

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1907.

Enclosures

Spare copies

PP- N- 71-72

G.O., &c., Nos. 437, 438, 9th July 1907.

N. P.

Training schools.

Requesting the Director of Public Instruction to submit detailed proposals for the organization of — for the training of upper primary teachers.

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Requesting the Director of Public Instruction to submit detailed proposals for the organization of — for the training of upper primary teachers.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Order—No. 437, Educational, dated 9th July 1907.

With his letter No. 5187, dated 3rd August 1904, the Director of Public Instruction submitted proposals for the reorganization of the training schools for masters in this presidency. The proposals were—

- (1) that the course of study in primary training schools should be remodelled so as to include general studies as well as training in the art of teaching,
- (2) that the course in the primary (but not in the lower secondary) schools should be lengthened from one year to two years,
- (3) that the monthly stipends in the two grades of training schools should be raised from Rs. 5 to Rs. 6 and from Rs. 6 to Rs. 7, respectively, and
- (4) that a cadre of teachers should be provided for the practising schools attached to the training schools of all grades.

2. The extra cost involved in the extension of the course of primary students from one to two years and in raising the rates of stipends of primary and lower secondary students from Rs. 5 and Rs. 6 to Rs. 6 and Rs. 7, respectively, was estimated at Rs. 40,000 per annum, while the additional expenditure resulting from the reorganization of the establishment of training schools and from the provision of a cadre of teachers for the practising schools was estimated at Rs. 29,396 per annum.

3. In submitting these proposals to the Government of India, this Government pointed out that the existing course of one year in the training schools of this presidency for primary teachers allowed only of technical instruction in the art of teaching. Owing to the very inferior general education of the students, small benefit was derived from such instruction and it was therefore considered necessary to extend the course to two years and to devote time to the instruction of students in the elements of the subjects they would have to teach. It was also stated that the staff of teachers attached to training schools gave lessons to the students under training chiefly in organization, discipline and teaching and also in drawing and elocution, that the staff and the students under training devoted the rest of their time to the practising school and that as practising schools taught in this haphazard way were, generally speaking, not a success, it was proposed to provide the practising schools with a separate staff sufficiently numerous and well paid to convert them into model schools and to add to the curriculum of the training schools a course of training in general knowledge. These proposals involved an extension of the period of training of primary students from one year to two years and an increase in the rates of stipends was considered necessary in the case of the students in the primary and secondary grades.

4. The Government of India, while approving the action of the Madras Government in taking in hand the improvement of the training of primary teachers and while accepting the views of this Government in regard to the need for increasing the stipends, suggested that for this purpose a limited number of large and well-equipped normal schools should be established in which the pay of the teachers should be much higher than it would be in any of the existing schools when reorganized under the scheme proposed, that the minimum qualification for admission should be the attainment of the lower secondary standard of education and the course of training a two years' course; and that the system of training in these institutions which they described as the "main system" should be supplemented by a subsidiary system of training to provide masters for schools where the salaries paid were insufficient to attract teachers trained in the new higher grade training schools above referred to.

5. This Government, however, pointed out that what the Government of India suggested as a subsidiary system of training must for the present remain the main system, that the scheme submitted by this Government was a modest scheme which applied only to primary students and aimed at improving the training of teachers whose salary would only in exceptional cases exceed Rs. 10 per mensem and was intended as the first instalment, and that schemes for the reorganization of schools for the training of upper secondary and lower secondary students would be submitted in due course.

6. In view of the objections which the Secretary of State has raised to the submission to him of schemes in a piecemeal manner, the Government of India found it difficult to recommend the scheme of this Government for sanction. They attached great importance to the establishment of some thoroughly well-equipped training schools for students who had passed through a secondary vernacular school and who would be qualified after training to take charge of upper primary schools. Dr. Bourne, who was consulted in June 1906 as to the carrying out of the above suggestion of the Government of India, considered that the question of establishing schools for training teachers of upper primary schools might wait for two or three years by which time it might be possible to see clearly what general reorganization of training schools would be desirable. But in view of the great importance of the training of the upper primary teachers, the Governor in Council on further consideration is of the opinion that action in this matter should no longer be delayed.

7. The Director of Public Instruction will now be requested to submit at an early date, after such consultation with his officers as he may see fit, detailed proposals on the organization of normal schools for the training of upper primary teachers.

The following are the main points to which attention should be directed :—

(a) *The classes of teachers to be trained and the schools for which they are to be trained.*—As there do not exist in this Presidency many, if any, secondary vernacular schools, properly so called, the class of students referred to by the Government of India is not available. Nor does it appear that there are at present any higher elementary schools which answer to the upper primary schools referred to by the Government of India, for which these teachers are to be trained; but such schools will be established as a result of the introduction of the new Educational Rules, and the students who pass out of them will be available for training in the proposed new training schools and will be employed in the higher elementary schools. In the meantime, it may be considered whether the minimum qualification required for admission to these training schools may not be fixed as the Matriculation or the Upper Secondary Examination.

(b) *The number and distribution of these institutions.*—In other provinces it is understood that the normal schools of the kind in question are established at the headquarters of Inspectors. If this precedent were followed, there would be required eight such schools in this Presidency, assuming that two extra Inspectors will be sanctioned. There are at present three upper secondary training schools, besides the upper secondary sections of the Saidapet and Rajahmundry Colleges, and fifteen lower secondary and eleven primary training schools. It should be considered how far these training schools can be adapted to the new organization and whether all or any of them should be reorganized, abolished or absorbed. The scheme to be formulated should also embrace the training schools for mistresses, and should include proposals for the complete reorganization of all the existing training institutions. The Director of Public Instruction may, however, submit proposals in regard to the training schools for mistresses separately so as not to delay the question of training institutions for masters.

(c) *The staff to be employed in these institutions.*—The headmasters should be men of superior attainments and with special qualifications for the work; and the Government are disposed to think, as at present advised, that suitable men would be best secured by including the appointment of headmaster in the cadre of the Provincial Educational Service. The proposal, if finally approved, would require the sanction of the Government of India, and the Governor in Council would be prepared to make the requisite recommendation for the addition of eight men to the ninth grade of that service. Thus, no headmaster would receive less than Rs. 200 a month.

(d) *The provision of buildings for the new institutions.*—It should be reported whether existing buildings can be utilized with or without additions; and, if not, proposals should be made for new buildings of a suitable type. The schools should have hostels attached to them for the accommodation of the students under training and there should be a room in each school for an Educational Museum. Provision should be made for these also in the proposals.

(e) Another point which arises in this connection is whether separate schools should be maintained (i) for the training of the upper primary (higher elementary) teachers whose minimum qualifications may for the present be the Matriculation, the Upper Secondary or other equivalent examination; and (ii) for the training of teachers of similar qualifications employed in the lower classes of the secondary schools; or whether one set of training schools should be maintained, each school having two separate sections, one for the training of higher elementary (vernacular) teachers and the other for the training of the teachers of the corresponding classes in the secondary schools (English). It should also be considered whether in the sections for training elementary teachers there should be two subsections, one for higher elementary teachers and the other for lower elementary teachers.

(f) Finally the financial results of the proposals made should be worked out: it being understood that the students' course will be lengthened to two years.

8. These appear to be the main points which should receive the attention of the Director, who need not however confine his proposals to those points, but extend them to any other matters, relevant to the scheme, which he thinks should be brought under consideration.

(True Extract.)

H. D. TAYLOR,
Ag. Secretary to Government.

To the Director of Public Instruction,
Editors' Table.

Endorsement—No. 438, Educational, dated 9th July 1907.

Copy to the Government of India, Home Department.

H. D. TAYLOR,
Ag. Secretary to Government.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., Nos. 437-38, EDUCATIONAL, DATED 9TH JULY 1907.

[SUBJECT.—*Reorganization of the Training schools for masters in the Madras Presidency.*]

Previous papers.

G.O., No.	113, Educational, dated	11th March	1903.
" Nos.	184-85 "	27th "	1905.
" "	625-26 "	15th Sept.	"
" "	495-96 "	25th July	1906.
" "	74 "	9th Feb.	"
" "	823 "	14th Dec.	"

A. Please have a brief, concise, but clear note put up without delay showing the present position of training schools in this Presidency and the stage at which the reorganization scheme is in and what effect has been given to it.

B. Also what progress is being made in construction of new training school buildings.

C. When was the post of Inspector of European and Training Schools sanctioned?

D. Has any special provision been made in the budget for 1907-1908 for development of training schools? and what additional sum can we spend?

E. We have in all 29 training schools, I think?

F. Can we obtain a sufficient number of stipended pupils under the new scheme? Also

G. Have we a sufficiency of qualified masters for these schools. Put up the last telegram to and from India please.

H. D. TAYLOR—18-1-07.

Vide paragraph 5 of G.O., No. 184, Educational, dated 27th March 1905.

3 upper secondary.
13 lower "
13 primary.
—
29
+ 8 new * (vide page 6).
—
37
—

A and E. Besides the two training colleges at Saidapet and Rajahmundry, there are at present 29 training schools for masters, of which three are of the upper secondary grade, thirteen are of the lower secondary grade and the remaining thirteen are of the primary grade.

G. S. F[ORBES].

* No. There are no new schools, only new buildings. The Dindigul school is to be transferred from Madura to that place.

H. D. TAYLOR.

the training schools. The proposals included—

Paragraph 4 of Letter No. 185, Educational, dated 27th March 1905.

2. With this Government's letter to the Government of India, No. 185, Educational, dated 27th March 1905, proposals were submitted for reorganizing

(1) the extension of the course of training of primary school teachers from one year to two years;

Ibid.

(2) the increase of stipends of primary and lower secondary students from Rs. 5 and Rs. 6 a month to Rs. 6 and Rs. 7, respectively; and

Ibid.

(3) the provision of a cadre of teachers for the practising schools attached to training schools.

- * (1) Extension of course to two years.
(2) Increase of stipends.

† Paragraph 11 of letter No. 185, Educational, dated 27th March 1905.

Paragraph 10 *ibid.*

4. In their telegram No. 32, Education, dated 23rd January 1906, the Government of India sanctioned the raising of the stipends of primary students from Rs. 5 to Rs. 6 a month, on the understanding that the total expenditure on this account did not exceed Rs. 6,000 per annum, and that the matter should be reconsidered if funds were not available for reforms in the training system. But as the Government anticipated that the increase in the stipends of primary teachers would result in an additional expenditure of Rs. 8,760 per annum, they preferred to await the final orders of the Secretary of State on the scheme for the reorganization of training schools, before any increase in the rate of stipends was introduced.

Paragraph 3 *ibid.*

5. Subsequently in their letter to India No. 496, dated 25th July 1906, this Government decided to abandon the proposal to raise the rates of stipends, as they were informed that, in consequence of an anticipated general improvement in the condition and prospects of the primary schoolmaster, it appeared probable "that no great difficulty need be anticipated for the future in obtaining candidates

I think now it is a pity we accepted this opinion of the Director of Public Instruction.

G. S. F[ORBES].

Vide paragraph 4 of letter No. 496, dated 25th July 1906.

A-2. "for training in sufficient numbers on the existing rates of monthly stipends," and as they considered that any increase in cost consequent on an increase in the number of stipendiaries arising from the extension of the course of primary students from one year to two years would be regulated according to the funds available.

6. In their telegram No. 928, Education, dated 10th December 1906, the Government of India asked for details of the estimate, amounting to Rs. 40,000, of the annual cost of the proposed lengthening of the course of training to two years and raising of stipends. The following details were furnished to the Government of India in telegram No. 55, dated 13th December 1906:—

	Rs.
(1) Raising of stipends of lower secondary students by one rupee (255 students) ..	3,060
(2) Raising of stipends of primary students by one rupee (730 students) ..	8,760
(3) Extension of course of primary students (730 × Rs. 6) ..	52,560
Total ..	64,380
Deduct—Probable savings owing to deficiency of students ..	24,380
Balance ..	40,000

Vide page 18 of the notes with G.O., No. 184, Educational, dated 27th March 1905.

7. The Government of India have stated in their letter No. 919, dated 6th December 1906, that they are about to recommend to the Secretary of State the proposals of this Government regarding the reorganization of training schools and that they would shortly address this Government on certain points connected with the scheme. No further communication has yet been received on the subject.

Ibid.

Our figures were based on a large estimated deficiency of students, which seems opposed to the view expressed more recently at A-2 in paragraph 5 *supra*.

H. D. TAYLOR.

8. B. The following items relating to training schools appear in the list of works proposed for execution in 1907-1908:—

Serial number.	Name of work.	Estimate.	Actuals in 1905-1906.	Probable expenditure, 1906-1907.	Grant for 1907-1908.	Remarks.
		RS.	RS.	RS.	RS.	
1	Training school, Chicacole (1)† ..	14,910	997	..	10,000	Work in abeyance pending issue of a type design.
2	Do. Guntūr (2)† ..	45,510	16,183	2,035	5,000	Work in progress.
3	Hostel attached to the Training school, Ongole.	..	..	..	2,400	Estimate sent to the Inspector of Schools.
4	Training school, Anantapur (3)† ..	..	..	3,660	7,000	Work in progress.
5	Compound wall to the Training school, Bellary.	..	..	..	4,050	Estimate sent to the Inspector of Schools.
6	Training school, Malappuram (4)† ..	20,000	..	..	10,000	Estimate under revision.
7	Do. Badagara (5)† ..	..	..	..	6,000	Ordered to be held in abeyance.
8	Do. Villupuram (6)† ..	48,700	30,799	12,900	5,001	Work in progress.
9	Do. Dindigul (7)† ..	55,000	..	..	20,000	Estimate under preparation.
10	Do. Tinnevely (8)† ..	15,000	..	..	15,000	Awaiting the plan of the Nellore Training school.

* Transferred from Madura.

No. These are new buildings for existing schools —see G.O., No. 184, dated 27th March 1905.

H. D. TAYLOR.

† I.e., eight additional training schools?

G. S. F[ORBES]—2-7-07.

9. C. The post of Inspector of European and Training Schools was sanctioned in 1903—*vide* pages 2 and 3 of G.O., No. 113, Educational, dated 11th March 1903.

10. D. A lump provision of Rs. 15,000, representing the cost of the reorganization of training schools for six months, has been made in the budget for 1907-1908. It does not appear that anything more can be spent on this account in 1907-1908—please see the portions marked on pages 12 and 13 of the budget notes put up.

Where is the proof or authority for this statement as to the present?

G. S. F[ORBES].

That was a speculation as to the future?

G. S. F[ORBES]—19-1-07.

11. E. There appears to be no difficulty in getting stipended pupils under the new scheme—*vide* paragraph 3 of Dr. Bourne's un-official note, dated 13th June 1906, on page 3 of the notes with G.O., No. 495, Educational, dated 25th July 1906. But there is no information in this office as to whether a sufficient number of trained teachers can be had for these schools.

K. RANGASWAMI AIYANGAR—19-1-07.

There is no doubt that, for the improvement of education, the supply of trained teachers needs to be largely increased. This is indeed one of our most pressing needs, and for this purpose we require better and more suitable buildings. But in this respect we are in the hands of the Public Works Department who are very slow in getting their estimates sanctioned. I have suggested to them sometime back that matters might be expedited by acquiring sites in advance of the building estimate, or separate estimates, so that building work may proceed as soon as the building estimates

are sanctioned, but it is difficult to get that department to move out of its ordinary groove, and, except at Villupuram and Guntur,* practically nothing has been done in the way of new buildings.

* New building since abandoned.
H. D. TAYLOR.

2. An important point in regard to this Presidency is the necessity that exists for multiplying training institutions: it might be urged that there could be fewer institutions with greater centralization. But in the case of Madras we have to consider the very large number of vernaculars, viz., Tamil, Telugu, Uriya, Malayalam and Canarese, and the necessity for two special schools for the hill tracts of Vizagapatam and Ganjam. Candidates from these tracts will not come to the plains for training, while low-country masters do not willingly take up posts as masters in the hill tracts.

3. We propose to commence, as a modest instalment of reform, by improving the qualifications of teachers in elementary schools. India object to submitting proposals piece-meal to the Secretary of State, and desire a scheme to cover all classes of schools. If we can assure India that funds will be available for secondary schools also, they will not object to our present proposals. But in the matter of funds we are in the hands of the Financial Department.

It is not possible at present to say what additional cost the revision of establishment in elementary schools under the New Educational rules will entail on local bodies, and until we know this it will be difficult to say what portion of the six-lakhs grant will be required for payment by way of additional subsidy to those bodies.

The provincialization of the supervising staff which is now under consideration will cost over a lakh.

H. D. TAYLOR—19-1-07.

(1) Please ascertain, if possible, from the Director of Public Instruction by noon to-day whether qualified masters are available for the new training school scheme.

Also please abstract from annual reports for the last three years or so a statement showing—

(2) (a) Number of teachers in
(i) Elementary,
(ii) Secondary schools;
(b) Number qualified;
(c) Percentage.

(3) What was the unexpended balance of Educational allotment for 1905-1906?

We have asked for Rs. 50,000 more this year?

H. D. TAYLOR—19-1-07.

(1) Please see the telephonic message from the Director of Public Instruction below:—

Telephonic message from T. T. LOGAN, Esq., Ag. Director of Public Instruction, to the Secretary to Government, Educational Department, dated 19th January 1907.

Your message of to-day. Qualified masters are not available without taking them away from existing schools. We have no reserve teachers and are never likely to have. We cannot draw too largely upon the Board and Mission schools as the new rules do not allow of it; but the scheme can be brought in gradually; men qualified for the last post are available now, Matriculates not being necessary for that post.

By increasing the number of stipendiaries we should be able to supply the schools with the required number of Matriculates in about three years' time.

(2) The statement below gives the information wanted:—

Year.	Secondary schools.			Primary (Elementary) schools.		
	Total number of teachers.	Number qualified.	Percentage.	Total number of teachers.	Number qualified.	Percentage.
1906	4,118	2,853	69.04	28,019	12,976	46.9
1905	4,054	2,738	67.76	27,061	12,667	46.8
1904	3,894	2,692	69.1	25,337	12,400	48.9

N.B.—The figures have been taken from the Public Instruction report.

(3) The actual expenditure under "Education" in 1905-1906 was Rupees 23,18,093 against the budget allotment of Rs. 23,78,000. The unexpended balance is thus Rs. 60,000.

* Over the budget allotment.

H. D. TAYLOR.

We have asked for Rs. 70,000* more this year.

K. RANGASWAMI AYYANGAR—19-1-07.

It will be observed from paragraph (2) *supra* that the percentage of trained teachers in elementary schools has not kept pace with the increase in the number of the schools.

In secondary institutions the proportion of trained men is higher, and has been fairly well maintained.

H. D. TAYLOR—19-1-07.

These notes do not distinguish training schools for primary teachers from such A | schools for upper primary teachers [i.e., 4th to 7th (?) standards].

I understand our great defect is in the latter class of normal school. In other provinces normal schools of the latter class are established at the head-quarters of Inspectors (i.e., here there would be six), the headmasters getting, say, Rs. 300—Rs. 400 or even Rs. 500 and the attached practising schools being equipped with fully-qualified masters of their own.

B | What is being done about this scheme, which the Government of India said should receive most careful consideration, and which we promised to give it in our letter, dated 25th July 1906.

G. S. F[ORBES]—20-1-07.

A. Have we separate details?

B. Has Director of Public Instruction submitted any proposals? I do not recollect to have seen them.

H. D. TAYLOR—21-1-07.

Page 3 of the notes with G.O., No. 495, Educational, dated 25th July 1906.

This was already in the file and seen by Honourable Member?

H. D. TAYLOR.

Vide also paragraph 3 of the Secretary's note, dated 15th June 1906, on page 4 of the notes with G.O., No. 495, Educational, dated 25th July 1906.

1906, was roughly estimated by him at between Rs. 20,000 and Rs. 25,000 per annum.

With reference to Honourable Member's remarks at A and B *supra*, attention is solicited to paragraph 4 of Dr. Bourne's un-official note, dated 13th June 1906, from which it will be observed that the additional amount required for the establishment of six secondary schools of the character suggested by the Government of India in Home Department letter No. 378, dated 30th May 1906, was roughly estimated by him at between Rs. 20,000 and Rs. 25,000 per annum.

2. In his further un-official note of 19th June 1906, Dr. Bourne observed as follows:—

"4. We must for the present look to trained Matriculates for the staffs of higher elementary schools. We have some provision for training them and this provision can be improved piece-meal if and where necessary without anything which could be called a general reorganization."

3. Later on he observed—

"Two or three years hence it may be possible to see more clearly what position the higher elementary school is likely to take in the educational system and it may then be possible to say with some certainty what general further reorganization of the training schools is desirable."

4. The Government of India were accordingly informed in paragraph 8 of letter No. 496, dated 25th July 1906, that "the Governor in Council would have at once formulated proposals for the establishment of the superior grade training schools which the Government of India have in view, but for the fact that the need for better trained primary teachers is, as the Government of India are aware, very pressing", and that the Government would see the effect of the proposed change before taking steps to establish the superior grade of training schools referred to.

5. No definite proposals have been received on the subject from the Director of Public Instruction.

K. RANGASWAMI AIYANGAR—21-1-07.

C. G. MACKAY—21-1-07.

Have any proposals been called for from the Director of Public Instruction?

H. D. TAYLOR—21-1-07.

Please see the Secretary's note, dated 18th June 1906, on page 4 of the notes with G.O., No. 495, dated 25th July 1906, in which the Director of Public Instruction was asked to state when a detailed scheme for secondary training schools may be expected. No proposals appear to have been called for from the Director of Public Instruction.

K. RANGASWAMI AIYANGAR—21-1-07.

C. G. MACKAY—22-1-07.

As Dr. Bourne's remarks were contained in a u.o. note, Mr. Logan may not have anything on record. Dr. Bourne's intention was apparently to wait for two years.

India sent on our piece-meal proposals which touched only the lower primary teachers much against their will, and because they could get nothing definite or intelligible out of us about the upper primary teachers' training.

G. S. F[ORBER].

May the Director of Public Instruction be asked now to submit specific proposals for the higher grade training schools. It is understood that our present proposals have gone on to the Secretary of State. The objection is to the submission of proposals piece-meal.

H. D. TAYLOR—22-1-07.

But it is just the scheme for the upper primary schools that the Government of India are most anxious about.

Apparently this portion of the scheme was never properly threshed out in the Secretariat here. Why should we defer starting six normal schools for this important class of teachers simply because Dr. Bourne was not prepared.

The correspondence with regard to this class of normal school had better be summarised in a Government order and the Director of Public Instruction's proposals asked for. The draft should bring out the importance attached by the Government of India to this portion of the scheme of training. We are the only province in India where nothing has been done in this direction. The draft should of course notice the inadequacy of the present training received by upper primary teachers.

G. S. F[ORBER]—23-1-07.

Please draft.

H. D. TAYLOR—23-1-07.

Draft submitted. I have found some difficulty in terminology. It will be recollected that under the present Code, schools are divided into two classes only, elementary and secondary. But in all the papers there have been references to upper and lower primary and secondary schools—distinctions which no longer exist. I have, however, kept to the terms under which the subject has already been discussed. Matters could, in my opinion, be much simplified if two sets of training schools corresponding to the two classes of schools were formed, one for training all teachers in elementary schools and the other for training all teachers in secondary schools. I have not, however, alluded to this in the draft, though some such uniformity seems necessary.

G. S. F[ORBER].

Another point. Please see G.O., No. 823, dated 14th December 1906. Would not India's promised letter help the Director of Public Instruction greatly? and would it not therefore be preferable to wait it?

C. A. SOUTER—29-1-07.

As pointed out by Mr. Souter some difficulty and confusion has arisen owing to the fact that we are in a transition stage, and that the conditions and classification of schools which existed at the time when we first laid our proposals for the reorganization of training schools before India have undergone considerable modification.

2. The Director of Public Instruction will no doubt appreciate this point and take it into consideration when submitting further proposals. If we get the requisite buildings and staff together—and it will take sometime to do this—it will not be difficult to modify the scheme at a later stage.

3. I would not delay the reference further. When we receive a communication from India, we can send further instructions on more definite lines to the Director of Public Instruction, which he can work into his scheme. Meanwhile he can be collecting and working out facts and figures. If the Inspectorate is to be increased, one large training school in each circle might suffice: but the difficulty in this Presidency in the limitation of the number of institutions is the difficulty of a common language.

H. D. TAYLOR—30-1-07.

As this is a formal reference, the Director of Public Instruction better see the draft u.o. before issue, so as to have the facts correct, and to bring out as clearly as possible the points on which a report is wanted. From the conversation the Director of Public Instruction and Mr. Stone have had with Mr. Orange, they will understand the issues.

What the Government of India would apparently like to see established are normal (or training) schools for upper primary teachers, one at least at each of the six Inspectors' head-quarters. Whether this would be the best disposition of such schools is one point for consideration and also how far it would fit in with our present upper primary training classes (or schools of which there appear to be 13) and how far these should be reorganized, abolished or absorbed.

Then there is the question of staff. It is understood that in other provinces the headmaster of the normal school draws as high in some instances as Rs. 400. I think we could secure as good men as required here for Rs. 200 or Rs. 250. No doubt qualified men on lower pay might be obtained: but it seems desirable to add to the attractions of the trained educational service, and so stimulate the flow of candidates to Saidapet and Rajahmundry and consequentially to the lower institutions also.

These men might be recruited to the cadre of the Provincial Educational Service, that cadre being increased by the addition of six to the Rs. 200 grade (or 5 to the Rs. 200 grade and 1 to the Rs. 250). This would enable a man of any grade to be appointed to the Head of a normal school.

Next, there is the question of providing a full establishment for the practising schools as well as for the training classes. An estimate of this will have to be formed.

Finally, there is the cost of buildings: whether existing buildings can be utilized with or without additions must also be the subject of report, and where this is not practicable or advisable, the cost of new buildings must be approximately estimated.

Provision must no doubt be made, as indicated by Mr. Taylor for special communities, such as Uriyas, who do not speak one of the four standard languages. In the case of Uriyas it might perhaps be worth considering whether we could not come to an arrangement to have them trained in the Orissa normal school. If not, we must, I presume, have a special department attached to the Vizagapatam normal school; and so in the case of other special communities.

I have added two new paragraphs—paragraphs 7 and 8—to the draft setting out the main points for consideration and I have modified the end of paragraph 6.

Now send the draft and notes (as they are) to Director of Public Instruction u.o. for any modifications or additions which he may suggest.

G. S. F[ORBES]—31-1-07.

To the Director of Public Instruction.

H. D. TAYLOR—2-2-07.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I gather from the notes that I have to confine my remarks for the present to the draft order. As to the facts stated in the draft order—

2. (i) *Paragraph 1 (4)*.—The proposal to provide a cadre of teachers for the training schools included also the practising sections of the upper secondary training schools.

3. (ii) *Paragraph 6*.—It is stated that teachers in upper primary schools are less well trained than are teachers in lower primary schools. But teachers in upper primary schools are in respect to their general education men of the lower secondary grade who have had at least three years more of general education than teachers in lower primary schools whose general education is represented by the fourth standard. Men of three years' schooling beyond the primary stage plus one year's training cannot be considered inferior to men of the primary grade plus two years' training.

4. (iii) *Paragraphs 6 and 7 (c) regarding practising schools*.—When the model scheme, which, it is understood, is now before the Secretary of State, is sanctioned, practising schools will be as well manned as any other primary schools. They are already equipped better than most.

5. (iv) *Paragraph 7 (a)*.—The total number of Government lower secondary training schools for masters is 15, and there are three more lower secondary training schools for mistresses.

6. As to the points on which a report is wanted, it is submitted that the draft order does not clearly define the scope and aim of the proposed higher grade training schools with reference to the circumstances of this Presidency. It is not clear as to the class of teachers who should be trained in these schools and as to the schools for which they should be trained. The Government of India want that the proposed schools should train "students who have passed through a secondary vernacular school and who will be qualified after training to take charge of upper primary schools." There is in Madras no upper secondary vernacular school for boys; and as to the vernacular lower secondary schools, of which there are 104, most of them are only nominally vernacular and differ in no essential respect from the English lower secondary schools. We have divided our schools into two classes, secondary and elementary. But we have not drawn a sharp line of distinction between them as yet and we have still to create a class of higher elementary schools distinctly as such which answer, I think, to the upper primary schools as understood by the Government of India. In these circumstances we have to decide with reference to Madras who should be trained in these proposed training schools and what should be their minimum

educational qualifications. For the present they should only be men who have gone through a secondary course in the English secondary schools; and they might be Matriculates or others who have passed the upper secondary or any other equivalent examination.

7. As to the schools for which these teachers should be trained, the draft order says they should be "upper primary" schools, i.e., the higher elementary schools which are likely to come into existence owing to the introduction of our new Educational rules. But granting that as a result of the application of these rules we may have soon a large number of schools distinctly worked as higher elementary and that the men to be trained in the proposed schools are to be trained for them, the question arises: Where should men of the same general education qualifications but employed in the lower classes of secondary schools be trained? Should the same schools train both the classes of teachers or should there be different schools? There are now five institutions for training masters of the upper secondary grade, viz., the upper secondary training schools of Coimbatore, Calicut and Tanjore and the upper secondary sections of the training colleges at Saidapet and Rajahmundry. If these schools be abolished and absorbed in the proposed higher grade training schools the latter should have two sections—a secondary English and an elementary vernacular; but this is obviously not desirable. In the last-mentioned section, again there should be two sub-sections—a higher elementary and a lower elementary.

8. It is thus evident that the scope of the proposed higher grade training schools should be clearly defined in the draft order with reference to the conditions obtaining in Madras so as to afford exact data for the proposals to be made in regard to the number of these schools, how they should be staffed and how accommodated. The piece-meal scheme now before the Secretary of State touches but imperfectly upon the lower elementary training schools; for, among other things, the staff of the training sections of these schools which is now very much underpaid is left out of consideration as is also residential accommodation for the students to which the Government of India attach great importance. If the present scheme is strictly confined to training schools for teachers in higher elementary schools—institutions which have not come to be distinctly established as such—it would leave out of consideration, as already shown, the existing provision, which is inadequate for the training of secondary teachers employed in the secondary schools. We shall thus have three classes of training schools—lower elementary, higher elementary and secondary—with equipment and organization not well correlated. To give an instance: The salary of the headmaster of an upper secondary training school is now Rs. 60–80; but the headmaster of an "upper primary"—higher elementary—training school will, under the proposed scheme be a member of the Provincial Educational Service. It is suggested therefore that the scheme now taken up be made fully supplementary to the one that has already gone forth and is awaiting the sanction of the Secretary of State so that the two schemes may fit in well with each other and form a complete reorganization of training schools. The training colleges at Saidapet and Rajahmundry should be prepared to make provision for the training of a greater number of secondary grade candidates for employment in secondary schools in order to satisfy the requirements of our new rules. The training schools for elementary grade teachers may, I think, be divided into two grades, higher and lower. The former may train teachers for higher elementary schools and the latter will be confined to the training of teachers for the lower elementary schools. The headmasters of the higher elementary training schools may be members of the Provincial Educational Service and the headmasters of the lower elementary training schools may be included in the cadre of Sub-Assistant Inspectors. A suitable staff of assistants should also be provided for the training sections of both the grades of schools and their number should be fixed with reference to a two years' course of training for all classes of students.

9. The scheme should also include training schools for mistresses.

10. The training schools should have hostels attached to them for the accommodation of the students under training and there should be a room in each school set apart for an Educational museum.

T. T. LOGAN—25-2-07.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

Paragraph 1 (4) of the draft order.—The words "training schools of all grades" may be substituted for "training institutions of both grades" with reference to the Director of Public Instruction's remarks in paragraph 2 of his note.

H. D. TAYLOR.
G. S. F[ORBES].

2. Paragraph 6 of the draft.—The latter part of paragraph 6 of the draft order says—

"At present the teachers in upper primary schools are less well trained than are the teachers in lower primary schools, who undergo a two years' course while the former are under the disadvantage of being under training for only one year which appears to be quite inadequate; nor do the practising schools appear to be equipped or manned on such a scale as to provide a proper training ground for the students of the normal classes."

3. The Director of Public Instruction points out that the teachers in the existing upper primary schools are in respect to their general education men of the lower secondary grade who have had at least three years more of general education than teachers in lower primary schools, whose general education is represented by the fourth standard; and that men of three years' schooling beyond the primary stage plus one year's training cannot be considered inferior to men of the primary grade plus two years' training.

4. With regard to the observation as to the inadequate equipment and manning of the practising schools, the Director of Public Instruction points out that when the scheme, which is now before the Secretary of State, for the reorganization of training schools, is sanctioned, the practising sections of training schools will be as well manned as any other primary schools. Mr. Logan further observes that these practising schools are already equipped better than most primary schools.

5. Attention is solicited to paragraph 3 of letter No. 185, Educational, dated 27th March 1906, and G.O., No. 823, Educational, dated 14th December 1906. Page 8 of the Government order. India submitting the proposals for the reorganization of training schools. It will be observed that the main objects of the proposals were—

(1) to provide the practising sections with a separate staff sufficiently numerous and well-paid to convert them into model schools likely to attract a suitable set of pupils; and

(2) to add to the curriculum of the training schools a course in certain subjects of general knowledge and to extend the period of training to two years, as the existing course of one year in the training schools for primary teachers allowed only of technical instruction in the art of teaching from which the students derived small profit owing to their very inferior general qualification, and as it was therefore necessary to extend the course to devote time to the instruction of the students in the elements of the subjects they would have to teach.

6. The extension of the course of training of primary teachers by one year seems thus to be mainly intended for the improvement of the general education of these teachers who are only of the primary standard and not for giving them any additional training in the art of teaching. So far, therefore, as training in this art is concerned, the primary teachers do not appear to differ essentially from lower secondary teachers (upper primary teachers according to the Government of India) who have to undergo, under the existing arrangements, only a single year's training; while the latter are distinctly superior in point of general education to the primary teachers. It is for consideration whether in view of these circumstances the latter part of paragraph 6 of the draft order may be modified or omitted.

May perhaps be omitted?

H. D. TAYLOR.
Yes.
G. S. F[ORBES].

7. Paragraph 7 of the draft.—In this paragraph the Director of Public Instruction is requested to submit detailed proposals for the organization of normal schools for the training of upper primary teachers and the main points to which attention should be directed in making the proposals are indicated.

8. The Director of Public Instruction points out that the draft order does not clearly define the aim and scope of the higher grade training schools with reference to the circumstances of this Presidency. The several points in respect of which the Director of Public Instruction considers that the draft order should be made fuller are dealt with below.

9. (1) The classes of teachers to be trained and the schools for which they should be trained.—The Government of India desire that the proposed schools should train students who have passed through a secondary vernacular school and who will be qualified after training to take charge of upper primary schools. Under the new Educational rules, schools have been classed into secondary and elementary, but the Director of Public Instruction states that no sharp line of distinction has been drawn between them as yet, and that we have still to create a class of elementary schools distinctly as such which answer to the upper primary schools as understood by the Government of India, most of the existing 104 vernacular lower secondary schools differing in no essential respect from English lower secondary schools. The new Educational rules have now been in force for nearly a year, and it is not known when the classification of the schools into secondary and elementary will be accomplished and whether there is any practical difficulty in the way of such classification.

Paragraph 6 of the Director of Public Instruction's note, page 8.

Paragraph 2 of India's letter, page 2 of G.O., No. 495, Educational, dated 25th July 1906.

But the training schools must be organized with reference to the new classification and requirements. Until these institutions turn out teachers with the prescribed qualifications the new classification of schools is handicapped.

G. S. F[ORBES].

10. Assuming that a large number of these higher elementary (vernacular) schools (upper primary schools) soon come into existence as a result of the application of the Educational rules, the Director enquires whether separate schools should be maintained (a) for the training of these teachers whose minimum qualification might for the present be fixed as the Matriculation, the upper secondary or other equivalent examination, and (b) for training teachers of similar qualifications employed in the lower classes of the secondary schools, or whether one set of training schools should be maintained, each school having two separate sections, one for the training of higher elementary (vernacular) teachers and the other for the training of the teachers of the corresponding classes in the secondary schools (English). He also enquires whether in the sections for training elementary teachers there should be two sub-sections, one for higher elementary teachers and the other for the lower elementary teachers.

Paragraph 7 of his note on page 9.

Paragraph 6, page 8.

This suggestion might be adopted. H. D. TAYLOR. These points should be included in the draft as points to be reported upon.

G. S. F[ORBES].

Paragraph 7, page 9.

No. I don't think so. We shall be again going back by splitting up our two main classes of schools into sub-divisions.

H. D. TAYLOR.

11. The necessity for the upper primary training schools referred to in the draft order seems to depend, as the Director puts it, upon the number of higher elementary (upper primary) schools which may hereafter come into existence as a result of the new Educational rules. When such schools have been established the students who pass out of them will probably answer to the students who have passed through a secondary vernacular school referred to by the Government of India. The new training schools contemplated in the proposed draft order will perhaps be the training ground of such students and pupils so trained will be qualified for employment as

teachers in the higher elementary schools. It is not clear from the Director of Public Instruction's letter whether this is his idea of the teachers to be trained in the proposed training schools.

12. As regards the Director's enquiry whether separate schools should be maintained for the training of teachers of elementary schools (higher and lower), and for teachers of the lower classes of secondary schools, it is submitted that the multiplication of the training schools does not appear to be desirable. Training schools may be either *secondary* for teachers of all secondary schools, or *elementary* for teachers of all elementary schools, and if two such classes of institutions are started, this will probably sufficiently satisfy requirements. This point will however be fully dealt with later on.

We must get the Director of Public Instruction's views on official record.

G. S. F[ORBES].

13. The following clause may perhaps be inserted as clause (a) of paragraph 7 of the draft order, the existing clauses being renumbered :—

"(a) The classes of teachers to be trained and the schools for which they are to be trained should first be determined. It does not appear that there now exist in this Presidency many secondary vernacular schools and that it will be possible to obtain for training students who have passed through such schools for whom the higher grade training schools now proposed are intended. Nor does it appear that there are at present any higher elementary schools, which answer to the upper primary schools referred to by the Government of India for which these teachers are to be trained. When such schools have been established as a result of the introduction of the new Educational rules, the students who pass out of them will probably be available for training in the proposed new training schools, and will be employed in the higher elementary schools. In the meantime, the minimum qualification required for admission to these training schools may be fixed as the Matriculation or Upper Secondary examination."

H. D. TAYLOR.

14. The number and staff of these training schools.—It is stated in paragraph 7 of the draft order that following the precedent in other Provinces there should be at least six upper primary training schools, one at each of the head-quarters of Inspectors with a headmaster on not less than Rs. 200 a month, who might be made a member of the Provincial Educational Service, that the practising schools and the training classes should be provided with a full and qualified staff and that existing lower secondary training schools

H. D. TAYLOR.

But we are proposing to increase the number of Inspectors to eight. This would make eight schools.

G. S. F[ORBES].

He may be asked to report also on the supposition that two extra Inspectors will be sanctioned.

15. There are now five training schools for masters of the Upper Secondary grade, namely, the Upper Secondary training schools of Coimbatore, Calicut and Tanjore and the Upper Secondary sections of the training Colleges at Saidapet and Rajahmundry. There are also fifteen lower secondary training schools and eleven training schools of the primary grade. The scale of establishments of these schools are shown below :—

Upper Secondary.				Lower Secondary.				Primary.			
RS.				RS.				RS.			
Paragraphs 6 to 8 of Letter No. 185, Educational, dated 27th March 1905.	One	..	60—4—80.	One	..	40—4—60.	One	..	30—2—40.		
	Two	..	30—2—40 each.	"	..	30—2—40.	"	..	20—2—30.		
	"	..	20—2—30 "	"	..	20—2—30.	"	..	15—1—20.		
	One master..	..	15—1—20 "	"	..	15—1—20.	"	..	10—1—15.		
	" "	..	10—1—15 "	"	..	10—1—15.					

16. As a result of the recent classification of schools into Secondary and Elementary, the Lower Secondary training schools must cease to exist as such, and must be converted either into Elementary schools or Secondary schools. As noticed above, the teachers for all classes in Secondary schools will have to give instruction in

H. D. TAYLOR.

English, while those in all the standards of the Elementary schools will have to give instruction in the vernacular. It seems therefore to be absolutely essential that

H. D. TAYLOR.

G. S. F[ORBES].

there should be at least two classes of training schools, one for the training of teachers in Secondary schools and the other for teachers in Elementary schools. The Director of Public Instruction points out that the existing provision for the training of Secondary teachers is inadequate, and suggests that the Training

Colleges at Saidapet and Rajahmundry should be prepared to make provision for the training of a greater number of secondary grade candidates for employment in Secondary schools in order to satisfy the requirements of the New Educational Rules. As regards the training for Elementary grade teachers, Mr. Logan considers that the schools may be divided into two classes, one higher for training teachers for higher Elementary schools and the other for training teachers for lower Elementary schools.

17. The training schools now in existence are situated as follows :—

Upper Secondary.	Lower Secondary.	Primary.
1. Calicut.	1. Nellore.	1. Ongole.
2. Coimbatore.	2. Chittoor.	2. Ranipettai.
3. Tanjore.	3. Villupuram.	3. Cuddalore.
	4. Trichinopoly.	4. Malappuram.
	5. Salem.	5. Badagara.
	6. Madurai.	6. Rayachoti.
	7. Tinnevely.	7. Kurnool.
	8. Mangalore.	8. Chioacole.
	9. Bellary.	9. Russelkonda.
	10. Guntur.	10. Anantapur.
	11. Vizagapatam.	11. Rayaghada.
	12. Berhampur.	
	13. Madras (Muhammadans).	
	14. Madras (Panchamas).	
	15. Saidapet.	

18. There is now a proposal to increase the number of Inspectors to eight, and if the proposal is approved by the Government of India and the Secretary of State, and if it is decided to have a training school at the head-quarters of each of the Inspectors, then the best course seems to be to have eight Secondary training schools,

each with a headmaster on not less than Rs. 200* and with a provision for training all the Secondary and the higher elementary teachers. The existing eleven primary training schools may be used for training lower elementary teachers and may, if necessary, be increased to twenty-two at the rate of one for each district (excluding the Nilgiris). In stations where there is a secondary training school, the elementary training school may be attached to and form part of the former. In this case, the provision for training Upper Secondary teachers in the Saidapet and Rajahmundry Training Colleges may be abolished and the colleges maintained only for the purpose of training teachers of the collegiate grade. If this suggestion is acceptable, then the Director may be asked to submit proposals for the complete reorganization of all the existing training institutions on these lines. It is observed that the scheme for the reorganization of training schools submitted to the Government of India with letter No. 185, dated 27th March 1905, did not at all affect the training sections of these institutions.

19. Training Schools for Mistresses.—The Director of Public Instruction considers that the scheme should also embrace the Training Schools of Mistresses. There are at present an Upper Secondary Training School for Mistresses (the Presidency Training School for Mistresses) and two Lower Secondary Training Schools at Coimbatore and Calicut. Orders are solicited whether the Director's suggestion that the scheme should take in these schools also may be adopted.

G. S. F[ORBES].

20. *Hostels*.—The Director of Public Instruction suggests that the training schools should have hostels attached to them for the accommodation of the students under training, and that there should be a room in each school for an Educational Museum. It is for consideration whether the Director of Public Instruction may be asked to include provision for these also in his proposals.

H. D. TAYLOR.

G. S. F[ORBES].

K. RANGASWAMI AIYANGAR—23-3-07.

C. A. SOUTER—25-3-07.

H. D. TAYLOR—8-4-07.

Please resubmit at Ooty.

G. S. F[ORBES]—8-4-07.

The draft should now be revised, so as to put to the Director of Public Instruction officially all the questions that have been raised, and get his opinions on official record.

G. S. F[ORBES]—29-5-07.

H. D. TAYLOR—31-5-07.

The draft order placed below is submitted for approval. It has been put in type for convenience of reference.

K. RANGASWAMI AIYANGAR—22-6-07.

C. A. SOUTER—24-6-07.

H. D. TAYLOR—25-6-07.

Draft approved.

G. S. F[ORBES]—4-7-07.

Issue.

H. D. TAYLOR—4-7-07.

[G.O., Nos. 437-38, Educational, dated 9th July 1907.]

From the Director of Public Instruction, dated 7th June 1907, No. 5183.

Forwarding plans and estimates amounting to Rs. 52,400 for the construction of a building for the Government Training School, Tinnevely.

(Pages 1—3 of notes forwarded to Public Works Department u.o. on 5th July 1907, with estimates for scrutiny).

These notes may be added to the notes in linked file.

H. D. TAYLOR—4-7-07.

A | Has the situation of the training schools been considered with reference to the scheme for model training schools at the head-quarters of Inspectors?

B | Would not Madura be more central for the Southern districts?

G. S. F[ORBES]—18-7-07.

Please note (a) the present head-quarters of Inspectors of the various circles.

(b) The places at which it is proposed to construct training schools according to the revised plan.

(c) The places at which training schools already exist.

2. As to B it is proposed to construct a training school at *Dindigul*, the cost of acquisition of a suitable site at Madura having proved to be prohibitive.

3. Proposals have been submitted for the appointment of two more Inspectors of Schools which will raise the number of circles from six to eight. The redistribution of circles and of Inspectors' head-quarters will have to be considered in this connection. The following grouping might, perhaps, be adopted :—

I. Vizagapatam	{ Vizagapatam. Ganjam. Godavari.
II. Guntur	{ Guntur. Kistna. Nellore.
III. Madras	{ Madras. Chingleput. North Arcot. South Arcot.
IV. Bellary	{ Bellary. Anantapur. Kurnool. Cuddapah.
V. Madura	{ Madura. Tinnevely.
VI. Coimbatore	{ Salem. Coimbatore. Nilgiris.
VII. Calicut	{ Malabar. South Canara.
VIII. Trichinopoly	{ Trichinopoly. Tanjore.

After reorganization of territorial limits the cases of any new district, *e.g.*, Chittoor and Ramnad that may be formed will require consideration.

H. D. TAYLOR—21-6-07.

The information called for in paragraph 1 of the Secretary's note on page 14 *supra* is furnished below *seriatim*.

(a) The head-quarters of the existing Inspectors of Schools and the districts comprised in the jurisdiction of each of them are as shown below :—

I. Circle—Waltair	{ Ganjam. Vizagapatam. Godavari. Kistna.
II. Circle—Bellary	{ Bellary. Kurnool. Anantapur. Cuddapah. Nellore. Guntur.
III. Circle—Madras	{ Madras. Chingleput. North Arcot. Tanjore.
IV. Circle—Madura	{ Madura. Tinnevely.
V. Circle—Coimbatore	{ Coimbatore. Salem. Trichinopoly. South Arcot.
VI. Circle—Calicut	{ Malabar. South Canara. The Nilgiris.

(b) It is proposed to construct training schools on the revised plan in the following places:—

		Estimated cost.	
		RS.	
Completed.	1. Villupuram ..	48,700	Estimate sanctioned in G.O., No. 2421 W., dated 13th December 1905.
H. D. TAYLOR.	2. Anantapur ..	31,150	Estimate is under consideration.
Item 88 on page 16 of G.O., Nos. 309, 310 W., dated 12th March 1907.	3. Dindigul ..	51,000	Estimate for building under preparation. Estimate for acquisition of site (Rupees 1,460) sanctioned in G.O., No. 1684 W., dated 11th August 1906.
Item 97 on page 18 of G.O., Nos. 309, 310 W., dated 12th March 1907.	4. Chicacole ..	30,000	Design approved in G.O., No. 735, Educational, dated 11th November 1905.
Also item 90 on page 50 of G.O., Nos. 309, 310 W., dated 12th March 1907.	5. Salem ..	45,500	Estimate called for in G.O., No. 221 W., dated 19th February 1907.
Item 122 on page 56 of G.O., Nos. 309, 310 W., dated 12th March 1907.			

Also at Guntur where plans and estimates on the revised scale were sanctioned, but work now held in abeyance owing to proposals to utilise the old Sub-Judge's court buildings. This is, I think, to be regretted.

H. D. TAYLOR.

The above list excludes the training school which it is proposed to construct at Tinnevely, plans and estimates for which are under consideration in this file.

(c) Besides the Training Colleges at Saidapet and Rajahmundry, Government training institutions exist at the following places:—

Upper Secondary.

- | | |
|----------------|-------------|
| 1. Calicut. | 3. Tanjore. |
| 2. Coimbatore. | |

Lower Secondary.

- | | |
|------------------|-----------------------------|
| 1. Nellore. | * 9. Bellary. |
| 2. Chittoor. | 10. Guntur. |
| 3. Villupuram. | * 11. Vizagapatam. |
| 4. Trichinopoly. | 12. Berhampur. |
| 5. Salem. | * 13. Madras (Muhammadans). |
| * 6. Madura. | 14. Madras (Panchamas). |
| 7. Tinnevely. | 15. Saidapet. |
| 8. Mangalore. | |

Primary.

- | | |
|----------------|----------------------------|
| 1. Ongole. | 7. Kurnool. |
| 2. Ranipettai. | 8. Chicacole. |
| 3. Cuddalore. | 9. Russelkonda. |
| 4. Malapuram. | 10. Anantapur. |
| 5. Badagara. | 11. Rayaghada (or Gunnur). |
| 6. Rayachoti. | |

* Inspector's head-quarters.

H. D. TAYLOR.

K. RANGASWAMI AYYANGAR—1-7-07.

C. A. SOUTER—2-7-07.

There is already a Lower Secondary Training School at Tinnevely. The building, estimate for which forms the subject of this file, will provide that school with improved accommodation.

The draft in the linked file is also for approval.

Approved.

H. D. TAYLOR—3-7-07.

G. S. F[ORBES]—4-7-07.

So he printed

NOTES.

Press

Please put in type

Honour proof

12-7-07

8-8-38 14-12-06.
.. 7-4-8 9-2-06
.. 4-9-96 25-7-06
.. 6-25-26 15-9-05
.. 18-4-85 27-3-05
.. 11-3 11-3-03.

A. Please have a brief, concise, but clear note put up without delay showing the present position of Training schools in this Presidency and the stage at which the reorganization scheme is in and what effect has been given to it.

B. Also what progress is being made in construction of new Training school buildings.

C. When was the post of Inspector of European and Training Schools sanctioned?

D. Has any special provision been made in the budget for 1907-08 for development of Training schools, and what additional sum can we spend?

E. We have in all 29 Training schools, I think?

F. Can we obtain a sufficient number of stipended pupils under the new scheme. Also, have we a sufficiency of qualified masters for these schools. Put up the last telegram to and from India please.

H.D.T.
18-1-07.

12
2
13
13
A + E
Besides the two training
Colleges at Saidapet and Rajah-
mundry, there are at present 29
training schools, for masters, of
which three are of the Upper
Secondary grade, thirteen are of
the lower Secondary grade and
the remaining thirteen are of the
primary grade.

Upper Sec
13 Lower Sec
13 Primary
29
+ 8 new v p 6? ✓
37
A

No. There are no less schools,
only new buildings. The District
school is to be transferred from Madurai
to that place AD

paragraph 4 of Letter No 185 Edl - A
27. 3. 05

do do

do do

2. With this Government's letter
to the Govt of India, No 185 Edl
dated 27th March 1905, proposals
were submitted for reorganising
the training schools. The proposal
included

- (1) the extension of the Course
of training of primary school
teachers from one year to
two years
- (2) the increase of stipends
of primary and lower second-
ary students from Rs 5 + Rs 6
a month to Rs 6 and Rs 7
respectively; and
- (3) the provision of ^a the cadre
of schools teachers for the
practising schools attached
to training schools.

x (1) extension of course to
 two years
 (2) increase of stipend
 paragraph 11 of dt 18.5.20. A.
 27.3.06

paragraph 10 of do A.

B.

Page 3 of G.O. No. 74 dt 5.9.20.6-

Paragraph 3 of G.O. 74 dt 5.9.20.6 - B
 9.2.06

3. The cost of proposals (1) & (2) was estimated at Rs 40,000 and that of proposal (3), namely the provision of a cadre of teachers for the practising schools attached to the training schools, at Rs 29,120, exclusive of Rs 276 required for reorganising the staff of training schools.

4. In their telegram No. 32, dated 23rd January 1906, Education, the Govt of India sanctioned the raising of the stipends of primary students from Rs 5 to Rs 6 a month, on the understanding that the total expenditure on this account did not exceed Rs 6,000 per annum, and that the matter should be reconsidered if funds ~~were~~ ^{were} not be available for reforms in the training system. But as the Govt anticipated that the increase in the stipends of primary teachers would result in an additional expenditure of Rs 8,760 ^{per annum}, they preferred to await the final orders of the Secretary of State on the scheme for the reorganisation.

Vide go. 823 col. - D.
14.12.06

Vide pages of the notes with
Go. no. 184 col. 5 27.3.05 - A.

do do

Vide go. 823 col. - D.
14.12.06

5
of the annual cost of the proposed
lengthening of the Course of training
to two years and raising of
Stipends. The following details
were furnished to the Govt.
of India in telegram no. 55, dated
13th December 1906: -

	Rs (nearly)
1. Raising of stipends of lower Secondary Students by one rupee (255 Students)	3060
2. Raising of Stipends of primary Students by one rupee (730 Students)	8760
3. Extension of Course of primary Students (730 x 6)	52560
Total	64380
Deduct	
Probable savings owing to deficiency of Students.	24380
Balance	40000

7. The Govt of India have stated
in their letter no. 919, dated 6th Decem-
ber 1906, that they are about to recom-
mend to the Secretary of State
the proposals of this Govt. of Madras
regarding the re-organisation of
training

Voir go No 823 ⁸⁰ - D
14.12.06

Our figures were based on a large
estimated efficiency of students, which
seems opposed to the view expressed
more recently at A² in paragraph 5 supra.

* J.

170

training schools and that they
would shortly address the Govt on
certain points connected with the
scheme. No further communication
has yet been received on the subject.

8- B. The following items re-
lating to training schools appear
in the list of works proposed for
execution in 1907-08:—

Serial No.	Name of work	Estimate Rs	Actuals in 1905-06 Rs	Probable expenditure 1906-07 Rs	Grant for 1907-08 Rs	Remarks -
1.	Training School, (1) Chicacole -	14,910	997	"	10000	work in abeyance pending issue of a type design
2.	" (2) Guntur	45510	16133	2035	5000	work in progress -
3.	Hostel attached to the Training School, Ongole	"	"	"	2400	Estimate sent to the Inspector of Schools.
4.	Training School, (3) Anantapur	"	"	3660	7000	work in progress.
5.	Compound wall to the Training School, Bellary	"	"	"	4050	Estimate sent to the Inspector of Schools -
6.	Training School (4) Malapuram	20000	"	"	10000	Estimate under revision
7.	" (5) Badagara	"	"	"	6000	ordered to be held in abeyance -
8.	" (6) Villupuram	48700	30799	12900	5001	work in progress.
9.	" (7) Dindigul	55000	"	"	20000	Estimate under pre- paration.
10.	" (8) Tirunelveli	15000	"	"	15000	Awaiting the plan of the Nellore Training School

No. 10, as
less buildings

for training
schools - 22.
9.01.86 A. 27.3.05
H. A.

10, 8000
training schools
87 207

4037438201
9/2/07

7

18

E

9. C. The post of Inspector of European and Training Schools was sanctioned in 1903 - vide pages 2 and 3 of G.O. No. 113 Educational dated 11th March 1903.

10. D. A lump provision of Rs 15,000, representing the cost of the reorganisation of training schools for six months, has been made in the budget for 1907-08. It does not appear that anything more can be spent on this account in 1907-08 - Please see the portions marked A+B on pages 12 and 13 of the budget notes put up.

M.

Where is the proof or authority for this stat. as to the present?
S.F.

That was a speculation as to the future?
S.F.
19/11 C.

11. E. There appears to be no difficulty in getting stipended pupils under the new scheme - vide paragraph 3 of D. Bournie's No. note dated 13th June 1906, on page 3 of the notes with G.O. No. 495, dated 25th July 1906. But there is no information in this office as to whether a sufficient number of trained teachers can be had for these schools.

R.D.
19.1.07

new building since abandoned.

1/12

There is no doubt that for the improvement of education the supply of trained teachers needs to be largely increased. This is indeed one of our most pressing needs - and for this purpose we require better & more suitable buildings. But in this respect we are in the hands of the P.W.D. who are very slow in getting their estimates sanctioned. I have suggested to their some time back that matters might be expedited by ^{agreeing} ~~submitting~~ submitting ^{in advance} of the building estimate, or separate estimates, so that building work may proceed as soon as the building estimate is sanctioned, but it is difficult to get that Dept. to move out of its ordinary groove, and, with at Kilupinman and Gurhin practically nothing has been done in the way of new buildings.

3. An important point in regard to the Pendergast & the necessity that exists for multiplying training institutions: it might be urged that there could be fewer

Candidates from these Tracts will
not come to the Plains for
training, while low country
masters do not willingly take
up work as masters in the
White Tracts.

Kirjuri kalle & Plussan
27/7/08

Financial Dept.

10P 20

It is not possible at present
to say what additional cost the
revision of establishments in
elementary schools under the
new Educational rules will
entail on local bodies, and
until we know this it will be
difficult to say what portion
of the total grant will be
required for ~~the~~ payment by way
of additional subsidy to those
bodies.

The provincialisation of the
superior staff which is now
under consideration will cost
a lakh.

102
109-1.07

102-109-1.07

Training Schools

Educational Department.

NP
21

Please ascertain, if possible, from D.P.I.

- (1) by noon to day whether qualified masters are available for the new Training School scheme.

Also please abstract from annual reports for last 3 years or so a statement showing

- (2) (a) No. of teachers in
(A) Elementary
(B) Secondary schools;
(b) No. qualified;
(c) Percentage.

- (3) What was unexpended balance of Educational allotment 1905-06?
We have asked for Rs.50,000 more this year?

H.D.T.
19-1-07.

(1) Please see the telephonic message from the D.P.I. below

TELEPHONIC MESSAGE.

Date, 12 / 12 / 190 .

Hours 12 Minutes 22

From

D. G. I.

To

Levy

Edd

Your message of today -

Qualified masters are not available without taking them away from existing schools. We have no reserve of teachers & are never likely to have. We cannot draw too largely upon the Board & Mission schools as the new rules do not allow of it; but the scheme can be brought in gradually; men qualified for the last post are available now; Matriculates not being necessary for that post.

By increasing the number of shipboardies we should be able to supply the schools with the required number of matriculates in about 3 years time.

19.17

(2) —

(2) The statement below gives the information wanted: 23

Year	Secondary Schools			Primary Schools -		
	Total no. of teachers	Number qualified	Percentage	Total number of teachers	Number qualified	Percentage
1906.	4,118	2,853	69.04	28,019	12,976	45.9
1905	4,054	2,728	69.76	27,051	12,667	46.8
1904	3,894	2,692	69.1	25,337	12,400	48.9

The figures have been taken from the Public Inst. Report.

3. The actual expenditure under 'Education' in 1905-06 was Rs 23,18,093 against the budget allotment of Rs 23,78,000. The unexpended balance is thus Rs 60,000.

We have asked for Rs 70,000 more this year.

Rs
19.1.07

It will be observed from Table (2) supra that the ^{percentage} of trained teachers in ~~secondary~~ elementary schools has not kept pace with the ~~number~~ increase in the number of the schools.

In Secondary institutions the proportion of trained men is higher, & has been fairly well maintained

Heeta H. Forbes C.S.

19.1.07

14
21
16P
The rules don't distinguish
Training Schools for Primary teachers
from such schools for Upper
Primary schools (i.e. 4 to 7 standards)

A
I understand our great
defect is in the latter class of
Normal school. In other
provinces ~~there are~~ Normal schools of the latter class
are established at the head of
Inspectors (i.e. here there w^d. be
six) - the Headmasters getting
say R300 - R400 or even R500
the attached training schools
being ~~fully~~ equipped with fully
qualified masters of their
own.

B
What is being done about
this scheme, or what the f. of J.
~~said~~ ~~think~~ It receive most careful con-
sideration, & ~~highly~~ we promised to give it
our best efforts J. T. 20/11
1906

A. Have we special details?

B. Has the B.P. 9 submitted any proposals?
do we not have some letters

10/2/07

437-38

C

16 26 11/07
informed in paragraph 8 of letter
No. 496. Dated 25th July 1906. that "the
"four in Council would have at once
"formulated proposals for the super esta-
"blishment of the Superior grade training
"schools which the Govt of India have
"in view, but for the fact that the need
"for better trained primary teachers is,
"as the Govt of India are aware, very pressing",
and that the Govt would see the effect
of their ^{proposed} change before taking steps
to establish the Superior grade of
training schools referred to.

For whom?
From the D.P.I.
please see ass. made
to the note.
R.D.
21.1.07

11 5. No definite proposals have been received
on the subject from the D.P.I.
R.D.
21.1.07

Secy. C.M.
21/1/07

Have any proposals been called for?
from the D.P.I?
16/2
21.1.07

11 e in the Secretary's note dated
15th Please see the Secretary's note dated 18th June
1906. on page 4 of the notes with Co. No 495,
dated 25th July 1906. in which the D.P.I. was
asked to state when a detailed scheme for
Secondary training schools may be expected.
No proposals appear to have been called for
from the D.P.I.

Secy. C.M.
22.1.07

C
note p 4

Printed

Ludra sent on our
biennial proposals
wh. touched only the
lower primary teachers
much against their
will because they
get nothing definite
or intelligible out of
us about the upper
primary teachers
Draft S.T.

17 27 17/8 28

As D. Bourne's remarks were contained in a
no. 450. It is logical that we have everything
on record. D. Bourne's intention was
apparently to wait for two years. He then
D.P. asked us to submit specific
proposals for the higher grade Training
Schools. It is understood that our
present proposal have gone to the
L.G. State. The objection is to the
submission of proposals for the next

1/10
22.1.07

But it is just the scheme for
the Upper Primary Schools that
the L.G. are most anxious
about.

Apparently this portion
of the scheme was never properly
worked out in the first place
Why do we defer starting six
normal schools for these this
important class of teachers
simply because D. Bourne
was not prepared.

The corresp. with regard
to this class of normal school
had better be summarized in
a p. & the D.P.'s proposals

acted for. The draft is being
 out the importance attached
 by the Govt. to this portion of
 the scheme of training. We all the
 only province in India where
 nothing has been done in this
 direction. The draft is of
 course notice the inadequacy
 of the present training received
 by upper primary teachers

S.F. 20

As
 Please draft
 S.F. 20

Sec.

Draft Submitted. I have found
 some difficulty in terminology.
 It will be recollected that under
 the present Code Schools are
 divided into two classes only,
 elementary & secondary. But in
 all the papers there have been
 references to upper & lower
 primary & secondary schools
 - distinctions which no longer

The old lower secondary
 is now practically
 the upper primary

S.F.

exist. I have, however, kept to the terms under which the subject has already been discussed. Matter comes, in my opinion, be much simplified if two sets of training schools corresponding to the two classes of schools, were formed, one for training all teachers in elementary schools, & the other for training all teachers in Secondary Schools. I have not, however, alluded to this in the Draft, though I am such uniformity seems necessary.

D Another point. Please see G.O. no 823 of 14.12.06. Would not India's promised letter help the D.P.D. greatly? & would it not therefore be preferable to wait it?

Cas
25.1.07.

As pointed out by Mr. Souter some difficulty and confusion ~~is~~ has arisen owing to the fact that we are in a transition stage, and that the conditions ~~and~~ ~~with~~ and clarification of schools

30 90P₂₅

which existed at the time when we first
laid our proposals for the reorganization of
training schools before India have
undergone considerable modification.

2. The B.P.D. will no doubt appreciate
this point & take it into consideration
when submitting further proposals. If we
get the requisite buildings & staff
together - and it will take some
time to do this - it will not be
difficult to modify the scheme at
a later stage.

3. I would not delay the reference
further. When we receive a communication
from India, we can send further
instructions on more definite lines
to the B.P.D., which he can work into
his scheme. Meanwhile he can be
collecting & working out facts &
figures. If the prospect is to be
increased, one large training
school in each circle might suffice.
but the difficulty in the Presidency
in the limitation of the number
of institutions, & the difficulty of
a common language.

W.H.

H.D.

30-1-07.

As this is a formal reference, the D.P.I. better see the draft w.o. before issue, so as to have the facts correct, & to bring out as clearly as possible the points on which a report is wanted. From the conversation the D.P.I. & Mr. Bone have had with Mr. Orange, they will understand the issues.

What the G.C.I. w^d. apparently like to see established are Normal (or Training) Schools for Upper Primary teachers, one at least at each of the six inspectors h^dqs. Whether this w^d. be the best disposition of such schools is one point for consideration. ~~There is also~~ I also how far it w^d. fit in with our present Upper Primary training classes & how far there sh^d. be ~~reorganized~~ reorganized, abolished or absorbed. Then there is the question of staff. It is understood that in

(schools of which there appear to be 13)

22
32 2/2 3/2
other provinces the headmaster of
the Normal School draws
as high in some instances as
£400. I think if we could secure
as good men as required here
for £200 or £250. No doubt qualified
men on lower pay might be
obtained: but it seems desirable
to add to the attractions of the
trained educational service & so
stimulate the flow of candidates
to Saidajet ^{Prayabundri} & consequently
to the lower institutions also.

These men might be
recruited to the cadre of the
Prov. Ed. service, that cadre
being proportionately increased
by the addition of six to the
£200 grade (or 5 to the £200
grade & 1 to the £250). This would
enable a man of any grade
to be appointed to the Head of a
Normal School.

Next there is the
question of providing a full
establishment for the practising schools
as well as for the training classes.

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9-7-07

23
33
23P³⁴

An estimate of this will have to be formed.

Finally there is the cost of buildings: whether ~~the~~ existing building can be utilised with or without additions must also be the subject of report, & where this is not practicable or advisable the cost of new buildings must be approximately estimated.

Provision must no doubt be made, as indicated by Mr Taylor for special communities such as ~~Wijas~~ ~~Wijas~~ who ~~have~~ do not speak one of the four standard languages. In the case of ~~Wijas~~ it might perhaps be ~~worth~~ considering whether we could come to an arrangement to have them trained in the Orissa Normal School. If not we must I presume have a special dept attached to the ~~Wijas~~ Normal School; & so in the case of other special communities.

I have added two
 new paras - paras 7 & 8 - to
 the Draft setting out the
 main points for consideration
 & I have modified the end
 of para. 6.

Now send the Draft &
 notes (as they are) to S.P.I. No.
 for any modifications or additions
 which he may suggest.

G.I. 7
 31/1

No 240-1-42-2-07

S.P.I. No

422
2-2-07

I gather from the notes that I have to confine my remarks for the present to the draft order. As to the facts stated in the draft order:

2. (i) Para. 1 (4): The proposal to provide a cadre of teachers for the Training Schools included also the practising sections of the Upper Secondary training schools.

3. (ii) Para. 6: It is stated that teachers in upper primary schools are less well trained than are teachers in lower primary schools. But teachers in upper primary schools are in respect to their general education men of the lower secondary grade who have had at least 3 years more of general education than teachers in lower primary schools whose general education is represented by the 4th standard. Men of 3 years' schooling beyond the primary stage plus 1 year's training cannot be considered inferior to men of the primary grade plus 2 years' training.

4. (iii) Paras. 6 & 7 (c) re practising schools. When the model scheme, which, it is understood, is now before the Secretary of State, is sanctioned practising schools will be as well manned as any other primary schools. They are already equipped better than most.

5. (iv) Para. 7 (a): The total No. of Government lower secondary training schools for masters is 15; and there are 3 more lower secondary training schools for mistresses.

6. As to the points on which a report is wanted it is submitted that the draft order does not clearly define the scope and aim of the proposed higher

on 21st March 1906 -
includes the Muhammadan
& Panchama Training Schools
at Madras which have
been classed as ^{lower} Secondary.

36 26P
2

(1) higher grade training schools with reference to the circumstances of this Presidency. It is not clear as to the class of teachers who should be trained in these schools and as to the schools for which they should be trained. The Government of India want that the proposed schools should train "students who have passed through a secondary vernacular school and who will be qualified after training to take charge of upper primary schools". There is in Madras no upper secondary vernacular school for boys; and as to the vernacular lower secondary schools, of which there are 104, most of them are only nominally vernacular and differ in no essential respect from the English lower secondary schools. We have divided our schools into two classes, secondary and elementary. But we have not drawn a sharp line of distinction between them ~~both~~ as yet and we have still to create a class of higher elementary schools distinctly as such which answer, I think, to the upper primary schools as understood by the Government of India. In these circumstances we have to decide with reference to Madras who should be trained in these proposed training schools and what should be their minimum educational qualifications. For the present they should only be men who have gone through a secondary course in the English secondary schools; and they might be Matriculates or others who have passed the upper secondary or any other equivalent examination.

As

37 27P
7. As to the schools for which these teachers should be trained, the draft order says they should be 'upper primary' schools, i.e., the higher elementary schools which are likely to come into existence owing to the introduction of our new Educational Rules. But granting that as a result of the application of these rules we may have soon a large no. of schools distinctly worked as higher elementary and that the men to be trained in the proposed schools are to be trained for them, the question arises: where should men of the same general education qualifications but employed in the lower classes of secondary schools be trained? Should the same schools train both the classes of teachers or should there be different schools? There are now 5 institutions for training masters of the upper secondary grade, viz., the upper secondary training schools of Coimbatore, Calicut and Tanjore and the upper secondary sections of the training colleges at Saidapet and Rajahmundry. If these schools be abolished and absorbed in the proposed higher grade training schools the latter should have two sections - a secondary English and an elementary vernacular; but this is obviously not desirable. In the last mentioned section, again there should be two sub-sections, a higher elementary and a lower elementary.

8. It is thus evident that the scope of the proposed higher grade training schools should be clearly defined in the draft order with reference to the conditions obtaining in Madras so as to

afford

29 39 W
28 38 28 P
4.

afford exact data for the proposals to be made in regard to the no. of these schools, how they should be staffed and how accommodated. The piecemeal scheme now before the Secretary of State touches but imperfectly upon the lower elementary training schools; for, among other things, the staff of the training sections of these schools which is now very much underpaid is left out of consideration as also residential accommodation for the students to which the Government of India attach great importance. If the present scheme is strictly confined to training schools for teachers in higher elementary schools - institutions which have not come to be distinctly established as such - it would leave out of consideration, as already shown, the existing provision, which is inadequate for the training of secondary teachers employed in secondary schools. We shall thus have three classes of training schools - lower elementary, higher elementary and secondary - with equipment and organization not well correlated. To give an instance: the salary of the headmaster of an upper secondary training school is now Rs. 60 - 80; but the headmaster of an 'upper primary' - higher elementary-training school will, under the proposed scheme be a member of the Provincial Educational Service. It is suggested therefore that the scheme now taken up be made fully supplementary to the one that has already gone forth and is awaiting the sanction of the Secretary of State so that the two schemes of fit in well with form a con

29 34 W 20R

training colleges at Saidapet and Rajahmundry should be prepared to make provision for the training of a greater number of secondary grade candidates for employment in secondary schools in order to satisfy the requirements of our new Rules. The training schools for elementary grade teachers may, I think, be divided into two grades, higher and lower. The former may train teachers for higher elementary schools and the latter will be confined to the training of teachers for the lower elementary schools. The headmasters of the higher elementary training schools may be members of the Provincial Educational Service and the headmasters of the lower elementary training schools may be included in the cadre of Sub-Assistant Inspectors. A suitable staff of assistants should also be provided for the training sections of both the grades of schools and their number should be fixed with reference to a two years' course of training for all classes of students.

9. The scheme should also include training schools for mistresses.

10. The training schools should have hostels attached to them for the accommodation of the students under training and there should be a room in each school set apart for an Educational Museum.

T.T.L.
25-2-07.

Educational Department.

Para.1(4) of the draft ^{order} The words "training schools of all grades" may be substituted for "training institutions of both grades" with reference to the D.P.I.'s remarks in para.2 of his note.

Papers of note file. J. H. 87

4374 438 Edl.
9-7-07

Paper of the draft

Para-3 of D.P.S. note
on page 25 of note file

A
Vice Letter No. 185 Edl. 4/823 Edl.
27-3-06 14-12-06

30.

210 30P W

3. Para. 6 of the draft -- The latter part of paragraph 6 of the draft order says --

"At present the teachers in upper primary schools are less well trained than are the teachers in lower primary schools, who undergo a two 'years' course while the former are under the disadvantage of being under training for only one 'year' which appears to be quite inadequate; nor do the practising schools appear to be equipped or manned on such a scale as to provide a proper training ground for the students of the normal 'classes.'"

5. The Director of Public Instruction points out that the teachers in the existing upper primary schools are in respect to their general education men of the lower secondary grade who have had at least three years more of general education than teachers in lower primary schools, whose general education is represented by the 4th standard; and that men of three years' schooling beyond the primary stage plus one year's training cannot be considered inferior to men of the primary grade plus two years' training.

4. With regard to the observation as to the inadequate equipment and manning of the practising schools, the Director of Public Instruction points out that when the scheme, which is now before the Secretary of State, for the reorganization of training schools, is sanctioned, the practising sections of training schools will be as well manned as any other primary schools. Mr. Logan further observes that these practising schools are already equipped better than most primary schools.

41
31P W

Pages of the Fo-slip. A

5. Attention is solicited to paragraph 3 of Letter No. 185, Educational, dated 27th March 1905, to the Government of India, submitting the proposals for the reorganization of training schools. It will be observed that the main objects of the proposals ~~are~~ were

(1) to provide the practising sections with a separate staff sufficiently numerous and well-paid to convert them into model schools likely to attract a suitable set of pupils; and

(2) to add to the curriculum of the training schools a course in certain subjects of general knowledge and to extend the period of training to two years, as the existing course of one year in the training schools for primary teachers allowed only of technical instruction in the art of teaching from which the students derived small profit, owing to their very inferior general qualification, and as it was therefore necessary to extend the course to devote time to the instruction of the students in the elements of the subjects they would have to teach.

6. The extension of the course of training of primary teachers by one year seems thus to be mainly intended for the improvement of the general education of these teachers who are only of the primary standard and not for giving them any additional training in the art of teaching. So far, therefore, as training in this art is concerned, the primary teachers do not appear to differ essentially from lower secondary teachers (upper primary

do — do —

do — do —

Page 4 of Letter 185 vol A

27. 3. 05

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32P

teachers according to the Government of India) who have to undergo, under the existing arrangements, only a single year's training, while the latter are distinctly superior in point of general education to the primary teachers. It is for consideration whether in view of these circumstances the latter part of paragraph 6 of the draft order may be modified or omitted.

7. Paragraph 7 of the draft.--In this paragraph the Director of Public Instruction is requested to submit detailed proposals for the organization of ~~xxx~~ normal schools for the training of upper primary teachers and the main points to which attention should be directed in making the proposals are indicated.

8. The Director of Public Instruction points out that the draft order does not clearly define the aim and scope of the higher grade training schools with reference to the circumstances of this Presidency. The several points in respect of which the Director of Public Instruction considers that the draft order should be made fuller are dealt with below.

9. (1) The Classes of teachers to be trained and the schools for which they should be trained.

The Government of India ~~want~~ ^{have} that the proposed schools should train students who have ~~passed~~ passed through a secondary vernacular school and who will be qualified after training to take charge of upper primary schools. Under the new Educational Rules, schools have been classed into secondary and elementary, but the D.P.I. states that no sharp

✓
May perhaps be omitted?

yes
S.F. H.S.

Pages 5 to 8 of the draft.

Para. 6 of the D.P.I.'s note
on page 25 of note file.

Para. 6 of the D.P.I.'s note
page 25 of note file.

Para. 2 of Indras letter -
page 2 of 80, 495 vol. - C
25.7.06

43
33P W

Page 26 of note file

But the training schools must be organized with reference to the new classification & requirements. Until these schools turn out teachers with the prescribed qualifications the new class of schools is handicapped. S.F.

Para. 7 of his note on page 27 of note file -

Para. 6. page 26 of do

The suggestion might be adopted
This point should be kept as included in the report upon a joint committee S.F.

Para. 7. page 27 of do
No. I don't think so. We shall be going back to the old line of school with subdivisions S.F.

line of distinction has been drawn between them as yet, and that we have still to create a class of elementary schools distinctly as such which answer to the upper primary schools as understood by the Government of India, most of the existing 104 vernacular lower secondary schools differing in no essential respect from English lower secondary schools. The new Educational Rules have now been in force for nearly a year, and it is not known when the classification of the schools into secondary and elementary will be accomplished and whether there is any practical difficulty in the way of such classification.

10. Assuming that a large number of these higher elementary (vernacular) schools (upper primary schools) soon come into existence as a result of the application of the Educational Rules, the Director enquires whether separate schools should be maintained ^(a) for the training of these teachers whose minimum qualification might for the present be fixed as the Matriculation, the Upper Secondary or other equivalent examination, and ^(b) for training teachers of similar qualifications employed in the lower classes of the secondary schools, or whether one set of training schools should be maintained each school having two separate sections, one for the training of higher (elementary (vernacular) teachers and the other for the training of the teachers of the corresponding classes in the secondary schools (English). He also enquires whether in the sections for training elementary teachers there should be two sub-sections, one for higher elementary teachers and the other for the lower elementary teachers.

11. The necessity for the upper primary training schools referred to in the draft order *as the Director puts it*, seems to depend upon the number of higher elementary (upper primary) schools which may hereafter come into existence as a result of the new Educational Rules. When such schools have been established the students who pass out of them will probably answer to the students who have passed through a secondary vernacular school referred to by the Government of India. The new training schools contemplated in the proposed draft order will perhaps be the training ground of such students and pupils so trained will be qualified for employment as teachers in the higher elementary schools. It is not clear from the Director of Public Instruction's letter whether this is his idea of the teachers to be trained in the proposed training schools.

cf para. 10 above, on
page 33.

we must get the
DP's views on official
record 87



Qualification

12. As regards the Director of Public Instruction's enquiry whether separate schools should be maintained for the training of teachers of elementary schools (Higher and Lower), and for teachers of the lower classes of secondary schools, it is submitted that the multiplication of the training schools does not appear to be desirable. Training schools may be either Secondary for teachers of all Secondary schools, or Elementary for teachers of all Elementary schools, and if two such classes of institutions are started, ~~this will probably sufficiently satisfy requirements, the difficulty pointed out by the Director of Public Instruction will not probably exist.~~ This point will be fully dealt with later on.

13. The following clause may perhaps be inserted as clause (a) of para. 7 of the draft order, the existing clauses being renumbered.

"(a) The classes of teachers to be trained and the schools for which they are to be trained should first be determined. It does not appear that there now exist in this Presidency, many secondary vernacular schools and that it will be possible to obtain for training students who have passed through such schools for whom the higher grade of training schools now proposed, are intended. Nor does it appear that there are at present any higher elementary schools, which answer to the upper primary schools referred to by the Government of India, for which these teachers are to be trained. When such schools have been established as a result of the introduction of the New Educational Rules, the students who pass out of them will probably be available for training in the proposed new training schools, and will be employed in the higher elementary schools. In the meantime, the minimum qualification required

46
36 Pⁿ

- required for admission to these training schools
 may be fixed as the Matriculation or the Upper
 Secondary examination,"

14. ^{and} The number ~~of~~ staff of these training schools. It is stated in para. 7 of the draft order that following the precedent in other Provinces there should be at least six Upper Primary training schools, one at each of the head quarters of Inspector with a headmaster on not less than Rs. 200 a month, who might be made a member of the Provincial Educational Service, that the practising schools and the training classes should be provided with a full and qualified staff and that the question of adopting or absorbing the existing lower Secondary Training schools should be considered.

15. There are now five training schools for masters of the Upper Secondary grade, namely, the Upper Secondary Training schools of Coimbatore, Calicut and Tanjore and the Upper Secondary Sections of the training Colleges at Saidapet and Rajahmundry. There are also fifteen lower secondary training schools and eleven training schools of the Primary grade. The scale of establishments of these schools are shown below :-

Upper Secondary	Lower Secondary.	Primary.
One on Rs. 60-4-80	one Rs. 40-4-60	One on Rs. 30-2-40
Two " Rs. 30-2-40 each	1 Rs. 30-2-40	1 Rs. 20-2-30
Two " Rs. 20-2-30 each	1 Rs. 20-2-30	1 Rs. 15-1-20
One master Rs. 15-1-20	1 Rs. 15-1-20	1 Rs. 10-1-15
One " Rs. 10-1-15	1 Rs. 10-1-15	

16. As a result of the recent classification of schools into Secondary and ^{Elementary} Primary, the Lower Secondary

Clauses (b) to (c) of para. 7 of the draft order

But we are proposing to increase the number of Inspectors to eight. This would make eight schools.

He may be asked to report also on the subject of the Inspectors that the Inspectors will be sanctioned. 8/7

Para. 7 of the S.P.D. note. Page 57 of note file.

Public Instruction Report for 1905-06-

Para 668 A
of letter to 1855.

Secondary training schools must cease to exist as such, and must be converted either into elementary schools or Secondary schools. As noticed above, the teachers for all classes in Secondary schools will have to give instruction in English, while those in all the standards of the Elementary schools will have to give instruction in the vernacular. It seems therefore to be absolutely essential that there should be at least two classes of training schools, one for the training of teachers in Secondary schools and the other for teachers in Elementary schools. The Director of Public Instruction points out that the existing provision for the training of secondary teachers is inadequate and suggests that the Training Colleges at Saidapet and Rajahmundry should be prepared to make provision for the training of a greater number of Secondary grade candidates for employment in Secondary schools in order to satisfy the requirements of the New Educational Rules. As regards the training for elementary grade teachers, Mr. Logan considers that the schools may be divided into two classes one higher for training teachers for higher elementary schools and the other for training teachers for lower elementary schools.

17. The training schools now in existence are situated as follows :-

Upper Secondary.

1. Calicut.
2. Coimbatore.
3. Tanjore.

Lower Secondary.

1. Nellore.
2. Chittoor.
3. Villupuram.
4. Trichinopoly.
5. Salem.

Primary.

1. Ongole.
2. Ranipet.
3. Cuddalore.
4. Malapuram.
5. Badagara.

Cf. Para. 12 Supra.

Para. 8 of the D.P.'s note
Page 29 of note file.

[Handwritten scribbles and signatures]

48
38 Pa
Primary.Upper Secondary.Lower Secondary.

- | | |
|--------------------------|-----------------|
| 6. Madura. | 6. Rayachoti. |
| 7. Tinnevely. | 7. Kurnool. |
| 8. Mangalore. | 8. Chicacole. |
| 9. Bellary. | 9. Russelkonda. |
| 10. Guntur. | 10. Anantapur. |
| 11. Vizagapatam. | 11. Rayaghada. |
| 12. Berhampur. | |
| 13. Madras (Muhammadans) | |
| 14. Madras (Panchamas). | |
| 15. Saidapet. | |

There is now a

18. ~~This~~ *proposal* to increase the number of Inspectors to eight, and if the proposal is approved by the Government of India and the Secretary of State, and if it is decided to have a training school at the head quarters of each of the Inspectors, then the best course seems to be to have eight Secondary training schools, each with a head master on not less than Rs. 200 and with a provision for training all the Secondary and the higher elementary teachers. The existing eleven primary training schools may be used for training lower elementary teachers and may, if necessary, be increased to twenty-two at the rate of one for each District (excluding the Nilgiris). In stations where there is Secondary training school, the elementary training school may be attached to and form part of the former. In this case, the provision for training Upper Secondary teachers in the Saidapet and Rajahmundry Training Colleges may be abolished and the Colleges maintained only for the purpose of training teachers of the Collegiate grade. If this suggestion

+ the appointments to be included in the Provincial Educational Service -

49
39/5

is acceptable, then the Director may be asked to submit proposals for the complete reorganization of all the existing training institutions on these lines. It is observed that the scheme for the reorganization of training schools submitted to the Government of India with Letter No.185, dated 27th March 1905, did not at all affect the training Sections of these institutions.

A

19. Training schools for Mistresses.

The Director of Public Instruction considers that the scheme should also embrace the training schools of Mistresses. There at present an Upper Secondary training school for Mistresses (the Presidency Training School for Mistresses) and two Lower Secondary training schools at Coimbatore and Calicut. Orders are solicited whether the ^{that the scheme} Director of Public Instruction's suggestion should be adopted.

20. Hostels. The Director of Public

Instruction suggests that the training schools should have hostels attached to them for the accommodation of the students under training and that there should be a room in each school for an Educational Museum. It is for consideration whether the Director of Public Instruction may be asked to include provision for these also in his proposals.

It may be asked to
frugal proposal
yes: but he
it does so separately
if he pleases so as
as not to delay
the year of March
to, under
G.F.

I think so.
I have of the school for
which has been up
houses (e.g. village school)
as building might be adopted
to hotel purposes

G.F.

23.3.07

Sec.

25.3.7.

0.4.07

HM

Please re-printed
at 8/2

50
40 P 5

The draft should be revised, so
as to put to the J.P.I. officially
all the pros that have been
raised, get his opinions
on official record.

8-7-29/5/07

at

H32

31.5.07

The draft order placed below is submitted
for approval. It has been put in type for
the convenience of reference.

ADD
27.6.07
22.

Sec

Chs
24.6.07

H30
26.6.07

H4

Red 4/7/07

Draft appd

G.F. 4/7

42.07

Who is responsible?

Chs
5/7.7.

The file was kept back
under the orders of the
Secy to be linked with
another file which has
since been returned to
P.D.

5.7.07

Handwritten signature

Sent to Press
17/7/07

[Go No.]

201 51
 C. 1376 for DP. 5783 D 7-607
 41 P

Forwarding Plans and estimates
 amounting to R 52400 for the
 construction of building for the Sol.
 Training school, Tinavelly.

- (page 1-3 quote, forwarded to
 PWD 140, on 5.7.57 with
 estimate for quantity 1).

Here note may be ~~balance~~
 added to the who change file
~~PWD note sent may be~~
 estimate ~~was received~~

142
 42.7

3 42 52 42P

A Has the situation of the training schools been considered with reference to the scheme for model training schools at the hope of Inspectors? Would not Madura be more central for the Southern district?

B

8/7/18

Please note (a) the present means of inspection of the various units
 (b) the place at which it is proposed to construct training schools according to the revised plan
 (c) the place at which training schools already exist

- As to "B" it is proposed to construct a training school at Sindigul, the cost of acquisition of a suitable site at Madura having proved to be prohibitive
- Proposals have been submitted for the appointment of two more inspectors of schools which will raise the number of circles from six to eight. The redistribution of ^{units} ~~districts~~ and

of Inspection Headquarters will have to be
 conducted at the connection. The following
 property might perhaps be adopted

I. Vizagapatnam . Vizagapatnam

Guntur

Godavari

II Guntur . Guntur

Krishna

Nellore .

III. Masar. . Masar.

Chilaput

N. Med.

S. Med.

IV. Bellary . Bellary

Mandya .

Kurnool .

Cuddapah .

V. Madras . Madras

Tamilnadu

VI. Coimbatore . Salem.

Coimbatore

Nilgiris

VII. Calicut . Malabar

S. Canara

VIII. Trichopoly . Trichopoly

Tanjore .

After reorganization of territorial limits the case of

any res D^t. eg. Chilton & Paces,
that maybe found in require
consideration.

402
21-6-07

The information called for in paragraph
1 of the Secretary's note on pages
Supra, is furnished below seriatim.

(a) The headquarters of the existing
Inspectors of Schools, and the districts
comprised in the jurisdiction of
each of them are as shown below.

Ist Circle - Waltari - Ganjain
Vijayapatnam
Godavari
Kistna.

IInd Circle - Bellary - Bellary
Kurnool
Anantapur
Cuddapah
Nellore
Guntur.

IIIrd Circle - Madras - Madras
Chingleput
North Arcot
Tanjore.

IVth Circle - Madura - Madura
Tinnevely.

Vth Circle - Coimbatore - Coimbatore
Salem

Page 2 of K. W. Gou. 200 25/1/17-3-06.
R.

45 55 Trichinopoly
S. Arcot.

VI. Cuddalore - Calicut - Malabar
S. Canara
The Nilgiris.

(b). It is proposed to construct
Schools training on the revised plan, in
the following places: -

Completed
1402

B₂

Item 88 on page 16 of Gen
309 - 310. Wd 12-3-07. O.

Item 97 on page 18 - do - do

C₂

Also item 90 on page 50 - do - do.

Item 122 on page 56 - do - do. D₂

G.

Also at Guntur. New Ham. & Amali
on the revised scale were sanctioned -
but work has been in abeyance owing
to proposals to utilise the old
buildings as Court buildings.
This is to be repelled
H2

1. Villupuram - Rs 48,700 - Estimate
Sanctioned in
Go. 2421W.
13-12-05

2. Anantapur - 31,150 - Estimate is under
Consideration

3. Dindigul - 51,000. Estimate for
building under preparation.
Estimate for acquisition
of site (Rs 14,600) sanctioned
in Go. No. 1684W.
11-8-06

4. Chittoor - 30,000 - Design
approved in Go. No.
735 Est. 8-11-05.

5. Salem - 45,500. Estimate
Called for - Go. 221W.
19-2-07

The above list excludes the Training
School which it is proposed to con-
struct at Tenkasi, plans &
estimates for which are under
Consideration in this file.

(C). Besides
the Training
Colleges at Sankarpet and Rajah
mudi, Govt. training institutions
exist.

Page 78 of Subsidiary Tables
with the Public Instruction Report.
1905-1906.

* Inspector Head Quarters
140

exist at the following places:-

Upper Secondary

- * 1. Calicut ✓
- * 2. Coimbatore ✓
3. Tanjore ✓

Lower Secondary

1. Vellore ✓
2. Chittoor ✓
3. Villupuram ✓
4. Trichinopoly ✓
5. Salem ✓
6. Madurai ✓
- * 7. Trinnevely ✓
8. Mangalore ✓
- * 9. Bellary ✓
10. Guntur ✓
- * 11. Vizagapatnam ✓
12. Berhampur ✓
- * 13. Madras (Muhammedan) ✓
14. Madras (Panchamas) ✓
15. Saidapet. ✓

Primary

1. Ongole. ✓
2. Rampet ✓
3. Cuddalore ✓
4. Malapuram ✓
5. Badalora ✓
6. Rayachoti ✓
7. Kurnool ✓

Page 707 the subsidiary tables
with the Public Instruction Report
1905-1906.

- 8
47
8. Chicacole 47P
9. Russel konda
10. Anantapur 57
11. Rayachada. 57
(or Ghunipur)

807
1.7.07

See
Ch
2.7.7.

There is already a L.S. Training
school at Turuvelli. The building,
erected for which from the surplus
of this file, will provide that
school with ~~more~~ improved
accommodation.

The draft in the linked file is
also for approval

4/11

429
3.7.07.

Approved
S.B. 4/7

V.E

Please put this in type
Send three copies of proof
on broad sheets by tomorrow
noon.

R.D.
2-6-07 9 AM

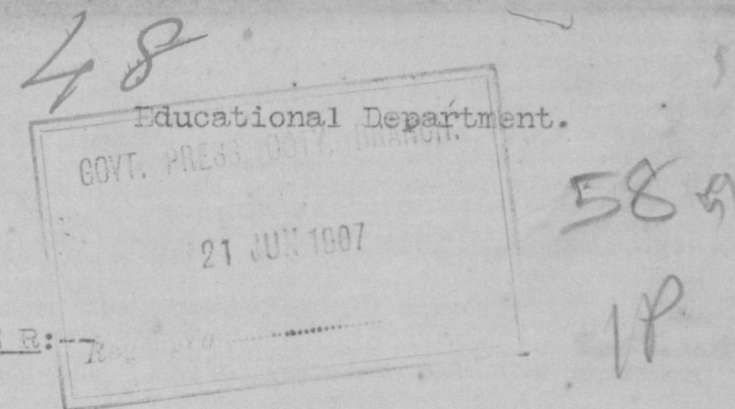
Pages 3 to 8 of 80. 184-185-27 A.
27.3.05

Cf. paragraph 4 of Letter 185-27.3.05
page - 8 - A.

do do do

Cf. paragraph 9 of do

Cf. paragraph 11 of do



With his letter No. 5187, dated 3rd August 1904, the Director of Public Instruction submitted proposals for the reorganization of the training schools for masters in this Presidency. The proposals were

(1) that the course of study in primary training schools should be remodelled so as to include general studies as well as training in the art of teaching,

(2) that the course in the primary (but not in the lower secondary) schools should be lengthened from one year to two years,

(3) that the monthly stipends in the two grades of training schools should be raised from Rs. 5 to Rs. 6 and from Rs. 6 to Rs. 7 respectively, and

(4) that a cadre of teachers should be provided for the practising schools attached to the training ^{schools} ~~institutions~~ of ^{all} ~~both~~ grades.

2. The extra cost involved in the extension of the course of primary students from one to two years and in raising the rates of stipends of primary and lower secondary students from Rs. 5 and Rs. 6 to Rs. 6 and Rs. 7 respectively was estimated at Rs. 40,000 per annum, while the additional expenditure resulting from the reorganization of the

4. para. 10 of Letter No. 185 - A.
27.3.05

Ct. paragraph 203 of do - A

do do

do do

2. 49
NP 59
establishment of training schools and from the provision of a cadre of teachers for the practising schools was ~~estimated~~ ^{estimated} at Rs. 29,396 per annum.

3. In submitting these proposals to the Government of India, this Government pointed out that the existing course of one year in the training schools of this Presidency for primary teachers allowed only of technical instruction in the art of teaching. Owing to the very inferior general education of the students, small benefit was derived from such instruction and it was therefore ~~deemed~~ ^{deemed} necessary to extend the course to two years and to devote time to the instruction of students in the elements of the subjects they would have to teach. It was also stated that the staff of teachers attached to training schools gave lessons to the students under training chiefly in organization, discipline and teaching and also in drawing and elocution, that the staff and the students under training devoted the rest of their time to the practising school and that as practising schools taught in this haphazard way were generally speaking anything but a success, it was proposed to provide the practising schools with a separate staff sufficiently numerous and well paid to convert them into model schools and to add to the curriculum of the training schools a course of training in general knowledge. These proposals involved an

3. 50 20 3P 6

Paragraphs of letter no. 185 - A
27-3-05

Home Dept letter no. 509, dated 3-8-05
on pages 24 & 25 of 625 vol - I
15-9-05

do — do —

Cf. paragraphs of letter no. 626
dated 15-9-05 - I

extension of the period of training of primary students from one year to two years and an increase in the rates of stipends was considered necessary in the case of the students in the primary and secondary grades.

4. The Government of India while approving entirely the action of the Madras Government in taking in hand the improvement of the training of primary teachers and accepting the views of this Government in regard to the need for increasing the stipends, suggested that for this purpose a limited number of large and well-equipped normal schools should be established in which the pay of the teachers should be much higher than it would be in any of the existing schools when reorganized under the scheme proposed by this Government, that the minimum qualification for admission should be the attainment of the lower secondary standard of education and the course of training a two years' course; and that the system of training in these institutions which they described as the "main system" should be supplemented by a subsidiary system of training to provide masters for schools where the salaries paid were insufficient to attract teachers trained in the new higher grade training schools above referred to.

5. This Government, however, pointed out that what the Government of India

paragraphs 3 & 4 of Letter No. 656 I
15.9.05

paragraphs of do

Vide Home Dept Letter No. 378
of 30.5.06. pages 495-496. C
25.7.06

vide his no. note dated 29.6.06
on pages 4 & 5 of the note with
No. 495-96-5 25.7.06. C.

4. 51 81 4P

suggested as a subsidiary system of training must for the present remain the main system, that the scheme submitted by this Government was a modest scheme which applied only to primary students and aimed at improving the training of teachers whose salary would only in exceptional cases exceed Rs.10 per mensem and was intended as the first instalment, and that schemes for the reorganization of schools for the training of upper secondary and lower secondary students would be submitted in due course.

6. In view of the objections which the Secretary of State has raised to the submission to him of schemes in a piecemeal manner, the Government of India found it difficult to recommend the sanction of the scheme of this Government. They attach great importance to the establishment of some thoroughly well-equipped training schools for students who have ~~passed~~ passed through a secondary vernacular school and who will be qualified after training to take charge of upper primary schools. Dr. Bourne, who was consulted in June 1906, as to the ~~feasibility~~ ^{carrying out} of the above suggestion of the Government of India, considered that the question of establishing schools for training teachers of upper primary schools might wait for two or three years by which time it might be possible to see clearly what general reorganization of training schools would be desirable. But in view of the great

52 62 58

importance attached by the Government of

~~of~~ the training of the upper

primary teachers, the Governor in Council

~~on further consideration is of the opinion~~

should no longer be delayed. [At present

the teachers in upper primary schools

~~are less well~~ appear to be very little better trained

than are the teachers in lower primary

schools. Apparently the main difference

is that in the practicing schools they

~~are required to teach higher standards~~

As already observed above, teachers in

primary schools are imperfectly trained,

and therefore the need for improving the

teachers in higher grade schools is all

the more imperative. The Director of

Public Instruction is accordingly requested

to submit at a very early date full and

detailed proposals on this subject.

Cht
 29.1.07
 W
 30.1.07

T. The D. P. I. will now be re-
 requested to submit at an
 early date, after such con-
 sultation with his officers
 as he may see fit, full
 detailed proposals on the
 organization of Normal
 Training Schools for the

who undergo a two years course,
 while they are under the
 further disadvantage of
 being ⁱⁿ training for
 only one year, which
 appears ^{seems} to be quite
 inadequate. Nor ^{do} are the
 practicing schools ^{appear to be} equipped
 or manned on such a
 scale as to provide a
 proper training ground for
 the students of the Normal
 classes.

To the D.P.I.

53 630 P.m.
 Training of Upper Primary teachers
 The following ~~are~~ are
 the main points to which
 attention should be directed.

(a) The numbers & distribution
 of these institutions. ^{They be considered} In other
~~parts of India~~ provinces it is
 understood that the normal
 schools of the kind in question
 are established at the
 headquarters of Inspectors.
 If this precedent were
 followed there w^d be required
 six such schools in this
 Div. In this connection it
 w^d be for consid^r how far
 the present Upper Primary
 (formerly Lower Secondary)
 training schools of which
 there are 13, ~~could~~ ^{can} be
 adapted to the new or-
 ganization - whether
 they sh^d be reorganized,
 abolished or absorbed.

(b) ~~Secondly~~ ^{also} There is the
 question of the staff to be
 employed in these institutions.

Eight of us were in the
 Inspection of two as
 proposed
 ✓

15, excluding three
 training schools for m. h. m.
 ✓

~~The Govt are disposed to~~
~~think that the~~ Headmasters
 W^d. be men of superior ab-
 liments & ~~are~~ with special
 qualifications for the work.
~~They~~ ^{to think} are disposed, as at
 present advised, to ~~the~~
 conclusion that suitable
 men W^d. be best secured
 by including the appt^d of
 Headmaster in the cadre
 of the Provincial Educat^l.
 Service. The proposal is
 finally approved W^d.
 require the sanction of the
 G. & D. & the sum to be
 prepared to make the
 requisite recommendation.
 By the means suggested,
 no Headmaster W^d. receive
 less than Rs 200 a month.

for the addition of ^{eight} six men
 to the middle grade of that
 Service

(C) A

(C) There is the further
 question of providing a full
 & qualified estab^t for the
 practicing ^{schools} classes as well
 as for the training classes

(c) Next, there is the provision of buildings for the new institutions. It sh. be reported whether existing buildings can be utilized with or without additions; & if not, proposals sh. be made for new buildings of a suitable type.

~~which~~
The ~~training~~ Schools sh. have hostels attached to them for the accommodation of the students under training. There sh. be a room in each school for an educational museum. Provision sh. be made for these also in the proposals.

(d) Finally the financial results of the proposals made sh. be worked out: it being understood that the ^{students'} course will be lengthened to two years.

8. These appear to be the main points which sh. receive the Director's attention, ^{of the Director} and he will be glad to have his ~~who~~ who need not however confine his proposals to those points but extend them

56 66 67
13P

to any other ~~relevant~~
matters, relevant to the
Scheme, which he thinks
sh^d be brought under
consideration

S. P. 14

21/1/07

Copy to C. of J. - Have by

Prin
Please send revised
proof sheet
5/7/07

BRANCH.
5 JUN 1907
5-15 p.m.

No. 437, EDUCATIONAL, 4-7 JUNE 1907.
GOVERNMENT OF MADRAS.
EDUCATIONAL DEPARTMENT.

Page 3-8 of Govt. 184-85. A.
27.3.05

Paragraphs of letter 185
27.3.05. A.
Page 8.

Paragraph 9 - do.

Para 10 - do.

Para 2+3 - do.

Para 4 - do.

H.D. Letter No. 509 of 3.6.05
on page 213 of 62562 I.

Para 2 of letter No. 626
15.9.05. I.

Para 3-4 - do.

Order—No. , Educational, dated June 1907.
With his letter No. 5187, dated 3rd August 1904, the Director of Public Instruction submitted proposals for the reorganization of the training schools for masters in this presidency. The proposals were—

- (1) that the course of study in primary training schools should be remodelled so as to include general studies as well as training in the art of teaching,
- (2) that the course in the primary (but not in the lower secondary) schools should be lengthened from one year to two years,
- (3) that the monthly stipends in the two grades of training schools should be raised from Rs. 5 to Rs. 6 and from Rs. 6 to Rs. 7, respectively, and
- (4) that a cadre of teachers should be provided for the practising schools attached to the training schools of all grades.

2. The extra cost involved in the extension of the course of primary students from one to two years and in raising the rates of stipends of primary and lower secondary students from Rs. 5 and Rs. 6 to Rs. 6 and Rs. 7, respectively, was estimated at Rs. 40,000 per annum, while the additional expenditure resulting from the reorganization of the establishment of training schools and from the provision of a cadre of teachers for the practising schools was estimated at Rs. 29,396 per annum.

3. In submitting these proposals to the Government of India, this Government pointed out that the existing course of one year in the training schools of this presidency for primary teachers allowed only of technical instruction in the art of teaching. Owing to the very inferior general education of the students, small benefit was derived from such instruction and it was therefore considered necessary to extend the course to two years and to devote time to the instruction of students in the elements of the subjects they would have to teach. It was also stated that the staff of teachers attached to training schools gave lessons to the students under training chiefly in organization, discipline and teaching and also in drawing and elocution, that the staff and the students under training devoted the rest of their time to the practising school and that as practising schools taught in this haphazard way were generally speaking anything but a success, it was proposed to provide the practising schools with a separate staff sufficiently numerous and well paid to convert them into model schools and to add to the curriculum of the training schools a course of training in general knowledge. These proposals involved an extension of the period of training of primary students from one year to two years and an increase in the rates of stipends was considered necessary in the case of the students in the primary and secondary grades.

4. The Government of India, while approving entirely the action of the Madras Government in taking in hand the improvement of the training of primary teachers and accepting the views of this Government in regard to the need for increasing the stipends, suggested that for this purpose a limited number of large and well-equipped normal schools should be established in which the pay of the teachers should be much higher than it would be in any of the existing schools when reorganized under the scheme proposed by this Government, that the minimum qualification for admission should be the attainment of the lower secondary standard of education and the course of training a two years' course; and that the system of training in these institutions which they described as the "main system" should be supplemented by a subsidiary system of training to provide masters for schools where the salaries paid were insufficient to attract teachers trained in the new higher grade training schools above referred to.

5. This Government, however, pointed out that what the Government of India suggested as a subsidiary system of training must for the present remain the main system, that the scheme submitted by this Government was a modest scheme which applied only to primary students and aimed at improving the training of teachers whose salary would only in exceptional cases exceed Rs. 10 per mensem and was

58

68

for sanction.

para 5 of letter 626
15.9.05

vide H.S. letter no. 373
4.30.5.06 - page 2 of
9000 495 dated 15.7.06

vide H.S. letter no. 373
19.6.06 on page 4 of
of note with 495
15.7.06

intended as the first instalment, and that schemes for the reorganization of schools for the training of upper secondary and lower secondary students would be submitted in due course.

6. In view of the objections which the Secretary of State has raised to the submission to him of schemes in a piecemeal manner, the Government of India found it difficult to recommend the sanction of the scheme of this Government. They attach great importance to the establishment of some thoroughly well-equipped training schools for students who have passed through a secondary vernacular school and who will be qualified after training to take charge of upper primary schools. Dr. Bourne, who was consulted in June 1906 as to the carrying out of the above suggestion of the Government of India, considered that the question of establishing schools for training teachers of upper primary schools might wait for two or three years by which time it might be possible to see clearly what general reorganization of training schools would be desirable. But in view of the great importance of the training of the upper primary teachers, the Governor in Council on further consideration is of the opinion that action in this matter should no longer be delayed.

7. The Director of Public Instruction will now be requested to submit at an early date, after such consultation with his officers as he may see fit, detailed proposals on the organization of normal schools for the training of upper primary teachers.

The following are the main points to which attention should be directed:—

(a) The classes of teachers to be trained and the schools for which they are to be trained should first be determined. It does not appear that there exist in this Presidency many secondary vernacular schools, properly so called, and that it will be possible to obtain for training students who have passed through such schools for whom the higher grade training schools now proposed are intended. Nor does it appear that there are at present any higher elementary schools which answer to the upper primary schools referred to by the Government of India, for which these teachers are to be trained. When such schools have been established as a result of the introduction of the new Educational Rules, the students who pass out of them will probably be available for training in the proposed new training schools and will be employed in the higher elementary schools. In the meantime, the minimum qualification required for admission to these training schools may be fixed as the Matriculation or the Upper Secondary Examination.

(b) The number and distribution of these institutions should also be considered. In other provinces it is understood that the normal schools of the kind in question are established at the head-quarters of Inspectors. If this precedent were followed, there would be required eight such schools in this Presidency, assuming that two extra Inspectors will be sanctioned. There are at present three upper secondary training schools, besides the upper secondary sections of the Saidapet and Rajahmundry Colleges, and fifteen lower secondary and eleven primary training schools. It should be considered how far these training schools can be adapted to the new organization and whether all or any of them should be reorganized, abolished or absorbed. The scheme to be formulated should also embrace the training schools for mistresses, and should include proposals for the complete reorganization of all the existing training institutions. The Director of Public Instruction may, however, submit proposals in regard to the training schools for mistresses separately so as not to delay the question of training institutions for masters.

(c) Another point which arises in this connection is whether separate schools should be maintained (i) for the training of the upper primary (higher elementary) teachers whose minimum qualifications will for the present be the Matriculation, the Upper Secondary or the equivalent examination; and (ii) for the training of teachers of similar qualifications employed in the lower classes of the secondary schools; or whether one set of training schools should be maintained, each school having two separate sections, one for the training of higher elementary (vernacular) teachers and the other for the training of the teachers of the corresponding classes in the secondary schools (English). It should also be reported whether in the sections for training elementary teachers there should be two subsections, one for higher elementary teachers and the other for lower elementary teachers.

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No. , EDUCATIONAL, JUNE 1907.

for sanction.

Para 5 of letter 626
15.9.05

I. intended as the first instalment, and that schemes for the reorganization of schools for the training of upper secondary and lower secondary students would be submitted in due course.

vide H.S. letter no. 378
4.30.5.06 - page 2 of
9000 495 dated 25.7.06

6. In view of the objections which the Secretary of State has raised to the submission to him of schemes in a piecemeal manner, the Government of India found it difficult to recommend the sanction of the scheme of this Government. They attach great importance to the establishment of some thoroughly well-equipped training schools for students who have passed through a secondary vernacular school and who will be qualified after training to take charge of upper primary schools. Dr. Bourne, who was consulted in June 1906 as to the carrying out of the above suggestion of the Government of India, considered that the question of establishing schools for training teachers of upper primary schools might wait for two or three years by which time it might be possible to see clearly what general reorganization of training schools would be desirable. But in view of the great importance of the training of the upper primary teachers, the Governor in Council on further consideration is of the opinion that action in this matter should no longer be delayed.

vide H.S. letter no. 445
19.6.06 on page 4 of
of note with 495
25.7.06

7. The Director of Public Instruction will now be requested to submit at an early date, after such consultation with his officers as he may see fit, detailed proposals on the organization of normal schools for the training of upper primary teachers.

The following are the main points to which attention should be directed:—

(a) The classes of teachers to be trained and the schools for which they are to be trained should first be determined. It does not appear that there exist in this Presidency many secondary vernacular schools, properly so called, and that it will be possible to obtain for training students who have passed through such schools for whom the higher grade training schools now proposed are intended. Nor does it appear that there are at present any higher elementary schools which answer to the upper primary schools referred to by the Government of India, for which these teachers are to be trained. When such schools have been established as a result of the introduction of the new Educational Rules, the students who pass out of them will probably be available for training in the proposed new training schools and will be employed in the higher elementary schools. In the meantime, the minimum qualification required for admission to these training schools may be fixed as the Matriculation or the Upper Secondary Examination.

(b) The number and distribution of these institutions should also be considered. In other provinces it is understood that the normal schools of the kind in question are established at the head-quarters of Inspectors. If this precedent were followed, there would be required eight such schools in this Presidency, assuming that two extra Inspectors will be sanctioned. There are at present three upper secondary training schools, besides the upper secondary sections of the Saidapet and Rajahmundry Colleges, and fifteen lower secondary and eleven primary training schools. It should be considered how far these training schools can be adapted to the new organization and whether all or any of them should be reorganized, abolished or absorbed. The scheme to be formulated should also embrace the training schools for mistresses, and should include proposals for the complete reorganization of all the existing training institutions. The Director of Public Instruction may, however, submit proposals in regard to the training schools for mistresses separately so as not to delay the question of training institutions for masters.

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No. , EDUCATIONAL, JUNE 1907.

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(d) There is also the question of staff to be employed in these institutions. Headmasters should be men of superior attainments and with special qualifications for the work; and the Government are disposed to think, as at present advised, that suitable men would be best secured by including the appointment of Headmaster in the cadre of the Provincial Educational Service. The proposal, if finally approved, would require the sanction of the Government of India, and the Governor in Council would be prepared to make the requisite recommendation for the addition of eight men to the ninth grade of that service. By the means suggested, no Headmaster would receive less than Rs. 200 a month.

(e) Next there is the provision of buildings for the new institutions. It should be reported whether existing buildings can be utilized with or without additions; and, if not, proposals should be made for new buildings of a suitable type. The schools should have hostels attached to them for the accommodation of the students under training and there should be a room in each school for an Educational Museum. Provision should be made for these also in the proposals.

(f) Finally the financial results of the proposals made should be worked out: it being understood that the students' course will be lengthened to two years.

8. These appear to be the main points which should receive the attention of the Director who need not however confine his proposals to those points, but extend them to any other matters, relevant to the scheme, which he thinks should be brought under consideration.

(True Extract.)

H. D. TAYLOR,
Ag. Secretary to Government.

Endorsement—No. 438, Educational, dated 9th June 1907.
Copy to the Government of India, Home Department.

H. D. TAYLOR,
Ag. Secretary to Government.

22.6.07

Cls
24.6.07

25.6.07

L. D. S. Despatched
E. T. M.

Despatched

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Educational Department.

C. No. 1643, Ed1.

File with No 437-438
9-7-07

LETTER FROM THE GOVERNMENT OF INDIA.

Home Department

(Education)

No. 524

Dated 2nd July 1907.

Circulated in original for information to

His Excellency the Governor

The Hon'ble Mr. G. Stokes, C.S.I.

The Hon'ble Mr. G.S. Forbes, C.S.I.

H.D.T.
10-7-07.

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T.D.
The state in the dept to
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verified in submitting to
Note 8/7

12-7-07

13/7/07

Our go. to D.D. is, I see published in the
newspapers: was it sent to E.T.
Had ask D.D. to

8/7/07

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16-7-07
Put up this go. alone.

16-7-07
The go. was not sent to E.T.
in dept approved 8/6/07

The original of go. 437-389 9-7-07
is put up. It was available only to D.D.
10-7-07

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Submitted yes - Please see original go. put up
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G.O. 437. dt 9th July 07 was made for
Editor's table.

HM. For information

HM 25-7-07.

Thanks

I forget whether I noticed the
E.T. But it is always well
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|| to E.T. to call attention
to the proposal to publish.

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Note please

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Note this

2. In all cases in which a P.E. draft
order is submitted, the question should be
raised in the notes as to whether the
G.O. should be placed on the E.T. There is
already an office order on the point &
this should be carefully attended to -
Let the Ed. Clerk submit this note in 70 Ren
when having seen this.

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