

CHAPTER - II

GROWTH OF THE EDUCATION DEPARTMENT IN TAMIL NADU

"It should be apparent that neither the Schools nor other institutions of a nation can be fully understood merely by studying them as they are at present. Back of any institution is a long and complex history involving many conflicting ideas, struggles among and within various groups, a variety of experiences and many other factors."

Morphet, Johns and Reller.

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REFERENCES

2.0 Introduction:

Growth of education in the erstwhile Madras presidency comprising the four Southern States of Andhra, Karnataka, Tamilnadu and Kerala was mainly the outcome of the British administrative policy to give the people of this ancient land a modicum of modernity and an opportunity to improve themselves in the light of their contact with western civilization. Their administration was totally bureaucratic; and the theory and practice of democratic administration which we are ^vstriving to introduce in the field of education was entirely non-existent. Since independence, many changes have occurred in the area of education through planning and considerable financial and man-power resources were utilized for its development. In the Tamilnadu State too, as could be seen from the figures furnished in this Chapter much progress was achieved in various branches of education, right from enrolments to the facilities extended to teaching-learning in the institutions. This Chapter provides an illuminating account of the growth of the education department from its British origins to the present day endeavours of the

State Government to carry on the tradition of improvement in all branches of education to the maximum possible extent.

It will be found from the account given in the Chapter that only recently the University of Madras has instituted a Diploma course in school management indicating an awareness on the part of the educationists in Tamilnadu that something must be done to improve the administration in the educational institutions at the school level. Studies on the behavioural aspects of administration and training programmes to broaden and deepen their understanding relating to the science and techniques of educational administration have yet to be undertaken though a beginning has been made by the University of Madras as already been mentioned above.

Administrator behaviour is so complex and varied that its importance to a study of school life and improved performance by teachers and students cannot be exaggerated in any investigation related to the administration of school education.

In short the understanding of the administrator behaviour in schools of Tamilnadu, which is the theme of the present investigation, is expected to increase many fold when it is compared with the bureaucratic behaviour found in the Department of Education. This exactly is the purpose of this Chapter.

2.1

The Department of Education in Tamilnadu has a glorious past which dates from 1826. During the past 150 years it had many worthy achievements to its credit. Madras presidency as it was then known had the distinction of having Sir, A.J. Arbuthnot as the Director of education in 1854. After him, many more eminent educationists and intellectual wizards occupied the position of Director of Education and contributed richly towards the improvement of education in the presidency.

2.2 . Growth of Education Department:

As early as in 1826, Sir Thomas Monro, issued an order to take a census of the literate in the Madras presidency. As a result it was found that literacy was low. To improve the general education of the people, the office of the Director of Public Instruction was created. Fourteen years after the inception of the Department of Education, a University Department was started by the then Governor General Lord Elphinston. Mr. George Norton was the then Director of High Schools. The next year a high school was established in Madras. Some schools were also started for the education of girls, a fact which has great significance, because the first steps were being taken for the educational upliftment of women, who had been till then shut within the

close confines of their homes. According to the Woods Despatch of 1854, a Department of Education was established in the Madras presidency with Sir Arbuthnot as its first Director.

2.2.1 Developmental activities of the Education Department:

From the very inception this department was very active and progressed from achievement to achievement. The important functions of this department were the opening of high schools, training schools and introduction of grant-in-aid to schools. Henry Bidwell Gregg who was the D.P.I. from 1880-1882, appointed the Hunter Commission and implemented several of its recommendations. After Gregg, Mr. David Duncan became the D.P.I. from 1892-99. Under his chairmanship, a committee of 12 members was formed and they carried out several administrative reforms such as the framing of rules relating to the recognition of schools which received grant-in-aid, educational qualification of teachers, conditions of work for teachers etc., after a thorough examination. In 1892, the Madras Education Rules came into force. In 1920, rules relating to Elementary School Education were framed and implemented in 1921. Their suitability and relevancy were constantly kept under observation to effect modifications, if necessary.

2.3 Towards "Education for All":

The importance of "Education for All" was recognised as a sound policy by the Government, since education helps in the all round development of the people. In Madras presidency, Mr. Duncan was the fore-runner in providing appointments for lower classes of the people in his scheme of education for all. Compulsory education was enforced after 1924 educational census in the elementary schools in certain selected places. Sir. M. Statham, who was the D.P.I. during the period from 1936-1944, worked hard and with enthusiasm, to reduce the number of schools, where wastage and stagnation was the largest and also the single teacher schools. As per the Madras Education Rules, studentships and scholarships were given to students of backward classes, as was the case all over the world. Instead of a few going up the ladder of educations, facilities were created for everyone to benefit by education at all levels.

The Department of Education made great strides towards progress after the reorganization of the Madras presidency into the four Southern States of Andhra, Tamilnadu, Kerala and Karnataka, in 1953.

In 1957, a Census was taken in the presidency, when a careful assessment of educational facilities and requirement

was made. Where there were no schools, it was decided that an elementary school was opened within a radius of one mile from the home of a child and a middle school within a radius of 5 miles. The standard of existing schools were raised wherever needed.

From 1960 October, Municipal Boards were established and they were made responsible for the management of elementary schools. The Table on page no. 22 shows the rapid growth of Education at different levels

To facilitate the programme of "Education for All", education was imparted free upto Vth class only. Later by stages education was made free upto the University level. The educational plans and syllabi are being constantly revised to suit the changing needs of the State and also the rising expectations of the people. This kind of change for the improvement of education is bound to be a continuous process.

Another important feature of the programme of "education for all", was the starting of Night Schools for, adult illiterate from 1948. Under the supervision of the D.P.I. two branches of adult education began to function, one in the rural areas and the other in urban areas. To-day we find that in Tamilnadu, in every municipality area, there is

Table 2-1 : Education at Different Levels

		1956-57	1976-77
1.	Number of Schools (upto Std. V)	22,608	27,306
2.	Number of Middle Schools (upto VIII Std.)	64	5,750 ?
3.	Number of High Schools (Upto Std. XI)		
	Boys..	725	2,405
	Girls..	169	469
		<u>894</u>	<u>2,874</u>
4.	Number of Children in Elementary Schools		
	Boys	17,09,300	32,02,481
	Girls	9,65,296	25,49,798
		<u>26,74,596</u>	<u>57,52,276</u>
5.	Number of children in Middle Schools		
	Boys	79,909	9,74,431
	Girls	48,601	5,75,436
		<u>1,28,510</u>	<u>15,49,867</u>
6.	No. of Children in High Schools		
	Boys:	3,63,679	5,33,821
	Girls:	1,25,079	2,68,324
		<u>4,88,758</u>	<u>8,02,145</u>
7.	Total number of Teachers in all the Schools.	1,08,874	2,51,717
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an adult education centre to cater to the needs of the adult illiterates.

According to 1948 Madras General Literary Rules, Municipalities and private managements were permitted to set up libraries. At present in each revenue district of Tamil Nadu, a local library committee is functioning to protect the general libraries and to give them financial aid. These committees are supervised by the officers of the Public Library Department.

2.4 The School Meals Programme:

It is a well known fact that people are motivated to act in a particular way, if they are given incentives. The school Meal Programme was started in 1956, as an incentive for poor students to enrol themselves in elementary schools. It had the generous help and support of the public. Under this scheme poor students were provided noon day meals. As it proved successful, the Government was encouraged to sanction monetary grants in support of the scheme in 1967. CARE from America came forward to help the mid-day meal scheme with milk powder, butter-oil, broken wheat etc. It supplied costly and nutritious food and set up 97 Central Kitchens in Chingleput, North Arcot and other Southern districts and two Central Godowns, besides 9

divisional Godowns for storing food-stuffs. Today 20.25 lakh poor children receive free mid-day meals. The total cost of this Scheme is Rs.4.80 crores. The CARE also established a Work-shop in Vikravandi for repairing 224 food vans and other vans used in the Scheme.

Thus we see that Government and various voluntary and foreign agencies have been doing everything in their power to enrol an increasing number of children especially from the weaker sections of the society to attend school. It is indeed encouraging to see that these efforts are not altogether in vain, as the total enrolment at the primary level today is reported to have reached 94.64%.

2.5 School Improvement Movement:

In 1958, a novel Scheme in the form of supplying the needs of the school through the voluntary contributions of the public, in cash and kind was started. Gradually it became a movement and captured the attention and praise of not only the other states in India, but also educationists from abroad. A number of school improvement conferences were organised and some of them have been inaugurated by even the then Prime Minister Jawaharlal Nehru and the President Dr. Rajendra Prasad.

A scheme for issuing free school uniforms for poor students was started in 1960. Eventually it was clubbed with the school improvement scheme. An important advantage of school uniform scheme was the development of group spirit and a sense of belonging among school children.

Poor pupils receiving mid-day meals in Std. I to III are provided text-books free of cost and poor pupils in Std. I get slates also free.

2.6 Increase in the number of school students:

All the above mentioned efforts by the department of education led to the increase in the number of school students. In 1947, when the country attained Independence, the then Madras Presidency consisting of Andhra, Malabar, southern Canara regions had 42,27,062 children in the recognised educational institutions. In 1953, after the separation of the Andhra Pradesh, there were 38,77,013 children in the schools in the Madras state. This includes those who studied in Malabar and Southern Canara regions.

In 1956, after the Kerala State came into existence there were 32,94,044 children in the educational institutions in the Tamil Nadu itself. This number increased rapidly in the past 20 years and in 1966-67 it rose to 62,47,58 and in 79-80 to 86.27 lakhs. In other words, the number increased more than double the number found in the erst-while Madras Presidency.

This is a remarkable achievement in the history of education in Tamil Nadu. It goes without saying that the reasons, for this rapid increase are due to the efforts of the department in launching educational schemes such as the implementation of the universal compulsory education from Std. I to VII, provision of free lunch, free uniforms, slates and books to the poor children.

After introduction of free education in 1964, there was a large increase in the number of school going students. Also, the idea that education is for the select few was changed and people realized that it was meant for all and that all had a right for education and were worthy of being educated.

Elementary and higher elementary schools were set up in small villages where there was a population of 300.

2.7 Incentives to students and teachers:

In order to secure commendable progress in the field of education, it is not only the students who have to be motivated but the teachers as well. Since Independence teachers too are being given incentives to put in their best towards progress and improvement of education.

Teachers' salaries and service conditions have also been revised. For the welfare of the teachers in non-government schools, Retirement-cum-gratuity scheme was introduced from 1-4-55. In 1959, the Central Government brought in the scheme of presenting national awards to the outstanding teachers. On the same lines, the Tamil Nadu State Government too instituted State awards to the outstanding teachers. Thus, the spirit of keen competition and a sense of achievement provided the motive impelling the teachers to give their best to the profession. Similarly in 1976, the Tamil Nadu Government raised the retiring age of the teachers by 5 years. The Government also encouraged the teachers by giving salary advances for their self-improvement.

2.7.1 Teachers' Homes: Monetary assistance:

For the welfare and relaxation of teachers, rest houses were constructed in important towns of each district. The first home was constructed in Vellore in 1970. Following this, Homes were constructed at Kodaikanal for Madurai district, at Ooty for Nilgiris district and at Madurai for Ramnad district and they are functioning well.

In 1961-62, the Central Government came forward offering National Scholarships for outstanding students to pursue higher education. It gave loan scholarships to the

children of teachers working in elementary and High schools. In order to assist promising children in village schools to receive higher education, plans for educational assistance were revised and implemented from 1971-72 onwards.

The scheme for awarding a gold medal to the students, who secured highest marks in the school final examination, was introduced in 1977. Prior to this scheme, in 1976, the decision to award scholarships to students, belonging to Scheduled caste and tribes and backward classes; who secured 400 marks and above, was also implemented.

2.8 Towards Improved Standards:

The above mentioned measures undertaken to improve education in the State encouraged the Government to venture out into wide horizons. Now the Education Department took important steps to improve the standards of education through generous allocation of funds and grants made available by the State Government.

In 1965, the State Institute of Education (now known as the S.C.E.R.T.) was started. This institute offered in-service training for teachers in order to raise the standards of education in the State.

Yet another step undertaken by the Tamil Nadu State Government to raise the standards of education was to inaugurate in 1959, The Madras English Language Teaching Movement in collaboration with the British Council. Its main^{aim} was to raise the standard of English teaching. Since then, 9 more English language centres were set up. They helped to train teachers of middle schools and high schools to teach English well and also to improve the teachers' knowledge of English. Newer methods of teaching English were also taught to the teachers.

2.8.1 Ten Year School Plan:

The revised Syllabus for 10 year plan in the schools was implemented in Tamil Nadu as follows:

From standard 1 to 5, with the exception of Mathematics and Science, the revised syllabus was put into practice from 1972-73. From 1973-74, the revised syllabus in General Science was implemented from standards 1 to 5 and that of Arithmetic from standards 1 to 3.

For the other standards, the revised syllabus was implemented as follows: (See Table 2.2 page).

In 1976-77, the revised syllabus became operational for all subjects in standard X.

Table 2.2Implementation of Revised Syllabus

Sr. No.	Subjects	1974-75 Std.	1975-76 Std.
1.	Mathematics	IV, V, VI	VII, VIII
2.	English	VI, VII	VIII, IX
3.	General Science	VI	VII, VIII, IX
4.	Tamil	VII, IX	VIII
5.	History	VII	VIII, IX
6.	Geography	VII	VIII, IX

2.8.2 In-service Training for Teachers:

In order to cope with the new syllabus in-service training was given to all school teachers, so that they may teach modern mathematics and higher sciences efficiently. The revised syllabus in these subjects was implemented from 1973-74 in stages. Training schemes for teachers who implemented as shown in Table 2.3 (see page No.131).

For the benefit of the administrative personnel such as head-masters/head-mistresses or principals of secondary and higher secondary schools, and Inspecting Officers as well

Table 2.3. : In-service Training Schemes for Teachers

Categories of Teachers	Number	Year	Subjects in which they were given in-service Training in teaching methods		
(1)	(2)	(3)	(4)		
1. Primary Stage	58,500	1972-73	Modern maths and Higher Sciences		
2. The Heads of High Schools and Science graduate Teachers	2,823	1973-74	-	do	-
3. Secondary Grade Teachers in middle Schools and High Schools.	35,000	1974-75	-	do	-
4. Graduate teachers in High Schools	14,000	1974-75	-	do	-
5. Those teaching in Std.VI and VIII and other secondary grade teachers	15,000 35,000	1975-76	-	do	-
6. Resource Persons (those who train the teachers)	4	1975-76	To evaluate the results of the training given to secondary grade teachers.		
7. Primary School Teachers	52,000	1975-76	Retraining for teachers who were trained in 1972-73.		
8. Middle-School teachers	40,000	1975-76	Training for rural school teachers.		
Graduate teachers	12,000				

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as senior teachers, the University of Madras is conducting a Diploma Course of 9 months duration with effect from 1978. The Syllabus for the Course is appended under Annexure.

Training the teachers to teach implies that they are equipped with knowledge and skills which infuse in them confidence and courage to face the class. Teachers are expected to deal with their subjects with poise and confidence after the training given to them which in turn helps the student body to get interested in the lessons.

A boost was given to the Science education in schools by the supply of modern scientific equipment donated by the UNICEF and other local resources. The setting up of Science work-shops also helped to fulfil the needs of the schools lacking in such equipment. One Scientific work-shop was set up in each of the 36 educational districts into which the Tamil Nadu State is divided. The Science fairs and exhibitions which were held in every nook and corner of the State aroused the enthusiasm of the teachers, students and the general public.

2.8.3 Science Conferences and Science Exhibitions:

Science Conferences and Exhibitions serve to highlight the strides made in the field of Science and Technology in the world and our achievements in this field. They also

serve to involve the people in the educational endeavour and make them aware of the need to develop scientific out-look. Through the joint efforts of Tamil Nadu School Education Department and the NCERT and the monetary assistance from the Pandit Jawaharlal Nehru Memorial Fund, the first State level Science Exhibition was inaugurated in November, 1978. Since then, every year State level Science Exhibitions are being held with the active participation of high schools from all the educational districts of the State.

The State Education Department was not merely interested in the improvement of academic side but also the physical well-being of the school going boys and girls. This can be seen in its programme of sending medical vans to all the educational district for the purpose of routine medical check-up of all school children. Moreover, the school complex movement was also utilized to improve the facilities of the Schools.

In the field of physical education the Education Department of the State took several steps to improve the standard of the Games and Sports; one of them, is the formation of State level teams in various games. The Chief Minister of the State himself was the administrative head of the Sports Council. In 1975-76 Physical education was made a compulsory subject in the school curriculum. This

indicates the keen interest evinced by the State in physical education and the encouragement given for games and sports in the State.

In 1972, the State Evaluation Unit became an integral part of the Department of School Education. This has helped in the development of modern methods of evaluation in the schools.

Thus the Education Department of Tamil Nadu spread its growth tentacles in almost all directions. In 1960-61 nationalization of text-books was accomplished. In 1969 the Tamil Nadu Text-book Society was formed and began publication of the nationalized Text-books and Teachers' Guides.

Since 1964, a Parent-teacher Association has been functioning in the State, with 12,080 branches in Schools all over the State. This new venture is aimed at establishing good rapport between the parents and teachers, school and home, School and the community.

2.9 Separate Branches and New Departments:

In the beginning, the Director of Public Instruction was in charge of all the branches of education including medical education. The public libraries were also under his jurisdiction. Medical Education and Agriculture were later on separated and attached to the related departments. Since.

the administrative functions increased, separate directorates were formed for Legal Education (1953) and for Technical Education (1957). In 1965, the Directorate of Public Instruction, which functioned all along as a Single Unit was split up into two separate departments - Directorate of School Education and the Directorate of Collegiate Education.

2.9.1(a) Collegiate Education Department:

Ever since the Collegiate Education separated from the School Education in 1965, several eminent educational experts have adorned the office as head of this department, rendering valuable service. It was during this period that the Madurai University came into being, and the Gandhi-Gram Rural Higher Educational Institute was made into a Rural University. During this period many new colleges also sprung up and enrolments increased as indicated in the Table 2.4 (see page 36).

The above table shows that there was substantial expansion of collegiate education. In the matter of a single decade there was doubling of Colleges, enrolments, teachers working in them and expenditure. What is more, the efforts put in by the Education Department, who not only aimed at the expansion and growth of Colleges, but also for the growth of libraries, laboratories and other facilities. In recent years, it is being emphasised that the standards of education

Table 2.4 : Spread of Collegiate Education

New Colleges	1966-67	1976-77
1. Various Government Colleges (Arts and Science)	35	59
2. Various Private Colleges	113	175
3. Enrolments in Colleges (Boys)	74,000	1,46,000
4. Enrolments in Colleges (Girls)	23,000	65,000
5. Working teachers Men and Women	4,900	12,200
6. Expenditure for Collegiate Education	Rs.214 (in Lakhs)	Rs.2,038 (in Lakhs)
7. Grants given to private Colleges	Rs.102 (in Lakhs)	Rs.1,184 (Lakhs)

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at the college level should be raised. In pursuance of this objective teachers are being deputed to research courses like M. Phil. and Ph.D., under the Faculty Improvement Programmes.

Continuing education programmes are being implemented through Evening Colleges and Correspondence Courses.

In the sphere of Student Welfare, Government through the Education Department have made several arrangements to improve the facilities already existing and to add new services. Students of Scheduled caste and Scheduled tribes, who have passed S.S.L.C. or P.U.C. Examination securing 60% marks are being given a total grant of Rs.300/- to enable them to pursue higher education. Boys and girls belonging to the Scheduled caste and tribes are also being given free education upto the graduate level. To help students better in their academic and personal life, Student Welfare Centres are being established.

From 1-4-76, college teachers are being paid the U.G.C. Scales of pay. At the School level also, the State Government raised the scales of pay of teachers. For example a school teacher who was getting salary in the pay scale of 140-250 in 1960 is now being paid in the pay scale of Rs.500-700. Rules relating to leave, provident fund, retirement and gratuity were liberalized.

2.9.2(b) Medical Education:

Another change that was effected was in the field of Medical Education. Initially this was clubbed with the Collegiate Education under the D.P.I. but in 1912, it was transferred to Medical Department. The inception of medical education in Madras presidency dates back to 1835, when a small medical school was built for the benefit of the Army personnel. Later, civilian students too were admitted. This School grew into a medical college in 1850, and was affiliated to the University of Madras. Women candidates were admitted into the college for the first time in 1876.

A second medical school came up in 1877 under the name Stanley Medical School at Madras. It became a Medical College in 1938 and was affiliated to the University of Madras.

In 1966, a separate Director of Medical Education was appointed and medical education was brought under his control. Ever since, education in the field of medicine grew rapidly in Tamil Nadu. At present there are 8 Government Medical Colleges in the State, 3 in Madras and one each in the districts of Chingleput, Madurai, Tanjore, Tinnevely and Coimbatore. In Vellore there is a private Medical College, the C.M.C., founded by the American Missionary, Dr. Ida Scudder. Every year, a total of 1015 girls and

boys are being admitted into all these medical colleges. There are excellent facilities in the Medical College of Madras and Vellore for higher studies and research in different branches of medical science. Besides these colleges where allopathic medicines is taught, these are integrated colleges of indigenous medicine in Madras and Tirunelveli.

2.9.3(c) Polytechnical Education:

Polytechnical education is an important branch of education. A developing nation like ours, needs men who possess technical skills. It is in the areas of Engineering, architecture, carpentry, smithy and such specialized jobs that skilled man-power need is felt keenly today.

In Tamil Nadu, the Engineering College were at first under the jurisdiction of the D.P.I. and the institutes for polytechnique education were under the administration of the Director of Commerce and Cottage industries. Subsequently on the recommendations of the Technical Education Commission, which were accepted by the Government of India, the Tamil Nadu State set up a separate Board of technical education and appointed a Director. Since 1957, Colleges and Institutions of technical education including technical high schools were placed under the supervision of this Director. Now there are 13 technical education college which admit 2,982

students and 27 technical education institute which admit 4,111 students. There are also three girls' polytechniques which admit 420 students. Besides, there are 9 Arts and Crafts institutes admitting 840 students annually. The 14 technical high schools that the State has, also provide admission for 840 students. The Tamil Nadu State has set up a separate University for technical education in 1979, and since then the Board of Technical Education was given a statutory status. All this points out to the growing importance of and attention given by the State for the development of technical education.

2.9.4(d) Agriculture:

Agricultural education in the State developed from a small beginning. There was a farm at the place where the present Teachers' College is situated at Madras with a school attached to it. This agricultural school became an Agricultural College in 1878 and in 1902-1903 it was shifted to Coimbatore. It was attached to Agricultural research institute for some time and was under the D.P.I. In 1906 a separate directorate for agriculture was set up and the department of agriculture came under its jurisdiction. Later on, Agricultural Colleges were started in Madurai and Annamalai universities. The Agricultural College at Coimbatore became the Agricultural

University in 1970-71 and the Agricultural college at Madurai also was affiliated to it.

2.9.5(e) Non-formal Education:

In view of the prevalence of illiteracy among large sections of the people and the inadequacy of formal type of education, Tamil Nadu State decided to launch Non-formal education on a large scale. Until March 1976 non-formal education was clubbed with school education and was under the control of the Director of School Education. Later, owing to the realization of its importance, a separate Directorate of Non-Formal Education was created. Since then, this branch of education expanded many fold and doing commendable service to the general public, especially in rural areas of Tamil Nadu.

The non-formal education scheme is fully financed by the Central Government. Under the Scheme initially 100 Centres were opened in the Salen District to remove illiteracy among 1 lakh of adult illiterates. Each centre imparted non-formal education to 30 adults. The following table clearly shows the number of centres wherein non-formal education was imparted.

Table 2.5: Non-Formal Education Centres

Age Group	No. in each Centre	No. of Centres	Year of inception
6 to 11 and 11 to 14	30	374	1977

At the outset, there was only one centre for each municipality, but it is now increased to two.

In the case of North Arcot, South Arcot, Trichy, Salem, Coimbatore, Tinnevelly, Dharmapuri and Ramnad districts, 50:50 assistance from centre and state Governments was secured to provide non-formal education to 30 people in the age group of 15 to 20 years in each centre. There are 100 such centres now which functioned for 8 to 9 months in a year. In North arcot, South Arcot, Coimbatore, Tinnevelly, Tanjore, Trichy and Chingleput district 630 farmers in the age group 15-35 were taught by 30 trained personnel.

The non-formal education programmes in the state are being launched on an ever increasing scale. Economic uplift and removal of illiteracy among people, especially in the rural areas are its prime targets.

2.9.6(f) Department of Public Libraries:

In order to inculcate the habit of reading books, among people and to improve the knowledge and general awareness of the reading public, public libraries were established by the State Government. Initially, even these public libraries were under the control of the D.P.I. The public Libraries Act of 1948, gave a fillip to the spread of library movement to the rural areas and other towns. In 1972 a new

post of Director of Public Libraries was created and the administration of Public Libraries was given into his charge. At present the following libraries are functioning in the Tamil Nadu State.

State, Central Library	1
District Central Libraries	13
Branch Libraries	1441

2.9.7(g) The Tamil Nadu Text-book Society:

As a further step to make education available to all and with the least monetary difficulty, the Tamil Nadu Text-book Society took upon itself the task of publishing nationalised text-books, with effect from 1969. It undertook the responsibility of publishing text-books according to revised Syllabus by stages. So far it has published more than 3 lakhs of text-books in all subjects used at the school level. It is also publishing important books in the minority languages, viz., Telugu, Malayalam, Kannada and Urdu.

The Society is giving Rs.25 lakhs worth of school text-books every year free of cost to poor children studying in standards 1 to 3 in the primary schools. Besides, about 5 lakhs worth of text books are donated to book-banks to help poor girls and boys studying in standards 1 to 8.

The text-books which were prepared according to syllabus are periodically evaluated with the assistance of the experts from NCERT and the School Education Department of the State so that high standards of Production are maintained.

The text-book society is also producing teachers' guides to help in the improvement of standard of teaching, as without such aids, the teachers may find it difficult to interpret the syllabus in the way it should be done.

2.9.8(h) Government Examinations:

Examinations occupy an important place in the education system of our country, as they decide the attainment of academic standards and achievement of students. The success in examination also holds the the promise of finding a job at an early date. Therefore, the education department in each State of India makes elaborate arrangements for conducting examination at the end of school education and also other certificate examinations.

Before the Reorganization of States in the Madras Presidency, there was a Board of Middle School Education, which used to conduct examinations. It was under the control of the D.P.I. From 1911, the Government instituted a new public examination which was called the S.S.L.C. (Secondary School Leaving Certificate). Since then, this examination

was held once a year, and from 1949, it was held twice a year in March and October each year. For Anglo Indian Schools, a separate examination by name Anglo India School Final Examination is held.

Another examination, at the end of 8th standard used to be held between the years 1942-65. At present the State department does not conduct this examination.

With effect from 1975, a separate Director was appointed to the department of Government examinations as the number of school going children increased and the work in the department needed extra staff and supervision. There are also a number of certificate courses, for which the responsibility for conduct of the examinations and publication of results rests with the Department. The Director of Government Examination is also in charge of SCERT.

The Tamil Nadu State Institute of Education which was started in 1965, for the purpose of conducting in-service training courses for primary school teachers, is today known as the SCERT (State Council of Educational Research and Training). Notable among its various functions, the SCERT examines modern methods of teaching all subjects including science and provides in-service education to teachers and heads of institutions at different levels of school education.

It collaborates with the NCERT at the national level, and other educational institutions in an effort to raise the standards of teaching.

2.9.9(h) Legal Education:

The Law College was founded in 1894 with the object of producing legal experts to establish law, order and dispense justice in the Madras Presidency. At that time it was under the administrative control of the D.P.I. It was only in 1953, a separate Directorate was established for legal education. Under its guidance legal studies received an impetus. To enable working people to pursue legal studies on part-time basis, Evening Colleges were started. Till 1968-69, B.L. Degree course was of 2 years duration in the full-time college and in the part-time evening college, it was 3 years duration. From 1969-70 and 1976-77, these were lengthened to 3 years and $4\frac{1}{2}$ years, respectively. From 1977-78, the duration of these full time as well as evening college courses were changed to 3 years.

At present, Tamil Nadu State has Law Colleges at Madras, Pondicherry and Madurai.

2.10 Some notable development in the Tamil Nadu State Education System in recent years:

A major land mark in the history of educational

development in Tamil Nadu was the acceptance of the National Education Scheme (10 + 2 + 3) for implementation by the State Government in 1976. On 1-1-1976, a special officer was appointed in the cadre of Director to put into force the changes that were brought in the wake of this major innovation. This post was soon clubbed (20.3.1976) with that of the Director of School Education, who was made responsible for Secondary and Higher Secondary School Education. He became the head of the Board of Higher Secondary Education and also the administrative head of the Board of Teachers Education.

A separate Board was formed for Anglo Indian Schools in 1975 headed by the Minister for Education. In 1976, they came in line with other schools in the state by changing their academic year from January-December to June-April on their own. The Matriculation schools too, which were under the administrative control of the University came voluntarily under the supervision of the Director of School Education.

In recent years most of the schools in the State (High; Middle and Primary) were provided with radio set so that radio lessons are broadcast for the benefit of students and teachers in the class room. With monetary grants from the Central Government, the State Education Department is able to provide educational T.V. Programmes in a unique manner for

for the benefit of the schools.

To inculcate the habit and practice of saving among school children the School Savings Scheme, or "Sanchayika Scheme" was launched in all the Schools. Steps are also taken to infuse confidence, self-help, service mindedness among students through the implementation of school cleaning campaigns and village adoption schemes.

With the implementation of the 10 + 2 system of education technical and vocational education became vitally important. Therefore at all stages of school education training in Arts and Crafts is being provided. Besides, pre-vocational training centres are functioning in 7 places in the State to help those who completed standard 5th in the age group of 10-14 years and who do not have the facility for higher education. In more than 300 schools, vocational education classes used to be held as an optional subject for students of standard X and XI, before the implementation of 10 + 2 Scheme. After 1978, these vocational subjects are being offered in the higher secondary schools. Moreover in 50 selected high schools, training is being given in different kinds of crafts as an optional subject in the evenings after school hours.

In the sphere of inspection and supervision of schools, the Tamil Nadu State introduced the panel inspection method

from 1977. Under this scheme inspection is done with the assistance of the District Educational Officers, Inspectresses of Girls' Schools. Head-master and Head-mistresses of the schools and specialists in various subjects. This was formulated with the special aim of giving a new look to inspection and to make it more meaningful and skill oriented.

2.11 Expansion of the Directorate of Public Instruction in Tamil Nadu State.

As noted from the above account, there has been a steady expansion in the activities of education department of the Tamil Nadu State. Along side these burgeoning activities improvements are effected in the service conditions of the employees. In the formative years there was one District Educational officer for each revenue district, and for a group of districts there was one Inspectress of Girls' Schools. Some Deputy Inspectors have more than one taluka under their administrative control. In recent years higher posts like Chief Educational Officers are created and D.E.Os are given promotion to these posts. The aim of this step is not only to extend the area of control, but also to supervise effectively.

After 1956, in the Inspectorate, there were two Chief Education Officers, 15 D.E.Os. for the 13 revenue districts,

a special officer for Pudukhottai, 4 regional inspectors of physical education, 180 school Deputy Inspectors and 150 School Junior Deputy Inspectors.

To-day, there are 3 Joint Directors (Higher Secondary, Middle Schools and Primary) and Assistant Directors, (one for the employees, two for higher secondary, one for primary), one Officer to control the contingency funds, one administrative Officer, 2 co-ordinators, one Public Relation Officer, 6 Assistant Directors, (Science education, technical education, audio-visual education, statistics, mid-day meals, adult education and libraries); One special Officer for English, 2 script writers for the T.V., 1 librarian in charge of films. All these officers are assisting the Director of School Education in the Directorate.

The Chart (see page no. 152) gives details of administrative structure of Education in Tamil Nadu, as it is found today.

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