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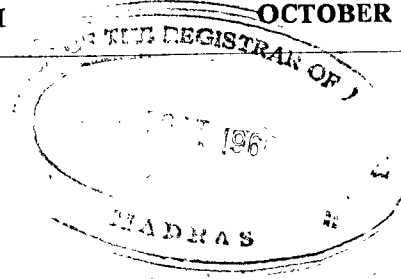
The South Indian Teacher

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No. 10



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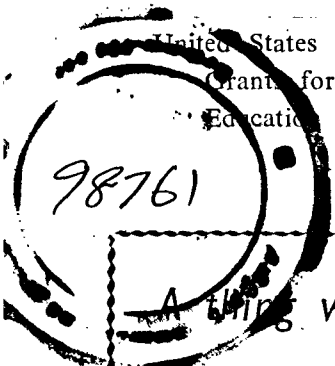
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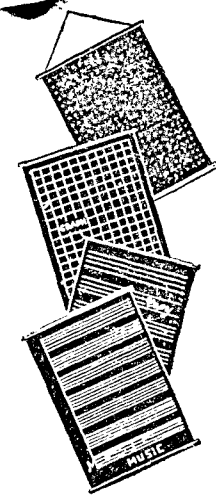
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CONTENTS

	Page
Editorial	293
Education in the Third Five-Year Plan	295
General Education in the Third Five-Year Plan	301
Daily Record of a Case History — S. Jagannathan	309
Our Letter Box	312
From Our Associations	313
Our Bookshelf	314
United States Education Foundation in India— Grants for Science Teaching and Grants in Teacher Education	315



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THE ²⁴³ SOUTH INDIAN TEACHER

Vol. XXXIII

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EDITORIAL

To Our Readers

This issue deals mainly with the Third Five-Year Plan. Proposals for development of Education in the Third Five-Year Plan period at the All India and Madras State levels are given in the following pages. Teachers, as moulders of the Nation in a Democracy have to share the responsibilities in shaping the proposals. Suggestions from Teachers and Teachers' Organizations can go a long way to shape the proposals before they are finalised by the National Development Council.

In fact, Education under the 'Third Five-Year Plan' will form a fit topic for discussion in detail during the Education Week this year.

Discussion under the following, among other Heads, will bring out the views of the Teaching Profession.

I. Priority for Education in the list of development plans.

II. Expansion of Education :

1. The place of compulsion.
2. How far mid-day meals can bring in attendance.
3. How far the curtailment of School hours can bring in attendance.
4. How far the revision of the Syllabus to suit the requirements of life will bring in attendance.

III. Quality of Education :

1. Teacher-Pupil Ratio that will ensure Qualitative expansion.
2. How far the shift system with better paid Teachers can lessen the Pupil-Teacher Ratio and ensure quality in Education.
3. How to ensure quality without impeding quantitative expansion.

IV. *Content of Education :*

Need to overhaul with regard to :

1. Overlapping details that can be avoided under the various subjects.
2. Details not suited to the Indian genius.
3. The need to bring in moral values.
4. The need to bring in details connected with daily life.

V. *Revival of the importance of the Teacher in Society :*

1. How Text-books and notes affect the importance and at what stages
2. How external examinations affect his importance
3. How the Teacher's low emoluments affect his importance
4. How Godless education affects the importance

VI. *Discipline :*

1. How Godless education affects discipline
2. How narrow aims of examination affect discipline
3. How environments affect discipline
4. How anti-national and anti-social points in Text-books affect discipline.

Education Week

The Education Week this year will be observed in November on the dates to be fixed by the Executive Board.

Executive Board

The next meeting of the Executive Board will be held in the first week of October 1960.

Articles for the *Education Week* issue (Next Number of this journal) are invited from Teachers.

They must reach the Journal Secretary by 15-10-1960.

“பாலர் கல்வி” -

வாசித்தீர்களா ?

G. கிருஷ்ணமூர்த்தி, M. L. C.

எழுதுகிறார்

EDUCATION IN THE THIRD FIVE-YEAR PLAN

(Taken from Chapter VI of the Draft Outline of the Planning Commission)

HUMAN RESOURCES AND SOCIAL SERVICES

General Education

In the programme of education the main emphasis will be on the provision of facilities for universal education for the age group 6—11, improvement of science education at the secondary and university stages, training of teachers of all grades and expansion of technical education. The programmes concerning elementary, secondary and university education are considered in this section and those relating to technical education in the next.

2. There has been a marked expansion in facilities for education at all levels since the first plan. However, in relation to the size of the problem and the need to develop the country's human resources and to create conditions of equal opportunities for all, more rapid development is considered essential. Accordingly, it has been decided that under the Third Plan facilities for free and compulsory education for the entire age-group 6—11 should be fully provided. To give effect to this decision, a comprehensive educational survey was carried out in all States. The object of this survey was to delimit school areas and to determine the location of new schools and the areas to be served by them.

3. As against the anticipated outlay under the Second Plan of Rs. 273 crores on educational programmes, including those relating to technical education, a provision of Rs. 500 crores been made in the Third Plan. This includes Rs. 370 crores for general education and Rs. 130 crores for technical education, compared to Rs. 213 crores and Rs. 60 crores respectively in the Second Plan. The distribution of the allocation between elementary, secondary and university education and other general programmes will be worked out on the basis of proposals drawn up by States but, for the time being, it is reckoned that about Rs. 180 crores may be allocated for elementary education, Rs. 90 crores for secondary education, Rs. 75 crores for university education and Rs. 25 crores for other programmes. These may be compared with the outlays anticipated under different heads in the Second Plan, namely, Rs. 92 crores for elementary education, Rs. 45 crores for secondary education, Rs. 44 crores for university education and Rs. 32 crores for other programmes.

4. The following Table states briefly the progress made in elementary and secondary education during the first two plans and the targets for the Third Plan. (The percentages in the Table refer to the proportion of the estimated population in each age-group enrolled at the appropriate stage.)

Enrolment of pupils

Year	enrolment (in hundred of thousands)			Percentage		
	6—11 age- group	11—14 age- group	14—17 age- group	6—11 age- group	11—14 age- group	14—17 age- group
1950-51	192	31	12	43.1	12.9	5.4
1955-56	252	43	20	51.0	16.3	8.1
1960-61 (estimated)	330	61	30	60.0	22.6	12.0
1965-66 (target)	504	100	44	80.0	30.0	15.0

Detailed plans will be drawn up by States broadly with a view to realising these targets. The provisions mentioned in paragraph 3 would have to be reconsidered if further examination by States suggests that this would be necessary for achieving the targets.

Elementary Education

5. Elementary Education is divided broadly into two stages, namely (a) primary, for the age-group 6—11, and (b) middle, for the age-group 11—14. It is estimated that by the end of the second plan, about 60 per cent of the children of the age-group 6—11 will be at school. During the period 1950-51 to 1960-61, the proportion of boys in this age-group attending school has increased from 60 to 79 per cent and of girls from 20 to 40 per cent. There is still a marked disparity between boys and girls attending school, although this is steadily diminishing. It is mainly because of this factor and because some areas are especially backward that it is estimated that by the end of the third plan, the proportion of children in the age-group 6—11 at school may not exceed 80 per cent. In the case of boys, it should be possible to ensure universal coverage, but it is possible that in the case of girls the proportion may go up only to about 60 per cent. Thus, the number of pupils at the primary stage is expected to increase from 33 million to over 50 million. For implementing the programme more than 400,000 additional teachers will be required.

6. The proportion of girls in the age-group 6—11 attending school is markedly lower than the average in six States, namely, Madhya Pradesh, Rajasthan, Uttar Pradesh, Jammu & Kashmir, Bihar and Orissa. In these States, the primary education programme will be given the resources and facilities needed, so that the all-India figures may reach about 80 per cent at the end of third plan.

7. In the course of the ten years, 1951-61, the proportion of pupils in the age-group 11—14 will have risen from 13 per cent to about 23 per cent. In this group also, the disparity between boys and girls in schools, although diminishing, is still quite considerable, the proportion of boys at the end of the second plan to the population in the age-group being 34 per cent and that of girls only 11 per cent. The number of pupils in the age-group 11—14 attending school will be doubled during the third plan, the proportion rising to 30 per cent of the population in the age-group. It is proposed that regular schooling facilities for this

group should be adequately supplemented by opportunities for continuation education. In addition, the Ministry of Labour and Employment are working out a scheme for providing technical training of a simple character for children who have received education up to the age of 11 years. It is envisaged that in the course of the fourth and fifth plans steps will be taken to realise the objective of free and compulsory education for the age-group 11—14, thereby fulfilling the Directive of the Constitution.

8. It has been already decided to model all elementary schools on the basic pattern. By the end of the second plan, about 24 per cent of elementary schools will be of the basic pattern. The process will be carried forward in the third plan.

9. Above all, this requires trained teachers. The emphasis on teacher training is being therefore considerably increased in the Third Plan. A large proportion of the teachers are now being trained in basic methods. By 1960-61 about 70 per cent of training institutions will provide training in basic education. The remaining institutions will also be so converted before the end of the third plan. All new training institutions are to be of the basic pattern. Training facilities will be expanded as far as possible through the development of existing institutions, so that by the end of the third plan at least 80 per cent of the teachers employed will have been trained, short-term courses being provided for the rest. It is proposed that during the third plan the period of training for elementary school teachers should be extended to two years in all States. Extension departments are to be established in a number of training schools. The existing training schools will also be strengthened in respect of equipment, libraries and other facilities.

10. As regards equipment and covered space, these should be provided by the community. Every attempt should, however, be made to utilise development activities undertaken in the vicinity of the school for educational purposes, thereby enhancing the value of the education given and reducing the additional costs on account of land, equipment, etc. which the school must incur to the minimum.

11. In view of the large numbers involved, and the fact that the majority of the existing teachers have not had training in basic education, progress towards fully developed basic schools will of necessity be spread over a long period. The programme of orientation towards the basic pattern has, however, been accepted by the Central and State Governments and some work in this direction has already begun during the second plan. All old and new schools will be so oriented during the third plan. These schools will take up such activities of basic schools as can be carried out with maximum community effort and with the measure of State assistance that can be made available for the purpose under the Plan.

12. Progress towards basic education will largely depend on the steps taken to remove the shortcomings of existing basic institutions. This calls for much effort in ensuring adequate training, improvement in teaching methods, efficient inspection, provision of suitable literature and conscious efforts to link the activities of basic schools with those of the local community in the field of agriculture, village industries, community development, social education, etc. To work out effective links between the school and local development activities, it is proposed to establish model senior basic schools in selected development blocks.

A factor limiting the expansion of basic education is that it has been largely confined to rural areas. A number of model basic schools are, therefore, proposed to be set up in urban areas.

• Secondary Education

13. The proportion of pupils in the age-group 14—17 receiving secondary education will increase from about 5 per cent before the First Plan to about 12 per cent by 1960-61. By the end of the third plan, this proportion is expected to rise to a little over 15 per cent. At the secondary stage also, as in the elementary, there is considerable disparity between boys and girls, the proportions being respectively 24.5 and 6.7 per cent of the population of the age-group.

14. The three main directions in which it is proposed to continue the reorganisation of secondary education during the third plan are (a) to increase facilities for science education, (b) to improve the multi-purpose schools established during the second plan and increase their number to a limited extent, and (c) to set up new secondary schools as higher secondary institutions and to convert existing secondary schools to this pattern to the extent feasible.

15. At the end of the second plan, facilities for science education will be available in 11,500 out of 14,000, secondary schools. The number of secondary schools is expected to increase to 18,000 by the end of the third plan. The objective is to introduce general science courses in all these schools by providing special assistance for laboratories and training of teachers. Besides the course in general science, science as an 'elective subject' should also be introduced in as many schools as possible. This requires a higher standard of teaching facilities which should be achieved in about 4,000 of the schools offering courses in general science. Apart from the provision of laboratories, the main difficulty in expanding science teaching is the lack of adequately qualified and trained teachers. In this connection, a number of suggestions have been recently offered by the All-India Council for Secondary Education. These include special training schemes for science teachers and laboratory assistants and steps to meet the shortage of science teachers. The Council has also recommended the preparation of standardised designs of science apparatus and arrangements for the distribution of equipment among educational institutions. The question of scientific instruments has been examined recently by a committee and it has been decided that with a view to providing the scientific instruments needed by schools and other institutions from production within the country, to the extent possible, firm orders should be placed for a period of years ahead on existing and potential manufacturers.

16. In the course of the second plan, 1,550 secondary schools will have been converted into multi-purpose schools. These institutions have found it difficult to obtain trained teachers specially for subjects requiring practical instruction. It is suggested that apart from a limited number of new multi-purpose schools which may be established, the main emphasis in the third plan should be on improving and developing the institutions already set up and on the provision of adequate teaching facilities. To meet the requirements of teachers it has been decided to set up four regional training colleges.

17. It has been agreed that new secondary schools should be of the higher secondary type. By the end of the second plan, about 2,550

secondary schools will have been converted to this type. With the upgrading of 2,000 existing schools and the opening of 4,000 new schools, by the end of the third plan there will be about 9,000 higher secondary schools, accounting for about one half of the total number of secondary schools.

18. In the reorganisation of secondary education, an important object is to impart to it a vocational and practical bias. This is being done through the introduction of training in crafts as a key subject in all higher secondary schools and through workshop practice in multi-purpose schools. The teaching of crafts is at present handicapped on account of the dearth of trained teachers and the lack of adequate equipment. It is suggested that the plans of States should give particular attention to these problems.

19. The role of educational research is being increasingly emphasised. It is proposed to expand facilities for research at the Central Institute of Education and at a number of training colleges in the States. Problems relating to the reform of examination system have been studied carefully and a programme is being formulated.

University Education

20. At the end of the second plan there will be 41 Universities and about 1,050 colleges. The number of students in these institutions in arts, science and commerce will have increased from 634,000 in 1955-56 to about 900,000 in 1960-61. The number of science students will, however, increase only from 209,000 to about 270,000 at the end of the second plan, so that the proportion of science students will in fact have slightly declined between 1956 and 1961. One of the main tasks in the third plan will, therefore, be to expand facilities for the teaching of science, the aim being to raise the proportion of science students to about 40 per cent. This is essential for meeting the increased demand in a number of different fields, science teachers for schools, students for engineering and other technical institutions, industries, etc. The proposed target can only be achieved if early efforts are made to provide increased facilities for laboratories and to obtain the personnel for teaching. The University Grants Commission is devoting special attention to this problem.

21. A series of measures have been initiated in recent years by the University Grants Commission, Universities and other authorities to improve the quality of university education. Among these may be mentioned the introduction of the three-year degree course, improvement of libraries and laboratories, development of post-graduate studies and research, provision of hostel facilities, institution of merit and research scholarships, improvement of salary scales of teachers, organisation of tutorials and seminars and greater attention to the welfare of students. These programmes will continue during the third plan. In addition, it is proposed to make larger provision for scholarships, fellowships, research studentships, etc. To reduce the pressure on universities and colleges, it is also proposed that evening colleges, correspondence courses and external examinations should be instituted on a large scale.

22. A number of schemes which were initiated during the second plan with a view to bringing about qualitative improvement in university education will be implemented on a larger scale in the third plan. These include measures concerning examination reform, improvement of teacher-pupil ratio, grants for research and publications, organisation of seminars and conferences for discussion of important problems, and

provision of amenities and facilities for students. Action along these bases should also contribute to the solution of the problem of student indiscipline.

23. The financial allocation for university education has been placed at Rs. 75 crores for the Third Plan period as against Rs. 44 crores in the Second and Rs. 15 crores in the First. The programmes to be undertaken include provision of facilities for science teaching, raising of the scales of pay of teachers, improvement of laboratories and libraries, provision of post-graduate studies and research, scholarships and loans, assistance for hostel and staff quarters and other schemes such as rural institutes, evening colleges, correspondence courses and pilot projects.

Social Education

24. Some progress has been made in social education work during the second plan. A large number of literacy centres, community centres, reading rooms and libraries have been established. The National Institute of Fundamental Education and the All-India Institute of Audio-Visual Education have been engaged in the study of methods and problems bearing on mass education. There has been considerable pioneering work in different parts of the country on the basis of which it should now be possible to evolve an effective programme of social education with a special reference to adult literacy. It is proposed to refer to this subject at greater length in the final report.

Moral and Social Values in Education

25. A brief reference may be made here to the need to give greater attention to the question of inculcating moral and social values among students at all stages of education. It is being increasingly realised that the purpose of education will not be fulfilled unless its content in this respect is greatly enriched. This subject has recently been studied by a special committee whose proposals have been generally accepted by the Central Advisory Board of Education and include suggestions for preparation of suitable texts designed to stimulate interest and faith in moral and social ideals, the imparting of moral instruction and arrangements for organised social service involving participation in community work.

National Service

26. A proposal to introduce a scheme of compulsory national service with a view to improving the quality of educated manpower has been under consideration for some time. The scheme aims at channelling the energies of youth to socially fruitful purposes and bringing to the students an intellectual and emotional awareness of and identification with the various tasks of social and economic reconstruction and security of the country. It is essentially a measure of educational reform and is designed to inculcate among students a sense of discipline, national unity and cohesion, spirit of social service and dignity of labour.

Other Programmes

27. Provision has been made under the Third Plan for programmes of development of languages and culture, youth programmes and the establishment of the National Central Reference Library, etc. which were initiated in the second plan.

GENERAL EDUCATION IN THE THIRD FIVE-YEAR PLAN

(Taken from Chapter XIII of the Draft Outline)

(1) GENERAL EDUCATION

Educational expansion has received very high priority in the First and the Second Plans. In particular, during this period, the number of elementary schools increased from 16,000 to 26,500 and the percentage of enrolment of the age group 6-11 was stepped up from 45 to 75.

2. With the beginning of the Second Plan, the maintenance of the institutions opened in the First Plan became the State Government's recurring liability as an item of non-Plan expenditure. Further development of educational facilities has been continued as part of the Second Plan. The rise in the annual provision for educational expenditure in the Budget of the State from Rs. 12 crores in 1956-57 to Rs. 16 crores in 1960-61 is a measure of this expansion.

The statement below shows the outlays incurred under the two Plans :—

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	First Plan	(Rupees in lakhs) Second Plan	Third Plan (Proposed Outlay)
Elementary Education } Basic Education }	302.40	{ 751.87 { 78.81	2,039.03 153.95
Secondary Education	—	267.20	1,048.68
University Education	55.54	21.16	64.56
Miscellaneous	135.92	33.35	196.52
	493.86	1,152.39	3,502.74

At the end of the Second Plan, every village with a population of more than 300 will have an elementary school. Further during the Second Plan, the percentage of enrolment has been stepped up from 61 to 75 in the primary stage, from 22 to 27 in the middle stage and from 9.8 to 12.3 in the Secondary stage.

3. The major factor accounting for this increase in enrolment is the scheme of midday meals. Under this scheme, nearly 10 lakhs of children i.e., nearly one-third of the total children in the elementary schools, will be given midday meals in the current year. The school improvement scheme which has brought forth substantial local resources amounting to nearly Rs. 3.79 crores in cash and kind for improvement of elementary schools also deserves mention in this context.

4. A very large part of the outlay on education has been on the increase of salaries to teachers. During the current Plan itself, the average emolument of the teacher in the elementary schools has gone up by Rs. 17 per month, excluding the recent increase recommended by the Pay Commission and accepted by Government. If the latter increases are also taken into account, the total recurring cost of the increase will be of the order of Rs. 4 crores per annum.

Third Plan

5. The Third Plan for Education for India as a whole is expected to be Rs. 500 crores including Rs. 130 crores for Technical Education as against Rs. 273 crores in the Second Plan including Rs. 60 crores on Technical Education.

6. The break-up of the All-India provisions and the proposed provisions for Madras compare as below :—

	All India (Rupees in crores.)	Madras
Elementary Education	180	22.0
Secondary Education	90	10.4
University Education	75	0.6
Other Programmes	25	2.0
	370	35.0

7. *Approach to the Third Plan* :— At the beginning of the Second Five-Year Plan period, Government decided on the reorganization of education at the elementary, secondary and the University stages. The school course of 11 years comprising 8 years of elementary education and 3 years of secondary education was changed to 7 years of elementary education and 4 years of secondary education. At the University stage, the Intermediate course was abolished and a degree course of 3 years was instituted preceded by a Pre-University Course of one year. The Second Plan was primarily designed to meet the needs of this Reorganization Scheme. Thus, under elementary education, provision was made for opening schools in school-less areas and for enrolment of children of school-going age, and large funds were provided for schemes like supply of free midday meals, books and slates, etc. Under the head, Secondary Education, schemes such as the opening of diversified courses, improvement of the teaching of science, school libraries, etc., which were designed to improve the quality of education were initiated.

8. The Third Five-Year Plan follows the same pattern in the matter of emphasis and carries forward and completes the reorganization and the implementation of the policy decisions relating to it taken during the Second Plan period.

9. The main objectives of the Third Plan will be (i) completion of the scheme of free and compulsory education for children of the age-group 6-11 upto V Standard ; (ii) an increase in enrolment at the end of the Second Plan ; (iii) an increase in enrolment at the high school stage of fifty per cent over the enrolment at the end of the Second Plan and (iv) completion of the reorganization of education started at the beginning of the Second Plan period.

ELEMENTARY EDUCATION

10. *Panchayat Unions* :— One important organizational change which is to take place before the Third Plan follows from the decision to entrust elementary education to the panchayat unions which are proposed to be constituted beginning from October 1960. The scheme of devolution of revenues to the Unions is so arranged as to enable them

to meet the cost of expansion of education, provided they raise suitable local cesses. This delegation of financial responsibilities is expected to result in a greater degree of cost control and economy.

11. *Elementary Education* :— During the Second Plan, nearly Rs. 8.00 crores would be spent on schemes of expansion of elementary education. Out of this, Rs. 2.70 crores would be towards increasing the salaries of teachers. Significant physical achievements during the current Plan are that 9,915 additional classes would have been opened and 8.38 lakhs additional pupils enrolled.

As a result of these measures, the number of children in the Classes I to V as on 31st March 1960 was 31 lakhs. This is expected to go up to 32 lakhs by the end of 1960-61. The Third Plan has to provide for further classes for pupils to be additionally enrolled.

12. *Compulsory Education* :— Article 45 of the Constitution lays down that the State shall endeavour to provide, within 10 years of the commencement of the Constitution, for free and compulsory education for all children until they complete the age of 14 years. This has not proved practicable. As recommended by the Legislature Committee on the White Paper on Education, 1956, it has been decided to confine the programme to the age group 6-11. It is proposed to introduce free and compulsory primary education to all children of the age group 6-11 before the end of the Third Plan.

13. The Programme of compulsory primary education is being introduced even from the year 1960-61. The State is being divided into three equal zones on the basis of population. In 1960-61, the first zone covering one-third of the population is being taken up for the scheme, compulsion being introduced for the age group 6-7. In the succeeding years, this will be extended to the age group 7-8 and 8-9 and so on. The other two zones will be taken up in 1961-62 and 1962-63 respectively. To reach the target in 1965-66, compulsion will have to be introduced for the age groups as follows :—

	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66
Zone I						
Age group	6-7	7-8	8-9	9-10	10-11	—
Zone II						
Age group	—	6-7	7-8	8-9	9-10	10-11
Zone III						
Age group	—	—	6-7 7-8	8-9	9-10	10-11

14. On the basis of experience of other countries, it is estimated that the percentage of coverage will not, at best exceed 90 per cent. The Legislature Committee has calculated that in the ultimate stage, when compulsion is effective, enrolment should be 110 for 1,000 population, i.e., 11 per cent. The table below shows the number of pupils to be additionally enrolled in 1965-66 :—

	TABLE	lakhs
A. Population of Madras State in 1965-66	..	401.6
B. Number of Pupils in age group 6-11 to be brought to schools under the programme of compulsion (i.e., 11 per cent)		44.18

TABLE

lakhs

C. Number of pupils who would be enrolled by the end of 1960-61 excluding the compulsory education programme	32.22
Out of which	
D. Number of pupils in the age group 6-11 (83 to 84 per cent)	27.00
E. Additional enrolment under compulsory education in 1965-66 (B.D)	17.18

It will thus be seen that nearly 17 lakhs would have to be additionally enrolled in elementary schools by the end of 1965-66. At the rate of one class for 40 pupils enrolled, this requires 43,125 additional classes by the end of 1965-66 and an equal number of additional teachers. The cost of the scheme as worked out on the phased programme mentioned at page 108 above, comes to Rs. 14.38 crores of which Rs. 35.25 lakhs will be in the Second Plan.

(Rupees in crores)

Salary of additional teachers	10.56
Contingencies and rent	0.81
Equipment such as furniture	1.29
Semi-permanent constructions	1.29
Books and Slates	0.43
Total	14.38

The sum of Rs. 14 crores is no doubt large. However considering the accepted scale of teacher-pupil ratio and the coverage aimed, the sum seems to be just adequate. Economies could be effected if the school improvement conferences and local development works are geared to assist this work, in which case we could save on cost of equipment, rent and constructions. On the contrary, the cost may go up further by a crore of rupees or so on account of the recent recommendations of the Pay Commission. Local initiative and enthusiasm in the Panchayat Councils will no doubt find ways and means of resolving this difficulty. A round sum of Rs. 14 crores is therefore provided for the Third Plan.

15. *Midday Meals*:— The “Midday meals” programme is the current Plan has been expanded so as to cover nearly 10 lakhs of pupils in the elementary schools under the Education Department by the end of 1960-61. This is roughly one-third the total number of children on rolls. The cost per meal is 10 nP. out of which 6 nP. is borne by the State and the balance by the public. (While this is the general pattern, in respect of the 840 Harijan schools, the full cost of 15 nP. per pupil is being met by the State. A similar basis operates in the schools in Kanyakumari district). Roughly the cost to Government of the midday meals scheme per pupil is Rs. 12 per year. The working of the scheme is being gone into by a Committee of the Legislature. It is hoped that as a result of their enquiry, existing defects, if any, will be rectified.

16. The annual recurring expenditure on midday meals scheme is expected to be Rs. 123 lakhs in 1960-61 under all the schemes put together.

	Number of pupils (in lakhs)	Cost (Rupees in lakhs)
Scheme of the Education Department	10.00	110.00
Scheme of the Harijan Welfare Department *	0.75	9.00
Kanyakumari District	0.15	2.50
Corporation of Madras	0.29	2.00
	11.19	123.50

* Only 6 nP. per capita is shown here.

In all, 11 lakhs of children will be fed under this programme in the current year. The above level of expenditure forms the recurring non-Plan liability of the State.

17. The enrolment in the elementary schools in 1965-66 is expected to go up to 44 lakhs of pupils of the age-group 6-11. Including the over-aged pupils, the total strength of these classes will be 50 lakhs of whom roughly one-third, that is, 17 lakhs have to be given midday meals. Thus the number of pupils covered would increase by 6 lakhs and the cost will increase by Rs. 81 lakhs a year as phased below. (The phasing is based on the programme of compulsory education.)

Cost over and above non-Plan provision of Rs. 123 lakhs

(Rupees in lakhs)

1961-62	12
1962-63	36
1963-64	54
1964-65	72
1965-66	81
	255

The cost for the Plan period may therefore be taken as roughly Rs. 2.5 crores. Including the non-Plan and Plan provision, the cost of the midday meals scheme will be Rs. 870 lakhs for the five years.

18. *Elementary Education (Middle Stage)*—Age group 11-14:—

The Third Plan provides for an increase of 50 per cent over the enrolment of 6 lakhs at the end of the Second Plan. Roughly 3 lakhs more will have normally to be enrolled. In view of the abolition of III Form with effect from 1962-63, we have to provide only for two standards VI and VII and hence only for two-thirds this number i.e., 2 lakhs. Nearly 5,375 teachers have to be employed. The total cost of the scheme will be Rs. 222 lakhs.

19. *Other Schemes Under Elementary Education* :— The following is an abstract of other schemes under Elementary education :—

		(Rs. in Lakhs)
Improvement of 409 Government Primary Schools and 106 Private Elementary Schools in the transferred areas to bring them on a par with those in the rest of the State.		149
Re-orientation training to Elementary School teachers to enable them to implement the revised syllabus		3
Provision of libraries in Elementary Schools		3
Conversion of the posts of Junior Deputy Inspectors into Deputy Inspectors.		3
Total	..	158

20. *Basic Education* :— During the Second Plan period, 2,100 Elementary schools would be converted to Basic Schools. The pace of conversion is decided largely by the training facilities available which make it difficult to re-train more than 1,500 Basic teachers each year. The third plan aims at converting 3,750 schools half in the Aided category and half under Local Bodies to the Basic pattern. The cost of conversion will be :—

		(Rs. in Lakhs)
Cost of equipment		30
Cost of stipends for re-training		34
Total	..	64

Besides, buildings are to be constructed at a cost of Rs. 15 lakhs for five training schools.

21. *Training of Additional Teachers* :— It has been estimated that as against 51,450 elementary school teachers needed, only 16,250 teachers would be available from existing training schools. Thirty-five thousand and two hundred more elementary school teachers would need to be trained. Two hundred and eighty-six additional sections are to be started. Out of these, 210 sections will be opened in the Third Plan at a cost of Rs. 75 lakhs.

SECONDARY EDUCATION

22. *Secondary Education* :— Corresponding to the increased enrolment in the primary and middle stages in the First and Second Plans, there will be larger enrolment in the Secondary schools in the Third Plan. Additional enrolment in the Standards VIII to X may be expected to be about 50 per cent of the number 268,000 in the Forms IV to VI in 1960-61. That is to say, we have to allow for a target of additional enrolment of nearly 130,000. The total cost of employing 3,250 additional teachers is estimated to be Rs. 167 lakhs. A lump-sum provision of Rs. 40 lakhs for school buildings takes the total to Rs. 207 lakhs.

23. *Free Education up to Form VI* :— Perhaps the most significant scheme in the Third Plan is to provide free education up to Form VI for all poor pupils. The present pattern of concessions is that Scheduled Castes, Tribes, Most Backward Classes, Converts from these categories, De-notified Tribes, children of poor political sufferers, N.G.O's children and the children of teachers employed in Elementary and Secondary schools, are in receipt of full-fee concession. It is proposed to extend the concession to all poor pupils. It has been roughly estimated that the cost of the concessions will be Rs. 1.08 crores a year i.e. Rs. 5.4 crores during the Plan period.

24. *Development of Higher Secondary Education* :— The accepted policy is to convert select high schools, at least 50 per cent of the existing number, to higher secondary schools having the XI Standard. There are about 964 complete high schools. Conversion of 450 schools would require nearly, 2,700 Post-Graduate trained teachers, which seems to be impossible of achievement. It has, therefore, been decided to convert about 200 high schools into higher secondary schools, at a cost of Rs. 160 lakhs. This also calls for a training programme for teachers for higher secondary schools by deputing existing teachers to Post-Graduate courses. About 600 teachers will be trained at a cost of Rs. 17 lakhs.

25. *Multi-purpose Schools* :— During the current Plan, about 192 schools were converted into multi-purpose schools at a cost of Rs. 59 lakhs. It is proposed to have about 150 bifurcated courses introduced in the Third Plan at a cost of Rs. 52 lakhs.

Other improvement schemes will be as below :—

(1)	Physical targets Schools (2)	(Rupees in lakhs)	
		Cost	
		Recurring (3)	Non-recurring (4)
Improvement of teaching of Science	.. 40	..	20
Teaching in core subjects	.. 270	..	41
School Libraries	.. 540	..	17
Introduction of Craft	.. 180	11	5
		11	83
Total	..	94	

The total cost of multi-purpose schools and these improvements will be Rs. 146 lakhs of which Rs. 109 lakhs will have to be borne by the State Government.

COLLEGIATE EDUCATION

26. *Collegiate Education*:— The provision of funds for development of Collegiate Education is mainly in the hands of the University Grants Commission. However, the following schemes will be under taken as part of the State's Third Plan:—

	(Rs. in lakhs)
Grant towards building hostels in aided Colleges ..	15
Development of Presidency College ..	14
Development of facilities in Coimbatore Arts College for the introduction of Tamil medium ..	6
Opening of a new University in the State ..	30
Total ..	65

OTHER EDUCATION

27. *Other Education Schemes*:—The following is a list of other education schemes:

	(Rs. in lakhs)
1. Strengthening of the administrative Staff ..	41.33
2. Provision of educational facilities for the handicapped ..	16.71
3. Adult education ..	55.80
4. Public Library Service ..	60.75
5. Museum Technique ..	0.61
6. Audio-visual education ..	1.00
7. Provision of pre-school age education ..	5.14
8. Physical education ..	7.00
9. Children's Museum ..	8.18
Total ..	196.52

The proposals for strengthening of the administrative staff contemplate appointment of 100 Additional Deputy Inspectors. Under the scheme for adult education, the number of adult literacy schools is expected to be increased to 7,000 as against 2,000 at the end of the Second Plan. The Public Library programme involves the opening of 300 additional branch libraries (Rs. 46 lakhs), additional buildings for the Connemara Public Library (Rs. 9 lakhs) and construction of a Children's Library (Rs. 6 lakhs). The other items are self-explanatory.

DAILY RECORD OF A CASE HISTORY .

S. JAGANNATHAN, Saidapet.

SECTION I

M. D.	Daily observation :	The story of a child's growth
1	Movement of lips. Bringing lips together — cry.	
4	Movement of arms in taking hold of cloth.	
6	Lying on lap : warmth : comfort : kicking hands and legs.	விக்கல் — Sneezing and of being perturbed by crying immediately thereafter.
7	Raising hands and legs.	Crying & kicking : looking at oneside glare of light — sensitive
11	Smile.	
		Hair gets entangled while hands pass over head.
15	Could fix gaze and turn it too.	
17	Trying to turn head slightly.	Stretching left arm and bending right arm as if holding bow and arrow.
18	Turning head and neck looking at white things.	
20	Free turning of head : More freely than before : gazing at pictures on walls.	Waking up early morning and with signs of prattles lets know of awakeness.
21	Moves back by pushing head 1" or 2" backwards.	
	Fixes gaze — Turning vision as the object — brother or sister shows signs of movement.	Keeps awake for a slightly longer time. Still time spent in sleep is very long.
24	Turns neck backwards and forwards — Quick movement of eyelids.	
27	Keeps awake for more time in the afternoon — likes to be taken and kept in arms — Ceases crying thereafter.	Takes firm hold of things that come along into his hands — (coral garland ; cloth, thread).
	Turns neck easily.	
28	Fixes gaze for a long time : Stretches legs in sleeping posture.	
29	Response : A little laughter at a white cloth in the string over.	
	Leg stretching and not bending as usual now.	

M. D.	Daily observation :	The story of a child's growth
	Easily managing stretching. Much crying in the evening between 6-30 and 8 p.m.	
30	Keeps awake for a still longer time in the middle of the day 2-30 to 4 p.m. & later also.	
1—1	Wakes up early morning 5 a.m. Keeps awake for a longer time: Goes to sleep at 7-30 a.m. Looks up for a short time: a change from its usual way of looking sideways only. Stretching both hands sideways. Backward movement — Quick.	
	Not quite well during night — voice feeble — could not cry.	
1—2	Did not like feeding.	Afternoon at 4 — better.
1—3	Looks up face straight and responds in its own way: Opens mouth as if laughing. Lies on side rocking in the cradle. Too much crying in the evening 6-30 to 7-30.	விக்கல் Till now lies on back. Moving hands sideways & catching hold of cloth, etc. Gives a spring & jumps up when held.
1—4	Looking at face: responding: laughing clearer to-day: Much crying in the same time — 'inga' cry — இங்கா. Keeps awake for more time in the day.	To Mambalam.
1—5	Lying on to the side noticed to-day. Looks up at face and wants to respond. Crying in the evening. Wakes up at 2 o'clock at night. Keeps awake for some time. Beginnings of attempts to speak im.	விக்கல் The evening cries attributed to unsatisfactory feeding. Gets enraged and gets softened in due course and stops crying.
1—6	Keeps awake for more time in the day: esp. in the mornings after waking up from sleep. Keeps awake in the afternoon and in the evening — likes to be held in arms — gives a jerk — Also crying in the evening. Wakes up morning 4 a.m..	

M. D.	Daily observation :	The story of a child's growth
1—7	Not much crying in the evening — Moving backwards by kicking legs and making a circuitous way.	Lifting up hands in the lying posture — Hands stretching sideways.
1—8	More cry this evening:	Keeps awake 3 or 4 times in the afternoon.
1—9	Expression as if responding.	
1—11	Wakes up early morning:	
1—12	Closing Eyes pass on eyes round a range; while Sometimes fixed; crying munching like; much. likes to be in arms.	
1—14	Occasional shrieking sounds noticed — Bending neck and head to see pictures on the wall behind.	
1—15	Wakes up early morning: Keeps company with cries and kicks: Signs of speech: mere sounds: effort to make sounds by opening mouth — சப்புக் கொட்டு	Keeps on kicking and going up the body as if going up a tree.
1—16	Trying to keep head erect.	
1—18	Successfully accomplished the task of taking closed fist to the mouth and licking it.	
1—19	Practises all kinds of baby prattles and talks and cries early in the morning. Regularly wakes up Fixes up gaze on those close by: Vision moving from direction to direction.	
1—20	-do- Takes in the closed fingers: but not yet a single finger.	Keeps awake for a still longer time in the day.
1—22	Wakes up at 4-30 a.m. and begins to make noises.	Just like the elephant moves its trunk abroad and catches hold of tiny things and brings it on to its mouth, this activity of the child in moving its hands, getting hold of things and bringing to its mouth is noticeable.
1—23	Pushes backwards.	The tremendous achievement of causing vibrations in the air through mouth shows mastery of self-effort in the first beginnings in the gift of speech.
1—24	Also pushing the pillow.	
1—25	By pushing and pushing makes a turning sometimes. With head as the centre and with the body makes a Rt. angular course.	
1—27	Shows shrinks in his face.	
1—29	Getting very noisy.	

M. D. Daily observation: The story of a child's growth

1-30 Putting hands under the pillow, below his head and trying to lift it up. Much response to people nearby, by way of noises and sounds and laughs. கேவல் அப்பா.....ம்மா— while crying. inga frequently uttered.

The whole activity of the period :— Kicking legs, moving hands, crying all of which form the outward manifestations helping growth which is natural and essential. While crying or remonstrating through cries, sounds like 'apa, amma, babu' burst open.

[M = Month : D = Day]

OUR LETTER BOX

LEAVE ACCOUNTS AND PRIVATE INSTITUTIONS

Of late questions had been raised in the Madras Legislative Council by the representatives for teachers for introduction of common leave rules for the members working in Aided Secondary Schools.

After the introduction of pension scheme to the teachers employed in private management schools the managements have been directed to frame leave rules of their own and open leave accounts in the form prescribed by the Government on behalf of each teacher and to attach a copy of the leave rules with the concerned Service Registers. If a teacher happens to work in several schools till his retirement copies of leave rules framed by such several private managements have to be filed with his Service Register. The Audit staff of the Accountant General's Office has to check up if the leave if any granted and availed of by the teacher is in order according to the rules framed by the particular management under

which he was employed and availed of the leave. This may cause much difficulty to the clerical staff employed in private management to maintain the leave accounts and the records correctly and to the audit staff in checking the same.

Some managements do not grant any leave except casual leave. Casual leave cannot be granted more than seven days at a time and the number of days also are minimised from 15 to 12 for a year. On the other hand the number of working days has been raised from 180 to 200 and even 220 in some districts. On extraordinary circumstances such as illness, marriage, demise of their parents and etc., the members have to take only leave on loss of pay!

Recently the government equalised the pay scales of teachers under all agencies and it is also high time to enforce all the managements to have common leave rules.

R. PANDURANGAN,
Rajapalayam, Ex-Secretary,
20-8-1960. Secondary School Clerks' Association.

FROM OUR ASSOCIATIONS

THE DISTRICT TEACHERS' GUILD, COIMBATORE AND THE NILGIRIS

At the Annual Conference of the District Teachers' Guild, Coimbatore held at Kunnathur on 28-8-1960 the following office-bearers were elected for the year 1960-61.

President :

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

Vice-Presidents :

Sri E. Shanmugam, B.A., L.T., Headmaster, Mahajana High School, Erode.

Sri M. Arunachala Gounder, M.A., L.T., Headmaster, D. J. High School, Gobichettipalayam.

Secretary :

Sri T. R. Thiruvencataswami Naidu, B.A., L.T., Headmaster, Kadir Mills High School, Ondipudur (P.O.), Singanallur, Coimbatore.

Jt. Secretary :

Sri T. M. Ramaswami, B.A., B.T., Headmaster, N. R. K. Nadar Kalvi Nilayam High School, Kunnathur, Erode (Tk).

Treasurer :

Sri S. Venkataramana Iyer, Headmaster, S. J. H. School, Peelamedu.

Members of the Executive Committee :

1. Sri E. S. Arumugam, C.S.I. High School, Erode.
2. Sri A. Rajagopal, M.A., B.T., Municipal Boys' High School, R. S. Puram, Coimbatore.
3. Sri P. A. Kuppuraman, Municipal Boys' High School, Gobichettipalayam.
4. Sri Masilamani, Municipal High School, Coimbatore.

Representative of the Guild on the S.I.T.U.:

Sri E. Venkatesalu, B.A., L.T., Headmaster, Rajalakshmi Mills High School, Singanallur (P.O.), Coimbatore.

RANGE ELEMENTARY TEACHERS' UNION, CHERANMAHADEVI

The annual conference of the Cheranmahadevi Range Elementary Teachers' Union was held on the 20th inst. in the Ramaseshwar High School, Pattamadai Sri K. G. Ramaswamy Iyengar, M.A., L.T., presiding. Sri S. R. Narayana Rao, President of the Union welcomed the delegates. Sri K. S. Narayana Iyer, B.A., L.T., Headmaster, Board High School, Cheranmahadevi, declared the Conference open. Sri Veera Sivam, Liaison Officer, District Teachers Guild delivered an address on "Teachers—then, now and ever". The following office-bearers were elected unanimously for 1960-61.

President : Sri S. R. Narayana Rao, Cheranmahadevi.

Secretary : Sri S. Ramaswamy, Pattamadai.

Resolutions were passed requesting the Government :

1. to raise the rate of increment to Secondary Grade Teachers to Rs. 8 in the second scale,
2. to raise the rate of increment to Higher Grade Teachers to Rs. 3 a year,
3. to grant a longer time scale (20 years) with liberal increments in the later stages,
4. to grant Secondary Grade grant to Secondary Grade Teachers irrespective of standards they handle,
5. to reduce the teacher-pupil ratio to 1:25,
6. to increase the grant for mid-day meals from 6 nP. to 10 nP.,
7. to sanction Headmasters of Ele. Schools special allowance, and
8. to conduct periodical refresher courses to Ele. School Teachers.

Sri S. Ramaswamy, Secretary, proposed a vote of thanks.

THE MADRAS TEACHERS' GUILD

The following were elected office-bearers for 1960-61 at the Annual General Body Meeting held on 26-8-1960:

President:

Sri G. Krishnamoorthy, M.L.C.

Vice-Presidents:

1. Sri P. T. Ramaswami Mudaliar, (Chintadripet High School).
2. Sri N. Shanmugam, (T. T. V. High School).
3. Sri T. Veeraswami, (Singaram Pillai Ele. School).

4. Sri Sudarsanan, (R. B. C. C. High School).
5. Sri Thiagaraja Sarma, (Hindu High School).
6. Sri Swaminathan, (Headmaster, E. L. M. F. High School).
7. Kumari S. Thangam, (National Girls' High School).

Secretaries:

1. Sri K. A. Manavalan (Hindu High School).
2. Sri T. Krishnamachari (A. G. Jain High School).

Treasurer:

1. Sri R. Jegannathan, (Hindu High School).

OUR BOOKSHELF

VANITY FAIR: By W. M. Thackeray. Illustrated. Price 5 sh. 6 d.

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CHRIST — OUR LIFE. BOOK II: By Francis Somerville. Price 8 sh.

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1. Monsoon Asia.
2. South West Asia.
3. Asiatic U.S.S.R.
4. High Asia.

The get-up is excellent.

MAN'S ENVIRONMENTS: By W. G. East and Miss G. M. Barrett. Price 10 sh. 6 d. (Thomas Nelson & Sons Ltd.).

This is Book I of Geography Texts and introduces the subject of Geography in three parts viz.,

1. Environments of man (World, the Land and Oceans and Air).
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List of Publications thankfully acknowledged.

1. Directory of Institutions for Higher Education, Ministry of Education, Government of India.
2. Education in Finland. Vol. XII, No. 2.
3. Primary Education in Asia—Selected references, Vol. XII, No. 3.
4. Fundamental and Adult Education, Vol. XII, No. 1 and 2.

C. R.

THE UNITED STATES EDUCATIONAL FOUNDATION IN INDIA

GRANTS FOR SCIENCE TEACHING GRANTS IN TEACHER EDUCATION

The United States Educational Foundation will receive applications from Indian Teachers of Science and Mathematics for grants for the 1961-62 academic year. Selected teachers will receive regular appointments to teach for one year in an American High School. They will receive travel expenses and a salary. Necessary qualifications:

1. Teachers should be between 30 and 40 years of age
2. They should have considerable teaching experience in high school science or mathematics
3. Teachers in science should preferably have had courses at some time in all the following subjects: Biology, Chemistry and Physics, to enable them to teach General Science
4. The candidate's English including pronunciation should be of a high standard.

Application forms can be secured by writing directly to one of the following addresses, depending on the area in which the candidate is resident:

For North India: The Director, USEFI, 17 Curzon Road, New Delhi

For East India: The Regional Officer, USEFI, 1 Palace Court, Kyd Street, Calcutta-16.

For South India: The Regional Officer, USEFI, 158 Mount Road, Madras.

For West India: The Regional Officer, USEFI, 16 Queens Road Estate, Bombay-1.

Last date for receipt of applications will be: October 31, 1960.

The American Embassy and the United States Educational Foundation in India announce the availability of grants in teacher education for 1961-62. Grants are offered to qualified teachers, school administrators and teacher trainers to observe and visit in selected school systems in the United States and to attend specially arranged seminars and courses in teacher education.

Applications will be received from teachers in Higher Secondary Schools, Heads of schools, Administrators and Teacher Trainers. The grants will be made principally in the field of secondary education.

The Program

Grants will provide teacher training in selected fields of education and the program will embrace (a) a brief orientation period, (b) a period of attendance at specially arranged seminars at teacher training institutions selected by the United States Office of Education, (c) a period of practical observation and participation in selected school systems and communities, and (d) a concluding period of discussion and summary in Washington D.C.

Limitations

Teacher 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.

It should be clearly understood that any courses or seminars attended are not for "credit" and teachers must not expect to work toward degrees. Further, with rare exceptions, teachers cannot extend their visits in the

United States beyond the period of their grants.

Teachers will be expected to arrive in Washington D.C. about the beginning of September, 1961 for orientation before the fall term begins. Grants will be for a period not to exceed six months.

Allowances

Grantees will receive a per diem allowance for maintenance during the period in which they are in residence in the United States of \$300 per month. In addition to the provision of transportation and expenses to and from Washington D.C. the grant will provide 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 fees when necessary. The allowances will be found adequate to cover the cost of food and lodging in the United States. They will not be sufficient to provide for other personal expenses of the grantee or to meet obligations of families or dependents.

Minimum Qualifications

- (a) At present employed as a Head Master or teacher in a high or higher secondary school, Education Administrator, or on the staff of a Training College or University Department of Education.
- (b) In possession of a Bachelor's degree and post-graduate Teacher's Training degree or diploma from a recognized institu-

tion; both should be at least second class (In unusual circumstances, exceptions may be made.)

- (c) Preferably between the ages of 30 and 45.
- (d) An Indian citizen.
- (e) Proficient in the English language.
- (f) In good health.

Applications can be secured from and must be returned before 1st December 1960 to one of the following Regional Offices depending on the area in which the candidate is resident:

For North India: The Director, USEFI, 17 Curzon Road, New Delhi.

For East India: The Regional Officer, USEFI, 1 Palace Court, Kyd Street, Calcutta-16.

For South India: The Regional Officer, USEFI, 158 Mount Road, Madras.

For West India: The Regional Officer, USEFI, 16 Queens Road Estate, Bombay-1.

Persons applying through Government channels should request a duplicate copy of the application form which should be sent to the regional office of the USEFI before the closing date of the competition. However, the application through the Government office concerned must be received before final selection.

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