CHAPTER I

PRIMARY EDUCATION

Primary Education is considered as the basic education and a tool of social change. Education does not start with school or stop with school, but it is for life and throughout life. Thus the dictum is quite appropriate to the personal life of Kamaraj, though he received little formal schooling learned a lot through life and rose to a high position\(^1\).

**Evolution of Primary Education**

In ancient and medieval South India education was promoted mainly by institutions like the *ghalika*, *matha*, *agrahara*, Temple and *salai*. All these Vedic Schools and Colleges were largely located far away from the din and bustle of cities. They were conducive to mental concentration. From these Sylvan Schools and hermitages flowed the highest thought of India. Apart from the influence of the environment, the real creative force in education came from the teacher as the master mind directing its entire course. In the beginning his home was the school, which never looks like modern educational institution\(^2\).

The spread of Bhakthi movement and the subsequent ushering of temples, mostly educational institutions were

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attached with the temples. One such an institution was the salai which in Sanskrit means a school or an educational institution. The famous salas flowered in Kanyakumari District are Parthivasekharapuramsalai attached with Mahadeva Temple at Munchirai and the Rajarajperumsalai established with Bhagavati temple³ at Kanyakumari. These Vedic Colleges admitted Brahmins that too Namboodiri Brahmins. As admission was denied to other caste people, other education institution began to flourish, like mutts and ezuthu pallies which also imparted education⁴. However, with the decline of temple economy due to the downfall monarchical form of government paved the way for the temple centered education.

Gradually the British rules introduced the western education. Consequently, education through English began to adopt in the local schools of Travancore side by side of the indigenous education. Under the Native System Maulies and Pandits managed the schools. The syllabus was not ambitious, no regulation of work was stipulated and the students were subjected to severe punishment⁵ to maintain discipline established during the beginning of the 19th Century with the support of souvenirs mostly with the efforts of Christian Missionaries. Education in South Travancore passed through different stages. The principles of Lord Macaulay’s famous minute of 1835 impressed the native rulers who in turn adopted the contents of Macaulay’s minute too. As such, Roberts the who

popularized new education system in help the Travancore rulers, to open schools. Thus Roberts earned the everlasting reputation as the pioneer of English education in Travancore\textsuperscript{6}. The Hindu Kings not only accepted the British education policy but considered it as their moral responsibility to impart the educational needs of the people under their sway. Subsequent periods witnessed the emergence of educational institutions thanks to the benevolence of the Royal authority. When these institutions flourished giving much importance to vernacular education, the British stepped into the shoes to impart Western education began to flourish. Both vernacular and western education flourished side by side under liberal grants to educational institution in the state and rewards to learned men\textsuperscript{7}.

However, the Brahmins and high caste people invariably monopolized the benefited of education from the sovereign. Therefore, this system of education did not reach the lower castes and economically weaker section who had no access to it\textsuperscript{8}. Hence, education became only a dream to many. But the introduction of western system of education stopped this monopoly and emphasized the need for providing equal education to all without any discrimination. The famous dispatch of Sir Charleswood of 1854 rightly called the magnacarta of Indian Education marks the beginning of the second phase in the history of education in Travancore\textsuperscript{9}. The

\begin{itemize}
\item[6] Ramanatha Iyer, S., \textit{A Brief Sketch of Travancore, the model State of India the Country Its people and its progress under the Maharaja}, Trivandrum, 1903, p.207.
\item[9] Ramanatha Iyer, S., \textit{op. cit.}, p.207
\end{itemize}
beginning of the Modern Education in Travancore is traced back to the issue of a Royal Prescript by the Rani of Travancore in 1817. It was found that Vernacular education was imparted in Village Schools, where in villagers themselves remunerated the teachers. At this time, the Christian missionaries took up the responsibility of providing education to all the people in general. Under their care, many schools were sprung up in South Travancore. In 1820, in order to promote technical education, a school of industry was established at Nagercoil. It trained in useful arts including printing, book-binding and making leather bags.

During the late 1930’s the policy of education was concentrated and consolidated on the expansion of schools. Hence, the government granted aid to primary schools with 5th standard. This policy was continued up to independence. Since then, the government followed open door policy of providing mass education admitting all the boys and girls of school going age and keeping them till they attain permanent literacy by completing the 5th standard.

**Basic Education**

Basic Education was introduced to replace the bookish and traditional aspect of education. Therefore, a craft oriented

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12 G.O.No.554, Education, 10.03.1939.
system of education was adopted which became the scheme of basic education. In 1937 Mahatma Gandhiji announced this system of education. The main principle of the scheme was learning by doing some craft works gardening and moral instruction. It is an accepted fact that learning through activities is the most efficient process of learning. A beginning has been made in this direction in basic schools where instruction was imparted through a basic craft14. Thus, instead of theoretical knowledge, much importance was given to practical learning. In 1947, the government accepted basic education as its policy with regard to elementary education15. In 1949-50, there were 171 basic schools imparting instruction on various craft. The number of basic schools increased to 402 in 1950-51. In November 1952 Government constituted an Ad Hoc Committee on Basic Education to examine the curriculum. One of the outcomes of the committee’s recommendation was the opening of 12 new craft equipment stores in different parts of Tamilnadu in 1956-5716. Due of these measures the total amount spent on basic education increased to Rs.68,36,840 in 1956-57. The average cost per pupil in Basic Education was Rs.27.00. In the same year 1927 basic school began to impart basic education17. The number of institutions and pupils increased gradually. Thus the expenditure on basic education had too increased to Rs.3,47,66,739 in 1964-65. The average cost of educating a pupil in a Basic school was Rs.38.8618. The teachers were also given special training in the newly opened basic training schools

17 Ibid., p.341.
for teaching in the Basic Schools. Ordinary elementary schools in Tamilnadu were converted into basic schools according to the facilities available in the schools which includes such as the space for gardening, total number of implements for teaching crafts and number of craft teachers serving in a particular school. With this objective, the ordinary normal schools or training schools were converted into either Junior Basic Training or Senior Basic Training Schools\textsuperscript{19}. Thus, importance was attached to Basic Training to the pupil. Under this new concept, seven government and one aided basic school was established in Kanyakumari District with the strength as 1327 boys and 1116 girls\textsuperscript{20}.

A new orientation was given to the teachers of elementary schools. The main purpose of this scheme is to terminate the system of learning solely from books and give the children a chance to develop initiative, enterprises and resourcefulness in them. Children were taught basic crafts so as to make productive work in the basic learning. Consequently, the government aimed to convert all the existing elementary schools into Basic Schools. Moreover it aimed to provide atleast one basic school for all village with a population of over 500 persons. During 1959-60 there were 64 basic schools in the district with a total of 17867 pupils enroll\textsuperscript{21}.

However, basic schools have some defects too. It was observed that with the emergence of English education coupled

\textsuperscript{19} Gopalakrishnan, M., \textit{op. cit.}, p.879.
with slow advancement in Vernacular education made the disintegration of Basic Schools. Therefore various reforms in education were introduced from time to time which finally led to the emergence of two different types of schools the Vernacular and English School\textsuperscript{22}. Besides, Basic Education has been accepted as the future pattern of elementary education. Therefore, it has therefore, become necessary that all the existing Elementary schools should ultimately be converted into the basic type. The second plan provided for such conversion of ordinary elementary schools into Basic Schools. In addition to the training, refresh courses, seminars, regional basic education conference and bimonthly conference were conducted for the benefit of the teachers\textsuperscript{23}. The existing teachers after training were retained in basic schools. There were 3(3) schools for fine arts comes under basic schools. In Nagercoil at Kanyakumari District a School name Chitra Drawing School with 18 boys and 2 girls total 20 students were in this school\textsuperscript{24}.

In Kanyakumari District there were 30 government basic school and 4 private basic schools. Later, there were 81 full fledged primary schools in the diocese enjoying recognition and grant-in-aid from the government. The total number of primary schools maintained by the missionaries in the district during 1977-78 was 100. As on 30\textsuperscript{th} September the number however increased to 120\textsuperscript{25}. Gradually the number of schools such increased considerably. In 1973-74 there were 367 schools of which 261 were government to 106 aided schools. Number of

\textsuperscript{22} \textit{Ibid.},


\textsuperscript{24} Report on Public Instruction of Madras State for the year 1958-59, p.50.

\textsuperscript{25} Gopalakrishnan, M., \textit{op. cit.}, p.849.
middle schools or upper primary schools district wise and management wise for 1973-74 in Kanyakumari District is 79 Government and 30 aided so totally 109 schools\textsuperscript{26}.

Basic education consists of two stages. The Junior or Primary stage covering of five years and the senior of middle stage covering of three years. In the progress of basic education Tamil Nadu stands first when compared to other states in India. The credit goes to Kamaraj who proved his committed interest in spreading Gandhian Education. Basic education had its growth in 3 phases conversion of Non Basic Schools into basic school. Establishment of basic training schools and conversion of non basic training schools into basic training schools and establishment of post basic training schools\textsuperscript{27}.

However, all schools were not to be converted into basic schools without adhering to certain norms. For instance such school should satisfy the Assessment Committee on Basic Education (1955-56) which formulated rules pertaining to conversion. They should be incorporated to form a basic school. It is understood that no school may be considered as a basic school or assessed as such, unless the following requisites are atleast fulfilled.

Adequate quantities of needed raw materials are supplied in time to make practical experiments in craft work. Therefore, adequate craft equipments and repair materials are provided. If a school owned more than three acres of land it is considered as

\textsuperscript{26} Report on Public Instruction of Madras State 1973-74, p.25.
\textsuperscript{27} G.O.No.241 (MS) Education 22.07.1956.
senior basic school of 8 grades. The majority of teachers at least basic trained with the untrained teachers getting under them were trained in course time. Under the guidance of teachers, craft work is made systematic in the correlated method of teaching, with correlation not restricted to productive work only, but extending to the natural and the social environment. There is commensurate extension work linking the school with the community and vice versa. Examination in basic schools will be wholly internal and based on continuous assessment and progress of students on cumulative records28.

The Standing Committee of the Central Advisory Board of Education prepared the document entitled “The concept of Basic Education”. It helped to clarify the misunderstanding and prejudice existed among the people during various quarters. The term “basic education” is defined in the Report of the Basic National Education Committee (The Zakir Hussain Committee). This Zakir Hussain Committee is otherwise called as Wardha Scheme. This education system was the outcome of the educational philosophy of Mahatma Gandhi. Basic education relieves the child from the purely academic and theoretical instruction against which its nature is always making a health protest. It balances the intellectual and practical elements of experience and may be made an instrument of educating the body and the mind in co-ordination. The Basic Education is Seven Year’s Course. The Curriculum consisted of the Basic Craft, Mother Tongue, Mathematics, Social Studies, General Science, Drawing and Music. The distribution of work in the

curriculum should be allotted as per the time frame given by the Central Advisory Board of Education. The Committee recommended time frame for each subject the basic craft 3 hours 20 minutes, music, drawing and arithmetic 40 minutes, the mother tongue 40 minutes, social studies and general science 30 minutes physical training 10 minutes and recess 10 minutes, so as to work 5 hours 30 minutes per day. The school is expected to work for 288 days in a year, on an average of 24 days in a month²⁹.

**Vernacular Education**

Vernacular Education means the medium of instruction in educational institution through regional language. Prior to 1915, Malayalam was the only medium of instruction followed in all the categories of Vernacular Schools in Travancore State and Tamil was one of the subjects. After the integration of 4 Taluks of South Travancore as Kanyakumari District, Tamil was taught in schools and the course of instruction consisted of reading, writing, arithmetic, geography and history.

The Vernacular schools were manifestly rising in popularity during 1040’s of Malayalam Era. Each *pakuthy* or revenue village has one Vernacular School³⁰ which imparted education in ones own mother tongue. In the modern days, it is one of the most powerful medium for educating the vast masses³¹ in this district. Various reforms were introduced from time to time and

finally the two different types of schools namely Vernacular and English Schools were integrated into one during 1949-50\textsuperscript{32}.

**Primary or Elementary Education**

Basic Education has been accepted as the future pattern of Elementary education. Therefore it is inevitable to convert the existing elementary school into Basic School. In 1945 when compulsory education was introduced in the erstwhile Travancore State, there was a move to nationalize all the private primary schools in a forced manner. As a result 26 Primary Schools maintained by the missionaries in Agastheeswaram and Thovalai taluks were taken over by the government, even at the teeth of opposite from the Church. Moreover, recognition and grant-in-aid to missionary schools were stopped. The missions fought for their rights and represented their cause. However, in 1947 seventy three primary schools were recognized and grant-in-aid were extended to them. In 1955 there were 81 full-fledged primary schools in the diocese enjoying recognition and grant-in-aid from the government\textsuperscript{33}.

The Government Appointed Committees and Commissions periodically to implement the emphatic effects in education. As per this, Harlog Committee (1928-29) for primary education was appointed to analyze the waste and ineffective system of education. The Committee recommended that the vast increase in number of primary schools produces no commensurate increased in literacy. Only a small proportion of those who are in

\textsuperscript{32} Census of India 1961, Vol.IX, Part X-XII, Madras, 1966, p.44.
\textsuperscript{33} The Diocese of Kottar – A Review of its Growth, Nagercoil, 1956, p.56.
the primary stage reach class IV. Moreover, the attainment of literacy is insufficient as expected. The wastage in the case of girls is even more serious than in the case of boys\textsuperscript{34}.

In the post independence period the primary education’s growth is not significant. Progress and expansion have been characteristic in the field of education after independence. When Madras State was formed it comprises of thirteen districts\textsuperscript{35}. After the formation of State, the various government continued to maintain records. Thus, they took special care to improve the primary education.

As per the recommendations of secondary education commission (1952-53) a three tier courses namely. Lower Elementary Courses for 5 years, Middle School Courses for 3 years and Secondary Education of 3 Years was followed \textsuperscript{36}. During the first five year plan (1951-56) provision was made to bring into the schools atleast 40% of all children of the school going age with in the age group 6-11. However, the target was fulfilled only 15% enrolment in educational institution\textsuperscript{37}. When the Kanyakumari District was formed in 1 November 1956, and added to the Madras State, there were six types of primary or elementary schools in the districts. They were lower elementary schools, standard I to V; Higher elementary schools Standard 1 to VIII; Junior Basic Schools Grades I to V; Senior Basic Schools

\textsuperscript{34} Aggarwal, J.C., \textit{op. cit.}, pp.44-45.
\textsuperscript{35} Madras, Chingleput, South Arcot, Thanjavur, Madurai, Ramanathapuram, Thirunelveli, Kanyakumari, North Arcot, Salem, Thiruchirapalli, Coimbatore and the Nilgris.
\textsuperscript{36} Proceeding of the 26\textsuperscript{th} meeting of the Central Advisory Board, New Delhi, 1959, pp.91-93.
\textsuperscript{37} First Five Year Planning Commission, Government of India, 1953, pp.531-532.
Grades I to VIII; Primary Department of Secondary School Classes I to V and Primary Schools for Anglo-Indians Standard I to V.

In the formative period of Kanyakumari District, there were 585 educational institutions of all categories in which 344 were government elementary schools, 82 aided elementary and 15 non aided elementary schools. However even after the merger this system continued for a while. But the double system created a lot of confusion. Therefore, step by step, the Travancore System of education was slowly abolished replaced by Tamilnadu pattern. The second 5 year though not yet finalized envisaged large expansion. A good number of children of school age will be brought under instruction additionally. They emphasized basic education, expansion of elementary education and to give effect to the recommendation of National committee on women education. Additional training facilities are proposed to be provided to produce the required number of teachers and physical training instructors for the additional enrolment. For the supervision, the Inspectorate also strengthened. The scheme not only aims at quantitative expansion, but qualitative improvement too. Accordingly, some of the elementary schools were opened to meet the different aptitudes of pupils.

In 1957, the private schools are divided into two types – acceded schools and non acceded schools. In the acceded schools 80% of fees collected and remitted to the government treasury. The teacher’s salaries which are on a par with

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39 Ibid.,
government school teachers are drawn from the treasury\textsuperscript{41} by the Headmasters with the sanction of the Inspector of schools and disbursed to the teachers. The manager is expected to use the 20\% of the fees collected for maintenance, sports, games, libraries and provident fund contributions\textsuperscript{42}.

Elementary and Basis Education consisted of 8 years duration by conducting classes from standard I to VIII or Grade I to VIII. This was reorganized in the year 1959-60. Under this system, the duration of elementary education both ordinary and basic was reduced to seven years. Later, complete revivalism of education took place. As per this, after 1963-64 the old pattern of 8 years duration of elementary education and three years duration of secondary education was revised. According to the new pattern of education system there were two stages of elementary education\textsuperscript{43}. Standard I to V primary stage, standard VI to VIII upper primary stage and secondary education consisted of the standard IX-XI. However, the third five year plan 1961-66 mainly attempted in universalization of primary education for all children in the age group VI to XI. The provision for pre-school was another objectives of the plan. The closing year of the period under the study witnessed the appointment of the Kothari Commission (1964-66). The commission touched all aspects of education starting from the pre-primary stage\textsuperscript{44}. The government of India appointed this commission in July 1964, which began to function on 2 October 1964, and submitted its

\textsuperscript{41} G.O. No. (MS). 143, Education, 8 January 1958.
\textsuperscript{42} Madras Information Vol.XI, No.11, Madras, November, 1957, p.15.
\textsuperscript{43} Gopalakrishnan, M., \textit{op. cit.}, p.879.
\textsuperscript{44} \textit{Ibid.}.
report on 1966, entitled as education and Nation Development Report\textsuperscript{45}.

Kothari Commission suggested the single language for class I to IV as compulsory in mother tongue. It stressed two language as compulsory from V to VII. The second language may be either the official language (English) or language of India Union (Hindi). It advocated the study of 3 languages for class VII-X which might be obligatory and one of these three language should be the official language whichever was not taken up in classes V-VII\textsuperscript{46}. This commission recommended that science education should become an integral part of school education ultimately become a part of all courses at the University Level, further advocated the introduction of work experience as an integral part of all education. The commission emphasized that every attempt should be made to oriented work experiences to technology, industrialization and to productive process including agriculture. It stressed large scale vocationalized secondary education\textsuperscript{47}. Besides this, the commission suggested novel school complex system consisting of a secondary school and all the lower and higher primary schools with in its neighborhood should be formed. All the schools in such a complex should grown up from a co-operative group working for improvements. It advised universities and colleges to assist secondary schools in improving their efficiency through a variety of measures. The commission encouraged part time and full time education on

\textsuperscript{46} Shakher, \textit{Education Commission and Committees in Retrospect}, New Delhi, 1967, p.22.
\textsuperscript{47} G.O. (MS). No.1582, Education 20\textsuperscript{th} August, 1966.
large scale at every stage and every sector of education\textsuperscript{48}. It is proposed to bring the primary education under compulsory education in 1959 by Kamaraj the Chief Minister of Tamilnadu. The people gave funds in cash and kind of about Rs.502 crores for the improvement of school\textsuperscript{49}. After the introduction of compulsory education, 90 percent of the children in the age group 6-11 are enrolled in primary schools in the state. Under this scheme, an additional enrolment of about 14 lakhs of pupil of this age group joined the schools before the end of the third five year plan. The programme has been started in 1960-61 and one third area of the state has been brought under compulsory education\textsuperscript{50}map.

**School Frame Work**

Ever school formed a clear cut framework regarding the day today duties and responsibilities of the teachers, pupils for the conduct of daily work. Usually they never changed the framework already fixed one among them is the school assembly should be held for a few minutes in the morning for group singing; Simple and interesting stories about the lives and teachings of prophets, saints and religious leaders should be included in the syllabus for language teachings; It is desirable to have uniform for school children, one common uniform for the whole India is not necessary schools may have their own preference in regard to colour and pattern of dress; Children should be taught to sing the national anthem in unison and behave in a disciplined way when it is sung. They should also be

\textsuperscript{48} Shakdhar, S.L., *op. cit.*, p.17.
\textsuperscript{49} Report on Public Instruction of the Madras Presidency 1955-56, Madras, p.5.
\textsuperscript{50} Madras State Administrative Report, Madras, 1961, p.132.
taught the meaning of the national anthem and Celebrate the national days like January 26, August 15 and October 2. It should be celebrated in all schools with the full participation of the teachers, the pupils and the community.

**Extra Curricular Activities**

Most of the schools introduced extra curricular activities to shape the personality of the pupils and to make them involve in social activities. Therefore pupils at all levels are instructed to take part in scouting and guiding as an extra-curricular activity on a voluntary basis. Adequate grants should be given to the Bharat Scouts and Guide to enable them to employ more staff to overcome organizational deficiencies and to implement their training programme. Every state should have at least one fully equipped center for training scout masters. The uniform should be supplied to the poor and the needy scouts pupils from the school freely by making use of finance allotted to meet camp expenditure.

**Dropouts**

When the education was made compulsory the pupil’s enrolment increased. Considerably but the dropout also proportionately increased. While analyzing the drawback it is understood that poverty lead to drop out. Therefore realizing the bad effect of dropouts, the committees and commissions on education passed severe strictures on the increasing deterioration in the quality of instruction in primary schools and its irrelevance to life. It is often found that rural children who
complete grade 3 or 4 are barely literate. Failure in examinations is one of the causes of dropout, but those who stay on school as successful pupils are often no better than the deserters. They continue in school not so much because of their achievements financial ability of their parents, some how to see them through school. Here also the parents choice generally fall on boys that on girls\textsuperscript{51}. Thus always the dropout rate of girls being higher than the boys. So the government laid greater emphasis for enrolment of more girls in the age group of 6-14. As a result, the dropout rate in the primary and middle school is on the decline and the retention of children is on the increase\textsuperscript{52}.

As we know, the great mass of the people live by agriculture and employ their children on fields and pastures more willingly than in the school room with its learned case. The depressed classes are too poor even to accept free education. All their efforts go to earn their food. A boy will attend school from April to August play the truant in the ploughing and sowing season, and return after forgetting in two months what he learnt in four, many a girl is in charge of little brothers or sisters and while the parents are in the fields she teaches babies instead of being taught. Formerly literacy was the monopoly of the upper and the trading classes. Even today the children of the depressed are not welcome in the village school, or even its veranda female literacy was reserved for certain period up to an age and standard at which education can do little good or in their view, little harm” my daughter can blow the fire and prepare a meal, why to make her read? ask the fond mother. She

\textsuperscript{52} Policy Note on Education 1992-93, p.20.
ignores that domestic economy, hygienic, needle work arithmetic and general science\textsuperscript{53}.

The following problems mainly contribute to the increase of dropouts among school going children. Poor economic conditions of the families of children; necessity to earn and supplement family income and detention of children in house to take care of the other kids. To avoid this, namely Puratchi Thalaivar Dr. M.G.R. Nutritious Meal Scheme and free supply of text book to students were suggested.

**Midday Meals or Chief Minister Nutritious Meal Programme**

Midday meals scheme in school was started on a voluntary basis in July 1956. However, with the passage of time it became a regular feature to improve the enrolment and retention rates acting as an intervention scheme for socio economic deprivation. In order to alleviate poverty and to boost enrollment to avoid dropouts, the government of Tamilnadu initiated various measures from 1956. As such rules and regulation were framed to compensate the socio-economic deprivation. As a remedial measure, which include provision for school meals; provision for free uniforms; provision for free books and slates; book banks are adopted. Moreover, special attention is paid on under privileged section of society. In addition education for Schedule Cast and Schedule Tribe; girls education and measures to improve schools facilities through parents – teachers association and school improvement conference are suggested. Therefore

only one third of the total enrolment in elementary schools was given a midday meals worth 10 paise\textsuperscript{54}.

Previously, only the Harijan and other backward class children were provided with free midday meals in Harijan welfare schools. This benefit was later extended to all poor children in the primary schools. This scheme was implemented from 1\textsuperscript{st} November 1957. The supply of school meals was organized by the local public by forming themselves into committees and the schemes were maintained by donations offered by the public together with the assistance from the government. The government subsidize their effort with a grant of maximum of 6 naya paise per meal, per day. The scheme is progressing with much satisfaction. About 4 lakhs of children were benefited under the scheme in 1958-59\textsuperscript{55}. As per this scheme nearly 486 schools in Kanyakumari District fed nearly 90329 of pupils in these schools. In November 1957 the entire scheme was placed on a regular footing and subsidized as a part of the State Education plan. The school meal scheme was improved in quality thanks to the liberal assistance given by the Co-operative for American Relief Everywhere (CARE) Organization. Americans extended Rs.3 Crores in the form of Rice, Wheat, Milk powder and Vegetable oil during 1960-62\textsuperscript{56}. This enabled the government to extend the scheme to other centres also\textsuperscript{57}. By 1979 Midday Meals was given to 19.40 lakhs to pupils studying in 29,241 elementary schools.

\textsuperscript{54} G.O. No.1850, Education, 8\textsuperscript{th} November 1957.
\textsuperscript{55} Finance (Planning and Development) Department Second Five Year Plan, Madras State, Review of the progress for first year 1956-57 to 1959-60) and the programme for the fifth year (1960-61) Madras, 1961, p.122.
\textsuperscript{56} Madras Legislative Assembly Debates, Vol.II, No.12, 30\textsuperscript{th} June 1962, p.111.
The Midday meals programme was implemented through central kitchen in the panchayat union areas of Chingleput, North Arcot, South Arcot and Kanyakumari. A midday meal committee in other districts were commissioned in 1973-74. As a result all districts were endowed with central kitchen services\(^{58}\).

With the introduction of midday meal scheme, the children from economically weaker section began to attend the school. Consequently, Tamilnadu has achieved cent percent enrolment at primary stage on the implementation of Social Welfare measures like Dr. M.G.R. Nutritious Noon Meal Programme, free supply to books, chapels and uniforms to male and female children’s the dropout rate has come down.

In 1982, Noon Meal Scheme was introduced as an epoch-making scheme which marked rapid improvement in the enrolment of children in the state prior to 1981-1982. There were less than 44.72 lakhs children enrolled in the primary schools. But with the introduction of Nutritious Noon Meal Programme, the enrollment has gone up in geometric progression from year to year. Today it has reached the level of 56.25 lakhs enrolled. This has considerably reduced the dropouts. Further it has increased the rate of literacy and enhanced the quality of education. In directly there is a marked improvement in the quality of life of the rural people and the downtrodden sections in the society\(^{59}\).

The government has adopted various welfare schemes to reduce the dropout rate of children in the state viz. Puratchi

\(^{58}\) *Ibid.*,  
\(^{59}\) Policy Note on Education 1992-93, pp.15-16.
Thalaivar Dr. M.G.R. Nutritious Meal Scheme; Free Supply for Text Book, footwear, bus passes and slates to children in standard I. Further, in order to improve the quality of education and reduce the dropouts rate still further, the government intensified these efforts\textsuperscript{60}.

The mid day meal scheme otherwise known as Chief Minister’s Nutritious meal launched in 1982 was extended throughout the year including holidays. The scheme has been extended from 15\textsuperscript{th} September 1984 to all students in the age group of 10 to 15 years in all schools. This scheme has strong potentialities and has impact on the socio-economic life of the people of Tamilnadu.

**Free Supply of Uniforms**

Similar to mid day meals, to attract the pupil and to avoid dropouts uniforms were supply to them freely. Poor children could not attend school for lack of school uniforms especially girls. Therefore a scheme was chalked out to provide free uniforms to poor children which helped to increase enrolment.

**Free Supply of Text Books and Slates**

In order to boost enrolment poor pupils in standard 1\textsuperscript{st} to 3\textsuperscript{rd} standard were given text books freely and pupils in 1\textsuperscript{st} standard obtained slate freely. In addition, about 8 lakhs of pupils in standard 4 to 10 belonging to SC and ST communities get free supply of books from the Department of Adi-Dravidar and Tribal Welfare Department. However, as per the order from

\textsuperscript{60} Policy Note on Education 1992-93, p.21.
the Education Department, Government of Tamilnadu this benefit was extended to all poor children studying in standard I to VIII from 1985-86\textsuperscript{61}. The subsequent government adopted this scheme in one form or the other to enhance the education profile in Tamilnadu. Moreover, the employment of child labour was also considerably reduced. The literacy rate has rise by 9 times to 63.72\% in the last 9 decades. Tamilnadu ranks II in the country next to Kerala\textsuperscript{62} in literacy rate.

**Functions of Headmasters and Teachers**

The headmaster of an institution is solely responsible for institutional planning and management. He or she decides how to use the available resource and how to initiate steps to mobilize the resource. He or she involves the teachers, parents and other associates towards the achievement of qualitative education for younger generations.

The Headmasters are empowered to Supervise the teachers maintaining attendance of the teachers and records reviewing the notes of lessons, sanctioning of leave to teachers, preparation of statement for claiming pay for teachers and conducting district level examinations\textsuperscript{63} (Quarterly – September; Half Yearly – December; Annual – March/April)

Generally, academic year of the educational institution begins with first day of June of the year and ends with the 15\textsuperscript{th}

\textsuperscript{61} G.O.MS. No.629, Education, 17\textsuperscript{th} May 1985.  
\textsuperscript{62} Tamilnadu State Administration Report 1973-74 from 1\textsuperscript{st} April to 31\textsuperscript{st} March, 1976, p.204.  
\textsuperscript{63} Train on Institutional Planning for Headmaster, Dept of School Education Directorate, Chennai, pp.44-45.
day of April of the following year. Elementary and Middle School working days for a year 220 days and the working hours per day commences from 9.30 am and ends with 4.30 pm.

**Qualification of a Teacher**

The Government of Tamilnadu fixed certain qualification for the appointment of Teachers in the primary schools. The teachers who handle classes from I to V who are known as the teachers in the primary schools should possess the minimum qualification of a pass +2 examination with 2 years Diploma in Teacher Education Certificate. The appointments are made through common seniority list of District Employment exchange. The upper age limit 30 for General, 35 for Backward Caste, 37 for Most Backward Caste and 39 for SC/ST. But the age limit is subject to revision depending on the whims of the government.

For instance, the previous DMK Government enhanced five years relaxation of upper age limit. Besides this for middle school teachers who handle classes from VI to VIII should have a degree in the concerned subject with B.Ed. and appointments are made through common written examination conducted by Teachers recruitment board and no upper age limit\(^\text{64}\) is specified.

Vacation Lecturers were appointed in consultation with the Director of Public instruction. These Lecturers were appointed to give training in social studies, English and General Science for the benefit of teachers in High Schools. Such courses were

arranged at different centers\textsuperscript{65}; Social Studies centre is at Nagercoil, Mathematics at Salem, Tamil refreshing course at Tirunelveli, English at Pudukottai and General Science at Thiruchirapalli.

Refresher courses are attended by the Teachers\textsuperscript{66} to update the teaching methods in subjects. In order to increase the standard of the general education of the teachers, it is suggested to raise the duration of the training course. Moreover, the number of such Training institution should be increased corresponding to the number of primary teachers opt for refresh course. In addition, such school teachers should be deputed to attended conferences periodically. Besides, the remuneration of primary teachers should be raised to attract the qualified and skilled teachers to this profession\textsuperscript{67}.

The governments of the successive periods were fully aware of the need for qualified teachers to impart learning. Therefore, the government decided to give provident fund, Insurance and pension from April 1955. This scheme benefited all teachers under low income group whether they were serving in elementary schools both in government or local board management and aided schools.

In order to recruit best talented teachers, the government decided to pay attractive salary and to implement satisfactory terms of service condition to the teachers. The payment of pension and provident fund for all categories of teachers in aided

\textsuperscript{65} Report on Public Instruction of Madras State in the year 1958-59, pp.24-29.
\textsuperscript{66} Ibid.,
\textsuperscript{67} Aggarwal, J.C., op. cit., p.45.
schools and District Board Schools quenched the thirst of teachers. However, periodical revision of salary and other perquisites are suggested to cop-up with the rise of cost of living and expenditure. To satisfy the aspiration of the teachers, relief in the form of special addition pay to the teachers of all grades from November 1956 and additional dearness allowances from March 1957 were not only envisaged but implemented. As a result, the emolument of the teachers was enhanced by Rs.12 per month from January 1959. Subsequently, during 1960-61 the emoluments of the teachers was increased by Rs.17 per month which increased the expenditure to Rs.2 crores a year approximately\textsuperscript{68}.

Apart from this suitable motivation was given to the elementary teachers to pursue higher education. For instance, during the 1959, government permitted the elementary grade teachers in Kanyakumari District also to appear privately for the Secondary Grade or Senior Basic Training School leaving certificate examination. The concessions granted to Higher elementary grade trained teachers and other categories of qualified teachers employed in recognized schools in the state for appearing for the S.S.L.C. Examination as private candidates was retained permanently\textsuperscript{69}. Thus the government looked after welfare of teachers. Promotion avenues were provided to them based on their qualification and experience.

\textsuperscript{68} Finance (Planning and Development) Department Second Five Year Plan, Madras State, Review of the progress for first year 1956-57 to 1959-60) and the programme for the fifth year (1960-61) Madras, 1961, p.122.

\textsuperscript{69} Report on Public Instruction of Madras State in the year 1958-59, p.36.
Syllabus and Text Books

Syllabus for all the classes including elementary as well as secondary grades in all schools has been revised suitably from time to time, according to the changing needs of time. The major revision of syllabus was introduced in the year 1959-60 for form IV and the nomenclature of that form, changed as standard VIII similarly for standard VI in non basic elementary schools and form I of secondary schools revised syllabus was introduced and nomenclature was changed into standard VI. In 1962-63 revised syllabus was introduced in Form II of basic schools and in VII standard of non basic schools. The nomenclature of Form II of basic school was changed as standard VII. Prior to the year 1963-64 government prescribed the syllabus. Private book publishers with the approval of the government were permitted to prepare text books according to the syllabus. The prepared text books were scrutinized by the authorities and recommended as the approved text books. But from the year 1963-64 the policy of nationalization of text books was introduced. Initially Tamil books for standard I, III and VII. English for Standard V and VII were published by the government themselves. By this measure, the private publications for these subjects were dispensed with. In 1964-65, the Tamil text books for standard III, IV and V and English text books for standard IV were prepared and published by the government and introduced in the respective classes. Thereafter major revision of syllabus took places in the year 1965-60. Accordingly the revised syllabus was introduced in various classes in the following years.\footnote{Gopalakrishnan, M., op. cit., pp.882-883.}

\footnote{Gopalakrishnan, M., op. cit., pp.882-883.}
recommendations of the Legislative Committee on white paper on Education, syllabuses were revised in 1973. The revised syllabuses for the integrated elementary course were introduced simultaneously in standard I, II and III in all non basic elementary schools and in classes 1, 2 and 3 of primary department\textsuperscript{71}.

The medium of instruction adopted in most of the schools is Tamil. But provision is made for the Teaching in Mother Tongue for linguistic minorities in Malayalam, Tamil, Urudu, Kannada and Telugu. English is taught from Standard III to all children according to the “Structural Method” of teaching\textsuperscript{72}.

The Ministry of education for elementary education introduced integrated syllabus and English was taught compulsory in standard V during the year 1960\textsuperscript{73}. On 23\textsuperscript{rd} January 1968 two languages formula was adopted by a resolution introduced in Tamilnadu Legislative Assembly. As a result, the study of languages in the schools in this state was re-organized on the basis of the two languages formula (omitting Hindi from the curriculum of schools). Part A Regional language (or mother tongue) where it is different from the regional language. Part A language is taught from Standard I and the part B language from standard III. Examinations in the two languages are compulsory\textsuperscript{74}.

\begin{thebibliography}{99}
\bibitem{71} Report on Public Instruction of Madras State in the year 1973-74, p.25.
\bibitem{72} Madras State Administration Report, 1960, p.161.
\bibitem{73} Tamilnadu State Administration Report (1968-69) from 1\textsuperscript{st} January (1968 to 31\textsuperscript{st} March 1969), 1970, p.196.
\end{thebibliography}
Many dimensional upgradation happens to reach the present shape operation including the use of Black Board. Under the Scheme, single teacher primary schools are converted as double teachers schools.

**School fees, Scholarships and free places**

The Government modified the fee structure in the government schools and no fees was collected from I standard to VIII. It shows the implementation of compulsory free education. But in the management schools various types of fees are collected according to the terms (period). For the purpose of fees collection the term period is divided into 2 terms, one the long term commencing from the re-opening of the school after the summer vocation and continuing till the Christmas Holidays and the other short term commencing the New Year and extending to the beginning of the summer vacation. The standard rates of fees levied is collected in 7 installments during the long term period and 3 installments in the short term. But every change in the private management there will be a corresponding changes in the rates of fees levied too. Besides the ordinary tuition fees, special fee is levied for school activities such as physical education and Games, Library, Literacy Association and Reading Room, Stationary, Excursion and Scouting, Medical Inspection and for practical work in science. Still these above fee systems are followed.

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76 G.O.MS. No.413, Education, July 8, 1959.
In the initial stages, the schools were started at private owner’s land or building. But later on land was acquired for the school, declared under section 6 of the Travancore land acquisition Act\textsuperscript{77}. For instance the L.P. School at Neerodi got land of its own according to this Act\textsuperscript{78}. Similarly in Thuckalay Village land was acquired for Thuckalay Muslims lower primary schools\textsuperscript{79}. So also Chemmankala Lower Primary School at Chemmankala near obtained land\textsuperscript{80}.

The villagers of Vadiveeswaram in Agastheeswaram Taluk sought permission to purchase 1½ acres of land for the purpose of constructing a building for the establishment of primary school. Accordingly, on the request of Sri. A. Chidambaranathan Nadar acquisition of land was conceded\textsuperscript{81}.

The introduction of all these reforms in education induced the people to realized the value of education. Thus motivated the government as well as Christian missionaries to establish various primary schools. The total number of primary schools maintained by the missionaries in the Kanyakumari District 1977-78 was 100\textsuperscript{82}. The number of such schools increased to 120\textsuperscript{83} as on 30\textsuperscript{th} September 1986. However, the number of primary schools have gone up to 408 and middle school to 154\textsuperscript{84}. Thus the government bestowed proper attention either to open

\textsuperscript{78} G.O.MS. No.537, Education, September 11, 1959.
\textsuperscript{79} G.O.MS. No.413, Education, July 8, 1959.
\textsuperscript{80} G.O.MS. No.646, Education, November 7, 1959.
\textsuperscript{81} G.O.MS. No.712, Education, December 9, 1959.
\textsuperscript{84} Report from Chief Education Office, Nagercoil, 1986.
government schools or encourage the private individuals and Christian Missionaries to start schools.

**Pre-Primary or Nursery Schools**

Despite these arrangements, the government of Tamilnadu felt the need for enriching the knowledge of peoples even at an early stage. To cherish this ambition, pre school education otherwise known pre primary education was introduced in the state. Consequently permission was granted to both private and public to open nursery, Kindergarten and Montessori schools. In the beginning, the pre-basic admission to nursery schools the children in the age group of 2-7 admitted was similarly, in the kindergarten and Montessori schools to Standard I to III of Elementary School. In course of time the pre basic classes are intended for children between the age of 2 ½ and five and these are attached to basic schools\(^85\). As per the committee on the status of Women (1971-74) Ministry of Education and Social Welfare constituted this Committee and submitted its report entitled, “Towards Equality” in December 1974. This report under chapter VI deals with Education Development which made some recommendations and provision related to pre school education. Accordingly, provision was made for 3 year pre school education for all children by an effort to increase the number of “balwadis” in the rural area and in urban slums. Moreover, it stressed the need for establishing such schools near to the primary and middle school of the locality\(^86\) as far as possible. Besides, the private managements were allowed to start


Vidyodaya Kinder Garden Section. There were 28 such schools flowered for the Pre-Primary Education at the end of the year. Some of the prominent nursery schools are Duthie Nursery School, Nagercoil; L.M.S. Nursery School, Neyyoor; Home Church Kindergarten School, Kanyakumari and the Amala Kinder Garden, Thuckalay.

Kanyakumari District though credited with 678 Primary and Middle Schools of aided, Government and Management, it is a difficult task to narrate the history of all the schools one by one. Therefore a birds eye view is given to some of the prominent primary schools established at different places of Kanyakumari District. However, much concentration is paid to elaborate the evaluation of Primary Education, the policies of the subsequent governments and its growth during the study period.

**Government Primary School – Keralapuram**

The government primary school in Keralapuram is located between Thuckalay and Thiruvithancode near the main bus stop. This school was started on 20 July 1949, with twenty five pupils and two teachers. Gradually the pupils strength of the school rose to 260 under nine teachers. The school became very famous in that area. However, with the establishment of various English medium schools with modern facilities, the school witnessed a sudden fall in the enrolment. The total strength of this school in this academic year is fifty. With the fall of pupils enrolment the ratio of teachers too was reduced. As a

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result, at present only two teachers in permanent cadre and three teachers on temporary cadre are engaged in imparting education. The mid day meal section is under the change of a teacher and regular meals are distributed to all pupils. It is a pity to state that the reputation of the school is slowly deteriorating.

**Government Primary School – Thiruvithancode**

Thiruvithancode, a densely populated area is gifted with a government primary school. Located at Sankarankavu in Thiruvithancode village, in the beginning it was started as a Madrasa School by a Muslim for their community people. But later it was handed over to the Government\(^90\). Therefore in 1898, it was re-established as government Malayalam Primary School, Thiruvithancode. It is considered as the first primary school of this village. With total strength of the school is 85 four teachers one for Tamil and one for Malayalam are engaged in teaching. The medium of instruction of this school is Tamil and Malayalam\(^91\). The total strength of the school decreased as a result of the emergence of English medium schools. This decrease in strength shows the weakness or inefficiency of the school teaching. However, this school rose to prominence which celebrated its Diamond Jubilee in 1998\(^92\). The pupils are provided with mid day meals.

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\(^90\) Staff Register, Government Primary School, Keralapuram, 2002-2003.

\(^91\) Personal Interview with Muralitharan, Malayalam Teacher, Thiruvithancode, dt.23.05.2004.

Government Primary School – Thuckalay

The government primary school is located in the heart of Thuckalay region. There is adequate bus facility to reach this school. An old institution, though this school was very popular in those days began to decline in the subsequent periods. At present the total strength of school was 40. It is believed that the low enrolment was due to the introduction of new method of teaching like ABL and ALM method\textsuperscript{93}. By these methods parents of this school feels that students are weak in writing. So they prefer English Medium School flowered in the near by areas. As a result this school remained with two teachers and 42 students. Government grants Rs.5000 for the maintained of this school every year\textsuperscript{94}.

Aided

St. Mary’s Primary School – Colachel

St. Mary’s Primary School at Colachel was started in 1866. As a result of the hard work of this parish priest and the full cooperation of the local people, the number of classes increased year by year upto the 5\textsuperscript{th} standard\textsuperscript{95}. The Travancore Government recognized the primary school during 1947\textsuperscript{96} and now it remained as a aided primary school. The students of this school have participated and won prizes in the zonal level children’s day programmes. According to the 2007-08 annual

\textsuperscript{93} Diamond Jubilee Phamlet, Government Primary School, Thiruvithancode, 1998.

\textsuperscript{94} Record Maintained, Govt. Primary School, Thuckalay 2005-2006.

\textsuperscript{95} St. Mary’s Primary School Year Book 2001-2002, Colachel, p.2.

\textsuperscript{96} DPI Trivandrum No.7421 (a) VI dated 11.11.1947.
report of the school, there are ten teachers imparting education to 197 boys and 200\textsuperscript{97} girls.

**St. Joseph’s Primary School – Kanyakumari**

St. Joseph’s Primary School at Kanyakumari was started in a thatched hut in 1882. Due to the untiring efforts of the parish priest and the active support of the local people the school flourished\textsuperscript{98}. In 1963 classes from 1 to 5 of this school were recognized by the government of Tamilnadu\textsuperscript{99}. Thus it became an aided primary school. During the academic year 2007-2008 13 teachers are imparting learning to 337 pupils\textsuperscript{100}.

**Government Middle School – Kanchikuzhi**

It was started as a Primary School in 1945\textsuperscript{101} with a minimum strength of 40 pupils. Due to the co-operation of the staff and parents the school flourished. The active service of the Headmaster and Staff members this school gradually began to grow and in 1970-71 it was upgraded as middle school\textsuperscript{102}. At present the school has the total strength of 329 pupils. Eleven teachers and one non teaching staff\textsuperscript{103} are managing the school.

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\textsuperscript{99} DEO No. Rc. No.19609 Dis No.242/63, dated 30.03.1963.
\textsuperscript{100} Information board on St. Joseph’s Primary School, Kanyakumari.
\textsuperscript{101} Information board on Government, Middle School, Kanchikuzhi.
\textsuperscript{102} Record Maintained in Government Middle School, Kanchikuzhi, 2004-2005.
\textsuperscript{103} Staff Register, Government Middle School, Kanchikuzhi, 2004-2005.
Government Middle School – Thiruvithancode

The Government Middle School at Thiruvithancode has its own glory. Initially it was started as a primary school and later upgraded into middle school for the convenience of public. There is only one section for each standard. The pupils who complete the primary education in the Keralapuram and Thiruvithancode government primary school pupils are given preference in admission in this middle school. The medium of instruction is Tamil. The total strength of the school is 315 and among them 162 are boys and 153 are girls. Totally fifteen staff members, are employed in this school. Among them thirteen are teaching staff and two are non teaching staff. The school building is in much dilapidated condition.

Holy Infant Jesus Middle School – Puthenturai

Puthenturai, a coastal belt is credited with the famous middle school named as Holy Infant Jesus, which was started in 1905. The parish priest, Gillary, administrated this school till 1944. With a view to providing better and efficient administration the school authorities handed over its administrative responsibility to the nuns on 14 May 1905. Due to the efforts of the nuns, the school became a middle school with the addition of 6th standard on 13 June 1960, 7th standard on 27 May 1961 and

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104 Personal Interview with Palani, Teacher, Government Middle School, Thiruvithancode, 10.04.2004.
106 Staff Register, Government Middle School, Thiruvithancode, 2004-2005.
8th standard on 1962\textsuperscript{107}. In 1965, permanent government re-
organization was granted to this school\textsuperscript{108}. Srimati Lourdhammal
Simon, the then Minister of Fisheries in the Government of
Madras, laid the foundation stone for the new school building on
14 August 1961. It is still functioning as a middle school\textsuperscript{109}.
During the academic year 2007-2008 school admitted 95 boys
and 103 girls. At present six teachers are engaged in providing
education to pupils, who are hailing from the local area.

\textbf{St. Mary’s Middle School – Pillaithoppu}

St. Mary’s School was established in 1915 as a primary
school with 1 to 5\textsuperscript{110} classes. In 1963 this school got government
recognition\textsuperscript{111}. But still 1996 this school has not attained
significant changes due to financial constraints. However, the
parish priest and local people extended their hard work to
upgrade the school. Hence classes VI to VII were added during
1977 as self financed section. The parent Teacher’s Association
helped the financially weaker pupils since 1990. Later the poor
students adoption scheme was introduced in 1999 which too
helped the poor pupils. The school won the first place in the
Kottar Diocese talent competitions and bagged the rolling trophy
during the academic year of 2000-2001\textsuperscript{112}. As per the 2007-

\textsuperscript{107} Brito Sinna Rani, A., Puthenturai Punitha Jeba Malai Annai Alaya Archipu
\textsuperscript{108} L. Dis. No. 93, 94, 95 dated 23.03.1965.
\textsuperscript{109} Inscription wall on Holy Infant Jesus Middle School, Puthenturai,
14.08.1961.
\textsuperscript{111} D.E.O. No. R.C. 339/63, dated 16.05.1963.
2008\textsuperscript{113} records of this school, the school admitted 541 students who are under the care of 13 teachers.

**St Peter’s Middle School – Kadiyapattinam**

Kadiyapattinam, a coastal region is blessed with a middle school established under the Catholic diocese. In the beginning this school was a primary school. Started by Fr. John Pereira in 1909, the salaries of the teachers were paid by the parish. In 1910, the British Government granted aid from 1910 and the parish paid half amount of what the government paid. In 1942 the British Government paid the full salary\textsuperscript{114}. In 1949, the government of Travancore recognized St. Peter’s Lower Primary School and granted permission to start five classes\textsuperscript{115}. However, remained as a primary school till 1997\textsuperscript{116}. But in 1998 this school was elevated as a middle school with due recognition from the government\textsuperscript{117}. Parent teacher association has been functioning effectively in this school since 1986. The association launched “the poor students education loan scheme” in 1997 and “the poor students adoption scheme” in 1998. The pupils *sanchayika* scheme has been introduced from the academic year of 2001-2002. The school won the first place and bagged the rolling trophy in the Kottar Diocese talent competitions during the academic year of 2003-2004\textsuperscript{118}. Now the school has a student strength of 560\textsuperscript{119}.

\textsuperscript{113} Information Board on the St. Mary's Middle School, Pillaithoppu.
\textsuperscript{114} St. Peter's Middle School Student Dairy 2007-2008, Kadiyapattinam, p.6.
\textsuperscript{115} St. Peter’s LPS No.2260/49, dated 19.05.1949 DPI, Trivandrum.
\textsuperscript{118} Annual Report of Peter’s Middle School 2003-2004, Kadiyapattnam, p.2.
\textsuperscript{119} Information board on the St. Peter's Middle School, Kadiyapattnam.
Though a number of schools were sprung up, the merger of some places of South Travancore with Madras State on basis linguistic created some confusion in the administration of the education department. The vestiges of the previous rule continued for some years. But step up step, the government of Madras managed the administration by various enactments\textsuperscript{120}.

The Sanction was accorded for the continuance of the temporary posts in the government Basic training school. For instance temporary post created for government basic training school at Theroor originally sanctioned on 18 February 1955 was allowed to continue upto 28 February 1959. Those who works under temporary posts are required for the normal working of the school. The school administration request the government to sanction their continuance for a further period upto the end of the school year 1959-60\textsuperscript{121} that is on 31 May 1960. Accordingly sanction orders are issued to the government high school, Thiruvithancode to continue the temporary post till 31 May 1965. As all the temporary posts are required for the normal working of the school, the government sanctioned their continuance for a further period of one year from 1\textsuperscript{st} June 1965\textsuperscript{122}.

Thus primary education met with a through metamorphosis during the study period. Though many primary schools were ushered in different parts, they adopted the governmental policy in updating the curriculum and mode of

\begin{footnotesize}
\begin{itemize}
\item[\textsuperscript{120}] G.P. Order EM 3220/55, dated 18.02.1955 of the former. Travancore Cochin State.
\item[\textsuperscript{121}] G.O.No.653, Education Department 30.06.1959.
\item[\textsuperscript{122}] G.O.No.618, Education, 29.04.1964.
\end{itemize}
\end{footnotesize}
teaching. However in certain aspects the primary education did not achieve the targeted results as expected. Therefore subsequent government is required to concentrate more on the revamping system.