Close
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Scott II-27—58,004—4-11-46.

E. P. H (194) Department.

M's SERIES.

G.O. NO. 2191 Edn

Dated 10-(0-41)

[Despatch Abstract.]

Training Course - Introduction of a new subject "Upbringing of defectives" in the Teachers' college - Sanction - Papers recorded.

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

Further Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

(a)

Palamcottah.
Dated 6th November 1946.

From

Sri. C.D oraiswamy, M.A., M.Ed., B.T. (B.U.) D.S.Ed., (Harv.).,
Palamcottah, Tinnevelly District.

To

The Honourable Sri. T.S. Avanashilingam, Chetty,
Minister for Education, Government of Madras,
Madras.

Sir,

I understand from the speeches made by the Honourable Minister in various places and from the press notifications issued by the Government of Madras from time to time that the Honourable Minister is very keen in inviting suggestions from the public for the improvement of general education in our province.

Hence I have prepared a small pamphlet explaining the different types of defective children found in the public schools which is the result of a thorough research made in the Teachers' College school and Municipal Schools of Saidapet. A tentative scheme is also appended at the end of the pamphlet to show how best the subject of education and treatment of - defectives in the Public Schools may be, as a preliminary measure, introduced in the Teachers Training Section of the University of Madras and Teachers Training Schools in the province.

I shall send, if the Honourable Minister desires, the original copy of the research work published in the 'South India Teacher' in 1938.

Since the question of defective children in Public Schools has not been mentioned in the questionnaire issued by you, I am submitting this point directly to you.

I request the Honourable Minister to be good enough to spare a few moments of his precious time to peruse the pamphlet and help to being some salvation to those unwanted children in the Public Schools of our province, which problem, although seriously interfering our educational progress in the province, has not been touched yet.

I beg to remain,
Sir,
Your most obedient servant,

C Doraiswamy

Extract

D.O.No. 71840 A/46-1 Edn 30-11-46

Dear Dr. Savoor,

Sub: Trg. colleges - Upbringing of defectives - to be introduced as a spl. subject.

I am to enclose a pamphlet on "The Unwanted Children in Public Schools - A Plan for the improvement of Education", prepared by Sri. C. Doraiswamy of Palamcottah and to request you to offer your remarks on the suggestions contained therein. The question of introducing a specialised course, on the upbringing of defective children, in the Teachers College, Saidapet may also be considered

Yrs sincerely.

To
Rao Bahadur Dr.
S.R.V. Savoor, M.A.
D.Sc (Lond) I.E.S.,
DPI
Madras.
(with Pamphlet)

EDPH(A)

6
24/3

D.O No. 71840 A/46 - (IV) Edn(A) 20-3-47

Dear Dr Savoor,

Sub Trg. colleges - Upbringing of objectives - to be introduced as a Spl subject.

I am to enquire when a reply to my D.O.No. 71840 A/46-1 Edn(A) 30-11-46, on the subject cited may be expected

Yours sincerely

To
The DPI Bycullah

17.3.47

D.O.

Director of Public Instruction,
M a d r a s, 3rd April 1947.

My dear Subramanian,

SUB:-Training Colleges - Upbringing of defectives - To be introduced as a special subject.

REF:-Your D.O. letters No.71840 A/46-1 and 71840 A/46-2, Education, dated 30-11-46 and 20-3-1947 respectively.

.....

I agree that the education of the handicapped is a serious problem for the solution of which no organised effort has been made: but at the same time it may also be observed that, at present, it is not possible to undertake vast expenditure on this when it has not been possible to provide for the education of the unhandicapped children. In England and America the education of the handicapped on a comprehensive plan was undertaken after the unhandicapped children had been provided for. For the same reason, in this country also, the provision of educational facilities to the defectives has so far been left to private agencies with State aid. It is time, however, that a beginning is made and I therefore agree with the

suggestion

SECRETARY, EDN. AND P. H. DEPT.
9 - APR 1947
GOVERNMENT OF MADRAS

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(6)

The main file in respect of the two letters from the DPI cited, have been furnished with another file (c.no 2159 A/46) - Question of qualification fee to the Madras University in connection with the opening of new colleges in certain colleges and etc. with reference to the above mentioned date) and circulated to H.M (Edn.) and HPM on 1-3-47. It is now from the circulation Register maintained in this Dept. that the file was passed on to H.PM on 5.3.47 and it will be taken by the Private Secy to HPM may be requested kindly to arrange for HPM's orders on the

From The DPI, No 172-Kr-47 dt 10-3-47
" " 1855-Kr-47 dt 10-3-47

College - opening of training college of Mangalore and training to Women college. teaching to a 1½ year basic institution

9154-A
1947

suggestions made by Mr. C. Doraiswamy (page 16 of the pamphlet) that the University of Madras may take the lead by instituting a course of lectures. The University may perhaps be addressed to consider the inclusion of this subject, viz., 'the education of defective children' as a special subject either for the B.T. or for the M.Ed. course.

Yours sincerely,
S R K Sarma.

M.V. Subramanian, Esq., I.C.S.
Secretary to Government,
Edn. & Pub. Health Department,
Fort St. George, MADRAS.

(with enclosures)

Memo No. 71840 A/48-3 Edn dt 13-5-47

Sub: Trg. Colleges – Upbringing of defectives to be introduced as a spl. subject.

Ref., From the DPI, D.O dt 3-4-47.

The DPI is requested to move the University of Madras on the lines suggested by him in his D.O. cited, viz. institution of a course of lectures by the University and the inclusion of the subject, "the education of defective children" as a spl. subject either for the B.T. or for the M.Ed. Course. He is also requested to consider whether elementary knowledge of education of the handicapped cannot be included in the present B.T. Curricula itself.

2. The result of his Director's correspondence with the University on the subject should be reported to Govt. in due course.

To The DPI

10-5-47

(1) 10/ E.P.H.(A)

Memo.No. 71840-4/46 A.Edn dated 25-7-47.

Sub: Training colleges. Upbringing of ~~objectives~~ objectives - to be introduced as a Special Subject.

Ref:

Kindly attention of the D.P.I. is invited to Memo.No. 71840A/46-3Edn dated 13.5.47 on the above subject and he is requested to state what at stage the matter is at present.

To the D.P.I.

3.7.47 3/7/47

4/7/47

C.F. 16.

DRAFT FOR APPROVAL.

	Date.	Initials.
When received for fair copying ..		
When copied ..		
When examined..		
When signed ..		
When despatched.		

SUBJECT :—

READ AGAIN ....., dated ..... 19.....

" " ..... " ..... 19.....

READ *ALSO* :—

No. ..... From the ....., No. ....., dated ..... 19.....

" ..... " ..... " ..... " ..... 19.....

" ..... " ..... " ..... " ..... 19.....

Order / Resolution Ms. / Rout. No. ....., dated ..... 19.....

90

E.P.4.(A)

Memo. No. 71840-5/ub A Edn dated 24-8-47.

Sub: Training colleges - Upbringing of defectives to be introduced as a special subject.

Ref: Memo. No. 71840-4/ub A - Edn. dt 5.7.47.

The D.P.I. is requested to expedite his reply to Memo. No. 71840A/ub3 Edn. dt. 13.5.47 on the subject noted above.

p 10 c.f.

p 9 c.f.

To the D.P.I. 2/8/47

2.8.47 2/8/47

4/8/47

C.F. 16.

DRAFT FOR APPROVAL.

	Date.	Initials.
When received for fair copying ..		
When copied ..		
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SUBJECT :—

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No. ..... From the ....., No. ....., dated ..... 19.....

" ..... " ..... " ..... " ..... 19.....

" ..... " ..... " ..... " ..... 19.....

" ..... " ..... " ..... " ..... 19.....

Order / Resolution — Ms. / Rout. No. ....., dated ..... 19.....

.....

Education Department. K (A) 12

From

Sri D.S.Reddi,M.A., (Oxon)., M.B.E.,
Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

R.C.922 E4/47, dated 7-8-47.

Sir,

Sub:- Training Colleges - University of Madras - Upbringing of defectives - introduction as a subject of special study.

- - - - -

Ref:- Government Memo.No.71840-A/46, -3 Edn. dated 13-5-47.

- - - - -

ASST. SECRETARY TO GOVERNMENT 8 - AUG 1947 64540 EDUCATION AND PUBLIC HEALTH DEPT.

The Registrar of the University of Madras has been addressed in the matter and his reply regarding the decisions of the syndicate and the Board of studies are awaited.

for Director of Public Instruction.

pkr.8/8

E.P.H.(A)

The D.P.I. may be reminded next on 10.9.47.

9/8/47 11/8/47

13 / E P H (A)

Memo. No. 71840-6/46 A Edn dated 11-9-47.

Sub: Training colleges - Reshaping of objectives. To be introduced as a special subject.

p12 c.f. c. no. 6655 of 42 on the D.P.I. No. 922 E4/47 dated 7.8.47.

The D.P.I. is requested to expedite his reply to Memo. No. 71840 A/46-3 Edn. dated 13.5.47, on the subject noted above.

p9 c.f.

To The D.P.I.

10.9.47

10/9/47

11/9/47

R.C.NO.922-E.4/47

ASST. SECRETARY TO GOVERNMENT
1 - AUG 1947
EDUCATION AND PUBLIC HEALTH DEPT.

Office of the
Director of Public Instruction,
Madras, Dated 27-9-1947.

From

Dr.S.R.U.Savoor, M.A., D.Sc., I.E.S.,
Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

Sir,

Sub: Training Colleges - Upbringing of defectives to be introduced as a course of special study

Ref: Govt. Memo.No.71840-A/46-3-Edn dated 15-5-1947

I have the honour to submit herewith a copy of the letter C.M.4399 dated 12-9-47 from the Registrar, University of Madras regarding the decision of the University in the matter.

for Director of Public Instruction.

RVR 29/9/-

PTO.

15

: 2 :

CR

Copy of No.4399 dated 12th September 1947 of the Registrar, University of Madras.

In continuation of my letter C.R.No.3007 dated the 3rd July 1947, I have to inform you that the Board of Studies of Teaching, to which the matter had been referred for consideration and report, made the following recommendations:-

1. The Board is in favour of the suggestion that a course of studies on the "Education of Defective Children" be arranged by the University
2. "The Education of the Handicapped Child" is already one of the subjects set as a "Current Problem" for the M.Ed. Degree Course.
3. The Board proposes that the B.T.Syllabus in Psychology be revised andthat the subjects of the Education of the Defective and Handicapped Children be given greater emphasis than in the present syllabus. (A Sub-Committee of the Board has been constituted to revise the existing B.T.Degree syllabus in Psychology).

The Syndicate considered the subject at its last meeting, together with the report of the Board of Studies in Teaching, and has resolved that the recommendations of the Board be approved and communicated to the Director of Public Instruction, Madras. In communicating the resolution, I have to state that necessary action to implement the recommendations of the Board will be taken by the University in due course.

(TRUE COPY)

for Director of Public Instruction.

27/9.

C.F. 32.

EDUCATION Department

From (Name) DR.S.R.U.SAVOOR, M.A., D.Sc., I.E.S.,
Designation DIRECTOR OF PUBLIC INSTRUCTION,
Station MADRAS.

Received Registered

To

The SECRETARY TO GOVERNMENT,
EDUCATION AND P.H.DEPARTMENT,
FORT ST.GEORGE, MADRAS.

Enclosures:

No. RC. 922/E4/47 dated 5th December 1947.

Sir,

SECRETARY TO GOVERNMENT
9 - DEC 1947
96737
EDUCATION AND PUBLIC HEALTH DEPT.

SUB:- Institution of Special Lectures and Courses in the Education of Defectives.

In continuation of my letter RC.No.922/E4/47 dated 27th September 1947, I have the honour to enclose a copy of the letter No.A.6133 dated 18th November 1947 from the Registrar, University of Madras.

for Director of Public Instruction.

Copy of letter A.6133 dated 18th November 1947 from the Registrar, University of Madras to the Director of Public Instruction, Madras.

***

REF:- Your letter RC.No.922/E4/47 dated the 26th May 1947 = Training Colleges = Institution of special lectures and courses in the Education of Defectives.

---

1. In continuation of this office communication CR.No. 4399 dated the 12th September 1947, I write to inform you that, on a further reference to the Chairman, Board of studies in Teaching, for clarification of recommendation No.1 of the Board, it is understood that the proposal of the Board was that a special course of lectures on the "Education of Defective Children" be arranged.

2. The Syndicate considered the matter and resolved that a course of vacation lectures on "Education of Defective Children" be arranged in consultation with the Director of Public Instruction, Madras.

3. I am to request you to be so good as to forward to me at an early date your detailed proposals to implement the scheme about arranging for a course of lectures on the above subject, furnishing particulars regarding the centre or centres where lectures could be arranged, names of lecturers suitable for appointment, probable time when the lectures should be arranged, and the procedure to be followed for the selection of teachers who may be asked to attend the lectures. The final choice of centre or centres for the lectures and the procedure for teachers to be selected to attend them will be decided after receipt of your reply.

Cno.96737/61/47.

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4 The University, as on previous occasions, will pay the remuneration for the lecturers and the incidental charges for the arrangement of lectures. No travelling allowance or halting allowance will be paid by the University for the teachers selected to attend the lectures.

/True Copy/

for Director of Public Instruction.

E & O. H Deptt (A)

Attention is invited to the notes and minutes on pages 1-2 N F N G.O.No. 2191 Educ. 10-10-47. The file may be submitted to H.M. (Edn.) for perusal.

OSM 16/12/47 S

H/ 16/12/47 M. (Edn.)

TSA 24.12.47

SECRETARY, EDN. AND P. H. DEPT. 8-JAN 1948 GOVERNMENT OF MADRAS

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kept below

SECRETARY, EDN. AND P. H. DEPT. 28 NOV 1946 GOVERNMENT OF MADRAS

C1 11-8440-A 26/4/47

Notes

To the Secretary, E.&.P.H.

Please see herewith the memorandum that I have received from Mr. C. Doraiswamy, M.A., M.Ed., B.T. I think this is really a matter which we must consider. There are many children in our schools whom we consider as good for nothing and are set aside. Their backwardness in the schools is really due, in many cases, to physical disabilities or mental. By a scheme of medical examination we expect that we can find out these physical disabilities and try to do what we can to alleviate them. But there are other disabilities to treat which a training is necessary. This gentleman suggests that the course of training in the Training Colleges must include also the up-bringing of defectives and I think this is a matter over which we should give earnest consideration. The matter may be referred to the D.P.I. and he may be asked to submit his suggestions about introducing this course of study also in the Training College at Saidapet about which I think, there will not be any difficulty. His remarks and suggestions may be called for.

TSA 22-11-46

H.M.Edn.

A draft D.O to the DPI is submitted.

OSM 29/11/46 S

Issued as D.O.No 71840 A/46-1 Edn dt 30-11-46
From the DPI. D.O. dt 3-4-47.

Pl. see the D.O from the DPI on pp 7-8 ante. In the circumstances reported by him, it is for consideration whether the Madras University may be addressed on the subject as suggested by the Director.

Mg/4 due. 2

For orders as to circulation to

H.M (Edn) 24-4-47

OSM 25.11.47

S 4/12/47 M. (Edn.)

Apart from it being made a special subject for theL.T. course, the D.P.I. may be asked to consider whether elementary knowledge of education of the handicapped cannot be included in the present L.T. curricula itself.

TSA
29.4.47

SECRETARY, EDN. AND P.H. DEPT.
30 APR 1947
GOVERNMENT OF MADRAS

Pl. see the minute of H.M(Edn) ~~drawing to A.V.R. Krishna a draft letter to the Registrar, University of Madras and a draft memo. to the D.P.I. are submitted.~~ The DPI may be asked to address the University Authorities and to report the result of the Correspondence. A draft memo. is submitted.

S [illegible]

EJ 6.5.47

[illegible] 10/5/47

[Issued as Memo. No. 21840-A/46-3 Edn. dated 13.5.47] — p9 c.f.

c.no. 18166 from the D.P.I. No. 922-E4/47 dated 27.9.47. — p14 c.f.

Please see (Copy to) the letter from the Registrar, Madras University on p15 c.f. forwarded by the D.P.I. in the circumstances stated therein. No further action seems called for. The file maybe circulated to H.M. (Edn.) (After return, the papers maybe recorded.)

Memo. No. 2191-Edn. dated 10.10.47

6/10/47 S [illegible] (Ans.)

6.10.47

TSA
10.10.47

SECRETARY, EDN. AND P.H. DEPT.
10 OCT 1947
GOVERNMENT OF MADRAS

Abstract

Sub: Trg. course - Education of [illegible] - Papers recorded

(IX)

THE UNWANTED CHILDREN
IN PUBLIC SCHOOLS

A PLAN FOR THE IMPROVEMENT
OF EDUCATION.

(15)

A PLAN FOR IMPROVEMENT OF ELEMENTARY EDUCATION IN Madras Province.

BY

C.DORAISWAMY, M.A., B.T., M.Ed.,(Boston), D.S.Ed.(Harvd).

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(16)

Part.I.

THE UN-WANTED CHILDREN IN SCHOOLS.

(The various types of Defective Children Found In Public Schools.)

...

I.	Introduction.	...	1
II.	Kinds of Defectives.	...	2
III.	What is being done in other countries.	...	4
IV.	The condition of children in Madras Schools.		6
V.	How we can solve the problem.		7
VI.	Conclusion.		10

Part.II.

A SCHEME TO INTRODUCE A PRELIMINARY COURSE ON THE EDUCATION- AND SPECIAL TREATMENT OF DEFECTIVES IN THE TEACHERS TRAINING SECTION OF THE UNIVERSITY OF MADRAS AND TRAINING SCHOOL IN THE MADRAS PROVINCE.

...

I.	Introduction.	...	13.
II.	The magnitude of the problem.	...	15.
III.	The types of Handi-Capped(defectives.)	...	16.
IV.	The subject matter of the course.	...	17.
V.	The nature and the duration of the course.		19.
VI.	The benifit of the course.		20.

.....

17

I

THE UNWANTED CHILDREN IN SCHOOLS.

Introduction.

There is no nation or a race in this present world that does not want its children to be in schools. There is n9ne , I - should say. In fact every sensible parent of a child, every law abiding citizen and every noble leader in a country wants his children to be in schools and want them to learn the law of living. But to its contraty one may find in alsmot all schools in this province and elsewhere they are turning out thousands of children as unwanted. No one has taken the trouble to find out why some children are unwanted in the schools and what are the reasons for such unwantedness in our school system.

If we carefully examine the existing conditions of the children in Elementary schools, we will soon realize that there are - hundreds of children with physical handicaps, mental retardation, emo - tionally unbalanced ~~children~~ Condition and social maladjustments . Unwittingly we pay no attention whatsoever to these children who require our special attention. For instance, we know that we never allow boys of different age , size, weight and height to fight with each other in a wrestling match or in a boxing competition . It would be unfair and we could never allow such a thing. Surprising as it may seem, we are allowing more or less the same thing in school work. In one and the same standard we - have congregated and ~~are~~ continuing to congregate all kinds of defectives and forcing them to stand abreast with normal children . Then what happens? Many children become disheartened , disgraced and desert the school very early. Unfortunately, these boys and girls deviate from others

to such an extent that they are a problem to the teachers and a problem to the progress of other children in the came class. They are, therefore , not wanted in schools. Under such cirnumstances how can we expect these defective children to make progress in the school with those children of an average ability?.

II.

KINDS OF DEFECTIVES FOUND IN SCHOOLS.

If a parent or a teacher with a little intelligence tries to find out why his child or his pupil often fails to respond to his instructions and make no progress as he is expected, he would soon become aware of the element or elements which interfere with or retard the expectant progress of the child.

Those elements may generally be classified as physical, mental and social.

1. The physical defective comprises of those who are suffering from defective eye-sight, defective hearing, defective speech and cordiac and respiratory diseases.

2. The second group may be termed as mentally defective whose native or innate intellectual ability is below the normal intelligence of the average child, whose mental functions might have impaired or disabled by disease or accidents or ~~those who~~ suffer from emotional instability, psychopathic state and insanity.

3. There is the third group, the socially maladjusted children with antisocial behaviour problems . Among these, it may be found that physical and mental defects are contributory or co-existence

(15)

Under this group it may range from deliberate crime to uncontrollable - ness, destitution, truancy and childish naughtiness and begging.

For these different types of children our public school system is a miserable failure. And it is definitely so. These unfortunates are gathered day after day and year after year along with - average children in one and the same class making little or no progress. Thus we find year after year, there are subject failures, class faidures and finally school failures among the boys and girls throughout the land. These failures are really at the bottom of many wrecked lives and the real cause of the failures of the nation as such. What do we do to rectify these failures? What do the teachers do? What the Educational authorities are doing to encounter the problem? Are we blaming one another ? Perhaps the parents blame the teachers, the teachers blame the parents and children, may be the parents and the teachers together blame the educational authorities. The educational authorities on the other hand may shift the blame on the public and assert it is due to parents' apathy , ill-working schools, inefficient teaching and what not.

But, these blames would never carry us any further, except deterioration and demage to many lives. We should take the trouble to discover what are the undermining factors for such disheartening results in our educational system. To-day, if we enter into any school in this province, or as a matter of fact, any school in the whole of this vast country, we will never fail to see the partially seeing, the hard of hearing, the defective in speech, the emotionally unstable, the socially maladjusted, and the mentally retarded put together in one and the same class. We are, in fact, unwisely compelling them into the public schools and their failures to succeed in the traditionally

worn-out group method is regarded as an unsurmountable problem, if not an infinitely unsolvable question. Such a state of affairs is not allowed to prevail in other countries, because they do not treat the education of their children as lightly as we do. They do not employ as meagrely paid or poorly educated teachers as we do. They employ well educated and intelligent persons with vision and forethought to bethe teachers of their children and take a world of trouble to find out their abilities, disabilities , special aptitudes and plan to educate them accordingly. Whereas, in India we are most unrealistic and seem unconcerned about the importance of the future Citizens of the land. We always treat them as weaklings confined to the four walls of a school room and we never - think of them or foresee them as the masters of the forces and resources of tomorrow.

III

WHAT IS BEING DONE IN OTHER COUNTRIES.

Let us for a moment examine what the other peoples are accomplishing and how far we are alive to the situation. In almost all the western countries and specially in the United States of America , the education of the partially and totally defective children is the function of the Department of Special Education, This department is the sole custodian of all children, who may markedly differ or deviate from the average boys and girls because of their physical defects or mental backwardness or antisocial behaviour problems. It takes on itself the responsibility of educating these children according to their abilities and disabilities and also fixing them up in life. Thus, it makes the partially defectives as well as the totally defectives as far as possible,

self - supporting and useful members as any other person in society, besides contributing scientific knowledge to the advancement of General Education.

2. This Special Department again is also responsible for the removal of all the defects that can be removed by medical treatment or psychological or by educational methods and retunn them to the regular public schools to join with other children.

3 . In the case of those children whose handicaps cannot be eradicated or remedied so as to return them to the public schools, the Department segregates them in separate classes or special schools and devices methods and rehaiblitates them according to their intellectual ability and physical strength so as to enable them to shift themselves from the miserable condition of life long dependency.

4. It sponsers scores of research bureaux, Psychological clinics and vocational guidances and encourages universities and training colleges and schools of different types to do the same and gather all relevent and pertinent information and wisely plans the education and life career of these children.

Further, the Department has a job of finding out the speficic causes that cripple the body and mind of young children and extends the knowledge of preventive and remedial measures to all the teachers and parents.

6. Besides this, the Department launches out from time to time a vigorous educational propanganda to enlighten the public and guard them against the various minor as well as serious diseases which often affect the normal development of the child's life and education.

7. Under the guidance of this special department the defective

children are separated from public schools not only to prevent the hampering of the normal progress of average pupils in schools, but also to provide the underprivileged children with an opportunity to make the most of the possibilities in them. The department of special education has thus become a scientific investigatior and a creative agent in the field of education and ensures life and happiness to millions of human beings who otherwise may perish in uselessness or become a permanent menace to society.

IV

THE CONDITION OF CHILDREN IN OUR PUBLIC SCHOOLS.

About 7 years ago I have had the opportunity of doing - researth work in the Saidapet Teacher's College, High School and Municipal Schools . The total number of schools in the unit was 15 and the children examined in all were 2403, out of which 172 children had defective eye-sight, 161 defective hearing, 93 both defective eye-sight, and hearing, 74 defective speech, 197 mentally retarded or dull and 144 socially mal-adjusted or with antisocial problems.

The correlation between children's class failures and their defects is quite evident. Out of the total number of defectives almost all the 190 mentally retarded, 50 defective eye-sight, 56 defective hearing 73 both defective eye-sight and hearing, 25 defective speech and 56 children with behaviour problems have failed. Most of them failed more than once in their classes. Out of the total number of defectives of 2403 examined, 841 were found possessing some kind of defects; in otherwards 36 percent of the total number of children were found misfits in their classes. These defects may hot be prominent or so serious at the tender age when they enter the school but they are found serious enough to interfere with their school work. Any amount of excuses one

20

may offer for the failures of children that are in our public schools will serve no useful purpose, unless we realize the importance of - understanding the abilities and disabilities of the children whom we try to educate. As the aim and fundamental principle of education are the same the world over, although the condition of life may differ from different countries, we shall do well to follow the lead given by the United States of America in catering to the individual needs and differences - among children and educate them to pull their own weight and contribute their share efficiently for the cause of nation building. That is what actually is taking place in the United States of America and in the West. It was discovered in the United States that 75 per cent out of the total number of defectives found in public schools can be remedied by early treatment and promptly placing them in special classes under able and intelligent teachers.

V

HOW INDIA CAN SOLVE THE PROBLEM.

If we are really serious and honest about this job making the children of to-day to become the citizens of tomorrow, we should unhesitatingly unveil the curtain of ignorance that mar the progress. We should immediately investigate the conditions to study the factors, understand the problems and educate our children intelligently. This means starting of educational researches and physiological clinics in the department of education so that they may devote full attention to discover the causes and curses for all the problems that confront the progress of education in the country.

What is urgently needed to-day in our country is to recognize the importance of starting the department of special education to cater for the education of the handicapped(defective children) the deaf and dumb, the blind, the hard of hearing, the partially hearing, the cripples, the mentally defectives and the juvenile delinquents. - Further more, a thogough systematic and scientific examination and diognosis of physiological, psychological, socialogical and economic status of children our public schools to determine the factors that will enable a full and normal progress of children on one hand and to find out specifically the underlying causes for the repeated failures and retardation of other children on the other hand are essential.

Research in education is the most important function of the ~~Mmixed~~ Department of Public Instruction, Universities and Colleges in the United States of America and England. The department with the - help of university and training colleges has devised scores of psychological, aptitude and achievement tests to examine the boys and girls of the land to discover their abilities and disabilities and special aptitude s and guide them while they are still young to prepare the course that is best suited for them in life. This research in education , should not be confused with administrative reports or educational surveys made in our country. So far as I know, there is no research in education being - carried on by any training collgge or University in the province. We should consider that research in education is as important a function as research in physical and mechanical sciences, as valuable as research in economics and history and as practical as reaearch in industry and agriculture. It is the scientific way by which a nation can plan intelligently

(2)

and lay a sure foundation for the future.

It will make us to realize whether the educational system that is employed and methods followed and the curriculuam adopted are fruitful in yielding the desired results. Further, it will aid definitely educational authoritiesin India to shape the curricula and methodology according to the varying needs and skills of pupils and train them intelligently in the world of ever changing life .

It is said that the earliest standard in which permanent literacy can be attained our land is III standard. Out of every 100 children that enter our primary schools in the I standard only 27 reach the third. Even in these daysof world's awakening in our country, only 27 percent reach III standard. If such is the case, there should be something wrong some where. It cannot be over emphasised about the urgent need to make a search for the factors relating to education, if we really want to educate our children and fit them as law abiding, productive and useful members of society in this work-a-day world.

VI.
CONCLUSION.

The unwanted children are a problem to the nation if they are not educated or trained to help themselves. They are always a thorn in the family happiness and community life. Yet, they instinctively command the greatest affection and love from all. This instinct of love and pity for the unwanted children in the United States and in the West has invoked a large volume of patient study on the ways and means of correcting the remediable defects and rehabilitating the disabled ones as far as their abilities are concerned to fit them into life.

Those fatalistically inclined or pesimistically drowned are apt to ascribe defects among children as a freak of creation due to the visitation of "Karma" or "Fate", and all attempts remedying them or rehabilitating these children as hopeless a task. But the birth of modern science dismisses the idea of "Karma" and promises hopes and optimistic outlook on the lives and problems of defectives.

When we surway the growth of modern civilization and the great abhievement of human thought and other remarkable inventions in this world we would not, for a moment, hesitate to declare that defects or handicap s are a source of inspiration for such great achievements.

It was the problem of mentally defectives and feeble minded children in public schools of France that stimulated the minds of Benet' and Semoin and his contemporaries to go into the new avenue of child study, child psychology and the methods of measuring of intelligence of human beings. To-day the measurements of intelligence and psychology of the child are considered hightly practical and an invaluable legacy to the field of general education throughout the world. It was the problem of deafness and dumbness that incited that great mind of Alexander Graham Bell, who for years pariently and earnestly tried to find out a means by the aid of electric current with which his deaf and dumb wife could hear him and communicate with the hearing world , invented the Telephone. The invention of the telephone has at present become a great and indispensable part of our modern life and civilization. It was the stone-deaf Ludwig Van Beathoven, who in the silence of his soul composed symphonies which sweep and steal through the hearts and soul of men and women in the West. His musical compositions are regarded as the most remerkable

22

and profound exaltations of theinnermost rhythm of human soul. Again It was the Homer's and Milton's blindness that made the human mind soar so high into philosophical excursions and flights of poesy that take us mortals into celestial regions. If Miss Helen Killer, a deaf and dumb and blind from early childhood could have been educated to become one of the famous authoresses ofthe United States of America; if President Roosevelt a cripple could rise to signal height at the helm of affairs of the most progressive countries in the world, no more eloquent plea can be made to the advantage that a nation may have in taking the trouble of educating the unwanted children of the land. It is the duty of our country men as elsewhere to prevent the children of the land from becoming a life long burden and a drag on Society. There is a task before us as teacher and parent and citizen not only to educate the so called normal or average, or intelligent or capable but also the incapable and maladjusted and unintelligent.

From time immemorial India has been noted for its longing after spiritual things of life. This longing has to a great extent obscured the perspective of our countrymen in the work-a-day life of the world . All our actions even the trifling have a religious basis. This has tended to make us take life too seriously and has hinderéd the growth of a robust optimistic outlook. We are inclined far too much to take the adverse factors of heredity and environment as the decrees of Fate or Karma. This despondency of outlook extends even to those who are defective or handicapped in one way or another. We look upon them as objects of pity and charity, but we are very apethetic towards taking any energetic measures to remove or mitigate the causes

of such maladjustments in life. In fact our deeply religious outlook has made us a nation of philosophers and thinkers and not pari-passu of workers also.

The ideal of service and helpfulness has occupied just a casual place in the life of the Indian. Life and its human values occupy a secondary place. India is now entering on a new era of political conciousness. It is a very happy occasion that this new conciousness is in a great degree coloured by a sense of service and all round haelfulness, eloquent tokens of which are the multitude of uplifts and welfare movements spiringing up all over the country. But this is not enough. We should strive to bring our humanitarian activities to a level with the advanced countries of the world in this matter of making the defectives and maladjusted people as useful members of society. Let us show to the world that India in her search after Divinity has not neglected the claims of Humanity.

.....

A COURSE ON EDUCATION OF THE HANDICAPPED.

I
Introduction.

A proposal to introduce a preliminary course of lectures on the Education, Treatment and Reabilitation of the Handicapped (defectives) children in the Teacher Training Section of the University Of Madras and Teachers Training schools in the Province.

This course is designed to give an insight into the seriousness of the presence of various types of defectives in the public schools and to show how best the teachers can handle the situtation before the establishment of a department Special Education in Madras as in U.S.A.

...

II.

THE MAGNITUDE OF THE PROBLEM

(1) We are aware of the fact that a large number of childrem in the province and throughout the country are suffering from physical or Mental or Social Handicaps and are crowded with others in the Public Schools.

(li) These handicapped unfortunately deviate to such an extent that they cannot with justice to themselves or tb others be educated wholly in the regular classes or in the ordinary Public Schools.

(iii) Practically not much has been done in any appriciable way to mitigate the problem except for a very few number of private philonthrophic institutions conducted only for a certain types of handicapped children such as deaf and blind. Juvenile delinquents

(iv) These institutions are neither capable of training teachers along modern lines flor are they in a position to cater for all those who need the specialized type of instruction.

(v) Unless the importance of the Education of the Handicapped is fully recognized and extensively introduced, the methods of education guidance or reabilitation and preventive work of the phyeically, mentally and socially handicapped people will not properly improve to have a lasting effect on the lives of those defectives in making them useful citizens as in the Western Countries.

(vi) This type of work will, as in England and America, not only to help the defectives in particular but also enrich the general

educational system of the country, besides being an insentive to those who have special aptitude for this line of teaching and finally to choose this as their profession.

(viii) The importance and the usefulness of the work have widely awakened the interest of the leading Universities in England and America such as Manchester, London, Harvard, Columbia , Boston and McGill, to sponser special training department for education of defectives.

(viii) Since the idea of educating the defectives is not widely known in India, it is worth its cause for the University of Madras to take the lead in this country by instituting, as least , to start with, a course of lectures to those teachers who are pursuing advanced course of training at the University of Madras and extend it to the training schools throughout the province.

III

THE TYPES OF HANDICAPPED.

The Handicapped may be divided into three main divisions for the purpose of investigation, Educatiin , Training and prevention of defects.

1 The Physically Handicapped.

(i) The Blind, the partially sighted, the deaf, the hard of hearing, and the deaf and blind.

(ii) The cripple, the congenitally defermed and those suffering from respiratory diseases.

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(iii) The various type of defectives in speech of whatever origin.

2. The Mentally Handicapped.

(i) Those whose innate intellectual ability fall into a very low rank of human intelligence such as feeble minded, imbocile and idiots.

(ii) Those suffering from emotional instability, psychopathic status, insanity and boderline cases.

(iii) Those who are mentally retorded, or dull and those who may have suffered by accident or disease resulting in impirement of mental functions.

3. The Socially Handicapped (Maladjusted)

(i) In corrigibles, Delinquents and Criminals.

(ii) Emotionally unstabled behaviour problem cases and truants.

(iii) Orphans, destitutes and neglected.

IV

THE SUBJECT MATTER OF THE COURSE.

(a) The Blind : History and General Survey of the Education of the Blind - Braille System - Vocational guidance.

The partially seeing or Defective eye-sight :-Organization of

sight saving classes for the partially seeing in Public Schools - How to detect the defects in eyesight.

(b) The Deaf (and Dumb)

History and general survey of the Education of the Deaf - Speech System - Vocational Guidance.

Hard of Hearing.

Organization of Lip-rea ding and voice culture classes for the Hard of Hearing in the Public Schools - How to detect the defects in hearing.

(c) The Cripple.

History and General survey of the Education of crippled Special methods - vocational guidance organization of special classes in Public Schools for less crippled.

The Defective Speech.

Organization of special speech -Correction classes for all who have speech defects - Methods of correcting speech - voice culture.

2. Education of the Mentally Handicapped.

(a) Institutional cases - Imbecile, Feeble minded and idiots. History and General survey of the Education of the feeble minded - Methods of training and vocational guidance.

(b) Special classes in Public Schools:- Mentally retarded and emotionally unstable - Organization of special classes - Methods of instruction.

3. Socially Handicapped (Maladjusted)

(a) Institutional cases :- Incorrigibles, delinquents and criminals - History and General Survey of the Education of Delinquents and criminals - Methods of reformation and correctional work -Vocational guidance.

(b) Institutional cases:- Orphans, destitutes and neglected special Residential Schools and Educational programme - development of Normal Social Life.

(c) Classes in Public Schools:- Uncontrolables, Behaviour problems and truants - Organization of special classes - Methods of treatment.

V

THE NATURE AND THE DURATION OF THE COURSE.

Since the course is but a preliminary introductory study on Education of the Major and Minor defects among school children with which to acquaint the teachers in training, this may be made as a compulsory course for all the teachers till it matures to become a department of specialEducation for the Handicapped Children as in the other countries.

Conducting lectures.

(i) Theoritical lectures - Class Discussions.

Practical Demonstration of case studies - Testing, Demonstrations in Testing and detecting the defects.

(ii) Visit to near by Special Schools, if any. Visit to Model Schools for the purpose of demonstration and show as how to organize Special Classes for problem children.

(iii) Duration of the Course:- Fortnight at least to start with 2 hours daily - approximately 10 lectures on the whole.

(iv) The course may be conducted in the University Building mainly. Sometimes in the Training College premises - or grouping students in a central place.

VI

THE BENEFITS OF THE COURSE.

(i) The knowledge of the different types of handicaps among children will enable the teachers to mitigate all the remediable minor defects at its initial stage and raise them to the standard to that of normal children.

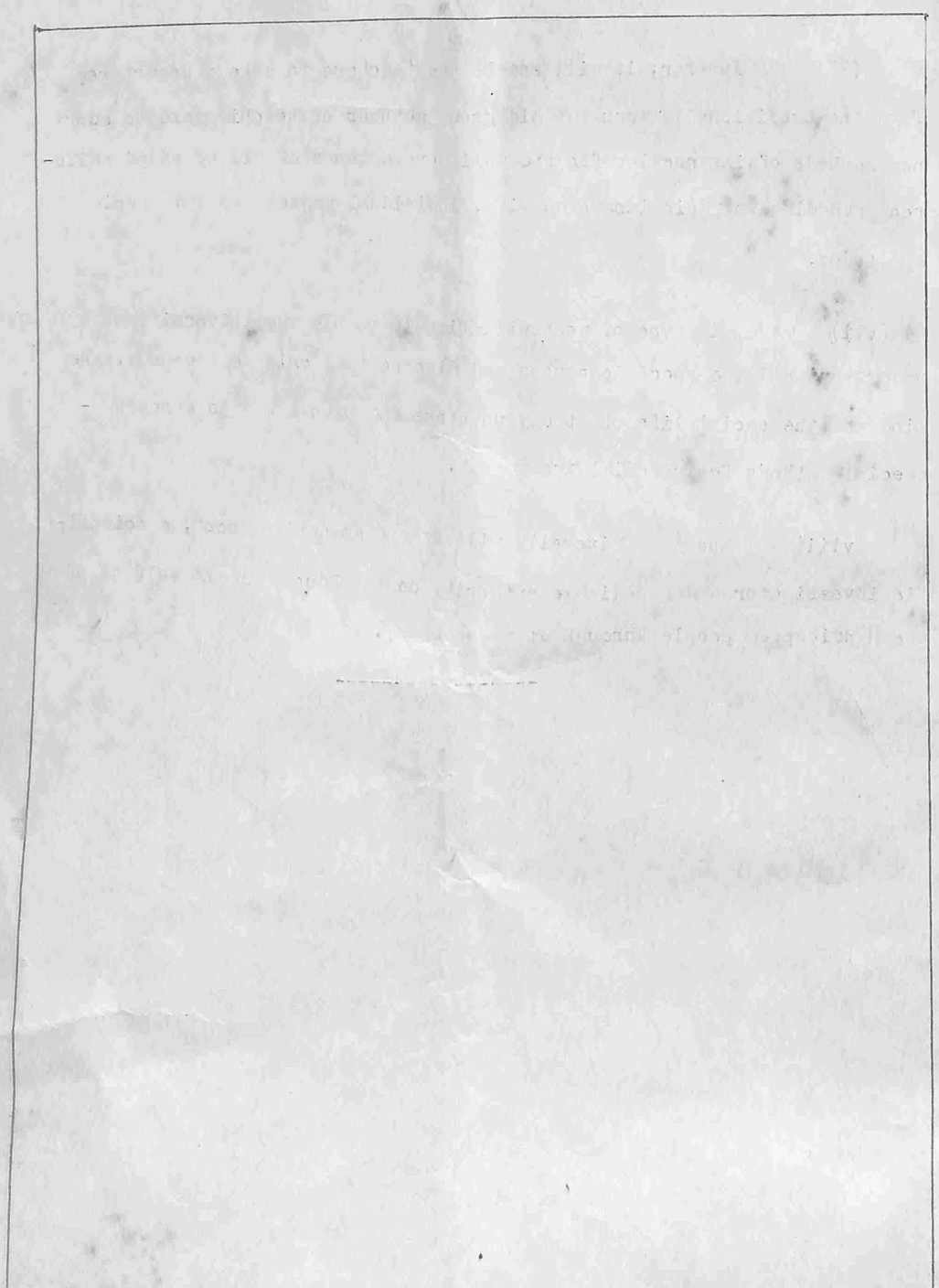
(ii) The defects of children that cannot be remedied by a class teacher in his usual course may be separated to a special class or a special school where they can be educated and remedied according to their physical or mental or social defects.

(iii) After a period of special education and treatment it may be possible to remove the defects of some of the children and return them to the regular classes or schools to join with other normal children.

(VI) Further, it will enable the teachers to make a departure from the treditionally worn out old group methods of teaching and to adopt new methods of instruction for the full developments of all types of children according to their inmate ability, individual capacities and special aptitudes.

(vii) This type of work will finally enable the University to understand all the specific causes and disease that cripple the body, the mind and the social life of the youngsters and open a way to concert - special methods for remedial treatment .

(viii) Thus the University will become an active agent, a scientific investigator and a reliable authority on the Education and welfare of the Handicapped people throughout the country.



POST COPY OF TELEPHONIC MESSAGE.

C.F. 32 (c).

EDUCATION Department

Received Registered

From (Name) Dr.S.R.U. Savoor, M.A., D.Sc., I.E.S.,
Designation Director of Public Instruction,
Station MADRAS.

To
The Assistant Secretary to Govt.,
Education and Public Health Department,
MADRAS.

Enclosures :

No. dated 2nd June 1947.

Sir,

Please send a copy of the U.O. No.68593 dated 14.11.1946 - "Schools - Handicapped Children - Availability of training personnel", as the same is not traceable.

R. Narasimha

For Director of Public Instruction.

P.R.4/6.

DV

55/11/46

Page 3 cf

A/176

To

Deputations
12/6

The D-P.I.

(with a copy of the V.O. Note)

Edn 9/6/47

Edn 9/6/47

(29)

Edn 14(B2) 22

Schools- Handicapped children- Availability of training personnel.

P.C. of T.N. from the D-P.I dated 2/6/47

Memo 68593/46-B1-7-Edn. dated 10/6/47.

A copy of the V.O. ~~No~~ reference No 68593/46-B1-7 dated 14/11/46 is furnished herewith.

pp 1-2 cf

10.6.47

R.C.No.1142-E/47

Office of the
Director of Public Instruction,
Madras, Dated 6-8-1947.

From

Sri D.S.Reddi, M.A.(Oxon), M.B.E.,
Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

Sir,

Subject : Schools - Handicapped children - Availability of training Personnel

Ref: Govt.Education and Public Health Department Memo. No.68593-/46-B.1-7 Edn dated 10-6-47

I have the honour to invite the attention of Government to their Memo.No.71840 -A/46-3 Education dated ~~15-5-47~~ 13-5-1947 and to state that with regards to the training of teachers the Registrar, University of Madras, was requested to examine (1) the question of institution of a course of lectures on the subject "Education of the defective children". (2) Inclusion of "The Education of defective children" as a special subject for B.T. or M.Ed. course and (3) Incorporation of an Elementary Knowledge of the education of the handicapped in the present B.T. Curricula and place them before the Syndicate and the concerned Board of Studies for their consideration and to communicate their decision in the matter. The subject will be discussed at the next meeting of the Board and the result will be reported to Government.

2. As regards the opening of more schools for the defective children, [illegible] Part II Scheme for 1948-49.

T.S. Swaminathan
7.8.47

for Director of Public Instruction

RVR 7/8/-

Education + ~~Public Health~~ Department.
Education Branch.

REMINDER.

To

The Director of Public Instruction.

DIRECTOR OF PUBLIC INSTRUCTION
4 - OCT 1947
RC 11425/47.

~~have the honour to invite~~

I am directed to invite attention to Govt. Memo

~~invite~~

No. 68593/46-B1-7-Ed dated 10/6/47 and

~~to request that the reply to it may be expedited~~

request that this reminder may be returned at once with information as to —

(1) the stage at which the matter now is,

+(2) the date by which a reply may be expected

~~(3) the circumstances which have caused the~~ delay.

Office. Secretariat
Station. Fort St. George
Dated. 29-9-47.

Signature.
for Assistant Secretary to Govt.
Designation.

Subject.

Schools. Physically, mentally and Educationally handicapped children - Opening of Schools - Availability of persons for training personnel.

N.R.C.1142-E/47
20-10-47

Resubmitted.

2) A reply ~~has~~ was already sent submitted in Re No. 1142-E/47 dated 6-8-47 a copy of which is enclosed.

T.S. Vaidyanathan
for Director of Public Instruction

RECD. SECRETARY TO GOVERNMENT
23 OCT 1947
84060
EDUCATION AND PUBLIC HEALTH DEPT.

Copy of letter RC.No.1142 E/47 dated 6th August 1947 from the Director of Public Instruction, Madras to the Secretary to Government, Education and Public Health Department.

***

SUB:- Schools = Handicapped children = Availability of training personnel:

REF:- Government Education and Public Health Dept., Memo.No.68593/46-E.1.7 Education, dated the 10th June 1947.

I have the honour to invite the attention of Government to their Memorandum No.71840 A/46-3 Education, dated 13th May 1947 and to state that with regard to the training of teachers, the Registrar, University of Madras was requested to examine (1) the questionof institution of a course of lectures on the subject "Education of Defective Children", (2) Inclusion of "The Education of Defective Children" as a special subject for B.T. or M.Ed. Course and (3) Incorporation of an elementary knowledge of the education of the handicapped in the present B.T.Curricula and place them before the Syndicate and the concerned Board of studies for their consideration and to communicate their decision in the matter. The subject will be discussed at the next meeting of the Board and the result will be reported to Government.

2. As regards the opening of more schools for the defective children, the question will be considered as a Part II Scheme for 1948--49.

/True Copy/

T.S. Vaidyanathan
for Director of Public Instruction.

KA.21/10

29

The further report of the D.P.I may be expected till 30.11.47

31.10.47

6/11/47

Secretary, E. & P.H.

I am afraid very little has been done in this province to meet the educational requirements of handicapped children. According to the report received from the D.P.I. with reference to a question in the Legislative Assembly, we have only 14 schools for the blind, deaf and dumb in this province. Of these, two are run by Municipalities and the rest by aidedmanagements. But Government have no institution of their own and so what has been done to tackle this problem has been very largely due to the philanthropic and voluntary enterprises. The total number receiving instruction in these schools is reported to be only 667. It is patent that this number cannot cover all the defective children in this presidency. The Education Sub Committee of the Postwar Reconstruction Committee said that a special enquiry should be instituted to discover the numbers of mentally and physically handicapped children in the province and I am sending a separate note for taking such statistics. The purpose of this note is that we must be in a position to start institutions for these handicapped children. The Sargeant Committee Report said: "that a carefully planned programme suited to the potential abilities of these handicapped children should be drawn with a view to educating them. To attain this end, a special class of teachers with a fund of commonsense and a gift of craft work is essential. Teachers of this type are not easy to find but the possibility of insuring a stock of the teachers should be found along with the general scheme of selection of teachers with the general school subjects."

There are no arrangements in the province to train the teachers, today, for the schools of handicapped children. I understand from a note of the D.P.I. that after the retirement of Mr. Bell from the Poonamallee Blind School, we have no competent person to give an opinion on the work of these types of schools. Similarly, we have no person to direct the training of persons for these schools or to examine such persons when they come up for certificates of teaching. The Heads of these schools shouldbe properly qualified and competent persons, persons who are conversant with the working of the blind, deaf and dumb

schools in foreign countries so that the department may also consult them on any matter whatever necessary.

The D.P.I. may be consulted whether any persons will be available with such qualifications, who can take charge of the training of the personnel necessary for handicapped children and he may also be asked to submit proposals for starting some more schools for these unfortunate children.

ISA 10-11-46

H.M. Education.

SECRETARY, EDN. AND P. H. DEPT. 68593 11 NOV 1946 GOVERNMENT OF MADRAS

எஸ்எஸ்(ஸ)

May be sent to the DPI no for submitting proposals as desired by H M (Edn)

10.11.46 13/11/46 S I

Secret 14.11.46

[copy sent]

14.11.46

cno 64181/47. From the DPI Rcno 1142 E/47 dt 6-8-47

14/11/46

Please see the Director reply on p3 of. and the further report in regard to the recommendation of the Board of Studies & the decision of the Syndicate of the University of Madras thereon on pp 14-17 of Co no 2191 Edn dt 10-10-47. In view of these reports no further action would seem called for ~~on the report~~ in regard to the training of personnel for handicapped children.

2. The proposal for the opening govt schools for defective children is under separate consideration as a Part II scheme for 1948-9.

3 The papers may be filed with Co no 2191 Edn dt 10.10.47

8.1.48

C.F. 32 (a).

Department

From (Name) Sri. D.S.Reddi, M.A. (OXON)

Designation Director of Public Instruction,

Station MADRAS.

Received ..... Registered .....

To

The Secretary to Govt.
Education & Public Health Dept.
MADRAS.

Enclosures:

Roc. No. 922-E4/47 dated 24.2. 1948.

Sir,

SUB:- Institution of Special Lectures and Courses in the Education of Defectives.

14333

ASST. SECRETARY TO GOVERNMENT 27 FEB 1948 EDUCATION AND PUBLIC HEALTH DEPT.

REF:- Govt. Memo No.71840A/46-3 Edn. dated 13.5.47 and my replies Roc.No.922-E4/47 dated 27.9.47 and 5.11.47.

Kindly let me know when orders of Govt. may be expected on the above proposal.

The University of Madras desires to have an early reply in the matter.

FOR DIRECTOR OF PUBLIC INSTRUCTION.

MDS 25/2

E.P.H.(A)

Memo. No. 14333-1/48A Edn dated 5-3-48.

Sub: Institution of special lectures and Courses in the Edn. ~~Dept.~~ of Defectives.

Ref. on the D.P.I. No. 922-Eq/47 dated 24.2.48.

The D.P.I. is requested to send a copy of his letter No. 922-Eq/47 dated 5-(1-47).

3.3.48

To The D.P.I.

Ref. G.O. 2191 Edn & 10.10.47 containing the memo & letter A. & D.P.I.'s dated 13.5.47 copies of in one & section of Class, and is being traced.

pcf. c.no. 14333

C.F. 32.

Department | Received ..... Registered .....

From (Name) Sri.D.S.Reddi, M.A. (OXON)

Designation Director of Public Instruction, MADRAS.

To

The Secretary to Government, Education and Public Health Dept. MADRAS.

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. 9 APR 1948

Enclosures: Rc. No. 922-E4/47 dated 7. 4. 1948.

Sir,

SUB:- MADRAS EDUCATIONAL RULES - Institution of Special Lectures and Courses in the Education of the defectives.

REF:- Govt. Memo No.71840-A/46-3 Education dated 13.5.47 and My Letter Rc.922-E4/47 dated 24.2.48.

I solicit the favour of orders of Government in the matter.

FOR DIRECTOR OF PUBLIC INSTRUCTION.

MDS 8/4

37

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E.P.U. (A)

Memo. No. 14333-2/48 A. Edn. dated 15-4-48.

Sub: Institution of spl. tng lectures and Courses in the Edn. of Defectives.

From the D.P.I. No. 922-E4/47 d. 7-4-48.

The attention of the D.P.I. is invited to Memo. No. 14333-1/48 A Edn. d. 15/3/48 and he is requested to send a copy of his letter No. 922-E4/47 d. 5-11-47.

9-4-48

15/4/48

21/6/1948

psc f. c. no. 25734

psc f.

22.4.48

To the D.P.I.

14/4/1948

C.F. 32 (a).

Department

From (Name) Sri.D.S.Reddi, M.A.(OXON)

Designation Director of Public Instruction,

Station MADRAS

Received Registered

To

The Secretary to Government,
Education and Public Health Dept.
MADRAS.

Enclosures:

Rc. No. 922-E.4/47 dated 20-5- 1948

Sir,

SUB:- EDUCATION - University - Inclusion of Education of defectives for B.T.etc.

Ref:- Govt.Memo No.14333-3/48-A Education dated 5-3-48 and 4-5-48.

****

I have the honour to submit herewith a copy of my letter Rc.922-E.4/47 dated 5-11-47.

ASST. SECRETARY TO GOVERNMENT
26 MAY 1948
EDUCATION AND PUBLIC HEALTH DEPT.

38728

FOR DIRECTOR OF PUBLIC INSTRUCTION.

Encls:
MDS
21/5

41

From
Sri D.S.Reddi.M.A.(OXON)
Director of Public In-
struction,
Madras.

Same as (T)16-17 (i)

To
The Secretary to Government,
Education & Public Health Dept.
MADRAS.

42

Rc.922 E.4/47 dated 5-11-47.

SUB:- INSTITUTION of Special Lectures and Courses in the education of defectives.

****

(T)14-15

In continuation of my letter Rc.922 E.4/47 dated 27-9-47, I have the honour to enclose a copy of the letter No.A.6133 dated 18-11-47 from the Registrar, University of Madras.

-True copy-

FOR DIRECTOR OF PUBLIC INSTRUCTION.

MDS
21/5

Same as 3/16-17 (18) 42

UNIVERSITY OF MADRAS.

No.A.6133

University Buildings,
Chepauk, MADRAS,
18-11-47

From

The Registrar,
University of Madras.

To

The Director of Public Instruction, MADRAS.

Sir,

Ref: Your letter RC. No.922 E4/47 dated the 26th May 1947 - Training Colleges - Institution of Special Lectures and Courses in the Education of Defectives.

******

In continuation of this Office communication No.C.R. 4399 dated the 12th September 1947, I write to inform you that, on a further reference to the Chairman, Board of Studies in Teaching, for clarification of recommendation No.1 of the Board, it is understood that the proposal of the Board was that a special course of lectures on the 'Education of Defective Children' be arranged.

The Syndicate considered the matter and resolved that a course of vacation lectures on 'Education of Defective Children' be arranged in consultation with the Director of Public Instruction, Madras.

I am to request you to be so good as to forward to me at an early date your detailed proposals to implement the scheme about arranging for a course of lectures on the above subject, furnishing particulars regarding the centre or centres where lectures could be arranged, names of lecturers suitable for appointment, probable time when the lectures should be arranged, and the procedure to be followed for the selection of teachers who may be asked to attend the lectures. The final choice of centre or centres for the lectures and the procedure for teachers to be selcted to attend them will be decided after receipt of your reply.

The University as on previous occasions, will pay the remuneration for the lecturers and the incidental charges for the arrangement of lectures. No travelling allowance or halting allowance will be paid by the University for the teachers selected to attend the lectures.

S/d....

Ag. REGISTRAR.

MDS
21/5

43

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(4)

E & A (A) 46

Memo. No. 14333-4/48 A Edn dated 31-5-48.

Sub: Institution of a Spl. course in the edn. of defectives.

From the D. P. I. No. 922-E4/47 dd. 27-9-47, 5.12.47 and 24-2-48.

J/14-17 & 1/c ff

The D. P. I. is informed that as the Uty. of Madras decided to implement the ~~decision~~ recommendation of the Board of Studies in Teaching that a course on the "Education of Defective children" be arranged, the Govt. considered that no further action was necessary on their part. The Director may proceed to cooperate with the Uty. in the matter of starting the Course, as desired in para 3 of the Registrar's letter No. A. 6133 d. 18.11.47.

vide J/15-21/15

× J/18-19 & 17

J/16

To the D. P. I.

28.5.48

28/5/48

31/5/48

C.F. 32.

In reply, please quote number, date and short title.

ASST. SECRETARY TO GOVERNMENT
25 JUN 1948
EDUCATION AND PUBLIC HEALTH DEPT.

48001

Education DEPARTMENT.

*Received*_____ *Registered*_____

From (Name) Sri D. S. Reddi, M.A.(Oxon.),

(Designation) Director of Public Instruction,

Post Box_____, (Station) Madras.

Telegraphic Address 'Instruction'.

To

The Registrar,
University of Madras, MADRAS.

RC. *No.* 922-E4/47, *dated* 25th June 1948.

Sir,

Enclosures_____

Spare Copies_____

MADRAS EDUCATIONAL RULES--Training Colleges--Institution of special Lectures and courses in the Education of defectives.

Reference:-Your letters No.A. 6155 dated 18th Nov. 1947 and No.A. 593 dated 14.2.1948.

I suggest that either Lady Willingdon Training College or The Meston Training College, Madras or both the colleges may be selected as centres for these lectures.

The name of Sri Chinniah Doraiswamy, Superintendent of the Borstal School, Palamcottah may be considered for appointment as a lecturer.

The lectures may be conducted after college hours - 5.30 to 6.30 P.M.

The first series of lectures may be for the benefit of the City Training School teachers, Training College Lecturers and B.T. students. The number of candidates that may are to take these lectures may be restricted to 200 or 250; one or two teachers being selected from each of the training schools at Madras.

For Director of Public Instruction.

Copy to the Secretary to Government, Education and Public Health Department with reference to Government Memorandum No.14355-4/48 dated 31..5..1948.

ks.26.6.

Go 2191 Bdw 10.10.47.

p 469 (J)

E to H (A).

This is a Copy of the letter addressed to the Registrar, University of Madras on which no action seems necessary. May be filed vide G.O. no 2191 Bdw. d 10.10.47.

(J)

31.7.48 31/7/48