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The South Indian Teacher

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Vol. XXXIII

DECEMBER 1960

No. 12

॥ उद्धरेदात्मनात्मानम् ॥—The Gita

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EDUCATION WEEK NUMBER

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RAJA ANNAMALAIPURAM, MADRAS-28.

THE SOUTH INDIAN TEACHER

Vol. XXXIII

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EDITORIAL

Children's Day

The Children's Day was celebrated all over our country on the Fourteenth of November, the birthday of our beloved Prime Minister. The celebration of our Prime Minister's birthday as 'Children's Day' shows the great interest that is being evinced by our Prime Minister in the children of the land, who are the citizens of tomorrow. It is but fitting that our maximum attention is paid to the children to enable them to bear the burden of Freedom when they grow up. This can be done only through Education and our educational system needs a thorough overhaul to provide the necessary equipment to the children.

National Consciousness among Students

The need for promoting national consciousness among students has been stressed by our leaders. It has been felt necessary by them to remedy regional bias among students and create an atmosphere in the educational institutions in which students of one region would appreciate the language, literature and cultural background of other regions. The main cause for such a state of affairs is not far to seek. The poison injected through lessons in our History books manifests itself. These History books would have played a greater havoc, had it not been for the solidarity established from Kashmir to Kanyakumari, in days of old through a uniform culture and cultural institutions. History books, wherever they

may be used in our country and whatever language they may be written in, contain lessons developing the idea of separatism, separate dynasties and groups among our own people developing in different ways, treating one another as enemies, waging war among themselves and so on. Historical facts have been described as mythology, real history has been distorted and stories that will bring about suspicion and grow faction among ourselves have been introduced in innumerable places. The way in which our leaders sacrificed themselves to win freedom ought to form the main portion of our History books so as to put in patriotism and selflessness in our students. Unless History books are re-written, National consciousness so necessary for the development of a Nation cannot be created in the students. Will the committee recently appointed to go into this matter consider this?

Extra-ordinary Conference of the S.I.T.U.

The Executive of the Union has decided to hold an extra-ordinary conference of the Union at Tanjore in December 1960. The conference is for one day (on Monday 26-12-1960.) The object of the conference is to focus public attention on the demands of Teachers in respect of House-rent allowance, medical concessions and temporary increase in pensions, which are long overdue. Teachers eagerly expected these benefits through the recommendations of the Pay Commission.



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These demands may not tax the Exchequer a little over eleven lakhs a year. This amount is practically nothing for the Government, when it has come forward to spend larger amounts on the enhancement of these allowances in respect of others, and when, at the All-India and State levels, thousands of crores of rupees are spent on National Development.

These points have to be put before the Public and hence the conference.

Each educational institution is requested to send at least two representatives to the conference.

Parity

Disparity in the matter of salaries of B.T. Assistants and Headmasters (of

High Schools) in Government and non-Government Institutions needs removal.

The second slab of increment for the Secondary grade needs to be enhanced to a rate of Rs. 8/- to avoid disparity in the rates of increment in the second slab, which in all cases work to double those in the first slab.

Fixation of Salaries in the Revised Scale

The total service of a Teacher needs to be taken for purposes of weightage, as is taken for purposes of pension. Otherwise, the benefit will not reach many who have had service in different grades of institutions, in different cadres or under different Agencies.

THE 30th SOUTH INDIAN EDUCATION WEEK

The 30th South Indian Education Week was inaugurated by Sri C. R. Pattabhi Raman, M.P. (Lok Sabha), on the 7th November 1960 and the Hon'ble the Chief Minister of Madras presided over the function. The function was held at the Hindu High School Triplicane. The proceedings commenced with a prayer.

Sri T. S. Rajagopalan, Headmaster, Hindu High School, welcomed the Chief Minister and others present.

Sri G. Krishnamurthi, M.L.C., President of the Union, extended a warm welcome to all and explained the significance of the Education Week. While referring to the theme for the week, viz., 'Education in the Third Five-Year Plan', he stressed the need for quality in education. A thorough overhaul of the content of education to suit out National genius was needed. The Teacher's importance should be recognized and a sum of Rupees Three crores a year needs to be provided in the Plan period for payment of House-rent allowance, medical concessions and temporary increase in pensions to Teachers and for raising the minimum wage to Rs. 100. He also appealed to the Hon'ble the Chief Minister for the grant of full fee educational facilities to children of Teachers at Arts and Professional college level.

Mr. J. D. Muthiah read messages received from Mr. Bishnuram Medhi, Governor, Mr. P. V. Rajamannar, Chief Justice, Mr. C. Subramaniam, Finance Minister, Dr. P. V. Cherian, Chairman, Madras Legislative Council, and others.

CHIEF MINISTER'S ADDRESS

The Chief Minister said that it was a good thing that the Union had chosen the subject of education in the Third Plan and the importance of increasing the percentage of literacy.

A study of the provision for education in the Plan should not be made in an isolated manner but in the context of the provisions for other items. He was glad that they would seize the opportunity to study the entire Plan. On the whole, they were pleased with the successful manner in which the two Plans were implemented by the State Government and they hoped to succeed in the Third Plan also. There might be left something to be desired here and there. Still they could claim to have made good progress.

The Chief Minister said that there was enthusiasm among the people for education and he should say that it was particularly pleasing to note it among the village people. There was always that enthusiasm among the village people. But the difficulty was they were in such poor circumstances that they could not provide education for their children. Unless the Government took full responsibility, it would not be possible to achieve the object of providing compulsory primary education to all children. The State Government were facing the problem and doing their best to provide compulsory primary education within a short time. They had introduced the scheme of provision of mid-day meals for children. While providing education to a larger number, he said they should not lose sight of the importance of maintaining quality. Otherwise the entire money spent on education would be a waste. He agreed with the President of the Union that text books should be published on a pattern which would serve the national interest better. But they should also reckon with the various kinds of criticism that would be levelled against such efforts. Still he felt that something should be done in the matter.

Emphasising the need for formation of good character in the children, the

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Chief Minister said that as a prerequisite to that the teachers themselves should conduct themselves in a suitable way. Teachers were greatly respected from ancient days and they conducted themselves properly to earn that respect. Mr. Kamaraj pleaded that the teachers should pay particular attention to the education of the children whose parents could not boast of any education. Apart from what the teachers taught in the class, he said, educated parents watched their children's progress at home and helped them. The children of the less fortunate parents did not have that advan-

tage. In those circumstances, the teachers should not get annoyed at the slow progress of such children but should show special interest in them.

Sri C. R. Pattabhi Raman, M.P., then spoke and inaugurated the Education Week.*

Sri S. D. Krishnamurthi Rao, Secretary, proposed a vote of thanks.

With the singing of National Anthem, the celebration came to a close.

* Speech published separately in this journal.

MESSAGES RECEIVED

From Sri Bhishnuram Mehdi, Governor of Madras, Raj Bhavan, Guindy, Madras.

I am glad to learn that the 30th South Indian Education Week will, as usual, be celebrated this year from 7th to 12th November. The central theme chosen for discussion during the week is "Education in the Third Five-Year Plan" which is quite appropriate in the present context as we are now on the threshold of the Third Five-Year Plan.

After the achievement of Independence, there has been rapid development in all departments of public activity under the successive Five-Year Plans. It is imperative to realise that we can make our country economically prosperous and stable only by planned and balanced development and by utilising all available resources for the benefit of the community at large. The ushering of the Third Five-Year Plan connotes yet another stage of our progressive development and the aim and purpose of all plans and schemes are to raise the standard of living of the people in general. In the task of implementing our plans and fulfilling our objectives, the co-operation of one and all is necessary.

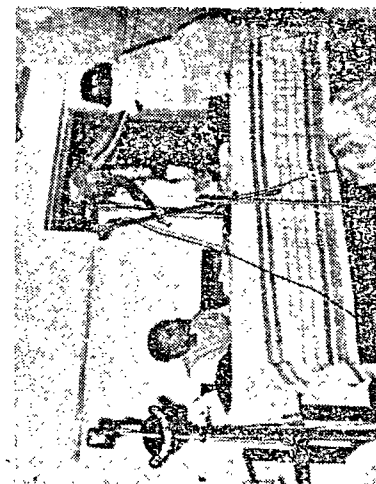
The celebration of the Education Week helps to promote proper understanding of the purpose of education by all concerned. I hope the aim of the Education Week will be fulfilled with the willing co-operation of the teachers, parents and the public. I wish the 30th South Indian Education Week every success.

From the Hon'ble Justice P. V. Rajamannar, Chief Justice of Madras.

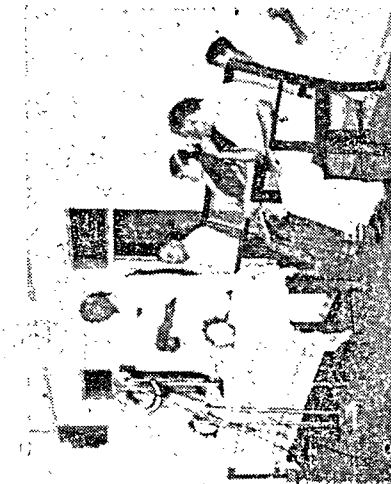
I am glad to learn that the 30th South Indian Education Week will be celebrated throughout the State from the 7th to 12th November 1960. I notice that the central theme chosen for discussion is "Education in the Third Five-Year Plan". I shall watch with interest the proceedings of the session. I send my Greetings and Best Wishes for the successful celebration of the week.

From Sri C. Subramaniam, Minister for Finance and Education, Government of Madras.

The responsibilities of the teacher in the present-day India are growing day by day. He is the guardian and interpreter of our cultural and spiri-

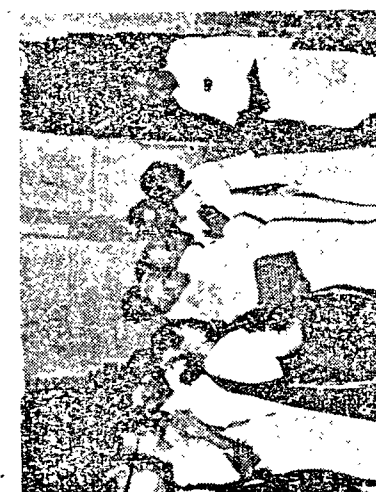


Union Secretary garlanding the Chief Minister

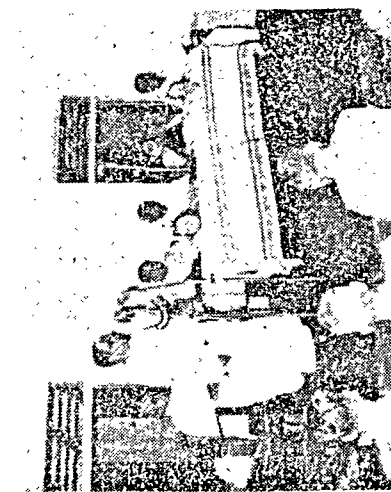


Chief Minister addresses the gathering

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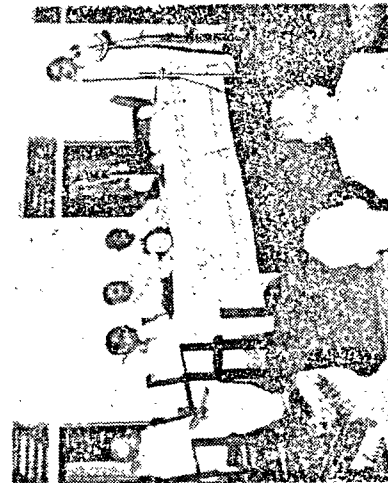
Welcome to Chief Minister



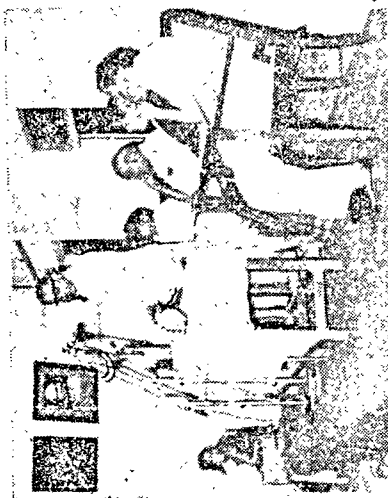
Union President welcomes all



A View of the gathering



Secretary proposing Vote of Thanks



Sri C. R. Pattabhiraman, M. P.
addresses the gathering

tual traditions and the guide of the young in their journey into life. He fashions the minds of the young and in so doing fashions the future of this country. He can give a new direction to the thoughts and behaviour of a whole generation of men and women and make them disciplined participants in the mighty adventure of rebuilding this country. I am confident that teachers in Madras will carry out with sincerity, zeal and vision the duties cast on them by this revolutionary age.

From Sri N. D. Sundaravadivelu,
Director of Public Instruction,
Madras.

The South India Teachers' Union has been doing very useful service to the public and the cause of Education by organizing 'Education Week' annually. The subject chosen for this year's celebration "Education in the Third Plan" is of immediate and important interest to all educationists for, it is on the importance assigned to Education in the Plan, that the success of all our aims and schemes depends. I wish the celebration all success.

From Dr. P. V. Cherian, Chairman,
Madras Legislative Council.

Thank you very much for your kind invitation for the 7th. Unfortunately I have another appointment for the same time that day. So I will not be able to attend. But I send you my best wishes.

From Sri G. R. Damodaran, Principal,
P. S. G. College of Technology,
Peelamedu, Coimbatore.

I am very glad to know that the South India Teachers' Union is celebrating the XXXth South Indian Education Week from Monday, 7th November, 1960 and that the Chief Minister of Madras and other leading men in public life are taking part in the inauguration.

I take this opportunity of sending my best wishes for the success of the

Education Week and the S. I. Teachers' Union all solidarity and strength.

From Prof. Diwan Chand Sharma,
President, All India Federation of
Educational Association, New
Delhi.

I thank you for your kind letter of the 13th of this month. I am very glad to know that your Association is going to discuss education in the Third Five-Year Plan as the main theme during the Education Week. I congratulate you for taking this decision. I am sure your discussions will go a long way in focussing the attention of the teachers on the educational problems of this country. I wish you all success in your noble venture.

The South India Teachers' Union

Extra-ordinary Conference

An extra-ordinary Conference of the Union will be held at Tanjore on Monday, the 26th December 1960, to create public opinion in favour of the demands :—

House-Rent Allowance,
Medical Concession and
Temporary Increase in Pensions.
No delegate fee is charged.

Teachers desirous of attending the Conference and Teachers desirous of taking part in the proceedings are requested to contact the Secretary of the Union.

Previous intimation will facilitate arrangements for lodging.

Secretary.

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INAUGURATION

By Sri C. R. PATTABHIRAMAN, M.P.

*Barrister-at-Law, M.P. (Lok Sabha), at the Hindu High School,
Triplicane, Madras on 7-11-1960.*

We are met here to celebrate the South Indian Education Week under the auspices of the South India Teachers' Union. The celebration could not have taken place at a more momentous time than now. We have had two important statements from my friend Dr. Shrimali, the Union Minister for Education last week. A reference has been made to the further steps to be taken in the implementation of compulsory primary education. This has been followed up by the observation relating to the condition of the teachers generally and the conditions under which they are functioning in South India. The Minister of Education has given us the instance of a teacher preferring to be a peon in the Government service of a northern India State on account of the comparatively higher dearness allowance available to that class of service. Fortunately the state of affairs in our State is very different. I am happy to say that the Union Minister has paid due compliments to the pension cum provident fund scheme of the Madras Government. He actually hopes that the other States in India will follow the examples of our State, not only in the matter of the pension scheme referred to above but also in the matter of mid-day meals schemes. It is a tribute to our Chief Minister Sri Kamaraj and the Education Minister Sri Subramaniam.

In the third Five-Year Plan the provision for elementary education, basic education, secondary education, collegiate education and other educational schemes is Rs. 3,501.06 lakhs. For elementary education alone provision is being made for over Rs. 2,039.03 lakhs while Rs. 1,047 lakhs is being provided for the secondary education

schemes. Education in South India was reorganised even at the beginning of the Second Five-Year Plan period. We have now got a 7-year period for elementary education, and 4-year period for secondary education. There is the Pre-University Course and a three-year degree course of the University. The emphasis at the elementary stage was on quantity, on the provision of facilities for the education of as many children as possible so that free and compulsory education for all children of the age group of 6 to 11 years of age could be enforced before the end of third Five-Year Plan. In the higher stages the emphasis has to be on quality. There will be no village left in the State of Madras without provision for elementary education, for all children of the school going age and schemes for the supply of free Mid-day meals, books, slates, etc., are being vigorously put through. So far as the secondary education scheme is concerned the idea of opening of diversified courses, improvement of the teaching of science, augmenting school libraries and other schemes designed to improve the quality of education are materialising.

Dr. Shrimali referred to the compulsory education enactment for the State of Delhi. I participated in the debate then, when the bill was taken up for discussion and I am glad that our Government have not watered down the scheme. Some members of Parliament from the opposition benches referred to the wage earning capacities of children who were augmenting the income of their parents and wanted that the elementary schools should be run after working hours and at night. This would have reduced free and compulsory primary educa-

tion to a farce. No child after having worked for hours throughout the day will be able to keep awake at night and to learn especially at the elementary stages.

As stated already the proposed outlay in the State of Madras under various heads of education is about 3,500 lakhs. It is three times the size of the outlay in the second plan. In the second plan it was about two times the size of the first plan in this respect. The reorganisation in the second plan has now been completed. God willing the main achievements of the third plan will be (1) completion of the scheme of free and compulsory education for children of the age group of 6 to 11 upto fifth standard, (2) an increase in enrolment at the middle school stage of fifty percent over the enrolment at the end of the second plan, (3) an increase in enrolment at the High School stage of fifty percent over the enrolment at the end of second plan, (4) completion of the reorganisation of education started at the beginning of the second plan period. In so far as elementary education is concerned we have solemnly undertaken in our constitution under Article 45 that within ten years from the commencement of the constitution, the State should provide for free and compulsory education for all children until they complete the age of 14 years. This will be a *fait accompli* in the State of Madras before the end of third five-year period. Our State is being divided into three areas and the first area will be taken up for compulsion in 1960-61, the second area in 1961-62 and the third in 1963-65. This is a big problem. We have to remember that the population of the State is also increasing. We expect the population of the State to be in the neighbourhood of 402 lakhs in March 1966. Teachers will be appointed at the rate of one teacher for 40 pupils and as far as possible they will have to be trained teachers. So far as the equipment is concerned, a sum of about Rs. 300 per teacher has been provided for furniture, libraries, books,

slates etc. In so far as books, slates etc., are concerned it works out on an average of Rs. 3 per year per boy. For a class of 40 pupils it comes to Rs. 120. Wherever possible provision has been made for the supply of slates, and books to almost all the children to be brought under compulsion in the first year. The accommodation for schools and classes is another big problem. It is not necessary however to have costly buildings for these schools.

Under present conditions in India the corollary to free compulsory education will be the provision to be made for free mid-day meals for at least 1/3 of the pupils in Standards I to V. Most of the pupils will be too poor to have a proper diet and this may include the children of the lower middle class families. The Government pay a grant calculated at 6 nP. per pupil per meal while about 4 nP. have to be contributed by the people in the locality. In other words Rs. 20 for a school year of which Rs. 8 is collected from the public and Rs. 12 is paid for by the State. This is apart from the scheme of the Madras Corporation, the Harijan Welfare Department etc. and the Kanya Kumari schemes. It has to be remembered that the mid-day meal idea was first taken up and implemented in the old State of Travancore in the early 1940's. I am happy that notice has been taken by the Union Ministry of Education of the pioneering work in South India in this direction. The well deserved tribute from the Prime Minister and Dr. Shrimali should spur us on to more achievement.

I do not propose on this occasion to deal with the organisation of the basic schools and the conversion of the elementary schools into basic schools. This is also going to involve not only the construction of many basic training schools but also the training of many additional teachers for the purpose. It should be remembered that the true objectives of a basic School should be the harmonious co-ordina-

tion of the bodily and the mental faculties and the inculcation of the importance of manual training and appreciation of nature side by side with book knowledge.

A premature concentration on the vocational aspect may defeat its own object. The doctrine of earning whilst learning has its clear limitations.

As many as 43,125 new teachers will have to be appointed in the elementary and secondary grades. The salaries of the teachers under the above schemes will exceed Rs. 10 crores (Rs. 10,55,00,000) by 1965-66. Rented accommodation for each teacher at Rs. 5 per month for about 70% of the teachers will come to about 1 crore of rupees.

In so far as the technical education is concerned the various colleges and polytechnics may have to be expanded and many new institutions will have to be started. This will depend very much on the availability of trained man-power.

I have endeavoured to give a bird's eye view of the provisions of the third plan in so far as education is concerned. It has to be noted that the enforcement of compulsory education in the State will be one of the main functions of the newly formed Panchayat Union Councils.

Teaching is the noblest of all professions. Like many other noble callings the emoluments are not commensurate to the task performed. It is essential that the teaching profession should as far as possible be a contented one. The introduction of the Madras Teachers' Contributory Provident Fund, Insurance, Pension Scheme, has been extended to cover all teachers upto collegiate level in 1958. I am also happy that the children of the teachers employed in all aided elementary schools are granted remission of fees from 4th to 6th forms. The scheme for fee concession to the children of teachers is commendable. I hope sooner than later even so far as the colle-

giate education is concerned, the children of the teachers will be given concession. Of course brilliant children have in addition the various scholarships offered by the Government of India and the State Government for post matriculation studies. The teachers have already been given an increment emolument of Rs. 17 during the course of second plan and the Government of Madras have very correctly accepted the recommendation of the Pay Commission in so far as the Dearness Allowance to teachers in the elementary and secondary education and in colleges are concerned. The Government Order No. 2033 dated 24th September 1960 and the Government Order No. 72000/60-1 Finance dated 10th July 1960 have I am sure gone some way in creating goodwill and enthusiasm amongst the teachers in Madras. Finally the scales of pay of teachers in schools and colleges as well as administrative staff are likely to be revised in accordance with the decision to be taken by the Government in the recommendation of the Madras Pay Commission. The break-up figures under the Third Plan are as follows:—

(In Lakhs)		
I. A.	Elementary Education	Rs. 2,039.03
I. B.	Basic Education	Rs. 153.95
II.	Secondary Education	Rs. 1,047.00
III.	Collegiate Education	Rs. 64.56
IV.	Other education schemes	Rs. 196.52
		Rs. 3,501.06

It is unnecessary to refer in detail to the schemes of provident fund, insurance, pension and gratuity. It is the duty of a Welfare State to see to it that its citizens who have served as teachers are looked after well after retirement. The four pronged scheme referred to above has been extended to cover all teachers of all schools

including the secondary, Anglo-Indian and training schools. The Government of Madras have generously extended it even to teachers who retired after 1-4-1955. The State award for elementary school teachers and cash prizes and certificates of merits to teachers who have rendered meritorious service in the cause of education is also commendable. I find each year 48 awards are made.

In the days to come not only will the teacher have decent emoluments and pension benefits but also medical concessions. Housing schemes near educational institutions for the teachers are also being taken up in some States. The teachers are certainly national workers and deserve the facilities extended to industrial workers.

Friends, of the teaching profession, your role in the life of our Indian Nation is all important. Education today has to serve national needs. In a predominantly agricultural country like India it will have to register a rural bias. The stress must also be on the dignity of labour. Many a student in the U.S.A. earn his college and tuition fees by performing domestic chores and even factory work. We have to be Indian first and thereafter alone other things. It was disunity and division into various regions and languages that led to the slavery of India for hundreds of years. Today we are a much respected united State in the comity of Nations. You will have to help in the building of a United India as much as in the shaping of character. The education of girls and women is perhaps more important considered from these aspects.

Your place in society is a respected one. "Acharya Devo Bhava" has been an injunction from the Vedic days onwards. Many of the South Indian teachers belong to a well knit organisation with its own journal the "South Indian Teacher". The 50th Madras State Educational Conference at Madurai this year has exhibited a thoroughness in the discussions and

deliberations. I congratulate your organization which has kept up the lead given by old stalwarts like the late Sri S. K. Yegna Narayana Iyer and Sri Sabhesan. I wish you all luck. May your organisation grow from strength to strength and carry on its good work for many years to come.

JAI HIND.

All India Educational Conference

The 35th All India Educational Conference will be held at Kanpur, Uttar Pradesh from 27th to 31st December 1960. Delegates intending to attend the same are informed that they should contact the Journal Secretary, South India Teachers' Union, Madras-28 for particulars. The registration of delegates will commence from 15th November 1960.

C. RANGANATHA AIYENGAR,
Journal Secretary.

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QUALITY IN EDUCATION

By Sri G. KRISHNAMOORTHY, M.L.C.

The tendency of late has been to aim at quantitative expansion of education at the cost of quality. Hence, the crores of Rupees spent on education every year do not bring in to the Society the return commensurate with that expenditure.

It is a well known fact that a Teacher had very few pupils before him in the days of the Gurukula System. In the modern age where education has been entirely left to the Teacher, the number of pupils to be taught by a Teacher cannot be four or five as in days of old. But, even then, there should be a limit to the numbers if quality is to be ensured.

Education is the process of drawing out the innate capacities of the student and everything that is done without studying the student is mere instruction. That instruction has its hold on the student as matter stuffed in for purposes of examination. The procedure of judging a student by an examination at the year-end encourages the student to have the stuffed matter only in his short memory. There being no scope for studying a student's innate abilities in a class of forty and over forty, real education is rendered impossible and children of various innate abilities are herded together and treated as if they all have the same level of intelligence and similar aptitudes. Consequently, we produce misfits. Many of the aptitudes that can be developed with profit to the Nation are left undeveloped and except for a very few who change the profession and choose one suited to their aptitudes, all others drag on a miserable existence treating the job secured by them accidentally as their only avocation in life.

It is time we cried halt to such a system and reduced the numbers in a

class to twenty for a Teacher. But we actually attempt to do the other way and draw schemes to expand education, in the same benefitless way, adding to the number of pupils entrusted to a Teacher. This is quantitative expansion at the cost of quality and cannot result in benefit to the Nation.

Let us see if it is possible to reduce the number of pupils to be taught by a Teacher without adding to the present and proposed cost.

The reduction of school hours to 2½ will render possible the education of all children in two shifts at the same cost. The pupils to be taught by a Teacher at a time will be then only 20 and real education through individual attention will be possible.

A thorough overhaul of the content of education with a view to making it real Indian education will not only ensure quality, but also prove that it is possible to finish the syllabus in a 2½ hour scheme by omitting many overlapping, unwanted anti-national and anti-social items.

It is, of course, very difficult to change from the routine rut. But the fact that even after 13 years of independence we have not moved out of the rut in which we were running in the days of the British rule must goad us to action in the line of a change. An idea of required changes is given below:—

History Books:—The old History Books ought to have been thoroughly revised. Nobody can say that our History Books can produce patriotism, selflessness and unity, so necessary for us in an independent country. Can we delay the revising of History books?

Science Books:—Can they not be re-written to impress the habits enjoined by our ancestors as suitable to a tropical country?

Geography Books:—More about the environments can be dealt with, leaving off portions about other countries.

Mathematics:—Nothing but actual day-to-day transactions necessary in our Indian's life should be there in the book and this will not only create more interest but avoid the fear of meaningless lengthy figures, and calculations. The deletion of sums giving anti-social ideas like adulteration of milk, coffee-

seeds etc. will surely avoid putting in of anti-social ideas.

Language Books:—Much of the selfless behaviour and loyal habits needed in a good society can be brought in through stories drawn from our History.

A concentric treatment of these subjects will prove that a 2½ hour schooling is more than enough for a student. Will the Planners concerned with the IIIrd Five-Year Plan kindly look into these facts?

OUR ANGLE OF EDUCATION IN THE THIRD FIVE YEAR PLAN

By Sri D. KRISHNAYYA

Jai Hind Tutorials, Anantapur.

Be it by national education or literacy thro' community projects, the compulsory scheme of education or the three A's or the Adult Education as the need of the hour or the orientation of education, Republic India needs a new outlook of life in the field of education to put down this appalling illiteracy of the country and lift her to a high plane of literacy and make our children be on a par with the children all the world over in this race of life. The literacy of the country is only 16.6% as per the census of 1951 and the census of 1961 may pull it up a little more but mere literacy cannot ensure the progress of the country.

Ours is the age of the sputniks and we must tune up our children to the needs of the times. Quite recently, a flying school came from America to Delhi to pay a visit to our President. Though, we cannot provide such facilities to our children is it not our duty to give them a neat school — an attractive school and make their life successful. As we all know our country's progress marches on the feet of our children. The true teacher is a Trinity

in Life — the father, the mother, the teacher to the child and it has been psychologically said that the child should come to the teacher both in joys and sorrows. Let us question to ourselves whether we are the teachers of the type of the Rt. Hon. Sreenivasa Sastri, Sir R. Venkatarathnam Naidu, Dr. Miller, Dr. Skinner, Principal Seshadri or as a matter of fact any of the teachers of the recent past not to speak of the hoary ages. Their life was wedded to the children in their charge. They taught their children the meaning of life and gave them the necessities of life like the loving mother-bird. In one word, they made them great in all aspects of life. Some of us have forgotten the meaning of our oriental culture and so are unmindful of our duty — the sacredness of it. Like the magnet, we should transform the ironfilings in our charge into the realities of life.

We should mentally prepare our scheme of our education in the third five year plan and with the regular scheme and clock-like time table work it up and make our children follow it

successfully watching each stage from the infant down to the University with the judicious case. Let it be noted that school life is but one wing of education and the second is the library method as has been continuously pointed out by Dr. S. R. Ranganathan — the educationist and the librarian of the national and international fame. Unless these two are strong and effective the bird of education cannot fly up to delightful heights. Such a flight may be our march in the sputniks. In this new age of education—even after these twelve years of Republic India let us give our children these strong wings

and make them fly up 'wherewith we fly to heaven—knowledge is the wing' in the words of Shakespeare. In this we must pool our resources together and make the best use of them with the common united front bearing in mind the celestial words of the *Gita* that we ought to raise ourselves by our efforts.

While inaugurating this XXX South Indian Education Week, let us pledge ourselves to work up this scheme with cheer and joy, hope and delight in tune with the expression of Keats that there is pleasure in doing and joy in giving.

EDUCATION WEEK CELEBRATIONS

THE MADRAS TEACHERS' GUILD

The Education Week was celebrated by the Madras Teachers' Guild on Saturday the 12th November, 1960, at the Sir M.Ct. Muthiah Chettiar High School, Purasawalkam, with Sri M. R. Perumal Mudaliar, Principal, Teachers' College, in the Chair.

Sri Narasimhan, Headmaster, Sir M.Ct. High School, stressed the need for quality in Education and suggested a team of ten experienced Teachers on each subject to give guidance to Teachers in every taluk or larger area.

He said :

"There has been rapid expansion in the field of education during the first and second five-year plan periods, thanks to the allocation of more funds, and intensification of efforts. The introduction of free mid-day meals to school children and the school improvement schemes by the far-sighted and dynamic D.P.I. and the granting of various types of fee concessions and scholarships to backward communities and poorer sections of the community in Madras State has helped Madras to achieve remarkable progress. At the end of the Second Plan, every village with a population of more than 300

will have an elementary school. The enrolment of pupils of the age-group 6-11 has increased from 192 lakhs in the country to 300 lakhs and it will rise to 504 lakhs in 1960-65. During the period 1950-51 to 1960-61 the proportion of boys in this age-group attending school has increased from 60 to 79 percent and of girls from 20 to 40 percent. This is truly impressive considering from where we began thirteen years ago.

This democratisation and spread of education is most welcome. But there is also the other side to this picture. Expansion is going on at the cost of quality. Every year we witness helplessly thousands of students failing in the public examinations unable to score even the very low minimum prescribed. That is to say so much effort put in by the teachers and the taught goes to waste. This national wastage which is avoidable is a challenge to educationists.

Technique pays and teachers can and should improve methods of teaching. A team of experienced teachers in each subject should be asked to go round schools study the needs of each school and give guidance to new and less experienced teachers so that better

results may be obtained. It is only through contact with experienced and competent teachers who have made a mark in the field that young teachers can get effective guidance and best inspiration. Each district or taluk centre may be taken as the unit for that purpose.

Regarding students it is true that they are better informed and take to co-curricular and social activities with enthusiasm. Nevertheless they are very superficial. Mere intelligence won't do. Application counts. Lack of concentration is the cause for fall in standards. As India completes her five-year plans and as schools and colleges grow in number, this problem of wastage will be staring us in vaster proportions. How are we to mend matters before it is too late? Soon a solution must be found for this baffling issue. Quality should go hand in hand with quantity. Competence and adequacy should be the watchwords of our teachers.

May it be given to all educationists to focus attention on this and drive out inadequacy wherever it is by adequacy."

Sri G. Krishnamurthy, M.L.C., President of the Guild, pointed out the need for revising the content of education on national lines and pleaded for an additional provision of three and a half crores of rupees per year to improve the lot of the Teacher during the Third Plan period.

Sri T. S. Rajagopalan, Headmaster, Hindu High School, who spoke on 'Education in the 3rd Five-Year Plan' dwelt on the need for development of the head, heart and hand of the students. He pointed to the need for more schools, less pupils per teacher, shift system in schools, better payment to teachers and better quality in education during the Third Plan. The need for moral instruction was borne out by the indiscipline complained of. The relationship between the Teacher and the Taught should be one of love. Teachers' organisations could further

equip the teachers to enable them to further contribute to Nation-building.

The Chairman stated that the re-organization of the Training Course at all levels with more stress on 'Content-Course' instead of on 'Methodology' would give better equipment to the teacher. Indiscipline, he stated, was due to the frustration of the student, caused by his inability to cope with the subject. Success is the result of sustained and hard work and the attitude necessary to overcome difficulties in life-situations has to be cultivated in the students.

Sri Chengalroya Pillai, Headmaster, Pachaiappa's College High School, also spoke.

With a vote of thanks by Sri R. Jagannathan, the Treasurer, the function came to a close.

THE KANCHEEPURAM TEACHERS' ASSOCIATION

The Education Week was celebrated on 11-11-1960 at the Anderson High School, Kancheepuram, with Sri Simpson Rajarathnam, Headmaster, Anderson High School, in the chair.

Sri G. Krishnamurthy, M.L.C., President, South India Teachers' Union, spoke on 'Education in the Third Five-Year Plan'. He dwelt at length on the need for revising the content of Education to suit the Indian genius. Quality should not be lost sight of in the quantitative expansion proposed in the Third Plan period. The number of pupils to be handled by a teacher should in no case exceed twenty and the school hours could be curtailed to allow of a shift system. The Godless education should go and the qualities of selflessness, patriotism, and loyalty to national interests should be inculcated in the students. The teacher has not received much attention at the hands of the Planners. The minimum wage of Rs. 100 provided for the white-collared job could have been provided for the lowest grade of teacher and the principle of parity as

among teachers of the same qualifications could have been extended in respect of allowances and concessions. Provision of these would enable the teacher to have peace of mind to give his undivided attention to Nation-building. Earlier, Sri Dharmarajan

gave details of provision for Education in the Third Plan.

Sri Simpson Rajarathnam, the President, spoke about the significance of the Education Week and Sri Srinivasaraghavan, the Secretary, proposed a vote of thanks.

EDUCATION IN THE THIRD FIVE YEAR PLAN

By Sri T. S. RAJAGOPALAN

The struggle for India's freedom was also a struggle to remove her poverty and illiteracy. Indian leaders had long ago located these two black spots which impeded her progress. Sri Gopal Krishna Gokhale came forward to wipe out illiteracy and due to his untiring exertions a beginning was made to make primary education free and compulsory. About 1938 when the Congress Party came to power in the various parts of India, Mahatmaji considered the question of overhauling the contents of education to make primary education fulfil its purpose and help in the all round development of the child's personality. The aim of this education,—basic education, as it is called — was not ability in the three R's, but the simultaneous training of the Head, Heart and Hand — the three H's as one might put it. To make this type of education more purposeful, it was considered necessary to extend its duration to 7 years instead of 4 years. All this involved a heavy financial burden. After the Independence, the Planning Commission came out with the First Five Year Plan which gave priority to primary or basic education. The plan summed up the educational needs as follows:—

- (i) Reorientation of the educational system.
- (ii) Expansion in various fields, especially in those of basic and social education, remodelled

secondary education, technical and vocational education.

- (iii) Consolidating the existing secondary and university education and devising a system of higher education suited to the needs of the rural area.
- (iv) Expanding the facilities for women's education, especially in rural areas and
- (v) Training of teachers and improvement in their scales of pay and condition of service.

The plan was put through with success with the result that the number of boys in elementary schools increased from 46 to 57 per cent and the number of girls from 17 to 23 per cent of the school-going population.

The problem however that faced Free India with regard to Secondary Education was not merely the expansion but also the defining of its aim and the consequent reorientation. Prior to our Independence, the aim of Secondary Education seemed to be preparing pupils for universities as the entire curriculum was based on the requirements of universities. The result was that education became bookish, mechanised, stereotyped and rigidly uniform and did not hence cater to the needs of pupils. Nor did it develop those basic qualities of discipline, Cooperation and leadership which are calculated to make them function as useful citizens of a free country. In 1952 the

Government of India appointed an All-India Secondary Education Commission to consider the question of Secondary Education and the Commission recommended diversified courses to enable a large majority of students to fit themselves for some vocation after completing their school course. Thus considering the vital needs of the country, a good deal has been done to promote technical education also.

The Planning Commission has given a very high priority to social education, particularly in rural areas. In view of the very low percentage of literacy, India has to think of educating the young and the old as well. Education of adults is very important in a democratic state. The aim of adult education is not merely to make adults literate but to make them good citizens also. Social education which embodies this idea, includes, besides literacy, health education, recreation, economic activities and training of citizenship. Since the bulk of the people live in rural areas, social education has become a part of community development projects which have been introduced in several parts of India and Social Education Organisers are now being trained for this purpose.

The Third Five-Year Plan carries forward and completes the reorganisation and the implementation of the policy decision relating to it taken during the second plan period. The main objectives of this plan are (i) completion of the scheme of free and compulsory education for children of the age group 6—11 up to V Standard, (ii) an increase in the enrolment at the end of the second plan, (iii) an increase in enrolment at the high school stage of 50% over that in the second plan, (iv) completion of the reorganisation of education started at the beginning of the second plan period. The most significant scheme in the Third Plan is to provide free education up to VI Form for all poor pupils. At present concessions are granted to scheduled castes, tribes, most backward classes, children of poor political sufferers, children of N.G.O's and it is to be extended to all poor pupils.

It is now worthwhile considering what should be done to make these attempts of the Planning Commission fruitful. Two of the most important difficulties are providing accommodation for the increasing number of children seeking education and finding enough teachers to teach the classes. Though the number of school-going children is increasing rapidly, the increase in the number of educational institutions does not keep pace with the former. Consequently parents are put to insuperable difficulties to get their children admitted even in elementary schools. The class-rooms get overcrowded and education is mass-production, not according to the individual needs. Besides the teachers feel overburdened with work resulting from the increase in the number of papers or exercise books for correction. It should hence be our earnest attempt to see that the number of pupils per section does not go beyond 40. This implies two things, increasing the number of schools, which can be done only gradually and the introduction of the shift system in the working of schools.

This leads to another important consideration, perhaps more important, to get the required number of teachers to teach the increasing number of sections. The teaching profession has been so far the least attractive and the last resort of the desperate and though attempts are being made to raise the level of the teachers, the number that can be attracted will be only small and gradual. The problem will be more acute in June 1963, when pupils from Form III and Standard VII will go together to Standard VIII; the number of B.T. teachers required will be a third more. This increased number will be required for about 3 years after which there will be a fall of about $\frac{1}{4}$ in the number. Incidentally it has to be mentioned that there will be a fall in the number of secondary grade teachers that may be required, for the schools will have only standard VI and VII — not forms I, II, III as at present. Another difficulty will be experienced when the schools are upgraded with provision for XI Standard. According

to the Departmental order, only trained M.A.'s or First Class graduates or trained teachers with certificate course are eligible to handle Standard XI. In the transition period teachers employed in colleges may not like to go down, while owing to an increase in the demand for M.A.'s, High Schools may not get enough M.A.'s. A reasonable solution seems to be permitting for some time Secondary Grade teachers with Intermediate qualifications and with long experience to handle VIII Standard and trained B.A.'s with long experience — say 15 years, to handle XI Standard.

What is the role of the teacher in the coming years? The scope of education has already been defined as developing the intellect of the children by securing their willing co-operation and through their own activities. It is hence incumbent on the school to provide facilities for learning through activities. Instruction should be correlated with life and children must be made to feel that they are connected with everything in the school. The function of the school is (i) to provide the kind of environment which is best suited to individual and social development, (ii) to stimulate and guide healthy growth in this environment, (iii) to enable children to acquire the habits, skills, knowledge, interests and attitudes of mind which they will need for living a full and useful life. In the classroom instruction is to be centred on the everyday needs of pupils and correlated with the other branches of knowledge they acquire. While encouraging them to learn by doing, we have to provide for crafts and hobbies, debates and organise children's clubs, exhibitions and excursions.

Science clubs now organised in schools afford children opportunities to study things of their own accord and present them at meetings. They encourage individual activities and children in some schools even arrange exhibitions.

Excursions go a great way in supplementing the information pupils get from books and so deserve to be a part

of education. Pupils should be encouraged to go out on excursions. Arranging visits to museums and art exhibitions may be undertaken with success.

The teachers' responsibilities are all the more heavy. In these days when we are concerned with indiscipline among pupils, it is imperative on us not to allow it even in a small measure. Every attempt should be made to make children feel that they are part and parcel of the school and that it is their duty also to maintain high standards of discipline and efficiency. This could be done through religious and moral instruction. Unfortunately due to carelessness, religious instruction was much abhorred as leading to bigotry and want of harmony among people. If we understand the fact that all religions insist on the same fundamental virtues of piety and service to humanity and that great men have only lived up to this ideal, there will not be any difficulty in inculcating this in the minds of the young. Great men lived for God only by living for men, i.e. society. Attempts are rightly being taken in this direction and during moral instruction children are taught about great men and the virtues, they read about, will not fail to make them conduct themselves decently at school.

Godless education affects the society at large. If pupils are taught to be God-fearing and thus learn to love one another and respect elders and obey rules of discipline, the discipline they get in this direction will extend to other items of activities also. The division of the section into squads, the celebration of festivities and their participation in them, the outings they make will all enable them to understand clearly their part in the school.

That the teacher is considered a father is evident from the growing tendency on the part of the school to attend to the primary needs of the poor — to keep them fit enough to receive instruction. Many from the poorer ranks of society are underfed and because of the resulting physical weakness they cannot attend to the development of their intellect. The Mid-day Meal Scheme which has been im-

plemented in every part of this state, is undoubtedly a great boon to the suffering poor. A good deal of co-operation is required from the public and the really needy can be helped if the people of the locality contribute liberally to the Mid-day Meal Fund.

In the coming years teachers have a great task before them. As they are responsible for the mental growth of the children entrusted to their care, it is their primary duty to see that the instruction imparted to them is up to the mark and on right lines. They should hence keep themselves constantly in touch with the varying trends in education, study books on teaching and hold consultations with experts in the profession. They can organise study circles, meet occasionally and discuss the various points connected with education and methods of teaching. Those who thus equip themselves need not depend on the matter given in text-books which are only for the use of pupils. Teachers' organisations can arrange meetings where such points can be taken up for consideration.

Seminars and refresher courses may be arranged for. Teachers may also undertake research work in the methods of teaching and, in conducting tests for assessing and developing the attainments of pupils. Facilities are provided for such research work in other countries, especially in the United Kingdom and in the United States of America with the result that teachers are able to teach and guide the children properly and find out for themselves which portions deserve special attention and which are to be eliminated. Similarly researches may be undertaken in the teaching of English and languages also.

That the children are the wealth of the nation has been accepted on all hands. It is said of Pericles that when he addressed the Athenians once, he said "while other states are famous for growing corn, wine and oil, Athens is famous for growing men." He meant that the real riches of Athens consisted not so much in its fertile land and its rich produce, as in the kind of men

it produced. Even as we have five-year plans for increasing the material resources of the country, we are having our own plans for improving the moral, social and intellectual attainments of the children. But we teachers are more familiar with our yearly programmes of work—even weekly and daily programmes and our aim is to be successful teachers. This success we can achieve only when we have the best relationship with the pupils. For this to happen, the relationship must be one of love and not one of fear, and this can be achieved only when the teachers are perfect in their work and captivate the minds of the taught, by their example and by their personal qualities.

Let us remember these and other qualities which go to make us good teachers and whatever be the plans laid down by the authorities, let us apply ourselves to our work, *heart within and God overhead* and contribute to nation-building by giving the right training to the children entrusted to our care.

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DAILY RECORD OF A CASE HISTORY

Sri S. JAGANNATHAN, Saidapet.

(Continued from last issue)

M. D.	M. D.	M. D.	M. D.
4—1	When disturbed from the most enjoyable act of sucking finger in his posture of lying on face cries out.	For over a week	Looks at Calender Numbers and expresses surprise and also at front page pictures in Newspaper.
4—2	Watches dog eating rice.		
4—3	Watches crow eating rice: Also the cock in the street —when spoken to, immediately looks up as response to the call.	4—11	The softest portion at the top of the head is getting hardened. Backward march on the back — quick.
4—4	Makes great noise while	4—12	Creeps forward more quickly on a mat.
4—5	sucking fingers or hands.	4—13	Crawls on the mat — Makes a big turn round it. While sucking hands makes a good number of new sounds.
4—6	While getting up also takes hold of the pillow, clothings, etc. along with him.	4—14	Could now move forward by crawling on stomach and to snatch a calender sheet lying before him — looking — crawling — stretching hands — catching.
4—7	Recognises mother, laughs at her, calls her and speaks to her in the prattles. [used to look at her face at intervals while being fed with milk.]	4—15	Goes crawling to a plate of Bengal gram kept close to it in the Sun. Splashes with both hands.
4—8	Tries to snatch things within reach and a little farther. Can't hold it immediately —the fingers pass over them — Can't have firm hold even after snatching: Things get loose and drop. Takes these to mouth. Persists in doing a thing. Tries to make new sounds by putting out the tongue between the lips.	4—17	Clasps doll with both hands — but can't hold it firm; the doll drops down.
4—9	By repeated kicking pushes the cloth, covered over him, farther away.	4—19	Very noisy in the early hours in the morning. Quite a number of sounds in high pitch. Clasps fingers of one hand with the other in the form of a chain.
4—10	Scratching floor, etc. with fingers.		
		4—20	Bends head and looks up to all lights in the exhibition. Looks at the doll with electric light even while leaving the place.
		4—21	Raising buttocks very high as if to seat himself.
		4—23	Raising legs near to face and holding the toes with fingers. Laughing at all familiar faces by way of recognition. Laughing in outbursts while being tickled to laugh.
		4—24	Attempts and drags the body together as if swimming— Too much cold.
		4—25	Watering from the mouth and wetting the cloth over the body. More crying than usual. Not playful
		4—26	Looking at the ducks on the way to the hospital and turning towards them even away from a distance.
		4—27	Catching the toes with his fingers early morning after waking up. Awareness to new sounds. Cock, Crow, Dog bark — Relations. Calling by name: Quickly turning head and eyes, towards the direction of sound.
			Too much watering from mouth and wetting frock.
		4—28	Brings toes as far as mouth— But not into it.
		4—29	
		4—30	In eagerness to take hold of a paper or magazine, brings two hands together very quickly.
		5—1	Raises back very high up supporting the whole body on the head. Very desirous of getting things into hands by moving and bringing together the two hands — immediately taking the thing to mouth.
		5—4	Bringing his two hands together so as to remove mother's hands closing her eyes just for fun.
		5—5	Repeats the above. Takes toes into mouth with hands.
			The left hand brings the right leg to its face.
			The right hand holds the right leg between knee and ankle.
		5—6	Drags the stomach forward with the least effort.
			Takes hold of the rattle with ease and brings together the thumb and first finger.
		5—7	Is inclined to leap into the hands of familiar ones from less familiar ones. Springs, as it were, into the hands of father, mother.
		5—10	Taking hold of a thing with thumb and first finger very neatly. Signs of anger — Play and fun. Hiding face close to the pillow while seeing father above the cradle.
		5—11	Clear recognition of and responses to all familiar faces.

M. D.		M. D.	
5—12	Looks at small things — moving ant too. Watches train running till it is out of sight. Attention drawn to a number of crows cawing at the opposite house. Looks up at trees, buildings, while taken outside.		Also would attempt to cross the door way to get at a required object.
		6— 4	Vaccination.
		6— 6	Scratching the mat. Coming to get hold of the plates at dinner time by fast crawling.
5—13	Grasped the edge of the board, crept forward, reached the card board box and got hold of it. Cries when it can't reach the toy before him.	6— 7	To the Zoo at the Circus.
		6— 8	Likes to stand in the easy chair and takes delight in playing hide and seek.
5—13	At the mention of crow, at the hearing of 'caw' looks up for the crow. Throws its hand of own accord to reach things and snatch them.	6— 9	Looks up at the moon. To Mambalam.
		6—10	To Circus Zoo again. Watches monkey mischief — Motors on the road and Moon in the sky.
5—19	Looks up at the brightness of the sky in the west, the sky being partly hidden in the clouds.	6—12	Scratching head — Running after sunlight in the verandah and to catch it.
		6—13	Scratching the floor with nails.
5—29	Holds side of the cradle and raises head. Still looks at Calendar. While concentrating on one thing does not mind a call and to answer it.	6—15	Throwing the book on the floor and wanting to get the same then and there. Traversing good distance by crawling to get at a newspaper on the floor.
6—24	Babbling in sounds, ba, baa — Is able to keep straight on all 4's and draw forth his bent legs. Puts hand forward but comes down immediately.	6—16	Attempt to crawl on all fours. To Zoo again.
		6—17	On all 4's again. Keenly observes cock and hen on the way to the Zoo. Throws funnel of toy gramophone number of times in anger.
6—27	Likes to take hold of window bars or cradle chain and stand up. Shows inclination to be carried by parents by crawling to them and holding fast their feet.	6—20	Between mother and sister, runs to mother and hits with hand at sister.

[M = Month. D = Day]

NEWS AND NOTES

THE S.I.T.U. COUNCIL OF EDUCATIONAL RESEARCH

The Executive of the above Council has resolved to study the provision made in institutions at all levels for the effective teaching of science, such as, laboratory work, text-books, activities designed to deepen and further the interest of students in science and methods of teaching, etc. In pursuance of this resolve a Committee has been appointed to investigate the conditions now obtaining in schools and suggest suitable remedial measures.

A meeting of some sponsors of Science Clubs in City High Schools was held at the office of the Council of Educational Research on Monday the 10th October 1960. After some exchange of views and discussion, this meeting resolved

(i) that the Co-ordinator be asked to enquire into the conditions under which Science Clubs in City institutions were working and prepare a preliminary report giving details relating to the number of clubs, the strength in each and nature of activities carried on; and

(ii) that a Committee consisting of Messrs. P. V. Ramaswamy (Convenor), T. N. Sundaram, M. Vincent Simon, W. A. Frederick Hopper, A. V. Rangachari, V. Natarajan, V. Arunajatai and G. Srinivasachari and Mrs. E. Florence be constituted (a) to prepare draft rules and regulations for the working of science clubs and (b) to organise a science exhibition within the close of the calendar year 1960.

G. SRINIVASACHARI,
Co-ordinator.

12-10-1960.

Dr. OLIVER CROMWELL

Dr. Oliver Cromwell Carmichael,
Consultant to the Ford Foundation

Fund, for the advancement of Education, paid a visit to the offices of the South India Teachers' Union and of the Council of Educational Research at 10 a.m. on Friday the 14th October 1960. He discussed with the office-bearers the organization and plan of work. He was particularly interested in the service conditions of teachers, English Language teaching and conditions of science teaching in elementary and secondary schools. He was informed of the work of the Council of Educational Research and of the proposed enquiry into the conditions of science teaching.

INDIAN EDUCATORS' STUDY-TOUR IN U.S.A.

Five educators from India were among a group of graduate students from 16 countries which recently toured the gigantic Port of Los Angeles.

Those from India were: Gaurishanker P. Bhatt, Principal and Senior Lecturer, University Experimental High School, Baroda; Vishwanath B. Desai, Principal and Professor of Education, Secondary Teachers College, Belgaum; Prafulla K. Ghosh, Assistant Headmaster and Teacher, Jagadbandhu Institution, Calcutta; Miss Ruby Joseph, Headmistress and Teacher, the United Christian Schools, Punjab; J. M. T. Rajan, Headmaster and Teacher, Government High School for Boys, Hassan, Mysore.

Leading the group was Dr. Paul Fisher, a teacher of school administration at the university in Los Angeles.

According to Dr. Fisher, the entire group totals 32 educators, all specializing in school administration. While in U.S.A. for a six-month tour of study under the auspices of the U.S. Office of Education, Washington, D.C., the educators late in December separated in three groups for further study. One headed for the University of Pennsyl-

vania, another for the University of Illinois, while the third group proceeded to Washington, D.C.

NATIONAL COLLEGE HIGH SCHOOL, TIRUCHIRAPALLI-2.

Sri P. Lakshminarayanan, Sri D. Appa Raj and Sri S. Ananthanarayanan, went on *Excursion* with 38 boys to Nagapattinam and Nagore on 3-9-1960. They saw the Indian Steel Rolling Mills, Harbour, Temples, Church and Mosque. They returned on 5-9-1960.

VALPARAI PANCHAYAT HIGH SCHOOL TEACHERS' ASSOCIATION

A meeting of the Valparai Panchayat High School staff was held on 4-7-1960 with Sri J. Justin Gnana-sigamani, B.A., L.T., Headmaster in the chair. Both the Headmaster and the ex-Secretary Sri S. S. Devanesan, B.A., B.T. stressed the need and importance of a teachers' association and it was unanimously resolved to re-constitute the Panchayat High School Teachers' Association. 52 members on the staff were present on the occasion.

The Budget Estimate for the 1960-61 was unanimously approved. The following office-bearers were elected for the year 1960-61.

President: Sri J. Justin Gnana-sigamani, B.A., L.T.

Secretary: Sri K. Radhakrishnan, Praveen & Pracharak.

Committee Members:

1. Sri G. Ramaswamy, B.A., B.T.
2. Sri A. K. Sundaram, B.Sc., B.T.
3. Sri S. S. Devanesan, B.A., B.T.
4. Sri S. Amirthavasagam, B.A., B.T.
5. Sri A. Dhanaraj, P.T.I.

It was resolved (i) to request the Management, the Valparai Panchayat to move the Government to extend the privilege of granting 50% increased salary to the High School staff, as is now paid to all of the Elementary school teachers working under the Valparai Panchayat as per G.O. No. 2071 Education dated 19-7-1950. (ii) to affiliate the Association with the Coimbatore District Teachers' Guild.

The meeting ended after a light refreshment.

FROM OUR ASSOCIATIONS

ANNUAL MEETING OF THE SRIRANGAM HIGH SCHOOL TEACHERS

The Annual General Meeting of the Teachers' Association of the High School for Boys, Srirangam took place on the 27th August, 1960. The office-bearers of the association were congratulated by the members for the grand celebration bidding farewell to Sri K. N. Rangaswamy, B.A., L.T., (Retired Headmaster of the school and President of the Tiruchirapalli District

Teachers' Guild). The following office-bearers of the previous year were again re-elected unanimously:

Sri S. V. Srinivasa Rangan, (Headmaster)-President.

Sri A. K. Rangarajan, (Secretary.)

Sri N. Sowriraja Ayyangar (Auditor.)

A resolution regarding House Rent Allowance to aided school teachers was passed unanimously.

GOVERNMENT ORDERS

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS-6

Dis. No. 6901/60 Dated 12-10-'60

GOVERNMENT OF MADRAS Education and Public Health Dept.

G.O. Ms. No. 2074 Education, Dated 27th Sept., '60

ABSTRACT

ELEMENTARY EDUCATION — Aided Schools — Continuance of untrained teachers in service — Rule 5(a) of the rules for aid — orders passed.

Read:

Ref: G.O. Ms. No. 15, Education Dated 4-1-1960.

From the Director of Public Instruction Rc. No. 1119-B7/60, Dated 14-6-1960.

ORDER:

The Government accept the recommendations of the Director of Public Instruction and direct that grants be assessed for 1960-61 on behalf of the following categories of unqualified teachers in aided elementary schools:

- (1) Teacher - Managers (Untrained or trained but failed).
- (2) Teachers who were trained but failed in T.S.L.C. Examination.
- (3) Untrained teachers who had put in 15 years of service on 1-6-'59.

The provisions in para 5 of G.O. No. 639 Education, dated 2-4-1958 should be satisfied in the case of these teachers also.

This order issues with the concurrence of Finance Department, vide their U.O. No. 99330/EA/60-I, dated 21-9-1960.

(By order of the Governor)

(Sd.) K. V. RAMANATHAN,
Deputy Secretary to Government.

(True copy)

Copy of Preceedings L. Dis. 3767 B7/60 dated 9-9-'60 of Director of Public Instruction, Madras-6.

Sub: Elementary Education — Teachers — Trained in Languages other than the medium of instruction of the school appearing for the languages concerned only-regarding.

Ref: Director's Proceedings Dis. 493/60 dated 23-1-60.

In Director's Proceedings cited, instructions have been issued to the District Educational Officers that teachers who are trained in a language other than that which is adopted as medium of instruction in the schools in which they are employed should appear for the E.S.L.C. or S.S.L.C. public examination as the case may be, according to their grades of training certificates (Elementary or Secondary) availing themselves of the nearest two chances and pass the language adopted as medium of instruction in the school in which they are employed taking it as first language. Certain teachers have raised doubts whether they have to appear for the language subject only or whether they have to appear for all the subjects through the medium of instruction of the school in which they are working.

The District Educational Officers are informed that teachers trained in a language other than that which is adopted as medium of instruction in the schools in which they are employed should appear for the E. S. L. C. or S. S. L. C. public examination, as the case may be according to their grades of training certificates (Elementary or Secondary) availing themselves of the nearest two chances and pass the Language subject only adopted as medium of instruction in the school in which they are employed taking it as first language.

(Sd.) M. D. PAUL,

for Director of Public Instruction.

(True copy)

Copy of Proceedings Rc. 1992 B7/58 dated 5-11-'59 of the Director of Public Instruction, Madras-6.

Sub: Elementary Education-Aided Elementary Schools-absorption of teachers who are trained in languages other than the medium of instruction of the schools-regarding the orders passed.

Read:

- (1) From the Divisional Inspector of Schools, Coimbatore Rc. 730 E2/58 dated 15-7-'58, 15-9-'58, 3-11-'58, 22-5-'59, 25-6-'59, 19-7-'59 and 20-8-'59.
- (2) From the District Educational Officer, Chingleput Rc. 160/'59 dated 25-9-'59.

The Divisional Inspector of Schools, Coimbatore and the District Educational Officer, Chingleput have brought to the notice of the Director for orders regarding the cases of teachers who were trained in languages other than the medium of instruction of the school and who are working without any definite orders regarding their continuance in service.

The Director after careful consideration of the question considers that it is not desirable to entertain teachers trained in a language other than the language in which instructions is imparted to pupils in the school unless the teacher if he is a higher Elementary grade, passes the VIII Standard Public examination taking Tamil or Telugu

whichever is the medium of instruction in the school and if he is a Secondary Grade trained passes the S.S.L.C. Public Examination taking Tamil or Telugu whichever is the medium of instruction in the school. Government are being addressed to amend the rules suitably.

In the case of such teachers already in service, the principle accepted by Government in G.O. Ms. No. 1957 Edn. dated 28-11-'57 communicated in Director's Proceedings Dis. 40/58 dated 4-1-'58 and in Government Memo No. 145796 E2/58-1 Edn. dated 21-11-'58 communicated in Director's Proceedings Dis. 8248/58 dated 1-12-58 may be made applicable to teachers in aided elementary schools also. If a teacher is a higher elementary grade trained, he should pass the VIII Standard Public Examination taking Tamil or Telugu whichever is the medium of instruction in the school in the next two chances i.e. 1961 or 1962 and if he is a Secondary Grade trained teacher, he should pass the S.S.L.C. Public Examination in the language in 1961 or 1962. If such teachers have already passed the VIII Standard Public Examination or S. S. L. C. Public Examination, they may be continued in service.

(Sd.) M. D. PAUL,

for Director of Public Instruction.

(True Copy)

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