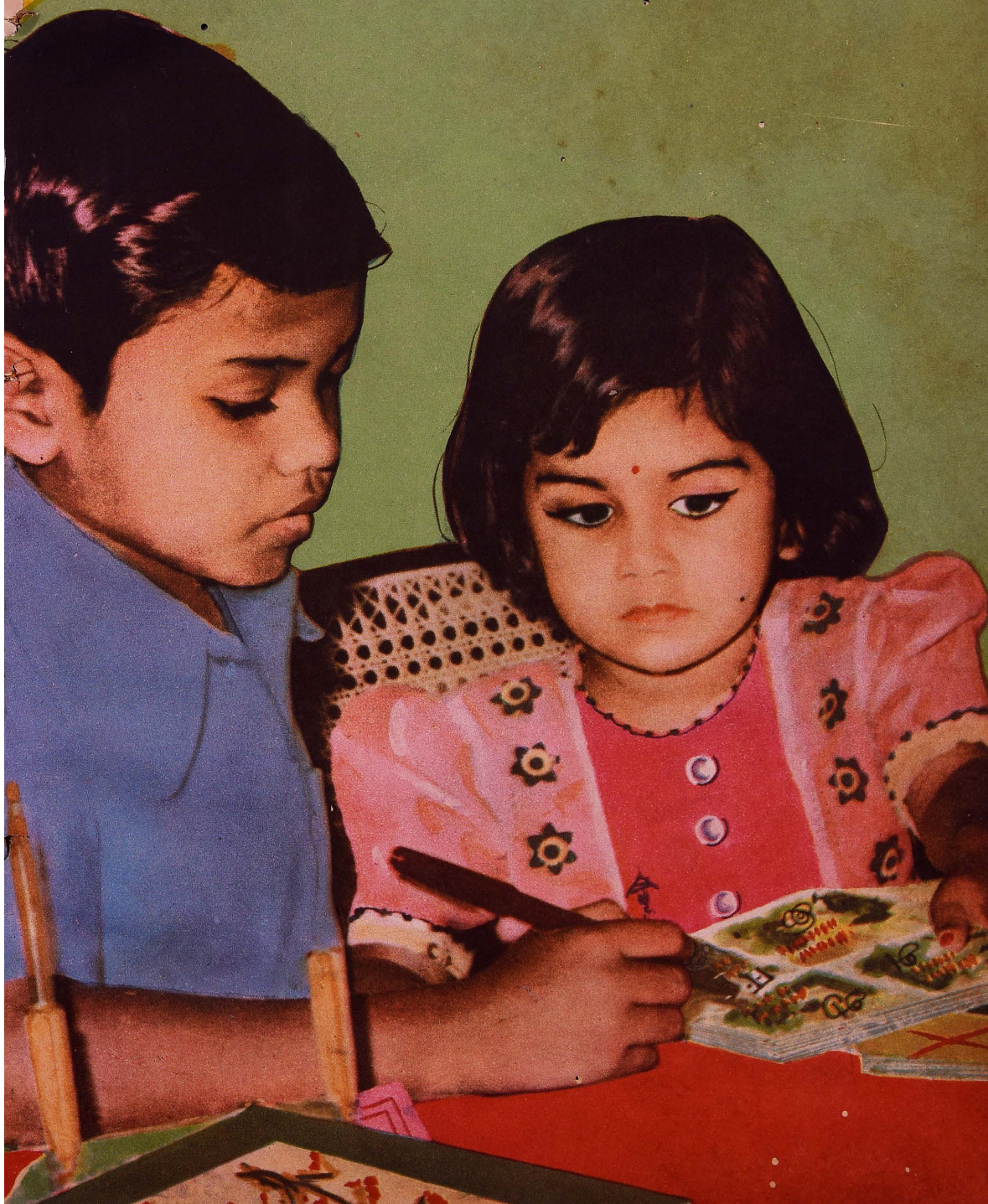


EDUCATION
Special

Tamil Arasu

JUNE 1979 50 P.

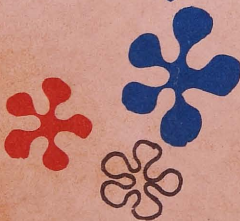


ERADICATE UNTOUCHABILITY

It appears that there can be no greater evil
in the world, than the seggregation
of Harijans in India.

Mahatma Gandhi

We will be paying our debt
of gratitude to Mahatma Gandhi
by eradicating this evil.



ISSUED BY :



DIRECTOR OF INFORMATION
& PUBLIC RELATIONS
GOVERNMENT OF TAMIL NADU



Prime Minister's Appeal



UR National Policy for Children recognises children as "the Nation's supremely important asset" and "their nature and solicitude as our responsibility". Development of this human asset has been Government's objective and programmes have been drawn up to achieve this objective.

The International Year of the Child has given a fillip to our activities and the Government's National Plan of Action lays down the measures to be taken to provide nutrition, health and education to the children. The Plan of Action indicates the possible role of not only Governmental agencies but also of voluntary organizations. In my view voluntary organisations have an important role to play in the welfare and development of children who require to be brought up with care and affection which only dedicated individuals in voluntary organisations can provide. To help them we have launched the National Children's Fund with the primary objective of providing financial assistance to voluntary organisations for taking up programmes for the welfare of children particularly those belonging to Scheduled Castes and Scheduled Tribes and destitute children.

It is the responsibility of the community to see that their children, who represent the future generation, receive full facilities required for their growth. The National Children's Fund gives an excellent opportunity for everyone to contribute according to his mite for the welfare of the future of mankind. I would appeal to the business and the industrial houses and to the generosity of citizens to help in a big way to achieve the objectives of the Fund by contributing liberally to it.

Contributions to the Fund are exempt under Section 80G of the Income Tax Act. Contributions will be gratefully accepted by the Secretary-Treasurer, National Children's Fund, Shastri Bhavan, New Delhi.

In this Issue:

Woman are the worst sufferers through the evils of drink. The Chief Minister, Thiru M.G.R., calls upon the people to extend all co-operation to eradicate this evil.

Tamil to become the court language in 18 months.

The heart-rending scene of 50-60 students fainting during prayers, daily, was the origin of the mid-day meal scheme. The founder of the programme goes on to say how the scheme originated in Tamil Nadu.

The progress of education in Tamil Nadu, the phenomenal growth of Collegiate education and Adult education in partnership with youth makes interesting reading.

"A Healthy child has a happy future"- an interesting article on comprehensive child care.

Nature gave man a clean earth to live upon. But he has defiled it by polluting the fresh air and water through industrial wastes etc., Finally, he has "made a noise in the world" with high speeding jets and fast vehicles spewing noxious gases. A special body has been set up to suggest measures for a clean environment.

Volume

No :

IX

Tamil Arasu

JUNE 1979

Issue

No :

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CHIEF MINISTER SPEAKS



TAMIL AS COURT LANGUAGE

The Tamil Nadu Chief Minister Thiru M.G. Ramachandran said that Tamil should become the Court language at all levels in the State within 18 months.

While presiding over a function to release the law lexicon and the Tamil translation of eight central Acts and two state sets brought out by the commission, the Chief Minister said that the government would give maximum assistance to the State official Language (Legislative) Commission to translate Central and State Acts into Tamil.

Referring to a suggestion that only persons knowing Tamil should become High Court Judges, he said a majority of the judges knew the language well. He hoped that they would pronounce judgements in Tamil and allay the fears entertained in certain quarters that Tamil could never become the Court language.

The Chief Minister said when the case involving him was conducted in 1967, he could not follow what was happening in the court for some time, though he knew something about laws. Then he could imagine the plight of ordinary persons.



The Chief Minister Thiru M.G.R., presented a set of publications to Thiru M.M. Ismail officiating Chief Justice

DRY LAW

The Chief Minister Thiru M.G. Ramachandran declared that he was prepared to have a referendum in the State on Prohibition. Such a referendum should, however, be restricted to women because only they suffered most on this account.

The Chief Minister addressed the Prohibition Conference, held under the auspices of the Rajaji Birth Centenary Celebration Committee. He said that he would not like to "Cheat" himself on the people by claiming that the dry law was a total success in the State. But he was determined not to give it up, since it was a matter of conviction for him.

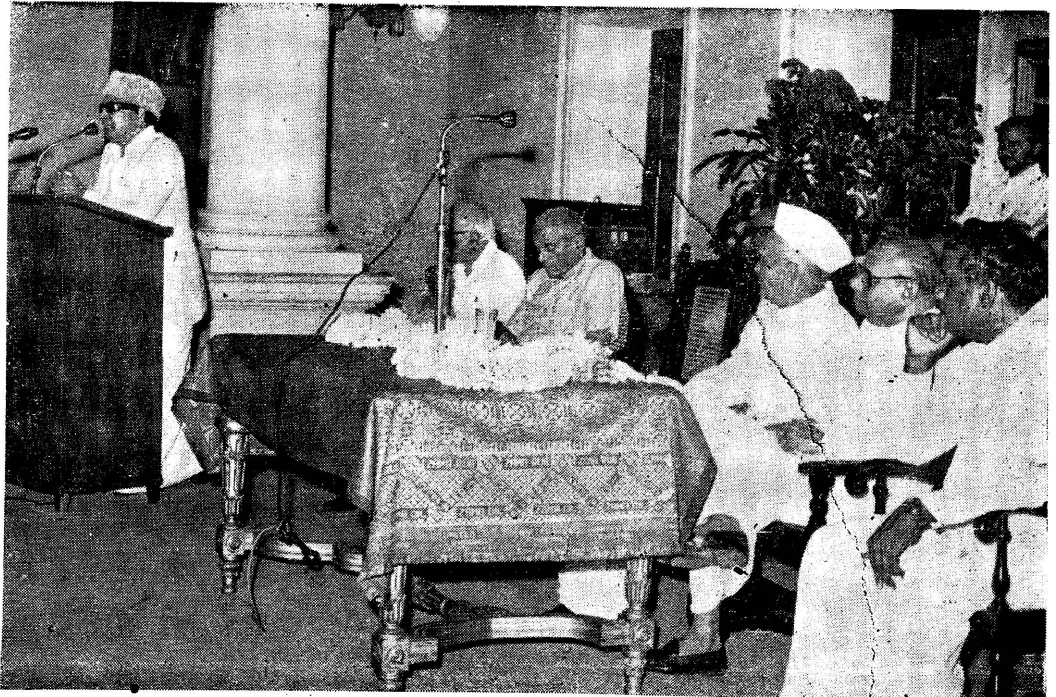
One could not be guided by monetary consideration on an issue like Prohibition. Profit-loss reckoning had no place, where an ideal or conviction was involved.

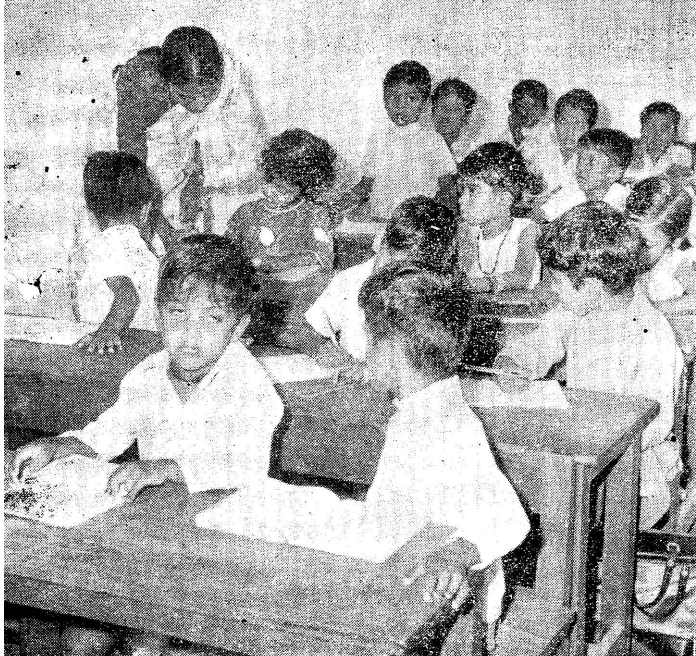
Pointing out that Tamil Nadu and Gujarat had been pressing the

centre for financial assistance by way of compensation for the loss to the state exchequer on account of Prohibition, "even if the Centre refused to oblige, we will not go back on it."

Propaganda had a vital role to play in making a success of Prohibition, said the Chief Minister. He suggested that people should form committees in every street and measures evolved to impose a certain degree of self-discipline. If the people extended their full co-operation he was sure it would be possible to eradicate the drink evil within two years.

His commitment to Prohibition he said dated back to his younger years when he had seen how fortune had been wiped out because of liquor addiction. Also he had given an assurance to Rajaji that he would do his utmost to banish the evil.





Education In Tamil Nadu

C. Aranganayagam,
MINISTER FOR EDUCATION.

The outlay for Education, in 1979-80 is Rs. 209 crores. The expenditure on education has been steadily rising, as may be seen from the figures of Rs. 123 crores spent in 1975-76, Rs. 143 crores in 1976-77 and Rs. 163 crores in 1977-78 and Rs. 191 crores in 1978-79 (Revised Estimates).

The following is a sector-wise break up of the provision in the Budget Estimates for 1979-80.

Budget Estimates for 1979-80

| (1) | Non-Plan (2) | Plan (3) | Total (4) |
|--|-----------------|-------------|--------------|
| (Rupees in lakhs) | | | |
| Expenditure on maintenance and repairs to buildings of Government Schools, Colleges, etc.— | 50 | .. | 50 |
| Education— | | | |
| 1. Primary Education .. | 1,00,89 | 73 | 1,01,62 |
| 2. Secondary Education .. | 57,37 | 53 | 57,90 |
| 3. Higher Secondary Education .. | 6,80 | 8,37 | 15,17 |
| 4. University Education .. | 19,62 | 88 | 20,50 |
| 5. Special Education .. | 59 | 55 | 1,14 |
| 6. N.C.C., Sports, etc. .. | 1,56 | 40 | 1,96 |
| 7. Other items .. | 1 | .. | 1 |
| 8. Technical Education .. | 5,99 | 97 | 6,96 |
| | 1,92,83 | 12,43 | 2,05,26 |

SCHOOL EDUCATION

School Education gets the largest share of the Education budget. Out of the Rs. 209 crores under Education Demand in Budget Estimates 1979-80, about Rs. 160 crores is for School Education. As on 1st August 1978 there were 36,238 schools in Tamil Nadu—27,425 Elementary 5,705 Higher Elementary and 3,108 High Schools (of which 912 were Higher Secondary Schools). 21½ lakhs of teachers were working in those schools and 85.43 lakhs pupils were studying in them (including 1.14 lakhs in 1st year Higher Secondary course).

For 1979-80, the following additional posts of teachers will be sanctioned—namely 1,000 Secondary Grades (for age groups 6—11 and 11—14) ; 200 Physical Education Teachers for Higher Elementary Schools and High Schools ; 200 posts of B.T. Headmasters for Higher Elementary Schools and 200 B.T. Grade teachers for High Schools. 200 posts of part-time craft teachers in higher elementary schools will be upgraded as full-time posts.

In order to enable the Department to have good rapport with teachers, the Government have sanctioned the publication of a quarterly Journal "Tamil Nadu Education" by a Board of Editors under the Chairmanship of the Director of School Education. The first issue of the Journal will be brought out shortly.

School Improvement Conferences :

In order to mobilise local effort and initiative in improving the facilities in the schools, 578 school improvement conferences had been conducted till September 1978 and assistance of the order of Rs. 14.32 crores had been secured from the public. The programme is being continued vigorously with an accent on Science-cum-Library Improvement. As a result of

voluntary effort 41.22 lakhs of pupils have been given free uniforms at a cost of Rs. 3.03 crores till the end of September 1978.

Educational Administration

There are now 12 Chief Educational Officers and 48 District Educational Officers and 396 ranges of Deputy Inspectors of Schools. In order to improve educational administration, it is proposed to create from 1979-80, an additional Chief Educational Officer (for Dharmapuri), an additional District Education Officer (for Madras) and 15 additional Deputy Inspectors of Schools.

Enrolment

The percentage of children of age groups 6—11 and 11—14 already enrolled in schools in Tamil Nadu is 94 per cent and 58 per cent respectively. About 3.21 lakhs under these two age groups were enrolled additionally in 1977-78 and 1.93 lakhs in 1978-79. The total number of pupils who studied in 1978-79 in the 33,130 Elementary Schools was 67.46 lakhs, and the number of teachers 1,81,087, and the teacher pupil ratio worked out to 1 : 37.

Steps are being taken to reduce the high rate of dropouts (or wastage) at the Elementary School level. Taking the figures for 1972-73 to 1976-77, only about 58 per cent of those enrolled in Standard I remained at school till Standard 5, while the percentage of dropouts amounted to 42 per cent. The schemes of free midday meals, free supply of books and slates, etc. are aimed at preventing dropouts. In addition detentions have been abolished in Standards 1—3 from 1977-78.

Free Supply of Books and Slates

Poor pupils receiving midday meals in Standards I to III get text books free and poor pupils in Standard I get slates also free. More than 13 lakhs of pupils get this free supply every year. From the year 1972-73 the cost of text books is met by the Tamil Nadu Text Book Society from its funds. The scheme cost the society about Rs. 25 lakhs every year. About Rs. 5 lakhs are spent from State Government funds every year on the free supply of slates to pupils in Standard 1.

With a view to improving the teaching of science in Elementary schools, the syllabi have been revised and grants are also given for the purchase of science equipments and teaching aids, at Rs. 300 for each Elementary School and Rs. 1,000 for each Higher Elementary School. So far, 12,620 Elementary and 3,980 Higher Elementary Schools have been benefited. During 1979-80 these grants will be given to 200 Higher Elementary Schools. Under an experimental scheme implemented by the Avinasingam Home Science College, Coimbatore, 5,700 Primary teachers in Coimbatore, the Nilgiris and Kanyakumari districts were given orientation training in Nutrition and Health Education in the past few years.

Elementary School Buildings

Grants are given to Local Bodies and managements of aided schools towards the construction of school buildings. In 1979-80 provisions of Rs. 4 lakhs for grants to Municipal and

Aided Elementary Schools and Rs. 17 lakhs for expenditure on Government Elementary School buildings (Rs. 7 lakhs committed expenditure and Rs. 10 lakhs for new works) have been made. The provision made in the Community Development Budget for grants to Panchayat Union Elementary School buildings in 1979-80 is Rs. 1 crore.

Local Body Elementary Schools

Under the revised pattern of financial assistance to Panchayat Union Councils for elementary education, 4/9ths of the local cess (levied at 45 paise per rupee of land revenue) continues to be paid to the Panchayat Union Elementary Education Fund. The Government are also giving a grant calculated at Rs. 6 per head of population in each block, based on the 1971 census. The balance of expenditure on Elementary Education is shared by the Government and the Panchayat Unions according to the revised classification of blocks.

The number of elementary schools run by Municipalities and the Corporations of Madras and Madurai is about 1,450 (1,060 Elementary plus 390 Higher Elementary). The Government sanction 50 per cent of the Education Tax realised by a Municipality as Government contribution. They are also meeting the entire net deficit in the Municipal Elementary Education Fund Accounts, except in the case of the Madras Corporation.

SECONDARY EDUCATION

Out of 24.12 lakhs of children in the age group 14-17 in Tamil Nadu in 1978-79, 30.1 per cent namely 7.27 lakhs (including 1.14 lakhs of first year Higher Secondary Students) had been enrolled. There were 65,379 teachers and 16.83 lakhs of pupils in the 3,108 High Schools in the State in 1978-79. These include the figures for standard 10 and below in the 912 (out of the 3,108 schools) which had the first year Higher Secondary Class. During 1978-79, 41 High Schools were newly opened (Government 33 and Aided 8). Further, under section 9 of the Tamil Nadu Recognised Private School (Regulations) Act, Minority educational agencies have opened 17 High Schools during that year.

Science Education

Under the revised syllabus science is studied under the three separate disciplines, Physics, Chemistry and Biology right from standard VI. Under the scheme for equipping high schools with Science laboratories a sum of Rs. 55,000 is spent on science laboratory for each Government High School selected under the scheme. (Rs. 37,000 for building and Rs. 18,000 for equipment). The non-Government schools each get a grant of Rs. 40,200, out of which Rs. 18,000 is for equipment purchased and supplied by the Director of School Education himself and the balance of Rs. 22,200 is for the laboratory building (the building grant being given at 60 per cent of the cost or Rs. 22,200 whichever is less). By 1978-79, 968 high Schools had been covered under this scheme including 75 covered in the past two years. Another 25 schools will be covered during 1979-80.

There are now 42 Mobile Science Laboratory Vans including six sanctioned during 1977-78, so that out of



the 48 educational districts in the State, 42 have each one van for catering to the needs of science teaching in rural high schools, not yet provided with science laboratories.

A State level Science Exhibition was conducted at Madurai in November 1978 and 98 High Schools participated in it. Similar exhibitions are conducted in other districts also and they are aimed at increasing the science talent of our pupils.

With a view to improving library facilities in high schools, suitable library books are purchased and distributed to schools. A sum of Rs. 7 lakhs was spent on this scheme in the past two years and Rs. 2 lakhs have been provided in 1979-80.

Audio-Visual Education

Almost all schools have been equipped with Radio sets on voluntary basis and they can benefit from the educational broadcasts. 700 High Schools have 16 MM projectors and 1,250 have film strip projectors. The schools can purchase audio-visual equipments out of the Audio-Visual Education Fund. As the purchase of the costly and most useful films is not possible from that Fund, the State Film Library at the Directorate of School Education is lending films and film strips to schools. New Films and Filmstrips for about Rs. 1 lakh were added to the Film library in the past two years. Rs. 25,000 will be spent for the purpose in 1979-80.

Television is a very useful and modern tool for imparting education. Educational television has been introduced in schools in Madras City and neighbourhood. The Educational Technology Cell in the Directo-

rate of School Education is helping in the effective use of Television for Educational purposes. All schools in the Telecast area have been permitted to levy a special fee of Rs. 2 per pupil per annum for the purchase, installation and maintenance of Television sets in their schools. During 1979-80, Rs. 75,000 has been allocated to provide T. V. sets initially at Government cost to 15 schools in rural areas to be recouped later from the special fee collections in future years.

High School Buildings

A provision of Rs. 9 lakhs has been made in 1979-80 for grants to Municipal and Aided High Schools for putting up buildings, besides a provision of Rs. 37 lakhs for building works for Government High schools (Rs. 20 lakhs for spill over expenditure and Rs. 17 lakhs for new works).

Scholarships

School Education in Tamil Nadu is free at all stages. Rural talent scholarships are awarded from 1971-72. Under the scheme, scholarships are awarded every year to four students in each of the 374 Panchayat Unions in the State. The scholarships are tenable for the entire school course. The value of the scholarships, when the student is studying in selected high schools approved for the purpose, is Rs. 1,000 per annum for each boarder and Rs. 500 per annum for each day-scholar. Pupils who get these scholarships but are studying in ordinary schools of their own choice are allowed Rs. 150 per annum. The total number of scholarship holders in 1979-80 will be about 3,000 including renewals. It was from 1978-79 that the number of fresh awards under these scholarships was doubled (i.e. increased from two to four in each Panchayat Union).

Besides this, generous educational concessions continue to be given to the children of Burma and Ceylon Repatriates, Ex-Service and Defence personnel Scheduled Castes and Scheduled Tribes and Political Sufferers.

There are 31 Matriculation schools (with a strength of 31,000 pupils and 1,100 teachers) which levy fees and use English as the medium of instruction. They do not get any Government grant. They were formerly affiliated to the Universities of Madras and Madurai. From December 1976, they were transferred to the control of the Director of School Education. A separate Board of Matriculation schools has been constituted and an Inspector of Matriculation Schools has also been appointed.

Anglo-Indian Schools

From 1978-79, no tuition fees are levied from Anglo-Indian students (irrespective of the income limit of their parents) studying in Anglo-Indian Schools. (Fees continue to be collected in those schools from the students other than those belonging to Anglo-Indian community). The Managements of Anglo-Indian schools are paid compensation grant for the fee income foregone by them.

Revision of School syllabus

There were suggestions from various quarters to lighten the load for various subjects under the new 10 year school syllabus introduced gradually in schools from 1972-73 to 1976-77. After consulting educational experts the Government have reduced the excess burden under all subjects from 1978-79. For Mathematics, a part from the shedding of excess load from 1978-79, a general revision of the Mathematics syllabi, was also done by the experts and the mathematics syllabus so revised by experts has been ordered to be introduced in various standards in all schools in Tamil Nadu.

School Text Books

The Tamil Nadu Text Book Society constituted in 1970 is in charge of producing and distributing the Nationalised Text Books for schools. Its production programme for 1979-80 involves the printing of 3 crores of copies of books for Standard 1—10, of the face value of about Rs. 4.60 crores.

TEACHER TRAINING

There are at present 80 Teacher Training Institutes in this State with facilities for turning out Secondary Grade trained teachers (including 4 Nursery and pre-primary and one Anglo-Indian Teachers Training Institute and one Secondary Grade Training section each in the Lady Willingdon and St. Christopher Training Colleges). In view of the large extent of unemployment among trained teachers prevailing for the past many years, admissions for teacher training are made only in alternate years and that too in reduced numbers.

There are 9 English Language Teaching Centres—3 for High School teachers at Madras, Coimbatore and Tiruchirappalli and 6 for Middle School teachers at Cuddalore, Thanjavur, Salem, Tirunelveli, Vellore and Melur. The three high school centres train 1,350 graduate trained teachers of English in 30 batches of three week courses. The six centres for Middle school teachers train 2,700 teachers in 60 batches of four week courses. Fifty graduate teachers of high schools are deputed every year to 2 four month courses conducted at the Regional Institute of English, South India, Bangalore.

Voluntary three-day workshops are conducted by the Tutors of English Language Teaching Centres and by graduate teachers trained at the Regional Institute of English for the benefit of teachers teaching English in Standard 3—5 and about 3,000 teachers are trained at these workshops every year.

The Tutors of English Language Teaching Centres visit schools, observe the teaching of English and assist the staff through demonstrations and discussions. The Chief Tutors also assist the District Educational Officers in the annual Inspection of high schools.

WELFARE OF TEACHERS AND NON TEACHING STAFF OF SCHOOLS.

The Government are evincing continuous and active interest in promoting the welfare of the 2.5 lakhs of teachers working in the Schools in Tamil Nadu.

The Government bear the entire expenditure on the emoluments of the teachers in aided schools also. The expenditure on salaries of teachers in all the schools in the State has gone up from about Rs. 55 crores in 1970-71 to about Rs. 150 crores in 1979-80.

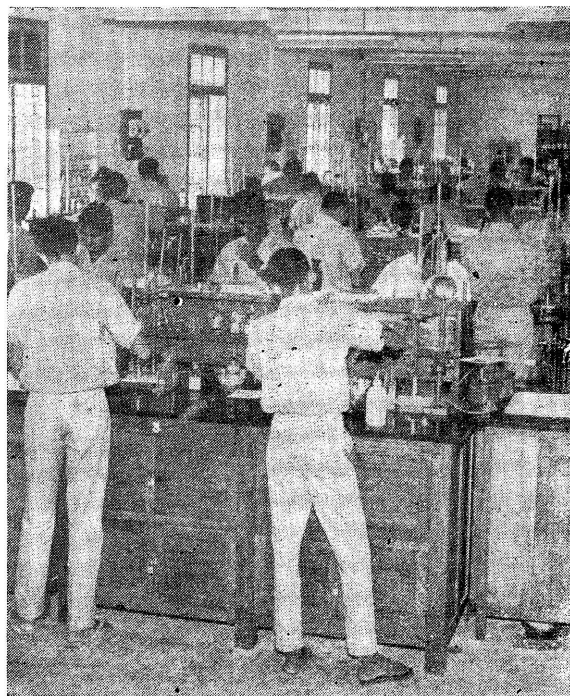
The Third Pay Commission scales are applicable to the staff of non-Government schools also. The scheme of flexible complementing devised in order to relieve stagnation among employees is also applicable to them. Under this scheme, the employees in a number of categories in the middle and lower levels can move to higher posts/Selection Grades/Special Grades on a higher scales of pay on completion of 10 years of service in the post.

Higher Grade posts held by Secondary Grade qualified teachers are upgraded as Secondary grade posts on a phased programme. During the years 1967-68 to 1978-79, Government have upgraded 42,950 posts, including 3,000 posts upgraded in the past two years.

The Tamil Nadu Public Service Commission is going to conduct a special recruitment exclusively for temporary B.T. Assistants and Language Pandits Grade I in Government Service who had completed one year's temporary service as on 31st March 1977 (either continuously or with breaks) and were either in service on that date, or if not in service on that date, had been retrenched on or after 1st April 1974. Action will be taken to regularise the services of such teachers, after the recruitment is completed.

Integration of A and B wings

Consequent on the formation of the Panchayat Unions, the District Boards were abolished in the year



1960—61. In 1963, the administration of the former District Board High Schools was transferred to the Education Department. The staff (teaching and non-teaching) appointed till 1st April 1970 in the erstwhile District Board High Schools including Governments (Bd.) High Schools opened till 1st April 1970 were absorbed as Government Servants from 1st April 1970, but were placed in a separate wing in the Tamil Nadu Educational Subordinate Service, called 'B' wing. The staff in the Government High Schools and School-Inspectorate, as well as those appointed on or after 1st April 1970 in the 'B' wing schools, constituted the 'A' wing.

The Government have on 2nd November 1978 issued orders integrating the A and B wings, following the procedure indicated below :—

Statewide seniority lists shall be drawn up and maintained by the Director of School Education for 'B' wing staff (Similar to the state-wise lists maintained all along for Gazetted Headmasters, Non-Gazetted Headmasters, B.T. Assistants, Language Pandits, Grade I and Physical Directors in 'A' wing.)

The date of regular appointment of a person to the post held by him in 'B' wing on 31st March 1970 should be the basis for drawing up the statewide seniority lists for different categories in 'B' wing.

for filling up substantive vacancies which existed on 2—11—78 or arise thereafter the ratio between the two wings for the different categories of posts shall be as follows :—

For filling up the posts by promotion :—

From the Non-Gazetted Headmasters to Gazetted Headmasters

From the B. T. Assistants to Non-Gazetted Headmasters.

From Secondary Grade Assistants and other Specialist teachers to the cadre of B.T. Assistants.

The vacancies will be filled up between A and B wings in the ratio of 2:3.

For filling up the vacancies by promotion to non-teaching posts :—

(1) From Junior Assistants to Assistants ;

(2) From Assistants to Superintendents and ;

(3) Other Categories of promotion for which ministerial staff is eligible.

The vacancies shall be filled up between A and B wings in the ratio of 5:3

Aided schools

The Tamil Nadu Recognised Private Schools (Regulation) Act, 73 and the rules framed thereunder, came into force with effect from 1st December 1974. Various minority institutions filed writ petitions against

the application of the Act and Rules, and the High Court held various sections of the Act and the relevant rules inapplicable to the minority institutions. Adhoc rules governing the recognition etc. of these institutions have been issued on 14th September 1977.

There has been a tendency on the part of certain Aided schools to take a recalcitrant attitude, especially in implementing reinstatement orders, in cases of teachers who appealed to the department. With a view to mitigate the hardships to the affected teachers and other persons and to enforce the rules strictly under such circumstances, the Government have ordered that, in all cases where the school managements refuse to implement the duly passed orders of the Chief Educational Officer/Joint Director of School Education, who are appellate authorities prescribed in rule 18 of the Tamil Nadu Recognised Private Schools (Regulation) Rule 1974 to reinstate the teachers and other persons in the services of the school the inspecting officers of the School Education Department shall arrange to make direct payments of salaries to the staff of the concerned Schools. Further the Government have empowered the Chief Educational Officers in respect of Pre-Primary, Primary, Middle and Special Schools to absorb such affected teachers or other persons on transfer, alongwith the posts held by them, to other private Aided or Government or Local Body schools under their jurisdiction, in need of additional teachers. If it is not possible to absorb such affected teachers by transfer in aided schools, for valid reasons, such teachers may be absorbed in local body schools (after due consultation with the appointing authority) or in Government schools relaxing age rule etc., if necessary.

Private Schools, other than those run by minorities, have been directed to recruit their staff only through Employment Exchanges. 18 percent reservation for scheduled castes and Tribes has also been made in teaching posts in those schools.

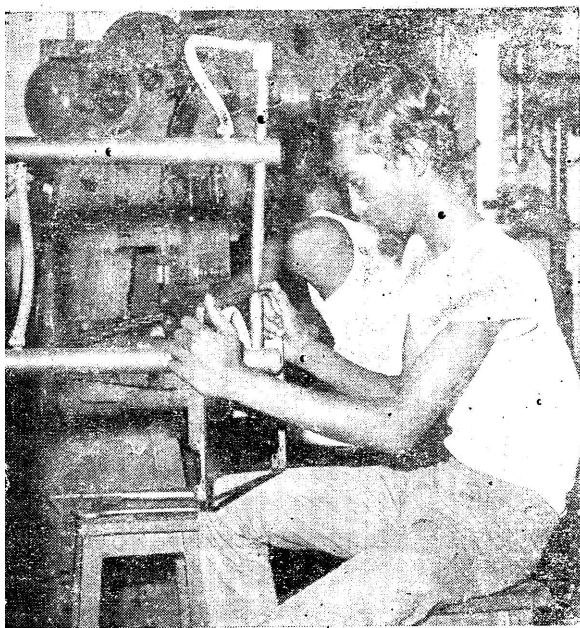
The Liberalised Pension Rules (applicable to State Government servants) is applicable to teachers retiring from non-Government (Aided and Local Body) schools on or after the 1st June 1970 and to the non-teaching staff retiring from Aided schools on or after the 1st April 1972. Those staff get pension, gratuity, Family pension etc., on par with State Government Servants and are eligible to get provisional pension and gratuity also, in case of delay in final sanction of pension.

The Group Insurance scheme under which a sum of Rs.10,000 is paid to the family of a person dying in harness is also applicable to aided and local body school teachers.

The teachers in aided schools are eligible for leave benefit as are admissible from time to time to teachers in Government Service.

National Foundation for Teacher's Welfare.

The total collections by sale of Teachers' Day flags for the year 1977-78 was Rs.5.25 lakhs. The total collections on hand is Rs.44.90 lakhs. During the period from 1st April 1978 to 20th January 1979, a sum of Rs.2.86 lakhs was disbursed to 1797 deserving teachers from the collections under the National Foundation for Teachers' Welfare.



Sanction has been accorded to the construction of a Teachers' Home in Madras City at a cost of Rs.10 lakhs (to be borne from the collections under the National Foundation for Teachers Welfare).

State Awards to teachers of Elementary and High Schools, at the rate of two elementary school teachers and two high school teachers in each educational district, continue to be made. Each award consists of a silver medal, a certificate of merit and cash Rs.200.

HIGHER SECONDARY EDUCATION

The Higher Secondary Course has been introduced in Tamil Nadu from 1978-79 and the first year class of the 2 year Higher Secondary Course (+2 stage of the 10+2+3 pattern of Education) was started from 1st July 1978.

The Government decided that the Higher Secondary Course should be started only in schools. Schools were selected keeping in view the object of ensuring that, by and large, there is at least one institution in each Panchayat Union and in each Municipality. Selection was made with a rural bias, in order that Higher Secondary Education with its thrust on vocational education, will be available within easy reach of the rural masses. In the Budget Speech for 1978-79 the Government had announced that the Higher Secondary Course will be located in about 400 schools. However, in response to public demand, Higher Secondary Course has been started in as many as 912 schools (S.S.L.C. 869, O.S.L.C.—1, Anglo-Indian-24 and Matriculation-18)

418 Higher Secondary schools have English medium and there are 584 English medium sections in them.

The number of students studying through the media of minority languages was about 800.

Curriculum, Syllabus and Text-Books :

The curriculum and syllabus for the Higher Secondary course were approved as early as in November 1977. It has been ensured that the Higher Secondary syllabi provide proper linkage between the syllabi for the High School course and that for the Degree courses.

In the Higher Secondary course 25 per cent of the time is allotted for the study of 2 compulsory languages by all, one each under Parts I and II, and the remaining 75 per cent of the time is allotted for specialisation in subjects. Every student studies Tamil (or any of 12 other languages) under Part I and English under Part II. Under Part III, optionals if he opts for General Education he should study four subjects under Sciences and Humanities; and if he opts for Vocational education he should study one Vocational subject plus one subject under Sciences Humanities, related to his vocational subject.

Books for most of the subjects in the first year of the Higher Secondary Course were brought out by the Tamil Nadu Text Book Society. The books were produced by committees of experts and they were brought out in time. Books in those subjects for the II year Higher Secondary course in 1979-80 will also be brought out by the Society. For other subjects, for which the requirement of copies was very small, suitable books of private publishers were prescribed by the Director of School Education for use in 1978-79 and, for these subjects the same arrangements will continue in 1979-80 for the II year books also.

So far as Vocational courses are concerned, considering the enormous cost of production, and the time needed for preparing good books in the field, it has been decided not to bring out text books before the scheme gets well settled. Instead, guide books were brought out highlighting the important teaching points, practicals to be conducted, etc. and supplied free of cost to the schools teaching the subjects concerned. These guide books are designed for vocational teachers but the vocational students also can make use of them if they want.

In the Higher Secondary Schools no tuition fees are levied from students who study in the Tamil medium or in the media of minority languages. Tuition fees are not levied from those students also who studied in the media of minority languages at high schools, but who joined English medium because of non-availability of their respective medium at the Higher Secondary level.

For purposes of levy or otherwise of tuition fees from students of Vocational courses, only the medium in which such vocational students study the "related academic subject" which each vocational Student has to take, is alone taken into account. In other words, if the "related academic subject" is studied in Tamil or Linguistic minority media, no tuition fees are levied from them, irrespective of the language in which the vocational courses are taught.

Students studying in English medium in ordinary Higher Secondary Schools have to pay the tuition fee of Rs. 20 per month for 10 months. The usual concessions applicable to the students belonging to the Scheduled Castes and Tribes and the Backward Classes are however in force.

Students getting the rural talents scholarships (4 fresh awards every year in each Panchayat Union) are eligible to avail of those scholarships till they complete the Higher Secondary course, irrespective of whether they study in the Higher Secondary classes in the same school in which they studied the 10 year S.S.L.C. or in a different school.

Consequent on the abolition of standard 11 in High Schools from 1978-79 considerable number of B.T. teachers became surplus. In order to give job security to them, and also to enable persons possessing post graduate qualifications teacher training in High Schools to move to Higher Secondary Schools, the Government permitted such persons to be appointed in Higher Secondary Schools. Since sufficient number of teachers possessing the above qualification were not available, the B.T. teachers working in High Schools have also been permitted to handle Higher Secondary classes in the subject in which they have obtained the basic degree. The 'unqualified Head masters and teachers will get pay only in their scales plus a special pay of Rs. 50 for Headmasters and Rs. 25 for teachers, but can get the Higher Secondary scale after becoming fully qualified. The bulk of the needs of teachers for academic subjects in Higher Secondary schools were met by inducting teachers (fully qualified for Higher Secondary, as well as those not fully qualified) from High Schools.

For meeting the further needs of teachers for academic subjects in Higher Secondary Schools 1,300 additional posts were sanctioned in 1978-79. In 1979-80 it is proposed to create 1,740 additional posts of Higher Secondary teachers for the 870 ordinary Higher Secondary schools at the rate of 2 per school for teaching languages under Parts I and II as well as languages under Part III where necessary.

Physical Education work in Higher Secondary classes is at present looked after by the Physical Education Teachers or Physical Directors (ordinary grade) available in the respective high schools. In order to give promotional opportunities to P.E.Ts and Physical Directors (ordinary grade) in High Schools it is proposed in the first instance, to upgrade 400 posts in Higher Secondary Schools into Physical Directors on Rs.600—30—750—35—890—40—1,050 (Selection grade-675—35—885—45—1,200) during 1979-80.

Vocational Higher Secondary Courses.

That nearly 25 per cent of the total intake of students in the Higher Secondary system have chosen vocational courses is a very good augury for the future of these programmes. 709 Higher Secondary Schools are, each offering one or more vocational courses, and the total number of vocational courses so offered is 1,153.



The 24,400 pupils in vocational courses are studying one or other of 37 vocational subjects falling under six major occupational areas. The largest number (more than 10,000) have taken up courses under the occupational area: Commerce and business. Engineering and Technology accounts for 6,700 students, Agriculture for 2,500 students and Home Science, Health and music for the remaining strength.

The needs of teachers for 491 out of the 1,153 vocational courses were met by redeploying the staff who were formerly handling the bifurcated courses in High Schools. For the remaining courses the Government have sanctioned the appointment of part-time instructors at Rs. 150 per month. These persons, already serving in the field, can arrange on the floor training to students at the places of their normal work. Schools have the discretion to stagger the instructional hours and the school days to suit local conditions.

During 1979-80 additional part-time instructor will be provided for handling vocational courses in both the years of the Higher Secondary course.

For the first time, Government initiated in 1978-79 a programme for developing student leadership under "Earn while you learn" principle, and to involve the students as vocational monitors in instruction classes. A vocational monitor is paid Rs. 20 per month for ten months in a year. The Headmaster of the school in consultation with the vocational teacher nominates a deserving student as "Vocational Monitor" at the rate of one for each vocational course. When the second year course is started, there will be two vocational monitors for each course, i.e., one for the first year course and the other for the second year course.

Buildings and equipments.

During 1978—79 the Higher Secondary Schools were permitted, as a measure of interim relief, to adopt

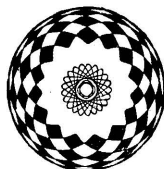
the shift system, fixing the working hours for each shift to suit local conditions. Simultaneously a massive programme of building construction was taken up in Government Higher Secondary schools. Out of the 413 Government Higher Secondary Schools, five are run by the Harijan Welfare/Backward Classes Department and the remaining 408 by the School Education Department. Out of the 408, the blind school at Poona-mallee does not require additional accommodation, and for the remaining 407, administrative sanction has been accorded for constructing one class room one laboratory at a cost of roughly Rs. 1.57 lakhs. 433 works were sanctioned last year and out of them about 80 have been completed and occupied. The remaining 274 works have been sanctioned recently and all these building works will be completed before June 1979, so that Laboratory and class room accommodation will be available when the second year Higher Secondary classes start functioning.

The non-Government Higher Secondary Schools have been requesting the Government for financial assistance for building and Laboratory. Though they were allowed to start the Higher Secondary classes on the specific understanding that they should take steps to provide these facilities, the Government have considered their requests sympathetically and propose to release a matching grant of 40 per cent of the actual expenditure, subject to a maximum of Rs. 1 lakh for each school. The budget for 1979-80 provides Rs. 1.75 crores for this purpose. Management of schools will be permitted to utilise the surplus funds in the General Fund Account, to the extent allowable, to cover the 60 per cent expenditure on the building programme.

An expenditure of Rs. 2 crores has been sanctioned for meeting the laboratory equipment needs of the first year Higher Secondary class in all Government Higher Secondary Schools. During 1979-80 additional equipment will be supplied to them to meet the needs of the Second year classes also.

Library facilities.

A provision of Rs. 37 lakhs has been made in 1979-80 for providing library books for all Government Schools at Rs. 6,000 per school and for giving library grant to ordinary non-Government Higher Secondary Schools at 40 per cent of the expenditure, subject to a maximum of Rs. 2,400 per school.



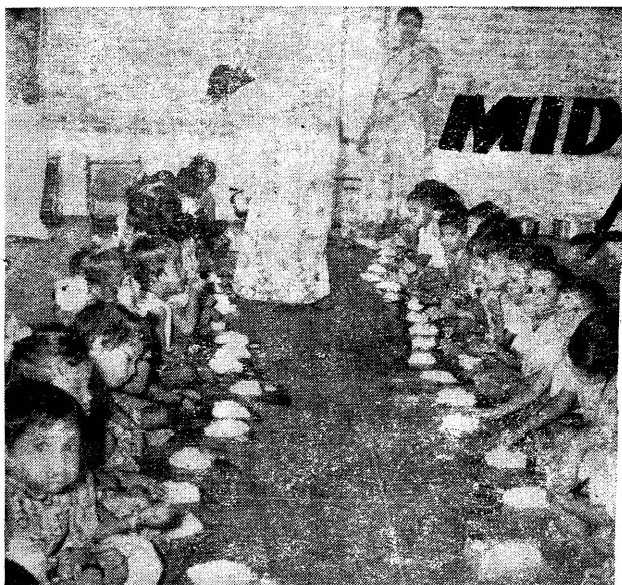
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MID-DAY MEALS A People's PROGRAMME

BY

N. D. SUNDARAVADIVELU,
FORMER VICE - CHANCELLOR,
UNIVERSITY OF MADRAS

Education is one of the basic human rights. It is the means of individual development. It enables the individual to lead a real human life. Education entails not only physical presence in the classroom, when instruction is going on but also mental attention to what is being taught. A starving pupil or student cannot concentrate adequately in his lessons. This in turn will affect adversely his capacity to absorb, resulting in poor performance and failure. Hence any one, who aims to extend the benefit of education to the starving millions, will have to take note of this adverse situation and provide necessary remedies.

Progressive countries that succeeded in introducing education unto the last child, did so because of the provision for free lunch for those school children whose homes were not in a position to feed them.

In the third decade of this century, the city corporation of Madras was a pioneer in introducing free and compulsory education for all upto the fifth class; along with that, the Corporation made necessary arrangements to feed the poor pupils in their primary schools. This provision of free meals improved attendance and ensured sufficient attention to lessons.

Sufficient attention was not paid by successive administration in Tamil Nadu to the problem of universalising primary education, due to various reasons and difficulties.

The people of Tamil Nadu had to wait for over seven years after independence to enjoy the basic to education.

The assumption of the Chief Ministership of Madras State by Thiru K. Kamaraj opened up a decade of unprecedented expansion of education not only at the primary but also at the middle and secondary school levels.

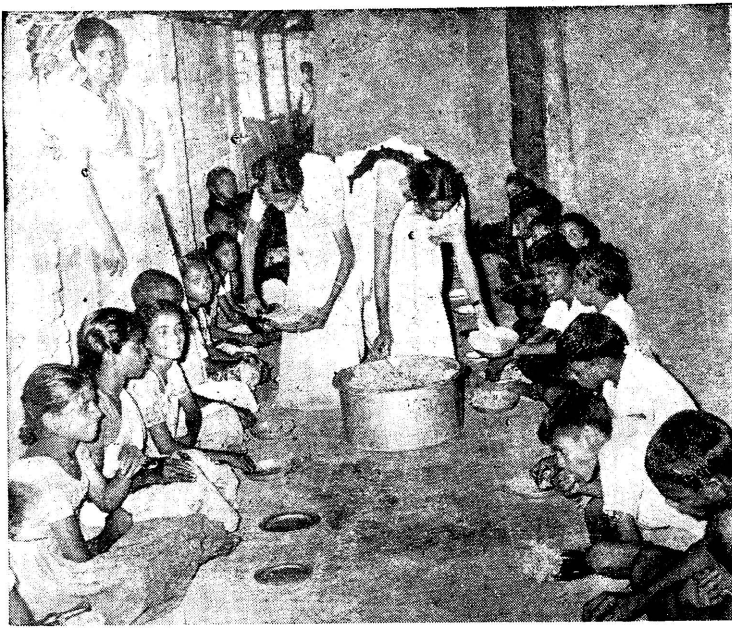
At the instance of even more, on the insistence of Thiru K. Kamaraj, the Second Five Year Plan of our State had a Substantial provision for supplying free meals to all poor children in all primary schools. At that point of time, Madras was the one and only State to think of and provide for free meals through out the state. The first and immediate reaction of the establishment to such innovation is one of opposition. Our school lunch programme had to face opposition, practically at all official levels. In spite of official opposition both in Madras and New Delhi, this valuable provision was approved in total by the Planning authorities, thanks to the unyielding insistence of the then Chief Minister, Thiru K. Kamaraj, and the then Education Secretary of the Government of India. Prof. Humayun Kabir. Both discerned in this not merely an incentive for educational expansion but also the potential for a silent social revolution. Though approved as an integral part of the Educational Section of the Second Five Year Plan of Madras State, and though

voted by the State Legislature, formal orders to implement this great scheme for the upliftment of the masses were delayed for over a year.

Meanwhile, Perintalmanna in far off Malabar which was then a part of Madras State played a crucial role in opening the eyes of the public to the poignant position of wide spread starvation among the students.

One evening, I visited as Director of Public Instruction, the then Board High School in Perintalmanna to address the students. As the prayer song was being sung, a boy swooned and had to be carried away. A couple of minutes later another boy swooned and had to be similarly carried away. On enquiry, I learnt from the Headmaster of the High School, that every afternoon he had to witness about fifty to sixty students fainting in the class rooms because of starvation. This was a painful experience. It made me realise the importance of and urgency for a Statewide scheme for midday meals in the schools. The next day addressing a large gathering of primary school teachers at Palghat, I devoted a good part of my time to draw their attention to this sad state of affairs. The 'Hindu' gave good coverage to this part of my speech, publishing it prominently in the editorial page itself.

The scene then changed to Tuticorin. After a few weeks, I visited Tuticorin to participate in the Anniversary celebrations of the



Teachers Association of Tuticorin. The teachers of Tuticorin were to listen to a Director of Public Instruction after a long interval of twenty five years. In me, they found the first Director who could speak to them in their own mother tongue. These factors generated a great deal of enthusiasm amongst the teachers and schools. All the sixty primary schools in that town, vied with each other in offering big garlands to the Director and the other dignitaries that participated in the function. Many hundreds of rupees were wasted in keeping up this traditional form of honouring some one dear to him. Late Thiru K.V.K. Swami, a prominent follower of Periyar Ramaswami a local leader of the self respect movement and a correspondent of a big higher elementary school, was the greatest Culprit in offering the biggest and heaviest garlands to the 'Director-one of the self-Respectors' as he labelled me. This provoked me and it gave birth to an idea.

In my address to the teachers of Tuticorin, I highlighted, the need, the urgency and the importance of every village making local provision for free school lunch for poor pupils. I suggested that at the time of gathering their grains from the thrashing ground, they should, extend the tradition of giving the first measure to their temple, the second measure to the village watchmen to the schools by giving the third measure of grain to the school meals

programme. I appealed to the public to contribute to this charitable cause, which is doubly blessed because it furthers the cause of education in their own way and according to their capacity. The sophisticated public of Tuticorin applauded the suggestions vociferously.

It was however given to a rural area to set this great movement in motion. The speeches delivered at the Anniversary Celebrations at Tuticorin were taperecorded. The Teachers Association at Nagaplapuram a centre in Koilpatti Taluk had had its monthly meeting, on a on a subsequent saturday. They borrowed and broadcast the above tape-recorded speech. The promi-

nent land owners of Nagalapuram happened to listen to the speech along with the teachers. After a quick consultation amongst themselves, they came to a spontaneous and unanimous decision to contribute grains at the time of the harvest for the school meals programme. Their announcement at that teachers' meeting received due publicity in the Tamil Press. This in turn sparked a chain response from other villages.

July 1956 witnessed the inauguration of this pioneering movement in the villages of Koilpatti Taluk. Thiru K.Kamaraj the then Chief Minister declared at a public meeting in that Taluk that he attached so much importance to this programme and it is of such value to the masses that he would readily go from village to village with a begging bowl to beg for contributions for school meals. When a teacher of his stature spoke on these lines, the idea and the programme became infectious, in a good sense. Village after village came forward to organise School Meals Committees and implement the scheme in the local schools.

While the school meals programme of the corporation of Madras was fully financed out of tax revenues, the similar programmes implemented in the villages purely on a voluntary basis, were fully financed out of local donations in kind or cash. This scheme grew naturally in a steady manner. In about fourteen months, this programme spread to over four thousand and four hundred schools feeding in all nearly one hundred and twenty thousand pupils. This demonstrated that a state wide subsidised programme of school meals is not a mirage. Many realised the



great potentiality of the scheme and the limitless possibility of harnessing local community efforts for nation building activities.

It was then that the Government of Madras issued orders authorising implementation of the official school meals programme in the primary schools on the basis of sixty percent of the running of expenditure being paid as subsidy to the local Midday meals Committees. This reduced the financial burden of the local committees. After the government approved the scheme and ordered payment of grants, the scheme spread faster than in the past. In a few years, as many as thirty thousand schools were implementing the scheme feeding in all about fifteen lakhs of pupils.

Who operated the tens of thousands of Midday meals centres? To begin with, it was the Midday Meals Committee of donors only. They framed their own rules of procedure and got them approved by the inspecting authority concerned. The number of pupils for whom midday meal grants could be sanctioned had to be fixed by

the educational officers concerned. The grant was paid every quarter, on the basis of the approved expenditure of the previous quarter. On whose shoulders did the burden of actual daily implementation of this great scheme fall. It fell on the broad shoulders of tens of thousands of primary school teachers whose sustained devotion and vigilant work over the years were so great that no amount of praise will be adequate for their excellent service. The teachers were the catalytic agents who generated the spirit to contribute. They were the patient gatherers of the contributions, big and small; they were the organisers, of cooking and serving of the meals; they took upon themselves, ungrudgingly the onerous duty of maintaining the records and accounting for the receipts and expenditures.

What are the benefits of this scheme, which brings under its wings, as many as eighteen lakhs of pupils. First of all, at least fifteen lakhs of these pupils are freed from starvation in the day-time. Secondly, had it not been for this incentive

of a midday meal, at least twelve lakhs of the pupils in the schools would have been out of school, loitering about, looking for crumbs of food. The school lunch helps a large number of pupils to fight hunger, and to go to school for learning. No less valuable is the change of heart and attitude among the masses. Poor pupils of different castes sit together for school lunch. This habit of intermingling day after day, for a number of years, will blunt the sharpness of caste consciousness among the growing generation. The habit of collective consultation decision and responsibility for projects of public utility which this calls forth, will enable thousands of rural citizens to gain sufficient experience in the exercise of authority in a responsible manner.

Valuable as the material and physical benefit that the school meals programme confer on the pupils, the spirit of helping fellow beings and working for the common weal is equally important. May this flourish to bring all pupils under its wings, so as to engender a feeling of oneness amongst our children.

CARE'S SHARE IN MIDDAY MEALS

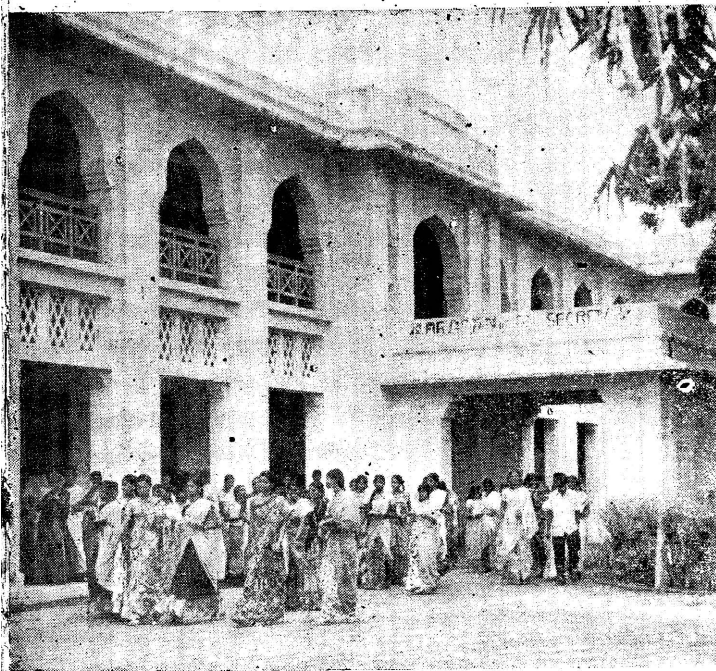
The provision of midday meals in all elementary schools has a major role in promoting and retaining enrolment in the schools. One third of the total number of pupils of these schools, who come from the poorest sections of the population, benefit under this scheme. About 20.25 lakhs of poor pupils in Standards I to 8 of Elementary and Higher Elementary Schools receive midday meals, including the 1.65 lakhs fed in schools run by the Harijan Welfare/Backward Classes Departments. The provision for the midday meals scheme in the Budget for 1979-80, is about Rs. 5.37 crores. The State Government grant for the Midday Meals Scheme is paid at the rate of 10 paise per pupil per day for 200 days, and local body contribution is 5 paise per pupil per day for 200 days. This is supplemented by about 20,000 tonnes of food received every year as free gift from the CARE Organisation.

The three districts of Chengalpattu, South Arcot and North Arcot are covered by the Central Kitchen programme, under which meals are cooked in modern ovens under hygienic conditions and transported to the surrounding schools in closed vans. 97 Central Kitchens are functioning in those districts. They were established with CARE assistance at a total cost of about Rs. 2

crores. They are serving more than 4 lakhs of pupils in those three districts. These kitchens are having about 224 tempo vans gifted by CARE for transporting the food from the kitchens to the schools. In order to reduce fuel costs, these petrol vans are, when they become worn out, replaced by Diesel vans on a phased programme. 33 vehicles were so replaced in the past three years. A workshop for servicing, repairing and maintaining these vehicles, as well as the cooking equipments at the kitchens, constructed with CARE assistance at a cost of Rs. 15 lakhs, is functioning at Vikravandi in South Arcot district.

It is considered that it will be desirable to extend the Central Kitchen scheme to the other districts also, on a phased programme, with CARE assistance to cover 45 per cent of the non-recurring cost. The Government of India in the Department of Social Welfare have been addressed for clearance for getting CARE assistance for setting up Central Kitchens in the Dharmapuri district (16 kitchens serving 90,000 pupils) and Ramanathapuram district (32 kitchens serving 1,76,000 pupils) in the first instance in 1979-80. Out of the total non-recurring cost of Rs. 144 lakhs involved in setting up 48 kitchens, this Government will have to bear Rs. 79 lakhs and CARE Rs. 65 lakhs.





collegiate education

Jmt. Stella Soundararaj,

DIRECTOR OF COLLEGIATE EDUCATION.

The past two decades have witnessed a phenomenal growth in the opening of Colleges and enrolment of students in them.

With a view to providing special attention to the growth and development of Colleges in Tamil Nadu a separate Directorate of Collegiate Education was formed in 1965. As on date there are 235 Colleges under the Directorate of Collegiate Education and during 1978-79, 2,06,051 students have enrolled themselves. The total expenditure on college education during 1978-79 has been 18.67 crores of rupees.

Of the 188 Arts and Science Colleges in Tamil Nadu, 110 are affiliated to the University of Madras and 77 to the Madurai Kamaraj University, and one at Annamalai University. There are 23 Training Colleges (besides one Training College at Annamalai University), 16 Oriental Colleges, 3 Colleges of Physical Education, 2 Music Colleges, 1 Rural Higher Institute and 2 Schools of Social Work in the State. Among the Colleges in the State, 62 are exclusively for Women Students. 51 Arts Colleges and 7 Training Colleges are run by the Government. Private Colleges aided by Government funds form 75% of the total number of Colleges in the State. Autonomous status has been granted to 10 Colleges in the State.

Need for new Universities:

While the optimum number of affiliated Colleges for a University is about 30 to 40, the University of Madras has 110 affiliated Colleges. Therefore, it is proposed to start two more Universities in the State in order to reduce the pressure on the University of Madras. The University extension centres at Tiruchirapalli and Coimbatore are proposed to be upgraded into Universities of affiliating type, after obtaining the concurrence of the University Grants Commission. These new Universities will serve the needs of the regions in which they are located and develop new courses and research programmes.

Development of Colleges:

Though there is a huge rush for admission to certain courses in many colleges located in major cities, it is seen that a large number of seats are vacant in many mofussil colleges all over the State. This may be taken as an indication of the fact that the existing number of Colleges are adequate to meet the demand for college education in the State. Therefore, it may not be necessary to open new colleges except under special circumstances. The stress on the development of college education has shifted from quantitative expansion in the past to qualitative improvement at present.

With the implementation of 10+2+3 pattern of education in our State, there will be the shedding of the Pre-University Course from the Arts and Science Colleges from 1979-80. This will reduce the strength of these Colleges. At present there is a dearth of accommodation for classrooms, and other purposes. After shedding the Pre-University Course, the existing physical facilities could be better utilised to serve the needs of staff and students. Many colleges will offer new courses also.

Qualitative improvement of colleges has also been made possible by the assistance of the University Grants Commission. The State Government has sanctioned matching grants in respect of development of Government Colleges. The Government has also approved the implementation of Faculty Improvement Programme of the University Grants Commission in respect of staff of both Government and Aided Colleges by deputing the teachers for M.Phil./Ph.D. under this scheme. Other aspects of qualitative improvement are the development of libraries and laboratories in colleges.

Seminar for Principals of Colleges:

With a view to giving adequate training to the Principals of Colleges in modern methods of educational

planning and administration, the Directorate of Collegiate Education organised seminars for Principals of Colleges in Tamil Nadu in co-operation with the National Staff College for Educational Planners and Administrators, New Delhi. These seminars were conducted at 7 centres during October -November 1978. Principals of Government and Aided Colleges participated in this 3 day seminar. The Principals felt that they were really benefited by the lectures and discussions during the seminar and they were of the opinion that the planning and development of colleges with reference to the implementation of restructured degree courses could be taken up on the lines of the recommendations of the seminar.

To enable the young Staff members in the Departments of English to teach English skills effectively, qualitative improvement programmes in English were organised by our Directorate for both autonomous colleges and non-autonomous colleges separately. One of the unique features was several staff members of the Higher Secondary Schools in and around that Arts College complexes benefited from the programme.

In collaboration with the British Council Division, Madras and University Grants Commission, a seminar on Micro-teaching was held for two weeks. Staff members numbering 27 and selected from Training Colleges all over the State attended and benefited from this fairly new concept. This commences a 3-year Project between Stirling University, Scotland and the Directorate. Effective teacher training methods are being tried out in all subjects in the Training Colleges.

Benefits to College Teachers :

Job Security : Tamil Nadu Government passed orders in May 1978 granting job security to College Teachers who were in service on 31.3.1977. With the shedding of Pre-University Course from the Colleges from 1979-80, there was an apprehension among the College Teachers that teachers appointed after 31.3.77 may be retrenched. Government have passed orders that temporary teachers who were in position on 26.2.1979 also would not be retrenched if they have been appointed in regular vacancies in Colleges.

Re-deployment of teachers :

A scheme for re-deployment of College Teachers rendered surplus owing to the shedding of Pre University Course from next year is ready for implementation. New Courses in Major/Ancillary subjects would be started in some of the Colleges in consultation with the concerned Universities so that some of the surplus teachers are provided work. Surplus Teachers would also be deputed to undergo M. Phil. Course by the State Government. The Community Social Service work as also the work relating to the College Complex programmes would provide work for other surplus teachers.

Implementation of U.G.C. Scales :

The State Government has implemented the U.G.C. Scales of pay for College Teachers from 1.1.1974 with monetary benefit from 1.1.1977. All the College Teachers are now receiving the U.G.C.Scales. The State Government has sanctioned initial fixation at Rs. 1,100/- for Professors in Arts Colleges, thus recognising the important role played by Professors. All Principals have been made eligible for the pay-scale of Rs. 1,200-1,900. The benefits relating to H.R.A. and C.C.A. recommended by the Third Pay Commission also have been extended to the staff of Colleges. These steps have led to a substantial increase in the total emoluments of College Teachers in the State.

Upgradation of Tutors and Demonstrators :

Government has decided to abolish the category of Tutors and Demonstrators in Colleges. Tutors and Demonstrators with three years of qualifying service and possessing Post-graduate qualification in the subject as on 1.12.77 are upgraded as Assistant Professors. 415 Teachers in Government Colleges and 916 teachers in Aided Colleges have been upgraded.

Leave and retirement benefits to Aided College Teachers :

Aided College Teachers have been made eligible for leave and retirement benefits which were not available to them before. Liberalised Pension and Family Pension have also been extended to them.

Non-Teaching Staff:

The Non - Teaching Staff in aided Colleges have been granted job security just like teaching staff. Pay and allowances have been revised according to the recommendations of the Third Pay Commission with effect from 1.4.1978. The services of contingent staff have been regularised with effect from 1.1.1979 provided they have completed five years of service. Leave and retirement benefits have been extended to non-teaching staff also.

Grants to Aided Colleges :

With effect from 1.6.77, Government has come forward to meet 100% of the deficit involved in payment of salaries to teachers in aided colleges. Advance grants are released six or more times during the year to enable the Managements of Aided Colleges to pay salaries promptly and fully. Non-salary grants are also released after audit of accounts is completed. A proposal for direct payment of salaries to aided college teachers is under consideration.

Student amenities :

Realising the need to develop amenities to students, funds are allotted to Government and Aided Colleges for improving student amenities such as canteens, cycle-sheds, water supply and sanitation etc. Funds have been allotted for the development of play-grounds in Government Colleges. Book banks have been opened in Libraries to enable poor students to borrow textbooks and use them throughout the year. Many colleges have students' Co-operative stores which supply books, note-books, etc. at fair prices. Steps have also been taken to develop hostel facilities to students.

Students-Fee concessions and Scholarships:

Students belonging to Scheduled Caste and Scheduled Tribe are eligible for full fee concession without any income limit. Students belonging to Most Backward Class are eligible for full fee concession, if the income of the parents does not exceed Rs.1,500/ per annum. The students belonging to Scheduled Caste/Scheduled Tribe/ Backward Classes are eligible for scholarships granted by the Social Welfare Department of the State Government. National Merit Scholar



The Chief Minister Thiru MGR inspecting the guard of honour on 14-5-79 when he visited the Army Training Camp at Wellington in the Nilgiris.



The Chief Minister Thiru MGR presented a plaque to Vice-Admiral Thiru Kamath, Director-General of Coast Guards on 4-5-79.



The Chief Minister Thiru MGR giving a warm send off to his colleague Thiru K. Manokaran, Finance Minister.



Awards were presented by the Government of Tamil Nadu for best feature films and artistes by the Chief Minister Thiru M.G.R. on 1-6-79 at Kalaivanar Aram.



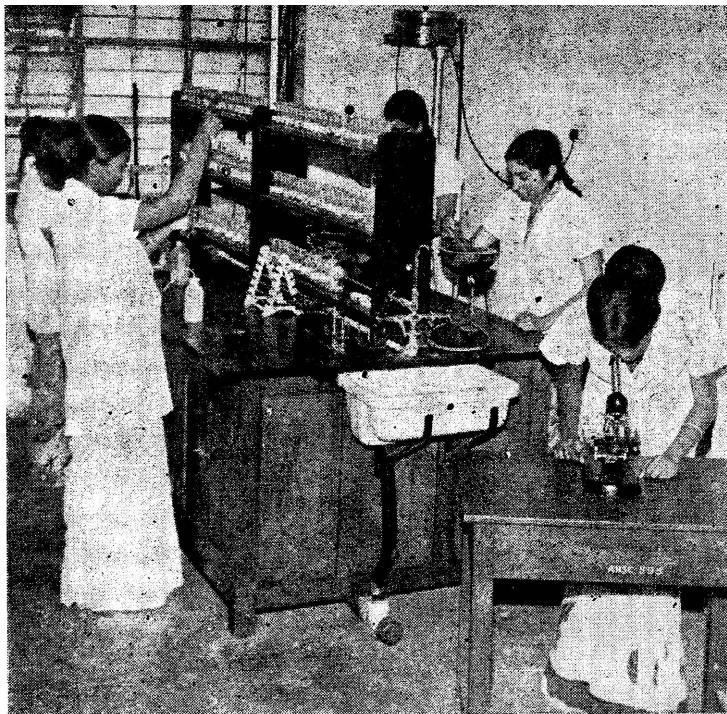
Air Conditioned Express Buses with facilities for Screening Films and Documentaries was inaugurated on 9—5—79 by The Chief Minister Thiru M G R. Thiru C. Ponnaiyan, Transport Minister and Thiru S. Ramachandran Public Works Minister also participated.



The Chief Minister Thiru M G R welcoming Selvi P. T. Saraswathi on her return from Bhagdad where she attended the International Women's Conference.



Thiru R. M. Veerappan Minister for Information & Religious Endowments chats with Tmt. Rodha Mistry, Minister for Tourism Andhra Pradesh when she called on the formers.



ship, National Scholarship for Children of School Teachers and National Loan Scholarship are also awarded to eligible students provided their parents' annual income does not exceed Rs.6,000/-. Dependents of political sufferers, Defence personnel, deceased Government Servants are also awarded concessions of scholarships. Students studying in Tamil Medium are awarded incentive amounts by State Government.

State Merit Scholarship are also awarded to eligible students at the Pre-University Course and degree stages of Education provided their parents' annual income does not exceed Rs.6,000/-. Adhoc merit grants of Rs.300/- each are given to Scheduled Caste/Scheduled Tribes who have obtained more than 60% marks in S.S.L.C./P.U.C. when they join the Pre-University Course and Degree Courses respectively.

Special Coaching Scheme:

Special coaching classes are conducted for meritorious Scheduled Caste/Scheduled Tribe students in order to develop their talents. These courses were conducted in 4 centres during 1978-79 and a sum of Rs. 85,000/- was spent.

Other Schemes:

College complexes have been formed with a view to providing

laboratory facilities to students of Higher Secondary Schools. Each College is expected to serve the needs of Higher Secondary Schools within a radius of about 10 to 15 K.M. The formation of College complexes would make the best use of staff, equipment and accommodation in the laboratories in Colleges.

Continuing Education facilities are available to those who are unable to join regular colleges. Evening courses are conducted in many colleges in the State. Madurai Kamaraj University is conducting correspondence courses in various subjects as also the Open University by which drop-out would also now stand a chance of continuing his education and getting a degree. Anna malai University will be offering some correspondence course from the next academic year (79-80) onwards.

N.C.C. Activities in Colleges:

N.C.C. plays a prominent role in the Colleges. Apart from regular military training like drill, weapon training, unarmed combat etc., the youth are initiated into a humanitarian bent of mind with the social service schemes like blood donation, flood relief work, both monetary and manual, road-laying, traffic regulating, temple and other architectural renovation schemes and helping in hospital-visiting and helping the aged and the handicapped.

The moral and physical courage receives a boost with the introduction of the adventure training programme introduced in 1977. This includes trekking, rock climbing, cycling, boating and from this year a Sea cruise for the Q. M. C. cadets.

C.S.S. and N.S.S.:

With the introduction of Community Social Service, the students have evinced a keen interest in the uplift of the downtrodden and the poor. Slums are receiving a face-lift and the slum-dwellers' faces are wreathed with smiles with the active participation of the student community in the relief work in many places under the able and enthusiastic guidance of their teachers.

The National Service Scheme serves the goals of the State and National development. While pursuing their academic course, students are committed to the colossal task of helping the Government in waging a well-planned and relentless struggle against illiteracy and poverty so as to enable the masses to play an active role in social and cultural change.

The most significant contribution of the N.S.S. and C.S.S. is the Ten-Day Youth for Rural Reconstruction Camp organised in their adopted villages by the College Units. Students step down from their ivory towers to mingle and mix freely with the poverty-stricken masses, understand their problems and help towards building of a better India. They create an awareness for 'Change'.

The National Service Scheme/Community Social Service volunteers have now taken over the gigantic task of 'Adult Education' also.

Conclusion:

With these developmental programmes and well drawn-out educational plans, the future of college education in Tamil Nadu is indeed bright. The Tamil Nadu's young men and women who will benefit from all these socially productive and beneficial programmes in education will have a bright future. The staff will naturally feel proud of them. With the shedding of the Pre-University Course, the undue pressure on the collegiate education is bound to decrease significantly. This will in turn help to bring about qualitative improvement in teaching, research and innovation in all spheres of higher education. The young men and women will certainly march to a better tomorrow from here onward.



A Healthy Child A Happy Future

Comprehensive health care of a child means total care, so that she or he should grow and develop under optimal conditions. More and, more, medicine today emphasises positive health, rather than treatment of disease. Though it is important to treat disease and treat it early if it does occur, it is much better to prevent it entirely.

Comprehensive health care takes all aspects of a child into consideration. Chief among these are nutrition, immunization, cleanliness and principles of general health, and psychological management. All these are important.

Suboptimal nutrition is the most widespread of children's diseases in India, and in many developing countries. It is so widespread that it has become the average condition, and is considered normal

even by many medical and paramedical personnel.

Dr. Seetha Sinclair

DEPARTMENT OF PEDIATRICS,
ALL INDIA INSTITUTE OF MEDICAL SCIENCES

We are so used to seeing thin, skinny, pale children, that we often do not even notice their subnormality. The cause is often poverty, but oftener still, it is ignorance of parents, about child nutrition. They think the smaller and weaker the child, the less it should be given to eat, and the feeds should be diluted greatly. They are not aware that the more the feeds are watered down the child gets lesser calories. A vicious circle is thus established, and the child who needs more food is given less and less, becoming more and more malnourished.

PROPER NOURISHMENT— A MUST

In their first year, children in India are usually breast-fed, getting enough calories, protein and most other necessary nutrients from milk. If, for any reason, they cannot get breast milk, they may become malnourished even in their first year.

Artificial milk is often diluted, resulting in a child getting less calories than it needs. Such milk can also become infected, leading to diarrhoea, and this, if repeated, can lead to malnutrition.

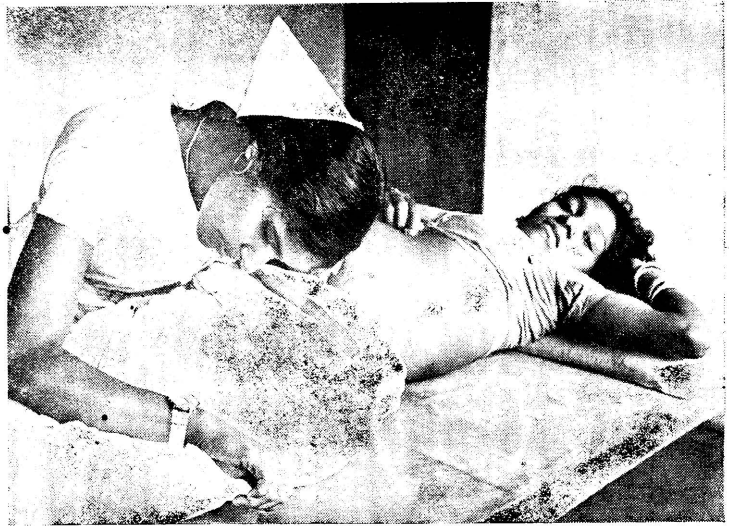
Whenever the mother's milk supply decreases, semi solids and solids are introduced, generally in very small quantities, giving the child, often a very inadequate diet. This applies especially to pre-school children, between the ages of 2 and 5 years.

Malnutrition is a dangerous condition, as a mal-nourished child can get infections more easily, and in a more severe form than a well nourished child.

Ideally, an infant should be started on semisolids by the age of 2 to 3 months, and be eating 4 meals a day of about 1000 calories daily, by the age of 1 year. Milk should not be diluted with water.

High calorie, high protein items are best, but the diet should be varied, including dal, wheat or other cereal, and green vegetables, in mashed form. Eggs and meat may be added, unless there are social or religious strictures against these items. Multivitamin drops should be added to the infant's diet from the age of 2 weeks, and iron drops or syrup from the age of 2 months. These may be stopped once the child is given a full varied diet.

Food should never be forced, but merely offered to a child. Foreign food on a child is the best way to make the child a problem



eater. An obese child is not a well nourished child. Neither overweight nor underweight are desirable. During sickness, generally, the child's diet should not be restricted. The appetite is usually a good indicator of a child's needs, and ability to digest food.

IMPORTANCE OF IMMUNISATION

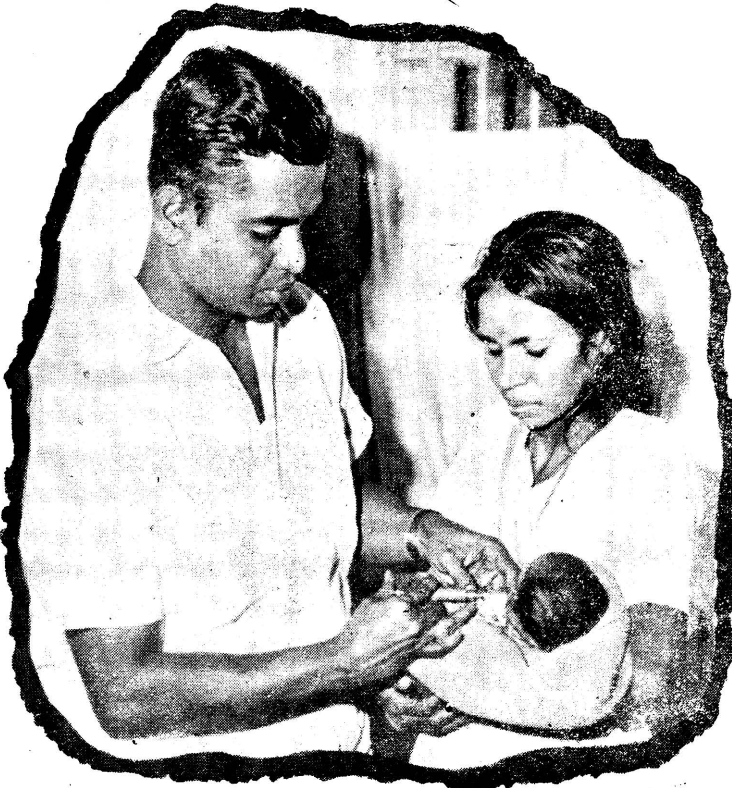
Immunisation against disease is a most essential part of child care.

B. C. G. vaccine, given at birth, will protect the child from tuberculosis, and especially from severe forms of the disease, such as tuberculous meningitis. It is important not to wait till the child is older to give B. C. G. as he may catch tuberculosis in the meantime.

Smallpox vaccine should also be given at birth or in the first month.

Triple antigen, protects the child against diphtheria, whooping cough and tetanus. This may be given from the age of 2 or 3 months once a month, for 3 doses. A single booster dose should be given 1 year after the third dose, to keep up the child's immunity. Another booster should be given 3 years later at about the age of 4.5 years.

Whooping cough vaccine should not be given after the age of 5 years, as it is unnecessary and sometimes dangerous. Triple antigen is safe, and may be given every 3 years till the age of 10 years, after which, only tetanus toxoid is needed, every 5 years. In case a child gets hurt, she or he will not need any tetanus antitoxin, which can have dangerous side effects, but only tetanus toxoid, which is safe and effective.



MALNUTRITION
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• PROTECTION AGAINST POLIO

Polio vaccine is of two types—injectable and oral. Oral polio vaccine is the one usually used, and is in a sweet syrup form. It is a live vaccine which cannot produce disease, but only immunity. At least 3, and preferably 4 or 5 doses, should be given once a month from the age of 2 or 3 months onwards, with a booster dose 1 year after the last dose, and then every year till the age of 10 years.

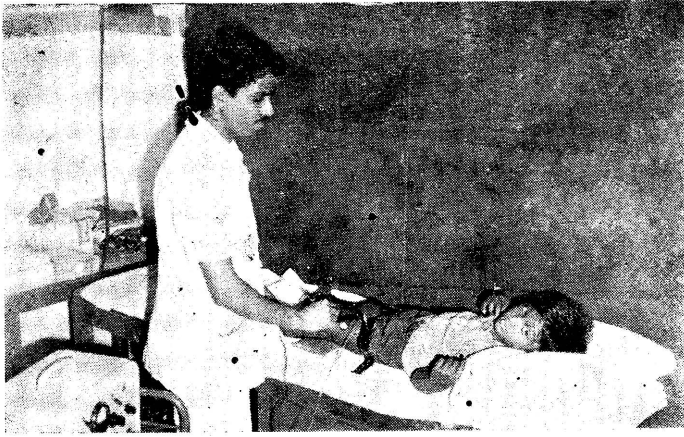
Injectable or Salk polio vaccine gives better immunity than oral vaccine in the tropics. It is given

once a month for 3 doses from the age of 2 to 3 months, with a booster dose, 1 year later.

Typhoid vaccine is also effective and should be repeated every year. Usual precautions of boiling drinking water, protection from flies, washing hands before eating etc. must also be taken.

Cholera vaccine is only needed during epidemics. It is effective, but the immunity lasts only 4 to 6 months.

Measles vaccine is now available in India. Only one injection of



live vaccine, given after the age of 12 to 15 months, confers immunity which is likely to be permanent. Measles is often severe, and sometimes has severe after-effects on the brain and lungs. So the vaccine will be very useful.

CLEANLINESS IS GODLINESS

General cleanliness is important. A child should have a bath every day, whether well or sick, and more often in hot weather. Even if he is sick with a cold or pneumonia or chickenpox or diarrhoea, a daily bath will keep him clean and comfortable. Handwashing before eating will prevent some worm infections.

Clothes should be light and suitable to the weather. A sick

child does not need warm clothes if the weather is hot. Small babies are often made thoroughly uncomfortable by being loaded with several layers of knitted garments, while their parents go about in cool comfort in light cotton clothes. One must always remember that what is comfortable for the parent is comfortable for the baby too. Infants should not be in tight fitting clothes.

Plastic underwears are not advisable, except for short periods of time, worn over diaper. The diaper must be changed as soon as it gets wet or dirty, whether a child is wearing plastic pants or not. Plastic bibs can be very dangerous, as they can fly up over the child's mouth and nose, and suffocate it. Velvet and nylon should be avoided. All children's clothes should be washable and non-inflammable.

The use of surma in the eyes is not advisable. Most surma samples as well as surma rock, tested by us, had a high lead content. To prevent poisoning, medicines should be kept locked up, and so should potentially dangerous substances in common use in homes, such as carbolic, lye, naphthalene, lysol, etc.

Coughing and kissing are both good ways of transmitting respiratory infections. Kissing children on the mouth is a most unhygienic practice.

WHAT THE CHILD NEEDS

The psychological needs of a child are for love, warmth and appreciation, but also discipline. Children should be treated equally and without favouritism. Love and appreciation in a stimulating home and school environment, will provide a child with maximum opportunity for development. Discipline is important, as a child has to learn to give and take, and to understand the rights of others, and how to live in society.

Parents who spoil their children by giving in to their every whim, reasonable and unreasonable, lay up a lot of difficulty in adjustment for them, later. Alternatively, the cold authoritarian parent can nip a child's initiative in the bud, and turn him into a timid, dependent individual, afraid of responsibility. A balance should be maintained, based on love, common sense, and a respect for the rights of all individuals, children as well as adults.

Bringing up a child is a difficult, but also a happy and rewarding task

Positive health - mental and physical is the result

we strive for, and hope to achieve.





adult education

IN PARTNERSHIP WITH YOUTH

Dr. V. NAGARAJAN,
CO-ORDINATOR

Department of Adult & Continuing Education,
UNIVERSITY OF MADRAS.

Whether conscious or not, human beings keep on learning and acquiring new knowledge and information throughout their lives. In the modern technologically developing societies, constant process of learning had a definite place in the individuals life and living. The pace with which development occurs, has opened our eyes to show that, "most men are not sufficiently equipped to face the conditions and vicissitudes of life as lived in the second half of the twentieth century. Hundreds of million of adults need education, not only for the pleasure of perfecting their capacities or contributing to their own development, as before, but because the demands for over-all social, economic and cultural development of the twentieth century societies require the maximum potential of an educated citizenry". Thus, education has become socially and economically inevitable, and has moved to the centre of the developmental milieu.

ULT EDUCATION:

Many of the developing societies miserably failed to foresee the population explosion. Added to this, the same societies lacked a clear sense of direction and foresight in education and employment policies. The net result was crisply summarised by the President of the

World Bank. According to him "some 800 million individuals continued to be trapped in absolute poverty; a condition of life so characterised by malnutrition, illiteracy, disease, squalid surroundings, high infant mortality and low life expectancy as to be beneath any reasonable definition of human deficiency". Though the Universal Declaration of Human Rights proclaims the right to education and calls for the creation of free and compulsory elementary education for all, the available statistics show that around 1962, in Asia, there were about 50 million illiterates aged between 10 and 14, 42 million illiterates between 15 and 19 and 44 million between 20 and 24. In Tamil Nadu as per the 1971 census there are about 72 lakhs of illiterates in the age group 15-35. A growing realisation about the gravity of the present situation has propelled the policy making machineries to proclaim a total war against illiteracy. Accordingly, Adult Education was identified as the key, to include the vast majority of the population, excluded from enjoying the benefits of socio-economic development.

YOUTH ACCOUNTS FOR LARGE SHARE:

The demographic change that has taken place within the past three decades, has increased the proportion of youth. Though this

was foreseen long ago, not everyone was prepared for it, and it generated contradictions, tensions and shocks for those who were functionally responsible for guided change. We are not even ready to provide an agreed upon definition for youth. By many, youth is seen as those still going to school, who have neither started work nor set up their own home. An adult, according to this definition, is a person who has finished school, holds a job and has a family. However, many people tend to agree that youth can be viewed as one of the age groups between 15-25 years. Within the 15-25 years age group, there exist four main categories, of youth namely, urban youth, rural youth, youth without schooling and youth with secondary, college or university education. In the proposed adult education programme, approximately half of the men and women are youth. Thus, youth as beneficiaries accounts for a large schare.

THE WALLS WHICH DIVIDE THE GOWN AND THE TOWN:

The Colleges and Universities remained as a closed academic community, immune to the realities and problems of the common man. They were described as an unrepresentative middle class organization. People within the organization strived between a strong and unfeeling bureaucracy, and an inert and



imbecile common man, to possess themselves of rank consideration and power. According to the Education Commission (1964-66), "The walls which divide the gown and the town have crumbled and the life of the University and that of the community can be vitally linked for their mutual enrichment". The International Conference on Youth (1964) has proclaimed that "young people themselves are now required to take an active part in community life and development far earlier than in the past. Whereas, it was once thought that young people had no other functions than to prepare themselves for later life, it is now realised that they want, and ought, to take part in political and social life very early and to assume their place in the community as soon as possible".

CLOSE ENCOUNTER:

The new path for the academic community to travel from contestation to participation made it possible that the youth without schooling and the youth with education should meet each other. Around 1962, it was estimated that there were 146 million young illiterates in the world between 15 and 24 years of age. Around the same period from 1960 to 1965 college and university students' world total rose from 11,174,000 to 18, 015,000 persons. Both in terms of numbers and capability, university students represent a new force in society and the powerful influence they now exercise has particular relevance in the contemporary adult education programmes. For example, as mentioned earlier, in Tamil Nadu there are approximately 72 lakhs of illiterates in the age group 15-35. Half of the men and women may roughly fall under the category youth as per the age group classification. Tamil Nadu is deemed to be an educationally advanced state. The colleges are releasing into society each year an increasing num-

ber of young people. Since the job market itself is limited, there is a real need to encourage these young people to make an economic contribution in the rural areas from which most of them come. The spirit for working with people and the dedication of work for the economically weaker sections of the society can be infused when they are students. Opportunities for constructive work can be provided to these educated young people only by means of a close encounter with youth without schooling and who really needs but cannot perceive the consequences of being educated. If these young students were not believed in terms of their capabilities, and opportunities were not provided to them, the basic expectations of development cannot be fulfilled. In terms of human resource development, highly educated man-power as the key to development, will bring about an alarmingly growing number of educated unemployed. Unless the opportunities are provided for both the group to meet each other, the educated sector will be making a negative contribution to development.

No doubt, the present system of education is urban oriented and is based on the values of developed societies which are alien to a rural and agrarian economy. The conventional primary and secondary schools, the root of the problem, are elements of an hierarchial academic structure and are elitist in nature, they are therefore ill-adapted to meeting the essential needs of the great majority of boys and girls who will have to live out their lives in rural areas. Therefore it is obvious that the only system of education which can be justified is one which is restructured to meet the needs of this majority. Accordingly a large proportion of young people still live in a rural traditional setting and when they leave college most are not yet fully involved in any of the decision making processes in the community. Under such circumstances the drift of the development problem represented by youth has been inexorable. But this drift can be decelerated by providing satisfying and productive programmes for youth in their own rural environments. For these programmes to be truly successful they should enhance personal growth economic self-sufficiency as well as contribute to the overall development of the community.

NATIONAL ADULT EDUCATION PROGRAMME IN INDIA

The national adult education programme is indeed a unique programme which is to create an educational movement for making 100 million people between the ages of 14-35 years literate in five years. It is however, important that adult education movement should be closely linked with the planning strategy which emphasises elimination of destitution through intensive area planning and by giving employment orientation to development. For this purpose close co-operation should be created with the dominant development activity of the area whether it goes under the rubric of Integrated Rural Development or Integrated Tribal Development or Employment Oriented Area Planning or DPAP, or whatever. The adult education programmes should strive to establish mutually supportive linkage with the development activity.

Mr. Manzoor Ahmed, a well known adult educator proposed that the adult education programmes have to be viewed and conceived more broadly than as only literacy teaching or even just delivering knowledge, information and skills. It has to be recognised that the most effective and relevant learning takes place through the process of solving real problems rather than in the classroom or an imitation of it. Diagnosing the potentialities and constraints for an economic project, formulating concrete goals and plans, creating appropriate institutional structures for implementing the project, managing the project, and ensuring meaningful participation of the concerned people in all of these activities are more significant learning problems than teaching literacy skills or even equipping workers with a production skill. All of these learning needs are best met through the participation of the learners in concrete action projects to solve problems of health, water supply, nutrition, and raising the income level. Discrete educational efforts divorced from such action projects are generally inconsequential in their impact on the lives of the rural masses.

ROLE OF EDUCATED YOUTH:

The educated youth at all levels have to play a larger role than at present as the agents for social change and economic development. If education is viewed as a vital flow

of nourishment through all development activities rather than as a separate service activity, the educational workers must have an understanding of the total efforts and the place of education in these efforts. For income generation and other development projects with educational components, the educational workers should be the orchestrator of the projects. In most situations, he has to play a key leadership and facilitative role for designing and initiating a new brand of integrated community development efforts that address the basic needs of poor rural families. It is not possible for him to be an expert in many fields, but he should be able to draw upon and utilize the help of people and agencies with specialized competence in different areas.

PARTICIPATION IN ECONOMIC PROJECTS :

Economic projects and the educational elements in them aimed at helping the disadvantaged groups of society need to be focussed on specific groups with homogeneous socio-economic backgrounds, interests, and aspirations. Such groups may be landless farmworkers, mothers from poor families, destitute women without a male breadwinner in the family, out-of-school adolescents from poor families, groups of traditional artisans who have lost their traditional market and so on. This is in contrast to a common approach for a geographical unit such as a village or a district and a sectoral approach in the form of an agricultural project or a cottage industry project. The geographical or sectoral approach ignores the differences in the circumstances, needs and interests of different socio-economic groups in the same locality and tries to fit them all into one mould. Very often these efforts end up serving the interests of the relatively wealthy and influential people at the cost of the poor and the deprived. Projects designed for homogeneous interest groups may cut across conventional sectors because the concern is about the particular situation of the target population rather than adherence to sectoral jurisdictions. When the project approach and goals are derived from the particular situation of a disadvantaged group, it is less likely to be dominated or controlled by other interest groups.

ROLE OF UNIVERSITIES:

The vast army of the educated young who are currently enjoying the benefit of higher education should be viewed as a well organized group possessing its own dynamic momentum, potentially ready for their contribution to the process of social change and hence, their services should be properly utilised. According to the annual report of the Madras University published in 1977, a total of about 15,050 students, both men and women, were involved in the National Service Scheme. Of these 3,650 were women students. Few of the men and women were from the Medical and Engineering Colleges. As on today the NSS activities are structured as of educational value to the students. According to the programme planners, the programmes are planned mostly on the felt needs of the community in order to create a sense of social awareness, not only in the students involved in the scheme, but also in the community around. It is interesting to know that at least in one country the students of a Medical College, by their work in a nearby community were able to restructure the high school curriculum. In many of the countries their high school curricula are nothing but degenerated versions of the higher education curricula. This can be easily understood by checking any of the text books designed for high schools with that of the higher education text books. In the above mentioned case, the students of the Medical College, through their community work, identified commonly occurring diseases of the community, necessary remedial measures and above all the preventive measures for some of the most frequently occurring diseases. In the light of their report a change in the curriculum was mooted out and was readily accepted by the curriculum planners. This example can be taken as an indication that by working with adults, the teaching and learning community, may be able to correct some of their alimeted notions about people and their realities.

In fact, while making specific recommendations it was proposed by a commission that the University with its specialised agency would create a wholesome impact on certain sensitive areas of economic, social and cultural life of the people. "One significant way in which it



can give a lead is to communicate to the people the new scientific findings and new thinking on social and economic problems. Similarly universities can effectively undertake a variety of programmes for re-education of the key personnel of the different professions. Accordingly, Universities can no longer afford to be elitist for they have a major responsibility towards meeting the educational needs of the community. "The important and fundamental university reform to link universities with society and with life, to make universities even responsible for some parts of public life, to change the nature of the institution as such-cannot be achieved if there is not a real change in the relationship between universities and the 'adult society', if tertiary institutions are not opened to all members of society, if universities do not become first-rate life-long institutions. The problem is thus not only to promote a neglected activity called adult education in universities in Asia and other parts of the world, but rather to consider this neglected responsibility as an integral part of the university and university reform. The formal system of education had developed in one way and the various forms of adult education has developed in other different ways so that there were no adult education systems. In the light of the prevailing economic and social situation education cannot remain in compartments. Hence in the process of the creation of a comprehensive adult education system linked both with the formal education system and with national development plans, the college youth has indeed a very important role, to play.

SEPARATE DEPARTMENT FOR HARIJAN WELFARE CREATED

A separate department viz. Harijan Welfare Department with a separate service has been constituted with the officers drawn from the Revenue Department, the Rural Development and Local Administration Department and Selection Grade Superintendents and Superintendents of the Harijan and Tribal Welfare Department to form the new Harijan Welfare Department. The District Harijan Welfare Officers posts should be filled in the ratio of 7:4:4 for (a) Revenue Department (b) Selection Grade Superintendents and Superintendents of Harijan and Tribal Welfare Department and (c) District Development Officers of Rural Development and Local Administration Department respectively. The District Harijan Welfare Officers in the new set up will work under the supervisory control of the District Collectors in the Districts and the administrative control of the Director of Harijan and Tribal Welfare at the State level. The posts will be made sufficiently attractive even from the initial stages to draw the right type of persons. The ministerial staff under the new set up should be regulated accordingly to ensure speedy and efficient implementation of the harijan welfare schemes.

NEW SERICULTURE TRAINING SCHOOL IN DHARMAPURI

Sericulture is one programme which is catching up fast and has potentialities for increased employment opportunities in the rural areas. A number of developmental programmes are contemplated for implementation during VI Plan Period. Technically trained personnel are required in large number for implementing these schemes. A minimum of 700 graduates and 500 undergraduates will have to be trained during 5 years. The Central Sericultural Research and Training Institute, Mysore, is the only institution at all India level, which gives training in Sericulture. Because of its limited in-take the entire personnel required for the developmental programme cannot be imparted training in the institute. The Government of Tamil Nadu have sanctioned starting of a training school at Hosur in Dharmapuri District to train 50 graduates and 700 undergraduates in sericulture in a year in two batches.

NEW S I N B R I E F

PENSION PAYMENT TO TEACHERS

Under the existing Pension Pilot Scheme, pensions upto Rs. 300/- are remitted by money order at Government cost and pensions exceeding Rs. 300/- are credited to the respective accounts of the pensioners in the nationalised banks. The scheme covers the teacher pensioners and teacher family pensioners in the City. The Government have now issued orders extending the scheme to the teacher pensioners and teacher family pensioners residing outside the City, in the mofussil, so as to enable them to receive the pension by money order or through the nationalised banks.

THREE INSPECTORS GENERAL OF POLICE

The Government order the following as the allocation of function consequent on the trifurcation of Police Organisation in Tamil Nadu.

For effective enforcement of prohibition and other social legislation there should be an Inspector-General of Police. This Inspector-General of Police would look after prohibition, immoral traffic, gambling and protection of civil rights and such other social legislation which may be passed from time to time and entrusted to Police Department for enforcement.

To meet the emergencies and to improve the organisation and training of the Armed Police and Armed Reserve there would be a Inspector-General of Police. This Inspector-General of Police would be in-charge of all the Armed Battalions and the Armed Reserves in the State. It will be his responsibility to train, organise, acquaint and handle all emergencies in this.

For City and District Police establishment, Crime detection and and prosecution of criminals in the State there would be a Inspector-General of Police and all other functions not mentioned above and handled by Police now would be handled by the Inspector-General of Police (Services).

To co-ordinate the functions of these three Inspectors General of Police there will be Director-General of Police whose responsibility would be co-ordination and overall supervision. Day to day functioning of the respective branches would be the responsibility of the respective Inspector-General of Police. The Director General will be responsible for co-ordination, personnel management, budget policy matter regarding the police and liaison with the Government.

NATIONAL Children's Fund

IN THE MATTER OF THE CHARITABLE ENDOWMENTS ACT, 1980 AND IN THE MATTER OF THE NATIONAL CHILDREN'S FUND, NEW DELHI.

S.O.120(E) WHEREAS the Secretary to the Government of India, Ministry of Education, Social Welfare and Culture, Department of Social Welfare, being the person who proposes to apply the funds of the National Children's Fund, New Delhi, in trust for charitable purposes, has applied for vesting the funds mentioned in Schedule A annexed hereto in the Treasury of Charitable Endowments for India and for the settlement of a scheme for the administration of the said funds;

NOW THEREFORE, the Central Government, in exercise of the powers conferred by sections 4 and 5 of the Charitable Endowments Act, 1890 (6 of 1890), and upon the application, as aforesaid, and with the concurrence of the Secretary to the Government of India, Ministry of Education, Social Welfare and Culture, Department of Social Welfare, do hereby order that the moneys set out in Schedule A annexed hereto shall, as from the date of publication of this notification, be vested in the Treasurer of Charitable Endowments for India to be held by him and his successors in office upon trust to hold the said moneys and the income thereof in accordance with the trust and terms set out in the Scheme set forth in Schedule B, annexed hereto for the administration of the said funds;

And it is hereby notified that the Scheme set forth in Schedule B annexed hereto has, under sub-section (1) of section 5 of the said Act, been settled for the administration of the said funds and under sub-section (3) of the said section (3) of the said section 5 of the said Act, it is hereby further ordered that it shall come into force with immediate effect.

SCHEDULE 'A'

Contribution of Rupees one lakh made by the Government of India

towards the funds of the National Children's Fund.

Scheme for the administration of the National Children's Fund New Delhi.

The objects of the National Children's Fund (here-in after referred to as the Fund)

- (i) to administer and apply the funds of the Fund to pay grants-in-aid to voluntary organisations of National State, and District level, to implement programmes for the welfare of children, including rehabilitation of destitute children, particularly pre-school age children.

Programmes for welfare of children belonging to Scheduled Castes, the Scheduled Tribes and other backward classes will receive priority consideration;

- (ii) to do all other things that are incidental and conducive to the above objects.

The objectives of the Fund shall extend to the whole of India except the State of Jammu and Kashmir.

For the management and administration of the funds of the Fund, a Board of Management (hereinafter referred to as the Board) shall be constituted consisting of the following members.

- | | |
|---|--------------------------|
| (a) Union Minister of Education and Social Welfare | Chairman (Ex-officio) |
| (b) Union Minister of State for Education and Social Welfare | Working Chairman |
| (c) Joint Secretary, Ministry of Finance, Government of India | Member |
| (d) Secretary, Department of Social Welfare, Government of India | Member |
| (e) Director, National Institute of Public Co-operation and Child Development | Member |

(f) Chairman, Central Social Welfare Board
New Delhi Member

(g) Six non-official members to be nominated by the Chairman

(h) Joint Secretary (Nutrition and Child Development), Department of Social Welfare, Government of India Secretary-Treasurer

Not less than seven members shall form a quorum. Every matter shall be determined by a majority of votes of the members present and voting on question. In case of equality of votes, the Chairman shall have a casting vote.

The Board may function notwithstanding any vacancy in its constitution.

Subject to the provisions herein contained the Board may frame, and vary, from time to time, as they think fit, rules for the conduct of their business. Provided that the Central Government shall make the first rules for the conduct of business of the Board.

The funds of the Fund shall be vested in the Treasurer of Charitable Endowments for India.

(1) The Board may make Rules for the regulation, management, and for any other purpose connected with the execution of the funds of the Fund.

(2) The Board shall invest the proceeds of the sale or other disposal of the property as well as any moneys or property not immediately required to be used for the objects of the Fund in any one or more of the modes of investment for the time being authorised by law for the investment of the trust moneys as the Board may think proper.

The Board may appoint a working committee for each State/Union territory in India and such officers and staff as they may consider necessary.

The Board may delegate any of their powers to any of the Working Committees constituted in respect of the State/Union territories or any one or more members of their body.

The Board may also delegate to one or more of the members such of their powers as may, in the opinion of the Board, be merely ministerial acts and involve no discretion or are necessary and conformable to common usage.

Regular accounts of the moneys in the funds shall be kept by the Secretary-Treasurer.

All contracts and other assurances shall be in the name of the Board and signed on their behalf by at least one of the members or Secretary-Treasurer.

The Board may receive any endowment, donation, or other contributions in augmentation of any of the objects and general purpose of the Fund. They may also receive endowments, donations, or other contributions for any special purposes connected with the charity not inconsistent with or calculated to impede the due working of, the provisions of this Scheme.

Rules for the Administration of the National Children's Fund, New Delhi

In pursuance of the powers conferred by the proviso to para 6 of Schedule B of the notification No. dated 2 March 1979, the Central Government makes the following rules for the conduct of business of the Board of Management of the National Children's Fund:

Short title. These rules may be called the Administration of the National Children's Fund Rules, 1979

Definitions. Unless there is anything repugnant to the subject or the context of the scheme for the administration of National Children's Fund, as laid down in Schedule B to Notification No. 120 (E), dated the 2nd day of March, 1979 (hereinafter referred to as the said notification),

- (a) "Fund" shall mean the National Children's Fund, New Delhi;
- (b) "Board" shall mean the Board of Management constituted for the administration of the Fund in pursuance of paragraphs 3 of Schedule B to the said notification;
- (c) "Secretary - Treasurer" shall mean the Secretary-Treasurer of the Board;

- (d) "Year" shall mean the financial year ending on the 31st March.

Authorities of the Fund. For the management and administration of the Fund, a Board, as set out in paragraph of Schedule B to the said notification shall be constituted with powers and functions as laid down in the said Schedule.

Duration of membership. (1) A nominated member of the Board shall hold office for a period of two years.

(2) A member of the Board shall cease to be a member if he dies, resigns his membership or becomes of unsound mind or insolvent or is convicted of a criminal offence involving moral turpitude.

(3) The resignation of membership shall be tendered to the Chairman of the Board and shall become effective from the date of its acceptance or on the expiry of thirty days after the date of resignation, whichever is earlier.

Vacancies on the Board. Vacancies on the Board shall be filled in the manner in which the Board was originally constituted.

Meetings of the Board. The Board shall meet as often as it is necessary to do so for the transaction of business of the Fund but in any case at least once a year.

Powers and Functions of Secretary-Treasurer of the Board. It shall be the duty of the Secretary-Treasurer-

- (a) to be the custodian of all records of the Board;
- (b) to conduct the official correspondence on behalf of the Board;
- (c) to issue all notices for convening the meetings of the Board;
- (d) to keep minutes of all meetings of the Board and of such Bodies the responsibilities for convening whose meetings rests with him;
- (e) to manage the properties and funds of the Fund, to maintain accounts and execute all contracts on behalf of the Board; and

- (f) to exercise all other powers and execute such other functions as may be assigned to him by the Board from time to time.

Assets of the Fund. (1) In addition to the moneys, particulars of which are given in Schedule A to the said notification, the assets of the Fund shall include all such grants and contributions, recurring and non-recurring, from the Central & State Governments, local bodies or any other statutory or non-statutory bodies set up by the Central or the State Governments as well as voluntary donations and endowments from any other sources, whenever received.

(2) All assets of the Fund shall vest in the Board of the Fund.

Allocation of Funds. The Board may, from time to time, determine the proportion of the total funds at its disposal which shall be applied for the purposes of the Fund in a particular year.

Deposit of Funds. All moneys of the Fund shall be credited initially to the account of the Board of the Fund to be opened in the State Bank of India or any of its subsidiaries or any other Scheduled Bank of India or any of its subsidiaries or any other Scheduled Bank approved in this behalf by the Government of India.

Withdrawal of funds. Withdrawal of funds from the accounts of the Board of the Fund shall be regulated in a manner to be determined by the Board. Such withdrawals shall be made by cheques or requisitions (as the case may be) signed by the Secretary-Treasurer in the case of amounts not exceeding rupees one thousand and signed duly by the Secretary-Treasurer and another member of the Board to be nominated by the Board in other cases.

Administrative expenses. Administrative expenses incurred by the Board, such as expenditure incurred on salaries and allowances, and T.A. and D.A. of their officers and staff, and T.A. and D.A. of the members, shall be a legitimate charge on the funds of the Fund.

Appointment of staff. The Board may appoint such staff as they may consider necessary for the discharge of their functions.

The Government of Tamil Nadu has appointed a High Power Committee to look into problems of agriculturists. The Committee has submitted its report to Government on 15-5-79. Government would need time to undertake a detailed scrutiny of the report and its recommendations. Yet in their anxiety to issue orders on the recommendations relating to immediate relief to agriculturists, the Government have taken certain important decisions.

I. Procurement Price of Paddy :

The High Power Committee has recommended that this Government should urge the Government of India to enhance the procurement price of paddy to Rs. 120 per quintal. The Government of Tamil Nadu have been consistently urging the Government of India to fix the procurement price of paddy at Rs. 129 per quintal and if this was not immediately possible to fix the procurement price of paddy on par with the procurement price of wheat in the first instance. This view was also vigorously put forward on behalf of the Government of Tamil Nadu at the recent Conference of Chief Ministers held on 21-5-79. We hope that the Government of India will concede this demand which has been put forward not only by Tamil Nadu but by several other States in the country. In the event of the decision of the Government of India not giving us full satisfaction, the Government of Tamil Nadu are determined to take certain steps to ensure that a remunerative price for paddy becomes available to small farmers. This scheme will be implemented soon after the official announcement of the Government of India regarding the procurement price of paddy.

Meanwhile in order to create conditions favourable for the agriculturists getting a remunerative price for paddy, the Government of Tamil Nadu have decided that even the token levy of 20 per cent now imposed on the movements of rice and paddy outside the State shall be totally removed with effect from 1st June, 1979.

II. Thakkavi Loans :

The Government have decided to afford relief to the agriculturists by accepting in toto the recommen-

A BOON TO

Agriculturists

dations of the High Power Committee in respect of Thakkavi loans.

Agricultural Credit Input Loans granted to landless agriculturists will be totally written off. In respect of these loans granted to other agriculturists, the first Rs. 500/- of the loan amount will be written off and on the next Rs. 5,000 to percent. will be written off.

In respect of loans granted under Agricultural Loans Act and Loans Improvement Act, the loans will be treated as fully settled, if the amount so far paid by the agriculturists either as principal or interest or both put together equals the amount of the loan. Similarly, in respect of loans granted for commercial crops, loans will be written off if an amount equal to the loan amount has been paid either as principal or interest or both put together.

In respect of Capital Improvement Loans, the loans will be written off if the amount paid as principal or interest or both put together equals twice the amount of the loan.

Similarly for loans sanctioned for open wells or tube wells, the loans will be treated as written off if the amount equal to twice the loan amount has been paid as principal, interest or both put together.

In respect of loans for wells, in cases where the well has failed, the loan amount upto Rs. 10,000 will be written off. Ryots who have spent an amount atleast equal to the loan amount for digging the well will be eligible for this concession.

Except loans granted in respect of soil conservation and ground spraying, in respect of all other loans granted by the Agriculture Department for services rendered, further collections will be waived. In respect of soil conservation loans, the loan account will be treated as settled if 50 per cent of the loan portion

of the principal has been paid. In respect of ground spraying, the loan account will be treated as settled if an amount equal to the amount of the loan has been paid.

In respect of other Thakkavi loans not coming under the above categories, the loan account will be treated as settled if an amount equal to the loan amount has been paid.

Any outstandings that remain to be settled after these concessions can be paid in two annual instalments commencing from the coming year.

No person who is an assessee under the General Sales Tax Act, Income Tax Act or the Agricultural Income Tax Act will be eligible for any of these concessions.

It is estimated that as a result of these concessions now offered by the Government in respect of Thakkavi Loans, about 15 lakhs of agriculturists will get relief to the extent of Rs. 13 crores.

III. Co-operative Loans :

Co-operative loans are governed by the rules and regulations laid down by the Reserve Bank and the basic concepts of the Co-operative movement. Yet, in their anxiety to offer substantial relief to the agriculturists, the Government have decided to grant several important concessions, which are a substantial improvement over even the recommendations of the High Power Committee.

Penal Interest :

Penal interest upto 30-6-79 on all short-term medium-term and long-term agricultural loans over due as on 30-6-78 will be fully waived. Any penal interest that may have been paid after 30-6-77 will be refunded to the loanee by crediting it to the account of the loanee.

Conversion of short-term loans into medium-term loans has already been granted in the cases of ryots who have been affected, by adverse seasonal conditions. It has now been decided that in the case of such converted loans of a farmer, be they 1, 2, 3 or more, all interest due on such loans as on 30-6-78 will be written off.

No person who is an assessee under the Sales Tax Act, Income-tax Act or the Agricultural Income Tax Act will be eligible for these concessions.

Besides this, waiver of interest, extension of time will also be granted for the repayment of converted loans. If an agriculturist has two converted loans, they will be consolidated into a single loan and he will be allowed to repay it in three annual instalments. If he has three converted loans, they will be consolidated into one loan and he will be allowed to repay it in five annual instalments. If he has four converted loans, they will be consolidated into a single loan and he will be permitted to repay it in six annual instalments.

The first instalment of such consolidated loans will be payable before 30-6-80 and the exact date of repayment will be fixed with reference to the usual time of harvest of crops by each member.

All these concessions will be applicable to outstanding loans as on 30-6-78. The loans which fell

due for repayment after 30-6-78 will have to be repaid on the due dates.

Besides these concessions in respect of short term loans converted into medium term loans before 1-1-79 and which are outstanding, and in respect of loans which are now to be consolidated, the rate of interest will also be reduced. Interest is now payable on these loans at either 13.8 per cent. or 12.5 per cent. According to the reduced rate, an interest rate of 10.5 per cent. in respect of small farmers and 12 per cent. in respect of other farmers will be charged from 1-1-79.

As a result of these concessions granted in respect of co-operative loans, about 16 lakhs of loanees will get relief to the extent of Rs. 27 crores. In respect of Thakkavi Loans, 15 lakhs of ryots will get relief to the extent of Rs. 13 crores. So, totally relief to the extent of Rs. 40 crores will be offered to ryots, as a result of the concessions now ordered by the Government.

According to the rules and regulations of the Reserve Bank, Co-operative organisations have to comply with certain conditions and requirements in order to be able to borrow from the Reserve Bank for their lending programme. As a result of the concessions now offered, the financial position of the Co-operative Institutions will be severely affected. In order to maintain them in a position of eligibility for further borrowing from the Reserve Bank,

the State Government will have to give advances of several crores of rupees this year and in the next few years to the Central Co-operative Banks. This will impose a severe strain on the financial resources of the State.

In spite of these formidable difficulties the Government of Tamil Nadu have offered these concessions in their anxiety to afford substantial relief to ryots. Government are confident that these concessions will be welcomed and appreciated by the ryots. Only if Co-operative loans are repaid promptly, will the Co-operative organisations be able to undertake further lending. The Agriculturists of Tamil Nadu are no doubt well aware of the fact that the Co-operative movement is their own movement, that the financial responsibilities of the Co-operatives are the peoples' responsibilities and that it is the primary social responsibility of the ryots to repay the co-operative loans promptly and thus enable co-operative organisations to continue to lend to the ryots. The Government have now offered concessions far beyond their resources. Government earnestly hope that the agriculturists of Tamil Nadu will appreciate the spirit of goodwill and the abundant sympathy the Government have for ryots which have now prompted the Government to offer these concessions and strengthen the hands of Government and particularly co-operative organisations to equip them to continue to render even more signal service to the agriculturists of Tamil Nadu.

CONT. FROM PAGE 26

NATIONAL....

The terms and conditions of service of the staff may be determined by the Board.

Remuneration to members and officers. (1) No remuneration shall be paid to any of the members of the Board except travelling and daily allowance at rates to be determined by the Board.

(2) Official members of the Board will draw travelling and daily allowances at the rates admissible to them from the source from which they draw their salaries.

(3) Officers and staff of the Fund may draw such remuneration

and T.A. and D.A. to which they may be entitled under rules applicable to them.

Accounts and Audit. Regular accounts shall be kept of all moneys and properties and of incomes and expenditure of the Fund and shall be audited by a firm of Chartered Accountant or any other recognised authorities as may be appointed by the Board. The Auditors shall also certify that the expenditure from the funds of the Fund has been correctly incurred in accordance with the objects of the Fund.

Copies of the annual accounts of the Fund duly audited and certified by the auditor shall be submitted by the Secretary -Treasurer

of the Fund to the Government of India every year.

Annual Report. An annual Report on the Working of the Fund shall be prepared by the Secretary-Treasurer of the Board and shall, after approval of the Board, be presented to the Government of India.

Repeal and Saving. The Board shall, within the framework of the scheme of the Fund, as laid down in Schedule B to the said notification, have full powers to repeal, amend or revise any or all of these rules whenever, in the opinion of the Board, it is expedient to do so.

OUR ENVIRONMENT



B. A. JEYAPALAN,

SPECIAL OFFICER TO
GOVERNMENT (IN CHARGE)

DEPARTMENT OF
ENVIRONMENT HYGIENE

“WORLD Environment” day which falls on 5th June is a day during which we recognize that all nations and people are totally dependent on Earth’s fragile water, air and land system for life itself. It is, also a day during which we emphasise that these fragile systems need our care every day.” This article highlights the crisis that is being faced by the Environment.

Environment has primarily its classic divisions as land, water and air. It is made up of many eco-systems for each of which there is an inter-related cycle. Natural processes operate in keeping these eco-systems at levels that are fairly constant and harmless. Unfortunately in recent years man has interfered with the Environment by adding pollutants at rates exceeding the

rate of removal naturally, and adding certain undesirable toxic materials and other substances which may not be easily removed by natural processes. Such substances unless they are diluted or dispersed, just remain in the environment and produce whatever harmful effects they can, changing the physical and chemical characteristics of the Environment resulting in Environmental crisis. This in turn has resulted in affecting the life support system of man and other living things. The relationship between man and the natural system within which he exists is not only an ecological phenomenon, but also it has profound social, economic and other spectral consequences. We see only the fringe of it, that too late in twentieth century. Rapid population growth resulting in a specific pattern of

economic growth, Environmentally induced illnesses, Industrial and agricultural development resulting in increased pollution, urbanisation, Deforestation are some of the factors which have resulted in the Environmental issues.

India ranks second in Population and seventh in land area throughout the World. With only 2.4% of World’s land area, she has to support 14% of World’s Population. If the present growth rate continues around 2.5% the present population may shoot up to a billion by the year 2001. Increased population coupled with the desire for ever increasing material needs has resulted in our infinitely expanding economy in a finite biosphere. Historically economy was confined to production of goods and services

with a presumed knowledge of nature's hidden and visible wealth. Expanding economic activity due to increase in population has resulted only in an inappropriate development of economy. This has resulted maintaining a growing population at a constant standard of living, thus still maintaining malnutrition. Environmentally induced illnesses, Pollution of a primitive kind, inadequate housing facility, urban deterioration and over crowding.

Environmentally induced illnesses are mainly due to poor environmental control measures. Improper disposal of drainage water has led to mosquito breeding creating scope for Malaria, Filariasis etc. Indiscriminate disposal of human waste resulted in water-borne diseases such as cholera, typhoid, Infectious Hepatitis, dysentery etc. besides helminthic infections. The rats that live on stored grain may renew the spectra of a major out-break of plague. Nitrate pollution of water is creating conditions in which dangerous soil organisms are brought into contact with man resulting in Meningitis. In general the rising incidence of emphysema is also an incidental by-product in Man's endeavour in harnessing energy and use of the same. Similar is the effect of chemical poisoning particularly, lead and Mercury arising out of extensive use of fungicide, pesticide, fertilizer etc. Lung Cancer and Bronchitis aside of lead and cadmium poisoning are also claiming victims worthy of our special attention.

As population grows, so does the need for increased agricultural and Industrial production. Agriculture was an effort by man to shape his environment to suit his food requirement; certain species of mammals and plants which were useful to man as a source of food or clothing were much taken care by heavier water borne load of pesticides, herbicides, resulting in pollution of streams, rivers and lakes besides ground-water resources. Increased Industrial requirements pour into our water resources a vast array of contaminants, lead, detergent, sulphuric acid, phenol etc. besides organic lead and use of our water resources becomes questionable as to their fitness for drinking water, agricultural and other purposes. In Tamil Nadu there are at present about 100 textile Mills, 400 tanneries, 350 Sago

and starch mills, 18 Sugar Mills, 8 distilleries, 9 fertilizer factories, 8 pulp and paper, straw board factories, and many other chemical industries discharging untreated or partially treated waste water into the water environment.

• Air pollution is another consequence of population. Industrial growth and a high degree of dependence on motor-vehicle compared to the previous years, resulting in increased concentration of carbon monoxide, particulate matter, sulphur oxides, hydrocarbons and nitrogen oxides. A survey has indicated that the concentration of sulphur dioxide, nitrogen dioxide and suspended particulate matter is about 25.6 mg/m³, 13.3 mg/m³ and 238.0 mg/m³ respectively near the General Hospital area in Madras. These pollutants besides resulting in respiratory infection, cause eye irritation, respiratory tract irritation, damage to vegetation, metal surface and buildings. The effect on Taj Mahal by pollutants like SO₂ by attacking the marble is of worthy consideration. Visibility reduction and photochemical smog are some of other effects. Air pollution can lead to global effect also. Increased carbon dioxide (CO₂) content has resulted in increased re-radiation by earth (infrared rays), thus increasing the temperature. A 10% increase in CO₂ will result in a temperature rise of 0.5°C. As man increases his number and uses more and more energy to run his industry and vehicles, he increases the CO₂ content. CO₂ concentration in atmosphere has increased by 11% in the period 1880-1940, mainly due to the addition of burning fossil fuels. Another effect will be due to supersonic air craft when they fly at an altitude of 20 km (65000 ft) in a region of rarified gases with very little vertical mixing resulting in a decrease in the ozone-shield permitting lethal ultraviolet radiation to reach the earth's surface.

Accumulation of solid waste in open dumps or in inadequate fills are not just aesthetic disaster. They serve as breeding grounds for such annoying and disease bearing organisms as rats, cockroaches and flies, pollute the ground water and contribute to air pollution when they are burnt. Current method of dealing with the problem in our country requires due consideration.

The percentage of urban population to total population in our country has increased steadily from 70.84% in 1931 to 19.87% in 1971. This has resulted in inadequate open space, inadequate transport system, poor housing, over crowding poor social conditions, besides causing stresses in urban planning and more burden on the concerned authorities for providing necessary food requirements, water supply and proper waste water disposal.

Forests are an old natural resource. Unfortunately they are being exposed to new and urgent demands like extensive cultivation practices, needs of wood-based industries, fuel needs etc, affecting watershed areas, wild life habitat, recreation opportunities of many types, grazing land for domestic live stock and local climatic moderation.

Noise which is 'sound' without valve has become a problem for city residents in particular. The intensity, variety and clamour of this unwanted sound have multiplied in recent times. It results in hearing impairment besides changes in man's physiological state. Replacing the noise source, adjusting operating hour, fixing distance between noise source and people are some of the factors which deserve attention.

Increased Medical applications and Nuclear Power have become the central source of man made radiation due to sources like X-rays, Radioactive materials and electronic devices. This may lead to various forms of cancer and genetic damage.

Pesticides have been of enormous benefit to man and have helped to produce food and to protect health. Unfortunately pesticides have killed fish, birds and have caused cancer in test animals. The continuing use of DDT, a non-biodegradable compound used to protect human population from malaria carrying anopheles mosquito and to protect crops from insects is slowly accumulating in our biosphere. It is not yet known with certainty what are the long range effects on humans of accumulation of these substances. D.D.T. too has a global impact because of its circulation widely in the earth's biosphere.

Containing all these aspects of world Existence wherein several thousand categories of living organisms exist perpetually there is an overall ecosystem controlled by the vital force, nature, to support the living organisms including human life in its own way. It is essential that activities of different ecosystems are coordinated in such a way that there is least interference with the environment. This requires a high level body equipped with necessary expertise.

With this in view, Government formed the Tamil Nadu Environmental Board in 1976, as an apex advisory body to advise the Government in the matter of protection of the environment and also to function as a co-ordinating authority of different Departments concerned with powers to control pollution. The Board consists of 17 members with His Excellency the Governor as the Chairman and the Hon'ble Minister for Health as Vice Chairman. The Department of Environmental Hygiene is the servicing Department for the Board. The Board has approved the guidelines to be followed by the Licensing Agency in the matter of issue of clearance to new industries with reference to antipollutional measures. The Board will also take up environmental impact study by reviewing developmental projects in the State in respect of their impact on environment and suggest suitable remedial measures to protect the environment.

This Environmental impact assessment is an important aspect of Environmental protection. It is essential that the impact of the development projects on environment are considered in its totality at the planning stage itself and suitable alternatives examined and necessary remedial measures provided to safeguard the environment.

Because of the threat to the natural balance of the eco system, consequent on the expanding economic activity and population block, the Environment needs our care every day so as not to disturb the web and weft of life. Environmental protection around the globe will bring about global economy, welfare and global unity of the entire mankind.

TAMIN

Tamil Nadu Minerals Limited was established in April, 1978 by the Government of Tamil Nadu for the commercial exploitation of some of the important industrial minerals in the State besides taking up a leading role in the exploitation and export of black granites from the State. The Corporation was set up as a fully owned Government Company and the paid up equity as on date is Rs. 27.50 lakhs.

Black granite is known as "dolerite" in geological parlance and is used as floor tiles, front facings, monuments and tomb stones after polishing. The black granites from Tamil Nadu are considered to be the best in the country. About 70% of the country's exports are from Tamil Nadu. Of this over 90% is exported to Japan.

The TAMIN has taken up exploitation of black granites in Pulikundram, Chengalpattu District, Paithur R. F. near Attur in Salem District; Yellikaradu near Mettur in Coimbatore District; Bevanur R. F. and Donnakuttahalli near Pungavaram in Dharmapuri District. The TAMIN has recently finalised contracts for direct export of raw blocks in unpolished condition to three leading Japanese firms in Tokyo, namely M/s. Mitsubishi Corporation, M/s. Nishio-Iwai Company Limited and M/s. Orient Sangyo Kaisha Ltd., within four months of its commencement of mining, it will be achieving its first export on 16th June '79., TAMIN will export about 1000 M³ during the first year.

In pursuance of the State Government's aim to provide more jobs for the jobless in the backward and rural areas, the TAMIN will be opening up more and more mines in the backward areas and create employment potential to the local people. It will give a fair deal to labour by providing welfare amenities. As far as possible mining will be done by manual methods, and the mining machinery will be used only for limited purposes.

The TAMIN has proposed to take up a number of black granite occurrences, quartz and feldspar occurrences for—exploitation in the coming years.

Another important mineral in which TAMIN is interested is graphite. There is a good demand for graphite concentrates within the country and about 40% of its requirements are being imported. The TAMIN will exploit the graphite ore located near Sivagangai in Ramanathapuram District for which preliminary arrangements are being made. This scheme involves mining, beneficiation and to put up units to manufacture products like graphite crucible, grease, paints, foundry facings etc. This scheme will provide large employment potential for the local people in this backward area.



Chank Fisheries



S. DURAIRAJ

Asst. Director of Fisheries
(PEARL & CHANK) TUTICORIN

THE Chank fishery had been a State monopoly from the time of ancient Kingdom of Tamilnadu and with succession of Governments the rights of the fishery had been passed on to the State. With the formation of the Fisheries Department in 1967 the chank fishery operations were conducted by this department since then.

The Chank available in Tamilnadu State coast line are classified into (a) Jothi (b) Patti and (c) Irupiravi (Hybrid) groups according to their appearance and quality in Industrial requirements and the Jothi type is considered to be of highest value. Among the jothi type of chanks which are available only off Tirunelveli Coast line and South West Coast of Ramnad, those that are fished in Tirunelveli Coast are considered as the best.

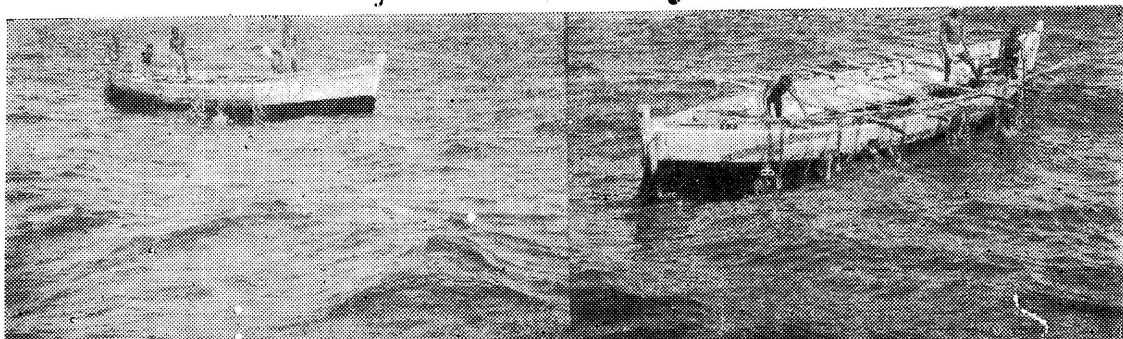
The fishing of chanks in Tirunelveli Water is an annual feature, the season of fishing coinciding with the

period from October to May when the Waters over the chank beds are comparatively calm and clear. Depending on the nature of winds prevailing towage is provided by the departmental vessels. About 1,000 divers from the maritime districts of Tirunelveli, Ramnad and Kanniyakumari participate in the fishery. The 1978-79 chank fishery operations were commenced during November 1978 with 500 to 600 divers actively participating. Each diver earns about Rs. 50/- to Rs. 100/- per day on an average during normal chank fishing days. The chanks fished by the divers are to be surrendered to the department each day and got paid at the Government Chank Godown at approved rates. The Full sized chanks with diameter $2\frac{3}{4}$ and above is paid at Rs. 2-60 each and the Full sized chanks with diameters $2\frac{3}{8}$ " and above but below $2\frac{3}{4}$ is paid at Rs. 2.25 each. The Full sized Wormed chanks are paid at Re. 0.20 each. The Undersized chanks are con-

fiscated and alive ones are returned to sea. The chanks are fished from 6 to 12 fathom chank beds in the sea. The raw chanks have ready market in West Bengal where chank ornaments such as bangles are made by the artisans. These bangles adorn the hands of the Bengal Hindu ladies.

It is significant to note that within 3 months of the commencement of the chank fishery operations during 1978-79 more than 7 lakhs of Full sized chanks have been procured from divers and stocked in Government Chank Godown. The sale price of chanks is fixed by Accountant-General, Madras at 15 over and above the cost of collection of chanks for the particular year.

Sinistral Shell popularly known as Valampuri (Sacred Chank of India) is a freak of nature and its rarity and religious sentiment attached to it based on Hindu mythology fetches valuable price to the State.





LET US ABOLISH ALCOHOLIC DRINKS TO USHER IN HAPPINESS



It appears that there can be no greater evil in the world, than the segregation of Harijans in India.

We will be paying our debt of gratitude to Mahatma Gandhi by eradicating this evil.



Alcohol destroys our body, our character and our wisdom.

Diseases like malaria affect only the body
Alcohol and drugs destroy
the soul as well as the body.

Mahatma Gandhi

If there is no prohibition
there is no salvation
for the Harijans and
the agricultural labourers.

Arignar Anna

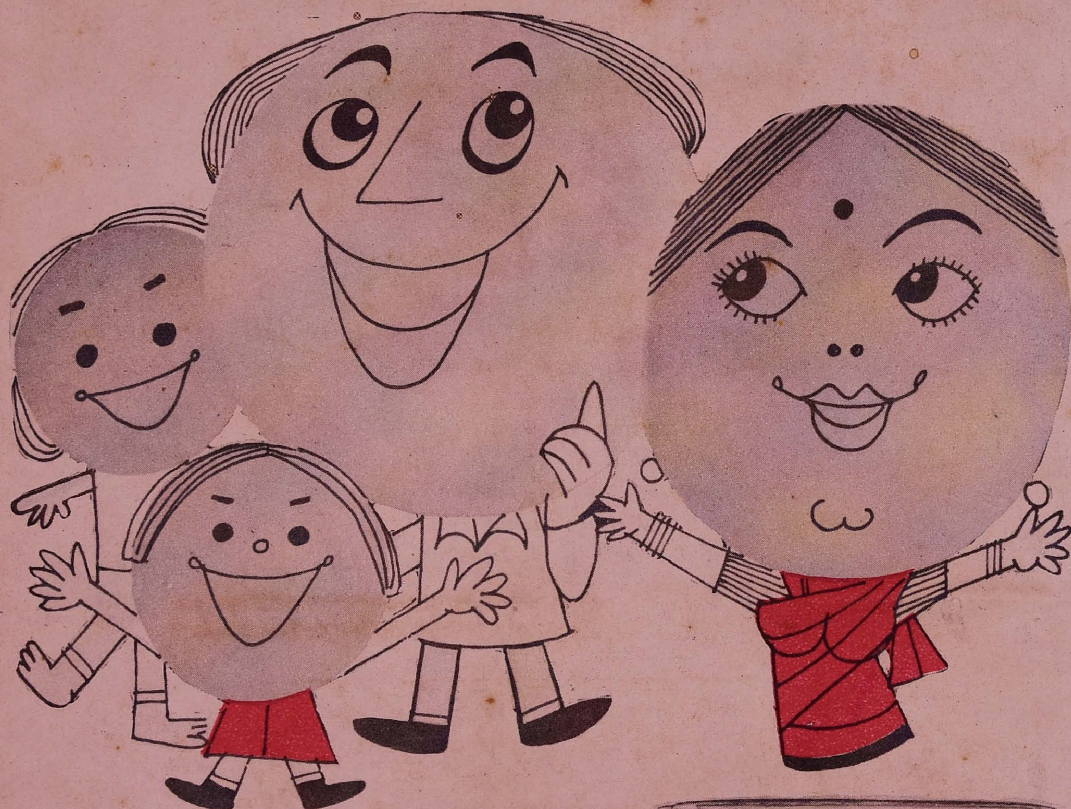


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DIRECTOR OF INFORMATION
& PUBLIC RELATIONS
GOVERNMENT OF TAMIL NADU

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