

The entire expenditure towards N.C.C. in respect of all institutions in the Territory, except JIPMER, was met from the budget of the Union Territory.

Para-training was first introduced in N.C.C. during 1972. A floating shield for the Boys Senior Division Shooting Competition was donated by the Lieutenant-Governor on 24 November 1974. The N.C.C. candidates are given preference in the selection for various posts especially in the Police and Jail Services. N. C. C. cadets are also included under PRIORITY (iii) for being sponsored for jobs by the Employment Exchange. The N.C.C. Employment Information and Guidance Bureau/Cell meant to provide employment information and guidance to N.C.C. cadets and Ex-N.C.C. cadets started functioning at Tagore Arts College on 7 August 1974. The N.C.C. Annual Day is celebrated on the fourth Sunday of November every year.

XIV. Scouts and Guides Movement

The Scouts and Guides movement was first launched in the Territory only in 1967. Between 1968 and 1972, 89 scout masters, 16 guide captains, 12 flock leaders and 34 cub masters were trained. A few guide captains and scout masters were sent for advanced training courses. According to a report, only 65 scout masters, 20 cub masters, 12 guide captains and 5 flock leaders were actively engaged in the movement till December 1974 covering in all 1,400 scouts, 250 cubs, 200 guides and 40 bulbuls in the Territory. The entire expenditure towards the scheme is borne by the administration.

XV. Administrative organisation and related aspects

Organisational set-up:

The Director of Public Instruction (D.P.I.) as Head of the Directorate continued to be responsible for the execution of government policies and programmes of public education in the Territory even after merger. In May 1969 the Director of Public Instruction was conferred the ex-officio Secretariat status of a Deputy Secretary. With effect from 1973 the Directorate of Public Instruction was redesignated as Directorate of Education and at the same time an incumbent of the Indian Administrative Service became the Director enjoying the ex-officio status of a Secretary.

All matters of school administration are now regulated by circulars, memoranda and notifications issued from time to time by the Director of Education as the executive head and by the Secretary (Education) as its administrative head. No manual as such is followed although the Madras Educational Rules are followed in Pondicherry and Karaikal while the Kerala Educational Rules and the Andhra Pradesh Educational Rules are followed in Mahe and Yanam respectively.

The Directorate was reorganised on 26 October 1973* with a view to rationalising the workload of various sections and officers in the Directorate and to exercise better control over the accounts of the various educational institutions in the Territory. Further, in order to improve the efficiency of purchase transactions and to effect some economy in the purchase of items required by educational institutions, a Central Purchase Organisation was established in the Directorate. The Special Officer for Women's Education was redesignated as Assistant Director of Education (Women's Education). As a result of this reorganisation the Directorate came to consist of two Establishment Sections (I and II) three General Sections (I, II & III), a Plan Section besides the Receipt and Despatch Sections. Apart from these seven sections there are three wings viz., the Secretariat Wing, the Library Wing and the French Education Wing, three Cells viz. the Statistical Cell, the Public Relations Cell and the Aided Project Cell and two units viz. the Audio-Visual Education Unit and the Gazetteer Unit. On the accounts side there are three sections (I, II & III) to deal with (1) bills and inspection of accounts, (2) midday meals and (3) budget and audit and the Central Purchase Organisation.

The Director was assisted by two Deputy Directors, one drawn from the P.C.S. Cadre and another from the Educational Cadre both of whom were conferred the *ex-officio* status of Under Secretary to deal with policy matters. The Deputy Director (Administration) was placed in-charge of Establishment Sections I & II and the Public Relations Cell. He also attended to all establishment matters including recruitment and appointment of all categories of staff in the Education Department. The Deputy Director of Education (Plan) attended to all plan schemes, the UNICEF Aided Science Project, plan budget, educational statistics, Legislature and Parliament questions and all non-establishment matters pertaining to Collegiate and Technical Education. Apart from the Statistical Cell and the Aided Project Cell, the Plan Section and the General Section I

* *Vide* G.O.Ms. No. 65/73/DE dated 26 October 1973.

were also under his control. The Assistant Director (Women's Education), among other things, attended to all matters relating to women's education, N.C.C., Bal Bhavan, Teachers Training Centre, Teachers Welfare Fund, Celebrations, Scouts and Guides, besides functioning as Head of Office for the staff working in all Government Girls' Schools in Pondicherry region. The General III Section was placed under the control of the Assistant Director (Women's Education).

The Special Officer for French Education dealt with all matters relating to French education in the Territory. He also attended to all non-establishment matters of School Education and Libraries besides discharging the functions of Head of Office for the staff of all French Schools in Pondicherry region. The General II Section as well as the Library Wing were under his immediate control.

The Accounts Officer was overall in-charge of accounts and audit and the Central Purchase Organisation which was formed on 26 October 1973 for the purpose of centralising all the purchases of materials and equipments required for institutions under the Directorate of Education. He also dealt with matters pertaining to the Grant-in-aid scheme. The Junior Accounts Officer attended to all matters relating to non-plan budget, inspection of accounts and midday meals programme, besides performing the duties of Drawing Officer for the establishment of the Directorate, girls' schools and French schools in Pondicherry region.

The Audio-Visual Education Officer attached to the Directorate was placed in-charge of the Audio-Visual Education Unit and was responsible for the implementation of audio-visual programmes in the Territory. (For more details see under Audio-Visual Education). On 26 October 1973 the Audio-Visual Education Officer was nominated as District Educational Officer II for purposes of carrying out inspection of all High Schools in Zone I & II in Pondicherry region.

The Chief Inspector of Physical Education dealt with all matters connected with physical education and the organisation and growth of sports and games in the Territory. (For more details see under Physical Education). The Deputy Librarian assisted the Special Officer for French Education to deal with all matters connected with branch libraries in the Territory. The Gazetteer Unit was formed as part of the Directorate of Education in April 1970 to undertake the preparation of a Gazetteer for Pondicherry.

For purposes of administering the educational institutions in the Territory, Pondicherry region consisting of five zones was treated as a District and placed under the control of the District Educational Officer I. He was also in-charge of the CARE programme. Karaikal region together with Yanam consisted of two zones and functioned as an independent District under the District Educational Officer with headquarters at Karaikal. Following the reorganisation effected on 26 October 1973, Zone I & II comprising Pondicherry, Mudaliyarpetai and Ozhukarai Communes were taken away from the jurisdiction of the District Educational Officer I and placed under the control of the Audio-Visual Education Officer who came to be nominated as District Educational Officer II. The District Educational Officer, Karaikal, was given some special assignments (Third All India Education Survey).

There were in all seven Deputy Inspectors of Schools in the Territory directly placed in-charge of all the seven zones, five in Pondicherry and two in Karaikal. While three Deputy Inspectors of Schools functioned under the District Educational Officer I, two Deputy Inspectors of Schools were placed under the District Educational Officer II in Pondicherry region. The two Deputy Inspectors of Schools in-charge of the two Zones in Karaikal region were controlled by the District Educational Officer stationed in Karaikal.

Inspection and supervision of schools :

For purposes of inspection of Primary and Upper Primary Schools, Pondicherry was divided into seven zones and Karaikal into two, each placed under the immediate control of a Deputy Inspector of Schools as detailed below :

Zone	Communes
Pondicherry	
Zone I	Pondicherry
Zone II	Mudaliyarpetai & Ozhukarai
Zone III	Ariyankuppam & Bahur
Zone IV	Nettappakkam & Villianur—South of Villupuram road.
Zone V	Mannadipattu & Villianur—North of Villupuram road.
Karaikal	
Zone I	Karaikal, Nedungadu & Kottuchcheri
Zone II	Niravi, Tirunallar & T.R. Pattinam.

Prior to 1 November 1973, the only District Educational Officer in Pondicherry was the Inspecting Officer for all schools except girls' schools and French schools in the Territory. The inspection of the Blind School and the Deaf and Dumb School in Pillaichavady, the Certified School in Ariyankuppam and all mixed schools in Pondicherry region was also his responsibility. The District Educational Officer, Karaikal was the Inspecting Officer for all schools in Karaikal and Yanam regions. The Gazetted Headmaster of Jawaharlal Nehru High School, Mahe was the Inspecting Officer for all schools in Mahe region. In the context of the rapid increase in the number of educational institutions in the Territory, it was found necessary to reduce the jurisdiction of the District Educational Officer, Pondicherry, in order to facilitate better and frequent inspection of schools. It was under these circumstances that the Audio-Visual Education Officer, Pondicherry, was nominated as District Educational Officer-II with powers to inspect all schools except girls' schools, French schools and high schools in Zone I & II of Pondicherry region, while the jurisdiction of the District Educational Officer I stood reduced to Zone III, IV & V in Pondicherry region and to all high schools except girls' schools, French schools and Branch libraries in Pondicherry region. The two zones in Karaikal region consisting of three communes each were placed under the jurisdiction of the District Educational Officer, Karaikal. The inspection of primary and upper primary schools in Mahe was made the responsibility of the District Educational Officer, Karaikal. The primary and upper primary schools in Yanam were placed under the jurisdiction of the Headmaster of Yanam Government High School, who also functioned as the Delegate to the Director of Education in Yanam.

Until the post of Special Officer for Women's Education was converted into the post of Assistant Director (Edn.) the inspection of all girls' schools in the Territory was the responsibility of the Special Officer for Women's Education which subsequently devolved upon the Assistant Director (Women's Education). The inspection of all French schools in the Territory was the responsibility of the Special Officer for French Education.

Teachers :

The increase in the number of teachers in the Territory since merger will be evident from the following statement :

Year			Government	Private	Total
1956-57	..	..	646	379	1,025
1959-60	..	..	986	494	1,480
1961-62	..	..	1,388	458	1,846
1963-64	..	..	1,735	651	2,386
1965-66	..	..	2,001	762	2,763
1967-68	..	..	2,292	808	3,100
1969-70	..	..	2,591	855	3,446
1971-72	..	..	2,961	835	3,796
1973-74	..	..	3,435	840	4,275
1974-75	..	..	3,583	831	4,414

In the course of eighteen years i.e. between 1956 and 1974, the number of teachers in government schools increased almost five times while the number in private schools increased a little more than two fold. In actual fact there has been a fall in the number of teachers working in private schools between 1960-61. The pay, leave, discipline, provident fund and pension of government teachers are governed by norms fixed by the government. Private managements do not strictly follow these norms. While teachers in government service are eligible for retirement benefits, the teachers working in management schools are not eligible for any kind of retirement benefits like General Provident Fund, gratuity or pension.

The problem of housing for teachers assumed some importance with the establishment of more and more schools in not easily accessible rural areas. The employment of women teachers in such remote areas made it all the more necessary to provide them with houses near their schools. No precise

data of the houses built for teachers prior to 1954 is available. However, after merger, the administration took steps to provide quarters in rural areas especially for women teachers. Women teachers who are not provided with quarters are paid a special monthly allowance of Rs. 5 per mensem.

According to the information furnished by the Directorate, schools located in the following villages were provided with quarters :

Sl. No.	Region or Village	Type of quarters	No. of quarters	Year of construction
(1)	(2)	(3)	(4)	(5)
Pondicherry Region				
1.	Manappattu	Q.W.T.	2	N.A.
2.	Pillaiyarkuppam (Bahur) .. .. .	..	2	..
3.	Seliyamedu .. .. .	..	2	..
4.	Bahur (Basic School) .. .. .	..	2	..
5.	Kuruvinattam .. .. .	..	2	..
6.	Madukkarai .. .. .	..	4	..
7.	Kalmantapam .. .. .	..	2	..
8.	Kariyamanikkam .. .. .	..	1	..
9.	Embalam .. .. .	..	2	..
10.	Sorappattu .. .. .	..	2	..
11.	Vadanur .. .. .	..	2	..
12.	Tirubhuvanai .. .. .	..	2	..
13.	Pillaiyarkuppam (Villiyannur) .. .. .	..	2	..
14.	Kunichampattu .. .. .	..	2	..
15.	Pillaichavadi .. .. .	..	3	..
16.	Uruvaiyar .. .. .	..	2	..
17.	Ariyankuppam .. .. .	..	2	..

(1)	(2)				(3)	(4)	(5)	
18.	Bahur	..	..	..	..	S.Q.	8	N.A.
19.	P.S. Palayam	..	..	..	..	..	8	..
20.	Madagadippattu	..	..	..	..	..	4	..
21.	Nettapakkam	..	..	..	..	S.Q.	10	..
22.	Ozhukarai	..	..	..	..	..	2	..
23.	Alankuppam	..	..	..	..	..	2	..
24.	Kalapet			..	..	..	2	..
25.	Muttirapalaiyam	..	..	..	..	S.Q.	1	1973

Karaikal Region

1.	Kurumbagaram	..	..	..	..	Q.W.T.	2	1963
2.	Kottuchcheri	..	..	..	..	..	2	1963
3.	Puvam	..	..	..	..	..	2	1963
4.	Tirunallar	..	..	..	..	..	2	1963
5.	Niravi	..	..	..	..	..	2	1963
6.	T.R. Pattinam	..	..	..	..	..	2	1964
7.	Vilidiyur	..	..	..	..	..	2	1967
8.	Karaikalmedu	..	..	..	..	..	2	1968
9.	Ambagarattur		..	..	..	..	2	1969
10.	Kil Kasakkudi	..	..	..	..	S.Q.	2	N.A.

Q.W.T. — Quarters for women teachers.

S.Q. — Staff quarters.

N.A. — Not available.

Training and orientation :

Following the appointment of an Audio-Visual Education Officer in 1965, the officer concerned was placed in-charge of the Teachers' Training Centres, pre-service (E.F.E.N. Exam.) in-service training for teachers in the Territory.

In order to improve the professional efficiency of teachers and their standard of teaching, periodical conferences, seminars, workshops, etc. are held for primary, upper primary and secondary school teachers. Secondary school and college teachers are deputed to attend refresher courses on various subjects. In 1968, an orientation workshop for graduate teachers of Science and Social Studies was held at the Teachers' Training Centre in collaboration with the N.C.E.R.T. In 1969, two Evaluation Workshops, one for the benefit of trained graduate teachers handling English and another for those handling Mathematics in high schools were conducted with the assistance of the N.C.E.R.T.

In 1971, the Unit conducted two workshops for two batches of 50 graduate teachers each to train them to prepare Simple Visual Aids for class room teaching. Another training programme was conducted for 27 graduate lady teachers from various Girls' High Schools in Pondicherry on how to handle filmstrip projectors and epidiascopes.

Following the introduction of the UNICEF assisted Science Scheme as a pilot project in 1971 covering 50 primary schools and 30 upper primary schools, 190 secondary grade teachers (100 teachers from upper primary schools and 90 teachers from primary schools) in the Territory were trained in the new methodology of teaching. The scheme was extended to 30 upper primary and 20 primary schools under the Wider Expansion Programme. In all 160 teachers were trained under the Wider Expansion Programme. In order to supervise and guide the teachers, four Senior Science Assistants were appointed under the scheme to visit the schools frequently. Common examinations were conducted in science subjects for all schools covered under the scheme. The entire expenditure incurred under the Pilot Project was reimbursed by the UNICEF and 50 per cent. under the Wider Expansion Programme.

The teaching of mathematics was reorganised in 15 selected upper primary schools wherein new syllabus was adopted. Training courses were conducted for the benefit of teachers handling the subject.¹⁴⁴

Text-books, curricula and examinations :

Text-books prepared or approved by the Tamil Nadu Text-Book Committee are prescribed for primary, upper primary and secondary schools in Pondicherry and Karaikal regions. In Mahe and Yanam, text-books as prepared or approved by the Government of Kerala and Andhra Pradesh respectively are prescribed. The same principle is followed in the matter of syllabi for schools. As for university courses the curricula as prescribed by the University of Madras are followed in all colleges in Pondicherry and Karaikal, while colleges in Mahe and Yanam follow those prescribed by Calicut and Andhra University respectively.

The S.S.L.C. Examinations in Pondicherry and Karaikal are conducted by the Tamil Nadu Board of Secondary Education. The S.S.L.C. Examinations in Mahe and Yanam are conducted by the Board in Kerala and Andhra Pradesh respectively. So far as Matriculation and University Examinations are concerned they are conducted by the concerned Universities exercising jurisdiction in the respective regions of the Territory.

So far as French Education is concerned, text-books and curricula as prescribed by Rennes University in France for Baccalauréat examination are followed at the Higher Secondary stage. Pondicherry is recognised as a Centre for holding the examinations. While the papers are valued in France, the oral examinations are held in Pondicherry itself. The 'diploma' is issued by the University of Rennes. The syllabi for 'Brevet' and 'Certificat' examinations are determined by *arrêté*. Text books for the courses are, however, obtained from France. The valuation of papers are done by several committees set up for the purpose. They meet on the appointed day and proceed to value the papers and the results are announced a few days after the examinations.

Free education :

Education in French was free at all levels during the French period. It was free for girls at all levels for any type of education (French or Indian). Private and government schools imparting education according to the Indian system charged fees for boys at all levels. But after merger, in accordance with the policy of the Indian Government, education was made free for boys upto III Form with effect from October 1959.¹⁴⁵ With effect from 1 August 1960, exemption from payment of school fees was given to girl students preparing for Matriculation or S.S.L.C. Examination.¹⁴⁶ Subsequently, upon a resolution passed by the Representative Assembly, boys' education upto VI Form was made free in 1967.¹⁴⁷

Education at the Pre-University and Pre-Technical level also became free from the academic year 1970-71.

Midday meal scheme :

The practice of providing midday meal to poor school children was in vogue even prior to merger. It appears that this facility was first made available to children in **Ecole des filles** in rue Dumas, **Ecole de la rue Surcouf** and **Ecole des filles de la rue des Missions** prior to 1938. From 1938 onwards the scheme was gradually extended to other schools. The expenditure was met from the funds of **Comité de Bienfaisance**. In 1955, midday meal was provided for children in 26 centres. The progress of the scheme since then has been phenomenal as would be evident from the following statement :

Year	No. of institutions benefited		Expenditure incurred (in rupees)	No. of students benefited in			
	Government schools	Private schools		Government schools	Private schools		
1955-56	35	—	—	6,428	—
1959-60	135	—	3,09,451	18,127	—
1965-66	217	14	7,49,125	39,800	—
1968-69	219	14	9,70,824	33,000	1,478
1973-74	239	—	8,82,700	42,600	—
1974-75	239	—	12,43,000	42,780	—

In 1958, a Canteen Inspector was appointed to supervise the midday meal programme in schools. A separate scheme for the supply of midday meals to poor children in recognised private elementary schools was implemented for the first time in 1961. With the steady increase in school population, students studying upto V class alone were declared eligible for midday meal, provided their parents' income did not exceed Rs. 1,500 per annum. This restriction of income ceiling was removed with effect from 1 September 1969 following the introduction of the CARE Programme in Pondicherry and Karaikal regions. Since then CARE food was supplied for three days and rice for two days. The programme is now implemented under the supervision of the Head-masters of the schools concerned.

Following the introduction of the Applied Nutrition Programme in 1970, items such as seeds, implements and fertilisers, handpumps and electric pump-sets were given to some schools in the Territory for raising kitchen gardens so as to utilise the vegetables grown for the Midday Meal Programme.

Book Banks :

The first four Book Banks in the Territory were opened in the high schools at Muttirapalaiyam, Villianur, Nettappakkam and Nedungadu. The Book Bank facility was then extended to four more high schools viz. in Bahur, Ariyankuppam, Embalam and Tirunallar. Apart from these, a Book Bank was opened in Tagore Arts College with financial assistance from the University Grants Commission. The objective is to cover all schools and colleges in the Territory.

Grant-in-aid :

The Grant-in-aid code of 1966 was so framed as to help private educational institutions in the Territory. Financial assistance is provided in the form of maintenance grant, grants for buildings, building sites, playgrounds, furniture, books and appliances. Orphanages and boarding homes are eligible for boarding grants for destitute children. Institutions engaged in pre-primary education are also eligible for recurring and non-recurring grants. Privately run primary and upper primary schools which were eligible for subvention as per the *arrêtés* governing their establishment during the French period continued to enjoy the benefit even after merger.

Funds provided under the scheme are also utilised for granting educational concession to children of service personnel, those killed in action, Burma repatriates as well as Ex-service personnel. Quite apart from these, full fee concessions and *prime d'examen* are also sanctioned. The quantum of this assistance varies depending upon the number of students coming out successful in the examinations conducted by the administration.

The Banasthali Vidyapeet in Jaipur (Rajasthan) was sanctioned an annual grant of Rs. 500 by this administration.

Scholarships :

Several scholarship schemes financed both by the Central Government and the Pondicherry Administration are in operation in the Territory. The pre-matric and post-matric scholarships for the children and grand children of political

sufferers were introduced in the year 1962. This scholarship is available to all children and grand children of political sufferers whose income does not exceed Rs. 300 per mensem.

Among the scholarships awarded by the Central Government, mention may be made of the National Scholarships for talented children from rural areas. These scholarships which are distributed among States and Union territories at the rate of two scholarships for each Community Development Block with marginal adjustments are available both for Secondary and University education for really brilliant students hailing from poor families.

The Government of India introduced during the III Plan the National Scholarships Scheme for the award of merit scholarships for post-matriculation studies. Students in this Territory are also eligible for the National Scholarships for Children of School Teachers as a token of recognition of the services rendered by teachers. The National Loan Scholarships provide financial assistance to needy and meritorious students to complete their education. Scholarships for students from non-Hindi speaking States for post-matric studies in Hindi as well as scholarships for the blind, the deaf and the orthopaedically handicapped are also available for students of this Territory.

As for the Central Scholarships, the details of scholarships allotted to this Territory together with details of fresh scholarships and renewals during 1974-75 are furnished below :

Scholarships	Scholarships allotted	Fresh scholarships	Renewals during 1974-75
The National Scholarship for talented children from rural areas	6	6	11
Merit Scholarship for Post-Matriculation Studies ..	125	125	184
National Loan Scholarships	17	17	25
National Scholarships for Children of School Teachers	4	4	6
Scholarship to students from Non-Hindi speaking States for Post-Matric studies in Hindi* ..	2	2	N.A.
Scholarships for the blind, the deaf and the orthopaedically handicapped*	2	2	N.A.

* These scholarships are sanctioned directly by the Government of India.

N.A.= Not available.

Educational endowments :

Savarayalu Endowment Prize : This prize was instituted on the occasion of the centenary celebration of a girl's school started at the initiative of Poet Savarayalu Nayagar with the money donated by the members of his family in 1968. The income from the endowment is utilised every year for the award of a cash prize to a girl student securing the highest mark in the S.S.L.C. public examination for pursuing her studies in the college. In case the girl securing the highest rank does not pursue her studies, the cash prize is awarded to the next eligible girl candidate. In the event of a tie, the prize money is divided equally among the eligible candidates. 149

Sinnatha Mudaliar & Company and Ramalinga Chettiar Endowment Trust : This trust was formed in the year 1970. Three cash prizes are awarded to three girls securing the first three ranks in the school final examination of Sinnatha Girls' High School, Muttiyalupettai. The cash is divided in the ratio of 4:2:1. 150

Sinthamani Candappa Endowment Prize : This prize was instituted in the year 1970 for awarding every year a cash prize to a girl student in the Government Girls' High School, Laporte Street, securing first rank in the S.S.L.C. (Tamil medium) examination.

Jawaharlal Nehru High School, Mahe, Golden Jubilee Endowment Fund : This fund was constituted in the year 1971 which marked the Golden Jubilee Year of the School. The income accruing out of this fund is meant to be utilised for offering scholarships or prizes to poor and deserving students of Mahe. While seven-tenths of the income from the fund is set apart for providing scholarships, three-tenths of the amount is meant for the award of prizes. The fund is operated by the Headmaster of Jawaharlal Nehru High School, Mahe, in terms of a Memorandum dated 22 December 1971.

Students Welfare International : Known as Pondicherry Students Welfare Society at its inception in 1961, it was organised with a view to help the student community in Pondicherry. In the beginning, the society helped students with interest free loans, free health check-up and a Technical Reference Library. The society also helped to institute 25 rolling trophies with the co-operation of some philanthropists for the purpose of conducting Inter-Collegiate contests. In 1971, however, all these trophies were handed over to the government with a request to organise these contests under its auspices. The Inter-Collegiate contests were resumed in January 1975. 151

Awards :

In 1970 the administration introduced a scheme for the award of trophies and merit certificates to schools producing the best results in the Matriculation, Brevet and S.S.L.C. examinations with the object of improving the standard of education in the Territory.

Upto 1973, Merit Certificates were issued based on a system of gradation. Since then certificates are issued to all institutions securing 85 per cent. and above passes in public examinations. The Chief Minister's Rolling Trophy and the Education Minister's Rolling Trophy are awarded on the Republic Day to the schools securing the best and the second best result respectively in the whole Territory. The scheme for presenting awards to teachers was introduced in the Territory in 1966.

National foundation for teachers' welfare :

The benefits of the National Foundation for Teachers' Welfare constituted in 1962 was extended to this Territory in 1965. The functioning of the Foundation in the Territory is governed by the rules for the administration of the National Foundation for Teachers' Welfare as notified by the Government of India on 25 June 1962. A seven-member State Working Committee under the Chairmanship of the Lieutenant-Governor was constituted to carry on the operations of the Foundation in the Territory. While recurring and non-recurring grants are sanctioned to deserving cases, no award as provided under rule 17(1) (d) is given. Details of the Territory's contribution for the Foundation since 1965 and the amount received in turn from the National Foundation are given below :

Year	The territory's contribution	The amount received from the National Foundation	The amount expended during the year	Total number of beneficiaries
(1)	(2)	(3)	(4)	(5)
	Rs. P.	Rs. P.	Rs. P.	
1965	6,174.90	—	—	—
1966	8,450.03	4,935.92	450.00	4
1967	8,217.43	5,354.73	2,570.00	5
1968	21,675.74	Nil	2,700.00	8
1969	28,511.73	46,478.04	5,460.00	2
1970	23,498.64	18,834.45	4,014.00	9

(1)	(2)	(3)	(4)	(5)
	Rs. P.	Rs. P.	Rs. P.	
1971	19,936.90	8,045.00	6,660.00	11
1972	22,176.66	18,834.40	4,200.00	—
1973	37,426.14	27,778.80	7,800.00	8
1974	26,293.11	21,661.00	12,350.00	12
1975	41,873.06	18,747.65	5,560.00	8

The proceeds of the funds from the Foundation have not so far been utilised either for maintaining holiday homes for teachers or to institute educational scholarships in the Territory.

Safeguards for linguistic minorities :

In Pondicherry region, Telugu, Malayalam and French speaking people from the linguistic minorities. The number of Telugu and Malayalam speaking people is so small that there has not been any necessity to offer facilities for instruction in these two languages in this region. Students hailing from these linguistic groups join the English medium schools by preference. For the benefit of French speaking people there are French medium schools from primary to collegiate level. Students preparing for the Matriculation examination could choose Telugu, Malayalam or Tamil as second language. The linguistic minorities in the Territory generally seem to prefer English medium schools.

In 1974, the administration came forward to provide instruction in the mother tongue of linguistic minorities in the Territory at the primary, middle and secondary school level, provided there were at least a minimum of 10 pupils in a class or section or an aggregate of 40 students in the primary and middle schools and a minimum of 15 or an aggregate of 60 students respectively in secondary schools. Standing instructions were issued to entertain applications from linguistic minorities and have them registered to assess the demand for such facilities. The number of registered applications was found inadequate as to warrant the provision of such facilities so far in this Territory.

Facilities for higher education outside the Territory :

Arrangements are made from year to year for reservation of seats for various courses for candidates of this territory in different institutions located outside the Territory, with a certain number of seats being reserved for scheduled caste and scheduled tribe candidates. Besides teacher training and general education, the courses for which seats are made available include engineering, medicine, agriculture, veterinary science, physical education, library science, forestry and law. Facilities are available for studies in these different disciplines in one or more branches.

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