do.   | do.                                      |   |
| <b>Lower Secondary Department</b>      |   |  |   |
| Regular teachers of Forms I to III     | Intermediate Examination of a University; or S.S.L.C. with 15 years' teaching experience and special recommendation of merit by Inspecting Officers | Secondary Training                       | Headmasters should have at least 5 years' teaching experience and may be exempted from Training if they are graduates |
| Sanskrit Pandits                       | Kavya Bhooshana Examination of the State or any equivalent examination of a University  | Training Examination of the State        |   |
| Malayalam Pandits                      | do.   | do.                                      |   |
| Tamil Pandits                          | Vidwan (Tamil) or an equivalent examination of a University   | do.                                      |   |
| Hindi Pandits                          | The Rashtrabhasha Visarad or the Vidwan (Hindi) Examination or B.O.L. (Hindi) of the Madras University  | do.                                      |   |
| Arabic Pandits                         | Moulvi's Examination or B.A. with Arabic as Second Language   | do.                                      |   |
| Urdu, Hebrew, Syriac, French and Latin | Same as for the H.S. Department   |  |   |
| Handicrafts Assistant                  | do.   |  |   |

| Department                         | Minimum general qualifications   | Professional qualifications   | Remarks  |
|------------------------------------|--|---|--|
| Drawing teachers                   | Form III of the Cochin State Schools   | Freehand outline and Model Drawing, Painting, Geometrical Drawing and Design (Lower Grade of the Madras Government Examinations)                |  |
| Music teachers                     | do.  | Junior Music Examination of the State   |  |
| Needlework teachers                | do.  | Needlework and any two of the following.— <i>viz.</i> , knitting Embroidery, Crochet or Pillow Lace   |  |
| Physical Training Directors        | S.S.L.C.   | Certificate issued by the Y. M. C. A. College of Physical Education or by the Physical Education section of any recognised Training Institution |  |
| Regular teachers of Forms IV to VI | <b>High School Department</b><br>B.A., B.Sc., or B.O.L. (Each teacher will be allowed to teach only English and the optional Subject of his Degree Examination, or the subject in which he has specialised for the L.T. or B.T. Examination, B.O.Ls will be allowed to teach only English and the language specialised in) | L.T., B.T. or B.Ed.   | Headmasters should have at least 5 years teaching experience |
| Sanskrit Pandits                   | Sastra Bhushana Examination of the State or Siromani or any equivalent Oriental title granted by a University or B.A. with Sanskrit as Optional subjects   | Training examination of the State   |  |
| Malayalam Pandits                  | Pandits' Examination of the State or Vidwan (Malayalam) examination of a University or B.A. or B.O.L. with Malayalam as optional subject   | do.   |  |
| Tamil Pandits                      | Vidwan (Tamil) or an equivalent examination of University or B.A. or B.O.L. with Tamil as optional subject   | do.   |  |
| Hindi or Arabic Pandits            | Same as for the L.S. Department  |   |  |
| Urudu, Hebrew, or Syriac teachers  | S.S.L.C. or an equivalent examination and any examination which is satisfactory and adequate in the opinion of the Director  | do.   |  |

| Department                  | Minimum General Qualifications  | Professional Qualifications  | Remarks |
|-----------------------------|---|--|---------|
|                             | <b>High School Department.—<br/>(cont.)</b>   |  |         |
| French and Latin teachers   | Intermediate Examination in Arts or Science with French or Latin as optional subject or B. A. with French or Latin as Second Language or University Diploma | Training Examination of the State  |         |
| Physical Training Directors | B. A. or B.Sc.  | Diploma of the Y. M. C. A. College of Physical Education   |         |
| Drawing teachers            | S. S. L. C.   | Diploma or Group Certificate in Drawing  |         |
| Music teachers              | 1. Form III<br>2. S.S.L.C. or<br>3. B.A. with Music as optional or<br>4. Sangeetha Vidwan   | 1. Senior Music Examination of the State<br>2. Diploma in Music granted by a University  |         |
| Needle-work teachers        | Form III of the State   | Needle-work and any three of the following:—Knitting, Embroidery, Crochet and Pillow Lace  |         |
| Commercial teachers         | S. S. L. C.   | Lower Grade Examination of the Madras Government in 3 subjects (Short-hand Type-writing, Banking, Book-keeping, Commercial Correspondence) |         |
| Handicrafts Assistant       | do.   | Any technical examination which is satisfactory and adequate in the opinion of the Director  |         |

*Note.*—1. When an examination is noted as a qualification it implies that the teacher should have passed the examination. The Government may accept any examination which in their opinion is equivalent to those prescribed above.

2. The qualifications noted above will not affect teachers already in permanent service in Government or private schools.

3. The Director may grant temporary exemption to specialists from the requisite qualifications up to a limit of two years, provided qualified hands are not available.

4. Drawing teachers should pass the Practical Examination held by the Board for Examinations within three years of the date of their appointment.

129. The salaries of the teachers in the various Departments shall be as follows.—

(a) Regular teachers and Specialists of the Primary Department Rs. 20—1—30—2—40. Headmasters of complete Primary schools will have an allowance of Rs. 5 per mensem.

(b) Quran teachers of the Primary Department (only in case the Muslim strength exceeds 30) Rs. 15— $\frac{1}{2}$ —20.

(c) Regular teachers of the Lower Secondary Department Rs. 35—2½—60. Headmasters of complete L. S. schools will have an allowance of Rs. 10 per mensem. Specialists of the Lower Secondary Department and Assistant Pandits of High Schools Rs. 20—1—30—2—40.

(d) Headmasters of High Schools.—

(i) Rs. 60—5—110 plus an allowance of Rs. 15 per mensem if the total number of Forms or divisions is not more than six.

(ii) Rs. 120—5—200 or 120—10—200 according as the age at the time of appointment as Headmaster is below 45 or 45 or above.

(e) Regular teachers of High Schools Rs. 60—5—110.

(f) Specialists of High Schools Rs. 35—2½—60.

(g) Physical Training Director.—

(i) Rs. 60—2—80—4—100 for Graduates with Y. M. C. A. Diploma.

(ii) Rs. 40—1—50—2—60 for S. S. L. Cs. with Y. M. C. A. Diploma.

(iii) Rs. 20—1—30—2—40 for others.

*Note.*—1. Pandits and other Specialists will be allowed the full salary, only if they have enough work in one or more schools within a distance of 4 miles. When they have not enough work in one school and no grouping arrangement is possible, they will be allowed only half the rates of salaries noted above.

2. Teachers already in service on the date on which the Code comes into force and coming into the lowest grade, will be allowed advance increment for half the number of years of their approved continuous service, provided that in no case does the starting salary so fixed exceed Rs. 30.

3. No teacher will be allowed more than 5 increments in any grade unless he is an L. T. or B. T. or possesses the Teachers' Certificate, or is specially exempted by the Director.

4. Non-graduate teachers who have attained 35 years of age or have put in 12 years of approved service will be exempted from training, but they shall not be eligible to become Headmasters.

5. Teachers who undergo the Training course but fail in their L. T. or other Training Examination will not be allowed any further increments in their grade; nor will they be allowed to continue as teachers more than 3 years after their training course except with the special sanction of the Director.

6. Regular teachers of H. S. D. will be allowed only the L. S. Grade of Rs. 35—2½—60, if they are not L. Ts. or B. Ts. or have not at least 5 years teaching experience or are not specially exempted by the Director.

7. Teachers in unaided Secondary Schools should be paid at least to the extent of ¾ of the standard rates for such teachers and more if 90 per cent of the total fee collections warrant such increase.

130. The Director may suspend or dispense with the services of a teacher, if

- (1) he is found to be or become physically or mentally unfit to teach,
- (2) he is not, or refuses to be, protected from small-pox or other infectious or contagious diseases, or is found to suffer from any contagious or communicable disease,
- (3) he has wilfully given any false information or suppressed any relevant fact in his application for appointment,
- (4) he has been judicially convicted of any offence involving moral turpitude,
- (5) he behaves in any manner which in the opinion of the Director is unbecoming of a teacher and a gentleman,
- (6) he is known to serve as a teacher in a school to which recognition had been refused,
- (7) he engages himself in any trade, business or occupation other than teaching except with the permission of the Director,
- (8) he advises, encourages or permits pupils to attend any meeting of a political character or any meeting assembly or entertainment where the proceedings are not such as calculated to be edifying to persons of immature mind,



(9) he takes part directly or indirectly in any agitation or propaganda which is likely to undermine the authority of Government or to create ill-feeling between different communities or sections of a community,

(10) he is found to be incompetent to serve efficiently as a teacher in any of the classes or for any of the subjects he is qualified to teach.

If the Director thus suspends or dispenses with the service of a teacher, an appeal shall lie to Government, provided such appeal is preferred within 30 days of the receipt of such order.

131. If a teacher has been dismissed for any fault, or has left the school in such a manner as to infringe the conditions of service, the fact shall be notified in the Gazette and the Teacher's service book shall be forwarded to the Director for cancellation.

## CHAPTER X

### Training of Teachers

132. Graduate teachers in the permanent service of Government and private schools, who are not already trained will be deputed by the Department for L. T or B. T training in Training Colleges in or outside the State. During the period of training for which they are so deputed they will be paid by the Government a stipend of Rs. 35 per mensem; and their tuition fees in the respective Colleges will be paid by the Department or Manager, as the case may be. The number to be deputed for such training will be fixed every year by the Department according to the availability of seats.

133. S.S.L.Cs., Undergraduates and specialists for whom professional training is prescribed as a qualification will be granted Teachers' Certificates by the Government, if they satisfy the conditions noted below.—

(a) that they possess the minimum general qualifications prescribed in Chapter IX.

(b) that they have satisfactorily undergone the course of professional training in a Training Institution recognised by Government, and registered the prescribed number of attendance at such institution,

(c) that they have passed the Public Examination at the end of the course, *viz.*, the Teachers' Training Examination mentioned in Chapter XIII,

(d) that they possess an unblemished character and are fit to enter the profession of teaching.

(e) that they are sound in body and mind and that they produce a proper medical certificate of fitness from a Medical Officer not below the rank of an Assistant Surgeon,

and (f) that they are not below 18 years of age.

134. The period of training in the Training Institutions shall ordinarily extend to five months in the case of specialists; and to two academic years in the case of the other teachers the first year being devoted mainly to literary studies and the second year exclusively to professional studies. The courses of studies will be as defined in Vol. II of the Code.

*Note.*—Those who have passed the Intermediate Examination in Arts or Science of a University or an equivalent academic test may be exempted from undergoing the first year course.

135. Pupil teachers undergoing training will, if deputed by Government, be paid a stipend of Rs. 20 per mensem for the period for which they are deputed for such training.

136. They will be eligible to appear for the Public Examination only if they have attended the Institution for at least 85 per cent of the number of working days for the respective courses, and of the "Observation" and "Criticism" lessons, as required by the rules of the Institution.

137. They shall, unless specially exempted by the Principal, reside in Hostels or Lodgings approved by the Department and shall be subject to all the rules of academic discipline formulated by the Training Institution.

138. As actual training is more important than the formal examination at the end of the course, the Principal shall keep an accurate record of the day to day work of each candidate,

such record being evaluated for purposes of deciding success or failure at the end of the Training course.

139. It shall be competent for the Director to grant exemption from the operation of the rule regarding minimum attendance or to order a supplementary course of training for a definite period without stipend; but during such period the candidate shall not be required to pay tuition fees.

140. Admission to the Training Institution shall ordinarily be restricted to teachers in permanent service of Government or Private Schools and deputed by the Government to undergo training but a certain number of seats will annually be available for private candidates. Such private candidates shall not be less than 16 years of age.

141. Teachers deputed for training by the Department shall be exempted from the payment of tuition fees for the period of deputation; but private candidates undergoing training, who have not put in at least one academic year's continuous service in a school, or who do not belong to the D.C., shall be required to pay tuition fees at the rate of Rs. 40 per annum in eight equal instalments. The rules regarding special fees, admission fees, the dates of payment of fees, fines, arrear or readmission fees mentioned in Chapter VI for H. S. pupils, shall apply to the pupil teachers also.

*Note.*—The special fees shall be levied from both free pupil teachers, and private candidates.

142. The rules of discipline of each Training Institution will be drawn up and duly notified by the Principal and the pupil teachers shall be bound by such rules.

143. In the case of those pupil teachers who have to undergo a course of two academic years, there shall be an examination at the end of the first year in the subjects of study prescribed for that year. Those who fail in any of these subjects at the end of the first year course, may be allowed to proceed to the final course, provided their work and conduct have been satisfactory; they will however, be allowed to sit for the Final Examination only after passing the first year Examination.

144. The teaching staff of a Training Institution shall consist of a Principal and the requisite number of Lecturers and Specialists. The salary of the Principal shall be that of an Inspecting Officer, and that of a Lecturer the same as that of a Deputy Inspecting Officer. The Principal and the Lecturers shall be L. Ts. or B.Ts., with at least 10 years' teaching experience; but persons with higher professional qualifications will be preferred if they have the requisite teaching experience. The Pandits and other Specialists also should have 10 years' teaching experience, but their general and professional qualifications will be fixed in each case by the Director.

145. In the case of Training Institutions managed by private agencies, the Government will give an annual lump grant fixed by them in each case.

146. The stipends of teachers (both Sirkar and aided) who are selected for training in the Training Institutions will be drawn by the Principal in the Form prescribed in Vol. III and disbursed to them on proper acquittances. The stipends of graduate teachers who are selected for B.T. or L.T. training will similarly be drawn and disbursed by the Headmasters or the Managers of the schools from where they are selected.

147. Teachers selected for training from Government schools, shall execute an agreement in the Form prescribed in the Appendix S. Teachers from aided schools shall execute agreements to the Managers of the schools concerned, to serve the schools they come from or such other schools to which they may be transferred under proper authority, for an aggregate period of at least 3 years; and the Managers shall execute agreement in the Form given in Appendix S, holding themselves responsible to the Department for the stipends, in case the stipendiaries fail to abide by the conditions imposed. In case of default, the amount shall be recovered from the grants due to the school; but if no such grant is available, the Manager shall be held personally responsible according to the agreement.

*Note.*—The agreements mentioned above should be executed ordinarily before the teachers concerned are admitted in the Training Institution or College; in no case shall the stipend be disbursed to a pupil teacher before the agreements executed are accepted by the Department.

148. Teachers under training as stipendiaries are allowed the following privileges.—

1. They shall be treated while under training, as still in service.

2. The period of training shall qualify for increments of pay, permanent promotions and leave.

*Note.*—A periodical increment, falling due during the period of training may be sanctioned but shall have effect only from the date on which the teacher rejoins duty after training; but an increase of substantive pay due to a general revision in the Department shall take effect immediately.

## CHAPTER XI

### Teachers' Associations and Conferences

149. Teachers are allowed the freedom to combine for purposes of deliberation and discussion of subjects of educational interest, protection or promotion of professional well-being and solidarity and the conduct of Technical Research; but they shall not organise themselves with a view to hamper the working of schools, or to bargain with the Government in respect of their terms of appointment or superannuation.

150. The Department may recognise an All Cochin Teachers' Association formed for the above purpose, provided that the rules of the Association; (a) are got approved by the Director and (b) allow the formation, if and when needed, of sections, to represent and safeguard their respective interests and aspirations.

*Note.*—The sections shall not be on a communal basis.

151. When there is one such Association recognised by the Department, no other Association shall be permitted to be formed.

152. It shall be competent for the Director to dissolve any Association of Teachers, which has not been approved and recognised by the Department, to withdraw the recognition of the recognised Association, if it violates any of the provisions of the Code and to take disciplinary action against teachers who form unauthorised Associations.

153. The Association recognised by the Department will be given the following grants by the Government.—

(a) A sum of Rs. 1,000 per year for the holding of the Annual General Assembly of the Association and its sections.

(b) A sum of Rs. 2,000 per year for the conduct of Teacher's Conferences at various centres through the sections or groups or other agencies.

*Note.*—At least a day's conference should be arranged at as many centres as possible every year, so as to afford an opportunity for every teacher to benefit himself by such Conferences.

(c) A sum of Rs. 1,000 per year for arranging Refresher Courses for teachers, provided these are arranged with the approval of the Director and in co-operation with the Principal of a Training Institution.

and (d) A sum of Rs. 1,000 per year for the publication of a quarterly magazine for the diffusion of up-to-date professional knowledge among the teachers. A copy of the magazine shall be sent free to every recognised school and college and 20 copies supplied free to the Department.

154. The Director shall be competent to grant holidays to schools, not exceeding two in a year for the General Assemblies of the Association and its sections, besides the holidays for Conferences.

155. The Association shall, before the 15th of Kanni every year, send to the Director a brief report of its own working and activities and those of its sections during the previous year. The Director may also, whenever he deems it necessary call for the Proceedings of any meeting of the Association or its sections.

156. Resolutions passed by the Association or its sections may be sent up to the Director, when Departmental orders are necessary; but the resolutions of the sections shall be forwarded only through the Association which may offer its remarks, if any; but shall on no account withhold the resolutions. Resolutions which have been once vetoed by the Government shall not be sent up again before the lapse of two years.

157. In addition to the Conferences held by the Association, the Director may also convene an Annual Conference of the Inspecting Officers and a biennial Conference of Headmasters of Secondary Schools, and other Senior Educational Officers, for discussing matters of educational policy and administration, and submit the decisions of such Conferences for Government orders, whenever necessary.

## CHAPTER XII

### The Text-book Committee

158. A Text-book Committee shall be constituted by the Government and it shall be advisory in its nature.

159. The primary function of the Text-book Committee shall be to examine the books submitted for its consideration and to place before the Government its recommendations as regards their suitability for approval as Text-books, Library books, or teachers' reference books, as the case may be; and to recommend to the Government particular books, one in each subject, for the different classes, to be prescribed as Text-book to be followed by all the recognised schools in the State.

*Note.*—1. A Text-book once prescribed shall continue for not less than three years and none other than the prescribed Text-book shall be followed in the classes or ordered to be purchased by the pupils.

2. Text-books in English and languages other than Malayalam, for the S.S.L.C. Examination shall be the same as those prescribed by the Madras University every year.

3. For Grammar and non-language subjects in the Secondary classes, the purchase of prescribed Text-books by all pupils need not be insisted on.

160. The Committee may also advise the Government as to the steps to be taken, if and when necessary, for the preparation of Text-books and as to the best mode of their publication and distribution.

161. The Text-book Committee shall consist of SIXTEEN members and be constituted as follows.—

(a) The Principal, Maharaja's College, Ernakulam—Ex-officio President;

(b) Two members elected by the non-official members of the Legislative Council from among themselves;

(c) Four members elected by the Executive Committee of the recognised Teachers' Association; (two of them shall be male teachers and two female teachers, one from Government service, and one from private schools in each case); and

(d) Nine members to be nominated by the Government, of whom one shall be an Inspecting Officer;

*Note.*—The nominations by the Government shall be made only after the return of the elections under (b) and (c) has been received, so that care may be taken to have, as far as possible, all the subjects of studies and other interests represented.

162. The Principal of the Government Training Institution shall be the Ex-officio Secretary of the T.B.C. The Secretary shall not, however, be a member of the Committee and shall be paid an honorarium of Rs. 100 per year. He shall also be assisted by a permanent Office Staff recruited from the Department.

163. The term of the Text-Book Committee shall be three years, but a member shall be eligible for re-election or re-nomination, as the case may be. The election or nomination of a member for an interim vacancy shall be only for the unexpired portion of the term of the committee.

164. The Government may, without assigning any reason and at any time, remove any member, from the Committee, whether elected or nominated.

165. Vacancies arising in the Committee may be filled up or not, according to the discretion of the Government; but deficiency in the number at any time shall not invalidate the Proceedings of the Committee.

166. A member who fails to attend three consecutive meetings, shall cease to be a member provided, however, in the case of a nominated member, the Government shall have power either to reinstate him or to nominate another in his stead, or to leave the seat vacant. In the case of an elected member, the electing body may elect another in his stead.

167. Elected members shall continue their membership only so long as they are eligible for election by the electing bodies, or till such bodies elect other members in their stead.

168. The Text-Book Committee may constitute from among themselves Sub-Committees of not less than three members each, for the different subjects and languages. Each sub-committee will have one of its members nominated as its convener by then T.B.C. It shall be the duty of a sub-committee to consider the books submitted to them for scrutiny, and to recommend to the T.B.C., the approval or rejection of such books. When the number of books received by a sub-committee for consideration, is too many to be scrutinised by them, the sub-committee may obtain the assistance of experts.

169. The Text-Book Committee shall ordinarily meet twice a year in June and in October, provided the President shall have power to convene special meetings as occasion arises, or on the requisition made in writing by not less than five members.

170. Five members of the T.B.C. and two members of a sub-committee shall form the quorum for their respective meetings.

171. The President of the Committee and the Convener of a Sub-committee, shall ordinarily preside at the meetings of the respective bodies and in the case of their absence, the members present shall elect a Chairman from among themselves.

172. All questions that may arise at the meetings of the committee or any of the sub-committees shall be decided by a majority of votes of those present. In the event of the votes being equal, the Chairman shall have a casting vote.

173. Every member of the T.B.C. shall be supplied with a copy each of all the Volumes of the C.E.C.

174. Each member of a sub-committee shall forward to its Convener his opinion on such book received by him for consideration so that such opinion is received by the Convener a month before the T.B.C. meeting. The opinion of the sub-committee shall be communicated by the Convener to the Secretary of the T.B.C. so as to reach him three weeks before the date of the meeting. In the event of great differences of opinion among the members of the sub-committee, a meeting of the sub-committee shall be convened to consider the books on which such differences of opinion exist.

175. Every member of the T.B.C. shall be supplied by the Secretary with a subject-war and class-war list of all books registered for consideration, showing the category to which each book belongs, and, in the case of class books, the class for which each book is intended by the publisher. The list, together with the opinion of each sub-committee on each of the books considered by it, shall reach each member of the T.B.C. two weeks before the date fixed for the meeting of the Committee.

176. The Text-Book Committee shall have power to review the opinion of the sub-committee on any book considered by it, and to submit to the Government through the Secretary the final opinion of the committee. In case the committee differs from the opinion of the sub-committee, the opinion of the sub-committee also shall be forwarded to the Government.

177. A member of the T.B.C. or a sub-committee shall absent himself from a meeting when books, of which he is the author or in which he some financial interest, come in for consideration.

178. In the case of a book rejected as unsuitable by the T.B.C. some brief indication of the grounds on which it was rejected, shall be given to the publisher thereof. The general grounds, on which books may be rejected, are the following.—

*A. subject matter*

- (a) not adapted for the requirements of the schools in the State.
- (b) too advanced for such classes.
- (c) not sufficiently advanced in subject matter.
- (d) method of treatment, faulty.

- (e) faulty arrangement, selection and exposition of subject matter.
- (f) containing sentiments objectionable—politically or morally.
- (g) offensive to the religious susceptibilities of any community.
- (h) inaccuracy or misrepresentation of facts.
- (i) opinions not balanced.
- (j) over-crowded with details.

#### *B. Expression*

- (k) language unsuitable.
- (l) faulty style
- (m) errors in grammar, idiom or spelling.
- (n) unsuitable explanation.

#### *Printing and get-up*

- (o) unsatisfactory paper, printing or binding.
- (p) maps, diagrams or illustrations defective.
- (q) insufficient diagrams.
- (r) get-up unsatisfactory.
- (s) prohibitive price.

179. It shall be competent for the T. B. C. or a sub-committee, to recommend books for approval under a different category or their adoption as text-books for a class different from the one to which they are proposed by the publishers, or at a reduced price, provided there is a guarantee that the publishers would agree to such terms.

180. The proceedings of all the meetings of the T.B.C. and of the sub-committees shall be treated as strictly confidential by every member thereof and the Secretary.

181. The proceedings of each meeting of the T. B. C. shall be submitted to the Government through the Director within a week of the meeting; and after their approval, a list of approved and prescribed books shall be published in the Gazette by the Government.

182. The term "Publisher" may mean either a firm of publishers or an individual author who is his own publisher.

183. Every publisher, who desires to submit books to the T. B. C. for consideration, shall get himself registered, on payment of a fee of Rs. 250 in the case of a firm of publishers and of a fee of Rs. 25 in the case of an individual who is both author and publisher and no registration fee shall thereafter be demanded of a publisher who is in the authorised list of registered publishers.

184. The application for registration shall be made in the prescribed form which can be had from the Secretary.

185. Government may refuse registration to any publisher without specifying any reason, and in such cases 4/5 of the registration fee shall be refunded.

186. Government may also remove the name of a publisher from the Register for valid reasons to be communicated to the publisher and in such cases the registration fee will be deemed to have been forfeited.

187. Books, intended for use as text books, shall closely follow the syllabuses prescribed in the C. E. C., Vol. II. In the case of books for Primary classes, the printing shall be in sufficiently big and bold type. Maps, charts, etc., submitted for consideration, shall be drawn with "Indian Ink" and on good, thick paper.

188. When a book is submitted by a publisher for consideration by the T. B. C., a copy each thereof shall be sent by the publisher direct to the Director, the Secretary and every member of the committee, so as to reach them not less than three months prior to the date fixed for the meeting. No book received after that date shall be considered.

*Note.*—1. The books shall on no account be sent to the Secretary for distribution to the members.

2. It is the duty of the publisher to take the necessary acknowledgments to assure himself that the books have reached the members, etc., in time.

3. When a book is not considered at a meeting because of its not having reached all the members in time, it will be considered at a subsequent meeting, only if a copy of the same is sent in time to the member or members who had not received it previously and the other members are duly informed of the book coming up for consideration.

189. Publishers shall send their books with a covering letter in English, containing information on the following points.—

i. Title of the book, the subject under which it is to be classified; the class or Form for which it is intended; the category, *viz.*, class use, class library, general library or the teacher's use, under which it is to be considered; and whether the book is intended for the use in Primary, Lower Secondary or High School classes.

ii. Name of the author or editor, as given on the title page.

iii. Name and address of the publisher and of the Printing Press.

iv. Price of the book.

v. Whether the book was submitted previously for the consideration of the T.B.C. and if so, on what date and with what result.

vi. If the book sent belongs to a series, whether previous parts or volumes of the series have already been considered by the T. B. C. and, if so, with what result. If approved, the date and page of the Cochin Government Gazette notifying the approval shall be quoted.

vii. If translations, whether the original has been approved and whether translations in other languages have been published and approved; and

viii. The weight and size of paper used;

190. Each book shall be accompanied by a declaration in the following form.—

"I/We declare that no copyright material has been used in the book entitled . . . . ."  
or 'Necessary permission has been obtained for the copyright materials that has been used in the book entitled . . . . ."

Date.....

Signature of Publisher

191. Books sent for consideration by the T. B. C. shall be in print and shall have, on the cover or in the inner title page, printed in English, the title of the Book, the name of the author or publisher and the price and on the fly leaf the year of every issue of the book, revised edition or reprint.

192. Revised editions of books shall be sent for consideration of the T.B.C., although the original editions have been previously approved. When revised editions are sent, the decision of the T.B.C. on the previous editions and the nature of changes, such as additions, alterations in matter and language, corrections, etc., made in the revised editions, shall be clearly stated in the covering letter. Revised editions, shall contain an indication of the year in which they were revised. *e.g.*, "Revised 1945". No changes shall be made in the Title, of an approved text-book or in the name of its author or publisher, without the approval of the T.B.C. Unaltered reprints need not be sent for consideration of the T.B.C. but the entry "Reprinted 1943" should find a place on the fly leaf.

193. Magazines, journals, annotations, dictionaries, maps, charts, exercise books, mathematical tables, model question papers or publications of a similar nature shall not be considered by the T.B.C.

194. When a book is included in the list of prescribed text-books published in the Gazette, the publisher thereof shall forthwith send to the Director 12 copies of the same for distribution to the Inspecting Officers. The Inspecting Officers shall enter the books so received by them in their respective Office Library Registers. They shall also, when they go for inspection or visit, to schools, compare those books sold to pupils, and point out irregularities, if any, noticed as regards their quality and get-up.

195. Copies of an approved or prescribed book shall, when offered for sale, correspond exactly in every detail to the copy originally submitted to the committee. No change in matter or get-up of the prescribed or approved books, shall be introduced by publishers without the previous approval of the Government. Unauthorised changes shall render the approval liable to be cancelled for such period as the Government consider fit.

196. Publishers of books, prescribed as text-books by the Government, shall be required to execute an agreement with the Director on an 8 annas stamp paper, undertaking (1) to stock sufficient number of copies of such books at Taluk Headquarters of the State sufficiently in advance of the reopening of schools in Edavam (2) to keep up their quality with regard to printing and get-up (3) to abide by the Director's orders on all matters connected therewith and (4) to pay to the Government any damages not exceeding Rs. 500 that they might fix for infringement of conditions.

197. In addition to the consideration of printed books, the Committee may also undertake the scrutiny of manuscripts for adoption as text books, provided that (a) the manuscripts are sent to the Secretary a year before each meeting and (b) three neatly type-written copies in the case of English books and one neatly written copy in the case of Malayalam books are sent to the Secretary, one side only of thick paper being used in each case. The Secretary shall arrange for the circulation of the manuscripts among the members and return them to the authors in case they are rejected. The authors shall have to agree to the terms fixed by the Committee if their manuscripts are approved.

198. The members of the T.B.C. and the expert reviewers mentioned in section 168 may be paid an honorarium every year, to be fixed by the Government.

199. The duties of the Secretary shall be.—

(i) to maintain the Register of publishers and authors and of the books submitted by them  
 (ii) to keep on account of honorarium and T. A. paid to members and reviewers,  
 (iii) to correspond with the sub-committee Chairmen and members and take action on their reports,

(iv) to prepare the agenda and fix the dates of meetings in consultation with the President,

(v) to circulate notices and agenda papers of meetings.

(vi) to arrange for and attend meetings of the committee and sub-committees whenever possible,

(vii) to keep a record of the proceedings of meetings. When the Secretary is unable to be present at a meeting of a sub-committee, a record of the Proceedings shall be kept by the Chairman of the sub-committee concerned, who shall forward it to the Secretary.

(viii) to keep an up-to-date list of all approved and prescribed books,

(ix) to carry on all correspondence in connection with the work of the Text Book Committee,

(x) to perform such other duties as may be required of him by the President.

200. The Secretary shall also be the drawing officer of (1) the establishment pay bills and (2) all contingent and T. A. bills. Contingent expenses shall be got sanctioned, and all the contingent and T. A. bills got countersigned, by the Director. The travelling allowance of the members shall be as provided in the C.S.R.

## CHAPTER XIII

### Public Examinations

201. The Public Examinations of the Department shall be conducted and the certificates of success therein issued, by a "Board for Public Examinations" constituted by the Government once in three years.

202. The Board shall consist of eleven members, of whom three shall be Ex-officio members, viz., the Director, the Principal of the Sanskrit College, Trippunittura and the Inspectress of Schools. The remaining eight members shall be nominated by the Government; of these two shall be Divisional Inspectors and the rest, preferably non-official educationists not connected with any school in the State.

203. The Government may at any time, without assigning reasons, remove a member from the Board. Vacancies arising in the Board, may or may not be filled up by the Government at their discretion. Deficiency in number of members at any time shall not invalidate the Proceedings of the Board.



204. The Director shall be the Ex-officio President of the Board and the Principal of the Government Training Institution, the Ex-officio Secretary. The Secretary will not, however, by a member of the Board, but shall be present at all meetings of the Board to furnish the necessary information; and he shall be paid an honorarium of Rs. 500 per year by the Government. The Office of the Board shall be at Trichur and there shall be a permanent paid staff, recruited from the Education Department, to assist the Secretary.

205. The Board may fix its own quorum and follow the ordinary rules of procedure at meetings, or frame any special rules that they may consider necessary.

206. The Secretary shall, under the directions of the President, discharge all the duties delegated to him by the Board and generally be responsible for all the administrative and correspondence work of the Board. The S.S.L.C. and other certificates shall be issued under the signature of the Secretary. He may also, on application and on payment of a fee of annas eight, issue a certified extract of marks obtained by a candidate at any of the Public Examinations.

207. The Board shall meet twice a year. The first meeting in Thulam shall be for appointing Paper-setters, Chief and Assistant Examiners, tabulators and committees for passing the question papers, fixing the centres and making other arrangements connected with the examinations. The second meeting in Medam shall be mainly for the passing and publication of the results. Other meetings may, if necessary, be convened by the President.

208. The Board shall maintain an up-to-date Register containing separate lists of persons qualified to be Paper-setters, Chief Examiners and Assistant Examiners for the different subjects of the various examinations. The first list shall contain only the names of persons with not less than 15 years' teaching experience and other competent persons not actual teaching in schools; the second list only of persons with not less than 10 years' teaching experience; and the third, of teachers with not less than 5 years' teaching experience. In appointing Paper-setters and Chief and Assistant Examiners, care should be taken to see that an impartial and equitable distribution is made among the persons, in the respective lists. The members of the Board shall not themselves be Chief or Assistant Examiners, but they may be Paper-setters. Paper-setters may continue as such for not more than three years at a stretch, but Chief and Assistant Examiners shall have only one chance at a time. The same persons shall not ordinarily be re-appointed as Paper-setters or Chief or Assistant Examiners, before the lapse of three years after the last chance.

209. It shall be competent for the Board to frame any rules, not inconsistent with the provisions of the Code, that they may consider necessary for the guidance of the Secretary, Paper-setters, Chief and Assistant Examiners, Heads of Schools and Superintendents.

210. The rates of remuneration to Paper-setters, Examiners, Superintendents, etc., shall be fixed by the Government from time to time; but it shall be competent for the Board to suggest any changes on this or other matters, connected with the examinations and submit their recommendations for Government orders, if and when, in the light of their experience, the Board feel that, such changes will be conducive to the improvement of the examinations.

211. The Board shall, at the end of each year submit a report to the Government about the conduct and results of the various examinations.

212. The following shall be the Public Examinations to be conducted by the Board and the special rules pertaining to them. Other examinations may also be included by the Government from time to time and rules prescribed for them.

#### **S.S.L.C. Examination**

213. On their completing the Secondary School Course, pupils shall be awarded Certificates to that effect, specifying the kind and degree of specialisation they have obtained, provided that such pupils have attended a recognised Secondary School from the Fourth Form upwards and have registered and prescribed number of attendance during the period, or have been specifically exempted from such attendance by the Director for satisfactory reasons.

214. Every pupil shall on entering the Fourth Form, be provided with a blank Certificate Book in form laid down in the Vol. III of the Code and it shall be in the School as long as he remains on its rolls, the entries in the Certificate Book for each year being made from time to time by the Headmaster. The Certificate Book shall be the property of the pupil and shall be delivered up to him when he leaves school before or after completing the school course; but in

the case of transfer of pupils from one school to another, the book will be sent only to the Headmaster of the school which the pupil has joined.

*Note.*—1. The Certificate Books shall be supplied by the Department at a cost of 3 annas each, on requisition by the Headmasters. D. C. pupils and pupils belonging to the Ruling Families mentioned in section 79 will be exempted from the payment of the cost.

2. Every school shall maintain a duplicate of the entries in the Certificate Books, in a Duplicate Register which shall be supplied free to every school by the Department.

3. The entries in the Certificate Book shall be made for all the years for which a pupil has attended school, irrespective of the fact whether the pupil has been promoted or not at the end of such years.

4. The marks of a year to be entered in the Certificate Book shall be the annual examination marks or the average of the marks at the various examinations during the year, according as the one or the other forms the basis for promotions.

215. The completed Secondary School Leaving Certificates shall be awarded by the Board for Public Examinations on the results of the Public Examination which will be held once a year. The courses of study for the examination and the subjects, etc., will be as defined in Vol. II of the Code and Appendix B.

216. The Certificates shall take into account the work done by the pupils at school from the Fourth Form upwards and shall also contain the results of the Public Examinations.

217. No pupil shall be allowed to appear for the Public Examination unless he is fifteen years of age on the first day of April of the year in which the examination is to be held or has been specially exempted in this behalf by the Director. Lists of pupils requiring such exemption should be sent to the Director by the Headmasters on or before the 1st Vrischigam of each year.

218. At the beginning of each school year, the Headmaster of every recognised Secondary School presenting pupils for the Examination, shall prepare and forward to the Secretary to the Board a preliminary list of the pupils on the rolls who intend appearing for such examination at the close of the school year, with the subjects they propose to bring up.

219. Not later than the 15th of Makaram every year (the exact date being fixed and notified each year by the Board) the Headmasters concerned shall prepare and send up to the Secretary to the Board a final list of pupils who wish to appear for the Public Examination. Such pupils shall also pay an examination fee of Rs. 12 each and the chalang for such remittances should also be sent up to the Secretary with the final list. The list shall include only the names of those pupils.

(1) who have registered the minimum attendance required by the Code or have been exempted therefrom by the Director,

(2) whose conduct has been quite satisfactory, and

(3) who have attended the prescribed course of Physical education or have been exempted therefrom by the Director for special reasons, such as physical infirmity, etc.

The Headmaster shall certify that the pupils included in the list satisfy the above conditions. Their certificate books, duly filled up shall be forwarded to the Secretary not later than the 1st Kumbham of each year.

*Note 1.*—Pupils of Form VI need put in only attendance of 75 per cent of the total number of working days up to the date of despatch of certificate books to the Secretary to the Board for Examinations.

2. Trained teachers who have failed in Form VI and failed or passed in Form V or IV, but who still desire to improve their literary qualification, will be allowed to appear for the S. S. L. C. Examination as private candidates, if they have previously put in not less than two, three or four years respectively, of continuous teaching service in recognised schools of the State. Students of the final year Sastra Bhushana Course also will be permitted to appear for the S. S. L. C. Examination, as provided in section:

3. In the case of Supplementary candidates, i. e., those who have appeared once for the examination and who wish only to appear for certain subjects to complete their certificates, the examination fee will be only Rs. 3 per subject, up to a maximum of Rs. 12.

220. Pupils, who are candidates for the S. S. L. C. Examination, must have attended the prescribed course of instruction in each of the subjects they propose to present at the examination. The Director may exempt a pupil from the rule in special cases where a pupil has been allowed to undergo his education in a school where any of the subjects selected by him is not taught.

221. Pupils who have once appeared for the examination but failed to secure a pass, may appear for a subsequent examination without undergoing a further course of instruction at school, provided they do not propose to present at such subsequent examination subjects other than those which they presented when first appearing for the examination, and provided they have not attended any school during any part of that year.

*Note.*—If a pupil, who has successfully completed the S. S. L. C. Course, wishes to improve his Certificate either in regard its quality in one or more subjects already brought up, or by bringing up additional subjects, he may without further attendance at school appear for the Public Examination as a private candidate.

222. Applications from Private candidates under the above section and the note of section 219, along with the chalan for remittance of their examination fees, shall be sent direct to the Secretary to the Board not later than the date to be fixed and notified by him each year.

223. The percentage of marks in each subject at the Public Examination shall be entered on the appropriate page of the Certificate Book issued under the authority and signature of the Secretary. The Board shall be competent to declare eligibility for College Course and Public Service in conformity with the rules of moderation of marks, laid down by the Madras University for the purpose of Matriculation.

224. The Certificates, thus filled and completed, shall be returned by the Secretary to the respective schools, for delivery to the pupils concerned who may be leaving school. Duplicate Certificates may, with the sanction of the Director, be issued by the Secretary for satisfactory reasons and on payment of a fee of Rs. 5 besides the cost of a blank certificate.

### III Form Public Examination

225. This Public Examination is to qualify pupils for admission to Form IV of the recognised Secondary Schools. Pupils who have completed their III Form Course in recognised schools of the State and put in the requisite attendance, or have been exempted from such attendance rules, are eligible to appear for the examination. Attendance for such candidates will be reckoned only till the 15th Kumbham each year. Candidates who have already appeared once from a school but failed, may appear for the examination in subsequent years as private candidates, provided they desire only to qualify themselves for professional or technical studies and not to join literary schools for higher studies, and provided they have not attended any school during any period of that year. Private pupils under section 69 are also eligible for this examination.

226. The course of studies for the examination shall be as defined in Vol. II of the Code and the subjects for examination, minimum for pass, examination fee, etc., will be as noted in Appendix S. The candidates shall appear for all the subjects simultaneously and no compartmental system will be allowed. The private pupils under the category of section 69 shall in addition to the examination fee, pay the special fee of Rs. 10 every time they appear for the examination.

227. The fees for the Examination and the list of candidates for the Examination shall reach the Secretary to the Board on or before the date and in the manner fixed and notified by him each year in the Gazette.

### L. S. Scholarship Examination

228. This examination shall be conducted annually to decide eligibility for the scholarships tenable in L. S. Classes noted in section 83. There will be no examination fees and the subjects for the examination shall be as noted in Appendix B. Not more than 10 per cent of the pupils of the 5th class in every Primary School may be selected and sent up for this examination. The Headmasters should send the lists of such pupils to the Secretary not later than the dates fixed and notified by him each year. The pupils selected shall

be Cochinites and should include the best few in the whole class and the best few among the B. C. and D. C. pupils, as judged by their class progress and examination marks.

#### Teachers' Certificate Examination

229. There shall be three examinations, *viz.*,

1. Teachers' Certificate Examination for Specialists,
2. Teachers' Certificate Examination for other teachers—First year course, and
3. Teachers' Certificate Examination for other Teachers—final.

The first two of these examinations shall be conducted twice a year and the third only once a year.

230. The courses of study, rules of examination, and subjects and minima of marks for examinations, examination fee, etc., shall be as defined in Vol. II of the Code, Chapter X of the Code and Appendix B.

231. The dates of application and other details of the Examination will be fixed and notified by the Secretary every year.

#### Qurau Teachers' Examination

232. This examination will be held once in three years. The Secretary shall notify in time whether the examination will be held in any year, and is the dates of examination and application. The course of study, subjects, fees, etc., for the Examination shall be as in Vol. II of the Code and Appendix B.

#### Kavya and Sastra Bhooshana Examinations: Music Examinations

233. These Examinations shall be held every year. The courses of study, subjects for examination, fees and other details shall be as defined in Vol. II of the Code and Chapter XVI of the Code and Appendix B. The dates of application, etc., will be notified every year by the Secretary.

#### Drawing Teachers' Practical Examination

234. There shall be two grades of examinations—*viz.*, the Higher and Lower Grades. The fees for the examination and other details will be as given in Appendix S. The dates of Examination and application will be fixed and notified each year by the Secretary.

*N.B.*—Members belonging to the Ruling Family of the State, the Cranganur Chief's Family and the three Kovilakams of Vellarappilly, Elankunnapuzha and Chazhur, shall be exempted from the payment of all examination fees. Candidates from the D. C. communities also shall be exempted from the payment of all Examinations fees for two chances at each examination.

### CHAPTER XIV

#### Hostels

235. The Director may, in the case of Secondary and Special schools located in places lacking inadequate Residential facilities for students coming from a distance which cannot be walked up and down without detriment to their health and studies, either arrange for the opening of Government Hostels or call upon the Managements of private schools in such localities to open hostels. If Private Hostels are so opened under the orders of the Department, Government may contribute either.—

(a) a third of the cost of erecting and equipping the Hostel, or

(b) Rs. 2/8 per month in respect of each pupil in residence.

*Note.*—The rate may be increased by the Director subject to a maximum of Rs. 3/8, in special cases where the cost of renting suitable buildings or securing the necessaries of life is higher than usual.

236. In the case of Special Hostels like those intended for the members of the Depressed Classes or Muslim or Nambudiri Girls, Government will ordinarily pay a per capita contribution

of Rs. 3 per month; but in special circumstances it may be raised to Rs. 5 per month. No other Hostels of a sectarian kind be aided by Government.

237. Hostels are subject to periodical inspection by the Departmental and Medical Inspecting Officers and any serious deficiency, or defect noted by them shall be reported to the Director and set right by the management.

238. Hostels shall make adequate arrangements for the proper supervision of studies, etc., of the Boarders and also provide for them a recreation room, and a "sick room" without which no aid or recognition will be given by the Department.

239. Students who are not Cochinites or Boarders who are not students will not count for assessing the monthly contributions to be made by Government.

240. Contributions to Hostels during vacation months will be based on the strength on the closing day for the vacation.

241. Besides the Hostels mentioned above, Orphanages will be recognised and given grants, to be fixed by the Director in each case, provided he is satisfied that the orphans are pupils of recognised schools or will be sent to schools in due course.

242. Nothing in the rules or mode of management of a Hostel or an Orphanage shall offend against the religious susceptibilities of the Boarders.

## CHAPTER XV

### Collegiate Education

243. Besides the provision for higher education in Sanskrit Colleges mentioned in Chapter XVI, the Colleges in the State, under Government or private management, shall be affiliated to the Madras University and will provide for the Intermediate, B.A., B.Sc., and B. Com. courses of the University.

244. Until such time as Government or private agencies open Colleges, in the State for other Degree Courses such as L.T., Engineering, Medical, etc., Government have made the following arrangements for the admission of students for such courses outside the State.—

(a) Engineering and other Degree Courses at the Benares University College.

(b) Y. M. C. A. College of Physical Education—for Diploma in Physical Education.

(c) Engineering College, Guindy.

(d) Medical College, Madras.

(e) Teachers' Training Colleges at Saidapet, Trivandrum, Mysore; Lady Willingdon's College, Madras, St. Christopher's College, Madras.

245. Candidates desirous of proceeding to such Courses shall apply to the Director on or before the dates fixed and notified by him every year in the Gazette and the Selections shall be made by Government.

246. Migration Certificates in the Form in Vol. III will be issued by the Director on requisition from applicants who have passed the State S. S. L. C. Examination and are proceeding to study in a college affiliated to a University other than the Madras and Bombay Universities, subject to the following conditions.—

(i) The applications shall be forwarded with a chalan showing remittance of Rs. 2, the prescribed fee, in a State Treasury, through the Headmaster of the school in which the applicant had studied;

(ii) The name of the applicant shall be as entered in the S. S. L. C. Book issued to him;

(iii) The year in which he passed the S. S. L. C. Examination should be specified;

(iv) The S. S. L. C. Book and Transfer Certificate issued to him from the school shall be attached to the application;

(v) The Headmaster of the school in which the applicant last studied should certify—

(a) that the S. S. L. C. Book and Transfer Certificate have been really issued to the applicant, and

(b) that the applicant's conduct, while at school had been satisfactory throughout.

and (vi) The address to which the Certificate should be sent shall be clearly specified.

247. The Colleges within the State, affiliated to the Madras University, are recognised by Government. The courses of studies for the various examinations shall be such as are prescribed by the University.

248. Admission to the Colleges shall be open to all students without distinction of caste, creed or community, and as far as possible Cochinites should be preferred.

249. The appointments in the Government College shall be made by the Government in accordance with the University stipulations and their grades or salaries shall be as fixed by the Government from time to time. Appointments in private Colleges shall be entirely left to the management concerned, but Government may object to any appointment on political grounds.

250. The internal administration of the Colleges shall vest in the Principal, assisted by a College Council, subject to an appeal to the University or the Director as the case may be, in matters coming within their purview.

251. The terms, vacations and working days in Colleges shall be fixed by the Principals in accordance with the University rules; but Public Holidays of the State shall not be made working days.

252. The Principals shall be competent to sanction the use of College halls, furniture, etc. for public meetings, levying such fees as they may consider appropriate in each case. They shall also be *ex-officio* Presidents of all associations of students organised for extra curricular activities.

253. The Director shall visit and supervise over the general working of the Colleges at least once a year; on such occasions he shall also summon a meeting of the staff and acquaint himself with their views for the progress of University education in the State.

254. It shall be competent for the Director to call for any particulars regarding the working of any College in the State for the information of the Government.

255. The following general rules of discipline shall be followed in every College in the State.—

(i) Every student will wear clean and respectable dress.

(ii) Students shall salute Professors and other members of the Staff on their first meeting them for the day within the College precincts.

(iii) On a Professor or other member of the Staff or any visitor entering the class, the students shall rise and remain standing till they are desired to sit or till he has taken his seat.

(iv) No student shall leave the class until the Professor has left it, except with the permission of the Professor.

(v) Students are strictly forbidden to enter any Laboratory except with the permission of the Professor in charge.

(vi) Students are required to conduct themselves at all times in an orderly manner.

(vii) In moving from one class to another, as little noise as possible, should be made and whilst proceeding along the verandahs, students should, as far as possible, keep to the left.

(viii) College furniture should not be dislocated; all wilful damage will have to be paid for.

(ix) Students are strictly prohibited from taking any part whatsoever in any meeting or agitation, directed against the authority of the Government, or in any movement or agitation, calculated to result in ill-feeling between different sections of any community, or to excite feelings of disloyalty or disaffection. In doubtful cases, students would do well to take advice from the Principal before deciding on any course of action.

(x) No student of a College shall be a member of any organisation outside the College, without the permission of the Principal.

(xi) Students should not present mass petitions to the College Authorities.

256. In the Colleges under Government management, fees shall be levied at the rates and according to the rules noted below.—

(i) The fees for each of the First and Second year Classes shall be Rs. 84 per annum and for each of Third and Fourth Year Classes, Rs. 112 per annum, payable in eight equal instalments (or Rs. 80 and Rs. 106 respectively if paid in a lump sum in advance) three in the first term, in the months of June, July and September; three in the second term in the months of October, November and December; and two in the third term in the months of January and February.

(ii) Every student shall be liable to pay the fee for the whole term during any part of which his name has been on the rolls.

*Note.*—In *bona fide* cases, where admission is sought for professional or Honours Courses in Madras or elsewhere the Principal is empowered to issue Transfer Certificates; collecting only as many instalments as may fall due on the date of leaving. Fees for the whole term shall be levied from students who may leave the College to take up elsewhere courses for provision has been made in the College.

(iii) Each instalment shall be paid on the date notified by the Principal.

(iv) Any student seeking admission shall have to pay the fee prescribed before his name is enrolled. No student shall be enrolled after the beginning of a term, unless he has paid all the instalments of fees which he would have had to pay, had his name been on the rolls from the beginning of the term.

(v) A receipt signed by the Principal shall be granted for every payment made. All such transactions will be closed in the office at 3 p. m. every day.

(vi) Mistakes, if any, in the receipts issued for payments made, should be pointed out then and there and should be got corrected on the spot. Complaints made later will not be entertained.

(vii) If the fee is not paid within the time specified a fine of one anna per day shall be levied for late payment, provided the payment is made within ten calendar days of the due date. If the fee, together with the fine, is not paid even on the last day fixed for payment of the fee with fine, the student's name will be removed from the rolls of the College. The student may be readmitted on payment of all fees and fines due, as well as the usual admission fee.

(viii) If a student leaves in the course of a term, he has no right to claim remission of any portion of the fees paid for the term.

(ix) A student appearing for the September University Examination shall have to pay the fee for the first term only, which shall, however, be collected in advance at the time of admission. For a student, who, after failure in the September Examination, seeks admission in that year, only half the year's fees shall be levied.

(x) The following special fees also shall be levied.—

|  |                      |
|--|----------------------|
| (a) Admission of Rs. 3 payable at the time of admission. |                      |
| (b) Library fees   | .. Rs. 2 per annum   |
| (c) Stationery fees                                      | .. Rs. 3 per annum   |
| (d) Sports fees  | .. Rs. 2/8 per annum |
| (e) Laboratory fees                                      | .. Rs. 5 per annum   |

for students of Groups I and II of the Intermediate Classes, Rs. 10, for students of groups ii-b, ii-c, and ii-e of the B.A. Classes and Rs. 15 for students of the B.Sc. Classes. Students of Group ii-b of the B.A. Classes who have taken Mathematics as their subsidiary subject shall however pay Rs. 5 only, and students of the B. Sc. Classes who have taken up Mathematics as their main or subsidiary subject shall pay Rs. 10 only per annum towards their Laboratory fees.

|  |                    |
|--|--------------------|
| (f) Medical inspection fees for classes I and III only | .. Re. 1 per annum |
| (g) Fee for registration as Matriculates               | .. Rs. 2           |

(xi) The Special fees (Library, Stationery and Sports) shall be paid in two instalments along with the two first instalment fees for the first and second terms. All students shall pay along with the 2nd instalment of the first term the prescribed Laboratory fees together with a subscription of Rs. 1/8 towards the College Students' Union.

*Note.*—In the case of a student seeking admission to any of the University classes during the second or last term of the academic year, special fees shall be levied at half rate only.

(xii) (a) In the case of student of the Senior Intermediate or the Senior B.A. Class, who attends for part courses only, under the New Regulations, the amount of fees prescribed shall be

as follows.—payable in eight equal instalments, but no concession shall be allowed in the matter of special fees.

|          | Intermediate<br>Rs. | B. A.<br>Rs. |
|----------|---------------------|--------------|
| Part I   | 36                  | 48           |
| Part II  | 28                  | 28           |
| Part III | 42                  | 56           |

(b) In the case of the B.Sc. course, a fee of Rs. 32 per annum, payable in eight equal instalments shall be levied from students who attend Part I of the course. Students, who attend Part II of the course, shall pay Rs. 112 per annum in eight equal instalments.

(c) Students who have qualified for the B.A. Degree and who wish to qualify for the B.Sc. Degree shall pay fees at the following rates provided the complete course extends only to one year.—

(i) Main subject and one subsidiary—Rs. 84 payable in eight equal instalments.

(2) Main subject only—Rs. 56 payable in eight equal instalments.

(d) Students who have qualified for the B.Sc. Degree and who wish to qualify for the same degree in an additional subject after one year's course, shall be charged fees, if the subjects of study are a main subject and one subsidiary, or a main subject only, in accordance with the rates fixed in (c)—(1) and (2) supra.

(e) Students who have qualified for the B.A. Degree and who wish to qualify for the B.Sc. Degree after a two year's course, shall pay fees at the following rates.—

First year course Rs. 88 and second year course Rs. 112, each payable in eight equal instalments.

(xiii) Each student of the Junior and Senior classes of the Intermediate (Groups I and II); B.A. (Groups II—b, II—c and II—e) and B.Sc. courses, shall deposit in the local treasury a sum of Rs. 12—8—0 towards his laboratory caution money *before the end of July*, and produce the chalan depositing the amount. Students joining the Intermediate or Junior B.A. Class and taking non-laboratory subjects, such as Mathematics, History, Economics, Logic, or Malayalam as their optionals, are to deposit a sum of Rs. 10 each at the beginning of their course. When the students leave the College, the chalans will be passed by the Principal for payment, the cost of damage, if any, as reported by the Professors concerned being deducted from the original amount.

(xiv) In the case of students who fail in Part III of the B.A. Degree Examination or Part II of the B.Sc. Degree Examination and who wish to do practical work in the College Laboratories with a view to appearing for the subsequent examination, the fees noted below shall be levied for the use of the laboratories, besides the caution money of Rs. 12—8—0 which they should deposit in the treasury on the date of admission and from which deductions will be made for breakages. This concession shall not apply to students coming from other Colleges.

B.A., Rs. 10 per term; B.Sc., Rs. 10 per term, for those who have to work in two laboratories, and Rs. 15 per term for those who have to work in three laboratories.

(xv) Students of Classes I and III who fail to sit for the promotion examination and are ordered to sit for a special examination, shall pay Rs. 15 each.

257. In Colleges under private management, the rates of fees shall not be less than the rates in the Government Colleges, the fee for the B.Com. Courses being the same as for the B.A. Courses.

258. The following fee concessions shall be given to students in the Colleges in the State.—

(a) No fee of any kind shall be levied from the Members of the Ruling Family or of the Cranganur Chief's Family;

(b) Concessions offered by the Government to children of Military officers, etc., shall be given according to rules prescribed from time to time;

(c) Students of the D. C. communities shall be exempted from the payment of fees and special fees, but not of caution money deposit and Literary Union subscriptions;



(d) Women students, belonging to the Muslim, Jew, Nambudiri, Moothathu, Elayad, or non-Malayali Brahmin community shall be exempted from the payment of regular fees, but will have to pay special fees, caution money, etc.

(e) Women students belonging to other communities shall pay regular fees at only half the standard rates;

(f) Boys belonging to the B. C. communities shall pay regular fees only at half the standard rates, provided that the annual income of their parents or guardians do not exceed Rs. 720 in the case of the Intermediate Class students and Rs. 960 in the case of the B.A., B.Sc. and B.Com. students, as certified by the Tahsildar, Deputy Tahsildar, or Commissioner of Municipality or the Protector of the Depressed Classes.

*Note.*—(1) As a war-time measure, Government have increased the income limits in (f) to Rs. 1,080 and Rs. 1,440 respectively.

(2) The concessions under (d) and (e) will be available only to Cochinites and to the daughters and girl-wards of non-Cochinites officers in State service, of officials in the Postal Department working in the State and also of the employees of the Cochin-Shoranur Railway and the Cochin Harbour.

(3) The concessions under (c) and (f) will be available only to Cochinites.

(4) The concessions under (c), (d), (e) and (f) shall be available only for two years in each class.

(5) In private Colleges, the management may give other fee-concessions in deserving cases.

(6) The Principal of the College is competent to grant the fee-concessions.

259. Government shall reimburse, in full, the management of Private Colleges, the losses in fee income, on account of the concessions under (b), (c) and (f) of section 258. The standard rates of fees alone will be reckoned for calculating the amount due to a college under this head.

260. Government may aid Private Colleges or Hostels attached to them by sanctioning either a lump grant or an annual recurring maintenance grant and it shall be open to the Government to prescribe such particular lines of action to be followed by the managements, as may be considered necessary, before sanctioning such grants.

261. Besides any special or endowment scholarships that may be available in any college, Private or Government, the following Government scholarships, of the monthly value of Rs. 10 each, shall be awarded every year by the Director:—

(a) Twenty scholarships tenable for the two years of the Intermediate Course in any of the Colleges in the State, according to merit as judged by the rank in the State S. S. L. C. Examination of each year.

(b) Twenty scholarships tenable for the two years of the B.A., B.Sc. or B. Com. Course in any of the Colleges in the State, according to merit as judged by the rank in the Intermediate Examination of each year.

*Note.*—(1) Eight of each of the above scholarships shall be reserved for the B. C. and D. C. students and two of each of the above scholarships reserved for the Muslim students.

(2) The scholarships noted above shall not be held by any student along with any endowment or other scholarship.

(3) If a student who is eligible for any of the above Government scholarships, wishes to go up for a course of higher studies—literary or technical—not provided for in any of the State Institutions, he may avail himself of the scholarship along with an increase of 50 per cent in the amount, provided the course of studies, he wishes to go up for, is approved by the Government. Such scholarships will be available for the whole of the course chosen.

262. (a) Also a special scholarship *viz.*, “The Lady Willingdon Scholarship” will be awarded annually to the most deserving Cochinite Girl student passing the Intermediate Examination, to enable her to continue her studies for the B. A. or the B. Sc. Examination. The value of the scholarship will be Rs. 15 per mensem, tenable in any of the Colleges in the State, or Rs. 20 per mensem, tenable in any of the Colleges outside the State for the Honours Course. The Director’s choice will be final, provided the student chosen is certified to be in need of financial assistance by a competent authority. It will be tenable for the minimum period of taking a degree either in the Pass course or in the Honours course.

263. In addition to the scholarships noted above, a limited number of stipends of the monthly value of Rs. 5 will be available to the students of the Muslim, Jewish and D. C. Communities.

264. The Government scholarships and stipends mentioned above shall be drawn for disbursement, by the Principals of the Colleges in the Form given in Vol. IV, in the case of holders in the State Colleges and by the Director in the case of holders outside the State.

265. All Government Scholarships and Stipends shall be governed by the following rules.—

(a) They are given only to *bona fide* Cochinites. In doubtful cases, the decision of the Government shall be final.

(b) The holders thereof shall pay their tuition and other fees.

(c) Each holder shall acknowledge this allowance in an acquittance roll book.

(d) Holders absent for more than three months for any cause whatever shall render themselves liable to forfeiture of the allowances.

(e) The payments shall be conditional on good behaviour and progress. Failure to gain annual promotion means forfeiture of the allowance.

(f) Casual leave for urgent reasons may be given to a holder for not more than fifteen days in the year and not more than three days at one time. It shall not be taken in anticipation of sanction.

(g) Absence without leave is strictly forbidden. A holder who violates this rule and stays away without permission shall forfeit the allowance for the days of absence and for any holiday which may precede or follow the absence.

(h) All allowances shall cease with the examination at the end of the course for which they are allowed.

(i) No stipends shall be given for the Mid-summer vacation. The stipends shall be forfeited at the closing of the College for the Mid-summer vacation if the students are prevented from sitting for the annual examination by their failure to put in the required attendance.

266. Besides the usual courses of studies in the Colleges, Government or the Management may also provide facilities for Post Graduate Diploma Course or Research work, subject to the approval of the University, and, prescribe such fees or offer such rates of stipends, as may be considered necessary in each case. Also, six Scholarships of the monthly value of Rs. 50 each, will be awarded every year by the Government, to deserving Graduates for Research work in approved Colleges or Technological Institutes outside the State. Two of these shall be reserved to B. C and D. C students, and the remaining four shall be open to all. Each scholarship will be tenable for the whole of the course selected by the holder, or four years, whichever is less. The selections will be made by the Government every year on the recommendation of the Director and the holders shall be subject to the ordinary rules for Government Scholarship holders.

267. A student, applying for a Transfer Certificate during the College term on any day of which he has been on the rolls, or applying not later than the fifth working day of the College term immediately following, shall be given such Certificates upon payment of all fees and other amounts due to the College. A student applying for the Transfer Certificate after the fifth working day of the College term immediately following that during which he was last enrolled shall forthwith be given the Certificate on payment of (1) all fees and other amounts due to the College and (2) an additional fee of Rs. 3. In the case of a student who has been a candidate for the University Examination, the results of which have not been published before the beginning of the College Term, the 11th day after the results of that examination have been announced at the Senate House, shall be counted for him as the first day for the College Term, so far as the grant of a Transfer Certificate is concerned. Transfer Certificates prepared at the request of the guardian or student but not claimed within one calendar month of the date of preparation of the Certificate will be cancelled, and subsequent request for the same Certificate made outside the period mentioned above, will be considered only on payment of the penalty fee of Rs. 3 again.

## CHAPTER XVI

## Special Educational Institutions

268. The Special Educational Institutions in the State shall for the present be of the following types.—

- i. Sanskrit schools and Colleges.
- ii. Music schools.
- iii. Schools for other Fine Arts.
- iv. Adult schools.
- v. Fishery schools.
- vi. Schools for Defectives.

269. The rules regarding recognition, admission, transfer, attendance, discipline, management, working days, vacation and holidays for literary schools, shall, unless otherwise specified apply to these special Institutions also.

270. Other special rules regarding these Institutions shall be as provided hereunder.

## Sanskrit Schools &amp; Colleges

271. Sanskrit schools shall have seven classes and shall coach up pupils for the Kavya Bhushana Examination of the State. Admission to these schools shall be restricted to those who have completed their primary education; and normally pupils have to join class I. But, in exceptional cases, where the Director is satisfied that the pupils' attainments are such as to justify a relaxation of this rule, he may exempt them from the prescribed literary qualifications for admission and allow them to be admitted to the class for which they are found fit on a test in all the prescribed subjects of study, but not to a class higher than class III. A fee of Rs. 5 shall be levied for such tests.

272. The Sanskrit College at Trippunittura shall consist of two sections—(a) the Government Section and (b) the Endowment Section. Both the sections of the College shall coach up students for the Sastra Bhushana (Title) Examination of the State. The course shall extend to a period of four years and admissions shall be restricted to those who have passed the Kavya Bhushana Examination.

273. The admission to the Government Section of the College shall be open to all communities, but admission to the Endowment Section (conducted out of the income realised from the Endowment and Devaswam Funds and subject to the Endowment rules) will be regulated by the special provisions of the Endowment Rules.

274. For the present, the Government Section of the College will train up students for the Examination of Ayurveda, Jyothisha and Nyaya; and the Endowment section in Nyaya, Vedantha, Meemamsa and Vyakarana. Vedantha and Vyakarana classes will be opened in the Government section also, when there is a sufficient number of pupils seeking admission. The Government Section of the College will have the school classes (seven years' course for the Kavya Bhushana Examination) also attached to it.

275. Promotions shall be made only once a year on the results of the annual examination or the Public Examination, as the case may be, both in the Schools and the College. The promotions in the schools shall be got approved by the Department.

276. No fees of any kind shall be charged in Sanskrit Schools and Colleges, but in the case of students whose names have been removed from the rolls and who seek readmission, a readmission fee of 8 annas in the schools and Re. 1 in the College shall be levied.

277. The following scholarships tenable in the school and College classes, shall be awarded annually by the Director.—

(a) One scholarship of the monthly value of Rs. 3 to the best student of the IV class of every school as judged by the results of Preliminary Kavya Examination.

(b) Two scholarships of the monthly value of Rs. 8 each to the best students of the 1st year course of the Government section of the College, as judged by the results of the Kavya Bhushana Examination.

Note.—The scholarships under (a) and (b) once awarded, shall be available till the Course is completed.

278. A limited number of stipends also will be available in the Endowment Section of the College as per Endowment rules.

279. These scholarships and stipend holders shall generally be subject to the rules governing scholarship and stipend holders in Literary schools mentioned in section 84 of the Code.

280. The courses of study for the Kavya and Sastra Bhushana Examinations shall be as defined in Vol. II of the Code. English and General Knowledge subjects also are included for the courses so that those who pass these examinations are fit to be admitted in Form IV and VI respectively of Literary schools. Those who are in the Final Year Class of the College will also be permitted to appear for the State S.S.L.C. Examination as private candidates, exemption being given from Malayalam and one elective subject. Even though such candidates secure only 30 per cent of the marks in English, Mathematics, Science and History Geography at the S.S.L.C. Examination, they will be considered to have passed in those subjects for their Sastra Bhushana Examination.

281. The following Public Examinations shall be held for the students of the Sanskrit Schools and Colleges.—

(a) Preliminary Kavya Examination—at the end of the 3rd year of the school course.

(b) Final Kavya Examination—at the end of the 7th year of the school course.

(c) Sastra Bhushana (Title) Examination—at the end of the College Course. The fees, subjects and minima of marks for these examinations will be as noted in Appendix B.

282. In the Endowment Section of the Sanskrit College, Saturdays and Sundays will be working days and Saptami, Ashtami, New Moon, Full Moon and Pratipada shall be holidays.

283. The number of teachers in Sanskrit Schools and Colleges shall be fixed in each case by the Director according to the strengths of the various classes. The qualifications shall not be less than those of pandits of High Schools for Sanskrit and Malayalam teachers and those of a Lower Secondary Department in the case of Literary teachers, provided, however, that in the case of classes I and II of Sanskrit Schools, Kavya Bhushana qualified teachers may be appointed.

284. The grades of salaries of the teachers shall be as follows.—

(a) *Sanskrit Schools*—Rs. 20—1—30—2—40 for junior teachers and Rs. 35—2½—60 for Senior Teachers, the number of these being in the ratio of 3: 1.

Headmaster's allowance Rs. 10 per mensem.

(b) *Colleges*—Rs. 35—2½—60 for junior teachers and Rs. 60—5—110 for senior teachers, the number of these being in the ratio of 2: 1.

Principal's allowance Rs. 15 per mensem.

285. The rates of maintenance grant to schools under private management will be the same as for Primary Schools.

286. The Sanskrit College shall be inspected every year by the Director or an Officer deputed by him and the Sanskrit Schools by the Superintendent of Sanskrit Education.

287. The internal administration of the College shall vest in the Principal assisted by an Advisory Committee; but an appeal shall lie to the Director against the decisions of the Principal or the Committee.

### Music Schools

288. Music schools shall have eight classes with a Preliminary examination at the end of the sixth year, known as the Junior Music Examination and a final examination at the end of the eighth year course, known as the Senior Music Examination. Admissions to these schools will be restricted to those who have passed Form III and normally all candidates seeking admission have to join the first year class. But, in special cases, where the Director is satisfied that the candidates concerned have had some training in Music, he may allow them to be admitted to the class to which the pupil is found fit on a special test conducted for the purpose, but not to a class higher than class IV. An examination fee of Rs. 5 shall be levied for conducting such special tests.

*Note.*—(1) S.S.L.C. holders with Optional Music will be admitted to the fifth year class of Music Schools.

(2) In the case of pupils coming for admission from recognised Music Schools outside the State, the Director may, on the recommendation of the Head of the Institution to which admission is sought, allow them to be admitted to whichever class they are found fit for, on test, provided they have the requisite literary qualification of Pass in Form III. No fee shall be levied for such tests.

289. From the fifth year class onwards Music Schools may provide for instruction in Vocal and Instrumental Music.

290. Fees at the following rates should be charged in the Music Schools.—

| Classes     | Admission fees |    |    | Tuition fees per annum |
|-------------|----------------|----|----|------------------------|
|             | Rs.            | A. | P. | Rs.                    |
| 1 & 2       | 0              | 8  | 0  | 8 in equal instalments |
| 3 & 4       | 1              | 0  | 0  | 12 do.                 |
| 5, 6, 7 & 8 | 2              | 0  | 0  | 20 do.                 |

291. Fees are to be paid on the dates fixed for such payment in Literary schools, and if they are not paid on the due dates, a fine of annas 2 a week shall be charged for late payment of fees, up to a maximum of annas 4 in classes 1 and 2, of annas 4 a week up to a maximum of annas 8 in classes 3 and 4, and of annas 8 a week up to a maximum of Re. 1 in classes 5 to 8. B. C. pupils will pay fees at half rates only and D. C. pupils will be exempted from the payment of fees, provided they are Cochinites.

292. The hours of work in Music Schools shall be from 8 to 11 a.m. and from 4 to 6 p.m. but work may be conducted from 11 a.m. to 4 p.m. also for instrumental music only.

293. The qualifications of the teachers shall not be less than those of High School Music Teachers, and in addition they shall have at least 5 years' teaching experience.

294. The number of teachers in a school will be fixed by the Director according to its needs and strength.

295. The grades of salaries of the teachers shall be as follows.—

|                                       |   |  |
|---------------------------------------|---|--|
| School with classes<br>1 to 4 only    | } | One teacher on Rs. 35—2½—60 and the rest on<br>Rs. 20—1—30—2—40.                                     |
| Schools with all the<br>eight classes |   | One teacher on Rs. 60—5—110 and the rest divided equally<br>in 35—2½—60 and Rs. 20—1—30—2—40 grades. |

296. The Junior and Senior Examinations shall be Public Examinations, with examination fee, subjects and minima of marks as noted in Appendix B.

297. Grants-in-aid to Music schools run by private agencies will be in "lump form" subject to a maximum fixed by the Government.

#### Schools for other Fine Arts

298. Schools for teaching Fine Arts such as Dancing, Kathakali, Painting, etc., will follow the courses of studies and rules prescribed by the Director in each case.

#### Adult Schools

299. Adult schools are educational institutions intended for imparting literacy to persons who have passed the school-going age, and who are illiterate with a view to liquidate adult illiteracy. The Department may itself manage or recognise and aid, according to necessity, any institution established for this purpose and conforming to the rules in force.

300. Adult schools shall ordinarily consist of three classes or groups, and each group shall be under a separate teacher.

301. Admission shall be restricted to persons who have completed the age of 18.

302. Instruction will be entirely free and will ordinarily be given during the hours 7 & 9 p.m., the Director being competent to vary the hours according to local necessity.

303. The subjects of instruction shall be.—

1. Reading and writing;
2. The exposition of books of cultural interest especially in narrative form;

3. Principles of Hygiene, particularly with reference to the home, and the upbringing and care of children in health and sickness;
  4. Elements of Arithmetic and their application to the needs of daily life; and
  5. Needle-work in the case of women.
304. The reading of newspapers shall form part of the regular work of the highest class or group.
305. No hard and fast grading of pupils and no examination will be required.
306. Attendance of pupils will be regularly marked and every encouragement given to those who register the maximum number of attendance in the course of the year.
307. The use of Village and Rural Libraries and Reading Rooms will be freely allowed to students of adult schools, and where such students deposit a caution money of annas 8, they will be allowed to borrow books from such libraries without payment of the regular subscription during the period their names are on the books of an Adult School.
308. Adult schools shall be eligible for grant if they are recognised by Government and if they conform to the rules framed by the Department from time to time. The rates of grant will be as follows.—

|                       |                  |
|-----------------------|------------------|
| Class or Group I & II | Rs. 8 per mensem |
| Do. III               | Rs. 10 do.       |

No grant will be paid if the strength and attendances of a class goes below 20.

#### Fishery Schools

309. Fishery schools shall generally follow the rules and courses of study of Primary schools, but they shall in addition, provide for the teaching of Fishery to all pupils as a craft in and outside school hours. The teachers of such schools shall, besides possessing the usual qualifications for literary teachers, have undergone a special training in Fisheries, and they will be paid an extra allowance of Rs. 3 per mensem, in addition to the usual grade for Primary School teachers.

#### Schools for Defectives

310. Children who are blind or deaf and dumb or who are intellectually backward in such a marked degree as they cannot hope to receive the education proper to their capacities at the recognised Public Educational Institutions, will be received and educated free of charge at these schools.

311. The pupils of such schools, may, wherever possible, be coached up for any Public Examination subject to the sanction of the Director.

312. The qualifications of the teachers will be the same as for literary schools, besides any other special qualifications or training which the Director may consider necessary. The number of teachers for each school will be fixed by the Director according to the strength. Their salaries will be Rs. 20—1—30—2—40 for Primary Grade and Specialist teachers and Rs. 35—2½—60 for Secondary Grade teachers.

313. The minimum strength and attendance for grant purposes to schools under Private Management will be fixed by the Department, according to the special circumstances in each case.

## APPENDICES TO VOLUME I OF THE CODE

## CONTENTS

- A. Allotment of periods for the several subjects in the various classes in schools.
- B. Statement showing the various Public Examinations and their details.
- C. Rules for the proper working of School Libraries.
- D. Rules for the Organisation of Physical Activities in Schools.
- E. Rules for the Organisation of Scouting and Girl Guide activities in schools.
- F. Rules for the Organisation of Red Cross work in schools.
- G. Rules regarding the Admission of Private Pupils for Commercial Classes in High Schools.
- H. Rules regarding Fee-concessions, scholarships, etc., to children of Military Employees and Officers.
- I. Rules regarding the supply of books, etc., to the D. C. Pupils in Schools and Colleges.
- J. Instructions to Headmasters and Medical Inspectors regarding the Medical Inspection of pupils in schools.
- K. Directions for filling up and submitting Inspection Reports.
- L. Some Departmental Rules in force, not finding a place in the body of the Code.
- M. Rules regarding standard requirements for school site, buildings, playgrounds, furniture, apparatus, appliances, etc.
- N. Standard rates of Contingent expenses for Private Schools.
- O. Rules regarding the maintenance of Admission Register, Service books of Teachers Pupils' Attendance Register and Teachers' Attendance Register.
- P. Rules regarding grant of leave and increments of teachers in Private Schools.
- Q. Returns due from schools and their due dates.
- R. Provision of Forms and Registers for Private Schools.
- S. Forms of Agreement between Teachers and Managers or Managers and the Government.
- T. Rules regarding "Direct Payment System".
- U. Rules for the working of Staff-managed schools.
- V. Provident Fund Rules for Private Schools.
- W. Rules regarding the Grants to Village and Public Libraries.

## NOTE

Out of the 23 Appendices (A to W), the following are not drafted for the reasons noted against each.—

1. *Appendix F.*—Rules for the Organisation of Junior Red Cross work in Schools. . . .

These rules may be got framed by the Secretary for the Junior Red Cross Work in the State. The work being quite new, the Committee is not able to draft the Rules.

2. *Appendix I.*—Rules regarding the Supply of books, etc., to the D.C. Pupils in schools and Colleges.

The copy of the Rules sent by the Protector of Depressed Classes (only one copy in original) is enclosed. The same may be adopted subject to the modifications noted below —

- a. The rules provide only for a limited number of stipends; but the Committee has proposed stipends to all the D.C. pupils in the Secondary and College Classes.

- b. The number of pupils in Hostels should be increased to 30, and admission should not be refused to College students.

c. The rules for the supply of School Requisites may also be got framed and included.

3. *Appendix S.*—Forms of Agreement between Managers and Government and Managers or Government and Teachers.

The following forms may be included.—

a. Form of Agreement between Manager and Government for special building and equipment grant (Present Form No. XV).

b & c. Forms of agreement between Manager and Government regarding teachers selected for training [Present Form No. XIX, (ii) and (iii).]

d. Form of Agreement between teachers (Sirkar Service) and Government, when the former is selected for training. Present Form No. XIX (i).

e. Form of agreement between teacher and Manager when the former is selected for training.

Nos. (a) to (d) may be the same as at present and

No. (e) may be newly prescribed.

4. *Appendix T.*—Rules regarding "Direct Payment" system.—

The rules may be got drafted by the Director.

5. *Appendix V.*—Provident Fund Rules for Private Schools.

The present rule may be adopted and printed with the following modifications.—

(i) The Fund should be open to the teachers of Unaided schools also.

(ii) The Manager's contribution should be paid in full to the teachers, irrespective of the number of years of service.

(iii) Government contribution should also be paid in full to the teachers who have put in more than ten years' service.

6. *Appendix W.*—Rules regarding Grant to Village & Public Libraries.—

The present rules may be got printed.

## APPENDIX A

### Allotment of Periods for the several Subjects in the various Classes in Schools

#### TOTAL PERIODS—30 PER WEEK

#### Classes 1 to 3 (Primary Department)

|  |               |
|--|---------------|
| Malayalam Reading and Writing, or (English for pupils of Non-Indian Descent) | .. 10 periods |
| Stories, Nature Study, History, Geography and Civics                         | .. 5 "        |
| Drawing, Needle-work, Craft  | .. 5 "        |
| Arithmetic   | .. 5 "        |
| Music, or Mother tongue (for non-Malayali pupils)                            | .. 5 "        |
|  | .. 30 periods |

#### Classes 4 to 5 (Primary Department)

|  |               |
|--|---------------|
| Malayalam (English for pupils of Non-Indian Descent) | .. 7 periods  |
| English  | .. 6 "        |
| Arithmetic   | .. 5 "        |
| History, Geography, Civics, Nature Study             | .. 4 "        |
| Needle-work, Craft, Drawing                          | .. 5 "        |
| Music or (Mother tongue for Non-Malayali pupils)     | .. 3 "        |
|  | .. 30 periods |

*Note.*—Periods may be divided into half periods if necessary.



## Form I to III (Lower Secondary Department)

|  |                                     |
|--|-------------------------------------|
| Malayalam .. .. .                              | 7 Periods including library period) |
| English .. .. .                                | 7 ..                                |
| Arithmetic .. .. .                             | 5 Periods                           |
| History, Geography, Science and Civics .. .. . | 7 ..                                |
| Elective Subjects .. .. .                      | 4 ..                                |
| <hr/>  |                                     |
|  | .. 30 periods                       |

## Form IV to VI (High School Department)

|   |  |
|---|--|
| English .. .. .                             | 8 periods  |
| Mother tongue or other language .. .. .     | 5 ..   |
| Mathematics .. .. .                         | 4 ..   |
| Science .. .. .                             | 3 ..   |
| World History, Geography and Civics .. .. . | 4 periods [including one period for library and general knowledge] |
| Elective subjects .. .. .                   | 6 periods  |
| <hr/>                                       |  |
|   | .. 30 periods  |

*Note.*—One period per week may be devoted for Literary Union Meetings out of English and Mother tongue alternatively.

*N. B.*—Last 20 minutes of every school day should be devoted for Physical activities.

## APPENDIX B

## Statement showing the various Public Examinations and their Details

| Subjects and number of papers | Time for each paper | Marks | Minimum marks for a pass | Remarks |
|-------------------------------|---------------------|-------|--------------------------|---------|
| 1                             | 2                   | 3     | 4                        | 5       |
|                               |                     |       |                          |         |

## I. S. S. L. C. EXAMINATION

Examination fees Rs. 12 for the whole Examination or Rs. 3 per subject up to a Maximum of Rs. 12

|                                     |          |     |  |   |
|-------------------------------------|----------|-----|--|---|
| English I paper                     | 2½ hours | 50  | 40 per cent in English and 35 per cent in other subjects and subject to University rules | In the case of elective subjects involving oral or Practical Examination, time for the Practical and theoretical tests will be fixed and notified by the Secretary to the Board |
| Do. II paper                        | do.      | 50  |  |   |
| Malayalam or other Language I paper | do.      | 50  |  |   |
| Do. II paper                        | do.      | 50  |  |   |
| Mathematics                         | 3 hours  | 100 |  |   |
| General Science                     | do.      | 100 |  |   |
| History, Geography and Civics       | do.      | 100 |  |   |
| Elective subject I                  | 2½ hours | 100 |  |   |
| Do. II                              | do.      | 100 |  |   |

| Subjects and number of papers | Time for each paper | Marks | Minimum marks for a pass | Remarks |
|-------------------------------|---------------------|-------|--------------------------|---------|
| 1                             | 2                   | 3     | 4                        | 5       |

II. FORM III PUBLIC EXAMINATION

Examination fees Rs. 1-8-0

|                              |          |     |   |  |
|------------------------------|----------|-----|---|--|
| English                      | 2½ hours | 100 | 40 per cent in English and Malayalam, and 35 per cent in other subjects | In the case of elective subjects involving oral or Practical Examination, time for the Practical and theoretical tests will be fixed and notified by the Secretary to the Board. Candidates should pass in all the subjects in the same year |
| Malayalam                    | do.      | 100 |   |  |
| Mathematics                  | do.      | 100 |   |  |
| General Science              | do.      | 100 |   |  |
| History Geography and Civics | do.      | 100 |   |  |
| Elective subject I           | do.      | 100 |   |  |
| Do. II                       | do.      | 100 |   |  |

III. L. S. SCHOLARSHIP EXAMINATION

|   |          |     |  |  |
|---|----------|-----|--|--|
| Malayalam and English Translation                                   | 2½ hours | 100 |  | 70 for Malayalam; 30 for English Translation 20 marks for each subject |
| Arithmetic  | do.      | 100 |  |  |
| General subjects (History, Geography, Civics, Nature Study, Crafts) | do.      | 100 |  |  |

IV. TEACHERS' CERTIFICATE EXAMINATION

(a) Specialists

Examination fees Rs. 2

|                         |          |     |                             |   |
|-------------------------|----------|-----|-----------------------------|---|
| Method                  | 2½ hours | 100 | 35 per cent in each subject | Candidates should pass in both subjects at the same examination |
| Principles of Education | do.      | 100 |                             |   |

(b) 1st Year Course Examination

Examination fees Rs. 5 or Rs. 2 per subject

|                               |         |     |                             |   |
|-------------------------------|---------|-----|-----------------------------|---|
| English                       | 3 hours | 100 | 35 per cent in each subject | Candidates need not pass in all the subjects in the same year |
| Malayalam                     | do.     | 100 |                             |   |
| Mathematics                   | do.     | 100 |                             |   |
| Science                       | do.     | 100 |                             |   |
| History, Geography and Civics | do.     | 100 |                             |   |

| Subjects and number of papers | Time for each paper | Marks | Minimum marks for a pass | Remarks |
|-------------------------------|---------------------|-------|--------------------------|---------|
| 1                             | 2                   | 3     | 4                        | 5       |

**IV. TEACHERS' CERTIFICATE EXAMINATION—(cont.)**

**(c) 2nd Year Course Examination**

Examination fees Rs. 8 or Rs. 3 per subject

|                               |         |     |                             |   |
|-------------------------------|---------|-----|-----------------------------|---|
| School records and Work       | ..      | 100 | 40 per cent in each subject | Candidates need not pass in all the subjects in the same year |
| Practical Examination         | ..      | 100 |                             |   |
| Physical Education and Crafts | ..      | 100 |                             |   |
| Principles of Education I     | 3 hours | 100 |                             |   |
| Do. II                        | do.     | 100 |                             |   |
| History of Education          | do.     | 100 |                             |   |
| Method                        | do.     | 100 |                             |   |
| Organisation                  | do.     | 100 |                             |   |

**V. QURAN TEACHERS' EXAMINATION**

Examination fees Rs. 3

|                         |          |     |  |   |
|-------------------------|----------|-----|--|---|
| Arabic Text and Grammar | 2½ hours | 50  | 35 per cent in Theory and 35 per cent in Practical | Candidates should pass in all the subjects in the same year |
| Malayalam Practical     | 1½ do.   | 50  |  |   |
|                         | ..       | 100 |  |   |

**VI. KAVYA BHUSHANA EXAMINATION**

**(a) Preliminary**

Examination fees Rs. 3

|  |         |     |                             |   |
|--|---------|-----|-----------------------------|---|
| English  | 2 hours | 100 | 35 per cent in each subject | Candidates should pass in all the subjects in the same year |
| Malayalam  | 2½ do.  | 100 |                             |   |
| Sanskrit   | 3 do.   | 100 |                             |   |
| Arithmetic   | 2 do.   | 100 |                             |   |
| General subjects (History, Geography Civics and Science) | 2 do.   | 100 |                             |   |

**(b) Final**

Examination fees Rs. 5 or Rs. 2 per part

|  |              |          |                             |   |
|--|--------------|----------|-----------------------------|---|
| Part A.—English                        | 2½ hours     | 100      | 35 per cent in each subject | Candidates may pass in the examination by parts |
| Arithmetic                             | do.          | 100      |                             |   |
| History, Geography, Civics and Science | do.          | 100      |                             |   |
| Part B.—Malayalam                      | 3 hours      | 100      |                             |   |
| Part C.—Sanskrit (3 papers)            | 3 hours each | 100 each |                             |   |

## VI. (c) SASTRA BHUSHANA EXAMINATION

Examination fees Rs. 10 or Rs. 4 for each part

| Subjects and number of papers   | Time for each paper           | Marks                    | Minimum marks for a pass   | Remarks   |
|---|-------------------------------|--------------------------|--|---|
| 1   | 2                             | 3                        | 4  | 5   |
| Part A.—English<br>Mathematics<br>Science<br>History,<br>Geography,<br>Civics | 2½ hours<br>do.<br>do.<br>do. | 100<br>100<br>100<br>100 | 35 per cent in each subject of parts A and B; 30 per cent in each paper of part C and 35 per cent of the total | Candidates may pass in the examination by parts |
| Part B.—Malayalam   | 3 hours                       | 100                      |  |   |
| Part C.—Sanskrit<br>3 papers  | 3 hours in each               | 100 each                 |  |   |

## VII. MUSIC

## (a) Junior Examination

Examination fees Rs. 3 or Rs. 2 per part

|                            |               |         |                          |     |
|----------------------------|---------------|---------|--------------------------|-----|
| Part A.—Theory<br>2 papers | 2½ hours each | 50 each | 40 per cent in each part | do. |
| Part B.—Practical          |               | 100     |                          |     |

## (b) Senior Examination

Examination fees Rs. 8 or Rs. 5 per part

|                            |               |         |     |     |
|----------------------------|---------------|---------|-----|-----|
| Part A.—Theory<br>2 papers | 2½ hours each | 50 each | do. | do. |
| Part B.—Practical          |               | 100     |     |     |

## VIII. DRAWING TEACHERS' PRACTICAL EXAMINATION

Examination fees Rs. 3 for Lower Examination and Rs. 8 for Higher Examination

|  |    |    |                        |    |
|--|----|----|------------------------|----|
| Only a practical Examination in teaching | .. | .. | 40 per cent for a pass | .. |
|--|----|----|------------------------|----|

*N. B.*—Members belonging to the Ruling Family of the State, the Cranganur Chief's Family and the three Kovilagams of Vellarappilly, Elangunnappula and Chazhur shall be exempted from the payment of all examination fees. Candidates from the D. C. Communities shall also be exempted from the payment of the Examination fees, for two chances at each examination.

## APPENDIX C

**Rules for the Proper Working of School Libraries**

The school library shall consist of 3 parts.

(a) General Library (b) Class Books and (c) Magazines and Journals. A general stock register consisting of 3 parts should be maintained in every school for entering in serial order the books, etc., added year by year to the Library. The stock register should give the following particulars about the books, etc.

(i) Serial No. (ii) Section (class and No. ) (iii) Title of books (iv) Author, Publisher, etc., (v) Date of purchase (vi) Cost and (vii) Remarks.

The class books should consist of text books purchased for the daily use of the teachers for their class work. Books out of class use and bound volumes of Magazines and Journals considered worthy of being preserved in the general library such as extra Readers, standard text books in Mathematics, Science, History, Geography, etc.—may be transferred from time to time to the general library, and appropriate remarks showing reference to the general library stock register shall be made by the Headmaster in the case of books so transferred.

2. In addition to the general stock register, there should also be a section-war register or registers to show the list of books in each section. Printed catalogue showing the list of books in the various classified sections may take the place of section-war register or registers, provided the catalogue is kept up-to-date or reprinted every year. The Section-war register need show only the Section No., General Stock No., name and title of books.

3. Where there is a librarian for a school, the whole library including class books and journals should be placed under his charge. When there is no such separate librarian, a teacher may be put in charge of the whole library or different teachers in charge of the various sections.

4. Every addition made to the Library should be entered in the Stock Register and Section Registers in the appropriate place and handed over to the librarian or teacher in charge and his acknowledgement taken in the remarks column of the Registers.

5. Books shall be issued from the library only to the teachers by the Librarian or teacher in charge. An issue register shall be maintained for this purpose by each teacher having charge of a library section. The class teachers may take books from the Library for his own class or reference use and for issue to the pupils in his class. At the beginning of each school year, every class teacher is expected to take out from the Library sections a sufficient No. of books to be issued to the pupils of his class. An issue register may be maintained for each class also, or a simpler arrangement devised to keep a record of the issue to and return of books by pupils. No pupil should ordinarily be allowed to keep a book for more than two weeks, so as to ensure a proper circulation of the books among the pupils. It is the duty of every class teacher to see that all pupils derive the advantage of the Library.

6. Towards the end of each school year, say by the 1st of Meenam, all books issued to the pupils should be called back and every teacher should return the books to the respective sections, teachers in charge of sections will check and verify the stock and submit to the Headmaster a stock verification certificate and a list of books due from or lost by teachers or pupils. Headmasters should make a list of books which are lost or could not be got back and report the fact to the Department, with their recommendations regarding recovery of cost, etc., for necessary orders.

7. Class text books or library books not costing more than one Rupee, which have been worn out by use for more than three years may be got written off or auctioned after getting personal orders from the Inspecting Officer at the time of the School Inspection.

8. In the case of books lost or damaged and not coming under the category of (7), orders should be obtained from the Director regarding the recovery of cost in full or in part, their replacement, or writing off without recovery of cost.

9. When teachers are transferred or they leave the school for good, all books due from them should be got back at once and any dues from them reported as early as possible. No reports of dues from teachers on account of library books will be accepted or acted upon by the Department, if such reports are not made within a month of a teacher's leaving the school. Similarly books due from deceased pupils should be reported at the end of the succeeding school

year. No later reports will be accepted. Books due from pupils who have left school without T. Cs. should also be entered in the Arrear Demand Register at the end of each year with the initial of the Headmaster.

10. The Headmaster will be personally responsible for all losses due to want of timely action as detailed in (9).

## APPENDIX D

### Rules for the Organisation of Physical Activities in Schools

1. The class work being reduced to 6 periods of 45' each, besides an interval of 5' each at the end of the 2nd and 5th periods respectively, the last 20' of the school day, *viz.*, 4-40 to 5 p.m. shall be devoted for physical activities in schools.

2. In the Primary classes, the class teachers themselves, under the direction of Physical Education Director, if there is one, shall supervise over the Physical activities of the pupils. The pupils need not be engaged class-war, but may be divided into convenient groups according to age, residence or inclination or health condition. Boys and girls should as far as possible, be grouped separately. Each group not exceeding 30 children shall be placed under the charge of a teacher and the specialist of the school also may be entrusted with such work. The activities may take the following form—running and jumping, interesting group games, regulated exercises, manual work in the garden, etc. Each group may engage itself in different forms of activities on different days and about 10 to 15' of brisk exercise should be ensured for the children.

3. In Secondary Department also, the procedure to be followed shall be similar to that for the Primary classes, but the set of the pupils having a system of regulated exercises shall be under the charge of the Physical Director himself and this set alone need remain in the school during the 20 minutes. The pupils who take part in games or athletic activities may be allowed to go away and return for their respective games. Each game or athletic activity with the group of pupils allotted for it shall ordinarily be supervised over by a teacher, of course under the general supervision of the Physical Director.

4. Pupils coming from a distance of over two miles may, if they desire exempted from physical activities at school. They will however be supplied with balls, etc., provided a sufficient number, say about 20 could be grouped in a locality with public grounds and a teacher of the school will undertake to supervise their games at least occasionally.

5. The Physical Director shall ordinarily attend school from 1 to 7 p.m. and also in the morning from 7 to 9 a.m. when athletic activities practice of pupils or school sports require his presence at such hours. All the apparatus and articles for games and physical activities shall be in his charge and it shall be his duty to get them ready with the help of the school peon or the student captains, in time for the games.

6. In every Secondary school, there shall be a Committee for sports and games with the Headmaster as Ex-officio President and the Physical Director as Ex-officio Secretary. The teachers in charge of the different games or items of activities as well as the student captain or captains shall be members of this Committee. The teachers shall be nominated by the Headmaster, but the student captains shall be usually elected by the pupils. All items of expenditure, programme of activities and other items of business connected with sports and games shall be discussed and decided upon by the Committee. When the Headmaster differs from the views of the Committee and wants to follow a different course of action, he shall refer the matter to the Department and obtain orders; in such cases the views of the Committee also should be sent up to the Department.

7. Every teacher having charge of pupils for physical activities, shall be supplied with a list of such pupils and he shall mark their attendance on the several days. The Physical Director in the case of Secondary schools and the Headmaster in the case of Primary schools should also have a consolidated list of such groups and these should show to what extent each pupil has taken part in and derived the benefit of school physical activities. The consolidated list should show the details of age, height and weight of the pupils and should be available for scrutiny at the time of inspection.

8. Every teacher in a school shall feel that it is part of his duty as a teacher to help in the organisation of the physical activities of the school and should readily extend his willing co-operation in the matter.

9. The above rules are intended only for providing a general plan of work and the Physical Directors and Headmasters are at liberty to modify or add to, the rules according to local requirements. As far as possible, every pupil should be given an opportunity of taking part in as many games as he shows an inclination for.

10. The following games shall ordinarily be provided for in every Boys' Secondary school. Foot ball, Bad-minton, Volley ball, Tennquoit (Ring tennis), Basket ball, Carom and Cricket, besides some Indian group games. In girls' schools and mixed schools, Bad-minton, Ring tennis, Table tennis, Carrom, Skipping ropes should be provided.

11. The Secretary of the Games Association shall be in charge of all accounts, records and stock register of articles but he will be controlled and directed by the Headmaster who shall be responsible to the Department in every matter.

#### APPENDIX E

##### Rules for the Organisation of Scouting and Girl Guide Activities in Schools

1. Scouting and Girl Guide activities should be considered as a normal and important part of extra-curricular activities of schools and every school should try to secure on its Staff one or more teachers trained in Scouting or Guiding.

2. The No. of Scout Troupes or Cub-Packs or Guide Company will depend upon the number of teachers available, but no school should be without at least one troupe or pack or Company.

3. Local sympathy and help should be secured in financial matters and it is desirable that a Local Association is formed at every centre and members enlisted to the Association so as to ensure a regular income by way of membership subscriptions which may be fixed from 4 as. to Re. 1 per year.

4. The Headmaster should always be the Ex-officio President of such association and one of the Scout or Guide Teachers the Secretary.

5. Uniform is not the essential part of the Scouting or Guiding; yet every school should make an effort to have for itself a set of uniform for 24 pupils out of local collections.

6. Besides instructions in Scouting and Guiding activities, rules and principles, hytiking, excursions, group games and dances, monthly or quarterly variety entertainments, cultivation of useful hobbies, garden work, co-operation and service at public functions, etc., should form the general activities of Scouting or Girl Guide work in schools.

7. Every school should also subscribe for a copy of the "Cochin Scout" out of its local association funds.

8. The Secretary or the teacher in charge of Scouting or Guide work should be in charge of all Scout articles and accounts, under the direction and control of the Headmaster. In every High School a special room should be given for the use of the Scouts or Guides.

#### APPENDIX F

*(Please see note at page 109)*

#### APPENDIX G

##### Rules regarding the admission of private pupils to the Commercial Classes of High Schools

1. Regular pupils of schools who have taken up Commercial subjects as optionals for the School Final Examination will be exempted from the payment of any special fee for the subject.

2. Regular pupils of schools who, not having taken up Type-writing as an optional subject for the School Final Examination, desire to practise it without prejudice to their regular study will be charged a special fee of Rs. 9 per year, payable in eight equal instalments. Such pupils will not have to pay any special admission fees, nor shall any caution money be levied from them for the use of the Type-writing machine.

3. In the case of purely private pupils desirous of learning Type-writing and other Commercial subjects in High Schools, where provision exists, and facilities are available for the teaching

of these subjects an admission fee of Rs. 2 shall be levied and regular fee of Rs. 18 per annum for Type-writing and Rs. 6 per annum for each of the other subjects will be collected in eight equal instalments. A caution money of Rs. 5 shall be also levied from them who study Type-writing at the time of admission. This amount will be remitted by a separate chalan and the chalan returned to the pupil duly passed for repayment by the Headmaster, at the time of their leaving the school, after recovering the cost of damages, etc., if any, to the Type-writing machine.

4. The regular as well as private pupils who join for the Type-writing classes, will be allowed free use of the school Type-writers for class and examination purposes.

5. These private pupils (under 2 and 3 above) shall be treated like ordinary pupils of the High School Department in the matter discipline, admission, withdrawal, payment of fees, special fees, fines and readmission fees.

## APPENDIX H

### Rules regarding fee-concessions, Scholarships, etc., to children of Military Employees and Officers

#### A. Last War

1. The children of all men of whatever rank, whether combatant or non-combatant, who have since 4th August 1914 died while on active duty or become permanently incapacitated owing to wounds or diseases contracted while on the active list and who are bona fide subjects of the State, will be entitled to the following concessions on receipt of their applications through the Resident to the Madras States in the Form given in Vol. III.

(a) Free Primary Education as a Scholarship holder, the value of the Scholarship being fixed at Rs. 2 a month, plus an annual allowance of Rs. 12 to cover incidental charges for books, etc.

(b) Lower Secondary Education as a scholarship holder the value of the scholarship being fixed at Rs. 4 a month, plus an annual allowance of Rs. 14 to cover incidental expenses.

(c) High School Education as a scholarship holder, the value of the scholarship being fixed at Rs. 6 a month, plus an allowance Rs. 30 to cover incidental expenses.

(d) Industrial Education on stipends of the value of Rs. 4 a month, plus an allowance of Rs. 9 to cover incidental expenses.

2. The children of all soldiers who joined the War will be given Secondary Education at half rates, provided they are bona fide subjects of the State. In the case of girls and B. C. pupils usually eligible for half-fee concessions as per section of the Code, only  $\frac{1}{4}$  the standard rates of fees shall be levied.

3. The concessions noted above will be governed by the following rules.—

(i) The holders of the concessions and allowances satisfy the general rules for scholarship and stipend holders noted in section of the Code.

(ii) No scholarships or allowances excepting the industrial will be open to children who up to the age of ten have not attended any school. Cases where rigorous application of this rule may cause hardship will, however, be leniently viewed.

(iii) The concession will be tenable only for 2 years in each class.

4. The scholarships and stipends and allowances will be disbursed through the Inspecting Officers in the case of Primary Schools and the Headmasters in the case of Secondary and Industrial Schools.

5. The guardians will have the usual freedom of admitting the children in any recognised school of the State.

6. An Officer Commanding any Military Unit may be given such information as is possible, regarding the education of the children of any man of his Unit, coming under the category, should be call for the information.

7. The continuance of the scholarships and allowances herein sanctioned will be subject to the conditions now laid down and to any other regulation that may be framed hereafter by the Director.



*B. Present War*

I. Children of those serving in the Army, The Royal Indian Navy and the Indian Air Force in the present war will be granted the following Educational Concessions, provided they are *bona fide* subjects of the State.

(a) They will be exempted from full tuition fees and examination fees for the Public Examinations of the State, for their education in the Primary, Secondary and Collegiate Education—Arts and Professional—in the State, provided their families are not in affluent circumstances and

(b) They will be supplied with all text-books, note books, etc., free of cost, provided they are financially unable to purchase them.

*Note.*—1. Full "tuition fee" means only regular fees and not admission or readmission fees, special fees, etc.

2. The following limit of annual income is fixed for eligibility for the concessions in the respective classes.—

|                   |                     | Rs.   |
|-------------------|---------------------|-------|
| Primary classes   | annual income below | 600   |
| Secondary classes | do.                 | 1,200 |
| All High classes  | do.                 | 2,000 |

3. The maximum amount to be spent for books, etc., will be as follows.—

|                                  |                  |                                      |
|----------------------------------|------------------|--------------------------------------|
| Rs. 5 per annum per pupil in the | Primary Classes. |                                      |
| Rs. 10                           | do.              | L. S. Classes.                       |
| Rs. 20                           | do.              | H. S. Classes.                       |
| Rs. 40                           | do.              | Intermediate Classes of the College. |
| Rs. 50                           | do.              | Degree Course.                       |

Actual cost of books purchased—Professional Colleges.

The amounts for books, etc., will be paid by the Director subject to the above limits on receipt of indents from the Headmaster. The following certificate should also be attached to such indents.—

"I certify that (i) the books and stationery articles indented are absolutely necessary for the prosecution of studies of the pupil for the educational year, (ii) that the prices of the text books noted are according to the prescribed rates and (iii) that the cost of stationery articles claimed is not above the prevailing market rates".

II. The concessions noted in I will be extended to the dependants also, one such dependant being nominated by the War-employee concerned if he is a bachelor or one without children. In the case of the former, he may nominate a direct brother or sister or step-brother or step-sister and in the case of the latter his wife. In the case of one who has children the children alone will be eligible for the concessions and not other dependants.

III. The enjoyment of the concessions will be limited for a period of two years in one and the same class.

IV. The concessions noted in I will be extended to the children of the War-employees who belong to the Madras Province also.

V. The concession should not be held along with any other scholarship provided by the Government, except with special sanction. Such cases, if any, should be reported then and there and special sanction obtained.

VI. The concessions will be granted by the Director on receipt of applications from those serving, through their respective officers commanding. The applications should show in detail the pay and allowance received by the applicant, their liability to serve Overseas and the name and address of their children and wives at home, or their nominees with relationship. These applications will be sent to the Thasildars concerned of the State for inquiry into the financial position of the family of the applicants and on receipt of their reports, the applications will be disposed of.

## APPENDIX I

(Please see note on page 109)

## APPENDIX J

### Instructions to Headmasters and Medical Inspectors regarding the Medical Inspection of Pupils

#### A. To Headmasters

1. Forms and registers for Medical Inspection will be supplied departmentally and the Headmasters should see that these are obtained in advance from the Inspecting Officer.

2. The Medical Inspection Register should be kept up-to-date by the Headmaster when the Medical Inspector comes for inspection. Each class teacher should also have a list showing the names of pupils who were defective in health at the previous inspection and the action taken in each case and their Medical Inspection cards of such pupils.

3. Before each year's medical inspection, the Headmaster with the assistance of class teachers should see that their names and other particulars in Groups I and II of Schedule I are got entered in for the pupils who have not undergone previous medical inspection. Only one schedule should be used for pupil in his school career and in the case of pupils who have been once inspected, the old schedule should be obtained and kept filed in order.

4. After each year's inspection, the cards should be issued to the pupils through the class teachers and got back countersigned by the guardians. These cards should then be kept filed class-wise. The class teachers should also see the guardians or take the pupils to the local medical officers when the defects pointed out are so grave as to warrant such action on their part. In any case, periodical inquiries—say once a month, should be made by the class teachers regarding the action taken by the guardians on the Medical Inspector's reports. Every effort should be made by the class teachers to see that the defects are got remedied.

5. The Medical Inspection Schedules of the pupils should be handed over to the pupils along with their Transfer Certificates when they leave the school. When a pupil is newly admitted with a Transfer Certificate, the Medical Inspection schedule also should be obtained from the previous school and filed.

6. A report on the Medical Inspection of schools for each year should be submitted by the Headmasters to the Director through the Inspecting Officers, not later than the 10th of Chingam every year. A statement also should accompany the report showing (a) the name of the school (b) the number of pupils examined—1st inspection and repeat inspection separately.—, other work done and name and designation of the Medical Officer.

#### B. to the Medical Officer

1. The work to be done by the Medical Officer at the first inspection is detailed in Schedule I with the Appendix thereto. The entries in Groups I and II of this schedule should be filled in by the school staff.

2. All inspections should be carried out in the school premises within school hours. The class teacher is required to render every possible assistance to the Inspecting Officer in the discharge of his work.

3. After Schedule I has been filled up, it should remain in the custody of the Headmaster who should keep it ready for the next inspection. A copy of Medical Officer's recommendation should be sent by the Headmaster to the pupils, parent or guardian, who will do what is possible to see that the recommendations are duly carried out.

4. Columns II to IV are intended for subsequent "repeat inspection". These inspections should be conducted with special reference to previous inspections. It is, therefore, essential that the pupil should be thoroughly examined at the commencement of his school course. In the course of "repeat" inspections, the teacher should draw the attention of the Medical Officer to "Special" cases which show or have shown symptoms of disease.

5. The Medical Officer will also be responsible for the inspection of the school buildings and premises as also Boarding Schools and Hostels. This work should be done by him without special remuneration. The manner of each inspection is detailed in Schedules II and III and the appendices thereto.

6. Another ordinary duty of the Medical Officer to be discharged by him without remuneration is to advise school authorities of the necessity for the temporary exclusion of pupils suffering from infectious or contagious disease or infected with vermin. He will also advise as to the closing of the school during outbreak of epidemics or infectious diseases. Should an epidemic break out in the school or in its neighbourhood, the Medical Officer must visit the school as often as necessary and take steps for the infection of the school and the prevention of the spread of the disease.

7. It shall also be the duty of the Medical Officer, to give instructions as regards the Physical education of pupils by the suggestion of suitable exercises outside school hours.

8. The equipment necessary for the Medical Inspection of pupils is as follows.—

- (1) Avery's measuring standard—for taking heights and measuring tapes.
- (2) Weighing machine (portable)
- (3) Hay's hand mercurial dynameter.
- (4) Stethoscope.
- (5) Ophthalmoscope and lenses of refraction.
- (6) Svellin's test types in English and Local vernaculars.
- (7) Tongue depressor.
- (8) Head mirror for nose and ear examination.
- (9) One small glass stoppered wide-mouthed bottle of camphor.
- (10) Skins of coloured wool especially green and red.
- (11) A good magnifying pocket lens.
- (12) Needles to test anaesthetic patches to take blood, etc.
- (13) Clinical thermometer.
- (14) Glass slides for blood smears, etc.

(All these can be enclosed in a box 24" × 18" × 9").

The various columns in the Schedule I should be carefully filled up as per directions given below.—

Reference Number of note.

I. Date of birth to be stated exactly, date of month and year.

II. (1) "Other illnesses" should include any other serious disorder that must be taken into account as affecting (directly or indirectly) the health of the child in after life, e. g., rheumatism, tuberculosis, congenital syphilis, enteric fever, meningitis, fits, mumps. The effects of these, if still traceable should be recorded.

(2) State if any case of, or deaths from, phthisis, neuroses, alcoholism, insanity, etc., in the family.

III. (1) . . . . . No directions needed.

(2) Note absence in connection with possible sub-acute or chronic diseases, e. g. malaria, dysentery, tubercle, asthma, etc.

(3) Age to be stated in years and months thus 5-4-112.

(4) Insufficiency, need of repair, and uncleanness should be recorded (good, average, bad.)

IV. (5) Without shoes, standing erect with feet together and the weight thrown on the heels and not on the toes or outside the feet.

(6) Without shoes, otherwise ordinary indoor clothes. Height and weight may be recorded in English measures if preferred. In the annual report, however, the final average, should be recorded in both English and Metric Measures.

(7) General nutrition as distinct from muscular development physique as such. State whether good, normal, below normal or bad. Undernourishment is the point to determine. Appearance of skin and hair, expression and redness or pallor of mucus membrane, cerosis of conjunctives are among the indications.

(8) Cleanliness may be stated generally as clean, somewhat dirty, dirty. It must be judged for head and body separately. The skin of the body should be examined for cleanliness, vermin, etc., and the scalp and hair of scurf nits, vermin of sores. At the same time, ringworm, scabies, anaesthetic or leprous patches and other skin diseases—favos and impetigo should be looked for.

V. (9) General condition and cleanliness of temporary and permanent teeth and amount decay.

*Note.*—Hutchinson teeth.

(10) The presence or absence of obstruction in the nasopharynx is the chief point to note. Observation should include inflammation, enlargement, or suppuration of tonsils; probable or obvious presence of adenoids, polypi, specific or other nasal discharge catarah malformation (palate), etc.

(11) Including blepharitis, granular lids conjunctivitis diseases of cornea and lens, muscular defects acquirts systagmus (twitchings) blindness or other defects from small-pox.

(12) To be tested by Snellen's test types at 20 feet distance (6 metre). Result to be recorded in the usual way, e.g., normal V 6/6. Examination of each eye (R & L) should as a rule be undertaken separately. If the V be worse than 6/9 or if there be signs of eye strain or headache fuller examination should be made subsequently. Omit vision testing of children under 6 years of age.

(13) Including suppuration, obstruction, etc.

(14) If hearing be abnormal or such as interferes with class work, subsequent examination of each ear should be undertaken separately. Apply tests only in a general way in case of children under six years of age.

*Note.*—Be careful to exclude apparent backwardness due to defects of vision and hearing.

(15) Including defects of articulation, lispings, stammering, etc.

(16) Including attention, response, signs of overstrain, etc. The general intelligence may be recorded under the following heads.—

(a) Bright, fair, dull, backward.

(b) Mentally defective.

(c) Imbecile.

Omit testing mental capacity of children under six yeas of age.

VI. Under the following headings should be inserted particulars of diseased conditions actually present or signs of insipient diseases.

(17) Include heart sounds, position of apex beat, anaemia, etc., or anything abnormal or requiring modification of school conditions or exercises. Note possible causes for anaemia such ankylostomiasis, chronic Malaria, etc.

(18) Including Physical and clinical signs and symptoms. Look particularly for incipient phthisis or signs of chronic bronchitis.

*Note.*—Chest measurement on inspiration and expiration about a nipple line.

(19) Including chorea, eplipsy, paralysis and nervous strain and disorders.

(20) Glandular osseous, plumonary, or other forms.

(21) State particular form, especially in younger children.

(22) Including defects and deformities of head, trunk, limbs, spinal curvature, bone disease, deformed chest, shortened limbs, etc.

(23) Including any present infectious, parasitic, or contagious disease or any existing sequelae. At each inspection the occurrence of any such diseases since last inspection should be noted.

(24) Any weakness, defect or disease note included above (e.g.) ruptures especially unfitting child for ordinary school life or physical drill, or requiring either exemption from special branches of instructions or particular supervision "Hydrocele" Enlarged spleen.

9. Schedule II should be filled up by the Medical Officer as noted below.—

(a) Proximity of Public latrines, cowsheds, manure heaps, open drains, cesspits, tanks, etc., etc.

(b) Structure, state of repair, playground (if any) and size and sanitary condition.

(c) Number, size and position of doors, windows and ventilators, cubic space and number of children per room; if suitable cross ventilation. Amount of light and direction from which light comes and whether it falls on desks, etc., in proper way.

(d) Situation with respect to main buildings; different for boys and girls.

*Note.*—If enough space in urinal for boys and sufficient accommodation in latrines for both boys and girls, note arrangements for removal of excreta from latrines.

(e) Pipe or well, etc., utensils for filtering, drinking, etc.

(f) Suitability of desks and seats with relation to height; size, light, etc.

(g) Proportion of diseases such as malaria, tubercle, etc.

10. Schedule III should be filled up as noted below.—

(a) Proximity of public latrines, cowsheds, manure heaps, open drains, cesspits, tanks, etc., etc.

(b) Structure, state of repair, playground (if any) and size and sanitary condition.

(c) Cubic space for head; especially in sleeping rooms and dormitories.

(d) Position and proximity to boarding house and hostel.

(e) Sanitary condition of cook-house-utensils, water supply, drainage and sanitary condition of food, sanitary condition of dressing room.

(f) Suitability of desks and seats with relation to height, size, light, etc.

(g) Cleanliness of bedding, etc.

(h) Proportions of diseases such as malaria, tubercle, etc.

## APPENDIX K

### Directions for filling up and submitting Inspection reports

1. Information regarding the inspection of a School will ordinarily be given a week before the date of inspection. Three copies of the Inspection Report Forms also will be sent to the School in advance.

2. The Headmaster of a School should keep the three forms duly filled up, to be handed over to the Inspector at the time of inspection. The various particulars required in the report should be carefully gathered from the School Registers and records, and the figures, etc., should be correctly entered in the Reports. When the space allotted in the Report is insufficient, loose sheets of paper may be attached.

3. The names of all teachers, permanent and officiating, regular, and specialists, should be entered under the heading "Staff".

4. The financial and other statements should relate to the periods specified in the heading.

5. All the necessary registers should be made available to the Inspecting Officer for scrutiny; and as far as possible, the scrutiny of the registers will be made only from the school premises.

6. At the time of the inspections, each class teacher should keep ready (a) his plan of work for the year, (b) his notes of lessons (c) the copy and other written work of the pupils, (d) the craft work of the class and (e) the results of the class tests and other examinations. The Headmaster also should keep ready his Supervision Book, the School Log Book, the Punishment Register, Consolidated Time-table and mark lists and such other Registers as the Inspecting Officer may call for.

7. The Inspection Report forms (all the 3 copies) along with the remarks of the Inspecting officer on the various statements, the progress of work and standards maintained in the various classes and the maintenance of registers and records, and other general remarks, if any, will be returned to the School by the Inspecting Officer within 10 days after the inspection. The Headmaster should resubmit two copies of the same with his explanation, wherever necessary, in duplicate to the Inspecting Officer, within a week of their receipt by him. The explanations should be entered in the appropriate page of the Inspection Report or in additional sheets.

8. The Headmasters and Managers should note that in reviewing the School Inspection Reports, orders, may be passed imposing fines on teachers, or cuts in grants to the School, based on the remarks if any of the Inspecting Officer, about the unsatisfactory working of schools. They are, therefore, to see that the explanations offered by them or by the teachers are as comprehensive and convincing as possible, since no further opportunity will be given to them for explanation, before review orders are passed.

9. The Inspection Report of each year and the Review thereon should be kept filed in schools and should be made available to the Inspecting Officer at subsequent inspections or visits.

## APPENDIX L

**Some Departmental rules in force, but not included in the body of the Code**

I. *Levy of Stamp Duty.*—No application or petition addressed to the Headmasters or Managers of private schools need be affixed with Court fee labels; but such applications or petitions as would involve the sanction of the Inspecting Officers or the Director, should be affixed with court fee labels, even though they are sent through or addressed to the Headmaster or Managers of private schools.

A court fee label to the value of 8 annas should be affixed on applications or petitions addressed to the Director; those addressed to the Inspecting Officers or Headmasters of Government Schools Principals of Colleges or Government Training Institution and Secretaries to the Board for Public Examinations and the Text Book Committee should have a court fee label to the value of one anna affixed. Applications and petitions from the Princes of the Ruling Family and Depressed Classes are exempted from Stamp Duty.

The following are some of the cases that require stamped petitions.—

(a) Applications for Transfer Certificates not received within the first 5 working days of a term.

(b) Applications for Age Certificates, extracts from Admission Register, change of name, or Duplicate S. S. L. C. book and Transfer Certificates, Migration Certificates.

(c) Applications for the use of Sirkar School halls, furniture or grounds.

(d) Applications for permission to open new schools or classes or divisions thereof.

(e) Complaint petitions from guardians.

II. *Work of Quran teachers and attendance of Muslim pupils on Fridays.*—(1) The work of Quran teachers will ordinarily be from 9-30 to 11-30 a.m. and 4-30 to 6-30 p.m. on Fridays they may be exempted from evening attendance.

(2) The Muslim pupils may be allowed an interval of 2 hours in the afternoon on Fridays, without any loss of attendance.

(3) In places where the majority of pupils are Muslims, the work on Fridays may be arranged with the sanction of the Inspecting Officers for 4 periods in the morning 8-30 to 12 noon.

III. *Casual leave of teachers.*—(1) Teachers are according to service rules eligible for 15 days' casual leave during a year.

(2) The sanctioning authority will be (a) the Headmasters in the case of Sirkar Secondary School teachers (b) the Inspecting Officers in the case of all Headmasters (c) the Deputy Inspecting Officers in the case of Sirkar Primary School teachers and (d) the Manager in the case of all Private school teachers.

(5) Not more than seven days' casual leave can be granted at a stretch, nor should casual leave combined with the intervening holidays exceed 12 days, except with the sanction of the Director. Casual leave cannot be combined with other kinds of leave.

(4) Casual leave immediately preceding or succeeding the Summer vacation requires the special sanction of the Government and all Headmasters of schools should send up to the Inspecting Officers the applications for such casual leave with their remarks, within a week of the closing for the vacation or reopening after the vacation as the case may be.

(5) Officiating hands are entitled for casual leave only to the extent that they have earned at the rate of  $1\frac{1}{4}$  days per month or  $\frac{1}{2}$  a day for every 12 days; but in case of officiating hands in long standing vacancies the sanctioning authority may, at his discretion, grant casual leave in advance.

(6) The sanctioning authority may in cases of illness call for proper medical certificates.

(7) In order to check teachers' taking too much of casual leave, all casual leave in excess of 10, should be got sanctioned by the Inspecting Officers concerned.

(8) When the sanctioning authority refuses casual leave, an appeal shall lie to the Director, if preferred within a week and his decision shall be final.

(9) Specialist teachers working in more than one school shall be eligible only for proportionate casual leave from each school.

(10) All Headmasters should maintain a casual leave register in proper form and send up by the 10th of Kumbham and Chingam every year, consolidated half-yearly statements of casual leave taken by teachers.

IV. *Rules regarding specialist teachers having work in more than one school.*—(1) No specialist shall ordinarily have work in more than two schools, nor should each school be more than 4 miles away from each other.

(2) The days of work in the respective schools should be decided upon by mutual agreement between the Headmasters or Managers of the Schools and with the sanction of the Inspecting Officer. Days once so decided upon, shall not be changed afterwards, except with the sanction of the Inspecting Officer.

(3) Each specialist shall be attached to the staff of one school which shall be called the "Main School" while the other will be the "Deputation School".

(4) On the day of reopening after vacation, or after the expiry of leave, the specialist shall attend only in the Main School.

(5) When the same Saturday is a working day for both schools but with the timetables of different week-days so as to bring conflict in the work of the specialist teacher, he shall work in the Main School only, on such days.

(6) The casual leave shall be availed of by specialists only proportionately in the different schools. Applications for casual leave should be sent to the Main School also, even if the leave is from the "Deputation School".

(7) Leave and leave arrangements of specialists shall be communicated to all the schools and the Inspecting Officers concerned, by the granting authority.

(8) No deputation arrangement will be allowed if one of the schools is unaided and the other aided or Government.

(9) The P. F. Contributions of a specialist shall always be remitted through the Main School; the Manager's contribution from the Deputation School should be sent each month to the Main School in time. When the Main School is a Sirkar School, no P. F. remittance need be made by the Deputation School, but when the Main school is an Aided School, the P. F. remittance shall be made in full by that school.

(10) The salary of specialist will be that of the post which he holds in the Main School and shall be paid proportionately from the schools concerned; when both are aided schools, such payments being reckoned for grant purposes. When the Main School is a Government School, the salary will be paid in full from that school and the deputation School will not have to make any payment or make a subsequent claim for grants. When the Main School is Aided and deputation is to a Sirkar School, the full payment of salary may be made from the Main School, claim for grant being made on that full salary.

(11) The Headmaster of a Deputation School shall at the end of each month furnish the Main School with an attested statement of the monthly attendance of the teacher in the former school.

(12) For purposes of exemption from production of attendance certificates for the University Examinations specialists will be considered as full-time teachers only if they have full work in one or more schools.

V. *Sirkar School Hall, Furniture and Grounds—use of.*—1. Private individuals or associations may be allowed the use of school halls or furniture or play grounds provided such use is not for any public meetings, etc., which are likely to create disloyalty or disaffection towards the Government or ill-feeling between different communities or sections of a community

2. The hire charges for such use shall be

(a) Rs. 2 per day for hall or furniture and

(b) Rs. 5 per week for the use of the grounds

Depressed Class Organisations will be exempted from such hire charge. The sanctioning authority may use his discretion and grant exemption from the levy of hire charges in other special cases.

3. Besides paying the hire charges in advance, the parties should give an undertaking to the Headmaster of the School to the effect that the articles will be returned in proper condition and rearranged at their cost. The Headmaster may also demand a caution money deposit of Rs. 5 along with the undertaking.

4. The sanctioning authority for the use of halls, furniture and grounds will be the Inspecting Officer: and as far as possible sanction should be obtained in advance. The Headmasters may, however, in urgent cases use their discretion and act in anticipation of sanction after levying the necessary fees.

*VI. Teachers leaving school during leisure periods.*—Teachers are ordinarily expected to be at school even during their leisure hours; but in special circumstances, the Headmasters may allow them to leave school during such hours without casual leave, provided their services are not required for any kind of extra work at school. This is not a privilege to be claimed as a matter of right, but only a concession not to be abused. Teachers who request for such concession very frequently or availing themselves of the first and last hours' leisure as a rule, should be allowed to do so only with Departmental Sanction.

*VII. Headmaster leaving jurisdiction.*—Headmasters are expected to be in their jurisdiction even on holidays and on days on which they are on casual leave. They can leave their jurisdiction only with the sanction of the Inspecting Officer, though in urgent cases they may leave the places in anticipation of sanction. In all cases before leaving jurisdiction, they should make proper arrangements for despatch of office work with the First Assistant or the Senior Assistant in the locality and hand over the cash, etc., to him. No sanction will, however, be necessary if the absence from jurisdiction will not exceed 24 hours.

During vacations also, the Headmasters should as far as possible arrange to be in their jurisdiction; but in unavoidable circumstances, they may leave the locality after reporting to the Inspecting Officer and making arrangements for Office work. It should, however, be understood that they are responsible to the Department for the timely despatch of returns and replies to official references and that they will have to return to their head-quarters at their own expenses, when their presence is deemed necessary.

*VIII. Attendance of school clerks and teachers on holidays.*—School clerks are expected to attend school for office work even on holidays which are not Public Holidays. Even on Public Holidays, when there is any urgent work to be attended to, the Headmasters may call upon the clerks and teachers to come to school and attend to any urgent work that be pending. The Headmasters will however see that the convenience of teachers and clerks also is looked into in arranging such extra work.

*IX. Farewell addresses, etc., to teachers.*—No farewell addresses or entertainment of a formal nature or group Photos to teachers who are retiring or transferred, should be arranged without the sanction of the Director. The Director is competent to sanction such requests and also requests to unveil the portraits of teachers. Unveiling the portraits of teachers will be allowed only when they retire from service.

*X. Untrained hands—Headmasters—appointment of.*—Teachers who are not L. Ts. or B. Ts. or do not possess the Teachers' Certificates of the State shall in no case be allowed to be appointed as Headmasters of schools. Even when the appointment of a suitable Headmaster is pending, such teachers cannot be allowed to be in charge of schools for periods exceeding two weeks and they will not be eligible for the Headmasters' allowance for such periods.

*N.B.*—Graduates with 5 years' experience in teaching even though they are not trained, may, however, be appointed as Headmasters of L. S. Schools with the sanction of the Director.

*XI. Teachers' Conferences, etc., attendance at and closing of schools for.*—Every school may avail itself of a holiday in a year to enable the teachers to attend the Annual Teachers' Conference arranged by the Teachers' Association. Attendance at such Conferences is compulsory for all teachers, whether they are members or not.

Besides the Holiday for such Teachers' Conferences, and the holiday for the Annual General Assembly of the Teachers' Association, announced by the Director, each school may disperse the classes two periods earlier for Group Association general meetings, provided that such occasions do not exceed three in a year.



Teachers going to other localities for delivering lectures or presiding at Conferences, may be considered to be on duty.

Teachers who have to attend Executive Committee meetings of Teachers' Association<sup>s</sup> or their Groups may be allowed to do so and go away sufficiently early for such purposes, their absence in such cases being considered as "on duty".

All Associations should however see that the above provisions are not utilised to the extent of causing dislocation in normal school work and that all general and committee meetings are arranged on non-working days.

**XII. Extra-ordinary casual leave for infectious diseases**

Teachers who are themselves suffering from infectious diseases such as typhoid, small-pox, chicken-pox, etc., are not eligible for extra-ordinary casual leave, but will have to avail themselves whatever kind of other leave for which they are eligible, and to the extent considered essential by a Medical Authority.

Extra-ordinary casual leave is interded for teachers who are forced to attend on patients in their houses and are therefore prevented from attending schools. There is no limit for such extra-ordinary casual leave, but the Medical Officer should certify the extent to which the teacher should keep away from school and the Director should be satisfied that the teacher could not make other satisfactory arrangements for attending on the patient. Extra-ordinary casual leave can be combined with other kinds of leave only in exceptional circumstances proved to the satisfaction of the Authority granting the leave.

**XIII. Supernumerary hands to Primary schools**

No supernumerary hand besides the regular class teachers—one for each class or division—and the specialists will ordinarily be sanctioned to a Primary school; but schools under Convent Management where the teachers are sisters of the Holy Order will be sanctioned one teacher without grant.

When the work of teachers in Primary School exceeds the limit prescribed in Chapter VII, Sec. 116; in exceptional cases an extra teacher may be sanctioned. Physical Activities, Gardening, Agriculture and Handicrafts should be ordinarily within the normal work of every teacher and no specialists will be allowed for these subjects.

Whenever new specialists are appointed, care should be taken to see whether S. S. L. C. qualified hands could not be appointed, so that their services may be utilized for teaching other subjects also, and the necessity for deputation arrangements and extra hands avoided.

**XIV. Extracts from Teachers' Service Book—Issue of**

On requisition for Insurance Companies, extracts from the service book teachers showing their age, may be sent direct to the Companies concerned without the levy of any fees.

**XV. Certificates of relief of teachers—Issue of**

It is necessary to discourage teachers leaving the school where they serve without giving due notice so as to seek employment in a school in or outside the State, so no teacher should leave employment, whether on resignation or retirement with or without pension, without being given a certificate of relief by the Manager in the case of Aided schools and by the Headmaster in the case of Sirkar schools. In the case of the Heads of Sirkar schools, the Inspecting Officer concerned should issue the certificate of relief. The certificate should be in the following form.—

**Relieving Certificate**

This is to certify that ..... has been relieved from this institution on ..... as his services were dispensed with/as he has resigned/as he has retired.

Name of the Institution.

Date.....

*Headmaster, Headmistress, Manager  
or Inspecting Officers*

**XVI. Age Certificates, etc.—Issue of**

No certificate of any kind, Transfer Certificate, S. S. L. C. Book, Age Certificate, Conduct Certificate, Extract from Admission Register, etc., shall be issued to a pupil, when any dues are outstanding against that pupil.

**APPENDIX M****Rules regarding standard requirements for school sites, buildings, playgrounds, furniture, apparatus, appliances, etc.**

1. (a) The site chosen should not be in a marshy place or in such a low level as would obstruct free drainage of water,  
 (b) not be damp or of made-up soil,  
 (c) not be too near dusty public roads or markets and crowded places nor within a furlong of cemeteries or cremation grounds,  
 (d) not be such as would obstruct free sunlight,  
 (e) be such as would allow sufficient scope for future expansion of the school, and  
 (f) provide for the sinking of a good well, if there is no source of good water supply close by.

2. The building should be so planned and designed as to have the basement at least one foot high and a verandah of minimum width 3 ft. at least on one side.

3. The span of the building should as far as possible be not less than 18 ft.

4. Window and door space should occupy an area equal to 1/6 of the floor space and these should be so placed as to allow free access of sun light. The doors should be so placed as to avoid entry to one class room through another. Ventilators also should be provided as far as possible.

5. Shady trees should not be so near the building as to obstruct light or to cause damage to the buildings or the roof.

6. The height of the class rooms should be at least 10 ft. Ceilings should be provided where the roofing is not thatched.

7. The flooring should be free from dampness and be of concrete, or bricks or hard made-up soil that would not get damaged by the articles of furniture. In the case of mud flooring, arrangements should be made for weekly cleaning and smearing.

8. The floor-space per pupil should be at least 9 sq. ft. for the Primary classes and 10 to 11 sq. ft. for the Secondary classes. The cubic space per pupil should be about 90 to 120 C. ft. per pupil.

9. A normal class room should be 400 sq. ft. in area (18 by 22 or 20 by 20) and at least 10 ft. high on an average, so as to accommodate about 40 to 45 pupils.

10. Every class room should be provided with a wall cup-board and a good wall black-board or a wooden black-board attached to the wall or on a stand. The black-board should be so placed as to be free from reflection and in such a way that all pupils have a clear view.

11. Every school should have a class room for each class or division besides an Office Room, Teachers' Room, Waiting Room for Girls, Tiffin Room and Special Rooms for Laboratory, Optional Classes, etc.

12. Besides the ground space for garden work, minimum playground space for the schools shall be as follows.—

Primary and L.S. Schools—50 cents to 1 acre according to the strength.

High Schools—2 to 4 acres; shape approximate to a square.

*N.B.*—The playground should be even and level, should have ample drainage arrangements to avoid getting water-clogged and should not be more than a furlong away from the school.

13. When the class rooms are not separated by walls, proper partitions should be put up. These may be of bamboo thatties or wooden planks and should be, at least 8 ft. high.

14. Every class room should be provided with a chair and a table for the teacher, besides the articles of furniture for the pupils. Benches should be provided for all classes and desks to

all classes except classes 1 and 2. Bench and desk space should be at the rate of  $1\frac{1}{2}$  ft. per pupil in the Primary classes and  $1\frac{1}{2}$  ft. per pupil in the Secondary classes. The heights of the desks and benches should be suited to the age and height of the pupils. The furniture in a class should be so arranged as to allow separate blocks for boys and girls in the case of Mixed schools and free movement for the teacher.

15. The following are the minimum requirements by way of apparatus, etc.—

(a) *Primary School*.—A clock or time-piece. A bell or gong. A Globe. Pictures for Object Lessons and stories and Nature Study. Collection of seeds and specimens. Maps of the World, India, Madras Presidency and Cochin State. Garden Implements. Necessary articles for the crafts proposed to be taught. A Harmonium. One or two almirahs or boxes. Number Charts. Reference Books to the value of at least Rs. 50. A few country balls. A first-aid medicine chest.

(b) *Lower Secondary Schools*.—All those mentioned for the Primary schools and in addition—Maps of the various Continents. Reference books costing another Rs. 100. Physiology charts and clay models. Models for Drawing Mathematical Instruments for Black-board work. A few historical pictures.

(c) *High Schools*.—In addition to those mentioned for Primary and Lower Secondary Schools, the following: About Rs. 1,100 worth of Science apparatus and chemicals. More of almirahs. Outline maps and special regional maps. Measuring tape for 100 ft. A Weighing machine. High jump and Pole Vault posts, Hurdles, Carrom Boards. Ludo and other indoor games. A properly equipped gymnasium.

16. Latrines should be situated at least 100 ft. away from the classes. They should be so constructed as to allow proper draining away. The flooring and the walls should be cement plastered. The urinals should, if possible, be in compartments, one each for every 30 pupils. There should be separate latrines for the pupils and teachers and one separately for girls and women teachers. Besides the urinals, there should also be special rooms for the second call—one each for boys and girls. Proper arrangements should be made for the daily cleaning of the latrines, so as to keep them free from foul odour.

## APPENDIX N

### Standard rates of contingent expenses for Private Schools

#### I. Primary Schools and Lower Secondary Schools

|   | Rs.               | per annum |
|---|-------------------|-----------|
| Peon or masapady .. .. .                    | 120               | "         |
| Sweeping and cleaning charges .. .. .       | 60 to 100         | "         |
| Annual repairs, etc., to buildings .. .. .  | 60 to 100         | "         |
| Repairs to furniture, etc. .. .. .          | 20 to 30          | "         |
| Apparatus and appliances .. .. .            | 20 to 50          | "         |
| Class books and Library (reference) .. .. . | 20 to 40          | "         |
| Anchal charges and Stationery .. .. .       | 50 to 60          | "         |
| <b>Total .. .. .</b>                        | <b>350 to 500</b> | <b>"</b>  |

#### II. High Schools

|   | Rs.                   | per annum |
|---|-----------------------|-----------|
| Clerk and Librarian .. .. .                     | 400 to 600            | "         |
| Attender (Laboratory) .. .. .                   | 180                   | "         |
| Peons, Masapady, thotti .. .. .                 | 120 to 360            | "         |
| Sweeping and cleaning charges .. .. .           | 60 to 200             | "         |
| Annual repairs to buildings .. .. .             | 60 to 140             | "         |
| Repairs to furniture, etc. .. .. .              | 20 to 50              | "         |
| Apparatus and appliances .. .. .                | 80 to 200             | "         |
| Class books and Reference Library books .. .. . | 40 to 120             | "         |
| Anchal charges and Stationery .. .. .           | 40 to 150             | "         |
| <b>Total .. .. .</b>                            | <b>1,000 to 2,000</b> | <b>"</b>  |

## APPENDIX O

**Rules regarding the maintenance of Admission Register, Service Books of Teachers, Pupils' Attendance Registers and Teachers' Attendance Register***(a) Admission Register*

1. This is an important document that should be carefully preserved. Each volume may contain enough pages for about 500 pupils so that the register may be in handy volumes that will not be spoiled by constant reference. The paper used should be thick and durable and it is suggested that foolscap quarto size bound books with one page for each pupil may be used instead of the cumbersome size registers. Each page devoted to a pupil may be printed so as to provide headings for the necessary entries.

2. All entries in the Admission Register should be made soon after admission, if possible on the same day. The Headmaster should check the entries and initial in token of having done so. The applications for Admission and Transfer Certificates of pupils newly admitted should be filled in serial order with the corresponding Admission Numbers noted in red ink, after the entries in the Admission Register have been made.

3. When a pupil's name is removed from the rolls, the corresponding entry should be made in the Admission Register also. If the pupil is afterwards readmitted, a Readmission form should be got filled up and filed and a fresh page or line should be devoted in the Admission Register for the pupil with the old Admission Number itself noted in red ink. When a pupil whose name is removed, leaves with a T. C. on a later date, that fact also should be entered in the Admission Register. If such a pupil rejoins the school with the same T. C. or another T. C. from a different school he should be treated as a new admission and given a fresh Admission Number though the old Admission Number also may be noted in brackets for reference purposes.

4. An Admission Register should on no account be got re-written without special sanction from the Director.

5. In case schools desire at any time to adopt registers in the newly suggested form, i.e., book form, they may do so for admissions thereafter, after re-entering all the admission particulars of the old pupils on the rolls at that time in a separate Volume of the Register. The old Volumes of the Admission Register also should however be carefully preserved.

6. All corrections and changes made in the entries of the Admission Register should be attested by the Headmaster and references to Departmental orders, if any, should be clearly indicated in red ink.

*(b) Service Books of teachers*

1. A service book should be opened and maintained for every teacher and the same should be purchased at a cost of 2 annas to be paid by the teacher as soon as he joins duty. The cost should be remitted by a chalan and the service books obtained from the Director's Office after forwarding the chalans. When a teacher has already purchased a service book from a previous school or office, no fresh service books need be purchased, and the old one should be got from the previous school; but it should be remembered that there should be separate service books for Sirkar and Private Services.

2. The entries in the service books should be carefully made and attested properly. The entries on the first page regarding name and date of birth should be made only after verification with the S.S.L.C. Book and Transfer Certificate or other reliable records.

3. Quinquennial entries should be made in time without fail and properly attested.

4. A fresh entry should be made only for every change of appointment, transfer of appointment or change of grade due to promotion or general revision of salaries. No fresh entries are necessary in the case of increments in scales or grant of leave or rejoining duty after leave, etc. These are only to be noted in the remarks columns or in the body of the Service Book and properly attested.

5. The annual verification should be recorded and attested every year after verifying the several entries during the year. There should similarly be a verification entry at the time of transfer of the officer to a different jurisdiction.

6. When noting increments and leave, etc., departmental order sanctioning the same should also be invariably noted.

7. It is advisable to have a sheet attached to every Service book wherein the entries regarding all the leave may be consolidated and entered, showing the following details. S. No., Nature of leave, Period—From—to, orders sanctioning leave.

8. The officers competent to attest entries in the Service book are as follows.—

- (a) Managers of schools in the case of all teachers of private schools.
- (b) Inspecting Officers in the case of all teachers of Sirkar Primary schools, Headmasters of Sirkar Lower Secondary schools and Headmaster-Managers of private schools.
- (c) Headmasters in the case of all teachers of Sirkar Secondary schools.
- (d) Director in the case of all Headmasters of Sirkar High Schools.

9. The service books of all Headmasters of L. S. Schools and Headmaster-Managers of Private Schools should be kept in the Inspector's Office and of all Headmasters of Sirkar High Schools in the Director's Office.

10. In the case of Sirkar Primary Schools, the service books should be forwarded to the Inspecting Officer concerned for attestation whenever necessary, the entries being made by the Headmasters.

*(c) Pupils' Attendance Registers and Monthly Reports*

1. There should be an Attendance Register for the pupils of each class and these should be renewed every school year. The class teacher is responsible for its proper maintenance.

2. The Serial No., Admission No. and the names should be entered by the class teacher at the beginning of each month, taking due care that no mistakes creep in. Remarks in Red ink, such as F (for females) B. C., D. C., Full free (F. F.), Half Free (H. F.), Government Free (G. F.) should be added against the names wherever necessary.

3. The attendance of pupils should invariably be marked each day and the columns should in no case be left blank at the end of the day. "I" for late, "L" for absence with leave, "a" for absence without leave and "H" for special communal holidays should be noted in red ink. Forenoon and afternoon attendance should be noted separately and correctly by the appropriate strokes. When absence without leave is converted later into absence with leave, the corrections should be made and attested by the Headmaster with date of attestation. Holidays showing their nature should be noted in red ink.

4. Remarks such as "left with T. C. . . . . No. . . . . on. . . . ." "removed from the rolls on. . . . . for non-payment of fees/continued absence", "Temporarily removed", "Promoted from the class", etc., should be entered in red ink against the names when such cases arise.

5. The fees and fines collected should be noted in the appropriate column and the class teacher should initial against such entries and give the date also.

6. All the entries in the Attendance Register should be completed on the last working day of the month and the registers taken to the Headmaster and got countersigned by him.

7. The figures for monthly report should be collected by the Headmaster himself on the last working day of each month when the teachers should bring the Registers for countersignature. Any omission noticed in the entries should be got supplied and discrepancies, if any, in the total of fee collections set right before the Headmaster countersigns the Registers.

8. Each class teacher should at the beginning of the school year obtain the Admission Numbers and other particulars of the pupils from the previous year's attendance registers and should also verify them with the Admission Register and other office records not later than the 15th Mithunam each year.

9. It is desirable that the class teachers enter the dates of births of the pupils also against their names in the entries for Mithunam, after verification with the Admission Register.

10. A statement showing the names of fee concession holders in the class, their caste, nature of concession, order sanctioning such concession, 1st year or 2nd year, etc., should be kept attached to every class Attendance Register.

*(d) Teachers' Attendance Register and Monthly Report*

1. The names of all the teachers with their grades and designation should be entered every month in the Teachers' Attendance Register. The casual leave total up to the previous month should also be carried forward every month.

2. Every teacher should sign against his name each day. Late coming, and leave should be marked by the Headmaster in red ink and he should, in token of his daily checking initial every day below the names of the teachers.

3. In granting casual leave and checking the same, the rules regarding the grant of casual leave should be duly observed. The year for casual leave purposes will be from Chingam to Karkadagam.

4. Holidays should be noted in red ink both in the Register and the Monthly Report. Nature of the Holidays or reasons therefore should also be noted wherever necessary.

5. Appropriate entries should be made against the names of teachers who are transferred or join duty or enter on leave in the course of a month. The names of teachers on leave for a whole month should also be shown in the register with remarks—on leave till—

6. In the Teachers' Attendance Report, leave for the forenoon or afternoon should be shown clearly as the case may be.

7. The total of casual leave with the casual leave as penalty for late coming should be struck at the end of each month and carried over.

8. The Teachers' Attendance Report sent every month should be a true copy of the School Register, the attendance being marked by strokes (✓, /, ×) instead of signatures of the teachers.

9. Duty for examination purposes, court work due to summons served Departmentally, attending meetings of committees as per orders of the Department should be shown as "D" and special holiday for communities as "H".

10. The dates of the month (both English and Malayalam) and the names of the days should invariably be entered in both the registers and the report.

11. The Teachers' Attendance Register and the monthly report of the same should show the following particulars also at the end of the month.—

|  | Up to the end of the previous month | During the month | At the end of the month |
|--|-------------------------------------|------------------|-------------------------|
| Working days ..                        |                                     |                  |                         |
| Special or extra holidays ..           |                                     |                  |                         |
| Compensation working days for above .. |                                     |                  |                         |

#### APPENDIX P

##### Rules regarding grant of leave and increments to Teachers of Private Schools

###### (a) Leave

1. Teachers in Private Schools may be allowed privilege leave in emergent cases, if the sanctioning authority is convinced of the necessity for such leave, subject to the rules and procedure laid down in the C. S. R. for Government Servants (Ref. Art. 130, C. S. R.), Correction slips, and new Leave Rules for fresh entrants).

2. They may also be granted leave on Medical Certificate and extraordinary leave without allowances on the conditions laid down for Government Servants in the C. S. R. (Ref. Art. 137, 139, 139 of the C. S. R., Correction slips and new leave rules for fresh entrants).

3. Women teachers in Private Schools may also be granted Maternity leave on the conditions laid down in the C. S. R. for such leave to women teachers in Government Schools. (Ref. Art. 135 A of the C. S. R. and Correction slips).

*Note.*—When leave is granted on account of illness, the granting authority may call for a Medical Certificate from a Medical Officer not below the rank of a Sub-Assistant Surgeon, i.e., one with at least L. M. P. qualifications. Medical Certificates from Government Ayurvedic Physicians may also be accepted if such Certificates are countersigned by the Superintendent of the Ayurvedic Hospital.

*(b) Increments*

1. Increments in graded scales of salaries will be sanctioned only for each year of continuous service in the post, subject to the conditions that the teacher's work and conduct during the period are found to be satisfactory. In case of adverse remarks about the work and conduct of a teacher, by the Headmaster in his supervision remarks, or by the Inspecting Officer in his Inspection report, the increment can be granted only with the sanction of the Inspecting Officer.

2. If a teacher is reverted to a lower grade, in which he had worked and earned increments before, his pay will be fixed taking into account the total number of increments he had drawn in both the grades together.

3. If the teacher had only worked but not earned any increment in the lower grade, his pay will be fixed taking into account the total number of increments earned by him in the higher grade.

4. If a teacher who has not worked in a lower grade is reverted to it from a higher grade, he will be given as many increments in the lower grade, as he had earned in the higher grade.

*Note.*—All the three conditions in 2 to 4 above are subject to the maximum of the lower grade and to the provision that the teacher's service had been continuous throughout. In all cases where the reversion is not due to the suppression of classes, the pay will be fixed according to the merit of each case.

5. A teacher will have to start always from the minimum, on promotion to a higher grade.

*N. B.*—The Managers are expected to devote their best attention for the maintenance of the service books of teachers, so as to avoid difficulties and mistakes in giving effect to the above rules for granting leave and increments.

## APPENDIX Q

## Returns due and the latest dates on which they are due

| Names of Returns  | To whom due        | No. of copies | Latest date on which due    |
|---|--------------------|---------------|-----------------------------|
| 1. Pupils' attendance report  | Inspecting Officer | 2             | 5th of the month            |
| 2. Teachers' attendance report  | do.                | 2             | do.                         |
| 3. Casual leave statements  | do.                | 1             | 5th Kumbham and 5th Chingam |
| 4. Stock verification certificate   | do.                | 1 each        | 5th Medam                   |
| a. Furniture  |                    |               |                             |
| b. Library, class books and magazines   |                    |               |                             |
| c. Apparatus, appliances, Sport articles                                      |                    |               |                             |
| d. Laboratory articles  |                    |               |                             |
| 5. Financial statement of Sirkar Schools                                      | do.                | 1             | 5th of every month          |
| 6. Annual Financial statement of Private Secondary Schools                    | do.                | 1             | 5th of Chingam every year   |
| 7. P. C. R. Completion reports (Sirkar & Private Schools)                     | do.                | 1             | 5th of Edavam every year    |
| 8. Statement of Chemicals and explosives from all Secondary Schools           | do.                | 1             | 5th of every month          |
| 9. Special fee collection and expenditure statement, Private Secondary School | do.                | 1             | 5th Chingam of every year   |
| 10. Annual statement of all Schools   | do.                | 1             | do.                         |

*N. B.*—1. Besides the returns noted above, Sirkar schools should also send the returns due as per other Departmental rules, such as statement of Outstandings, communal-war statement of appointments, Establishment Statement, Statement of New Names, P.C.R. Estimates and bills, 55 years statements, P.A. Acknowledgment, Landed Property Statement, T.A. expenditure monthly statement, etc., in time.

2. All Headmasters should also see that information called for in L.C. questions are sent up within 3 days of receipt of communications from the Department.

3. Grant bills from Aided Primary schools should also be sent by the 5th of every month along with the following enclosures.—

(a) Teachers' attendance report.

(b) Pupils' attendance report.

(c) P.F. Contribution chalang.

(d) Acquittance of teachers.

4. Stock Verification Statement (4 above) should be accompanied with list of articles to be written off, lost, damaged, repaired, etc.

#### APPENDIX R

##### Provision of forms and Registers for Private Schools

###### (a) Those that will be supplied by the Department

1. Chalan forms for remittance.
2. Grant-bill forms.
3. Transfer Certificate books.
4. Age Certificate books.
5. S.S.L.C. Duplicate Register, and S.S.L.C. books to pupils costing 3 annas each.
6. Medical Inspection Schedules, Cards and Register.
7. Service books of teachers—cost 2 annas.
8. Scholarship and Stipend Bill forms.
9. Annual Report forms.
10. Half fee concession application forms.

###### (b) Those which should be got printed

1. Pupils' Attendance Registers.
2. Admission Register.
3. Application for admission.
4. Terminal Progress report forms for pupils.
5. Teachers' Attendance Register.
6. Pupils' Attendance and Teachers' Attendance monthly reports.

###### (c) Those for which Manuscript or Type-written copies may be used

1. Application for leave & Increment.
2. Casual leave Register.
3. Local Delivery book.
4. Acquittance Roll and sheets for teachers and scholarship holders.
5. Arrear Demand or Removal Register.
6. Cash book.
7. Fee Collection Register.
8. Special Fee Collection Register and Account book.
9. Visitor's book.
10. Punishment Register.
11. Log book.
12. Mark lists and Registers.
13. Examination Register.
14. Stock Registers.
15. Correspondence Register.
16. D.C. Supply Indents and Registers.
17. Half-yearly casual leave Statement.

*N. B.*—All the Registers should be page-numbered and a certificate showing the total number of pages, noted and attested by the Headmaster, before the Registers are begun to be used.



## APPENDICES S AND T

(See note on pages 109—110)

## APPENDIX U

**Rules for the Working of Staff-managed Schools**

1. Staff-managed schools are schools managed by teachers themselves and such schools should have permanent funds. The cost of the compound building, furniture and equipment after valuation by the Inspecting Officers concerned or the officers of the P. W. D. and Revenue Departments, if necessary will be included in the fund. A statement detailing the amount of the fund should be signed by all the permanent members on the staff of the school and deposited with the Department.

2. No depreciation will be allowed on this fund.

3. The permanent fund shall be shared by the permanent members of the staff in proportion to their pay. The specialists are not to be excluded. But only specialists on the staff of the school are to be included and their share will be in proportion to the pay they draw from the school.

4. If a permanent member vacates, his share is taken by the new permanent member. If a post is abolished the share contributed by the teacher holding it will be divided among the other permanent members in the proportion of their pay. The share amount of the relieving member should be paid to him in full.

5. Specialists attached to the school are liable to pay both the permanent and to the contingencies fund in proportion to their pay in the school while specialists of other schools who are only deputed to the staff-managed schools are liable to pay only to the contingencies fund in proportion to their pay in the school.

6. The school properties (*i.e.*, the permanent fund) shall not be transferred to anybody without the sanction of the Department.

7. Before a school is recognised as a staff-managed one, the permanent members of the staff shall execute a kychit regarding the conditions and the fund—both permanent and contingencies, while others should execute the kychit regarding the conditions and the contingencies fund. Every new member—both permanent and temporary or part time—should sign the respective kychits on their entry into service.

8. The Headmaster shall be the *ex-officio* manager.

9. Appointments shall be made in a meeting of the staff presided over by the Headmaster-manager, from among the applicants. In all cases of appointments a copy of the resolution passed in the meeting should be submitted to the Inspecting Office concerned along with the report for approval of appointment. In all cases of dispute the decision of the Inspecting Officers will be final.

10. No one can sell his share to anybody. If he leaves the school his share is transferred to the new comer on payment of the value thereof.

11. Contingencies fund—This is to be utilised for stationery, class books and maps, pay of the masapady if any, travelling allowance, P. C. R. to building, repair of furniture and equipment, proper upkeep of the compound manager's contribution in grant bill, P. F. contribution of the management, etc. This should also be in proportion to the pay of the teachers, and may be fixed at two and a half annas in the rupee.

12. The acquittance shall be for the full amount as in the case of other schools.

13. The P. F. subscription shall be remitted as other aided schools.

14. Since contingencies are provided for otherwise, grant need be considered only as a receipt to the management. There is no necessity to separate the teaching and contingencies grant from this amount.

15. The bills will be passed by the Inspecting Officers only.

16. The Headmaster-manager should maintain the account and he will be the custodian of all the school properties. Cash will be deposited in an approved bank, the Headmaster-manager keeping with him a permanent advance of Rs. 5 only.

17. There shall be a meeting of the staff every month presided over by the Headmaster to transact business. The last of these meetings in a year shall be presided over by the Inspecting Officer concerned in which the year's accounts will be passed. Appointments will be considered in meetings specially called for the purpose.

The Inspecting Officers can also call for urgent meetings of his own accord if he considers it necessary.

18. The Director of Public Instruction shall be the final authority in all disputes.

19. The Director of Public Instruction can subject to the approval of the Government add to the rules anything which he considers necessary for the proper working of the school; and also delete any of the provisions in the rules for the same reason.

## APPENDICES V AND W

(See note on pages 109—110)

C. V. ANTONY

*President, C. R. C.*

S. V. VENKITACHALA AYYAR

*Secretary, C. R. C.*

25—4—1120

## RULES GOVERNING THE PAYMENT OF SPECIAL STIPENDS TO DEPRESSED CLASS PUPILS

**Definition.**—The term Depressed Classes shall include.—

|          |          |          |
|----------|----------|----------|
| Kanakkar | Kadir    | Malayan  |
| Vathis   | Sambavan | Pulluvan |
| Kavara   | Ulladan  | Vettuvan |
| Pulayan  | Nayadi   | Kudumi   |

and such other communities as may from time to time be declared by the Government to be depressed.

2. **Bonafide Cochinites.**—Only *Bonafide Cochinites* are eligible for the concession Production of a certificate to this effect from the Village Parvathiam should be insisted on by the Protector.

3. **Kinds of Stipends.**—The following are the special stipends granted to the Depressed Class students in the State.—

- i. Collegiate stipends.
- ii. Special Industrial stipends.
- iii. Special Secondary stipends.
- iv. Tramway stipends.
- v. Technical stipends.

- vi. Stipends for Homeopathic studies.
- vii. Stipends for Sanskrit education.
- viii. Stipends for other technical studies.

The rates of these stipends and the conditions under which they are granted are detailed in the succeeding paragraphs.

4. **Collegiate Concessions.**—Twenty depressed class students studying in any of the two colleges of the State, *viz.*, 17 in the Maharaja's College, Ernakulam and 3 in the St. Thomas College, Trichur will be given the following concessions.—

- (a) A monthly stipend of Rs. 5 each per mensem.
- (b) A lump sum annual grant of Rs. 25 per pupil for the purchase of books and cloths.
- (c) The University Examination fees.
- (d) Class fees to students in the aided colleges.
- (e) The Matriculation Registration fees.

*Note.*—1. Payment of the class fees will, however be restricted to 3 students in the St. Thomas College, Trichur.

2. The concessions granted to a student in the Junior Class will hold good for the Senior course also, provided the student does not fail.

3. Payment of the monthly stipend will be restricted to non-residents of the Hostels for Depressed Classes.

5. **Special Industrial Stipends.**—(i) 15 students of the Government Trades School, Trichur will be granted stipends at Rs. 5 per mensem.

(ii) 15 girls studying in the Government Industrial School for Girls at Trichur will be granted stipends at Rs. 5 per mensem.

(iii) Stipends will be given at Rs. 3 per mensem to all the depressed class students in the Abalasaranam Girls' Industrial School, Ernakulam subject to a maximum expenditure of Rs. 700 per year on this account.

(iv) 140 Depressed Class pupils studying in the various Industrial Schools, both Government and Aided, and in the Industrial Section of the Malayalam School, Vijayaraghavapuram will be granted stipend at Rs. 2 per mensem.

*Note.*—1. Only students who have passed class IV of a literary school will be granted the above stipends; but the students of the Abalasaranam Industrial School are exempted from this rule.

2. No two stipends under the rule can be enjoyed by one and the same student at the same time. But the grant of special industrial stipends at the rate of Rs. 2 will not, however, debar a depressed class student from receiving the usual scholarships from the Industries Department.

6. **Special Secondary Stipends.**—There shall be open to Depressed Class students of both sexes (1) 105 Upper Secondary stipends of the monthly value of Rs. 3 each tenable for 3 years in any Upper Secondary School of the State.

(2) 225 Lower Secondary stipends of the monthly value of Rs. 2 each tenable for three years in any Lower Secondary School of the State.

(3) 5 Upper Secondary stipends of the monthly value of Rs. 3 each and 5 Lower Secondary stipends of monthly value of Rs. 2 each will be granted to students studying in classes other than Form I and Form IV and who are in a pitiable poor condition. The cases of such students who fail only once in the annual examination would also come under the category of these stipends.

7. **Tramway Stipends.**—Six depressed class students who have at least passed class IV of an English School will be selected once in every three years to undergo training as mechanic apprentices in the Tramway workshop at Chalakkudi. They shall be paid stipends at the rate of Rs. 5 per mensem tenable for 3 years.

8. **Stipends for Sanskrit Education.**—Stipends at Rs. 2 each per mensem will be granted to 6 deserving depressed class students studying in the various Sanskrit Institutions of the State.

9. **Special Stipends for Technical and other studies.**—Stipends at Rs. 3 each per mensem will be granted to 15 Depressed Class students for technical studies and training in institutions such as the Royal College of Homeopathic Physicians, Rama Varma Technical at Ernakulam, the Tata Oil Mills, etc.

10. **Tenure of Stipends.**—All the stipends granted under the above rules will be tenable for the particular courses for which they are granted, unless otherwise ordered, always provided that the holders thereof do not fail. Failure to gain annual promotion means forfeiture of the allowance for the rest of the course.

11. **Methods of selection.**—The number of stipends fixed in the above rules is the total number available for all the different years of each branch of education. Care should be taken to select students every year in such a way that it might be possible to select students every year to the several branches. The method of selection of students for the grant of Lower Secondary Institute stipends will be as follows.—

As soon as the schools are reopened the Heads of all Secondary Schools will forward to the Protector of the Depressed Classes, a list of the depressed class stipendiaries who have secured promotions to Forms II and III. They will also submit another list in the following form of the depressed class students who have been newly promoted to or admitted to Form I.

| Serial No. | Name of student | Caste | Percentage of marks | Remarks |
|------------|-----------------|-------|---------------------|---------|
|            |                 |       |                     |         |

After all the lists have been received, the Protector will ascertain the number of stipends available for fresh depressed class students in Form I. The Depressed Class stipendiaries who have secured automatic promotions to Forms II and III will continue to hold the stipends without any fresh sanction.

12. **Principle of selection.**—As several communities whose environments are not congenial to education, have been included in the term depressed classes the grant of stipends based on the results of the preceding examination alone will not be equitable. In order to encourage the spread of education throughout the State and to avoid complaint from the various sub-castes the selection of fresh students for the grant of stipends will be made both on the school-war and communal basis. After ascertaining the number of fresh stipends available for students in Form I in any year, the stipends will be proportionately distributed to every school according to the strength of depressed class pupils in Form I of that school, subject to a minimum of one student in each school. The number of stipends to any one school being thus fixed it will again be proportionately distributed among the several communities in the school according to the number of the students in the several communities. The selection of students from among the same community will, however be based on the result of the previous promotion Examination.

The above principle of selection will be adopted for the selection of stipendiaries of the other branches also.

13. **Power of sanction.**—(a) After the selection of the students, the Protector will forward a list of the students to the Government and obtain sanction to grant them Lower Secondary Stipends at Rs. 2 tenable for a period of 3 years.

(b) No separate Government sanction is necessary for the continuance of the stipends to students who have secured automatic promotion to Forms II and I I.

(c) If any vacant occurs in the stipendiaries in any school, the Protector can, without fresh Government sanction, grant the stipend to another student, (of the same school) in the same class

from the date of discontinuance of the original grantee, provided the student is otherwise eligible for the stipend under the rules. A copy of the order granting stipends under this sub-section should be forwarded to the Comptroller of Finance and Accounts for information.

14. *Applicability to other stipends.*—The provisions contained in Rules 12, 13 and 14 will apply *mutatis mutandis* to other kinds of stipends also.

15. *Condition of grant.*—Stipends are awarded under the following rules.—

(i) Except as provided under Note 2 to Rule 6, a student who is already in receipt of a merit scholarship or other scholarship under any of the rules of the Education Code or other rules, shall not be entitled to a stipend under these rules.

(ii) They shall be conditional on good behaviour, attendance and progress. Failure to secure annual promotion means forfeiture of the allowance.

(iii) When the holder leaves one school and joins another with the sanction of the Director of Public Instruction or the Director of Industries and Commerce, the stipend shall be tenable in the latter school.

The Protector should intimate the fact to the Comptroller of Finance and Accounts also.

(iv) Each holder shall acknowledge receipt of the allowance in an acquittance roll in Form No. I.

(v) Holders absent for more than 3 months for any cause whatever shall forfeit their allowance. All such cases must be reported to the Protector of the Depressed Classes.

(vi) No leave with allowance will be granted on any account. Proportional reduction should be made for the days of absence. The net claim for each student should be rounded to the nearest anna.

(vii) Stipends are not payable for the Christmas and Midsummer vacations.

16. *Bills and acquittances.*—The Heads of schools should submit to the Protector of the Depressed Classes not later than the 10th of the succeeding month, stipend bills (Form No. II) in duplicate. The bills received from the several schools should be registered in the Office of the Protector of the Depressed Classes in a Bill Register in Form No. III. These bills should be checked in the Protector's Office with reference to the above rules, passed for the correct amount admissible and noted in an Audit Register (Form No. IV). The entries should be attested by the Chief Ministerial Officer. The bills should then be posted in the allotment register (Form No. V). The Protector of the Depressed Classes after scrutiny will initial the postings in the Register (in Form No. V) pass the bill and endorse it to the Head of the Institution for encashment. Such bills should be cashed without delay and the amounts disbursed to the students and their acquittances obtained in Form I and forwarded to the Protector of the Depressed Classes, the next day after the disbursement. Undisbursed amounts should not be kept on hand for more than 20 days, at the end of which the money should be refunded to the Treasury and the chalan forwarded to the Protector of the Depressed Classes. The Protector of the Depressed Classes is given the discretion to return unpassed, a stipend bill of any school, if the acquittance for the stipend of the previous month is not received.

The bills and the several registers mentioned in these rules are subject to local audit.

17. *Inspection.*—The accounts maintained in the schools relating to the payment of stipends are subject to inspection by the Protector of the Depressed Classes or his subordinates.

#### Rules regarding to the supply of cloths to depressed class pupils

1. All Depressed Class pupils, studying in any of the educational institutions in the State will be supplied with cloths twice a year, the first supply being early in Chingam and the second soon after the Christmas vacation.

*Note 1.*—The free grant of cloths under the above rule will be extended to Odias, Potters, Naickens and Kudumichetties.

*Note 2.*—The dress supplied to the boarders of the Cotton Hostel will however, be 2 shirts, 2 long cloths and a washing towel costing not more than Rs. 3 per head for each supply.

*Note 3.*—The students in the Maharaja's College, St. Thomas College and St. Theresa's College are not entitled to the supply of dress under this rule, the same being covered by the lump sum paid to them towards the purchase of books, cloths, etc.

*Note 4.*—The recipients of special feeding charges or of special industrial stipends are not entitled to the supply of cloths under this rule.

2. Boys and girls above 13 years of age (by appearance) will be given two big cloths each and the rest four small or medium cloths during each year. Girls above 13 years will also be supplied with two yards of cloth for jacket a year.

3. The Kadir or Malaya girls of the Hill Tract Schools will be given chelas instead of ordinary cloths; but the supply in their case will be made only once in a year and they will not also be given jackets as in the case of other girls.

4. (a) On or before the 15th of Vrischigam and Karkadazam of every year the Heads of all literary and industrial schools should forward to the Protector of the Depressed Classes and indent in the following form in triplicate.—

Indent for cloth

To be in triplicate and in black ink.

Indent for cloths for the Depressed Class pupils of the.....

School.....for the 1st/2nd half of the year.....

Secondary/Primary Department

| Age of the pupils        | No. of pupils under each group of age | Size of cloths    | No. of cloths indent for | No. Sanctioned by Protector | Remarks |
|--------------------------|---------------------------------------|-------------------|--------------------------|-----------------------------|---------|
| 1. Boys below the age 9  | .. ..                                 | Small             | ..                       | ..                          |         |
| 2. Below 13              | .. ..                                 | Medium            | ..                       | ..                          |         |
| 3. Above 13              | .. ..                                 | Big               | ..                       | ..                          |         |
| 1. Girls below the age 9 | .. ..                                 | Small             | ..                       | ..                          |         |
| 2. Below 13              | .. ..                                 | Medium            | ..                       | ..                          |         |
| 3. Above 13              | .. ..                                 | Big               | ..                       | ..                          |         |
| Do.                      | .. ..                                 | Cloth for jackets | ..                       | ..                          |         |

I certify that the pupils for whom the cloths are claimed above are *bonafide* Cochinites and Depressed Classes or D. C. converts (as defined in the Cochin Education Code) Kudumi Chetties or Odas, or Potters or Naickens.

2. I also certify that all old cloths in stock that can be used as detailed in the remarks column have been deducted and the actual minimum requirements have only been indented for.

Station.....

Headmaster/Manager

(b) On receipt of the indents in the Protector's Office, they should be registered separately in an Indent Register in the following form.—

| Indent No. | Name of school | Date of Receipt | Date of return after scrutiny | Reference to bill by which payment was made | Remarks |
|------------|----------------|-----------------|-------------------------------|---|---------|
|            |                |                 |                               |   |         |

5. The indent after scrutiny shall be passed by the Protector, and one copy of it returned to the Headmaster of the school concerned, the second copy to the approved Government contractor for the supply of cloths for the year and the third copy kept in his office for checking the claims of the contractor.

6. Supply of cloths shall be made through a contractor, the tender therefor being accepted by the Diwan. Tenderers shall be required to deposit an earnest money of one per cent of the probable cost and the successful tenderer shall, in addition, deposit such further security as may be deemed necessary by the Diwan and execute the necessary kychit with stipulations in regard to place and time of supply and such other details.

7. When the supply is made, the Head of the school concerned should acknowledge receipt of the articles on the contractor's copy of the indent and hand it over to the contractor or his agent who will produce it to the Protector of the Depressed Classes for checking his claims for payment. The Protector of the Depressed Classes will draw up a Contingent bill supported by invoices and sent it to the Treasury endorsed for payment to the contractor concerned as laid down in Article 78-A C.A.C. Vol. I.

8. On receipt of the articles as per the indent, the Head of the school concerned should enter the items in a stock register in the form prescribed in Form No. 5; S. O. No. 245 and note disposals in the appropriate columns and if any balance is left, the indent for the next year shall be made only after deducting the number of cloths etc., in stock.

The Inspecting staff of the Education or Labour Department, or any other officer deputed by the Government for the purpose, will check the register as often as possible, and satisfy themselves as to the proper issue of the cloths to the pupils.

9. The Heads of schools will be responsible for the proper distribution of cloths to the pupils.

10. The expenditure on the supply of cloths shall be confined to the Budget grant and under no circumstances, shall the average expenditure per head in a year exceed Re. 1.

#### **Rules to regulate the working of the Government Hostels for Depressed Classes**

1. The Government Depressed Classes Hostels are intended for the poor *bonafide* Cochinite Depressed Class boys studying in any of the literary, Industrial or Technical Institutions. The affairs of the Hostel will be managed by a Superintendent who will be paid an honorarium of Rs. 10 with boarding. Each hostel will be allowed two cooks, a head cook on Rs. 5 and an assistant cook on Rs. 3 per mensem. The Government will appoint from time to time distinguished gentlemen of the locality as Honorary Wardens and Honorary Visitors to the Hostels. The Superintendent will furnish a security of Rs. 50 if he is not a Government servant. The Superintendent will work under the supervision of the Warden subject to the control of the Protector of the Depressed Classes.

2. No one who has an institution for study within 3 miles of his usual place of residence is eligible for admission into the hostel.

3. Accommodation in the hostel will be allowed to a boarder as a rule only for one year of study in each class. Any exception to this rule requires the special sanction of the Government.

4. Applications for admission in Form No. I should in the first case be submitted to the Honorary Warden through the Superintendent of the Hostel. No incomplete applications can be accepted by the Superintendent. The applicants who come after passing the Public Examinations may however be exempted from furnishing the mark list. When all the applications are received the Superintendent will submit them to the Honorary Warden with his remarks on each of them. In the case of old boarders requesting for admission the Superintendent will also offer his remarks as to the applicant's conduct, progress, etc., in the previous years of his hostel life. The punishments, if any, meted out to each of them will also have to be recorded by the Superintendent. With his remarks on each applications the Honorary Warden will forward each application to the Protector recommending 20 of them for selection. On receipt of these applications the Protector will sanction admission to 20 pupils preference being given to Upper Secondary and Collegiate students. In making the selection the Protector will also see that preference is given to old boarders subject to the condition that their conduct in previous years was satisfactory.

5. The Protector will send in the following form a list of the applicants selected, to the Superintendent through the Honorary Warden. As soon as the Protector's order for admission

is received, the Superintendent will admit the applicants, entering their names in a register in Form No. ii.—

| Sl. No. | Name of pupil | Class and school of Study | Native place | Caste | Remarks |
|---------|---------------|---------------------------|--------------|-------|---------|
| (1)     | (2)           | (3)                       | (4)          | (5)   | (6)     |
|         |               |                           |              |       |         |

In every year the Protector will intimate the Heads of Schools concerned the names and other particulars of the students admitted in the Hostels so that the Heads of Schools can withhold their concessions such as their stipends, cloths, etc.

6. The Superintendent will maintain an attendance register in Form No. III. The attendance of all the boarders should be marked twice a day, i.e., both morning and evening. The boarders are permitted to be in the host-] during short-term holidays but not during the period of mid-summer vacation. If however, they wish to leave the Hostel for a short time on any account, the sanction of the Superintendent should be obtained therefor by application in Form No. IV. These applications should be filed by the Superintendent chronologically in a file book, the fact of absence being noted in the attendance register also.

7. Boarders are responsible for the sound condition of the furniture and other articles of the hostel handled by them. They are also expected to behave properly and cause no disturbance to their hostel mates and they are liable to be fined, suspended or expelled from the hostel according to the direction of the Honorary Warden. Detailed rules regarding the daily routine of the boarders and the discipline to be maintained shall be made by the Superintendent with the approval of the Honorary Warden and they will have the same force as these rules. Copies of these rules will also be submitted to the Protector of the Depressed Classes by the Superintendent for his information. Any breach of the rules will be reported by the Superintendent to the Honorary Warden for such action as may be deemed necessary. On every order of the Honorary Warden an appeal shall lie to the Protector of the Depressed Classes if preferred within 15 days.

8. All the members of the Hostel will be given free boarding and accommodation. The diet will consist of a breakfast (Kanji), a dinner and a supper. The monthly expenditure on this account shall not exceed Rs. 5 per member in the case of full attendance. In the case of boarders who are absent for part of a month the expenditure on this item alone shall be proportionately reduced.

9. The boarders will be given oil, washing soap and also charges for hair-cutting according to necessity subject to the availability of funds.

10. Expenses for medical treatment of the boarders should be met only with the previous sanction of the Honorary Warden. When the illness is of a serious nature, the Superintendent may remove the patient to the Hospital or to his house as is deemed necessary. The expenditure for the medical treatment incurred on a boarder removed from the Hostel shall not ordinarily be a charge on the Department.

11. The boarders will be given the actual conveyance charges for proceeding to or returning from their houses in the case of short-term holidays, provided such conveyance charges do not exceed the cost of maintaining them in the hostel during the period. Payment of such conveyance charges shall be admissible to a boarder when sent home on account of his illness.

12. Rice and other provision required for the hostel will be purchased on contract system. Tenders for this purpose will be accepted by the Protector and the contractors will be required to furnish the necessary security and execute a kychit.

13. The Superintendent should submit not later than the 25th of the preceding month a monthly indent in triplicate in Form No. V for the articles required for the month. In preparing the indent the articles already in store should be taken into account and those actually required alone should be indented for. After approval, one copy of the indent will be retained by the Protector, and one copy forwarded to the Superintendent and another to the contractor. Supply of ordinary articles may be made as soon as the indent is got passed, but perishable articles e.g.,



butter-milk, vegetables, etc., will be supplied every day according to actual requirements. The Superintendent will acknowledge receipt of the articles on the copy of the indent with the contractor who will produce such acknowledgments in the Protector's Office and receive payment.

14. The articles purchased shall be kept in a separate room under the custody of the Superintendent. The Superintendent will note every purchase in the stock register of articles to be maintained in Form No. VI. The articles required for each day should be handed over to the Head Cook by the Superintendent himself who shall record the issues in a register in Form No. VII and obtain the Head Cook's signature therein. At the close of every month totals should be struck in the issue register and monthly balances struck in the latter.

15. All payments in connection with the Hostel will be made by the Protector of the Depressed Classes. When however, amounts for payment such as payment of menials and conveyance charges of the boarders are sent to the Superintendent, he will disburse the amounts to the respective persons and forward proper vouchers to the Protector forthwith.

16. Besides the registers referred to above, the Superintendent should maintain a register of furniture and vessels in Form No. VIII. All articles of permanent nature should be entered in it. When any article is destroyed or damaged the fact should be reported to the Protector and he will decide whether the cost of the article or charges for the repair, as the case may, should be recovered from the person responsible. Orders of the Protector are necessary for the purchase as well as write off of all articles under this head. All articles in the hostel should be verified by the Honorary Warden once in a year and a certificate to that effect recorded in the register.

17. The registers prescribed above will be maintained by the Superintendent correctly and punctually. The accounts and registers of the Hostel will be subject to Local audit along with those relating to the Protector's Office.

#### Form No. I

##### *Application for admission to the Hostel*

1. Applicant's name.
2. Caste.
3. Full address.
4. Age and date of birth.
5. Father's or guardian's name and address.
6. School or institution and class or form previously studied.
7. Whether the applicant failed in the last examination and the marks obtained in each subject in the last annual examination.
8. The distance, from the applicant's house to the nearest school where, there is higher class to continue.
9. School or institution now studying or intending to study.
10. Whether previously on rolls and if so, year of admission and reason to leave the hostel.
11. Signature of the applicant.
12. Date of application.
13. Remarks of the Superintendent.
14. Remarks of the Honorary Warden.
15. Orders of the Protector of the Depressed Classes.

#### Form No. II

##### *Admission Register*

| Serial No. | Name | Full address | Date of birth | Guardian's name and address |
|------------|------|--------------|---------------|-----------------------------|
| 1          | 2    | 3            | 4             | 5                           |
|            |      |              |               |                             |
|            |      |              |               |                             |

**Form No. II (cont.)**

| School of study | Date of admission | Date of removal | Remarks showing cause of removal |
|-----------------|-------------------|-----------------|----------------------------------|
| 6               | 7                 | 8               | 9                                |
|                 |                   |                 |                                  |

**Form No. III**  
*Attendance Register*  
(As usual)

**Form No. IV**  
*Leave application Form*  
(Rule 19)

1. Name of the boarder.
2. Date of application.
3. Date (fore-noon or after-noon) from which the boarder wishes to leave the hostel.
4. Date (fore-noon or after-noon) till which the boarder wishes to leave the hostel.
5. Reason for leaving the hostel.
6. Signature of the boarder.
7. Orders of the Warden.

**Form No. V**  
*Indent for the supply of provision*

| Name of articles | Quantity | Rate |       | Cost |       | Period of indent | No. of boarders | Description |
|------------------|----------|------|-------|------|-------|------------------|-----------------|-------------|
|                  |          | Rs.  | A. P. | Rs.  | A. P. |                  |                 |             |
|                  |          |      |       |      |       |                  |                 |             |

Total.....  
Deduction.....  
Balance.....

.....Hostel, }  
Place and date } .....Warden

This indent is passed subject to the modifications noted in red ink and forwarded  
Mr..... contractor.

Office and date

(Signature)  
Protector

**Form No. VI**  
*Stock register of provisions*

| Date of supply                     | No. of indent | Names of articles and quantities |       |      |       |     |       |  |  |
|------------------------------------|---------------|----------------------------------|-------|------|-------|-----|-------|--|--|
|                                    |               | Rice                             |       | Salt |       | Oil |       |  |  |
|                                    |               | P.                               | E. N. | P.   | E. N. | P.  | E. N. |  |  |
| Total ..                           |               |                                  |       |      |       |     |       |  |  |
| Add previous balance ..            |               |                                  |       |      |       |     |       |  |  |
| Grand total ..                     |               |                                  |       |      |       |     |       |  |  |
| Issues in the month ..             |               |                                  |       |      |       |     |       |  |  |
| Balance at the end of the month .. |               |                                  |       |      |       |     |       |  |  |

**Form No. VII**  
*Issue register of provisions*

| Date     | No. of boarders on the roll | Rice |       | Salt |       | Oil |       |
|----------|-----------------------------|------|-------|------|-------|-----|-------|
|          |                             | P.   | E. N. | P.   | E. N. | P.  | E. N. |
|          |                             |      |       |      |       |     |       |
| Total .. |                             |      |       |      |       |     |       |

**Form No. VIII**  
*Register of furniture and vessels*

| Serial No. | Authority for supply | Description of article | Date of supply | Cost |       | Remarks showing disposal in each case |
|------------|----------------------|------------------------|----------------|------|-------|---------------------------------------|
|            |                      |                        |                | Rs.  | A. P. |                                       |
|            |                      |                        |                |      |       |                                       |

**Rules to regulate the feeding of the Depressed Class pupils**

1. (a) Feeding charges shall be paid only to Pulayas, Kanakkans (Padannas), Malayas, Sambavas (Parayas), Vettuvats, Nayadies, Kadirs, Kavaras, Ulladas, Pulluvats, and all such communities that are ordered by the Government of His Highness the Maharaja to be classed under the term "Depressed Classes" provided they are *bonafide* Cochinities.

(b) Feeding charges shall also be paid to all converts to other religions from the communities referred to in (a) above, on production of their conversion certificates, showing that they are converted by themselves.

2. No feeding charges shall be claimed to any depressed class pupil who is granted free feeding by admission into a Government Hostel where free feeding is given.

3. No feeding charges shall be claimed to any depressed class pupil who has been granted stipends of any kind by the Government.

4. No feeding charges shall be claimed for the Onam, Christmas, and mid-summer vacations. But payment of special feeding charges referred to in rule 14 hereunder, will be given for the Onam vacation in cases where the vacation does not extend over 14 days.

5. The rules relating to the incurring of feeding charges for the hostel boarders are separately detailed under rules 43 to 68 of the Cotton Hostel rules.

6. Feeding charges for the depressed class pupils studying in all the schools in the State shall be only of any one of the 3 kinds—ordinary feeding, daily feeding—and special feeding and a pupil to whom any one of the 3 kinds of feeding charges is claimed shall not be entitled to any other kind of feeding charges.

7. *Ordinary feeding.*—Every depressed class pupil studying in literary and industrial schools (except in the schools under rule 10 below) is eligible for a weekly dole of 6 pies provided he or she is present on all the working days of the school in that week.

8. In claiming ordinary feeding charges under rule 7 above, if a certain month ends before the close of a school week feeding charges for that period of the month can be claimed only in the succeeding month.

9. In presenting bills for ordinary feeding charges; under rule 7 above, claims for the pupils of the Secondary and Primary Departments are to be shown separately.

10. *Daily feeding.*—(a) The Kadir and Malaya pupils of the hill tract schools of Kuriarkutti, Parambikulam, Vellikulangara, Kannattupadam, Kuttichira and Mathikunnu, shall be fed daily. The rate of feeding charges per pupil per day in the case of Parambikulam, Kuriarkutti and Vellikulangara shall be 0—0—9 the rate for Kuttichira, Kannattupadam 0—0—9 and for Mathikunnu 0—0—6.

(b) The Protector of the Depressed Classes should obtain previous sanction of the Government separately for each year for payment of all daily feeding charges. For this purpose he should before the 10th Karkadagam of every year report to the Government the circumstances if any that necessitate, in his opinion, the continuing of daily feeding in the schools referred to in rule (a) above.

(c) Proportionate deduction at 0—0—9 per day for Parambikulam, Kuriarkutti and Vellikulangara schools, at 0—0—9 for Kuttichira and Kannattupadam schools and at 0—0—6 for Mathikunnu school should be made by the Protector of the Depressed Classes for every day of absence of a pupil in passing the claims.

11. Bills for a month must reach the Office of the Protector of the Depressed Classes before the 12th of the succeeding month to avoid unnecessary delay.

12. The bill in which feeding charges are claimed should be in the following form.—

Bill for feeding charges for the month of ..... of the  
..... school.....

| Sl. No. | Names of pupils | Class in which studying | Total attendance of each pupil for              |   |   |   |   | Total amount of each pupil for the month | Remarks |
|---------|-----------------|-------------------------|---|---|---|---|---|--|---------|
|         |                 |                         | The week of ..... working days ending with..... | The week of ..... working days ending with..... | The week of ..... working days ending with..... | The week of ..... working days ending with..... | The week of ..... working days ending with..... |  |         |
| 1       | 2               | 3                       | 4   | 5   | 6   | 7   | 8   | 9  | 10      |
|         |                 |                         |   |   |   |   |   | Rs. A. P.                                |         |
| Total   |                 |                         |   |   |   |   |   |  |         |

I certify that the pupils noted in this bill are Depressed Classes or Depressed Class Converts as defined in the Cochin Education Code and are *bonafide* Cochinities.

Station.

Date.

Headmaster/Manager.

But in the case of Government Secondary and Industrial schools where the Heads of schools are drawing officers, the claims may be made in a contingent bill prepared in duplicate and sent to the Protector of the Depressed Classes with an attendance extract in the above form.

13. The depressed Classes pupils studying in all the Aided and Government Industrial Institutions in the State who do not possess the minimum literary qualifications will be given only the ordinary feeding charges referred to in rule 7 above.

14. *Special Feeding (a)* — All Depressed Class pupils studying in the G. T. School, Ernakulam, G. T. School, Trichur and the G. I. Schools who have passed Class IV will not be given any kind of feeding charges or clothing referred to under these rules, but in lieu thereof they are eligible for special feeding charges at the rate of Rs. 3 per mensem provided they attend on all the working days in a month; deduction at Re. 0—1—6 being made for every day of absence.

(b) All Depressed Class pupils undergoing studies in the Abalasaranam Girl's Industrial School, Ernakulam and Sanskrit College, Trippunittura, will irrespective of their literary qualifications, be given special feeding charges at Rs. 3 per mensem, provided they attend on all the working days in a month, but for every day of absence deduction at Re. 0—1—6 will be made from the total claim of the pupil for the month.

(c) Except in the case of the special feeding charges of the schools referred to in rules (a) and (b) above no special feeding shall be claimed or passed for by the Protector of the Depressed Classes without the previous sanction of the Diwan. On or before the 15th Mithunam of every year, the Protector of the Depressed Classes shall report to the Government instances of

schools, if any, aided or Government, which require the grant of special feeding charges and no claims shall be passed for without obtaining Diwan's sanction for the payment to any school.

15. A pupil who absents himself on two working days preceding and succeeding a holiday or holidays shall not be eligible for any of the feeding charges referred to in the above rules for the holiday or holidays also.

16. The bills received from the schools for all kinds of feeding charges should be registered in a separate feeding bill register, showing date of receipt, name of school, month of claim, amount and Bill in which drawn from the Treasury. These bills should then be checked in the Protector's Office, with reference to the above rules, passed for the correct amount admissible, and noted in an Audit Register of Feeding charges with columns for noting the claims of each school for each month and the entries should be attested by the Chief Ministerial officer.

17. The amounts of the different bills received from schools, and passed for under rule 16 above; should be consolidated and an abstract bill for the amount required for disbursement drawn and noted in a disbursement register separately kept for noting disbursements in the following form.—

| Date of drawal of abstract bill | Sl.No. | Schools for which Feeding charges are drawn | Month or months for which drawn | Total of each school | How disbursed | Date of disbursement |
|---------------------------------|--------|---|---------------------------------|----------------------|---------------|----------------------|
|                                 |        |   |                                 |                      |               |                      |

18. In drawing a bill for feeding charges from the treasury the Protector of the Depressed Classes should specially see.—

(a) that no bill for a sum over Rs. 400 is drawn in any one bill. For this purpose separate bills should be prepared for boys and girls, and for Industrial and Literary schools.

(b) that special sanction of the Government is invariably obtained before making any payment for Daily feeding charges referred to in Rule 10 above, and special feeding charges referred to in Rule 14 (c).

(c) that there is sufficient budget allotment to make each payment and as the new admission in the schools will be completed early in Mithunam of every year, the Protector of the Depressed Classes should consolidate the expenditure of Karkadagam of every year and ascertain the probable requirement for the next year and submit a report to the Government on or before the last day Chingam every year, as to the anticipated expenditure under such of the heads where, in his opinion, the sanctioned budget allotment would be inadequate for the year. On no account shall an application for additional allotment be made towards the fag end of the year or after incurring expenditure in excess of the Sanctioned allotment.

(d) that the progress of expenditure made in any month is in keeping with the sanctioned allotment under each head. If there is any abnormal increase of expenditure detailed circumstances attending to the abnormal increase should be brought to the notice of the Government and orders obtained (e. g.) say 200 schools did not claim feeding charges for Edavam and Mithunam of a year, in that year itself, but preferred claims along with their Karkadagam claims in Chingam of the next year.

(e) that amounts in cash are not drawn from the treasury for any of Government Secondary and Industrial schools and Sanskrit College, Trippunitura. The bills of these institutions after necessary check should be passed for and endorsed in favour of the Heads of schools concerned.

(f) that feeding charges for Aided or Government schools situated within 5 miles of State Treasury are cashed only by Remittance Transfer Receipts.



**Form II—(Stipend Rules)**

**Bill for Scholarship/Stipend**

Head of service.....

Scholarship/Stipend of the scholars of the..... School at..... for the month of.....

| Serial No. | Name of scholar | Purpose for which the Scholarship/Stipend is granted | Class or Form studying in | Article of the C.E.C. or other rule under which the Scholarship/Stipend is granted | Authority sanctioning the grant | Date from which the Scholarship/Stipend tenable | Date on which the Scholarship/Stipend expires | Amount sanctioned |    | Deduction for absence under absentee rules or for any other cause |                       |                     |       | Remarks |            |       |
|------------|-----------------|--|---------------------------|--|---------------------------------|---|---|-------------------|----|---|-----------------------|---------------------|-------|---------|------------|-------|
|            |                 |  |                           |  |                                 |   |   |                   |    | No. of days   | Reasons for deduction | Amount of deduction |       |         | Net amount |       |
|            |                 |  |                           |  |                                 |   |   |                   |    |   |                       | Rs.                 | A. P. |         | Rs.        | A. P. |
| 1          | 2               | 3  | 4                         | 5  | 6                               | 7   | 8   | 9                 | 10 | 11  | 12                    | 13                  | 14    |         |            |       |
|            |                 |  |                           |  |                                 |   |   |                   |    |   |                       |                     |       |         |            |       |

Certified that all Scholarship/Stipend amounts drawn on previous bills have been disbursed to the proper persons and the payee's acknowledgments have been duly obtained the bill for Rs..... for the last preceding month having been cashed on.....  
 Certified also that the progress, conduct and attendance of the above scholars during the month have been satisfactory.

Place.....

Date.....

Passed for Rs.....

Place.....

Headmaster or Manager

*N. B.*—Scholarships/Stipends are paid to the scholars and not to the school.

Date.....

Director of Public Instruction



|                           |         |
|---------------------------|---------|
| Date.....                 | 112.... |
| Admitted.....             |         |
| Disallowed.....           |         |
| Objected to.....          |         |
| Total amount of bill..... |         |
| <i>Comptroller</i>        |         |

**Treasury Officer's classification**



## Form No. V

Register showing the expenditure on account of Special Stipends.....

Uplift Department for.....

Budget Grant.....

| Serial No. | Date of the bill | Name of the establishment | Month to which the bill relates | Amount of the bill | Amount passed by the Protector of the Depressed Classes | Progressive total | Initials of the Head of the Office | Remarks |
|------------|------------------|---------------------------|---------------------------------|--------------------|---|-------------------|------------------------------------|---------|
| 1          | 2                | 3                         | 4                               | 5                  | 6   | 7                 | 8                                  | 9       |
|            |                  |                           |                                 |                    |   |                   |                                    |         |

## ANNEXURE 2

## Courses of Studies as recommended by the Committee

The Courses of Studies, in the opinion of the Committee, should be as follows:—

A. *Primary Department (5 years' course).*—(a) The subjects to be taught shall be (1) Malayalam (or English to pupils of non-Indian descent) (2) Arithmetic (3) History, Geography, Civics and Nature study (4) Mother-tongue (for those whose mother-tongue is not Malayalam) (5) Music, Drawing, Needlecraft, or some other craft such as weaving, spinning, garden work, shell or wood-work, coirwork, basket-making, etc., according to local facilities (6) English (for classes 4 and 5 only) and (7) Physical Education.

(b) The time to be allowed for the studies of the several subjects in the various classes will be as follows.—

*For classes 1 to 3.*—Malayalam (or English)—10 periods. Arithmetic—5 periods. Stories, History, Geography, Civics and Nature study—5 periods. Music, (or Mother tongue for non-Malayalam pupils)—5 periods. Drawing, Needlecraft and Handicrafts—5 periods.

*For classes 4 and 5.*—Malayalam or (English for pupils of non-Indian origin)—7 periods. English—6 periods. Arithmetic—5 periods. History, Geography, Civics, Nature study—4 periods. Music, (or mother-tongue for non-Malayalam pupils)—3 periods. Needlework, Drawing, or Handicrafts—5 periods.

(c) The standards expected will be as follows.—

*Malayalam and Arithmetic.* } Same as set forth by the Director in his syllabuses which are accepted.

*English: Class 4.*—Alphabet, about 100 common words and forms of conversation, translation of simple sentences of every day use. No text book to be used. Copy books Nos. 1 and 2.

*Class 5.*—A simple story reader of about 40 pages to form the basis for teaching. Both direct and translation methods to be employed. Grammar not to be taught as such and composition need be only oral. Copy books Nos. 3 and 4.

*History, Geography, Civics and Nature study.* } Only oral work and no text books for Classes 1 to 3. Text books for the guidance of teachers may be prescribed if necessary. For Class 4, History, Geography, and Civics will be centred on Cochin State and for class 5 on the Madras Presidency. Text books may be used for Classes 4 and 5. A general knowledge of the World and Continents may also be imparted in Class 5 in two or three lessons.

Crafts should be taught along with general theoretical information about them as far as possible. Drawing, Arithmetic, History, Geography and Nature study should as far as possible be co-ordinated with craft work.

The L. S. Scholarship Public Examination will have three papers. Malayalam and English Translation (70 plus 30 marks) Arithmetic—100 marks, General subjects (*i.e.*, History, Geography, Civics and Nature study and acquaintance with crafts—each 20 marks).

B. *L. S. D. Course.*—(a) The subjects of study and time allotted for each will be as follows.—

Malayalam—7 periods including 1 library period, English—7 periods, Arithmetic—5 periods, Science—2 periods, History, Geography, Civics—5 periods, Physical Education (last 20 minutes every day) and two elective subjects (chosen one each from any of the three groups noted below)—4 periods.

Group (i) Sanskrit, Tamil, French, Latin, Hebrew, Hindi, Urdu, Marathi and Arabic.

„ (ii) Music, Drawing, and Painting, Dancing, Domestic Science and Cookery and Needlework.

„ (iii) Fretwork, Carpentry, Smithy, Weaving, Poultry farming, and Horticulture.

(b) All the seven subjects shall be included for the Third Form Public Examination.

(c) The standards in the several subjects to continue as at present, but the non-detailed readers in English and Malayalam may be given up and Geography will be only that of India and Asia with a very outline knowledge of the world. History will include Kerala History in general and History of India in outline.

(d) Pupils of non-Indian origin may be allowed to choose English or some other European language instead of Malayalam.

C. *High School Course.*—(a) The subjects of study and time allotted shall be—

Group A: English—8 periods, Mother-tongue (or other language)—5 periods, Mathematics—4 periods, Science—3 periods, World History and World Geography and Civics—4 periods, (including one period for library and general knowledge), Physical Education—last 20 minutes every day, and

Group B: Two elective subjects—6 periods.

Literary Union Meeting to be held in English and Malayalam periods alternately.

(b) The elective subjects shall be chosen from the following groups, not more than one from each group, provided that two subjects may be chosen from the third group.

Group (i) Sanskrit, Tamil, French, Latin, Hebrew, Arabic, Hindi, Urdu and Marathi.  
(To be different from the language chosen in Group A.)

„ (ii) Algebra, Geometry, Physics, Chemistry, Physiology and Botany, Domestic Science and art, History of England, History of India, Geography, and Elements of Economics.

„ (iii) Music, Needlework and craft, Drawing and Painting, Woodwork and connected Mathematics, Elementary Mechanical Engineering and Machine drawing, Education, Smithy, Weaving technology, Shorthand and Type-writing, Banking and Commercial Practice, and Agriculture.

(c) All the subjects shall be included for the S.S.L.C. Public Examination.

(d) The standards shall be the same as at present.

(e) Pupils of non-Indian descent may choose an European language instead of Mother-tongue in Group A.

(f) The study of the Elective subjects shall begin from Form IV instead of Form V as at present.

Note.—(1) Physical Education shall be compulsory for all classes in the Primary and Secondary Department, the last 20 minutes every day being devoted for physical activities. Besides this, the Physical Education Directors may also engage classes and impart theoretical instruction during periods when other teaching is not possible due to absence of teachers.

(2) The medium of instruction in all subjects (except English and Elective subjects of group (iii) of the S.S.L.C.) for the secondary classes shall be Malayalam.

D. *Teachers' Training Examination.*—(a) For the training course of the specialists, a five months' course in Sychology and methods of teaching is prescribed. There shall also a practical examination.

(b) For the training course of regular teachers the course shall be for two years, the first year being devoted for literary studies and the second year for pedagogic studies. The courses of studies and syllabuses shall be as suggested by the Director except that the syllabuse for the 1st year course should be more extensive and English to be more linguistics than literary. The record of school work and results of a practical examination shall also be counted along with the results of the written examination.

E. *Kavya Bhooshana and Sastra Bhooshana courses.*—(a) The seven years' course for the Kavya Bhooshana course shall include the present subjects of study and English, Elementary Mathematics, Ele. Science, History, Geography and Civics of the Form III standard.

(b) The Sastra Bhooshana cours shall be for 4 years and only for those whose pass the Kavya Bhooshana Public Examination, and shall include the present subjects of study and English, Ele. Mathematics, Science, History and Geography of the V Form standard.

(c) The pupils of the Final year Sastra Bhooshana course will be allowed to appear as private candidates for the S.S.L.C. Examination and exempted from Malayalam and one elective subject. Even if they secure 30 per cent in English, Ele. Mathematics, Ele. Science, History and Geography in the S.S.L.C. Examination, they will be considered to have passed those subjects for their Sastra Bhooshana Examination without appearing for these separately.

F. *Music and other Examinations.*—The courses of studies and standard shall be the same as at present.

S. V. VENKITACHALA AYYAR  
Secretary, Code Revision Committee  
26th Vrischigam 1120

## ANNEXURE III.

Forms, etc., as recommended by the Committee

| New Serial No. | O'd No. | Name of Forms   | Changes suggested and Remarks   |
|----------------|---------|---|---|
| 1              | 1       | Application for permission to open New Schools or Classes       | Slightly modified. Sample of new form attached  |
| 2              | 2       | Application for recognition of Newly-opened schools and classes | do. do.   |
| 3              | 2a      | Sanitary certificate form                                       | Same form to continue   |
| *4a            | 3a      | Schedule for medical inspection of pupils                       | do. do.   |
| *4b            | 3b      | Schedule for medical inspection of schools                      | do. do.   |
| *4c            | 3d      | Post card   | Change name to "Health Card"  |
| *4d            | 3c      | Schedule for medical inspection of Boarding schools and Hostels | Same form to continue   |
| *4e            | 3c      | Report of medical inspection                                    | do. do.   |
| 5              | 4       | Terminal Report Form  | do. Size Foolscap Quarto  |
| 6              | 5       | Application for admission                                       | Same form and size to continue; Declaration about correctness of age and name, also to be added at the foot of the form                             |
| 7              | 5a      | Age-certificate Form  | Present Form to continue  |
| 8              | 6       | Transfer Certificate Form                                       | Two more entries to be provided for<br>(1) Nature of fee-concessions, if any, and orders sanctioning the same<br>(2) Penalty fees collected, if any |

\* Thicker paper to be used and size to be reduced.

| New Serial No.   | Old No.  | Name of Forms   | Changes suggested and Remarks   |
|------------------|----------|---|---|
|                  | 7, 8     | Teachers' License and applications for License or Permit  | Not necessary   |
| 9                | 9        | Scholarship and stipend bill Form   | Columns 10—13 may be omitted in the case of Secondary Schools. Different forms may be used for Secondary Schools and Colleges or Training Institutions  |
| 10               | 10       | Application for Aid   | Omit Half-salary grant and references to Licenses and Permits   |
| 11               | 11       | Grant Bill Form — Primary Department  | { To be modified in the light of the New rules. Many columns may be omitted and the forms simplified  |
| 12               | 12       | Do. Secondary Department  |   |
| 13               | 13       | Receipt for Building and Equipment grants   | Same form to continue   |
| 14               | 14       | Application for admission into Training Institutions  | Omit "Government" and provide for Specialists' Training course also   |
|                  | 15       | Forms of agreement for special grants   | Omit as this goes as an appendix in Vol. I of the Code  |
| 15               | 16       | Final Certificate—Teachers' Training Examination  | Omit Part re. "Completion Certificate"  |
|                  | 17       | Teachers' Permit  | Not necessary   |
|                  | 18       | Records and Registers   | Not necessary as this goes to Vol. I  |
| 16               | 18a      | Admission Register  | Same Form to continue   |
| 17               | 18b      | Pupils' Attendance Register   | do. do.   |
| 18               | 18c      | Teachers' Attendance Register   | Only one column per day needed  |
| 19               | 18d      | Acquittance Roll  | Same Form to continue   |
| 20               | 18e      | Library Stock Register  | { Same Form to continue   |
| 21               | 18f      | Stock Book  |   |
| 22               | 18g      | Fee collection Register   |   |
| 23               | 18h      | General Cash Book   |   |
| 24               | 18k      | Scholarship and Stipend Acquittance Roll  |   |
| 25               | 18l      | Fee-receipt   |   |
|                  | 19       | Agreements  | To go as an appendix in Vol. I  |
| 26               | 20       | S.S.L.C.  | Same Form to continue. Pages to be provided for Six Years in all  |
| 27 to 29 and 29a | 21 to 24 | Application for Military Scholarships, Certificate of fitness. S.S.L.C. Examination, Attendance Certificate, Form III Examination Certificate | Same Forms to continue  |
| 30, 31           | 1, 2     | Pupils' Attendance Report (Sirkar and Aided Schools)  | Same Forms will do for Sirkar and Aided schools in the light of the new grant rules; but different forms may be prescribed for Secondary and Primary schools; the latter will be simpler as there will be no fees |
|                  | 3        | Defaulters' and Fine statement  | To be included in 30 & 31 above   |
| 32               | 4        | Teachers' Attendance Report   | Same Form to continue   |
| 33               | 5        | Establishment Register  | { May be modified. Columns regarding grade and pay not needed   |
| 34               | 6        | Do. (Aided Schools)   |   |
| 35               | 7        | Arrear Demand or Removal Register   | Same Form to continue   |
| 36               | 8        | Library Issue Register  | do. Size may be reduced   |

| New Serial No. | Old No.  | Names of Forms  | Changes suggested and Remarks   |
|----------------|----------|---|---|
| 37             | 9        | Annual Statement  | To be changed as per sample Form attached   |
|                | 10       | Yearly Statement for Aided Schools  | Not necessary in view of the change in the Annual Statement   |
|                | 11, 12   | Inspection Report of Primary Schools and Secondary Schools                  | To be slightly modified and go as appendix to Inspection Code—Instructions not necessary  |
| 38 to 46       | 13 to 21 |   | Same Forms to continue  |
| 47             | 22       | Register of distribution of School requisites to D.C pupils                 | Form to be changed as per sample attached   |
| 48 to 94       | 23 to 69 | Government Training Institution, Sanskrit College, Maharajas' College—Forms | Same Forms to continue  |
| 95             | 70       | Certificate Form  | Same Form to continue   |
| 96             | 71       | Migration Certificate Form  | do. do.   |
| 97             | 72       | Half-fee Concession Form  | Signature of Panchayat President or Village Parvathiam to be omitted; Revenue Inspector, Deputy Tahsildar, Tahsildar, Municipal Commissioner and Protector of the Depressed Classes to be provided. |

S. V. VENKATACHALA AYYAR

Secretary, C. R. C.

26th Vrischigam 1120

**Form of application for permission to open a new school or new classes in an existing school**

(N. B.—1. This application should be duly stamped with a court fee label of 8 annas.

2. In order to avoid unnecessary correspondence or delay in orders, the general directions given in Appendix of the Code regarding choice of site, construction of buildings provision of equipments and furniture, play grounds, etc., may be gone through before sending up this application).

To

The Director of Public Instruction,  
Trichur, (Cochin State)

1. Name and address of applicant.
2. Village and locality in which the new school or class is proposed to be opened.
3. Reasons for opening the new class or school and name of the school.
4. Names of the schools of all grades in the neighbourhood within a distance of 1½ miles.
5. Kind and grade of the school or classes proposed to be opened. (Classes or Forms to be opened immediately and in subsequent years to be stated).
6. Are qualified hands available locally?
7. Nature of management. (Staff, individual, committee, association or society) If by a committee or association, authorisation letter for applicant and rules of the constitution should be sent up as enclosures.

8. Extent of land proposed for the school playgrounds and buildings. (A site plan showing survey No. and boundaries and title of applicant's ownership should be sent up as enclosures.)
9. (a) Is the proposed site accessible to all castes and communities.  
(b) Is there a cemetery or a burial ground near the site and if so at what distance?
10. Nature and approximate estimated cost of buildings proposed to be erected, (detailed plans drawn to scale with the areas of rooms and windows and doors, etc., marked should be sent up as enclosures)
11. Nature and approximate cost of equipments, that will be provided.
12. Maximum number of pupils and classes for which the school is intended.
13. The extent of annual recurring expenditure that may arise and the nature of permanent endowments or income for meeting the same.
14. Nature of the financial guarantee that can be offered in respect of the cost of the proposed buildings and equipments, e'c.
15. Is the school to be aided or not? Are any grants expected for buildings and equipments.

Date..... }  
Place..... }

*Signature of applicant*

**Form of Application for Recognition of New School or New Classes**

To  
The Director of Public Instruction,  
Trichur, (Cochin State)

1. Name of school
2. Taluk Village
3. Date of establishment, if an existing school
4. No. and order sanctioning the opening of the school or class.
5. Name of Manager.
6. Name of correspondent, if any.
7. Forms or classes already recognised with the strength of each during the previous school year
8. Forms or classes for which recognition is now sought.
9. Staff.

| Name of teachers | Designation  | Salary | Forms or Classes to be taught | Service if any in the School | In other recognised school | Qualification (Literary and Professional) |
|------------------|--|--------|-------------------------------|------------------------------|----------------------------|---|
| 10.              | Accommodation and sanitation.  |        |                               |                              |                            |   |
|                  | Total area of (a) School buildings.  |        |                               |                              |                            |   |
|                  | (b) Offices.   |        |                               |                              |                            |   |
|                  | (c) Playground.  |        |                               |                              |                            |   |
|                  | Number of class rooms and superficial and cubical area of each room with the maximum number of pupils to be taught in each room. |        |                               |                              |                            |   |
| 11.              | Furniture, apparatus and appliances. Ordinary Special (Information separately for each Form or Class should be given.)           |        |                               |                              |                            |   |



12. If a library is provided, whether a register is maintained. No. and value of books provided.
13. Fees levied in each Class or Form.
14. Value and nature of Laboratory equipments provided.
15. The registers maintained. Are they in the prescribed form?
16. Are there any agreements from the teachers regarding salaries? If so they should be sent up.

#### Declaration

On behalf of the school, I hereby declare that the school fulfills all the conditions specified in the Education Code, and I promise to comply with all the conditions relating to the Recognition of Schools, which are laid down in that Code and also to agree to any fresh provisions that may be introduced in future.

Place.....

Date.....

*Manager*

#### Annual Statement for the year

*(To be submitted by the schools before the 5th Chingam)*

1. Name of School.
2. Name of Manager  
Nature of Management  
Taluk and Village.
3. No. of classes and divisions in each class at the end of the year.
4. (a) No. of teachers on the staff } Permanent.....Officiating.....On leave.....  
including specialists }  
(b) Important changes, if any, on the staff during the year.  
(c) Classification of teachers.  
(i) according to qualifications.  
(ii) according to pay & Communities.

| Sl. No. | Qualifications.                              | L.Ts. or trained | Untrained | Total | Salary per month                   | Tamil | Brahmins | Nairs | Ezhuvas | Xians | Other Hindus | D.Cs. | Others |
|---------|--|------------------|-----------|-------|------------------------------------|-------|----------|-------|---------|-------|--------------|-------|--------|
| 1       | M.A., M.Sc., B.A., (Hons.) or B.Sc., (Hons.) |                  |           |       | Rs. 100 and above                  |       |          |       |         |       |              |       |        |
| 2       | B.A., B.Sc., B.A., B.L., or B.O.L.           |                  |           |       | Rs. 40 and above but below Rs. 100 |       |          |       |         |       |              |       |        |
| 3       | Intermediate or F.A.                         |                  |           |       | Below Rs. 40                       |       |          |       |         |       |              |       |        |
| 4       | S.S.L.C. or Matriculation                    |                  |           |       |                                    |       |          |       |         |       |              |       |        |
| 5       | Unpassed                                     |                  |           |       | Inferior Servants                  |       |          |       |         |       |              |       |        |
| 6       | Specialists                                  |                  |           |       |                                    |       |          |       |         |       |              |       |        |

*N. B.—Give below the details of Christians, Other Hindus, D.Cs. and others.*

## 5. Statement of fee-concession holders. (Only those sanctioned by Government).

| Nature of Concessions         | H.S.D. |       | L.S.D. |       | P.D. |       | Remarks |
|-------------------------------|--------|-------|--------|-------|------|-------|---------|
|                               | Boys   | Girls | Boys   | Girls | Boys | Girls |         |
| Government Free Scholars      |        |       |        |       |      |       |         |
| Other Free Scholars           |        |       |        |       |      |       |         |
| D.C. & B.C. Free pupils       |        |       |        |       |      |       |         |
| B.C. Half-free pupils         |        |       |        |       |      |       |         |
| Other half-free pupils        |        |       |        |       |      |       |         |
| Scholarship & Stipend holders |        |       |        |       |      |       |         |

6. School day and Anniversary celebrations.
- Date of celebration.
  - Expenses incurred.
  - Nature and amount of collections made.
  - Balance if any.
  - Special features.
7. Teachers' Conferences.
- When and where the conferences were held.
  - Names of teachers, if any, who did not attend any conference during the year.
- 8A. Scouting and Girl-guiding.
- No. of Scouts or guides and troupes or companies.
  - No. of cubs and packs.
  - Opening balance of funds.
  - Collections during the year.
  - Expenses during the year.
  - Closing balance of funds.
  - Details of activities during the year.
- 8B. Junior Red-Cross work.
- No. of pupils enlisted for the work.
  - Nature of collections and expenses.
  - Details of work done and other noteworthy features.
9. Agriculture and gardening.
- No., nature and extent of gardens.
  - Amount spent.
  - Amount realised by sale proceeds.
  - Nature of work done and interests taken by pupils.
10. Handicrafts and Arts subjects.
- Subjects taught.
  - To what classes and for what time.
  - Amount spent.
  - Amount of sale proceeds.
  - Dates of visits by Handicrafts Assistant or Music Supervisor.
11. Buildings, Furniture, etc.
- No. of class rooms.
  - No. of other rooms.
  - No. of halls.
  - Nature of extensions made during the year.
  - Amount spent for the above.
  - Nature and cost of building repairs undertaken.
  - Nature of newly added articles of furniture or repairs made to old articles and amount spent.
12. Public Examination Results.

| Details              | S.S.L.C. |       | III Form |       | L.S. Scholar-ship |       |
|----------------------|----------|-------|----------|-------|-------------------|-------|
|                      | Boys     | Girls | Boys     | Girls | Boys              | Girls |
| No. sent up          |          |       |          |       |                   |       |
| No. of First classes |          |       |          |       |                   |       |
| No. of passes        |          |       |          |       |                   |       |
| Total passes         |          |       |          |       |                   |       |
| Percentage of passes |          |       |          |       |                   |       |

## 13. Noon-day Feeding.

- (a) Average No. of pupils fed daily.
- (b) Contributions from Public.
- (c) No. of days for which feeding was conducted.
- (d) Contribution from Government.
- (e) Amount spent.
- (f) Nature of food supplied and arrangements made.

## 14. Hostels or Boarding houses.

- (a) No. of Boarders.
  - (i) Regular pupils.....
  - (ii) Teachers.....
  - (iii) Tiffin boarders....
- (b) Average cost per month for
  - (i) Pupils.
  - (ii) Teachers.
- (c) Nature of management.

## 15. Physical activities and Games.

- (a) Extent and nature of playgrounds.
- (b) Nature of games and activities provided
- (c) No. of qualified Physical Directors on the staff
- (d) Nature of arrangement for supervision of games, etc.,
- (e) Amount collected
- (f) Amount spent
- (g) Special features

## 16. Library and Reading room.

- (a) No. of books purchased or added during the year (Subject-wise)
 

|         |         |         |           |          |
|---------|---------|---------|-----------|----------|
| English | Mal.    | Skt.    | Tamil.    | Hindi.   |
| Maths.  | Science | History | Geography | General. |
- (b) Nature of arrangement for the }  
issue of books to pupils }
- (c) Amount collected as Library fees
- (d) Amount spent
- (e) Is a reading room maintained?  
If so, what are the papers and  
journals got down?
- (f) What amount was spent for the  
reading room from the Library  
Collection? What amount was  
subscribed by the teachers.
- (g) Are the pupils taking sufficient  
interest in general reading

17. Strength and attendance.

|        | No. at the beginning |       | Removals |       | Admissions |       | No. at the end |       | Average strength | Average attendance | Average age | No. vaccinated | No. that had small-pox | No. not vaccinated nor had small-pox | Remarks |
|--------|----------------------|-------|----------|-------|------------|-------|----------------|-------|------------------|--------------------|-------------|----------------|------------------------|--------------------------------------|---------|
|        | Boys                 | Girls | Boys     | Girls | Boys       | Girls | Boys           | Girls |                  |                    |             |                |                        |                                      |         |
| H.S.D. |                      |       |          |       |            |       |                |       |                  |                    |             |                |                        |                                      |         |
| L.S.D. |                      |       |          |       |            |       |                |       |                  |                    |             |                |                        |                                      |         |
| P.D.   |                      |       |          |       |            |       |                |       |                  |                    |             |                |                        |                                      |         |

18. Statement of Receipts and Expenses.

| Receipts.                 |          |          |       | Expenses.               |          |          |       |
|---------------------------|----------|----------|-------|-------------------------|----------|----------|-------|
| Details                   | H. S. D. | L. S. D. | P. D. | Details                 | H. S. D. | L. S. D. | P. D. |
| 1. Regular fees           |          |          |       | 1. Pay                  |          |          |       |
| 2. Special fees           |          |          |       | 2. Travelling allowance |          |          |       |
| 3. Penalty fees           |          |          |       | 3. Stipends             |          |          |       |
| 4. Donations              |          |          |       | 4. Scholarships         |          |          |       |
| 5. Government grant       |          |          |       | 5. Games                |          |          |       |
| 6. Managers' contribution |          |          |       | 6. Stationery           |          |          |       |
| 7. Other items            |          |          |       | 7. Library              |          |          |       |
|                           |          |          |       | 8. Contingencies        |          |          |       |
| <b>Total</b>              |          |          |       | <b>Total</b>            |          |          |       |

19. Medical Inspection.

(a) No. of pupils examined.      H.S.D.      L.S.D.      P.D.

(b) Statement of defects.

| Date of Inspection | Defective vision | Eye disease | Defective hearing | Ear disease | Defective speech | Defective teeth | Tonsils and adenoids | Diseases of nose and throat | Enlarged glands | Diseases of the skin | Diseases of the heart | Diseases of the lungs | Anaemia | Mal-nutrition | Mental deficiency | Other defects | Total No. of students examined | No. of defective students | No. requiring treatment | Results of previous inspection |              |                  |  |
|--------------------|------------------|-------------|-------------------|-------------|------------------|-----------------|----------------------|-----------------------------|-----------------|----------------------|-----------------------|-----------------------|---------|---------------|-------------------|---------------|--------------------------------|---------------------------|-------------------------|--------------------------------|--------------|------------------|--|
|                    |                  |             |                   |             |                  |                 |                      |                             |                 |                      |                       |                       |         |               |                   |               |                                |                           |                         | Total                          | Action taken | No. action taken |  |
|                    |                  |             |                   |             |                  |                 |                      |                             |                 |                      |                       |                       |         |               |                   |               |                                |                           |                         |                                |              |                  |  |

(c) Nature of action taken by the staff to cure the defects.

(d) Response by the guardians.

20. Caste and Community-war statement of pupils on the rolls at the end of the year.

| Communities                                  | H. S. D. |       |       | L. S. D. |       |       | P. D. |       |       | Communities                               | H. S. D. |       |       | L.S.D. |       |       | P. D. |  |  |
|--|----------|-------|-------|----------|-------|-------|-------|-------|-------|---|----------|-------|-------|--------|-------|-------|-------|--|--|
|  | Boys     | Girls | Total | Boys     | Girls | Total | Boys  | Girls | Total |   | Boys     | Girls | Total | Boys   | Girls | Total |       |  |  |
| 1. Nayars                                    |          |       |       |          |       |       |       |       |       | 1. Pulluvan                               |          |       |       |        |       |       |       |  |  |
| 2. Ambalavasis                               |          |       |       |          |       |       |       |       |       | 2. Ulladan                                |          |       |       |        |       |       |       |  |  |
| 3. Kshathriyas<br>(Malayali and<br>Paradesi) |          |       |       |          |       |       |       |       |       | 3. Pulayan                                |          |       |       |        |       |       |       |  |  |
| 4. Malayali<br>Brahmins                      |          |       |       |          |       |       |       |       |       | 4. Kadan                                  |          |       |       |        |       |       |       |  |  |
| 5. Paradesi Brahmins                         |          |       |       |          |       |       |       |       |       | 5. Nayadi                                 |          |       |       |        |       |       |       |  |  |
| 6. Konkoni or Gouda<br>Saraswth-Brahmins     |          |       |       |          |       |       |       |       |       | 6. Vettuvan                               |          |       |       |        |       |       |       |  |  |
| 7. Koundans                                  |          |       |       |          |       |       |       |       |       | 7. Sambavan                               |          |       |       |        |       |       |       |  |  |
| 8. Vellalans                                 |          |       |       |          |       |       |       |       |       | 8. Malayan                                |          |       |       |        |       |       |       |  |  |
| 9. Konors                                    |          |       |       |          |       |       |       |       |       | 9. Kanakan                                |          |       |       |        |       |       |       |  |  |
| 10. Chakkan                                  |          |       |       |          |       |       |       |       |       | 10. Kudumichetty                          |          |       |       |        |       |       |       |  |  |
| 11. Devadasi                                 |          |       |       |          |       |       |       |       |       | 11. Vathi                                 |          |       |       |        |       |       |       |  |  |
| 12. Viswakarmalan                            |          |       |       |          |       |       |       |       |       | 12. Kadara                                |          |       |       |        |       |       |       |  |  |
| 13. Kaniyan                                  |          |       |       |          |       |       |       |       |       | 13. Padanna                               |          |       |       |        |       |       |       |  |  |
| 14. Kusavan                                  |          |       |       |          |       |       |       |       |       | 14. Koravan                               |          |       |       |        |       |       |       |  |  |
| 15. Barber                                   |          |       |       |          |       |       |       |       |       | or  |          |       |       |        |       |       |       |  |  |
| 16. Arayan or Muk-<br>kuvan                  |          |       |       |          |       |       |       |       |       | 15. Vannan                                |          |       |       |        |       |       |       |  |  |
| 17. Koravan                                  |          |       |       |          |       |       |       |       |       | 16. Naicken                               |          |       |       |        |       |       |       |  |  |
| 18. Vannan or<br>Washerman                   |          |       |       |          |       |       |       |       |       | 17. Odas                                  |          |       |       |        |       |       |       |  |  |
| 19. Ottanaicken                              |          |       |       |          |       |       |       |       |       | 18. Velan                                 |          |       |       |        |       |       |       |  |  |
| 20. Panan                                    |          |       |       |          |       |       |       |       |       | 19. Panan                                 |          |       |       |        |       |       |       |  |  |
| 21. Thettiyan                                |          |       |       |          |       |       |       |       |       | 20. Perumannan                            |          |       |       |        |       |       |       |  |  |
| 22. Pandaran                                 |          |       |       |          |       |       |       |       |       | 21. Kusavan or<br>Kumbaran                |          |       |       |        |       |       |       |  |  |
| 23. Pandithattan                             |          |       |       |          |       |       |       |       |       | 22. Perum-Kollan                          |          |       |       |        |       |       |       |  |  |
| 24. Vaniyan                                  |          |       |       |          |       |       |       |       |       | 23. Tholkollan                            |          |       |       |        |       |       |       |  |  |
| 25. Chaliyan                                 |          |       |       |          |       |       |       |       |       | 24. Velan                                 |          |       |       |        |       |       |       |  |  |
| 26. Devangan or<br>Chedan                    |          |       |       |          |       |       |       |       |       | 25. Boyans                                |          |       |       |        |       |       |       |  |  |
| 27. Valan                                    |          |       |       |          |       |       |       |       |       | 26. Dombas                                |          |       |       |        |       |       |       |  |  |
| 28. Vilakathalavan                           |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 29. Velan                                    |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 30. Veluthedan                               |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 31. Ezhuthaseen                              |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 32. Ezhuvan                                  |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 33. Kaikolan                                 |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 34. Tharakan                                 |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 35. Pulluvan                                 |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 36. Kanakkan                                 |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 37. Malayan                                  |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 38. Velladan                                 |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 39. Kadan                                    |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 40. Sambavan                                 |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 41. Pulayan                                  |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
| 42. Vettuvan                                 |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | <b>Depressed Classes &amp; D. C. Free</b> |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 1. Pulluvan                               |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 2. Ulladan                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 3. Pulayan                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 4. Kadan                                  |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 5. Nayadi                                 |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 6. Vettuvan                               |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 7. Sambavan                               |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 8. Malayan                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 9. Kanakan                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 10. Kudumichetty                          |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 11. Vathi                                 |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 12. Kadara                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 13. Padanna                               |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 14. Koravan                               |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | or  |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 15. Vannan                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 16. Naicken                               |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 17. Odas                                  |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 18. Velan                                 |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 19. Panan                                 |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 20. Perumannan                            |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 21. Kusavan or<br>Kumbaran                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 22. Perum-Kollan                          |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 23. Tholkollan                            |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 24. Velan                                 |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 25. Boyans                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | 26. Dombas                                |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       |   |          |       |       |        |       |       |       |  |  |
|  |          |       |       |          |       |       |       |       |       | <b>Total</b>                              |          |       |       |        |       |       |       |  |  |

## Caste and Community-wise Statement of pupils—(cont.)

| Communities  | H. S. D. |       |       | L. S. D. |       |       | P. D. |       |       | Communities | H. S. D. |       |       | L. S. D. |       |       | P. D. |       |       |
|--|----------|-------|-------|----------|-------|-------|-------|-------|-------|-------------|----------|-------|-------|----------|-------|-------|-------|-------|-------|
|  | Boys     | Girls | Total | Boys     | Girls | Total | Boys  | Girls | Total |             | Boys     | Girls | Total | Boys     | Girls | Total | Boys  | Girls | Total |
|  |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| 43. Nayadi   |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| 44. Kudumi-chetty                                      |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| 45. Other Hindus                                       |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| 46. Jews   |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| 47. Muslims  |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| 48. Christians (including Indian Xians & Anglo Indian) |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| 49. Europeans  |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |
| Total  |          |       |       |          |       |       |       |       |       |             |          |       |       |          |       |       |       |       |       |

*N.B.*—Viswakarmalan includes, Carpenter, Thattan, Mocsari, Kollan, Tholkollan, Kallasari and Karuvan.

### D. C. SUPPLIES REGISTER

Class or Form ..... Name of School ..... Year for which the supply is made.....  
 Names of students and details (regarding their community and 1st year, 2nd year, etc.) .....

| Particulars of supply and distribution                                   | Eng. Text | Eng. Non-detailed Text | Eng. Grammar | Eng. Dictionary | Eng. Copy | Mal. Text | Mal. Non-detailed | Mal. Grammar | Mal. Copy | Sans. Text | Sans. Grammar | Sans. Copy | Arithmetic or Ele. Mathematics | History | Geography | Ele. Science | Atlas | Instrument Box | Foot-rule | Note Books | Note Books | Note Books | Paper | Blotting | Ink | Pencil | Rubber | Remarks regarding date of supply and signature of pupils |
|--|-----------|------------------------|--------------|-----------------|-----------|-----------|-------------------|--------------|-----------|------------|---------------|------------|--------------------------------|---------|-----------|--------------|-------|----------------|-----------|------------|------------|------------|-------|----------|-----|--------|--------|--|
| Stock of old articles  | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Supply received as per indent  | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| <b>Total</b>   | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Distributed to each of ..... first year pupils                           | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Distributed to each of ..... second, third, etc. year pupils             | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| <b>Total distributed</b>   | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Balance in stock   | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Returned to contractor   | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Balance c/o to next year   | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Returned by pupils at the end of the year                                | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| Returned to the Protector or auctioned away being worn out or unsuitable | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |
| <b>Carried over to the next year</b>                                     | ..        | ..                     | ..           | ..              | ..        | ..        | ..                | ..           | ..        | ..         | ..            | ..         | ..                             | ..      | ..        | ..           | ..    | ..             | ..        | ..         | ..         | ..         | ..    | ..       | ..  | ..     | ..     |  |

Signature of Class-teacher

Signature of Head-master

Note.—1. One page to be devoted to each class. 2. The details of books returned by pupils to be kept in separate slips and total to be carried over to the register. 3. Enter in the several columns only the number of each article distributed to a pupil.

## ANNEXURE IV INSPECTION CODE

With a view to ensure the maximum return on the money spent on Public Education and to secure a uniform standard of efficiency in the matter of teaching and the maintenance of discipline in all the educational institutions directly managed by Government or recognised and aided by them, the Government of His Highness the Maharaja of Cochin are pleased to issue the following rules for the guidance of the executive and Inspecting officers of the Education Department.

These rules shall collectively be known and referred to as the Inspection Code, and no alteration or addition to them shall be valid unless it has been approved by Government and published in the Cochin Government Gazette. The Director of Public Instruction is, however, empowered to issue in the form of Standing Orders or Departmental Circulars (which shall also be published in the Gazette) such interpretations of or rulings on the provisions of this code as are necessary in his opinion to implement the purpose of these rules.

The provisions of this Code are meant to be consonant with those of the Education Code and the Circulars issued thereunder; and, in cases of doubt, Inspecting Officers should refer to the Director for clarification. The appendices to this Code shall form part of it and shall have the same force as the main provisions of the Code itself.

The powers assigned to the several Inspecting Officers by the provisions of this Code are in the nature of delegations and are liable to resumption, temporarily or permanently, as occasion demands.

The Director may, with the special or general sanction of the Government, depute any officer of the Department to perform the functions of any of the Inspecting Officers referred to in this Code.

Copies of this Code shall be supplied to all the Inspecting Officers who are expected to be thoroughly familiar with its provisions and the Standing Orders and the Circulars issued thereunder.

While Inspecting Officers are required to pay the utmost attention to a close adherence to the provisions of this Code, they are cautioned against the risk of sacrificing the higher interests of Education to the demands of mere administrative routine.

### CHAPTER II

#### Inspecting Officers and their Jurisdiction

The Inspectorate shall consist of the following personnel.—

1. Inspectress of Schools.
2. Inspector of Schools, Southern Division.
3. Do. Northern Division.
4. Do. Central Division.
5. Superintendent of Sanskrit Education.
6. Supervisor of Musical Studies.
7. Physical Training Inspector.

And 8. to 13. Six Deputy Inspecting Officers, one of whom shall be a woman.

The Inspectress of Schools shall be responsible for the inspection of all the Girls' Secondary Schools in the State and shall have her head-quarters and office at Trichur. The Divisional Inspectors of Schools and the Deputy Inspecting Officers shall be responsible for the inspection of the Secondary and Primary Schools respectively in their several jurisdictions as shown in Appendix I of this Code. They shall have their head-quarters as noted below.—

| <i>Designation of Officer</i>               | <i>Head-quarters</i> |
|---|----------------------|
| 1. Inspector of Schools, Southern Division  | Ernakulam            |
| 2. " " Central Division                     | Irinjalakkuda        |
| 3. " " Northern Division                    | Trichur              |
| 4. Deputy Inspecting Officer I Sub-Division | Ernakulam            |
| 5. " " " II " "                             | Cranganur            |
| 6. " " " III " "                            | Chalakkudi           |
| 7. " " (Woman) IV " "                       | Trichur              |
| 8. " " V " "                                | Vadakkancheri        |
| 9. " " VI " "                               | Chittur              |



The Superintendent of Sanskrit Education and the Supervisor of Musical Studies and the Physical Training Inspector shall hold jurisdiction over the whole State in their respective spheres of work and shall have their head-quarters at Trichur.

The Superintendent of Sanskrit Education shall inspect all the Sanskrit Schools and the teaching of Sanskrit in all the Secondary Schools in the State. He shall be directly under the Director of Public Instruction.

The Supervisor of Musical Studies shall be responsible for the Inspection of Music teaching in all schools, whether primary or secondary, and shall be directly under the Director of Public Instruction.

The Physical Training Inspector shall supervise the imparting of Physical Education in all the schools where provision has been made for it, and shall work directly under the Director of Public Instruction.

The inspection of the Government Training Institution and of the Model school attached thereto will be conducted by the Director himself.

The Deputy Inspecting officers shall be subject to the control of the respective Divisional Inspectors as detailed in Appendix II.

Since the ultimate aim of the central inspection of a public service like Education is twofold, namely protective and constructive. Inspecting officers are expected to be more than mere reporters of progress or the reverse in the field of education. They shall make it part of their work to keep themselves in intimate touch with the changing educational needs of their respective jurisdictions and to confer on educational matters with non-departmental officers like the Presidents of Village Panchayats, Municipal Chairmen, etc., and with the non-official public who may be interested in matters educational.

Inspecting Officers should keep in touch with local meetings, conferences, exhibitions, etc. conducted by the Associations of Teachers or Managers, and should always endeavour to establish friendly relations between teachers and parents and between School Managers and the teachers employed under them.

### CHAPTER III

#### Office Management and Correspondence

Every Inspecting Officer shall have at headquarters a definite place where his or her office shall be held with a board notifying that the office is held there.

Inspecting Officers shall attend office when they are at headquarters and are not engaged in the inspection of schools. Their offices shall be open for the transaction of public business between 11 a.m. and 5 p.m. on all working days and suitable arrangements shall be made for the receipt of letters and telegrams and for the disposal of urgent work during holidays.

Every office shall be provided with the necessary articles of furniture and other office equipment and with such official publications as are necessary for reference. The Inspecting Officers shall keep in their offices copies of approved Text-books, copy books, etc., for check during school inspections.

A list of periodicals for the receipt, submission, scrutiny or review of which the office is responsible, should be maintained, in the following form, by every office, grouping the returns or reports under the headings.—“monthly”, “quarterly”, etc.

| Sl. No. | Nature of Report or Return | From whom due | Date | To whom due | Date | Remarks |
|---------|----------------------------|---------------|------|-------------|------|---------|
|         |                            |               |      |             |      |         |

Whenever there is delay in the receipt or submission of a periodical report or return, the matter should be reported to the officers' immediate superior with an explanation for the delay.

Inspecting Officers should see to the prompt and efficient despatch of work in their offices, and for this purpose they shall obtain periodically from their chief ministerial officers an arrears list and take steps for the early disposal of the pending papers and for the prevention of such accumulation in future.

The Divisional Inspectors of Schools, the Inspectress of Schools, the Superintendent of Sanskrit Education and the Physical Training Inspector, the Principal, Government Training Institution and the Sanskrit College alone may correspond direct with the Director. Other Officers will address the officers to whom they are immediately subordinate except when they are ordered to send up communications direct to the head of the Department or in cases of real urgency when a copy of the communication should be immediately submitted to the officer immediately superior to them. (This rule does not however apply to D. O. correspondence.)

The tone of official correspondence should always be courteous. This is necessary also in communications addressed to a subordinate officer in order to uphold his prestige and authority in the estimation of his subordinates and the general public.

Correspondence to the higher authorities and between officers of the same status shall be in letter form. In addressing Government Servants the memorandum form shall be used only in the case of direct subordinates of an officer. It should not be used in addressing the subordinates of another department or subordinates of the same Department serving under another officer when only the letter form should be employed.

Communications addressed by the Inspecting Officers to the Managers of Schools in their jurisdiction shall be in letter form, the memorandum form being used for this purpose only by the Director.

References from the Director on communications from Government, the C.F.A. and papers relating to Legislative Council business shall be attended to immediately. When delay is unavoidable in furnishing replies to such communications, an ad interim reply should be sent up forthwith stating the circumstances in which the final reply is delayed and the probable date by which it may be expected.

Matters which can be quickly settled by personal discussion should not form the subject matter of unnecessary or prolonged correspondence.

Ordinarily it is not advisable to take action on oral orders, but in cases where such oral order demands immediate action in the public interest, confirmation of the order should be obtained as soon as possible.

The following abbreviated addresses shall be used in all telegraphic communications to the officers of the department,—

|                                |                               |
|--------------------------------|-------------------------------|
| Director of Public Instruction | EDUCATION                     |
| Divisional Inspectors          | SCHOOLS                       |
| Inspectress of schools         | GUIDE                         |
| Deputy Inspg. officers         | ROUTINE (with No. of Sub-Dn.) |

Service labels should not be used for communications which are not strictly in the interests of the public service. When ordinary Anchal stamps accompany communications from private individuals, they shall be used for replies. With a view to ensuring that private anchal stamps received for reply are used for that purpose, the officers receiving such communications with which stamps are enclosed, shall enter the words, "stamp for reply" at the head of the said communications.

## CHAPTER IV

### Touring & Inspection

Every Inspecting Officer shall prepare his quarterly tour programme in advance and submit it to the Director fifteen days before the commencement of the period to which the programme relates. Similarly the Circuit Diary shall be submitted to the Director through the immediate superior of the officer concerned within five days of the termination of the month to which the Diary relates.

After a tour programme is drawn up and approved by the Director it shall be adhered to as closely as possible and, if for any unavoidable reason the work put down for a particular

month is not completed in that month, the portion remaining unperformed shall be added on to the work prescribed for the quarter and the whole completed before the end of that quarter, the change being duly notified to his immediate superior and to the Director.

The tour programme shall be so arranged that hurried tours and marches and repeated tours in the same area are avoided. This rule will not apply to surprise visits to be made in connection with reports called for by higher authorities or specific complaints which demand immediate inquiry. Frequent returns to headquarters are also to be definitely discouraged as normal office routine can be attended to even in camp.

Divisional Inspecting Officers, the Inspectress of Schools, the Superintendent of Sanskrit Education and the Supervisor of Musical Studies should notify in advance the probable date of their visit to important centres to enable the local people interested in education to meet them.

The minimum number of days of touring to be done by the Inspecting Officers of all grades shall be 144 in the year.

Every educational institution should be inspected once a year by the Inspecting Officer concerned and a Report in the prescribed form (vide Appendix III) submitted to the director or the Divisional Inspector as the case may be. Such reports should be submitted to the Superior officer concerned within fifteen days of the inspection of an institution.

For purposes of inspection tours, the school year will be divided into two parts, the first part from the first Monday in June to the 30th September and the second from 1st October to the closing of schools for the summer vacation.

The inspection work shall be, as far as possible, evenly distributed over the working months. The inspection of one school should be completed before that of another is taken up and, except in cases of extreme necessity, Inspecting Officers should not return to headquarters in the middle of the inspection of an institution.

While on tours, Inspecting Officers should try to acquaint themselves with the educational needs and progress of the different parts of their jurisdiction, meet persons who are interested in matters educational, and render every help and advice to individuals and bodies engaged in educational activities to further the progress of education and improve the quality. Every State-managed or State-aided public service is challenged by the question whether and in what degree it is fulfilling the purpose for which public money is spent on it, and whether it is fulfilling it in a greater degree as more money is spent on it. This lies behind all other questions and is perpetual. The process by which an Inspecting Officer should endeavour to answer or provide materials for an answer to this question is a process of criticism based on comparison in many instances of good, bad and indifferent performance and appreciation of the factors relevant to performance—a process which demands not only knowledge and experience and commonsense, but a good deal of imagination and sympathy. And, any Inspecting Officer worth his salt who is engaged in such work, especially for so lively a service as education, must inevitably become a good deal more than a reporter of compliance or non-compliance with specified rules and conditions of State-aid. He must become a constructive agent doing all that he can on behalf of the Central Government by admonition, criticism, advice and encouragement, to build up a higher standard of performance and get better and better value for public money.

## CHAPTER V

### The Duties and Powers of Inspecting Officers

It shall be the duty of the Divisional Inspectors and the Inspectress of Schools.

1. to control and be responsible to the Director of Public Instruction for the efficient working of all the educational institutions in their charge;
2. to supervise the work of all the officers and servants subordinate to them and to bring to the notice of the Director any case of neglect or dereliction of duty on their part;
3. to have a full and complete knowledge of the condition of education in their jurisdiction;

4. to have an accurate knowledge of the curricula of studies obtaining in the different grades of schools in their charge and to report to the Director any changes which they deem desirable in the distribution or gradation of schools, in the syllabuses, in the staffing of schools or in the grading of teachers;

5. to visit and inspect the Secondary schools under their control in accordance with the provisions of this Code and report on them to the Director, to visit a percentage (to be fixed by the Director) of Primary schools and check the inspection work of the Deputy Inspecting Officers under them;

6. to review the inspection and visit reports of all the Primary schools inspected by the Deputy Inspecting Officers;

7. to check all bills and accounts passed or countersigned by them and to exercise the strictest possible economy in the expenditure of public money;

8. to pass the grant bills of all the Primary Schools in their jurisdiction;

9. to submit on or before the due dates to the Director or the C. F. A. or any other Officer as ordered by Government such periodical returns as are prescribed by the rules;

10. to serve witness summons and prohibitory orders concerning the officers employed in the institutions placed in their charge;

11. to be in charge of the inspection of the Public Libraries in their respective Taluk Head-quarters;

12. to sanction expenditure of all kinds relating to their own offices and the institutions placed in their charge within the sanctioned budget allotment, except in cases where the sanction of a higher authority than the Head of the Department is required by the rules. Bills for all such items of expenditure should be submitted to the Director for counter-signature;

13. to draw bills of their own offices, to appoint their peons and to grant casual leave to the clerks, attenders and peons of their own offices;

14. to dispose of papers connected with the admission and transfer of pupils, the issue of duplicate Transfer Certificates, the approval of promotion lists, etc., in accordance with the Code Rules;

15. to sanction the closing of schools for local holidays provided that they are compensated, the grant of school buildings for holding meetings of a non-political character and the holding of morning classes for special reasons;

16. to correspond directly with the C. F. A. in matters relating to the preaudit of bills and objection slips regarding bills of every kind which they have the power to sanction;

17. to sanction P. C. R. estimates of the school buildings in their charge not exceeding Rs. 200; and

18. to administer the rules of the department with firmness, impartiality and tact and to be accessible to all persons who may have legitimate business to transact with them.

The Divisional Inspectors and the Inspectress of Schools shall be competent to withhold temporarily any part or whole of the grant of any of the Primary Schools in their respective jurisdictions the passing of which is vested in them, reporting such cases of withdrawal to the Director without delay.

It shall be the duty of the Deputy Inspecting Officers

1. to visit and inspect all the Primary Schools and Village Libraries under them;

2. to conduct all inquiries connected with the institutions under them.

They have the power;

1. to check-measure the P. C. R. works of the Sirkar Primary Schools in their respective jurisdictions;

2. to dispose of all papers relating to Aided Primary Schools including the grant of leave, increments, etc., to them;

3. to draw the pay, T. A., contingent bills, etc. of their own offices, to appoint their own peons and to grant casual leave to the clerks, attenders and peons of their own offices;

4. to approve of the promotion lists of the Primary schools in their charge;

and 5. to grant local holidays to Primary schools under them provided that they are compensated.

It shall be the duty of the Superintendent of Sanskrit Education

1. to inspect all the Sanskrit Schools in the State once a year;
2. to inspect the teaching of Sanskrit in the several Secondary Schools and to report on its efficiency;
3. to suggest from time to time ways of improving the teaching both in Sanskrit and Secondary Schools; to inspect the Maharaja's Grantha Library and the Government Section of the Sanskrit College; (The college office however, will be inspected by the Director)
4. to advise the Director on the choice of suitable books for the Sanskrit Schools; and
5. to help the Director generally in the matter of the promotion and improvement of Sanskrit education in the State.

The Superintendent of Sanskrit Education shall be competent

1. to draw the salary, T. A. and contingent bills, etc., of his own office, to grant casual leave to the clerks and peons of his office;
2. to deal with all the papers relating to the admission and transfer of pupils of the Sanskrit Schools in accordance with the Code Rules;
3. to approve of the promotion lists relating to the Sanskrit Schools;
- and 4. to grant local holidays to Sanskrit schools provided that they are compensated.

The Superintendent of Sanskrit Education will, in addition to the duties specifically referred to, render the Director every assistance in the matter of improving the quality of Vernacular Education in the State and in collecting and editing rare manuscripts in Sanskrit and Malayalam.

The Supervisor of Musical Studies will

1. conduct the inspection of the Special Music Classes and Schools in the State;
2. inspect the teaching of music in the several Primary and Secondary Schools and to report on their efficiency;
3. conduct the practical part of the Special Music and Optional Music of the S. S. L. C. Examinations;
- and 4. act as the Head of the Rama Varma Special Music School, Trichur.

The Supervisor of Musical Studies shall be competent

1. to draw the pay, T. A. and contingent bills, etc., of his own office and of the Special Music School;
2. to grant casual leave to the ministerial and menial staff of his office and of the Special Music School;
- and 3. to approve the promotion lists relating to the Special Institutions devoted to the teaching of Music.

The Physical Training Inspector shall, in addition to the duties specially assigned to him, advise the Director on all matters relating to the health and physical education of the pupils attending the schools and shall also deal with all the papers in the Head Office relating to the holding of the Inter-School Sports.

It shall be the duty of the P. T. Inspector.

1. to inspect and report on the teaching of Physical education in all the Secondary Schools;
2. to inspect the playgrounds, gymnasiums and sports equipment of all the Secondary schools and to bring to the notice of the Director any case on negligence or evasion on the part of the School Managers in satisfying the requirements of the Code and the rules issued thereunder in the matter of Physical Education;
3. to scrutinise and verify the Certificates issued by the School Physical Training Instructors to the S. S. L. C. candidates in accordance with the requirements of the Code and the S. S. L. C. Scheme, and to countersign all such certificates;
4. to occasionally visit Primary Schools and report the physical condition and fitness of the pupils attending them and examine the adequacy of the arrangements made for the recreation and play activities of the children;
5. to examine and report on all requisitions for the acquisition of land for the layout of playgrounds;

The P. T. Inspector shall be competent to draw the pay, T. A. and contingent bills of his own office and to sanction casual leave to the clerk and peon of his own office.

## CHAPTER VI

## Registers, Records and Periodical Returns

The following registers and records shall be maintained by the Divisional Inspectors and the Inspectors of schools.—

1. Permanent advance register.
2. Cash book.
3. T. A. expenditure register.
4. Contingent registers.
5. Register of half fee concessions.
6. Pay and T. A. and acquittance roll.
7. Office order book.
8. Attendance register.
9. List of Departmental schools.
10. List of aided schools.
11. List of recognised schools.
12. Register of recognised staff.
13. Civil list of Sirkar school teachers.
14. Monthly Circuit Diary.
15. Establishment register of Sirkar schools.
16. Register of periodicals, magazines, Library books.
17. Register of valuables.
18. Inspection register.
19. Default and Punishment register.
20. Security register.
21. Register of applications for copies of documents.
22. Register of periodical returns.
23. Bill and O. S. registers.
24. Personal registers.
25. Despatch register and local delivery book.
26. Register of service labels.
27. Register of postage charges incurred.
28. Register of stationery articles and printed forms.
29. Register of furniture and stores.
30. Register for the destruction of records.
31. Filebook of circulars and service orders received and issued by them.
32. Grant bill register.
33. Grant-in-aid audit register.
34. Register of fee collection in aided schools.
35. P. C. R. register.—
36. Register of original works sanctioned and executed.
37. Register of licenses and permits in their custody.
38. Casual leave register.
39. Register of expenditure sanctioned.
40. Collecting officers register of receipts.
41. Disbursing officer's register of expenditure.
42. Register of school and office compounds leased and usufructs auctioned.

The Deputy Inspecting Officers shall maintain the registers (nos. 1 to 31 and 37, 38, 40, 41 and 42) prescribed for the Divisional Inspecting Officers and the Inspectress) in so far as they relate to the Primary schools in their charge.

The Divisional Inspectors and Inspectress of schools shall submit to the Director the following periodical returns on or before the dates fixed by him.—

- Monthly.—
1. Circuit diary.
  2. Absentee statement of teachers.
  3. Pupils attendance reports of Sirkar and Aided Schools.
  4. Statement of receipts and disbursements (of offices and schools).
  5. Statement of outstandings.
  6. Statement of appointments requiring security.

Quarterly.—Consolidated statement of appointments, leave and promotions.

- Half-yearly.—
1. Consolidated casual leave statement.
  2. Progress report of P.C.R. works.
  3. Statement of inspection work.
  4. Casual leave statement of Inspecting Officers.
  5. Civil list.
  6. Return relating to the closing of schools.
  7. Report regarding the condition of type-writers.

- Yearly.—
1. Certificate regarding the verification of library books.
  2. Statement of Aided Schools.
  3. Furniture verification return.
  4. Return of Europeans and Anglo-Indians.
  5. Statement of destruction of records.
  6. Landed property statement.
  7. Business statement.
  8. Detailed statement of establishment.
  9. Fifty-five years statement.
  10. Return of officers lent to foreign service.
  11. Administration report.
  12. Application for allotment under P.C.R.
  13. Budget and revised estimates.
  14. Indent for stationery articles and printed forms.
  15. Acknowledgment of permanent advance.
  16. List of works to be done by the P. W. D.
  17. Return relating to security certificates.

The Deputy Inspecting Officers shall send up to the Director all the returns detailed above except items 2 and 7 under half-yearly and item 16 under yearly ones.

The official returns mentioned above are of great importance from the standpoint of administrative control and efficiency and care must be taken to see that they are submitted on the due dates.

## CHAPTER VII

### School Inspection

Every educational institution should be inspected by the officer concerned once a year, and the tour programme should be so drawn up as to provide for this. If due to any unforeseen cause it is found not possible to inspect all the schools in his charge, the officer concerned should at once report the fact to the Director and get the shortage condoned.

Three days' notice of the annual inspection shall be given by the Inspecting Officer to the Headmasters in the case of Primary schools and a week's notice in the case of a Secondary schools.

The annual inspection shall be conducted during the school hours and in the premises of the school. The inspection shall be conducted and the results recorded in accordance with such instructions as may be issued by the Director from time to time. For the present the following directions are offered.—

1. Inspecting officers should ascertain whether the school does not comply with the provisions of the Education Code and the Circulars and Standing Orders issued thereunder;
2. they should carefully test the efficiency of teaching and discipline and the capacity of the Headmaster and the other members of the staff in this direction;
3. they should ascertain exactly the extent to which the schools meet the educational needs of the locality and the relation which subsists between it and the neighbouring schools;
4. they should satisfy themselves that the school continues to satisfy all the conditions on which alone would a school be recognised in the matter of accommodation, furniture, library laboratory and sports equipments and staff.

Inspecting officers should conduct themselves in a manner which may be a model for the teachers and should carefully avoid all manifestations of impatience or temper.

Inspections are intended to see that the teaching is efficient and a mere examination of the attainments of pupils is not enough for this purpose. Inspecting Officers should examine the notes of lessons prepared by teachers who should be encouraged to adapt the method of teaching to the conditions of their class and to avoid unnecessary regimentation through the dull dictation of notes.

The text-books in use should be carefully scrutinised with a view to prevent the use of books not approved by the Department.

After inspecting the teaching in the several classes the school office should be inspected to see that all the prescribed registers and records are duly maintained by the Head of the school. In the cases of Aided schools Inspecting Officers should examine also the accounts of the school in order to arrive at the data necessary to fix the annual grant and to see that funds have been carefully and honestly administered.

Inspections should be made with reference to the remarks and instructions given on previous occasions, so that the series of inspection reports on a school may constitute a consistent body of cumulative and constructive criticism which may help and guide the development of the school.

The results of the annual inspection should be embodied in the form prescribed in Appendix III and the general remarks in the inspection report should be a careful appraisal of the working of the school for the year and should contain definite directions to the Heads or Managers of schools as to what they should do to improve the level of teaching and discipline and raise the general standing of the school in the educational world. The inspection report shall be prepared in duplicate, and the first copy shall be submitted within a week of the completion of the inspection to the immediate Superior of the Inspecting Officer concerned. On receipt of orders from the superior office the Inspecting Officer shall insert in the second copy a copy of the orders passed and shall forward the second copy to the Manager, correspondent, or the Head of the school who shall carefully attend to the suggestions and directions given by the Department to remedy defects noticed during inspections.

It is clearly part of the Inspector's duty to estimate and sometimes criticise the manner in which the teachers perform their duties. Among so large a body of men and women of all ages there are bound to be some whose performance of their duties is unsatisfactory in various degrees. It is in the interests of the public, the school and the teaching profession that those, who fail in their duty should be stimulated to do it better. A good teacher has no reason to fear or resent such criticism as is incidental to inspection. If the condition of a school as a whole or any part of it is found to be unsatisfactory and that condition is attributable to any member of the staff, it is the duty of the Inspecting Officer to communicate through the Headmaster to the teachers concerned the substance of any seriously adverse criticism which may appear in the inspection report in order that he may have an opportunity of explanation or defence.

Cordial co-operation between Inspecting Officers and Manager is indispensable for the welfare and progress of schools and while firmly insisting on a strict adherence to the Code Rules and the orders issued by the authorities, all appearance of "dictation" should be carefully avoided and only when advice and admonition fail should the penal sanctions of the Code be applied.

The Superintendent of Sanskrit Education, the Supervisor of Musical studies and the Physical Training Inspector shall maintain the registers and records and submit the returns which may be prescribed by the Director.

## CHAPTER VIII

### Conferences and Committees

With a view to secure substantial uniformity of judgment and practice in the matter of departmental inspection, annual conferences of inspecting officers shall be held to which four representatives of Headmasters shall be invited. The Director shall preside at such Conferences.

The proceedings of such conferences shall be confidential and shall be submitted to the Government for information and for orders where such orders are necessary.



The Personal Assistant to the Director shall be the Secretary of the Conference and he shall be responsible for correctly recording its proceedings.

The agenda for the Conference shall be prepared and communicated to the Inspecting Officers fifteen days before the date of the Conference. Officers who wish to bring up any specific question for discussion at such Conference shall bring it to the notice of the Director thirty days before the date of the Conference.

Matters covered by the several articles of the Code and the provisions of the Inspection Code, and general problems relating to the organisation and administration of Education and any specific inspection report or a general practice or tendency, may form the subject matter of discussion at such Conferences.

(True copy)

S. V. VENKITACHALAYYAR

*Secretary, Code Revision Committee*