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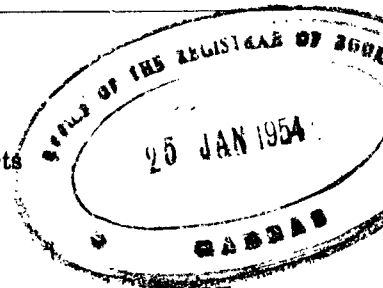
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THE SOUTH INDIAN TEACHER

Vol. XXVI

NOVEMBER 1953

No. 11

FIVE YEAR PLAN AND EDUCATION—INDIA'S HISTORICAL MISSION

DR. V. N. SHARMA, PH.D. (HEIDELBERG).

The South India Teachers' Union, the pioneer organisation in the State of Madras in the field of education, in co-operation with various organisations keenly interested in the advancement of education in all its cultural and social spheres, has undertaken this year a very ambitious programme for study and discussion namely "Education under the First Five Year Plan". It wants to present to the public, their matured experience of the various organisations which have at time single-handed, produced rich results in the field of education and social service. The entire Education Week beginning from October 26th will be devoted for this work. Their task will not certainly end with mere discussion and publicity, but they will continue their efforts all through the year. As many of you might have read in the Press, the Teachers' Union and the allied organisations will strive their best to implement the programme through their district and local organisations, so that the Central Government and the State Government could go ahead to achieve the purpose for which the Five Year Plan was worked out by the best brains of our land.

The First Five Year Plan has many ambitious schemes—to tap the natural resources of the country—which have been unfortunately neglected all these years—building dams at various places

to control the water wealth and direct the same through irrigation projects to help the Indian peasant who needs nothing but water to cultivate his fields, irrespective of the fancies of the weather. There is the Plan to rehabilitate the refugees giving them a proper home and suitable work, so that they can stand on their own feet and serve the country with all their inborn potentialities. There is also a vast scheme for the industrialisation with all the untapped natural resources, such as mining, electricity, suitable up-to-date communications etc. Then comes the direction of the social services, education, public health and sanitation. For the working of the entire Plan a sum of 2,067 crores of rupees have been set apart and unfortunately the total services get only 350 crores of rupees and poor education, the indispensable salt of the nation, which will have to nourish and thus make the people strong not only in their academic potentialities but also their life's outlook in all spheres, get only 156 crores of rupees. The Constitution of the land reminds us that India is a democratic republic and every citizen, poor or rich, irrespective of religion, sect, etc. has a right—(Yes, it says, it is birth-right)—to demand all the facilities which the citizen needs for his physical and spiritual enrichment. Millions and millions of the citizens are still grop-

ing in the darkness of illiteracy and only 42.9 per cent of the children in the age groups 6-11 are provided facilities in primary stage of education. Schools are increasing in a large number everywhere but the type of education imparted therein is still in a deplorable stage. Whether it is based on the Indian time-old patterns or an imitation from the West of what has been condemned outright by the Westerners in their own countries, is still a question that will have to be answered. Governments, however generous and enthusiastic they may be in implementing the Plan and especially that aspect which touches the Education of the Nation, they cannot achieve anything alone, unless the public and particularly the parents realise the seriousness of the situation and come forward with all their resources to bear the lion's share in this gigantic task. The public should also feel that it is a part and parcel of the democratic republic and unless we realise this responsibility, the machine cannot move. Really our task is like that of moving the Jagannath Rath. It is physically impossible to move this Temple-Car, yet, when it moves, if all the people put their hands and pull it, the Car moves—and moves eternally. In the speeches made recently by our leading educationalists, it is said that these disappointing results were due to the inefficient way the Plan has been worked out by the men on the top, on one side, and the want of enthusiasm on the part of the public, on the other side, so as to make the plan a success. As Dr. Zakir Hussain and Shri K. M. Munshi said, India has a great message to give to the world at large at this critical stage. Her historic mission is tremendous. Everyone is looking forward to India to lead them from the whirlpool of complications to that world where everyone could live peacefully working hand in hand as comrades forgetting once for all the man-made barriers of class, race, nationality and things of that kind, of thorns which have upset the peace, understanding and harmony of the human race.

In my recent travels in many a country in the Western World I have vividly felt that longing on the part of the people in the West. In Germany, Italy, Switzerland, Holland and Great Britain where I spent more than a year visiting many a cultural and educational institution, and talking to the people there on India's outlook on life's problems, I have been asked by all this one question: How did you succeed? You have won freedom through a bloodless revolution—and yours is now a real democratic republic. You have so many dynamic personalities endeavouring to uphold the message of that great personality Mahatma Gandhi, in Nehru, Rajendra Prasad, Pandit Vijayalakshmi, Dr. Radhakrishnan—India in the past enriched the culture of the Western World through her Vedic and Upanishadic lore, through the teachings of Gautama Buddha and through the vedantic nectar of Sankara, Ramanuja, Madhwa, Tukaram, Kabir and Tulasi Das, and through her art, music, dance etc. There is one solidarity and one continuity in your land throughout all ages—whereas our lands, our cultures have been shattered to pieces from time to time—due to our national, racial and cultural jealousies—wars came and cleaned the slates—every time we had to begin a new phase. There was a time when we boasted that the world was meant for us—for us alone—and the burden of the uncultured and uncivilised lands should be borne by the Whiteman only. The second World War has upset the pendulum and restless, unhappy we are now, even though the second war ended eight years ago. How to set right our house in such a restless world, avoiding if God willing, the coming third World War. They all, as such, look forward to us, the children of India to save them from the coming catastrophe. Shall we answer this call or close our eyes and ears before this tragedy of life in Europe.

The Five Year Plan and other plans that might be formulated at a later stage should take this call into consideration. A gigantic task is this—not only before the public but also before

the Governments in power. India wants education to her children, hundred per cent of her children should enjoy the benefits of education, which is the birth-right of every citizen, young and old. Naturally every adult, not only between the age groups of 14-40 as stipulated by the framers of the Five Year Plan, but all, even our old people—if I dare to call them old people—where is the age-limit for enjoying the riches of Goddess of Knowledge—Saraswathi—should have a right to take advantage of education. Ours is a Welfare State, in its truest significance—and any plan that strives to make India a real Welfare State, should attend to all the wants of the people.

The various aspects of the Five Year Plan—like industrialisation of the country, developing the agriculture wealth of the land, the rehabilitation of the homeless in towns and villages, making the people hundred per cent educated all these problems should be approached, not piecemeal, but as one structure. Personal wishes and desires, ambitions and prospects should be forgotten for good and we should think only one thing—how best we can serve the nation as one heart, as one mind and as one spirit. To ask this from our people is not a big thing. The moment we change our angle of vision, nothing can be difficult to achieve. The leaders have naturally visualised this—and they want as such, to build the structure of the Indian Welfare State on these lines alone. The ways of the past regime—however correct they happened to be—have no value to-day, especially in 1953, when humanity demands a dynamic energy and Himalayan vision to lead us from the Unreal to the Real, from the Darkness to the Light and from Death to Immortality. Our past rulers have realised their mistakes and these they have abandoned even in their own homeland.

Six years have passed—naturally, very quickly since we have won freedom. Yet, where do we stand educationally and culturally in these six years? The old system continues un-

interruptedly—and every one either for respect towards our great leaders who have sacrificed everything for the noble cause of India's freedom—or for our own comfort and peace, tolerates the ways of life. Nothing can be achieved unless we examine ourselves boldly, without fear or favour—and give that answer that emanates from the higher mind. This is our historical mission—and that alone can uplift us and with that we can answer the call—a call that comes from the West.

We are now in a psychological position—ney, shall I say in a very critical position. We have reports from the best brains of the land on the future development of education. Dr. Radhakrishnan's report on the Re-organisation of University Education is a monumental one. Lakshmanaswami Mudaliar's report goes to a great extent to help the present problem however cautious it is in certain details. He follows the spirit of Dr. Radhakrishnan's Constructive Plans. For the Basic Education we have the rich experience of Dr. Zakir Hussain, Dr. Aryanakam—to add to this we have before us the scheme of Sri Rajagopalachari which shrewdly makes primary education a live wire in the life of the people.

The material *viz.*, our children is a rich one and it is there and this material should be utilised with a dynamic approach. Let us boldly say good-bye to that deadening intellectualism and specialisation which make the plastic minds barren, unimaginative and give in its place a really artistic humane and universal education. The child has in himself the seed of the face, its genius, its immortal heritage and culture. Let us serve the child, with this vision and understanding whether he happens to stay in the parental house, comes to a primary basic school, at a later stage to a Secondary School or a College.

It is said by one of the progressive educationalists—that any educational plan, which we sincerely desire to work out for stability and continuity of the humanity, should strive towards

all sided development of the child's personality so that the child can learn either consciously or unconsciously to live and more harmoniously and with full happiness among those who happen to live in his neighbourhood and work, as a fellow-citizen, hand in hand with all.

You all have studied the Five Year Plan on education, let me not again repeat the same, but allow me to recall and interpret how the ancient system of Indian Education approached the problems which we are to solve now. Education for all, boys and girls, co-operation of parents and teachers, school and public, public and Government; relationship of academic and practical training

According to Indian teachers of old, education is the drawing out and training of in-born capacities and powers brought over from the past which lie as germs in the egg in its way of outer expression. Science and Art went always together in order to bring out the best and the natural from the individual. The individual is always asked to behold the supreme and fundamental unity in the midst of diversity. In learning he is told, that all are one. The spirit has no caste, no nationality, no sex and no creed; rich and poor, men and women are mere outer forms. There had been disciplined freedom and mutual loving service in all the educational institutions that carried out this ideal of education so that the individual had always ample opportunities without fear or favour to realise his own personality and behold his own divinity in others. Parents, naturally in those immemorable days created the basic atmosphere for education in their own homes and the mother had always been the first teacher of the child and all the members of the family, young and old, had been his comrades. When the child joined the school, the teacher continued this spirit in all his plans. Besides to achieve this plan, there was close contact between the teacher and student, all through the period of study. The teacher naturally to achieve this ideal knew perfectly well the student whom he taught, all his

instincts and tendencies. "To teach Sanskrit to Krishna you must not only know Sanskrit you must also know Krishna in and out," has been the rule placed before the teacher by the tradition. The office of the teacher has been thought so holy that parents had no fear or anxiety to entrust their children for years to him. He is the father, mother and everything to the student. The schools which had been run for the education and training of the children were simple in structure, many of them were mere huts surrounded by lovely gardens, fragrant with blossoms, and shady trees—as one foreign traveller describes it. The teacher reminded the student when he completed his studies that he should speak the truth and follow the traditional conduct. He was further exhorted that "the line of your race is not broken. Do not fail to pay attention to truth. Never be indifferent to the study; impart it to others. Be mindful what is to be offered. Let your mother be a God to you. Let your father be treated like a God. Let your teacher receive from your hands all the honours that you offer to a divine being. Let your guest receive hospitality as you offer to God. Those acts that are irreproachable alone are to be performed and not those that are their contrary. You must not even breath a word which is unpleasant. These high ideals the students in all times upheld. They never settled in their own places before going on a pilgrimage to the various holy and cultural centres. There was no question of money on which we make nowadays so many conscious observations. Villages and towns have set apart a portion of their income for maintaining either a school or a University and its staff. The king of the country even though many forms of Governments came into existence and many foreigners held the destiny of the country for many a century never forgot these responsibilities towards the education of these people. The king always gave money and donated rich lands as his contribution to maintain these institutions without interruption. It is also said that there were no illiterates in the country. Temples and many local organisations

arranged education for people staying at home and both villagers and town people enjoyed all through the ages the benefits of education.

When we plan anything under Five Year Plan or under any other Plan, we should take into consideration this historic experience of our fore-fathers. India will then be in a position by the end of this decade to tell the rest of the world that she does not lack in any way in the sphere of education as it would be in other economical spheres. The policy of the Government should follow this path to make education free and compulsory and give such facilities to the youth of the country which can help them not only to pass through the school but also the University in any field of higher knowledge. Thus alone India can revive her ancient ideals of education at the same time taking the rich experience from other

lands and thus uphold the eternal problems of life for which Indians lived and worked from time immemorial.

Gandhiji said, twelve years ago, when the question of introducing Basic Education was raised that, "many of you are filled with doubts. This is the wrong way to go about the work. You should have robust-faith. If you have the conviction that I have, your work will flourish."

This is the historical mission for which thousands and thousands of our people gave their life and strength. Let all be happy, let all be free from fear and anxiety. Let there be peace. Let there be solidarity and security among all, among animate and among inanimate. Let us devote our life for successfully carrying out this historic mission, for it is not alien to our present social structure and need.

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IMPROVEMENT IN SCORING

RAGHUNATH SAFAYA, M.A., M.Ed.,

P.U. Camp College, New Delhi.

(Continued from Page 314.)

The conclusions arrived at in the articles published in the August and October issues of this journal regarding the problem of scoring were as follows:—

- Essay-type tests are not reliable due to a great amount of subjectivity shown by the examiners in scoring the answer-books.
- As the new-type tests do not measure all the abilities which the essay-type tests attempt to measure, the possibility of replacing the essay-type tests is nullified.
- The proper solution lies in supplementing the essay-type tests by new-type tests and in reforming the technique of scoring.

An experiment was conducted to find whether a reform could be made to the procedure of scoring and whether by means of such a reform the reliability could be substantially increased.

Procedure: The answer-books of 25 candidates which were marked by 10 examiners were again circulated among the same examiners for re-scoring. This time a set of instructions were given to them. These have been recommended by Weidman, Ross, Thorndike and Fruchey. The examiners were asked to follow these instructions closely. The scores of each question were to be written on a separate sheet of paper and not on the answer-books.

Scheme of Scoring:—

- Read the question paper thoroughly and find the exact answer of each question. Ascertain definite value to each part of the question.
- Have definite policy as to what factors are to be considered and what not.
- Read over a sampling of the papers to obtain a general idea of the grade of the answers.
- Score one question through all the papers and then proceed to the next.
- Sort answer-books into five parts; A, B, C, D, E according to five grades: very superior, superior, mediocre, inferior and very inferior.
- Note the points omitted and the value of each point. Subtract the quantity to be deducted from the maximum marks of each question and write the final marks.
- Add up the marks of each candidate twice, backwards and forwards to check the mistakes in adding up.

- Score 10 per cent answer-books at random and send the same to the undersigned—the head examiner—who will check up and correct gross mistakes if any, and will give further instructions if any.

Findings: The mark-sheets from the examiners were obtained and were compared with corresponding sheets of the former occasion. A detailed statistical analysis was made to obtain the findings.

(A) Standards on the two occasions—

Variations of the scores due to different standards maintained by the examiners were calculated and compared with those of the former occasion when no instructions regarding the instructions of scoring were given to the examiners. Table (1) given below shows that the difference between the standards of the examiners is very low as compared with those on the first occasion.

TABLE (1) Comparison of the Standards

Examiners	A	B	C	D	E	F	G	H	I	J
1st Occasion	23.7	25.0	30.3	18.7	19.2	33.2	26.0	34.8	23.4	24.0
2nd Occasion	29.2	29.3	30.6	28.7	28.1	33.1	32.6	32.1	30.9	30.5

The averages of the scores awarded by each examiner to all the candidates which represent the standard of each examiner cluster round the mean 30.5 on the second occasion. The range of the averages is 5 only (33.1–28.1) as compared with 16.1 (34.8–18.7) of the first occasion. Thus the constant factor of subjectivity has been eliminated to a great extent.

(B) Range—

If we compare the range of marks between the dullest and the brightest candidate according to the different examiners, we find on this occasion the examiners have made a better estimation of the achievements of the candidates as shown in Table (2) given below.

TABLE (2) Range of Marks by each Examiner

Examiner	A	B	C	D	E	F	G	H	I	J	Mean	Range
1st Occasion	31	29	34	25	23	38	34	40	35	32	32.1	17
2nd Occasion	25	24	26	26	25	28	25	24	25	25	24.6	4

On the second occasion of scoring the variations in the ranges of marks awarded by each examiner to all the pupils has fallen as low as 4 in comparison with 17 of the first occasion.

Again if we compare the range of marks assigned to each candidate by all the ten examiners on the two occasions we find that the maximum range on the second occasion is only 10 as compared with 34 of the first occasion.

TABLE (3) - Ranges of Marks of 10 Candidates

Candidates	1	2	3	4	5	6	7	8	9	10
1st Occasion	14	21	16	23	13	13	18	19	18	22
2nd Occasion	5	5	4	4	7	6	4	4	6	5

The difference between the highest and the lowest marks assigned to candidate 1 by the different examiners on the first occasion is 14. The same difference has dwindled to 5 on the second occasion.

We find less variations in the marks of any candidate as compared with those of the former occasion of scoring. Table (4) below shows the marks assigned to candidate 1 by the ten examiners on both the occasions.

TABLE (4) Variations in the Marks of Candidate 1

Examiners	A	B	C	D	E	F	G	H	I	J	Range	Mean
1st Occasion	20	22	27	16	16	29	23	30	21	20	14	22.4
2nd Occasion	27	28	28	26	25	29	29	30	29	28	5	28

The marks on the second occasion cluster round the mean 28 either three less or three more. There is decidedly a decrease in the subjectivity on the 2nd occasion and the examiners have come to agree to a great extent about the awards. On the whole the specific factor of subjectivity too has been eliminated.

(C) Inconsistencies—

There are very few instances, and those too of less significance, where two examiners agree with each other in assigning same marks to a candidate but differ in assigning marks to other candidates.

TABLE (5) Agreement of 2 Examiners

EXAMINERS	SCORES AWARDED TO			
	CANDIDATE 8	CANDIDATE 9	CANDIDATE 10	CANDIDATE 11
I	30	21	29	38
J	30	20	30	37
A	31	20	27	34
B	29	19	27	35

In fact examiners A & B agree with regard to the awards of candidates 4, 7, 10, 15, 16, 17, 19, 23 & 25. Similarly D & E agree with regard to the awards of candidates 3, 5, 6, 11, 16 and 22. This shows that the examiners have maintained their standards throughout. Even when the two examiners awarded different marks to a candidate the differences are negligible. This reveals the

elimination of unique factor of subjectivity. The coefficient of correlation between the awards of two examiners say D and H on the second occasion is higher than that on the first occasion

(r) between D & H on the first occasion was .7
 " " second " .95

Nothing more than .95 can be expected from different examiners as the coefficient of correlation of their awards. An improved scheme of scoring can simply lead to an approximation of the ideal scores.

(D) Random Variations—

On the first occasion of scoring the examiners revealed high constant variations of the standards of marking as also high random variations from script to script. On the second occasion of scoring, the examiners seem to have been very cautious so as to eliminate these to a very great extent. A comparison is made of the two kinds of variations of one examiner (say examiner D) on both occasion. Only 10 candidates have been taken as specimen in the following table owing to shortage of space. These random variations reveal the chance factor together with the specific and the unique factor.

TABLE (6) Variations of Examiner D

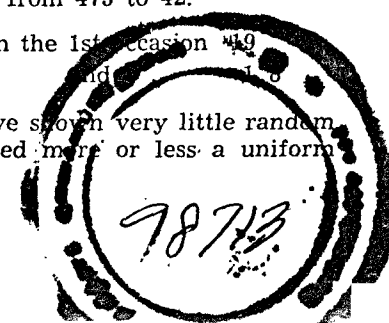
Candidates	1	2	3	4	5	6	7	8	9	10	Total of 25 Candidates	Sum of Squares
1st occasion												
Constant Variations	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8	-200	
Random Variations	+2	-3	-1	-5	-2	+6	+8	+2	+1	+3	0	475
2nd occasion												
Constant Variations	-2	-2	-2	-2	-2	-2	-2	-2	-2	-1	-50	
Random Variations	+0	-2	+3	+1	-1	+0	-1	+0	-1	+0	0	42

On the first occasion of scoring the mean of group average was 26, but the group average of examiner D was only 18, so that the constant variations (i.e. the measurement of his difference in standard) were -8 (i.e. 8 scores lower than the true standard). On the second occasion, the mean of group average was 30.5, but the group average of examiner D was 28.6 so that constant variations were -2 only. The constant variations have decreased from 8 to 2. The random variations too are far less on the second occasion; the sum of their squares have decreased from 475 to 42.

Mean deviation of random variation on the 1st occasion was 4.9

" " " " " "

By the new technique of scoring the examiners have shown very little random variations in their scores and have also maintained more or less a uniform standard of scoring.



Advantages of the improved technique of scoring: All the four factors of subjectivity mentioned in the previous issue have been eliminated to a large extent. As the examiners ascertained definite value to each part of the question, they adopted a definite uniform policy. As they deducted marks for points omitted from the maximum of each question, they have not been too strict or too lenient. By sending some answer-books to the head-examiner for check, a uniform standard was maintained and a fair estimate of the achievements of the dull and the bright candidate was made. By reading only one question throughout there was a fair comparison of the scripts without any bad effect of the preceding scripts upon the rest. This also economised effort by keeping only one list of points in mind.

Conclusions: The investigation has revealed that the improved technique of scoring has caused a definite improvement in the reliability of the scores of any examiner by eliminating the factors of subjectivity to a great extent. We can thus fairly claim that the reliability of essay-type tests can approach that of new-type tests and the essay-type tests have good ground to stand upon. The essay-type tests which are indispensable for measuring functioning of knowledge when aided by an objective technique of scoring can be combined with the new-type tests, which have their own advantages, to form a reliable instrument of measuring the achievements of candidates.

Elections to the Madras Legislative Council from the Madras Teachers' Constituency

March/April, 1954



★
G. KRISHNAMOORTHY, M.L.C.

intends seeking
re-election.

★

G. Krishnamoorthy.

Advt. for Nov. 53

EDUCATION IN THE UNITED STATES

S. MARIA JOSEPH, *Madras Christian College School.*

(Condensed from an article by Earl J. McGrath, U.S. Commissioner of Education in the "American Education" May 4, 1953.)

In the United States primary responsibility for education rests with the States. There is no national ministry of education. Each of the forty-eight States has a department of education. In the Federal structure there is an Office of Education for exchange of information and experience among the States. It also collects and disseminates information of education in other countries for the benefit of educators in the United States.

Since each of the forty-eight States has the authority and responsibility to organize its educational system, educational practices differ among the States. Yet common ideals do prevail unifying the school system to such an extent that a child may move easily from one State to another.

Schools in the U.S.A. developed out of local initiative. The people in a community elected representatives to employ the teachers, arrange courses of study, erect buildings, and set tax rates to cover expenditures. In short the local boards now manage the schools.

Funds for public, elementary and secondary education are contributed by local property taxes to the extent of 57 per cent; States contribute 40 per cent and the remaining 3 per cent comes from the Federal government.

THE ELEMENTARY SCHOOL

The average American boy starts schooling at six years of age in Grade One of the public elementary school. During his eight years at school he learns to read and write, studies geography, the history of the world and the

U.S.A. and elementary science. He also engages in some musical, artistic and other creative activities. He attends school for 178 days a year, five days a week and completes schooling at the age of 14 years.

THE SECONDARY SCHOOL

At the secondary school he finds a variety of choices in courses. He may take a commercial course, a vocational course or a general course. The average high school offers both a vocational and a general course. Education is literally democratic in the sense that a student preparing for college may take a course in woodwork and a student taking agriculture may take a course in poetry.

The average American boy or girl has a different teacher for each subject and moves from room to room for each. English, Social Studies, Mathematics and Science form the core subjects along with physical and health education. Besides these he may, for example, take metal work and study Spanish among a variety of subjects.

His extracurricular activities range from sports to 'Glee' and 'Debate' clubs. These student activities are operated by students in co-operation with faculty members.

Girls study in the same school as boys. In the High School many girls study home-making.

HIGHER EDUCATION

About 4 in 10 of the high school graduates go to college. The co-educational pattern characteristic of the elementary and secondary schools is continued in colleges. In 17 of 48 States segregation of Negro students has been required by State Law. Each college determines its own policy. There are also "Junior Colleges" or "Community Colleges", which are in

some cases extensions of the public high schools offering vocational and technical training. Like other sections of higher education they offer evening or day-time courses for the benefit of part-time workers who alternate periods of study with wage earning. A typical college of liberal arts offers courses on almost any topic one might wish to study.

THE NON-PUBLIC SCHOOLS

More than half of the non-public schools are operated by churches. The remainder are operated by individuals and corporations. The major source of income for the private schools is fees from students, the remainder coming from gifts and endowments.

In higher education also church and private institutions are more numerous than public institutions.

Many language groups maintain schools for instruction of their parent-tongue; these sometimes supplement, sometimes substitute for the usual public school.

INFORMAL AND ADULT EDUCATION

There are also vast channels of informal education including museums, libraries, magazines, films, radio, television and books. Business, industry and labour organisations have their own training programmes. Other widely-varied means of self-education are provided through the family, the churches, youth groups, women's clubs, civic, fraternal and professional organisations.

About 3 million adults are enrolled in some kind of educational programme in the public schools. About 800,000 adults are offered off-campus courses by State Universities.

SPECIAL EDUCATION

Exceptional children such as physically handicapped, mentally retarded and socially maladjusted are also cared for. Special equipment and programmes help such children. A few cities

provide special schools or classes for markedly gifted children. To equalize opportunities for children in farms school buses are used to transport children to and from school. These schools are equal to the best in the cities in many respects.

EDUCATION, A BIG BUSINESS

The United States government on an average spends annually \$228 per pupil. In 1951-52 the expenditure on public elementary and secondary schools alone was \$6.9 billion and on higher education \$1.9 billion. More remarkable than this is the fact that much attention is bestowed on helping each individual become the best person he can be.

Approved by all the State-Governments

EDUCATIONAL INDIA

Edited by

Prof. M. YENKATARANGAIYA, M.A.

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MASULIPATAM (S. India)

IF I WERE A T.B.C. REVIEWER

A. S. V.

Now that books in English have been submitted and are under review by T.B.C. members, I trust that a few points herein suggested may be of some guidance. The members have been appointed on the basis of their position, experience, qualifications, not necessarily of competence arising from specialised skill, though we are living in an age of specialisation. To review a book is one thing, to review a book with competence is another thing but to guillotine a book merely on the basis of typographical errors is what may be called *biblio-cide* the glory of which is more detestable than the glory of homicide.

My claim to contribute this article is based upon my experience as teacher, Headmaster, reviewer, author and adviser and so when I write a few paragraphs, I am alive to the responsibilities of a *multi-purpose critic* who is more interested in exploring and extracting the brighter ore in the bowels of the earth than in gathering the stones and mud slight on the surface. The typographical errors can be ascribed only to the neglect of the printer and the proof-reader. The proof-reader's attainments are neither superior to the authors' attainments nor are they judged by the T.B.C. members. I shall confine myself to the English books for IV Form and II Form not to others, much less to the III Form and V Form books which may be rushed through by adventurous or dashing publishers to win laurels by exploiting the freshness of experience which ripens and mellows only after a scrutiny of a larger number of books. In fact it may be said that the reviewer becomes a more competent one only when he looks into a number of books, good, bad and indifferent, just as the editor or author becomes more experienced by preparing or assisting in the preparation of books or of reviewing

them with the responsibility of constructive criticism on the eve of the submission of books for T.B.C.

At the outset the IV Form syllabus demands a text-book embodying the structures according to the syllabus. What are these structures after all? They are collocations, ways of expression, ways of writing sentences, phrases and clauses bearing directly on experience and realistic situations. The stories more than situations may be interesting but it does not mean that nice stories should be sacrificed on the altar of structures or vice-versa. To put in a nut-shell the IV Form syllabus deals with *anomalous* finites like *be, have, do, may, must, need, ought, dare, used to*, in all 24 forms (which are so called because they are peculiar in the sense that unlike the thousands of non-anomalous ones, they do not have the *not* before them).

It is within the experience of the critic that English authors themselves may and do falter, just as Homer nods and sometimes commit egregious blunders on the altar of structures. It is possible that *must* and *may, need* and *ought* are mistaken, one for the other and that the consequent confusion provides a fertile source of errors. Some examples are given below:

Need I go there?
Yes, you need to go.
No, you need not go.
Must I go?
No, you must not.
I shall not dare to go.
He dares not go.

This is a clear instance illustrating confusion of *obligation, no obligation* and *negative obligation*. In the same way, expressions like 'I could pass my examinations ten years ago. I could go

to the country yesterday. He could swim half-way before he collapsed", may also occur.

It is also possible that *can*, *must* and *may* are introduced in the II Form book itself, for that matter *can* is used ordinarily as a matter of course even in the I year book or the II year book by English authors. To them an English book for the I year without *can* is something like staging Hamlet without the Prince of Denmark. We should appreciate the honesty of some English authors in refusing to write books according to the new syllabus, when they feel that the new syllabus cuts the ground from under their feet. Some of them dispute the competence of the syllabus framers, and it will not be surprising if some of the sponsors of the scheme commit the very errors they warn against on the part of others. Some of them may write in such a way that almost every sentence bristles with structures as if to ride the hobby to death.

Some of them may *strain verbs* other than those mentioned in the syllabus, and in fact only a few verbs are repeated for examples again and again as they alone lend themselves to any kind of easy treatment for illustrative purposes from the point of view of syllabus makers.

An ideal publisher aiming at a high standard should suggest the subjects for English authors, and have them scrutinised and adapted by competent Indian authors to suit Indian conditions and Indian atmosphere in Indian schools for Indian children. It is possible that some English authors may be so punctilious that they cannot view English as something not meant for English children and in this pre-possession they carry on, writing good English without considering its suitability, all the while not capable of or not in a position to understand the Indian children's life and experience. With the best of in-

tentions, the resultant product may be unwanted commodity. It is also possible that some start with the best of intentions but end ill,

It may be mentioned by the way that the syllabus itself is prompted from the point of view or avoiding or minimising errors and on this account there is an undue stress on comparison in the II Form and on the *anomalous finites* in the IV Form, and in this process, there is a betrayal of some confusion in the syllabus itself in the transposition of the two meanings of *must* in the examples given.

If I were a reviewer I should be alive to the points commented upon. I would also consider in how many respects the book satisfies the expectations of the syllabus. These would count on the *plus* side. The unwarranted variations would be counted on the *minus* side. The typographical errors unless they be abominable may be directed to be corrected and the book permitted for re-submission. *I would judge in the main whether the spirit of the syllabus has been preserved or violated.*

In the course of the lessons the author may stress on questions on language forms to the exclusion and elimination of comprehension questions. He may also not directly include questions in transformation of sentences using grammatical terminology. If he does these things, he is not guilty for the structures form the core of grammar teaching. Separate grammar questions in the nomenclature are not warranted.

No doubt the syllabus throws down the gauntlet to an author or publisher to introduce a scheme but without the omission of the structures by which it swears, and so far it seems that no one has taken up the gauntlet. It ought to be possible for a publisher or the S.I.T.U. to accept the challenge. It is a *consummation devoutly* to be wished for.

MODIFIED SCHEME OF EDUCATION

RECOMMENDATIONS OF THE PARULEKAR COMMITTEE

Our recommendations are in relation to the three special features of the Modified Scheme, i.e., shortened school-hours, the two daily sessions and the out-of-school programme and also in regard to certain general matters closely affecting the scheme. Most of these recommendations will be found interspersed in the earlier parts of this report. In this chapter we have tried to bring these recommendations together, arranging them in a suitable manner—

(1) In view of the fact that the existing curriculum for elementary schools was brought into effect nearly fifteen years ago and changes have taken place since then in educational theory and practice and also in view of the attempt to provide universal elementary education through the Modified Scheme, it has become necessary to revise the curriculum without delay. Government should, therefore, take early steps to draw up a revised curriculum for elementary schools. [Chapter I, paragraphs 8 and 9(4).]

(2) As the splitting of the school into two separate batches coming at different times to the school does not provide any opportunity for all the children and teachers in a school to come together, two full days at least every month should be set apart for the whole school to organize common programmes of games, cultural and recreational activities, etc. This will help in establishing the unity of school life in the minds of the children, the teachers and the community. [Chapter V, paragraph 13 (6).]

(3) Suitable arrangements may be made, if needed, to enable teachers to take difficult subjects in the morning and easier subjects in the afternoon sessions so that the same lessons need not be repeated in the two sessions in the same day but on different days. [Chapter III, paragraph 4.]

(4) The alternation of sessions may, where necessary, be permitted on a weekly basis instead of on a day-to-day basis. We understand this permission has been given to schools that applied for it. We would add that fortnight or monthly alternations should not be encouraged. But in special seasons like planting or harvesting even seasonal holidays may be given provided the total number of working days is maintained. Similarly in special cases there must be flexibility in school hours for children who have to work at fixed hours in the day to earn something or to help in the family work. [Chapter IV, paragraph 13.]

(5) Where necessary shandy days may be permitted to be off-days provided again the total number of prescribed working days remain unaltered.

(6) The application of the Modified Scheme should be extended as early as possible to the elementary schools in the municipal areas also. [Chapter IV, paragraph 35.]

(7) Since the Modified Scheme contains several points requiring careful study, a systematic attempt should be made to enable all elementary school teachers to have a full grasp of the objectives and programmes of study and work as laid down in the scheme. The monthly meetings of teachers as now conducted should be fully utilized for this purpose under the active supervision of the Deputy Inspectors. It would be good to test periodically the teachers on all the implications of the Modified Scheme.

(8) Government should help in creating an agency for securing the maximum non-official and official co-operation in making the public understand the various implications of the Modified Scheme and thus secure general public support for what is bound to

be a fairly long range programme of educational reconstruction.

(9) At least one teacher in every school should be trained in Scouting and Junior Red Cross work to enable him to help in organizing suitable and useful programmes for the out-of-school hours. The school can thus be a centre for first aid, supplying simple medicines for minor ailments to the villagers through the pupils. [Chapter V, paragraph 13 (3) and (4).]

(10) The number of pupils on the roll per teacher in schools under local boards should be increased immediately from 35 pupils on the roll per teacher to 60 on an average so that when pupils are divided into two batches a teacher will have 30 on the roll at a time. In the case of aided schools where at present one teacher is allowed for every 20 attending pupils, the rule must be amended to increase the number to 30 attending pupils per teacher for both sessions taken together by June 1954 and this number should be increased to 40 and 50 attending pupils for both sessions by June 1955 and June 1956, respectively. If by this arrangement some teachers become surplus in aided schools, employment should be found for them in the local board schools. [Chapter IV, paragraphs 28 and 32.]

(11) Teachers with higher qualifications, such as secondary training, should get in an elementary school the same pay as they would get in a secondary school. [Chapter IV, paragraph 24.]

(12) In smaller and out-of-the-way villages some suitable provision should be made to provide housing accommodation for teachers who come from outside. [Chapter IV, paragraph 25.]

(13) It is our considered opinion that an appropriate increment in the salary of teachers without any delay is one of the essential pre-requisites for rousing and sustaining their enthusiasm and devotion in the present work. Our recommendation is that within the limits of finance, the best that is possible should be done for the teachers. [Chapter IV, paragraph 26.]

(14) Since the Modified Scheme would, for some years to come, make the work of supervision and inspection more arduous than now, it will be necessary to increase the number of Deputy Inspectors in such a way that each Deputy Inspector is in charge of not more than forty schools. [Chapter IV, paragraph 10.]

(15) Increased enrolment of children being one of the main objectives of the Modified Scheme, Government should take the necessary steps to co-ordinate all the resources of official and non-official agencies to conduct a systematic and sustained campaign for this purpose. Every effort should be made to reach the targets we have set for this work, viz., enrolment of an additional 5 lakhs, 8 lakhs, and 12 lakhs children by the end of June 1954, 1955 and 1956, respectively. [Chapter IV, paragraphs 3 and 9.]

(16) One full-time or at least part-time worker on an honorary or paid basis should be appointed in each village or for a suitable group of villages to be actively responsible for the organization of the out-of-school programme with the maximum local co-operation and for securing the increased enrolment of children within his jurisdiction. [Chapter V, paragraph 8.]

(17) A scheme for training craftsmen to receive and to look after the instruction of children in various crafts in their own workshops should be drawn up and implemented as soon as possible. Craftsmen should be put through short courses of training in doing their work scientifically. [Chapter V, paragraph 11.]

(18) Some material remuneration wherever necessary should be given to craftsmen who actively co-operate in working the scheme so that they may be compensated for the time and effort they give. [Chapter V, paragraph 10.]

(19) A small amount should be made available to the headmasters of schools in connexion with the sundry expenses for the out-of-school programme.

(Continued on page 436)

Scholarships, Fellowships Travel Grants and Teacher Training Grants available under the Fulbright Program

*The United States Educational Foundation in India,
17, Curzon Road, New Delhi.*

GENERAL

The Fulbright program came into operation in February 1950, after the signing of an Agreement between the Governments of the United States and India for the establishment of the United States Educational Foundation in India. The affairs of the Foundation are managed by a Board of Directors consisting of the American Ambassador, who is Honorary Chairman, five Indian members appointed by the Government of India and five American members appointed by the American Ambassador.

The foundation derives its funds from the rupee proceeds of the sale of U.S. War surplus property to the Government of India. The maximum amount available for expenditure by the Foundation in any one year is \$400,000.00.

Under this program grants are made to American professors, advanced research workers, teachers and post-graduate students to cover transport, tuition, maintenance and other expenses incident to their scholastic activities at institutions of higher learning in India; and grants covering the cost of round-trip transportation are awarded to Indian citizens who propose to lecture, or carry out research or post-graduate study at American educational institutions. The funds available under the agreement are in non-convertible rupee currency, and the Foundation cannot, therefore, pay for the expenses of Indians within the United States. Similar programs are now in operation with twenty-eight other countries.

The Foundation also works in co-operation with the Department of State of the United States Government as

well as other agencies in the United States for the preliminary selection in India of applicants for full maintenance (dollar) scholarships or fellowships offered by the U.S. Government or other private agencies to Indian students and others. The final selection in all cases is made by the Board of Foreign Scholarships in Washington. The value and number of such scholarships are considerable and help to make the Fulbright program truly reciprocal and bi-national in character.

Grants to students are awarded for a period of *one year*. Grants to visiting lecturers and research scholars are for periods varying from 5 months to 10 months. All grants whether for study or research require connection with an approved educational institution in the United States or India. The amount of each grant is determined by the candidate's professional level, the availability of funds from other sources, and the cost of living at the university concerned.

STUDENT SCHOLARSHIPS

Scholarships for post-graduate study in the United States are offered by the American Government, by universities and private organizations. The principal agency in the United States for the placement of candidates for government scholarships is the Institute of International Education, a private organization of long standing. The agency in India which is responsible for the receipt of applications and the selection of candidates to be recommended to the Institute of International Education for government scholarships is the United States Educational Foundation. All applications for scholarships must be sent to the Foundation in India.

The following scholarships are available :—

- (a) *United States Government Scholarships.* These scholarships provide full support, including tuition and maintenance. The amount of the scholarships varies from university to university according to the cost of living, usually ranging from \$125.00 to \$180.00 per month.
- (b) *Scholarships and Assistantships,* given by private organizations. (These are also offered through the Institute of International Education and applications are received by the Foundation.)
- (c) *Travel Grants (Fulbright),* provide round-trip travel between India and America to supplement the scholarships described above.

The announcement of the competition for full scholarships including travel is usually made in the press in July of each year for the following academic year commencing in September. Competition is open for one month, usually from mid-July to mid-August. These scholarships are available for *one academic year only.* There are no written examinations. If a candidate fulfils the minimum requirements he may secure a preliminary application form from one of the addresses listed below. These will be distributed *only at the time of the competition.*

The Executive Secretary
United States Educational
Foundation in India
17, Curzon Road
New Delhi.

or to the nearest Cultural Officer, United States Information Service.

- (i) 158, Mount Road, Madras.
- (ii) Adelphi, 3, Queens Road,
Bombay.
- (iii) 7, Chowringhee Road,
Calcutta 13.

MINIMUM REQUIREMENTS

For the 1953-54 student scholarship competition, an applicant must satisfy the following minimum requirements :

- (a) Possess a post-graduate degree or diploma. Either this or the Bachelor's degree must be a first class ;
- (b) Have two years of experience in the field of his specialization following the post-graduate degree or diploma ;
- (c) Be between 24 and 35 years of age at the time of application ;
- (d) Be in India at the time of application and selection ;
- (e) Not have studied previously in the United States at the college level ;
- (f) Be a citizen of India ;
- (g) Be in good health ;
- (h) Be proficient in English.

The scholarships are available only in the humanities, social sciences, (theoretical and applied), and in the pure sciences. No applications in applied sciences, technologies and medicine are accepted. Regulations governing qualifications and fields of study can be changed annually by the Board of Directors.

FULBRIGHT TRAVEL ONLY

A second competition is held in the spring of each year for those students who need only a Fulbright travel grant. Competition for such grants is open usually from January to the middle of April. A travel grant will cover the cost of transportation from the grantee's home in India to his destination in the United States and return by the most direct route. In order to apply, the student must present to the United States Educational Foundation in India (1) an official letter of admission from an American university for the September session, and (2) proof of adequate financial support, either in the form of grants from the university or from private funds amounting to at least Rs. 10,000 for each year of study. Requests for applications must be ac-

companied by these two documents. All documents, unless in original, *must be properly certified* by a first class magistrate. Applications for travel grants will be received in all fields of study but preference will be given to the arts, humanities, social sciences and pure sciences. In general the same qualifications apply as in the scholarship competition.

The Foundation is responsible for making travel arrangements for all grantees receiving Smith-Mundt awards and Fulbright travel grants.

TRAVEL GRANTS AND FELLOWSHIPS FOR SENIOR INDIAN PROFESSORS AND RESEARCH SCHOLARS

There are two categories of participants in this program, visiting lecturers and research scholars. Only senior and highly qualified Indian professors and research scholars can be considered under this program. An applicant must specify the category in which he should be placed, and this is determined not by his work or status in India, but by his proposed activities while in the United States. Selections are usually restricted to those who have had no recent experience abroad.

TRAVEL GRANTS

A person who secures an appointment in an American university to teach or to carry out research, may apply for a Fulbright travel grant. These arrangements should be made by the individual prior to his applying for the grant. A National Committee considers the applications which are sent to the United States Educational Foundation in India.

These grants are made only to those having affiliation with an American university for a specific academic project. They are not available for lecture or observation tours or to attend conferences and congresses. Visits to other institutions in connection with the main project can be arranged in consultation with the affiliating university. The grants are for a period

of one academic year, but in exceptional cases may be made for shorter periods, usually not less than five months.

Fulbright travel grants to visiting lecturers and research scholars cover travel between the grantee's home in India and his university in the United States, by first class rail, air, and/or cabin class or minimum first class sea passage.

FELLOWSHIPS

In the past, the United States Government has made available a limited number of dollar (Smith-Mundt) grants to cover maintenance costs of visiting lecturers and research scholars. The Foundation may not receive information about the availability of such awards before the time of selection for travel grants and they cannot, therefore, be counted on at the time of application. It has been estimated that it costs at least \$250 per month for an Indian professor to maintain himself in the United States.

Neither the travel grant nor the dollar grant covers costs for dependents.

APPLICATIONS

Application forms can be secured from the United States Educational Foundation in India in the autumn for grants for the following academic year which, in the United States, begins in September. The final date for returning the forms to the Foundation is announced publicly each year. In 1952 the final date for returning forms to the Foundation was November 1st. Personal interviews are not required. The Foundation's National Advisory Committee in India sends its recommendations for grants to the Department of State. The Board of Foreign Scholarships in Washington makes the final selection.

For the academic year 1953-54 eighteen Fulbright travel grants have been made available to Indian professors and research scholars.

GRANTS IN TEACHER EDUCATION

Under the Smith-Mundt program grants are also available for qualified teachers, school administrators and teacher trainers from many countries of the world to observe and visit selected school systems in the United States and to attend specially arranged seminars and courses in teacher education.

The United States Office of Education co-operates with the Department of State in administering the teacher education program, making the necessary arrangements to provide for orientation, planning the education program for grantees, and generally supervising their activity while in the United States. Grants for teachers will be for a period of six months.

THE PROGRAM

The program embraces (a) a brief orientation period, (b) a period of attendance at especially arranged seminars at teacher training institutions selected by the United States Office of Education, (c) a period of observation and participation in selected school systems and communities, and (d) a concluding period of discussion and summary in Washington D. C. Grants are made in the fields of secondary education and administration, and occasionally in elementary and vocational education. Grantees do not select the institutions they will attend. Their overall program is made in consultation with the United States Office of Education after their arrival in the United States. Any courses or seminars attended are not for "credit" and teachers should not expect to work toward degrees. Further, teachers can not extend their visits in the United States beyond the period of their grant.

APPLICATIONS

Applications for teacher grants are usually received through nominations by heads of selected schools and training colleges.

ALLOWANCES

Grantees receive per diem allowance for maintenance during the period they are in residence in the United States of approximately \$240.00 per month. In addition the provision of transportation to and from Washington, D.C., the grant provides the cost of any additional authorized travel in the United States which may be necessary in connection with the prescribed studies, a modest allowance for books, and the payment of tuition and other fees when necessary. The maintenance allowance is adequate to cover the cost of food and lodging in the United States but is not sufficient to provide for other personal expenses or to meet obligations of dependents.

MODIFIED SCHEME OF EDUCATION

(Continued from page 432)

(20) It is necessary for the expansion of elementary education on a planned basis to survey the whole State so as to determine the location of new schools and readjust the location of some of the existing schools so as to secure as far as possible, that every school-age child has a school within a reasonable distance. [Chapter IV, paragraph 29.]

(21) It is of the utmost importance that schools should be opened in school-less centres which are approximately 4,000 in number. [Chapter IV, paragraph 29.]

(22) It is recommended that a small section specifically devoted to investigations and research be attached to the Office of the Director of Public Instruction under a separate officer. It will also be desirable to set up a small Educational Research Bureau under independent auspices like the University, to study the problems mentioned above more scientifically and extensively and to render advice to the department in regard to this matter from time to time. For this purpose, an adequate grant should be provided by Government. [Chapter IV, paragraph 20.]

FROM OUR ASSOCIATIONS

THE SOUTH KANARA DISTRICT EDUCATIONAL CONFERENCE 1953

The Conference met at Kasaragod on 11th November 1953 in the Board Higher Elementary School.

The Delegates Session was held in the forenoon. Sri U. Keshava Rau, A., L.T., President, District Teachers' Guild, was in the Chair. After considering resolutions, the delegates discussed a paper on the Report of the Secondary Education Commission. The paper was read by Sri B. Bhavani Rao, A., L.T., Lecturer, St. Ann's Training College.

The open Session of the Conference in the afternoon was presided over by Sri C. M. John, B.A., M.A.S., Director, Central Coconut Research Station, Kasaragod. Captain K. A. Shetty, M.B., B.S., Chairman of the Reception Committee of the Conference, welcomed the delegates and the public. Messages received from Sri B. Manjaya Hegde, Kumari P. Sithammal (Principal, Government Arts College, Mangalore), Sri L. H. Parameshwaran, M.L.C., Sri S. Natarajan and Sri T. P. Srinivasavaran (President and Secretary respectively of S.I.T. Union) were read. The Secretary of the Teachers' Guild then placed the Report of the Delegates Session before the Conference.

Two papers, by Sri K. Rama Rao, B.A., L.T., Headmaster, Anandashram High School on "Education—Changing Attitude in a Changing World", and by Sri U. Srinivasa Kini on "The Modified Scheme of Elementary Education" were read and discussed.

The President then delivered his address. He said that experts have studied the educational problem, and worked out the figures. They stressed that a proper balance should be maintained between the various grades of education from the Primary stage to the University stage. He then mentioned the Secondary Education Commission's Report discussed that day and the Parulekar Committee's Report that would soon be published.

The President mentioned that villages on the east coast of Andhra as well as in the several districts of our State are compact groups. However, conditions in South Kanara and Malabar were slightly different, since a village here is not compact usually. He said that we should make Agriculture a main craft in the Modified Elementary Education Scheme. The products of this craft are in demand, and there will be no problem of marketing. Every group of villages should have an agricultural school, and the pupils should be encouraged to take to agriculture as a profession.

With a vote of thanks to the President, the Reception Committee, the Volunteers, the Special Officer to the District Board and the "Kalavrinda" the Conference terminated.

In the evening there was a 3-hour programme of entertainment by Kalavrinda.

RESOLUTIONS OF THE DELEGATES SESSION OF THE DISTRICT EDUCATIONAL CONFERENCE 1953

Sri U. Keshava Rau, President, District Teachers' Guild was in the chair.

Resolved that the Teachers' Guild be requested to give wide publicity to the following Resolutions of the District Educational Conference through a suitable programme on a Teachers' Demands Day before the end of February 1954:—

(1) This Conference reiterates the Resolution of the 43rd Madras State Educational Conference in respect of salaries, leaves rules and old-age provision including Provident Fund-cum-Insurance-cum-Pension, with Gratuity, and that it should be given immediate effect by Government.

(2) This Conference urges on the Government to fix the normal age of retirement for teachers under all managements, including Government, at 60 years.

(3) Noting that the managements of several High Schools in the District

have failed to adopt the scales of pay and leave rules obtaining in Government Schools, this Conference resolves to request the District Teachers' Guild to approach such managements with a view to making them adopt the scales of pay and leave rules obtaining in Government Schools; and to report to the next General Body Meeting of the Guild.

(4) Resolved to request the Special Officer, District Board, South Kanara—

(a) to treat Centre Association meeting days as working days for District Board Elementary Schools, and

(b) to fill all vacancies of first Grade Pandits from among those teachers in Board High Schools and Board Elementary Schools who are qualified for the post, and that the selection be based on seniority.

(5) Resolved to request Government to grant educational concessions to the children of superannuated teachers who are re-entertained in recognised schools.

(6) Resolved to request the Government to increase the period of maternity leave on full pay to three months.

(7) Resolved to request the Government to remove the control of the Department from Centre Teachers' Associations.

(8) This Conference resolves to request the Government—

(a) to include the names of Elementary School Teachers in the voters list of the teachers' constituency;

(b) to permit teachers under public managements to stand for election; and

(c) to remove the conditions imposed on teachers standing for elections in G.O. No. 1557 dated 30—6—1953.

(9) This Conference requests the Department to enforce the rules of attendance in compulsory education areas, and to provide free books, mid-day meals and other conveniences to the pupils in those areas.

(10) This Conference requests the Government to remove the ban on superannuated teachers serving as Examiners and Asstt. Examiners of the S.S.L.C. and E.S.L.C. Public Examinations so long as they are employed in recognised schools.

RAMANATHAPURAM

Sri G. Krishnamoorthi, M.L.C., addressed a gathering of local teachers on 23—11—1953 in the premises of the Rajah's High School, Ramnad with Sri M. Rajah Iyer, M.A., L.T., Headmaster, Rajah's High School, Ramnad in the chair. The meeting was attended by about 200 teachers from all the three High Schools, two Training Schools and 17 Elementary Schools.

After prayer by Sri G. Perumal, Sri Krishnamoorthi explained the work he had done in the Legislature on behalf of the teachers and exhorted the teachers to realise the value of their franchise and to exercise their right to vote without any fear or favour. He hoped that Teachers' Unions would be formed in every locality to agitate for better scales of salary and tenure of service for teachers. He commended in particular the scheme propounded by him on the floor of the Legislature for providing a Maintenance Fund for Teachers.

The President in his speech requested Mr. Krishnamoorthi to use his influence in the teaching profession to bring together under one banner all Teachers' Unions without any divisions in their ranks. As regards the Maintenance Fund proposed to be started for the benefit of retiring teachers, he sounded a note of warning against any compulsory levy of extra fees on this account in view of the already heavy impost of school fees under which the parents were groaning, and advised the need to make such contributions from pupils purely voluntary.

A resolution was adopted requesting the Government to start a Teachers' Maintenance Fund. Sri N. Natarajan, Secretary of the R. H. S. Teachers' Association, proposed a vote of thanks.

THE XXIII SOUTH INDIAN EDUCATION WEEK

(REPORTS OF OBSERVANCE)

KADAYAM

At 3 p.m. all the students of the local schools assembled in the school premises and went round the main streets in a procession, carrying placards bearing educational slogans and singing songs stressing the value of education. In all the street corners, Sri R. V. Krishnan and Sri P. Alexis Thangasamy, the teachers of the C. C. Ely. School, exhorted the public to send their children to schools.

The 23rd South Indian Education Week was celebrated on 30—10—1953 in the Chattram Committee Elementary School when Sri L. Chokkalingam Pillai, B.A., Sub-Registrar of Kadayam presided.

Sri M. P. Subramanian, the headmaster in welcoming the gathering explained the objects of observing the Education Week. All young children of all classes took part in kolattam, dialogue, kummi and dance. Sri G. Krishnaswamy Iyer, B.A., L.T., Assistant of the local High School gave a short talk on 'education and its importance'.

The President in conclusion said that these Educational Weeks help to build teacher-parent co-operation and the public must strengthen the same. With a vote of thanks proposed by the headmaster and the National Anthem, the meeting came to a close.

HINDU HIGH SCHOOL, WATRAP

This year a Local Influential Committee consisting of the headmasters of the local elementary schools and the elite of Watrap under the presidency of Sri T. A. Sankaran, B.A., L.T., Headmaster of the local High School, the convener being the Secretary of the Teachers' Association of the local High School was formed. It was resolved by the Committee to celebrate the 23rd South Indian Education Week in a fitting manner at Watrap for two days.

ELEMENTARY EDUCATION DAY

On 30—10—1953 a monster public meeting was held in the playground of the local High School under the presidency of Sri V. Chandrasekaran, B.A., B.Ed., the senior Deputy Inspector of Schools, Srivilliputtur. The local parent public, the teachers of the elementary schools in and around Watrap, the elite of Watrap including officials and the pupils of the local high school and several elementary schools assembled for the meeting in large numbers.

At first Sri T. A. Sankaran, B.A., L.T., Headmaster, Hindu High School, Watrap, welcomed the audience in a short speech. In the course of the speech he impressed upon the minds of the audience the special importance of celebrating the South Indian Education Week this year, considering the introduction of the new elementary education scheme and the publication of the recommendations of the Commission of Secondary Education under the Chairmanship of Dr. A. Lakshmanasamy Mudaliar. The pupils of the Nadar Higher Elementary School, Watrap, Hindu Elementary School, Watrap and the Board Girls' School, Watrap, amused greatly the audience by their kummi, kolattam and other group activities.

Sri N. Krishna Rao, Junior Deputy Inspector of Schools, Srivilliputtur, in the course of his speech, referred to the system of education carried on in olden days in India and compared the same with the present-day education. Lastly he explained elaborately the importance and the advantages of the new Elementary Education Scheme and appealed to the audience to co-operate fully with the local teachers in the successful working of the scheme and to wipe out illiteracy and unemployment in India.

The President endorsed the views of the speaker and made a suitable appeal to the audience. Sri S. Venkatasubra-

mania Iyer, the Headmaster of the Higher Elementary School, Watrap, proposed vote of thanks.

THE SECONDARY SCHOOL DAY

On 31—10—1953 a big public meeting was held in the hall of the upstairs of the local High School under the presidency of Sri R. Krishnasamy Naidu, M.L.A. In spite of heavy rains the parents, pupils and the elite of Watrap assembled in the meeting in large numbers. At first Sri T. A. Sankaran, B.A., L.T., the Headmaster of the local High school, welcomed the audience and in the course of his speech he referred to the recommendations of the Secondary Education Commission and the revolutionary changes to be brought about in secondary education.

The President in the course of his introductory speech pointed out that the parents should take more and more interest in the field of education. He gave facts and figures with regard to the expenditure made by the Government of Madras State to education from the elementary stage to the university stage. He appealed to the public to think over the enormous wastage of money made in the matter.

Rev. Father A. S. Arokiasamy S.J. spoke fluently in Tamil. He traced the growth of the secondary school education in Madras State and pointed out the defects of book learning and that each pupil should learn at least a craft to enable him to earn his livelihood in after life. He also referred to the absence of devotion to God on the part of the present-day pupils. He appealed to the public to think over the recommendations made by the Secondary Education Commission and give hearty support and co-operation to one and all the schemes introduced by the Government without complaining against the government.

Sri N. Krishna Rao, Junior Deputy Inspector of Schools, Srivilliputtur, referred to the important recommendations of the Secondary Education Commission. He appealed to the public to raise the status of the teachers who are responsible for moulding the future citizens of the Republic India.

In the course of the concluding speech the president endorsed several of the views expressed by the speakers and appealed to the public to attend such meetings in greater numbers to give hearty co-operation to the Government in working out the new schemes of education and to place the local high schools on a more stable basis.

Sri D. Desiga Iyengar, B.A., L.T., the Secretary of the Teachers' Association of the Hindu High School, Watrap, proposed vote of thanks.

MANNARGUDI

Education Week in Mannargudi was celebrated by the Secondary School Teachers' Association, Mannargudi.

Four public meetings were held during the week. Two in Findlay High School and two in National High School, Mannargudi.

Sri J. Amaladasan delivered a lecture on MORAL AND SPIRITUAL FOUNDATIONS OF EDUCATION, on 28th October 1953 in F.H.S. Hall. On 29th October 1953, Dr. P. V. Muthukrishna Iyer spoke on BUILDING THE NATION'S STRENGTH in N.H.S. premises. Sri D. Ramachandra Iyer, M.A., Managing Director, Mannargudi Bank Limited, delivered an interesting lecture on STATE RESPONSIBILITY on 30—10—1953, in F.H.S. Hall. The fourth meeting was held in National High School, when Mr. G. S. Krishnamurthi Iyer, B.Sc., B.L., District Munsiff, Mannargudi, spoke on PREPARING FOR CITIZENSHIP.

All the four meetings were fairly well-attended.

SRIVILLIPUTTUR

Teachers' Association, G.S. Hindu High School, together with the Teachers' Association, Hindu Higher Elementary School, Srivilliputtur, celebrated the "Education Week" on Thursday, the 29th of October, 1953, at 5 p.m. in the school hall. Sri V. Santanam, B.A., L.T., president of the Association was in the chair and Sri N. Subbaraman, B.A., L.T., delivered a lecture on *Education—Preparing for Citizenship*. The lecturer pointed out the salient facts to

prepare the citizens of tomorrow in schools. With valuable suggestions by the Chairman in his concluding remarks the function ended with vote of thanks, by the Secretary of the Association.

PALLIKONDA

To celebrate Education Week a local Committee was formed with Sri A. B. Kannappa Chettiar, Chairman of the Panchayat Board as president of the Committee. The Committee with the co-operation of the Teachers' Associations of the locality and the generous public of the locality organised an exhibition in the Board High School, Pallikonda and held tournaments and competitions in some items.

On 30—10—1953 a meeting was held under the presidentship of Sri M. S. Sundaram, B.A., Personal Assistant to the Special Officer, District Board, North Arcot, Vellore.

Sri A. Muniswamy Naidu, B.A., L.T., Personal Assistant to the District Educational Officer, North Arcot District, Vellore spoke on the implications of the Education Week, the Modified Elementary Education Scheme and the Five Year Plan. He pointed out with stories the significance of the Modified Elementary Education Scheme for our country. With a vote of thanks by Sri P. S. S. Sivam, Building Committee Member, the meeting came to a successful end at 6-30 p.m. with a tea party.

SALEM

Under the auspices of the Teachers' Association Education Week was celebrated in the Little Flower High School, Salem.

Sri T. D. Srinivasan spoke on 'The Five Year Plan and Education'. Rev. Fr. V. S. Pushpanathan presided.

It was attended by a large number of teachers and pupils.

RAMANATHAPURAM

The XXIII South Indian Education Week celebrations commenced on the 26th October 1953 at the Schwartz High School, Ramanathapuram. After

prayer by Sri G. Perumal, Assistant, Schwartz High School, Sri M. S. Ratnam, B.A., L.T., Headmaster, Schwartz High School, Ramnad welcomed the gathering. Srimathi V. Chellammal, B.A., L.T., Inspectress of Girls' Schools, Mathurai in declaring the Week open stressed the need for such celebrations in order to bring about closer co-operation between the schools and the parents. She was of opinion that instances of indiscipline and strike in educational institutions were due to the lack of such team work between schools and parents, and she pleaded for greater awareness and realisation of their responsibilities on the part of the parents.

Sri R. V. Rudrappaswami, B.A., L.T., Basic Education Officer, Mathurai, in his Presidential address stressed the need for better buildings for educational institutions, especially for elementary schools. He would recommend villagers taking a pledge to surrender the best buildings in the locality to house such schools. He pleaded for a scheme of national education and the spread of universal basic education and expressed himself against any encroachment into Basic Education between 6 and 14 for all.

Sri S. V. Rajavinayagam, Headmaster, Town Basic School, Ramnad spoke on "Education and Parent-Teacher Team work" and explained how in Basic Schools such fruitful co-operation was in evidence.

Sri M. Rajah Iyer, the President of the Guild discussed the recommendations of the Secondary Education Commission and stressed the need for a uniform pattern of education in the country and dealt exhaustively with the important recommendations of the Commission relating to teacher-training, examinations and curriculum. He hoped that in the case of this report at least it would not be considered by the Government to be an alternative to action.

Sri K. Shanmugasundaram, a parent condemned the present-day indiscipline in schools. He also regretted the lack of uniformity in the text-books used in the various schools in the State.

With a vote of thanks by Sri K. S. Venkatasubramania Iyer, B.A., L.T., and the singing of the National Anthem, the meeting terminated.

At the Second Day's meeting held on October 30th in the Town Basic School, Ramnad, Sri K. Shamsuddin, B.A., B.L., Sub-Divisional Magistrate, Ramnad, presided and Srimathi Anandavalli Kadiresan, B.A., L.T., Headmistress, Government Basic Training School for Women, Ramnad spoke on "Education and Teaching the Fundamentals". Sri T. A. Ramasubramaniam, B.A., B.T., Senior Deputy Inspector of Schools, Ramnad, speaking on "Education and the State's Responsibility" pointed out the two directives in the constitution that free and compulsory education should be given to all between 6 and 11 years of age and that illiteracy should be liquidated. He explained the means adopted by the Madras Government to realise these objectives. Kumari S. Thilakavathi, Mistress, Sri Ramanujam Basic School, spoke on "Parental Co-operation".

Sri S. V. Rajavinayagam, Headmaster, Board Basic School, Ramnad welcomed the gathering and Sri R. K. Ganesa Naidu proposed a vote of thanks. The National Anthem was sung by the pupils of the Government Basic Training School for Women, Ramnad.

The concluding day's meeting at the Rajah's High School, Ramnad was held on Saturday the 31st October, Sri A. J. Arnold, B.A., B.L., District Munsiff, Ramnad presiding. Sri M. Rajah Iyer, M.A., L.T., Headmaster, Rajah's High School, Ramnad welcomed the gathering. Sri M. S. Ratnam, B.A., L.T., Headmaster, Schwartz High School, Ramnad speaking on "The Moral and Spiritual Foundation of Education" condemned the lack of religious outlook in the present generation and pointed out how the craze for cinema-going had corrupted the youths. He strongly pleaded for religious instruction in schools, which was not incompatible with the secular character of our Republic.

Sri V. Marimuthu Pillai, B.A., B.L., Advocate, Ramnad, speaking on "Education and Building the Nation's

"Strength" exhorted the teachers to express their expert views on educational matters without fear or favour and condemned the action of the Government in treating children as "Human guinea-pigs" for educational experiments.

There was also an interesting variety entertainment in which the boys and girls of all the local basic schools took part and which was greatly appreciated.

Sri K. S. Venkatasubramania Iyer proposed a vote of thanks.

KANCHEEPURAM

XXIII South Indian Education Week was celebrated at Kancheepuram for four days from 28—10—1953, under the auspices of the Kancheepuram Teachers' Association.

Sri T. P. Srinivasavaradan, B.A., L.T., Secretary, South India Teachers' Union and Headmaster, Hindu High School, Triplicane, Madras, inaugurated the Week on Wednesday, the 28th October, 1953. After prayer, the President Sri M. R. Srinivasaraghavan, B.A., L.T., requested him to inaugurate the Week. The lecturer, during the course of his address said that education was not given the proper priority in the First Five Year Plan. He deprecated the general criticism that was levelled against the system of education that had produced Indian leadership which was praised all over the world. He said that changes in the system of education were necessary due to changed circumstances. Suggesting the methods to tackle the problem of education in a Democratic country he said that the proper training of teachers was the foremost thing to be achieved and appealed to the Government to open more training institutions. He also suggested that, in the meanwhile, retired teachers and trained women teachers, who left the profession after marriage, might be entrusted with part-time work in schools. Speaking on the Modified Scheme of Elementary Education he said that the success of the scheme rested upon educating more children in elementary schools with the present staff and accommodation, but feared that it might become sub-standard education. Finally he appealed for proper planning in

education so that democracy might progress on right lines in the country. The lecturer also spoke on his recent experiences of the North India Excursion with the members of staff of his school.

The President thanked the lecturer for his valuable address. Sri L. Srinivasaraghavan, B.A., Secretary of the Kancheepuram Teachers' Association, proposed a vote of thanks.

Sri V. Thiruvengadath Iyengar, B.A., L.T., Retired Teacher, spoke in Tamil on "Education-Teacher, Parent-team work and States responsibility" on 29—10—1953. Sri M. R. Srinivasaraghavan, B.A., L.T., the President, presided over the meeting. The lecturer defined education in one hundred rhyming lines in alphabetical order and spoke on the necessity for teachers and parents to co-operate in educating the children. He wanted that the State should grant more financial aid to efficient institutions.

The President thanked the lecturer for his address. The Secretary proposed a vote of thanks.

On Friday the 30th October, 1953 all High and Middle Schools in the town had prepared for physical demonstrations, exhibition matches, mass drill etc., but the programme had to be cancelled on account of heavy rains.

A number of schools had organised Educational Exhibitions on Saturday the 31st October, 1953. Sri S. Ellappa Mudaliar, Chairman, Municipal Council, Kancheepuram, declared open one of the school exhibitions, viz., Little Kancheepuram Municipal Secondary School Exhibition. A novel feature was the opening of the Pachaiyappa's High School Exhibition by the school pupil leader of that school. Another was the opening of the school exhibition with a ceremonial bell by the Headmaster of the Anderson High School. The exhibits, which were prepared by pupils, were interesting and educative.

RAJAPALAYAM

The Education Week celebration was held under the auspices of the Teachers' Association, S. S. Board High School,

Rajapalayam, on 15—11—1953 and 17—11—1953. The inaugural address was delivered by Sri E. H. Parameswaran, M.A., L.T., M.L.C., Sri C. Padhmanabhan, B.A., L.T., District Educational Officer, Ramanathapuram presiding. Sri E. H. Parameswaran, in his address explained at length the recommendations of the Secondary Education Commission and explained the work of the S.I.T.U. in the matter of advancement of the quality and status of teachers. He also felt that the recommendations of the Commission would not go the same way of the recommendations of the previous Commissions. The President in his concluding remarks explained the lack of interest evinced by a section of teachers in their profession and how boys' individual talents may be drawn out by adopting our teaching to practical life situations. He also explained his scheme of P.F. closure of teachers' accounts which, if given effect to, would expedite the payment of Government and Management contributions. Sri P. Ramanathaiyer, B.A., L.T., in proposing the vote of thanks referred to the amount of pioneer work done by the S.I.T.U. in the cause of education and the teachers and thanked the District Educational Officer for his unerring lead in the technique of class-room teaching.

17—11—1953. On the Teachers' Day Sri P. Ramanathaiyer, B.A., L.T., Headmaster speaking on "How can the teachers raise themselves elaborately explained how a good teacher with zeal for his work and love for his boys can even control the external factors also that affect a teacher's status and personality. The President Sri K. S. Subramanaiyer, B.A., L.T., Headmaster, P.A.C.M. High School, stressed that the success of education depended on the teachers' implicit obedience to the Headmaster. Then there was a debate on 'The Standard of Boys Then and Now'. Sri K. Ramaswami Ayyangar, B.A., L.T., initiated the debate. Miss Meenakshi, Headmistress of the Girls' High School, and others also took part. Sri S. Ganapathi Pillai, Secretary of the Association proposed the vote of thanks.

KALLIDAIKURICHI

Presiding over the Education Week celebrations in the Tilak Vidyalaya, Kallidaikurichi on Tuesday, the 27th October 1953, Mr. E. H. Parameswaran, M.L.C., appealed to the Central and the State Governments to take vigorous steps to implement Article 45 of our Constitution and provide free and compulsory education to our young boys and girls upto the age of 14. He cited in this connection the example of Ceylon where education is free throughout the academic course. He hoped that under the wise leadership of Rajaji, our Government would find a proper solution for providing free and compulsory education.

Referring to the Secondary Education Commission report he paid a tribute to Dr. A. L. Mudaliar and the other members of the Commission for their all-embracing report. He pleaded with the Central and State Governments to implement the several recommendations contained in the report.

Dealing with education and the Five Year Plan, he expressed the opinion that the sum of Rs. 156 crores allotted was very meagre and called upon the Government, the teachers and the public to have a comprehensive plan for the expansion of Elementary and Secondary Education.

Sri K. M. Sundaram, Headmaster, Tilak Vidyalaya, Kallidaikurichi welcomed the gathering.

Sri D. K. Raja, M.L.A., Rajapalayam who spoke pleaded for a technical bias in education and better status and salaries for teachers.

Mrs. Fanny Christian spoke on 'Moral Education and Its Importance'.

Mr. H. Visvesvaran who spoke on the recommendations of the Secondary Education Commission traced the history of the several Commissions that were appointed from 1853 and opined that if the recommendations of the Hunter Commission had been implemented in 1882, India would be in a much better situation at the present-day. He analysed the report and stated that the S.I.T.U. at its special confer-

ence had accepted almost all the recommendations. It was the duty of the teachers to study the report and the Government to give effect to the valuable suggestions contained in the report.

Sri A. V. Krishnamurthy Iyer, Joint Secretary, proposed a vote of thanks to the President and speakers.

The second day of the Education Week organized under the joint auspices of all the Teachers' Associations in this place was celebrated in the premises of the Tirthapati High School, Ambasamudram under the presidency of Sri K. M. Sundaram, B.A., L.T., Headmaster, Tilak Vidyalaya, Kallidaikurichi. There was a programme of Bharathi Songs, dialogues in Hindi etc. Sri S. Natarajan, B.A., L.T., Headmaster, Hindu High School, Veeravanallur spoke on "Education and the States' Responsibility" and pointed out how the State in India and the general public had failed in their duty towards the teacher whose condition was most unsatisfactory. Prof. R. Ramasubramanian, M.A., spoke on the work of "The United Nations" and V. Kunchithapatham proposed a vote of thanks.

The third day was celebrated in the Urkad Rani Government Girls' High School, Ambasamudram with Mr. P. A. Ganapathi Mudaliar, B.A., L.T., in the chair. There was an interesting programme of variety entertainments by the girls of the school. Mr. S. Venkatachari, B.A., L.T., of the Tilak Vidyalaya, Kallidaikurichi spoke on "Education and our Duty".

The concluding function in connection with the Education Week celebrations was held in the Tilak Vidyalaya, Kallidaikurichi under the presidency of Sri E. H. Parameswaran, M.L.C. Prof. A. Srinivasaraghavan, M.A., Principal, V.O.C. College, Tuticorin and President of the Teachers' Guild, spoke on the several defects of the present-day system of education and analysed the recommendations of the Secondary Education Commission. He exhorted the teachers to be united under the banner of the S.I.T.U. Sri K. M. Sundaram proposed a vote of thanks.

ELAPULLI

Addressing the staff and students of the Appavu Pillai Board High School, Elapulli on October 30, 1953 in connection with the 23rd South Indian Education Week. Prof. E. N. Subrahmanyam, Vice-President of the S.I.T.U. observed that though the Planning Commission had realised the importance of education for the success of any scheme of national advancement the provision of only Rs. 150 crores for educational expansion was pitifully inadequate.

He described the salient features of the report of the Secondary Education Commission and expressed the hope that their recommendations in regard to salary scales and service conditions of teachers in secondary schools would be implemented without delay.

Mr. E. Padmanabhan Unni, Headmaster, who presided welcomed the speaker and Mr. P. Bhaskaran Nair, First Assistant, proposed a vote of thanks.

ADUTHURAI

Under the auspices of the Teachers' Association, the Education Week of the K. G. S. High School was celebrated in its premises by Sri V. Raghava Iyengar, B.A., L.T., Retired Headmaster, Municipal High School, Mayuram. The distinguished speaker was accorded a warm welcome by Sri S. Kasthuriangan, B.A., L.T., President of the Association.

The speaker at the outset paid a glowing tribute to the management for their philanthropic act in establishing the school and thereby fulfilling a long-felt need in the locality. He congratulated the students on the fact that they came from villages which were not contaminated by urban influences. He discussed at length the multifarious advantages of citizenship training. The boys must be, he said, given healthy training in the art of self-government. They

must have a court of their own, their own judges so as to recommend what punishment they think best to the erring ones among them. The quality of self-reliance, love for handicraft, a healthy passion for developing their histrionic potentialities must be inculcated in them. They must have wide scope for enriching their personalities. At the end, the speaker had a good word to say about the students' orderliness.

Sri T. S. Gopalachariar, B.A., L.T., thanked the speaker and the members of the Association in fitting words.

MACDONALD'S CHOULTRY

The Teachers' Association, Board High School MacDonald's Choultry, celebrated the XXIII South Indian Education Week, in the premises of the school, on Friday, the 30th October 1953.

Sri A. J. Pushpanatham Pillai, B.A., President, Panchayat Board and Treasurer, Parents' Association, presided.

After hoisting the National Flag, he declared open an Educational Exhibition which was, he declared, much interesting as well as instructive.

Sri S. Rajagopala Iyer, B.A., L.T., Headmaster and President of the Association welcomed the guests.

Messrs. A. Periasami Pillai, N. P. Arumugham Pillai, M. Ramasami Pillai, S. Thulasilingam Pillai, S. Rajagopala Iyer and R. Seshannachar delivered short but much appreciated speeches on the several aspects of education from their different angles of view as members of the profession and as parents and laymen.

There was also a small variety entertainment.

Sri R. Seshannachar, Secretary, in proposing a vote of thanks, emphasized the necessity for constituting a Teacher-Parent Joint Council, which the President also agreed to.

GAZETTE NOTIFICATIONS

Award of Technical Teacher's Certificate

The following notification is published for general information and for the benefit of the managements of schools recognised by the Director under the Madras Educational Rules:—

In G.O. No. 2516, Education, dated 9th November 1953 Government have approved a proposal for the organisation and conduct of a special training course for the teachers engaged in teaching technical subjects under bifurcated courses and arts and crafts subjects provided for by the schools. Teachers of these subjects are required under the new scheme, to undergo a course of training organised under the auspices of the Education Department and obtain a Technical Teacher's Certificate.

The scheme for the award of the Technical Teacher's Certificate is given below:—

There will be two types of courses, one leading to the award of a diploma (The Diploma Course) and the other, a certificate (Certificate Course). Those who successfully complete the diploma course may be employed to teach the subjects under bifurcated courses and those who complete the certificate course may be employed as Arts and Crafts Instructors.

(For further particulars regarding qualifications for admission, duration of the course, centres and form of application, please refer to page 808, part I-B of the Fort St. George Gazette, dated 30th December 1953.)

T.S.L.C. EXAMINATION—MARCH 1954—SECONDARY GRADE— PRIVATE TEACHER CANDIDATES.

It is hereby notified that Higher Elementary Grade Teachers who satisfy the conditions prescribed in several Government Orders and who secure eligibility for admission to University Courses of Study or who secure the prescribed marks in the S.S.L.C. Public Examination held in October 1953 may also apply as private candidates for the Secondary Grade T.S.L.C. Examination of March 1954.

They should submit their applications as soon as the results of the S.S.L.C. Public Examination are announced together with all the enclosures so as to reach the office of the Commissioner for Government Examinations, Madras, on or before 16th January 1954.

No application will be received in the office of the Commissioner if submitted after the above date even if penalty is paid. As usual, application forms can be had from the Inspecting Officers concerned.

(For details as to the prescribed marks of October Examination, Vide Page 836, Part I-B of the Fort St. George Gazette, dated 30th December 1953.)

EDITORIAL

The Parulekar Committee :

The Report of the Parulekar Committee appointed by the Government of Madras to consider their modified scheme of Elementary Education is now available and we publish elsewhere the summary of their recommendations. A careful study of the report will convince those who criticised us as being hasty in our criticism or unrealistic in our approach to the problem, that the fears expressed by us are both genuine and real. The Parulekar Committee, it must be said in fairness to them, have made a very careful study of the whole problem. They have definitely stated that increased enrolment should be the main objective of the modified scheme. We have been urging Government to declare that such was their objective in introducing the modifying scheme. While everyone connected with Government spoke of it as a possibility, no one, including the Chief Minister, declared it as their main objective. The Committee have also stressed the need for a vigorous and sustained campaign for increased enrolment. A planned programme of enrolment has also been suggested. While the Committee feel that a programme of out-of-school activities may have very great possibilities, they confess to their being unable to assess its value. They have, however, expressed their opinion that such a programme needs vigilant supervision, proper preparation and some kind of training to the village artisan or craftsman or farmer. We most heartily welcome the Committee's recommendation No. 20.

"It is necessary for the expansion of Elementary Education on a planned basis to survey the whole State so as to determine the location of new schools and readjust the location of some of the existing schools so as to secure as far as possible, that every school-age child has a school within a reasonable distance."

We have been urging such a survey. At the State Educational Conference held in May last a resolution to that effect was passed.

The growth of Elementary Education in this State has been haphazard. It is marked by an absence of any plan or programme. It has depended too much upon private effort. We feel that we have reached long ago a saturation point in the field of private effort. For, private effort in elementary education has ceased to be a community service. It has become almost a commercial enterprise, a means of living and as such, instead of supplementing State effort, it has become a drain on State finances. Time was when aided schools cost very little to the provincial funds. While the total expenditure on aided elementary schools is nearly Rs. 5 crores, that on schools maintained by local bodies is only Rs. 4.25 crores and what is more. While the State spends to educate a child in an aided elementary school Rs. 22-12-0 per annum; it costs the State Rs. 23-4-0 per annum to educate a child in a school maintained by a local body. This is a problem which needs careful study and investigation by those who are keen on seeing that the money spent on education yields the maximum of beneficial results. A survey as suggested by the Parulekar Committee and action on the lines indicated together with the assumption by Government of the responsibilities of providing school education for all children of the age-group 6 to 11 will help to fulfil the directive principle contained in article 45 of the Constitution.

We are glad that the Committee have made a strong recommendation for increasing the salaries of teachers. It pains us to hear responsible ministers saying that the salary question will be taken in due course and that any enhancement in salary now would be deemed as offering a special bait to secure the teachers' acceptance of the scheme. This argument may appear

ingenius but it does little credit either to the Government or to the Teaching Profession.

The question of raising the teacher's salary has been before the Government for a long time. There can be no connection between that and the modified scheme. The Committee have shown courage in declaring that "It is our considered opinion that an appropriate increment in the salary of teachers without any delay is one of the essential pre-requisites for rousing and sustaining their enthusiasm and devotion to their work." Will the Government heed it? Or will they harp on the old story—No money? We are of the opinion that any further delay in tackling this problem would result in serious injury to the cause of Education.

The Committee have wisely recommended the setting up of a department of Research and Investigation for studying problems "more scientifically and extensively and to render advice to the Department in regard to this matter from time to time." Such a department would prevent the introduction of schemes conceived as brainwave and enforced with lightning swiftness,

bringing in its wake confusion and chaos.

Mr. Parulekar and the Members of the Committee deserve our thanks for the valuable study of a problem once vast and complex. They have gone into all aspects of the question and have made practical suggestions towards reaching the goal of bringing all children of school-going age into school. It is now for the Government to implement their recommendations. A noteworthy feature of these recommendations is that they have to be taken together and not in isolated bits.

American Aid for Indian Teachers :

Elsewhere we publish details of scholarships, fellowships Travel Grants and Teacher Training Grants available under Fulbright programme and invite the attention of teachers in our schools and colleges particularly to that part relating to Grants in Teacher Education (Page 436). Further particulars can be had of The United States Information Service, 158, Mount Road, Madras-2.

There are nearly 80,000 Teachers. Yet only

2442 have joined the S. I. T. U. Benevolent Fund.

Have you joined the Benevolent Fund? If not, request the Secretary of your Teachers Association to forward your application for membership.

All members of the S. I. T. U. are eligible for membership. The Annual Subscription is As. 4 only.

THE S. I. T. U. BENEVOLENT FUND

List of Members—(Contd.)

Thyagarayanagar High School, T'Nagar, Madras-17.—

- 2281. Sri V. S. Wesley.
- 2282. " D. T. Rayner.
- 2283. " J. Krishna Iyer.
- 2284. " N. Lakshmanan.
- 2285. " I. Thomas.
- 2286. " R. Govindaraju.
- 2287. " G. Ganapathi.
- 2288. " T. D. Hari Narayanan.
- 2289. " K. Sivachidambaram.
- 2290. " M. K. Ananthachariar.
- 2291. " D. Victor.
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