

CHAPTER XV

EDUCATION AND CULTURE

Early period

THOUGH learning was highly esteemed, education, in the olden days, does not seem to have been regarded as a direct duty of the State. It was mostly in the hands of religious leaders and priests. Endowments were often given for promoting learning as a religious duty. Teaching was done mainly by the priests. The early stage of schooling generally consisted of reading, writing and arithmetic and later the pupil had to commit to memory long passages from various renowned works. Strict discipline was maintained by the teacher and punishments were often harsh. The curriculum of education for the Brahmin pupils included, besides the Vedas, literature, grammar, etymology, mathematics, logic, ethics, astronomy and sometimes the fine arts. As a rule, the student had to remain with the teacher till he finished his course, the duration of which was about 12 years.

The education of the Kshatriyas included training in the use of arms and other military training. The Vaishya education was more domestic than institutional, the boy learning his trade from his father. The crafts were mostly hereditary, the skill in them being handed down from father to son; the teacher and the taught being the father and the son, the teaching was free from the formalities of the class-room. In the majority of occupations, no knowledge of reading and writing was required, but in some, certain works containing traditional rules relating to the particular crafts were required to be learnt. There were several centres of learning in the district as evidenced by the existence of ancient temples and *agraharas*.

Muhammadian education received considerable attention particularly during the days of Haidar Ali and Tipu Sultan. The education was imparted in institutions called *Maktabs* and *Madradas*. The *Maktab* was a primary school usually attached to a mosque, where the learning of the Koran was the main item of education, while the *Madrada* was a school of higher learning.

The year 1833 saw the establishment of a free English school at Mysore by Sri Krishnaraja Wodeyar III, the then ruler of Mysore; it was maintained solely out of palace funds. Later, systematic State activity in the field of education began in the State as elsewhere in India, with the famous Sir Charles Wood's Despatch of 1854. It was on the plan drawn up in that Despatch by the Directors of the East India Company that the structure of modern education was mainly based. Mysore was under the British Commission at that time. When the provisions of the Despatch of 1854 had to be applied to Mysore, Mr. Devereux, the then Judicial Commissioner, drew up a scheme of education for Mysore and Coorg jointly, which the Government sanctioned with slight modifications. The next important year in the history of education in Mysore was 1868, when the Government sanctioned what is known as the Hobli School system proposed by Mr. Rice. Under this scheme, a school was established in every hobli where the people expressed a desire to have a school and agreed to provide a school building. The situation, as a result of this scheme, improved considerably by about 1871-72. The majority of the hoblies had schools and each taluk had a superior vernacular school. After the Rendition of the State to the ruling family, education received further impetus and since then, there has been a steady progress in all directions.

Modern education

The period 1911-1916 was another land-mark in the history of education in the State. This period was marked by the adoption of new ideals; an element of compulsion in some selected centres in the State was introduced into the system of education and of equal importance was the introduction of the Secondary School Leaving Certificate Scheme, a reform which was long considered necessary and which had already been adopted in other parts of India. This was also the period which saw the establishment of the Mysore University, which was the first University to be founded in the Princely States. The educational service was also completely reorganised and the scales of pay were revised, thus brightening the prospects of those who joined the teaching profession.

The early Census compilers had divided the population in respect of literacy into three distinct categories—'learned', 'literate' and 'illiterate'. In the mode of enumeration, some difficulty was experienced in classifying the 'learned' and the 'illiterate'. In 1901, the Census entries were confined to the two categories of 'literate' and 'illiterate'. Only in the year 1911, a clearer definition of literacy crystallised. It was defined that literates were those who could write a letter to a friend and read the answer to it. In the 1951 Census Hand-book of the Kolar district, a more precise definition of literacy was given. The report while describing literacy said: "the test for literacy is the

Growth of literacy

ability to read and write a simple message in some language or other". In the preparation of tables, the word 'literate' was defined as persons who could read and write but who had not passed any examination, and 'illiterates' included partly literates who could read but not write. The 1961 Census had the following definition of literacy: "Literate is a person who can both read and write. The test for reading is ability to read any simple letter either in print or in manuscript. The test for writing is ability to write a simple letter". It would be difficult to say, however, if in each case shown as 'literate', literacy has reached a good level of reading and writing. The Kannada phrase "ಓದಿ ಬರಹ" (meaning reading and writing) has been applied in classifying the entries. It may be said that in the method of classifying literates, the definition as laid down has been satisfactory, the only exception being a small number who have claimed knowledge of several languages. In such cases, there is bound to be an inflation in the number of people knowing the other languages but not in the number of literate persons as a whole.

**Literacy
through the
decades**

The percentage of literacy in the district was very low till the year 1941. It was only during the decades 1941-1951 and 1951-1961 that considerable progress was achieved. Compared to the other areas of the district, the progress of literacy in the Kolar Gold Fields area was more striking.

The following table indicates separately, the population, number of literates and percentage of literacy in the district during the decades from 1911 to 1941:

Year	<i>Kolar District excluding K.G.F.</i>			<i>Kolar Gold Fields Area</i>		
	<i>Popula- tion</i>	<i>No. of literates</i>	<i>Percent- age of literacy</i>	<i>Popula- tion</i>	<i>No. of literates</i>	<i>Percent- age of literacy</i>
1911	.. 6,97,874	40,910	5.8	83,743	7,240	8.6
1921	.. 7,06,196	39,138	5.5	87,682	13,732	15.6
1931	.. 7,65,620	55,000	7.1	85,103	15,000	17.6
1941	.. 8,39,057	68,448	8.1	1,33,859	29,992	22.4

According to the 1951 Census, the total percentage of literates in the district was 16.1 (males 24.9 per cent and females 7.9 per cent). Ten years later, *i.e.*, in 1961, the figure was 21.3 (males 33.4 and females 11.3). The total percentage of literates in Kolar Gold Fields area in 1951 was 30.3 (males 43.4 and females 17.2). By 1961, this had risen to 35.89 (males 47.85 and females 23.74). Statements giving particulars of population,

number of literates—both males and females—and percentage of literacy are furnished below separately in respect of the district and also Kolar Gold Fields area, for 1951 and 1961 :

Year	Total population	Total No. of literates	Percent- age of literacy	Males		Females	
				Number of literates	Per cent- age	Number of literates	Percent- age
KOLAR DISTRICT							
1951 ..	11,29,875	1,86,176	16.1	1,42,469	24.9	43,707	7.9
1961 ..	12,90,144	2,74,708	21.3	2,02,808	33.4	71,900	11.3
KOLAR GOLD FIELDS AREA							
1951 ..	1,59,084	48,252	30.3	34,505	43.4	13,747	17.2
1961 ..	1,46,811	52,695	35.89	35,413	47.85	17,282	23.74

(Taluk-wise and town-wise figures of literacy in the district are given in the Appendix.)

The total number of literates in the district according to the Census of 1961 was 2,74,708 of whom 2,02,808 were men and 71,900, women. The literates who had not passed any examination and those who had passed an examination below the primary or junior basic examination (including those who had failed in primary or junior basic examination) have been included in the category of "literates without educational level", while all the other literates who had passed primary or junior basic or any higher examination have been included in the respective categories. The following statement shows the number of literates without educational level and persons who had passed any institutional examination, academic, vocational or technical, in the *urban areas* of the district according to the Census of 1961 :

<i>Educational levels</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
Literates without educational level ..	85,384	53,576	31,808
Primary or junior basic ..	17,867	11,540	6,327
Matriculation or Higher Secondary	12,289	10,092	2,197
Technical diploma not equal to .. degree.	310	298	12
Non-technical diploma not equal to degree.	12	11	1
University degree or post-graduate degree other than technical degree.	897	827	70

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
Technical degree or diploma equal to degree or post-graduate degree.			
Engineering ..	106	106	..
Medicine ..	61	47	14
Agriculture ..	8	8	..
Veterinary and Dairying	4	4	..
Technology ..	1	1	..
Teaching ..	155	127	28
Others ..	3	3	..

The statement given below indicates the number of literates without educational level, and persons who had passed primary or junior basic, matriculation and other higher examinations, in the rural areas of the district in 1961 :

<i>Educational levels</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
Literates without educational level.	1,42,960	1,13,339	29,621
Primary or junior basic ..	9,397	7,842	1,555
Matriculation and above ..	5,254	4,987	267

Administration

There is a District Educational Officer, who is responsible for the administration and control of all junior and senior primary schools in the district. He exercises general control and supervision over basic schools also. He inspects all secondary schools within his jurisdiction. As on 1st April 1967, he was assisted by two Assistant Educational Officers, one at headquarters of the district and the other at Chikballapur and 15 Inspectors of Schools in charge of 12 Kannada and 3 Urdu Ranges. The Deputy Director of Public Instruction, Bangalore Division, is in charge of the administration and control of all secondary institutions in the district. He also exercises general control and supervision over all the teachers' training institutions in the district.

GENERAL EDUCATION

Pre-primary or Nursery Education

Pre-primary or Nursery Schools are mostly managed by private organisations and very few are run by the Government. They are mainly located in the urban areas. However, in recent years, such schools (Balawadis) have been started in the rural areas by the Mysore State Social Welfare Advisory Board. With a view to encouraging the opening of these schools in rural areas, Government liberalised the grant-in-aid rules, by which schools started in rural areas received grant-in-aid upto 70 per cent of the total expenditure, while the schools started in urban areas

received only 50 per cent of the approved expenditure. These nursery schools are meant primarily for the development of education of children of the age group of 3 to 5 years. Greater facilities are now afforded to poor children residing in rural areas to receive their pre-primary education. It was made a condition of the grant-in-aid that at least one-third of the seats should be made available to poor children.

There were only two recognised nursery schools in Kolar district during the year 1956. This number had increased to eight by the year 1961. Of these eight, two were located in Kolar town, one in Andersonpet (Kolar Gold Fields) and one each in Chikballapur, Malur, Chintamani, Sidlaghatta and Mulbagal towns. Since then, there has been a considerable increase in the number of pre-primary institutions. During the years 1961 to 1967, four more institutions were newly started in Kolar Gold Fields area, three more in Chikballapur, two in Gauribidanur and one each in Srinivaspur, Kolar, Chintamani, Bangarpet and Chikballapur taluks. The total number of recognised institutions functioning in Kolar district during 1967-68 was twenty-two. The following statement indicates the number of nursery schools, strength of pupils and teachers, taluk-wise, in the district as on the 31st August 1967 :

Sl. No.	Name of Taluk	No. of Schools	No. of Teachers			No. of Pupils		
			Men	Women	Total	Boys	Girls	Total
1.	Kolar ..	3	..	5	5	93	84	177
2.	Malur ..	1	..	1	1	31	16	47
3.	Bangarpet ..	6	..	14	14	195	158	353
4.	Mulbagal ..	2	1	2	3	106	106	212
5.	Srinivaspur ..	1	..	1	1	23	22	45
6.	Chintamani ..	2	..	4	4	60	59	119
7.	Sidlaghatta ..	1	..	1	1	22	21	43
8.	Chikballapur	4	..	6	6	77	91	168
9.	Gauribidanur	2	..	2	2	56	50	106
10.	Bagepalli ..	..	..	..	..	..	..	..
11.	Gudibanda ..	..	..	..	..	..	..	..
	Total ..	22	1	36	37	663	607	1,270

The progress of primary education in the State in early years may conveniently be reviewed under two distinct periods—the first from the year 1932 to 1941 when the primary education was

**Primary
Education**

under the control of the Local Education Authorities and the second from the year 1941 to 1944 when Government resumed control over primary education. During the former period, attention was mainly centred on consolidation, while in the latter period it was one of expansion. In the year 1932, primary schools were of two grades, one of four years' duration, on the completion of which a pupil was eligible for admission to a middle school, and the other of six years, which prepared candidates for the vernacular lower secondary examination. In both these types of schools, the medium of instruction was only the mother-tongue. During the year 1934-35, the vernacular upper secondary course was abolished. Only the six-year primary schools presented candidates for the vernacular lower secondary examination. With this change, the nomenclature of these schools was changed to lower primary and upper primary schools. The vernacular lower secondary examination was called the upper primary examination.

**Resumption
of control**

Under the Elementary Education Act of 1930, all the primary schools, both Government and aided, were transferred to the control of the Local Education Authorities, who were entrusted with the responsibility of consolidation, expansion and development of elementary education within the areas of their jurisdiction. But owing to the economic depression of 1931-32 which crippled the financial resources of the local bodies, they were unable to undertake any expansion schemes. In view of the slow progress registered in the field of elementary education, the Government felt it necessary to have the matter fully investigated, and accordingly appointed a committee on elementary education, in the year 1937. This committee recommended that the control over primary education be resumed by the Government and that the primary schools be administered by them through the Department of Public Instruction. According to this recommendation, an Act called the Elementary Education Act of 1941 was passed and the Government again assumed control over primary education from the 1st July 1941.

With the assumption of control over primary education by the Government, there was a phenomenal increase not only in the number of schools, but also in the enrolment of pupils. But, unfortunately, the pupils did not remain in the schools for the full four-year course but dropped off in the second or third year of the course. Consequently wastage and stagnation in primary schools registered a sharp increase. It was, therefore, considered desirable to introduce some compulsion so as to keep the children in the schools throughout the four-year course; and it was also decided to introduce compulsory primary education only by stages, in view of the huge expenditure involved. The Elementary Education Act, 1941, was therefore amended so as to bring

into force a scheme of compulsory attendance by which it was laid down that when a parent got his child admitted into a primary school, it was his responsibility to see that the pupil stayed there till the completion of the course or till he attained the age of 12, whichever was earlier. But this scheme also did not achieve the desired effect of retaining the pupils till they completed the course as it applied only to pupils who joined the schools voluntarily. The scheme of compulsory attendance was, therefore, dropped and it was decided to introduce compulsory primary education by stages. Accordingly, during the year 1947-48, compulsion was introduced in selected areas of Kolar taluk.

As already stated above, after the resumption of control over primary education in 1941, primary education underwent a further change in its pattern. There were then two grades of primary schools, namely lower and upper. Pupils completing the lower primary school course of four years were eligible for admission either to a middle school or an upper primary school. There was no public examination at the end of this course. The upper primary school course of six years comprised the four-year course of the lower primary school and in addition, another two 'years' course in which all the subjects of the middle school course except English were taught. The medium of instruction in both the grades was the mother-tongue of the pupil. There was a public examination at the end of the upper primary course, successful pupils being eligible to join the teachers' training course of two years' duration. Students passing the teachers' training course were eligible for being appointed as teachers in primary schools. Pupils passing the upper primary course were also permitted to take the middle school examination after studying English for two years. The upper primary schools were then converted into New Type Middle Schools where English was also taught.

Efforts were continually made to improve, enrich and modify the curriculum of the primary schools. The curriculum in the o'd Mysore State was based on the "activity principles" with subjects such as drawing, singing, nature study and gardening, in addition to the subjects like language, arithmetic, history, geography and civics.

During 1955-56, the connotation of the term "primary education" underwent a change. Previously, it referred to the primary school education of four years' duration leading to a four-year middle school course which was called lower secondary. After the changes, the term 'primary' meant an integrated course of eight years covering the primary and the middle school classes. The middle school classes were re-named as primary V, VI, VII and VIII classes. But the primary schools and the middle schools continued to be different institutions, except in the case

Later changes

of New Type Middle Schools which had all the eight classes. There was no public examination either in the middle or at the end of the eight-year primary course. The old lower secondary public examination was abolished so as not to over-burden the young pupils by compelling them to sit for a public examination at that stage.

New pattern

When the new Mysore State was formed in 1956, it was found that the pattern of pre-college education varied from region to region. Therefore, a special Educational Integration Advisory Committee was formed to consider the question and suggest ways to bring about uniformity. The Government considered the various recommendations of this Committee and passed final orders in 1959 ushering in a new uniform pre-college educational system throughout the State. The primary and secondary stages of education were reorganised into a seven-year course of primary education and a four-year course of secondary education. Education was made free in all grades of primary schools maintained by the Government or local bodies. Secondary education has also been made free upto and inclusive of X standard with effect from the academic year 1966-67.

Under this new pattern of primary education, schools having standards I to IV are called Junior Primary Schools and schools having standards V to VII (with or without the first four standards) are called Senior Primary Schools. There is no public examination at the end of the course.

Progress of Primary Education

There has been a remarkable progress in the field of primary education in the district. There were only 767 institutions in the district during 1940-41. This number increased to 914 by 1943-44, to 1,115 by 1955-56 and to 1,516 by 1960-61. The number of pupils also increased from 30,464 in 1940-41 to 76,774 in 1960-61. The following table indicates the number of primary schools for boys as well as girls and the number of pupils who were studying in these schools, during the years 1940-41, 1943-44, 1955-56 and 1960-61, in the district :—

Year	No. of Schools			No. of Pupils		
	Boys	Girls	Total	Boys	Girls	Total
1940-41 ..	702	65	767	22,132	8,332	30,464
1943-44 ..	846	68	914	32,646	14,301	46,947
1955-56 ..	1,050	65	1,115	40,518	20,758	61,276
1960-61 ..	1,441	75	1,516	49,201	27,573	76,774

There were 2,051 teachers—1,658 men teachers and 393 women teachers—in primary schools in the district in 1956. This number increased to 4,027 in 1961, comprising 3,348 men teachers and 379 women teachers. The increase in the number of teachers is in consonance with the increase in the number of institutions and the number of pupils.

The district took a big stride in the field of primary education during the period from 1960-61 to 1964-65. Junior primary and senior primary schools were opened in the district at a number of new places. The large student strength in the several standards of primary schools was the result of the effective implementation of the Compulsory Primary Education Scheme in the district. It can be said that the people have now become aware of the manifold advantages of education. The State Government is making maximum possible efforts for the rapid spread of primary education.

The following statement shows the number of primary schools in the district, the number of students—boys and girls—and the number of trained and untrained teachers in these schools in 1965-66 :

Year	No. of primary schools	No. of pupils		
		Boys	Girls	Total
1	2	3	4	5
1965-66	2,087	1,11,410	81,371	1,92,781

Year	No. of trained teachers		No. of untrained teachers		Total No. of teachers
	Men	Women	Men	Women	
	6	7	8	9	10
1965-66	1,647	407	2,392	573	5,019

As already stated, junior primary schools are those institutions which have primary standards I to IV. There were 1,664 such institutions in the district as on the 31st August 1967. This number also included schools which had Urdu and Tamil as the media of instruction. Out of these 1,664 institutions, 1,404 boys, and 18 girls' primary schools had Kannada as the medium of instruction. The following statement gives the number of Kannada

**Junior
Primary
Schools**

junior primary schools for boys, the number of pupils and teachers, taluk-wise, in the district as on the 31st August 1967 :

Sl. No	Name of Taluk	No. of Schools	No of Teachers			No of Pupils		
			Men	Women	Total	Boys	Girls	Total
1.	Kolar ..	141	185	38	223	4,671	3,874	8,545
2.	Malur ..	130	167	17	184	4,059	3,095	7,154
3.	Bangarpet ..	215	248	184	432	10,854	7,868	18,722
4.	Mulbagal ..	129	154	21	175	4,122	2,441	6,563
5.	Srinivasapur	121	147	17	164	3,736	2,695	6,431
6.	Chintamani	137	159	26	185	4,402	3,282	7,684
7.	Sidlaghatta	108	118	14	132	3,136	2,058	5,194
8.	Chikballapur	113	136	26	162	3,591	2,673	6,264
9.	Gauribidanur	158	194	11	205	5,537	3,673	9,210
10.	Bagepalli ..	113	133	10	143	3,202	1,982	5,184
11.	Gudibanda ..	39	49	3	52	1,205	900	2,105
Total ..		1,404	1,690	367	2,057	48,515	34,541	83,056

There were 18 junior primary schools for girls which had Kannada as the medium of instruction. These schools were situated in Kolar, Malur, Bangarpet, Mulbagal, Chintamani, Chikballapur and Gauribidanur taluks and 26 men and 32 women teachers were in charge of them. Four hundred and eighty-nine boys and 2,109 girls were studying in these schools as on the 31st August 1967.

**Urdu and
Tamil
Junior
Primary
Schools**

There were 140 Urdu junior primary schools for boys in the district, as on the 31st August 1967; 172 men teachers and 51 women teachers were in charge of these institutions which had a total pupil strength of 4,493 boys and 3,654 girls. Of these 140 schools, Kolar taluk had 21, Malur 17, Bangarpet 20 and Gauribidanur 21. There were 57 Urdu junior primary schools for girls in the district as on the 31st August 1967, with 41 men teachers and 34 women teachers; 838 boys and 1,637 girls were studying in these institutions. Twenty-four of these girls' institutions were located in Mulbagal taluk alone. In addition, there were 51 junior primary schools with Tamil as the medium of instruction, having a pupil strength of 4,600 boys and 5,348 girls under the charge of 279 teachers.

**Senior
Primary
Schools**

Senior primary schools had either standards I to VII or only V to VII of primary education. There were 339 such institutions in the district, as on the 31st August 1967, which also included

schools with Urdu and Tamil as the media of instruction. Of these 339 senior primary schools, 254 institutions for boys and six for girls had Kannada as the medium of instruction. The statement given below furnishes particulars of the senior primary schools for boys having Kannada as the medium of instruction, the number of teachers and pupils, taluk-wise, in the district as on the 31st August 1967 :

Sl. No.	Name of Taluk	No. of Schools	No. of Teachers			No. of Pupils		
			Men	Women	Total	Boys	Girls	Total
1.	Kolar ..	32	136	36	172	2,774	1,768	4,542
2.	Malur ..	23	105	7	112	1,421	2,073	3,494
3.	Bangarpet ..	17	52	7	59	1,678	839	2,517
4.	Mulbagal ..	29	118	19	137	3,188	1,722	4,910
5.	Srinivaspur	26	121	6	127	2,994	1,576	4,570
6.	Chintamani	31	126	17	143	3,373	1,812	5,185
7.	Sidlaghatta	23	79	9	88	2,267	1,266	3,533
8.	Chikballapur	16	69	14	83	1,818	1,034	2,852
9.	Gauribidanur	34	148	6	154	3,945	3,645	7,590
10.	Bagepalli ..	16	60	5	65	1,570	835	2,405
11.	Gudibanda ..	7	25	1	26	709	408	1,117
	Total ..	254	1,013	127	1,166	25,737	16,978	42,715

There were only six senior primary schools for girls in the district which had Kannada as the medium of instruction. They were situated in Bangarpet, Mulbagal, Sidlaghatta, Chikballapur and Gauribidanur taluks and had 24 men and 44 women teachers. The total student strength in these institutions was 318 boys and 2,257 girls.

There were 57 senior primary schools for boys with Urdu as the medium of instruction in the district in 1967. One hundred and sixty-three men teachers and 43 women teachers were in charge of these institutions, which had a total pupil strength of 4,296 boys and 2,912 girls. The number of Urdu girls' schools of this type in the district was 11 under the charge of two men teachers and 66 women teachers. Forty-three boys and 2,564 girls were studying in these institutions. In addition, there were 17 senior primary schools with Tamil medium having a pupil strength of 2,461 boys and 3,956 girls under the charge of 119 teachers.

**Urdu and
Tamil
Senior
Primary
Schools**

Middle schools are separate institutions which have only standards V to VII of primary education. There were 55 middle schools for boys in the district as on 31st August 1967,

**Middle
Schools**

with a total pupil strength of 9,967 boys and 1,741 girls under the charge of 347 men teachers and 53 women teachers. There were only eight middle schools for girls in the district with a total strength of 1,771 girls as on that date. There were no boys in these institutions. Eighteen men and 50 women teachers were in charge of these schools.

**Compulsory
Primary
Education
Act, 1961**

After the attainment of Independence, steady efforts have been made to expand and improve primary education with a view to making it universal, free and compulsory. The Union Government suggested that a programme of compulsory primary education be implemented from the year 1961-62 and that at least 90 per cent of the children belonging to the age-group 6-11 be brought into schools by the end of 1965-66. The State took up this task in right earnest and implemented the scheme by stages, starting with the children of the age group 6-7 in 1961-62 and covering the entire age group of 6-11 before the end of the Third Five-Year Plan. For this purpose, the provisions of the Mysore Compulsory Primary Education Act, 1961, were brought into force throughout the State with effect from the 1st August 1961, and rules were also framed for its effective implementation. The following are some of the important provisions of the Act :

(a) Establishment of primary schools within a walking distance of one mile from the home of every child.

(b) Making it the responsibility of every parent to see to the regular attendance of his children at an approved school.

(c) Appointment of attendance authorities to enforce enrolment of children.

(d) Prevention of employment of children, so that they may be enabled to attend schools regularly, and

(e) Constitution of Primary School Panchayat Courts to try offences under the Act.

A child completing the age of 5 years and ten months on 22nd May of the year is required to attend an approved school. But even children who have completed the age of 5 years can be admitted to primary I standard on a voluntary basis. A State-level Seminar on compulsory primary education was held in April 1961. Some of the important recommendations of this Seminar, which were accepted by the Government, were the following :

(1) Opening of schools in all villages having a minimum population of 300 or where the minimum number of students for opening a school are available ;

(2) Appointment of additional teachers to existing schools, where necessary ;

(3) Provision of incentive schemes like mid-day meals, free supply of books, attendance scholarships, etc ;

(4) Constitution of School Betterment Committee for each school ; and

(5) Making it the responsibility of Taluk Development Boards and Municipalities to implement the scheme of compulsory primary education, in their respective jurisdictions.

Enumeration of children of the age-group 6-11 is being conducted every year to assess the number of children who should be enrolled. The numbers of children enumerated and enrolled and the percentage of enrolment for the years 1964-65, 1965-66 and 1966-67 are shown in the following statement :

**Enumeration
of children**

Year	No. of Children enumerated		
	Boys	Girls	Total
1	2	3	4
1964-65	77,538	67,867	1,45,405
1965-66	88,644	74,238	1,62,852
1966-67	83,220	70,015	1,53,235

Year	No. of Children enrolled			Percentage of enrolment		
	Boys	Girls	Total	Boys	Girls	Total
	5	6	7	8	9	10
1964-65	73,783	60,453	1,34,236	97	91	94
1965-66	80,931	65,706	1,46,637	91	88	90
1966-67	79,935	66,286	1,46,221	96	95	95

It is seen from the above statement that the enrolment of children in the district has been very encouraging and that the target of 90 per cent has even been exceeded. The percentage of enrolment, which showed a decline in the year 1965-66, has again improved. In the case of girls, there has been a remarkable improvement in the enrolment. The percentage of enrolment, which was 88 in the year 1965-66, rose to 95 in 1966-67. The

total percentage has also gone up from 90 in 1965-66 to 95 in 1966-67.

Changes in syllabus

As already stated, the Educational Integration Advisory Committee recommended a seven-year primary (basic) education followed by a four-year higher secondary education. A Curriculum Committee was then appointed for formulating the outlines of the primary school course and various syllabus sub-committees were also constituted to draw up detailed syllabi for the several subjects. The draft syllabi were published with a view to eliciting opinions, criticisms and suggestions from educationists and others interested in education. An *ad hoc* committee was then appointed to go through the replies and to finalise the draft syllabi. The recommendations of the Committee were accepted by the Educational Integration Advisory Committee.

The Government approved the finalised syllabi and the revised syllabi of standards I and II were introduced in all the primary schools of the State from the school year 1959-60, that of III and IV from 1960-61 and that of standards V and VI from the year 1961-62. The revised syllabus of standard VII was introduced in all the schools from the year 1962-63. Throughout the seven-year primary course, a broad-based general education consisting of language study, core subjects (General Mathematics, General Science and Social Studies), arts and crafts, common activities and physical education is imparted. Kannada, the regional language, is made an additional optional subject for those pupils whose mother-tongue is not Kannada, from standard IV and onwards. English is introduced from standard V and Hindi from standard VI.

Basic Education

Basic education gained importance especially after the advent of Independence. The scheme stresses the principle that education must centre round some suitable basic craft chosen with due regard to the occupations of the locality. It is the pivot of the entire teaching to which all the other subjects are to be correlated. Besides, it aims at providing full and free scope to the physical, cultural and social development of the individual so as to enable him to contribute his utmost to the well-being of the society. In the basic schools, crafts such as agriculture, gardening, spinning, weaving, sericulture, woodcraft, smithy, laundry and poultry-keeping are taught. The teachers required for the basic schools are mostly drawn from the Basic Training Institution at Vidyanagar, near Bangalore, which was specially established for the purpose of training teachers in basic education. Usually, experienced teachers in service are given intensive training for ten months in the principles and practice of basic education and child psychology with special reference to the application of the technique of correlated teaching. They are also given training

in spinning and gardening. Children in these basic institutions are given instruction in crafts for three hours a day, the rest of the school time being devoted to music, drawing and other arts, physical education and cultural activities. Mid-day meals are provided in these institutions. Health education and training in citizenship are also the important features of these schools.

There were 65 junior basic and 51 senior basic schools in the district, as on 31st August 1967. The junior basic schools are junior primary schools with standards I to IV, in which crafts are also taught. Likewise, senior basic schools are senior primary schools with standards I to VII or V to VII in which crafts are also taught. The strength of pupils and teachers in the junior basic and senior basic schools situated in each of the taluks of the district, as on the 31st August 1967, is indicated below :

Sl. No.	Name of Taluk	No. of Schools	No. of Teachers			No. of Pupils		
			Men	Women	Total	Boys	Girls	Total
JUNIOR BASIC SCHOOLS								
1.	Kolar ..	22	43	28	71	1,450	805	2,255
2.	Malur ..	3	11	1	12	240	177	417
3.	Bangarpet ..	6	12	1	13	368	247	615
4.	Mulbagal ..	6	9	..	9	196	109	305
5.	Srinivaspur	8	13	1	14	260	203	463
6.	Chintamani	5	10	..	10	251	158	409
7.	Sidlaghatta	4	11	2	13	279	226	505
8.	Chikballapur	3	6	..	6	66	86	152
9.	Gauribidanur	4	10	2	12	669	52	721
10.	Bagepalli ..	3	9	2	11	219	125	344
11.	Gudibanda ..	1	2	..	2	36	21	57
Total ..		65	136	37	173	4,034	2,209	6,243

Sl. No.	Name of Taluk	No. of Schools	No. of Teachers			No. of Pupils		
			Men	Women	Total	Boys	Girls	Total
SENIOR BASIC SCHOOLS								
1.	Kolar ..	11	52	14	66	1,095	629	1,724
2.	Malur ..	3	14	2	16	372	223	595
3.	Bangarpet ..	11	49	13	62	1,705	1,043	2,748
4.	Mulbagal ..	1	2	..	2	91	26	117
5.	Srinivasapur	3	17	1	18	376	228	604
6.	Chintamani	5	16	1	17	314	160	474
7.	Sidlaghatta	4	19	5	24	582	422	1,004
8.	Chikballapur	5	26	4	30	529	305	834
9.	Gauribidanur	5	31	3	34	919	555	1,474
10.	Bagepalli ..	2	9	2	11	267	113	380
11.	Gudibanda ..	1	6	..	6	125	61	186
Total		51	241	45	286	6,375	3,765	10,140

SECONDARY EDUCATION

Secondary education in the State formerly consisted of two stages, the middle or the lower secondary stage of four years' duration commencing after a four-year primary course, and the high school stage of three years following the middle school course. The middle schools and high schools were generally separate institutions. A public examination was held at the end of each of the above two stages. Only those who passed the middle school examination were eligible for admission to a high school, except in the case of girls who were given the option either to take the public examination or an integral middle school examination. In the year 1954, the public examination at the end of the middle school stage was abolished, the reason being not to burden the pupils at the tender age of 11 to 13 with the severe strain of a public examination. Instead, class examinations were ordered to be conducted, retaining all the formalities of a public examination but without its severity and consequent nervous strain.

Earlier reform

Earlier, in the year 1937, there was an educational reform which resulted in the high school course being modified in certain respects, without however altering its essential character. In addition to the general subjects, a number of vocational subjects

were also introduced. Provision was made for diversified courses at the secondary stage as an alternative to the academic courses leading to the University, with a view to giving practical training which would enable the students to take up useful avocations in life and thus prevent the indiscriminate rush to the University. But the actual results, however, fell short of expectations owing to certain defects in the working of the scheme. Though a variety of practical courses were provided under the optional group, it was found to be not feasible to introduce these subjects in the schools because of the prohibitive cost involved.

The Educational Reforms Committee set up by the State Government to suggest improvements in the system of education made certain recommendations. Keeping in view the resolutions of the Central Advisory Board of Education and the University Grants Commission in regard to the duration of the degree courses, the Government directed in their order of 1955 that secondary education should be both terminal and preparatory for students entering Universities or higher technical institutions, and that diversification of studies should be the principal objective. Thus, during the year 1955-56, the connotation of the word 'secondary education' underwent a change. The term was applied hitherto to education in the four-year middle schools followed by a three-year high school course where English was taught throughout. But, as a result of the educational reforms, it meant only a three-year high school course following a eight-year integrated primary school course which included the middle school classes.

New connotation

As a next step in the reforms, it was proposed to extend the high school course by one year and to make it a four-year higher secondary course, the passing of which would enable the pupils to enter the University for a three-year degree course or any technical institution for degree or diploma courses. Consequent on the expansion and development of primary education, it naturally followed that greater facilities had to be provided for education at the high school stage. Local authorities and private agencies were, therefore, encouraged to the maximum extent possible to start new high schools.

Kannada, the regional language of the State, was tried as the medium of instruction in certain selected high schools from the year 1931-32. The experiment proved a success and it was introduced in other schools also. By the year 1937, all non-language subjects were taught in the Kannada medium in all Government high schools having more than one section in each class. There was then only one section in each high school with the English medium, the other sections having the Kannada medium. Only pupils whose mother-tongue or second language

Medium of instruction

was *not* Kannada were admitted to the English medium section, the others invariably being admitted to Kannada medium sections. It was reported that pupils taught in the medium of the regional language fared better than the others, the reason being that they grasped the subject better and expressed themselves better in their own familiar language.

In view of the fact, however, that the University courses had only the English medium of instruction, there was a tendency on the part of those who desired to pursue their studies at the University level to seek admission only to English medium sections. The demand for admission to English medium sections, therefore, became greater and the Government ordered that wherever necessary, a second English medium section may be opened to accommodate such pupils. This led to some criticism that adequate encouragement was not being given for the development of the regional language medium. It was then ordered in 1951-52 that in high schools having more than one section in a class, generally only one section was to have the English medium, the other sections being of Kannada medium. But this did not preclude the opening of an additional section of English medium, if the situation so demanded.

New pattern

As already stated, one of the main recommendations of the Mysore Educational Integration Advisory Committee was that there should be a uniform four-year course of higher secondary education throughout the new Mysore State. The accepted all-India pattern was also an eleven-year course of pre-college education which included a four-year higher secondary education. Accepting the recommendations of the Committee, the Government passed orders directing that there should be a four-year course of higher secondary education and that it should generally be organised in a single institution known as the Higher Secondary School or Multi-purpose School. The new scheme of secondary education took effect from the year 1960-61. According to the revised syllabi, the subjects of study for the higher secondary education are :

- (1) Languages—Kannada, Telugu, Urdu, Persian, Arabic, Sanskrit, Hindi, Tamil, Marathi, Prakrit and Pali.
- (2) Hindi
- (3) English
- (4) General Science
- (5) Social Studies
- (6) General Mathematics
- (7) Crafts, and
- (8) Physical Education.

Secondary education in the State has been made free for all students irrespective of the income of their parents with effect from the school year 1966-67.

There were only five high schools for boys and one high school for girls in the district during 1940-41, with a total pupil strength of 1,019 boys and 79 girls. The number of high schools had increased to 19 by 1956-57—16 high schools for boys and three high schools for girls—and the number of students studying in these institutions had correspondingly risen to 5,551 boys and 1,031 girls. In the next five years, there was a hundred per cent increase in the number of high schools in the district, *i.e.*, 32 high schools for boys and six high schools for girls. These institutions were under the charge of 337 men and 46 women teachers. Since then, there has been a steady further expansion of high school education. As on the 31st August 1967, there were 73 high schools in the district, 64 for boys and nine for girls. Of the 64 institutions for boys, four were Government schools and they were located at (1) Kolar town, (2) Vemagal (Kolar taluk), (3) Chikballapur town and (4) Devarayasamudra (Mulbagal taluk). The institution at Chikballapur is a higher secondary school. It is one of the oldest in the district. The celebrated engineer-statesman Dr. M. Visvesvaraya had his early education at this institution.

High Schools

The scheme of starting high schools by the Municipalities was initiated in the year 1928 and it gained momentum in subsequent years. The local bodies also began to realise their responsibility in the sphere of secondary education and sought permission to start and maintain new high schools. The Government, with a view to helping them in this respect, liberalised the system of maintenance and building grants. As a result, a number of Municipalities came forward to start new high schools. There were eight Municipal high schools in the district for boys, as on the 31st August 1967, located at (1) Kolar town, (2) Gauribidanur, (3) Sidlaghatta, (4) Bangarpet, (5) Kolar Gold Fields, (6) Malur, (7) Chintamani and (8) Mulbagal. The institutions at Malur and Mulbagal were higher secondary schools.

Municipal High Schools

The District Boards also entered the field of secondary education in the year 1948-49. They evinced keen interest in starting new high schools and thus helped in the development of secondary education, especially in the rural areas. After the abolition of District Boards, the Taluk Boards concerned took over the management of these schools. There were 21 Taluk Board high schools for boys in the district, as on the 31st August 1967, located at the following places: (1) Holur, (2) Hartha (both in Kolar taluk), (3) Peresandra (Chikballapur taluk), (4) Bagepalli town, (5) Gulur, (6) Pathapalya, (7) Chelur (5

District and Taluk Board High Schools

to 7 in Bagepalli taluk), (8) Bettihalli (Chintamani taluk), (9) Vatadahosahalli (Gauribidanur taluk), (10) Srinivaspur town, (11) Somagajalapalli, (12) Lakshmipura, (13) Walasanur, (14) Royalpad, (15) Ronur, (16) Govanapalli (10 to 16—all in Srinivaspur taluk), (17) Gudibanda town, (18) Tekal, (19) Shivarapatna, (20) Masti (18 to 20 in Malur taluk) and (21) Melur (Sidlaghatta taluk). The Taluk Board High School at Srinivaspur and the District Board High School at Bagepalli were higher secondary institutions.

Aided High Schools

Several high schools, run by public associations for which they receive Government aid by way of grants, are governed by rules laid down in the Mysore Educational Grant-in-aid Code. The maximum grant admissible is 85 per cent of the net authorised cost of maintenance in rural areas and towns with a population of less than 50,000, while for bigger towns, the grant is 80 per cent. The Education Department fixes the quantum of grant once in three years on the basis of the average authorised expenditure of the institution for the previous year. In addition, building and equipment grants are also given in deserving cases. These high schools which receive grant-in-aid are subject to regular inspection and full audit of their accounts. There were 24 such aided high schools for boys and four aided high schools for girls in the district as on the 31st August 1967. The aided high schools for boys were located at the following places: (1) Nandi (Chikballapur taluk), (2) Mudiganur, (3) Avani, (4) Nangli, (5) Tayalur, (6) Byrakur (2 to 6 all in Mulbagal taluk), (7) Mittemari (Bagepalli taluk), (8) Burudagunte, (9) Kaivara, (10) Iragampally (8 to 10 in Chintamani taluk), (11) Manchenahalli, (12) Thondebhavi, (13) Vidurashwatha, (14) Gauribidanur (11 to 14 in Gauribidanur taluk), (15) Yeldur (Srinivaspur taluk), (16) Sadali (Sidlaghatta taluk), (17) Bethamangala, (18) Marikuppam (K. G. F.), (19) Champion Reef (K. G. F.), (20) Kamasandra, (21) Robertsonpet, (22) K.G.F., (23) Nundidroog Mines and (24) Oorgaum (K.G.F.) (17 to 24 all in Bangarpet taluk). Of these, one Multi-purpose Higher Secondary school was in Gauribidanur and one Higher Secondary school in Bethamangala, Bangarpet taluk.

Unaided High Schools

Unaided high schools are proprietary in character and are managed by private individuals or associations. They do not receive any grant from the Government, but are maintained by private donations and contributions and the fee-income derived from the pupils. These institutions also follow the courses of study and syllabi prescribed by the Education Department and prepare and present pupils for the public examinations.

There were seven unaided high schools for boys and two unaided high schools for girls in the district, as on the 31st August

1967. The institutions for boys were located at (1) Narasapur (Kolar taluk), (2) Chikballapur town, (3) Darinayakanapalya, (4) Hosur, (5) Idagur (3 to 5 in Gauribidanur taluk), (6) Jangamkote (Sidlaghatta taluk) and (7) Chintamani town.

The table given below shows the strength of pupils and teachers in the various high schools for boys in the district, management-wise, as on the 31st August 1967 :—

Sl. No.	Types of institutions	No. of schools	No. of Pupils		No. of trained Teachers		No. of un-trained Teachers	
			Boys	Girls	Men	Women	Men	Women
1.	Government	4	2,757	802	86	4	15	1
2.	Taluk & District Board	21	3,347	739	39	..	116	4
3.	Municipal	8	5,010	641	75	3	72	6
4.	Aided	24	3,954	695	46	..	100	4
5.	Unaided	7	1,609	264	13	8	46	8
	Total	64	16,677	3,141	259	15	349	23

There were nine high schools exclusively for girls in the district as on the 31st August 1967. Of these, one was a Government institution at Bangarpet, two were run by Municipalities (one at Bangarpet and the other at Chintamani), four aided institutions located at Kolar, Robertsonpet, Bangarpet and Kolar Gold Fields and two unaided institutions at Gauribidanur and Oorgaum (Kolar Gold Fields). The Municipal Girls' High School at Chintamani and the St. Joseph's Convent High School for Girls at the Kolar Gold Fields are both higher secondary institutions. In other places, girls are admitted to boys' institutions, separate seating arrangements being made for them. Provision has been made in the syllabus of studies for teaching the girls domestic science and arts under the optional group. Freeships and scholarships were given to encourage the girls to pursue education and this helped to increase the number of girls in high schools in the last decade. The following statement shows the strength of pupils and teachers in the high schools for girls in the district, management-wise, as on the 31st August 1967 :—

Sl. No.	Types of institutions	No. of Schools	No. of Girls	No. of trained Teachers		No. of un-trained Teachers	
				Men	Women	Men	Women
1.	Government	1	278	3	5	..	5
2.	Municipal	2	1,029	4	2	6	9
3.	Aided	4	1,699	6	15	11	21
4.	Unaided	2	110	1	..	6	2
	Total	9	3,116	14	22	23	37

COMMERCIAL EDUCATION

Commercial education is now imparted in three types of institutions in the district, namely, high schools, colleges and private commercial schools. In the high schools, there is a Commercial Arts group in the S.S.L.C. scheme and it includes subjects like accountancy, banking, practice of commerce, co-operation and type-writing. A candidate for the S.S.L.C. examination with Commercial Arts as optionals has to choose any two of these subjects. At college level, commercial education is imparted as a continuation course for those who had taken these subjects in the high school.

The commercial schools conduct classes generally in the mornings and evenings and prepare candidates for the Government Commercial Examinations. Many of these institutions receive maintenance grants from the Education Department. The Board of Secondary Education and Examinations constituted by the Government prescribes the courses of studies for these examinations and conducts them. The Director of Public Instruction is the *ex-officio* President and a Senior Assistant Director is the *ex-officio* Secretary of the Board. The Board grants certificates and diplomas to successful candidates. There were 15 such commercial institutions in the district—14 under private management and one maintained by the Government—during the year 1967-68, in which 1,205 boys and 406 girls were studying. The sub-joined statement shows the names of the institutions and the number of students and teachers in each of them :—

Sl. No.	Name of the Institute	Date of establishment	Number of Students			No. of Teachers
			Boys	Girls	Total	
1	2	3	4	5	6	7
1.	Sri Sharada Institute of Commerce, Kolar ..	2-6-1943	131	25	156	2
2.	Srinivasa Institute of Commerce, Kolar ..	23-5-1960	60	20	80	1
3.	Vani Vilas Institute of Commerce, Robertsonpet, K.G.F. ..	1-7-1951	170	35	205	4
4.	Vani Vilas Institute of Commerce, Champion Reef, K.G.F. ..	12-1-1956	45	57	102	2
5.	Sri Gurudev Institute of Commerce, Andersonpet, K.G.F. ..	23-6-1954	49	32	81	2
6.	Sri Ranganatha Institute of Commerce, Robertsonpet, K.G.F. ..	28-12-1958	63	27	95	4

1	2	3	4	5	6	7
7.	The Neo Commercial Institute, Robertsonpet, K.G.F.	15-7-1960	293	103	396	6
8.	Commercial Institute attached to Friendship Home, Mari-kuppam, K.G.F.	.. 16-8-1961	70	14	84	3
9.	Sreenivasa Institute of Commerce, Chikballapur	.. 10-4-1961	93	5	98	3
10.	Sri Anantha Institute of Commerce, Chintamani	.. 16-6-1962	69	7	76	1
11.	Sri Krishna Institute of Commerce, Srinivasapur	.. 1-7-1962	39	4	43	1
12.	Sri M. Visvesvaraya Memorial Institute of Commerce, Chikballapur	.. 24-12-1962	22	3	25	3
13.	Bharathi Institute of Commerce, Bangarpet, K.G.F.	.. 4-10-1963	76	19	95	2
14.	Venkateswara Institute of Commerce, Bagepalli	.. 6-4-1965	20	5	25	1
15.	Government Occupational Institute for Women, Gauribidanur	.. 19-4-1965	..	50	50	4
Total		..	1,205	406	1,611	39

HIGHER EDUCATION

Though the University of Mysore was established as early as in 1916, higher education in some of the districts of the old Mysore State had not made much progress prior to Independence. It was only in 1948 that an Intermediate College was first established at Kolar. In addition to this college, which has since been upgraded, there are now four other colleges in the district, namely, Government First Grade College, Kolar Gold Fields, Municipal First Grade College, Chintamani, A. E. S. National College, Gauribidanur and Municipal College, Chikballapur. Brief accounts of these institutions are given below.

The Government Intermediate College at Kolar had an initial enrolment of 224 students in 1948. The optional subjects taught were History, Economics and Logic, and Physics, Chemistry and Mathematics, in addition to languages, namely, English, Kannada, Urdu, Tamil, Telugu and Sanskrit. The Pre-University course was introduced from the year 1957-58. Two new optional groups were introduced during that year, *viz.*, History, Economics and Commerce and Chemistry, Botany and Zoology. In 1960-61, there were 370 students on the rolls of the

**Government
College,
Kolar**

College—90 in Arts classes and 280 in Science sections. The strength of the college staff then was 19. Hindi was also taught as a language subject.

This institution was made a first grade college in the year 1961-62 and B.A. and B.Sc. degree classes were started. The first batch of students appeared for the B.A. and B.Sc. degree examinations of the Mysore University in April 1964. Laboratories were provided for Physics, Chemistry, Botany and Zoology Departments. The subjects of study provided in the college during the year 1966-67 were :—

Pre-University course :

- (1) Physics, Chemistry and Mathematics
- (2) Physics, Chemistry and Biology
- (3) Chemistry, Botany and Zoology
- (4) History, Economics and Logic
- (5) History, Economics and Commerce.

Degree classes :

<i>Major</i>	<i>Minor</i>
(1) Physics and Mathematics	.. Chemistry
(2) Physics and Chemistry	.. Mathematics
(3) Botany and Zoology	.. Chemistry
(4) History and Economics	.. Sociology
(5) History and Kannada	.. Sociology

The strength of students in the various courses in the college from the year 1960-61 to 1966-67 is given below :

<i>Year</i>	<i>P.U.C. Arts</i>			<i>P.U.C. Science</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1	2	3	4	5	6	7
1960-61 ..	81	9	90	254	26	280
1961-62 ..	85	10	95	263	29	292
1962-63 ..	77	18	95	322	27	349
1963-64 ..	98	11	109	291	31	322
1964-65 ..	56	6	62	228	33	261
1965-66 ..	83	19	102	260	36	296
1966-67 ..	106	35	141	302	41	343

Year	Degree Arts			Degree Science		
	Boys	Girls	Total	Boys	Girls	Total
	8	9	10	11	12	13
1960-61	..	..	..	..	..	..
1961-62	19	8	27	50	10	60
1962-63	35	5	40	58	9	67
1963-64	82	19	101	158	29	187
1964-65	85	19	104	214	32	246
1965-66	88	20	108	256	35	291
1966-67	75	19	94	283	47	330

It is seen from the above table that a larger number of students, both boys and girls, are seeking admission to the Science courses in preference to the Arts courses. In addition to the Principal, there were 31 Lecturers and four Demonstrators on the staff of the college, as on the 1st August 1967. A good library consisting of about 17,800 books is maintained by the college. A hostel is attached for the benefit of mofussil students.

A Government First Grade College was started at Oorgaum, **First Grade College, Oorgaum**, during 1962-63, with an initial enrolment of 82 students in Pre-University in Arts and 153 students in Pre-University in Science. Degree courses in Arts and Science were started during the following year, with 24 students in Arts and 40 students in Science. The B.Com. course was added in 1966-67 with an initial enrolment of 12 students.

The following were the subjects of study provided in this college both in the Pre-University and Degree courses during the year 1966-67 :—

Pre-University course :

- (1) Physics, Chemistry and Mathematics
- (2) Physics, Chemistry and Biology
- (3) Physics, Mathematics and Geology
- (4) Chemistry, Botany and Zoology
- (5) History, Economics and Logic
- (6) Economics, Geography and Commerce

Degree courses :

<i>Major</i>	<i>Minor</i>
(1) Physics and Mathematics	.. Chemistry
(2) Physics and Chemistry	.. Mathematics
(3) Physics and Geology	.. Mathematics
(4) Zoology and Botany	.. Chemistry
(5) History and Economics	.. Sociology
(6) Economics and Sociology	.. History

The second languages taught were Kannada, Hindi, Tamil, Urdu and French. The following tables give the strength of students in the various courses of the college from the year 1962-63 to 1966-67 :

<i>Year</i>	<i>P.U.C. Arts</i>			<i>P.U.C. Science</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1	2	3	4	5	6	7
1962-63 ..	68	14	82	118	35	153
1963-64 ..	81	11	92	106	35	141
1964-65 ..	68	15	83	126	33	159
1965-66 ..	61	19	80	144	29	173
1966-67 ..	108	18	126	222	70	292

<i>Year</i>	<i>Degree Arts</i>			<i>Degree Science</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
	8	9	10	11	12	13
1962-63 ..	..	..	..	..	..	..
1963-64 ..	18	8	26	26	14	40
1964-65 ..	34	16	50	59	31	90
1965-66 ..	58	24	82	101	43	144
1966-67 ..	61	26	87	117	56	173

Besides the Principal, there were five Readers, 28 Lecturers and one Demonstrator on the staff of this college as on the 1st August 1967. The college maintains a good library consisting of about 5,850 books.

The Aswathaiah Esthuri Sanjeevamma National College, Gauribidanur, was established by the National Education Society of Mysore, Bangalore, in June 1964 with a Pre-University course in Science providing for Physics, Chemistry and Mathematics as the optional subjects of study. The strength of students during that year was 88. The first year degree course in science was started in 1965-66 with an intake of 64 students. The optional subjects of studies provided for the degree course were as follows :
 (1) Physics and Chemistry (Major), Mathematics (Minor) and
 (2) Physics and Mathematics (Major), Chemistry (Minor).
 The strength of students in each of the courses during the period from 1964-65 to 1967-68 was as under :—

**A.E.S.
National
College,
Gauribidanur**

<i>Year</i>	<i>P.U.C.</i>	<i>I Year B.Sc.</i>	<i>II Year B.Sc.</i>	<i>III Year B.Sc.</i>
1964-65	.. 88	..	..	..
1965-66	.. 167	64	..	..
1966-67	.. 143	60	57	..
1967-68	.. 112	95	49	52

The total strength of students in the institution during the year 1967-68 was 308. Well-equipped laboratories have been provided for the Physics and Chemistry Departments. Since a large number of the students studying in this college come from the mofussil areas, a hostel is being run by the management. It is now providing boarding and lodging facilities to only 55 students in a rented building. The construction of a new large hostel building was in progress in 1967. The management had plans to introduce shortly additional combinations of optional subjects both for the P.U.C. and the B.Sc. and B.A. degree courses with construction of additional buildings.

The Chintamani Town Municipality started a First Grade College in the town during the year 1965-66. This college offers instruction in the Pre-University courses in Arts and Science and also in the B.Sc. degree course. The subjects of studies available in the college in the Pre-University and Degree courses as on the 1st August 1967 were as follows :—

**Municipal
First Grade
College,
Chintamani**

Pre-University course :

- (1) History, Economics and Logic
- (2) Physics, Chemistry and Mathematics
- (3) Physics, Chemistry and Biology

Degree courses :

(1) Physics and Mathematics (Major) and Chemistry (Minor).

(2) Botany and Zoology (Major) and Chemistry (Minor).

During the year 1966-67, 24 students were studying in P.U.C. Arts, 217 in P.U.C. Science, and 60 in B.Sc. degree courses. The staff of the college consisted of a Principal, a Professor, eight Lecturers, three Demonstrators and a Tutor. Hostel facilities are also provided to students. There were about 1,900 reference books in the library attached to the college.

**Municipal
College,
Chikballapur**

The Chikballapur Town Municipal Council has started a College in the town from this year (1968-69) offering instruction for the Pre-University, B.A., B.Sc. and B.Com. courses.

TECHNICAL AND PROFESSIONAL EDUCATION

There are two technical institutions in the district taken up for development since the Second Five-Year Plan. One is the Polytechnic at Chintamani offering instructional facilities in Engineering at the diploma-level and the other is the School of Mines, Coromandal, Kolar Gold Fields, providing training in Mining Engineering, also at the diploma-level.

**Polytechnic,
Chintamani**

Until the academic year of 1957-58, the Occupational Institute at Chintamani had facilities for training only 24 students in Civil Engineering and 30 students in Electrical Engineering. The institution was upgraded and made a standard Polytechnic in 1957-58, with an intake capacity of 60 in Civil and 30 each in Mechanical and Electrical Engineering at the diploma-level. For the development of the institution, a scheme of providing about Rs. 3 lakhs for buildings, Rs. 4.25 lakhs for equipment and a recurring expenditure of Rs. 0.60 lakh was drawn up. The execution of the scheme is nearing completion. The Central Government have paid grant-in-aid upto 50 per cent of the cost of the scheme. With effect from the year 1963-64, the intake position was again revised so as to admit 40 students for each of the three branches of Engineering—Civil, Mechanical and Electrical.

The Visiting Committee of the All-India Council for Technical Education had recommended a scheme for the development of this institution with a view to bringing the standard of training in it to the National Certificate level. The scheme provided for the purchase of additional equipment worth Rs. 0.94 lakh and construction of buildings to house four workshops, at a cost of

Rs. 1.25 lakhs. The Government of India met 50 per cent of the actual expenditure in this respect also. Implementation of this scheme is also nearing completion.

The numbers of students in the Mechanical, Electrical and Civil courses in this institution during the years 1964-65, 1965-66 and 1966-67 are given below :

Course	1964-65			1965-66			1966-67		
	Year			Year			Year		
	I	II	III	I	II	III	I	II	III
Mechanical ..	44	43	35	42	44	35	43	34	39
Electrical ..	45	32	27	44	47	27	43	32	40
Civil ..	45	36	37	41	31	37	37	27	30
Total ..	134	111	99	127	122	99	123	93	109

The total student strength of the institution during 1966-67 was 325.

There were 26 Lecturers including heads of sections in the institution as on 1st January 1968. Construction of a hostel to accommodate about 100 students is in progress. The work is estimated to cost Rs. 4.32 lakhs.

In accordance with a recommendation of the Government of India and with a view to providing technical training in Mining Engineering, a School of Mines was started during the year 1957-58 at Oorgaam, Kolar Gold Fields (now it is located at Coromandal, K.G.F.). This institution provides facilities for a three-year diploma course in Mining Engineering. It had an intake of 40 students when the institution was started. The scheme involved a cost of Rs. 2.66 lakhs for buildings, 5.31 lakhs for equipment and a recurring expenditure of Rs. 1.10 lakhs. The Central Government bore three-fourths of the non-recurring and two-thirds of the recurring expenditure till the end of 1957-58 and the entire expenditure thereafter, in all, for a period of five years since the inception of the scheme.

**School of
Mines, Kolar
Gold Fields**

With the abolition of the Mining course in the Sri Jayachamarajendra Polytechnic, Bangalore, the intake capacity of this institution was raised from 40 to 60 with effect from the year 1963-64; but it was again reduced to 20 from the year 1967-68. In addition to the Principal, there were 11 Lecturers and one Assistant Lecturer on the staff of the institution in December 1967.

The construction of a hostel at an estimated cost of Rs. 2,99,500 is in progress. The hostel is expected to provide accommodation to 120 students. The Government have also sanctioned the construction of staff quarters at an estimated cost of Rs. 2,03,000. For providing amenities such as a dispensary and a canteen, another sum of Rs. 15,000 has also been sanctioned for this institution.

The following table shows the strength of students in the institution during the years 1965-66, 1966-67 and 1967-68 :

Year	Strength of Students			Total
	I year	II year	III year	
1965-66	23	14	15	52
1966-67	40	9	15	64
1967-68	22	16	9	47

Training of teachers

There are two grades of training courses for men and women teachers, namely, Teachers' Certificate Lower (T.C.L.) and Teachers' Certificate Higher (T.C.H.). The former is for junior primary school teachers, while the latter is for senior primary or middle school teachers. The duration of the Teachers' Certificate Lower course is of two years, while that of the other course is of one year. There is a public examination at the end of each course followed by a practical examination. The minimum age for admission to the Lower course is 16 years, while for the Higher course it is 17 years as on the 1st June of the year of admission. The course of studies includes psychology, basic education, crafts, school administration, music, kitchen-gardening and physical education. As on the 31st August 1967, there were two training institutions in the district, namely, the Teachers' Training Institute, Kolar, and the Sri Lakshmi Vidyalaya T.C.H. College, Bangarpet. Brief accounts of these institutions are given below.

Teachers' Training Institute, Kolar

The Teachers' Training Institute, Kolar, was established by the Government in the year 1955. It provides training in both Lower and Higher courses. The intake capacity is one hundred students. There were 75 men students and 28 women students in the T.C.H. course and 51 men students and 24 women students in the T.C.L. course as on the 31st August 1967. Fourteen teachers were on the staff of the institute.

Sri Lakshmi Vidyalaya T.C.H. College, Bangarpet, a non-Government institution, was established in the year 1965-66. It provides training only for the Teachers' Certificate Higher course. The intake capacity of the institution is one hundred. There were 66 men students and 7 women students as on the 31st August 1967. Ten trained teachers were on the staff of the institution.

**Sri Lakshmi
Vidyalaya
T.C.H.
College,
Bangarpet**

SOCIAL EDUCATION

The need for adult education in the State was recognised and steps were taken by the Government as early as 1910 to encourage the starting of adult schools. These schools were intended mainly to educate artisans, agriculturists and others of 15 years of age and above and were conducted at nights by the teachers belonging to the primary schools. A grant of five rupees per month was being paid to each teacher for this purpose. A large number of adult night schools were opened each year. There was, however, a set-back during the year 1939-40 and several of the night schools were closed, the reasons being that the curriculum was rather too literary and the course too long and 'tedious', extending, as it did, over three years. However, in the year 1940, efforts were again made to give an impetus to re-opening of such schools and to organise mass literacy campaigns.

Adult education as an organised movement in the State may be said to have had its origin in the State Literacy Council which started its work on the 1st January 1942. The Council, in the beginning, confined its activities to conducting night classes for adults. But by the year 1945, the scope of adult education was enlarged so as to include not only literacy, but also follow-up work, by using library facilities and partaking in the cultural and social activities. While literacy was undoubtedly important, it was recognised that it was only one of the elements in a wider concept of social education. Social education embodied a comprehensive approach to the solution of the problems of the community. Besides literacy, it included other items of work like recreation for health and happy home life, economic activities and citizenship training. Further, in a democratic set-up, if people were to play their role effectively, it was all the more essential that social education should make people conscious of their rights as well as of their responsibilities and duties to the society.

The main activities of the Mysore State Adult Education Council consist of (i) spreading of literacy, (ii) starting of social education centres, (iii) setting-up of rural libraries, (iv) publication of literature for neo-literates and (v) establishment of Janatha Colleges. The Council is conducting researches in social

education and is publishing a weekly news-sheet and a monthly 'digest'. It also encourages folklore, popular arts and dances.

**District
Adult
Education
Committee**

The District Adult Education Committee, Kolar, is organising community centres, at the rate of two per taluk each year, to impart general education to the rural people and to infuse in them a spirit of self-help and social service. These centres also serve as cultural centres where recreational and folk-art programmes are organised. As a part of the general education scheme, film shows are also organised in every taluk. The District Committee is paying special attention to the following items of work:

- (1) Adult literacy classes
- (2) Cultural and educative film shows
- (3) Starting of rural libraries
- (4) Establishment of Community Recreational Centres
- (5) Arranging Students' Social Service camps, and
- (6) Holding of propaganda meetings and exhibitions.

The table given below shows the number of literacy classes conducted and the number of adults made literate in the district from the year 1960-61 to the year 1965-66:

<i>Year</i>	<i>No. of literacy classes conducted</i>	<i>No. of adults made literate</i>
1960-61	120	1,541
1961-62	114	1,465
1962-63	124	1,187
1963-64	117	1,535
1964-65	120	1,571
1965-66	113	1,765

At the district level, there is a District Executive Officer and at the taluk-level, there are Taluk Executive Officers to look after the various activities relating to social education in the district. The District Adult Literacy Committee is maintaining a central library at the district headquarters, two circle libraries and 329 rural libraries besides two other libraries, one at Kolar and another at Narasapur, for the benefit of the public. The Council is also conducting a Vidyapeetha at Yenugadale in Chintamani taluk for training of youths in rural leadership with subjects such as citizenship, farming, agriculture and handicrafts. It is modelled on the

famous Danish folk schools and is located in a rural environment. The course is of a six months' duration.

The library organisation in the State consists of (1) school libraries, (2) educational libraries, (3) public libraries and (4) urban and rural libraries. An important feature of the library movement in the State is starting of an integrated library service in compact areas, under a Government of India scheme of educational development. Each area under the scheme is supplied with periodicals, journals and books of interest, which are circulated in villages of that area. The school libraries and educational libraries are under the control of the Department of Public Instruction, while the urban and rural libraries are under the control of the local authorities concerned. These libraries receive liberal grants from the Government. The public libraries are managed by committees and they also receive grants from the Government.

Libraries

There were seven public libraries in Kolar district as on the 31st August 1967, namely, (1) Krishnarajendra District Library and Reading Room, Kolar, (2) Vani Nilayam Free Reading Room and Library, Robertsonpet, Kolar Gold Fields, (3) Reading Room and Library, Peresandra, Chikballapur taluk, (4) Mahila Samaja Reading Room and Library, Kolar, (5) Desheeya Granthalaya Free Reading Room and Library, Narasapura, Kolar taluk, (6) *Bharata Ratna* M. Visvesvaraya Library and Reading Room, Chikballapur, and (7) Bapuji Hindi Pathashala Library, Burudagunte.

The existence of ancient temples and inscriptional references to *agraharas* in the district bear testimony to the fact that there were several centres of cultural activities in the past. Shivara-patna in Malur taluk has been famous for the old lithic records of the Ganga dynasty and particularly of the king, Sri-Purusha. These records are renowned for their literary flourish. Sripadaraya, a great Madhva Guru, who flourished in the latter half of the 15th century, had a *Matha* at Mulbagal which is even now propagating the great tenets of Sri Madhvacharya. Sripadaraya and his pupil Vyasarayya are the only two among Madhva Gurus who were distinguished by the title *Raya*. Successive saints of the Mulbagal *Matha* have been carrying on the traditional work of the *Matha*. They are known for their philosophical teachings. The institution attracts scholars and devotees from all parts of Mysore. There is also a reputed Veerashaiva *Matha* at Gulur in Bagepalli taluk. It had a line of Gurus noted for their erudition. Its present head, Sri Pattada Channabasava Deshikendra Swamiji, is a reputed scholar. His spiritual experience and vision have inspired many people. He

Cultural activities

has written many works, chief among which are "Shakti-Vishishtadwaita", "Kayaka-Tatwa", "Mani Manjari" and "Dasimayya Prashasthi".

Lakkanna Dandesha, a Kannada poet, said to be a minister of Proudha Devaraya, who ruled the Vijayanagar kingdom between 1419 and 1446, wrote several works, the most important of which was "Shivatatwa Chintamani". Dhondo Narasimha of Mulbagal was a noted author in Kannada in the latter part of the last century. He was a teacher in the Teachers' Training Institute at Dharwar for a number of years. Among his well known works are "Hithopadesha", "Uttara Rama Charite Nataka", "Malavikagnimitra", "Mrichchakatika" and "Veni Samhara".

Masti in Malur taluk is the birth-place of a noted Kannada literary figure, Sri Masti Venkatesha Iyengar, who, for several years, presided over the deliberations of the Kannada Sahitya Parishat. He also held important positions in the Mysore Government. Known under the pen-name of "Srinivasa", he has produced many original literary works. He has written sonnets in a new style, and these have become well-known throughout Karnataka. He has also presented plays based on ancient episodes, as for example, 'Shanta', 'Savithri' and 'Usha'. His historical dramas 'Talikota' and 'Kakanakote' are popular. His treatise on Valmiki has been hailed as a high class literary work. Sri Masti Venkatesha Iyengar continues to devote much of his time to literary work. Sri N. Basavaradhya of Namagondlu, Gauribidanur taluk, has edited several old works, prominent among which are "Harischandra Sangathya", "Harischandra Kavya Sangraha", "Udbhata Deva Charite" and "Torave Ramayana Sangraha" and has written "Kannada Gadya Vikasa" in two parts and also "Kannada Gadyavalokana". He has done also lexicographical work in Kannada.

Christian Missions

The Christian Missions have done much educational and social work in the district. Champion Reefs in the Gold Mining area is a head station of the Roman Catholic Mission. There are sub-stations of this Mission at several places in the Gold Fields area. The Mission is maintaining both boys' and girls' schools at various places in the district. Chikballapur is another head station of the Mission. The Wesleyan Mission has opened several schools in the mining area and has done much for promoting the cause of education in the area. The London Mission has established schools in Melur and Manchenahalli. It is also running a school for Harijans at Chikballapur.

The classical South Indian music as propounded by Sri Purandaradasa and the great Trinity (Sri Thyagaraja, Sri Shyama Shastri and Sri Dikshitar) is popular throughout the district. Noted *vidvans* are invited now and then to give concerts. There are, in the district, several private music and dance schools imparting instruction in the arts of classical music and *Bharathanatya*, though none of them has been recognised by the Education Department.

As regards drama, the district has a few features worth mentioning. During the middle of the 19th century, Bullappa's Dramatic Troupe from Bangalore was very popular in the district. Encouraged greatly by the impetus given by the Mysore royal household, Shiva Purana, Bharatha, Bhagavatha and Ramayana were portrayed through open-air plays called *Bayalata*. Especially in the rural areas, these *Bayalatas* staged by amateurs and professional actors are even now popular. Though these open-air plays are not very different from the popular *Yakshagana*, there are minor variations in the actual presentation. It is a common sight to see people flocking in numbers to witness these shows, which usually commence at 10 in the night and continue till the early hours of the morning. For staging these shows, a pandal with a platform is erected, which is closed on three sides. The place behind the pandal is reserved as the green room and on a side of the platform sit harmonium and *mridangam* players. Usually stories from the great epics are chosen for presentation. Some of the actors are professionals who are highly respected.

Some families in Kolar district are renowned for their skill in what is known as "doll play" or "puppet show". The dolls are made to dance to the accompaniment of music and recital of the script. The dolls are usually painted in different colours and clothed with attractive costumes. The stage where the play is conducted is brilliantly lit. Some times, the script of the play is in Telugu.

Chelur Siddappa, hailing from the district, is a famous actor of the modern Kannada stage and is known for his portrayal of female roles. The late Sri Bellave Narahari Sastri, the renowned Kannada dramatist, was for a long time in the district educational service. He was an active figure in the field of Kannada drama, having written a number of plays. When Sri Narahari Sastri worked in Kolar, he much popularised Kannada dramas. It was in 1922 when the Gubbi Company was camping in Kolar district that the renowned play "Bhaktha Kalidasa" was enacted. This play later became popular throughout Karnataka. High

schools and colleges have their own associations ; these and other amateur bodies occasionally organise literary and histrionic activities.

Tamil dramas are very popular in the Kolar Gold Fields mining area, because of the large Tamil population residing there. Popular dramatic troupes from Madras usually visit the place for staging dramas. The King George's Hall at Robertsonpet is the usual place for holding music concerts and dramas.
