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[Despatch Abstract.]

Elementary education - compulsory - Introduction in

Saidapet taluk - papers recorded.

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Government of Madras

LAW (EDUCATION) DEPARTMENT

G.O. No. , August 1924

READ—the following paper :—

Letter from R. LITTLEHAILES, Esq., M.A., Director of Public Instruction, Madras, to the Secretary to Government, Law (Education) Department, dated 2nd July 1924, R.C. No. 354-B/24.

I have the honour to submit herewith my report on the expansion of elementary education based on the intensive survey conducted in the Saidapet taluk with reference to G.O. No. 290, Law (Education), dated 22nd February 1924, and compiled under my direct supervision and instructions by Mr. Damodara Mudaliyar.

2. A report on the action taken on G.O. No. 916, Law (Education), dated 5th June 1924, approving my proposals for the intensive survey of all the taluks in the Presidency will be submitted shortly.

ENCLOSURE

Report on the Expansion of Elementary Education.

I. Centres of population, their formation and location, means of communication.—The territorial unit of administration in the Madras Presidency is a survey village, the boundaries of which appear to have been determined mainly with reference to the water-supply of tanks, to traffic routes and to grazing facilities, and not altogether with reference to population. As observed by Mr. Moir a survey village may contain anything from no population at all to several thousands of persons. In the Saidapet taluk, for instance, which contains 191 villages, one survey number is given to the area covered by the Red Hills tank, and there are in addition, six survey villages which are uninhabited and six villages which contain very few houses, these few houses being scattered here and there with a total population of less than 50 each. Six survey villages are included within the limits of the Saidapet municipality. There are thus 172 villages which contain population centres and which have to be taken into account in determining the educational needs of the taluk excluding municipal areas. The Saidapet taluk contains only one municipality, comprising six villages, and three unions comprising nine villages.

Each village contains one or more population centres situated in different parts of the village. The main population centre of each village is generally the parent village where the landholders live. Their houses are built on the village nattam, i.e., land set apart by Government for house-sites. A second main population centre in almost every inhabited village is the cheri where Adi-Dravidas and Adi-Andhras who cultivate the lands of the village ryots or landholders live. Their houses are built on the cheri nattam or land set apart for house-sites. These two main centres of population are separated by a distance varying from a few yards to a mile or more, and are connected by a cart-track or sometimes by only a foot-path across the fields. In several villages it is not possible for children to go from one centre to the other in the rainy season. The fields will be full of water and cheri children will have to walk a long distance through devious routes to reach a school located in the caste Hindu centre.

There are besides these two main centres of population one or more hamlets in several villages, some of these hamlets having cheris of their own close by. The hamlets and main village centres are generally connected with one another by cart-tracks (mud roads) and except where there are physical barriers such as canals or rivers or hills, the means of communication between the hamlets is generally easy.

In a few villages there are groups of houses built on patta land (private land not set apart for house-sites) both by ryots and by Adi-Dravidas or Adi-Andhras. In the case of ryots the reason for building houses on patta land is either because of an increase of population or because of the desire on their part to reside near the lands they cultivate. In the case of Adi-Dravidas and Adi-Andhras, lands are assigned to them by the Government Labour department and houses are built thereon, since the cheris originally formed are not sufficient for the increasing population in them. These centres of population which are of comparatively recent formation are generally connected with the other population centres by roads or tracks. In the Saidapet taluk excluding the Saidapet municipality, but including the unions in the taluk there are 385 centres of population in which Hindus, Muhammadans and Christians of caste Hindu origin reside, and 119 centres in which Adi-Dravidas or Adi-Andhras and Christians of

Adi-Dravida origin reside, making in all 504 population centres. The maximum number of population centres in the villages in the Saidapet taluk is 13, while some villages have only one population centre. A revenue village in the taluk contains on an average three population centres.

Although all schools under public management and most of the aided schools located in caste Hindu centres of population are thrown open to all classes of the community including Adi-Dravidas and Adi-Andhras, the children of the latter communities do not attend these schools in any considerable numbers, owing to the dislike that their landlords have of children of low caste reading in schools along with their own children, their own inherent-inherited disinclination to sit side by side with caste Hindu children, and also in several villages to the lack of good tracks or paths leading from the cheri to the caste Hindu centre of population. The admission of Adi-Dravida children into caste Hindu schools has in some villages led to the caste Hindu children being kept away from the school by their parents. In some other villages, caste Hindus have threatened the cheri people with different kinds of punishment, such as evacuation of the cheri and stoppage of work.

It is also to be observed that cheri children are not so clean in their habits and dress as are the children residing in caste Hindu centres and it is undesirable and even objectionable to make children of these centres attend a common school, unless steps are taken to ensure that the dirty children clean themselves before entering the class room. In schools where water is available it may be kept in buckets and children who are dirty may be required to wash their faces, hands and feet before entering the school. Soapnut powder may also be kept ready for the children's use. In places where there is scarcity of water-supply, there may be difficulty in getting water easily and a cooly may have to be engaged for bringing water to the school for this purpose.

II. Location of schools; whether superfluous; dearth of schools in remote villages and purely agricultural villages.—The Saidapet taluk is by no means lacking in educational facilities as may be evidenced from the fact that there are 229 elementary schools in the taluk for 172 populated villages. It will be observed from the map of the taluk that these schools are not evenly distributed over the rural areas, but that there is a large number of schools in some villages while there are no schools at all in others. It cannot be said, however, that in villages with a large number of schools, the number of school places is superfluous. For taking survey village No. 123 (St. Thomas' Mount) which contains 19 elementary schools, it is seen that the total number of pupils (boys and girls) attending schools is 1,566, while the population of school-age in that village is 1,850. It is a matter for consideration, however, whether a smaller number of schools—each school being larger than the schools at present provided—would not adequately and more economically meet the educational needs of the village. The strength of these schools ranges from 29 to 235, the average strength of a school being 82. The taluk board runs two schools, one for Muhammadan boys and the other for Muhammadan girls. All the other schools are aided ones, thirteen being under mission management and four under non-mission agencies. It is noteworthy that the school with the maximum strength is a non-mission school under the management of an association. Seeing that the area is compact, it might be possible to amalgamate the smaller schools into a less number of larger schools. Such larger schools would require very responsible management, but as most of the schools are mission schools, the managing bodies may be expected to run them efficiently. This is a matter which may be carefully considered by the District Educational Council. It would certainly be more economical, in compact localities where amalgamation is possible, to have one large school with 175 pupils instead of five single-teacher schools, each with a strength of 35.

As a general rule, however, in an agricultural country such as India, it is not possible, except in municipalities or in unions, to consider the amalgamation of smaller schools into a less number of larger schools. The population is scattered in many small population centres (hamlets) which are so far removed from each other as to render it generally impracticable for small children of one hamlet to attend a school situated in another hamlet.

It is observed that thickly populated villages develop into unions, the population centres in these places growing outwards from themselves until the extensions of neighbouring village centres of population become co-terminous. They form one contiguous area. This is the case in the union towns of the Saidapet taluk, viz., Sembiam, Villivakkam and Tiruvottiyur. These places contain a large number of schools under public as well as under private management and the children residing in these localities have very fair facilities for receiving elementary education but not sufficient if all children of school-age are to receive elementary education. The following statistics show the insufficient educational facilities existing at present in the three unions in the Saidapet taluk:—

Name of union.	Number of children of school-age.	Number of schools.	Number of pupils under instruction.
Sembiam	3,142	15	1,352
Villivakkam	460	3	261
Tiruvottiyur	1,552	10	450

In villages with a fair number of Indian Christians, mission schools are opened, sometimes both in caste Hindu centres, and in Adi-Dravida centres. They usually provide very fair facilities for the education of children in the centres in which they are located. There is no large Muhammadan population in the taluk except in a few villages and taluk board schools intended for Muhammadans are found in those villages where the population is large.

In purely agricultural villages with dry lands, schools are not to be seen, probably because the children will not attend schools regularly. The residents of these villages are generally poor and their children work with their parents in the fields or tend cattle throughout the year. In villages with wet lands, however, children attend schools regularly except at times when agricultural operations are in full swing. These villages generally contain one or more schools either under public or under private management.

Villages which are far removed from railway stations or from trunk roads do not contain adequate facilities for the education of children residing in them. Villages * to the west of the Red Hills tank, Nos. 39, 41, 42 and 43 containing in all 24 centres of population have no recognized elementary school whatsoever, except a labour school in No. 43 (Morai) which cannot and does not draw pupils from any centre other than that in which it is located. There are four indigenous schools in this area which should be improved with a view to the instruction imparted in them reaching such a stage as will permit of their recognition and aid by the district educational council. Similar villages lying in the north of the taluk and to the west of the Buckingham Canal have no schools in them, while villages † Nos. 34 and 33 lying on the trunk road contain a fair number of schools. Again villages in the south of the taluk—vide villages ‡ Nos. 172, 182 and 190, and remote from the railway line and trunk roads are devoid of educational facilities. Girls' schools are seen to be working in villages where the population consists largely of traders, merchants, clerks or officials working in firms or in Government offices.

Schools in any one centre of population are attended not only by pupils residing in the same centre but also by pupils residing in other centres close by. The elementary school in Puthagaram (survey village No. 64) contains pupils coming from Surappattu (No. 62). The Government labour school in Kadavur (No. 49) is attended by pupils residing in the cheris of Vellacheri (No. 53), Arakambakkam (No. 47) and Melpakkam (No. 46). The S.B.M. school in Villivakkam cheri is attended by pupils from Konnur cheri. While it is a fact that schools located in one centre draw pupils from two or more inhabited centres in the same village or in different villages, it has to be admitted that the accommodation of the schools is very limited and cannot be expected to be capable of taking in all children of school-age residing in the various centres of population from which a handful of pupils attend them at present.

The number of teachers is also limited. The Board school in Kilkondiur (No. 51) which draws pupils from Karlapakkam and Kilkondiur can accommodate only 37 pupils, and is staffed by only one teacher. The total number of children of school-age in these villages is 200 and six teachers would be needed if all the children are to be brought under efficient instruction.

Unless therefore the accommodation is improved and more teachers are employed in the existing schools, they cannot meet the educational needs of the centres situated within a radius of a mile from them, a mile being the statutory distance that a child may be asked to walk to attend a school if compulsory elementary education is introduced.

It is thus seen that even in an educationally advanced taluk like Saidapet, which is quite close to the City of Madras, there are many centres of population lying in different parts of the taluk which are without any or sufficient facilities for the education of children of school-age residing therein. It has been already stated that there is no superfluity of school-places in any part of the taluk and it is therefore necessary to open additional schools in the localities where no elementary schools exist at present, and to increase the accommodation and the number of teachers employed in some of the existing schools.

Of the 229 schools in the Saidapet taluk only 55 contain the fifth standard while all the rest are lower grade elementary schools.

III. Kinds of management.—Before propounding a scheme for the expansion of elementary education, it is well worth considering the nature and condition of the existing elementary schools. The Saidapet taluk contains 229 schools which are managed by different agencies as shown below:—

(1) Government, Labour (Day)	31
(2) " " (Night)	31
(3) Taluk Board, Boys	28
(4) " " Girls	13
(5) Aided Mission, Boys	46 *
(6) " " Girls	8
(7) " " (Night)	7
(8) Aided Non-Mission, Boys	38 †
(9) " " Girls	1
(10) " " (Night)	5
(11) Indigenous	21
Total	229

* Excludes the Salvation Army Criminal Settlement school in Pammal.
† Includes the Factory school at Chrompet in Zamin Pallavaram.

All the day schools located in villages where no separate schools for girls exist are open to boys and girls although the number of girls reading in them is very small and is confined to the lowest standards. In villages which have separate schools for girls as well as boys, girls are not admitted into the boys' schools.

The stability and general condition of an elementary school depend largely on the management of the institution and the agencies working in the Saidapet taluk may briefly be dealt with. There are first the Government Labour schools (Day and Night) opened in recent years by the Labour department mostly for Adi-Dravidas. Some of them are also intended for the labouring classes, e.g., in the Saidapet taluk for fishermen. These are all single-teacher schools with only the lowest two or three standards and a strength of 15 to 20 pupils. They continue to be opened by the Labour department and teachers are employed in them without reference to the Educational Inspecting officers and the only touch that they have with the Educational department is that they are inspected and reported on annually by the Deputy Inspectors of Schools of this department. They do not appear to be conducted efficiently and the attendance of pupils is very low. It is only recently that steps have been taken to get the schools recognized by the District Educational Council and the District Labour Officer has been visiting them frequently with a view to improve their general condition. They are, however, in an experimental and embryo stage, and the Labour department is probably in a better position than is the Educational department to start these schools, with a view to Government relinquishing direct control of them after they are firmly established. This type of school exists only in the districts of Tanjore, Chingleput, Gōdāvari, Bellary, Guntūr, South Kanara, Madura and South Arcot.

The other type of school under public management is the taluk board schools. The board schools in the Saidapet taluk are staffed with a large proportion of trained teachers, the percentage being sixty-seven. The schools are fairly well-conducted and their condition is generally satisfactory. This is mainly because the present President of the Taluk Board, Rao Sahib M.R. Ry. N. Chengal Rao, is a retired Government officer who takes a very keen interest in matters educational, pays frequent visits to the schools and consults the educational authorities in making appointments and transfers of teachers. The same cannot be said of the board schools in most other parts of the Presidency. In fact, educationally, taluk board schools cannot be considered an unqualified success. Real local interest is lacking. A taluk board area extends over two or three taluks and the board, consisting as it does of non-officials who have no very close touch with educational affairs, is not able effectually to control the working of the schools under its management. An agency to be in charge of education having jurisdiction over a smaller area would be preferable and the powers of the taluk board vested in it under the Madras Local Boards Act of 1920 in regard to elementary education might be transferred to these agencies.

An alternative would be to attach to taluk boards educational officers working under the taluk board and reporting to the president of the taluk board on the working of the board elementary schools. Apart from the obvious disadvantages of placing an officer of the standard of a deputy inspector immediately under the control of a taluk board, this scheme offers the grave disadvantage of not being one which will tend to interest the local persons in the management of their own schools. This latter feature—an essential feature for educational advancement—can be secured best by restricting the area of the controlling body, that is, by having an agency with control over a few firkas, one or two as the area and population may require.

It has often been complained by departmental officers that presidents of taluk boards do not consult the educational inspecting officers in the matter of appointments and transfers of teachers and that the employment of incompetent men as teachers and the frequent transfers of board schoolmasters are mainly responsible for the low standard of efficiency in a large number of board schools. To guard against similar action in the case of the new boards proposed to be constituted for controlling elementary education, it would appear expedient for the new local educational authorities to have an officer of the standing of a supervisor of schools attached to them to superintend the working of the schools under their management.

The next important agency that has contributed so far to the spread of elementary education is the mission agency. The mission schools in the Saidapet taluk—the same may be said of the mission schools elsewhere as well—cater largely to the needs of Indian Christian and Adi-Dravida *cum* Adi-Andhra children. There are also mission schools for caste Hindus in a few centres of population. These schools may be considered to be run fairly well, but a closer supervision would tend to raise the level of efficiency to a considerable extent. It may be mentioned that some time back missions employed supervisors of their own to inspect periodically the working of their schools, a definite number of schools being entrusted by the mission authorities to each supervisor. With the abolition of teaching grants on behalf of these supervisors, however, this agency has been almost completely abolished. It might possibly be desirable to revert to this system of grants-in-aid of supervisors of aided schools in the interests of efficiency of the aided mission schools. When local educational authorities with their educational supervisors are formed for small areas, it should however be possible for mission schools to be inspected in the same manner as board schools and possibly by the same supervisors, though this is doubtful on account of the areas of supervision not being coincident and the possibilities of conflict between two collateral agencies doing almost identical work.

Next come the aided non-mission schools, many of which are under the management of teacher managers. These schools are seen to flourish only in centres where the teachers have

the confidence of and are patronized by the residents. The staff consists generally of a single teacher—sometimes a trained teacher—possibly with one or more lower elementary grade untrained men as assistants. Some of these teacher-manager schools are doing good work, but the large majority of them require constant supervision. The present departmental inspecting agency is, notwithstanding the reduction of the area of jurisdiction, inadequate for full inspection and advice. In any scheme for expansion the continuance of these aided non-mission schools in an improved condition should be zealously cared for. The proposed local education authorities and their supervisors would be able to watch the working of these schools, but unless the rates of teaching grants are raised, improvement in their general condition can scarcely be expected. The retention of these teacher-manager schools under the present management may be allowed if satisfactory; other wise the transfer of their management to a different agency, such as a reliable society or association, if any, existing in the locality may be considered. If no satisfactory private agency can be got to take over ill-conducted teacher-manager schools, they will have to be taken under public management.

Lastly, there are indigenous schools conducted in a few centres of population. There are in the Saidapet taluk 21 such schools, and those which are located in places where there is no other kind of recognized school should be visited and the villagers and teachers concerned should be advised to improve them so that they may be recognized and aided by the District Educational Council. Steps may be taken, for instance, to improve and get recognized the indigenous schools in villages Nos. 35, 39, 41, 42, 81, 82, 95, 96, 102, 177 and 185 in the

Mathur.	Chettiaragaram.
Pamma ukulan.	Vanagaram.
Pottur.	Ramapuram.
Vellannur.	Madambakkam.
Mogapper.	Ottiyampakkam.
Nolambar.	

Saidapet taluk. The old supervisors of elementary schools were able to do much of this pioneering work, but after the abolition of that subordinate agency, the Deputy Inspectors have not been able to accomplish much in this direction owing to their inspection and

other work occupying the whole of their time. Here, again, local educational authorities with jurisdiction over a small area and with an inspecting agency of their own might be expected to do a good deal to increase the number of recognized and aided elementary schools.

Government have recently authorized village panchayats to inspect board and aided elementary schools. It is observed, however, that the number of village panchayats is very limited, there being only two, viz., Tiruvottiyur and Korattur, in the Saidapet taluk. Owing to the limited number of village panchayats, then, much cannot be expected in the way of supervision of existing schools by those bodies and other agencies have to be looked for to undertake this work.

IV. Building and furniture.—The question of accommodation and furniture may now be considered. The Government labour schools are held in thatched buildings with mud walls, the dimensions of the buildings being ordinarily 30' x 12'. The roofs require repair year after year. There is a fair supply of apparatus and appliances, but not much furniture.

Of the 41 board schools for boys and girls in the Saidapet taluk, only 8 are provided with buildings of their own, while the remaining 33 are held in rented buildings. The buildings put up by the board are tiled ones and generally provide adequate accommodation for the pupils attending them. One building, however, viz., the Villivakkam Board boys' school building, is too small, the area of the main building being 336 square feet. The strength of the school is 87 and boys are seated in verandahs which are not suitable for school purposes. The rented buildings are generally inadequate and are not quite suitable for school purposes. Buildings of the type-design recently approved by Government will have to be put up for the schools the accommodation of which is unsatisfactory. All the board schools are fairly well equipped in point of furniture and apparatus.

The buildings in which aided mission schools are held are owned by the managements and are generally suitable and satisfactory. The buildings intended to accommodate 40 children consist each of a hall 30' x 12' with mud walls covered with bamboo rafters and tiled. Some of the mission buildings are thatched and stand in need of repair frequently. The equipment of the mission schools is fair on the whole.

The aided non-mission schools are held mostly in portions of dwelling houses or thatched sheds and the accommodation is anything but satisfactory. Since, as stated already, the continuance of these schools is essential in any scheme of expansion, steps should be taken to provide them with suitable buildings of a cheap design.

It may be mentioned that very few schools have availed themselves of the grants sanctionable under Chapter IV of the Rules for aid framed under section 42 (2) of the Elementary Education Act of 1920, and the rules under Chapter II are not too easy for private managers of schools to abide by. The conditions laid down for the award of aid for school buildings may be relaxed and the sanctioning authority may be vested with discretionary power to raise the amount of grant to two-thirds of the total cost of works in special cases on the recommendation of the local educational authorities proposed to be formed.

The furniture and appliances in most of the aided non-mission schools are short of the minimum requirements, and the question of raising the amount of furniture grant from half to two-thirds may perhaps be considered with a view to lighten the expenditure that private managers may have to incur on the equipment of their schools.

V. Teachers and their supply.—The total number of teachers employed in the elementary schools under all kinds of management in the Saidapet taluk is 415, of whom 245 are trained and 170 are untrained. The untrained teachers are mostly of the lower elementary grade. Since the Saidapet taluk had a Government Training School in Saidapet, the percentage of trained teachers is large, namely, 59. The percentage is less in taluks which have no training schools. The total number of pupils under instruction is 10,595 and this gives nearly 43 pupils per trained teacher and 25 pupils per teacher. The total number of children of school-age in the taluk is 27,986, and at the rate of 35 pupils per teacher, nearly 800 teachers in all, or 385 additional teachers, would be required if all children of school-age attend school. But even with the present number of teachers, many more pupils could be given instruction at the rate of 35 pupils per teacher.

There should be increased facilities for training elementary grade teachers especially those of the higher grade, since they are far better qualified to give instruction than are the majority of the ill-educated lower grade teachers employed and the question of providing such facilities by opening more training schools or by attaching training classes to schools for general education has to be considered. The period of higher elementary grade training, viz., two years, is said to be long and it has to be considered whether the period may be reduced. If it is reduced to one year, the output of trained teachers will be twice what it is at present, provided that the demand for taking up the teaching profession continues. Candidates who have studied in the high school forms may, as hitherto, be employed as teachers and be sent up for training according to convenience.

The pay of the elementary schoolmasters is a matter which should receive careful consideration if elementary education is to expand properly and efficiently. Progressive scales of pay for elementary grade trained teachers were laid down in G.O. No. 14, Law (Education), dated 3rd January 1923, and local bodies were advised to adopt such scales of pay for their teachers within the above limits as their funds would permit. Different scales have accordingly been sanctioned by the local bodies with reference to their financial position. While a uniform scale of pay for elementary schoolmasters is neither desirable nor expedient, the fact remains that the teachers should be placed above want; they should, besides, be able to keep up their status in the village and be a real factor in the development of village organizations and village life generally.

The General Provident Fund scheme recently sanctioned by Government has no doubt improved the lot of teachers in elementary schools, but that alone is not enough if the rates of teaching grants are not increased, so that the teachers in aided elementary schools may devote their whole time to their work and take a real interest in the education of the children entrusted to their charge. The teachers in aided schools, it is found, are engaged in various avocations, such as astrology, medicine, and writing mortgage and sale deeds in order to supplement their income. If elementary education is to be imparted efficiently, and if the village children are to be trained to become useful citizens of the Empire realizing their duties and privileges and able to discharge their functions as citizens, it is of prime importance that the teacher's status should be raised and his pay and prospects improved.

VI. Curriculum and courses of studies, school hours and holidays—The instruction imparted in most of the elementary schools in the Saidapet taluk is mainly confined to the 3 R's; the other compulsory subjects included in the rules framed under section 3 (V) of the Elementary Education Act are also taught, though not quite so well as the 3 R's. Hygiene and Civics are favourite optional subjects and English is also taught in schools containing the Vth and higher standards. 'Practical instruction' appears to be taught only in two schools in this taluk, both of which are aided schools. The recognized schools are provided with approved time-tables and curricula, but close supervision would be necessary to make the teachers work according to the time-table and follow the syllabuses in various subjects.

The school hours and holidays are settled by the management in consultation with the Deputy Inspectors with reference to rule 13 of the rules for recognition framed under section 41 (2) of the Elementary Education Act. After the formation of local authorities with jurisdiction over a small area, these can be more satisfactorily arranged with due reference to local conditions, the proposals being submitted to the District Educational Council for approval.

Period of school life and literacy.—The percentage of the number of boys under instruction to the number of boys of school-age is 66, the percentage in the case of girls being 9. On the whole, 38 per cent of the total population of school-age are attending schools in this taluk.

Of 10,595 boys and girls under instruction in the Saidapet taluk, 5,525 pupils or 52 per cent of the total number are in the I Standard, 2,149 or 20 per cent in the II, 1,355 or 13 per cent in the III, 1,040 or 10 per cent in the IV and only 526 or 5 per cent in the V and higher standards. This shows that a very large number of pupils drops out after one or two years' study in the I Standard. No literacy can be expected from the pupils unless they spend four or five years at school, with promotion to the V Standard. Persuasion in the first instance and compulsion by slow degrees are needed to make the children stay in schools during their school-age. The villagers have also to be made to realize the value of education. They do not at present. Public opinion has not yet been educated up to the view that education is essential.

It is worthy of consideration in this connexion whether some sort of public examination corresponding to the old primary examination with a certificate granted at the end of it may not be instituted, so that it may serve as an incentive for parents to send their children to school and for pupils to attend schools continuously. The District Educational Officer of a district and one or two senior Deputy Inspectors under him may form an Examination Board and examine the pupils in the V Standard at convenient centres and award certificates to them. The present system of awarding elementary school-leaving certificates at the time of annual inspection does not appear to appeal to the parents.

The opening and maintenance of village libraries might be encouraged, so that boys and girls after leaving school may have opportunities of keeping themselves in touch with general literature without relapsing into illiteracy. Such village libraries are attached to public elementary schools in Baroda and are maintained by the State. In this Presidency, where the elementary schools are not directly under Government management, the most satisfactory practical way of encouraging the starting of libraries appears to be to pay grants-in-aid to public bodies, including school-boards for this purpose, as Government have been doing in recent years.

In almost all the aided schools except those intended for Adi-Dravidas, fees are levied at varying rates which are generally far above the rates prescribed in rule 84 (i) of the Madras Educational Rules. Section 47 of the Elementary Education Act lays down that when compulsory elementary education is introduced, no fees shall be charged at any elementary school in the area of compulsion, and the local authorities are to pay compensation for such period and in such manner as may be prescribed by Government. According to the rule under section 47 of the Act, compensation is payable for five years from the date of introduction of compulsion and under G.O. No. 1124, Law (Education), dated 23rd September 1922, the amount of compensation is to be calculated at the rates laid down in the Madras Educational Rules, the actual fee-income not being taken into account. It is doubtful whether the existing aided schools in any area would continue after the introduction of compulsion in that area if they do not receive adequate compensation, which is not less than the fee-income they were in receipt of prior to the introduction of compulsion.

VII. Agencies for expansion—School boards.—The possibilities of expansion of elementary education may now be dealt with. The only private agencies which might have been expected to open schools in centres which have no facilities for the elementary education of the children residing in them are mission bodies. It is, however, observed that not only have mission managements not been able to open additional schools since the war but as a matter of fact some mission aided elementary schools have been closed during recent years. Missions cannot be relied upon at the present time to aid in any material expansion of education. Non-mission agencies cannot be depended upon for further expansion of true education, seeing that many of the schools which are at present under their management are not efficient; they are, moreover, not usually provided with suitable accommodation. Unless the present rates of teaching grants are enhanced, no private educational agencies seem prepared to aid in the expansion of elementary education.

Taluk boards have not found it possible to open additional schools though several of them are levying education cess. The Saidapet Taluk Board which is levying the cess has only been able so far to raise the salaries of the teachers in its employ with the proceeds of the education cess and the equivalent Government contribution. Again a taluk board area covers on an average two taluks, there being 125 taluk boards for 225 taluks in the Presidency. The area is admittedly too large for administrative purposes in connexion with primary education and the boards, as constituted at present and with duties and responsibilities in regard to various matters relating to public health, safety and convenience, are apt to look upon the problem of expansion of education as one beyond their power to solve. The formation of local educational authorities with jurisdiction over a smaller and more manageable area would seem to be necessary for any expansion of elementary education.

The local educational authorities now proposed to be formed for Madras correspond more or less to the English school-boards which existed formerly but are now abolished or rather absorbed in the local authorities in England; these Boards were necessary and suitable for the transient stage in which English education found itself nearly half a century ago; they appear necessary and suitable for the stage in which we find elementary education in Madras at the present day. The powers now vested in and duties imposed upon taluk boards in regard to elementary education under the Madras Local Boards Act of 1920 might be transferred to these authorities. Since they would deal purely and simply with education, they might be called school-boards. The area of jurisdiction of each school-board can be fixed after the educational survey of the whole Presidency is completed, and it may be necessary to prescribe different areas for different boards. A certain number of revenue villages not exceeding half a taluk may possibly at the outset be entrusted to a school board for purposes of elementary education.

The scheme briefly proposed above may have to be suitably modified with reference to the local conditions obtaining in special areas (e.g.), in Malabar with its parambas and scattered

houses (except where Mappillas concentrate) and in the Nilgiris with its sparse population partially nomadic in character. The area of jurisdiction under a school-board will depend upon the local conditions pertaining to each area and the existing facilities for elementary education in each district or part of a district. In backward areas such as the Ceded districts, the number of villages under a school-board may be considerably less than in a non-backward district. Natural boundaries such as rivers, canals and hills should form the boundaries of the areas of jurisdiction of school-boards, rather than the artificial village boundaries which frequently have little, if any reference to population boundaries.

Such school-boards having jurisdiction over small areas should be able to arouse local interest and to raise funds locally by way of subscriptions or endowments or gifts of property from charitable associations and individuals. They should be able also to determine the peculiar local educational needs of the various localities and help to make elementary education popular. It would be possible for them to do propaganda work which is needed to make the villagers realize the value of education and the necessity for sending their children regularly to school. The funds of these boards should remain separate and distinct from other local funds; there would be no danger of their being merged in the general funds of taluk boards.

The constitution of the proposed school-boards has to be carefully defined. Since the school-boards will be entrusted with the management of the present taluk board elementary schools, they will have cash transactions in paying the salaries of teachers and in meeting other charges connected with the maintenance of schools. Their accounts will have to be maintained carefully and accurately. Appointments and transfers of teachers will also be made by these boards. The president of the board will exercise these executive powers and he should be a person who is fairly well acquainted with administrative routine and who is thoroughly honest and trustworthy. It may therefore be desirable for the first few years to have a retired Government officer as president of each school-board, if a suitable officer has settled and has some stake in the area. The number of other members may be limited to six, two of whom may be nominated by the taluk board, one by the district board and three by Government. It might be desirable to have presidents of co-operative societies and possibly also of educational associations, if any, as members of school-boards.

The school-boards in a district should be directly subordinate to the district educational council and they should submit their budgets to the council. Proposals for the expansion of elementary education, such as the opening of higher standards in existing board schools, entertainment of additional teachers and the opening of new schools, should be framed by the school-boards and submitted to the district educational council for sanction.

The duties of each school-board may correspond to those laid down for district educational councils in section 24 (1) of the Madras Elementary Education Act of 1920 and may comprise the following:—

- (a) to prepare and maintain a register showing all the population centres in the area under its jurisdiction, with the population of the children of school-age and detailed information about the elementary schools in those centres;
- (b) to prepare a map of the area showing the population centres and the existing educational facilities (on the lines on which the Saidapet taluk map has been prepared);
- (c) to prepare schemes for the extension of elementary education in each board's area;
- (d) to carry out the resolutions of the district educational council in regard to elementary education; and
- (e) to manage the schools which are at present under taluk boards.

In order to be able to discharge the duties enumerated above, it is desirable for each school-board to employ a supervisor of schools or an inspecting schoolmaster under it. A trained teacher of the secondary grade will be enough for this purpose and his pay may be Rs. 50 to Rs. 75, plus a cycle allowance of Rs. 5 per mensem. Besides inspecting regularly and periodically the schools under the jurisdiction of the school-board, the supervisor will arrange to start and organize new schools; he will calculate the accommodation and the staff needed in every school if all children of school-age residing in the accessible centres of population within a distance of one mile from the school site are to attend it and report thereon to the school-board; he will frame where necessary curricula and courses of study for the schools under his charge; he will inspect and report to the school-board on all the elementary board and aided schools in his area; he may also be called upon to help to carry on the office work of the school-board. This office work would ordinarily be small.

The school-boards may require in addition a small office establishment consisting of a clerk and a peon. Each taluk board office has now four or five clerks of whom two or even three have been employed, it is understood, in recent years on work in connection with elementary schools. When school-boards are formed there would be no work in taluk board offices connected with elementary education and their office establishments may therefore be reduced by two or three clerks and at least one peon; this matter may require investigation in each case separately.

In municipal areas a sub-committee of the municipal council with co-opted members may form the school-board for the municipality. In several municipalities where compulsory elementary education has been introduced the councils have found it necessary to employ supervisors of schools under them. The proposal therefore to attach an inspecting school-master, to each school-board would be welcomed by the municipal councils.

The elementary education fund accounts of the school boards will have to be carefully audited. An educational officer may be better fitted to conduct the audit than the audit officer attached to the Examiner of Local Fund Accounts, but the matter is not free from doubt. The Government Educational officer will have the better professional knowledge, but the Examiner of Local Fund Accounts will have the better technical knowledge or training. Although a separate fund known as the elementary education fund has been constituted for each local authority under section 32 of the Madras Elementary Education Act of 1920, the accounts have not been audited by educational officers, since the Examiner of Local Fund Accounts has been appointed for the purpose by Government under section 39 of the Elementary Education Act. So long as the educational funds are under the control of taluk boards and municipal councils, it may be proper that the accounts are audited by the Examiner. When separate boards dealing purely with education are formed, it seems desirable that the accounts should be audited either by the educational inspecting officers who will have to advise the school-boards in the proper discharge of their duties or by a special audit section which deals only with the accounts of these boards. The audit reports will be sent to the district educational council and to the head of the Educational Department. If necessary the head of the department will submit any such reports which he receives to Government. School-boards may be required to carry out any instructions which Government may issue thereon.

It has been pointed out that one of the reasons for the low standard of efficiency of several taluk board schools is the employment of unsuitable men as teachers and the frequent transfer of teachers from one school to another. With a view to put an end to this evil it is necessary to frame rules regulating the appointment, transfer and promotion of board schoolmasters. Two main points to be borne in mind by the administrative authority, whoever that authority may be, are that elementary school teachers are recruited to particular schools or small areas rather than to a general Presidency district or taluk service or cadre, and that men from the locality should ordinarily be employed in elementary rural schools. While the control and management of board schools would according to the proposed scheme vest in school-boards, appointments and transfers should be made by the presidents only after consultation with the Deputy Inspector of Schools. Where there is disagreement between the president and the Deputy Inspector in the administration of the personnel the matter might be referred to the District Educational Officer.

VIII. District Educational Councils—Increased powers.—The formation of school-boards directly subordinate to district educational councils will entail an enlargement of the existing functions of these bodies, the two chief of which are recognition of elementary schools and distribution of grants to elementary schools under private management. They would under the proposed scheme receive *inter alia* from provincial funds subsidies hitherto paid to taluk boards and municipal councils for elementary education. These subsidies would be distributed by the district educational councils to school-boards and these boards would maintain, control and manage all public institutions now managed by taluk boards. The desirability not only of handing over the management of existing Government labour schools to school boards but also of instituting new labour schools may also be considered in due course.

The constitution of district educational councils may also be altered to fit in with the new scheme. Under section 5 (5) of the Elementary Education Act, every local authority within the district shall be entitled to elect such number of persons as may be prescribed to represent it on the district educational council. Local authority here means a taluk board or municipal council. Since under the new scheme the powers of local bodies in regard to elementary education will devolve on school-boards, these school-boards, instead of taluk boards and municipal councils, will naturally be given representation on the district educational council. Section 5 (6) of the Act provides for the nomination of some members of the district educational council and also for the representation of private educational bodies and associations of managers of elementary schools. This should remain. It is of importance that all important educational agencies working in a district should be represented upon the district educational council. There need not be for each district the same number of representatives of any particular private or public agency in the district. The members elected and nominated might vary from district to district just as they do in district secondary education boards, being fixed for each district separately.

The funds of a district educational council will, according to the proposed system, comprise the following:—

- (a) All sums granted by Government for the payment of grants-in-aid to aided elementary schools under private management.
- (b) A portion of the income (land-cess) raised by taxation by taluk boards (and municipal councils) and appropriated hitherto to the elementary education fund account.
- (c) The proceeds of the education-cess levied by the taluk boards (and municipal councils) in the district.

(d) The usual Government contribution payable under the proviso to section 37 of the Elementary Education Act to all the taluk boards and municipalities in the district.

(e) Government contribution under section 37 of the Act which would be not less than the proceeds of the education cess.

(f) Subsidies that are being paid by Government for the maintenance of the board elementary schools opened subsequent to 1920-21 out of provincial funds and of the Government girls' elementary schools transferred to local bodies.

(g) Government contribution for the maintenance of the council's office establishment.

(h) All income derived from any endowments or other property owned or managed by the council.

(i) All other sums which may be received by the council for the expansion of elementary education.

As an alternative to (b) and (c) above, Government may direct that a certain portion of the land-cess collected on behalf of local bodies (viz., district and taluk boards) in each district by the revenue officers along with the land revenue collected should be credited to the funds under the control of district educational councils for distribution among the school-boards in the district. The exact rate of contribution of each local body to the Elementary Education Account will have to be determined with reference to the usual expenditure incurred hitherto out of its own funds and its financial position.

The school-board's funds will then consist of—

(1) all sums granted to it by the district educational council for the maintenance of the board schools existing at the time the school-board is formed;

(2) all sums granted to it by the district educational council for the expansion of elementary education and in particular for the opening of new schools and the employment of teachers;

(3) all income derived from any endowment or other property owned or managed by the board for the benefit of elementary education;

(4) all other sums of money which may be contributed or received by the board for the expansion of elementary education.

NOTE.—Co-operative societies, if any, within the area under the jurisdiction of a school-board may possibly, unless they are maintaining elementary schools themselves, be prevailed upon by the board to contribute for elementary education a certain percentage of their net profits under section 34 of the Co-operative Societies Act of 1912.

When school-boards are formed, the question arises as to which authority should levy the education cess in areas where it has not yet been levied by taluk boards. Since the taluk boards would be divested of all responsibility in regard to elementary education, these bodies cannot any longer be expected to sanction the levy of the cess. Nor could the school-boards be given the power of levying the cess, seeing that they are small bodies the members of which are mostly nominated persons. The Government itself would have to assume statutorily the power of enforcing the education cess in any particular area in the Presidency in which the Government consider the levy necessary. In fact it is impossible to expand elementary education so as to make it ultimately compulsory throughout the Presidency unless the education cess is levied throughout the whole Presidency. The most practical method of solving the difficulty would appear to be for Government to order that a certain portion of the land cess should be credited to the district educational councils as suggested above.

The budgets of the district educational councils may as heretofore be submitted to Government through the Director of Public Instruction for sanction. The accounts of the district educational councils are now being audited by the Examiner of Local Fund Accounts. The audit, however, does not appear thorough as the Examiner's staff cannot be expected to be fully acquainted with the departmental codes and rules which are binding on the district educational councils. The district educational council is a purely educational body, and there appears no reason why its accounts should be audited by the Examiner while the accounts of Government institutions and District Educational Officers' offices are audited by the Director of Public Instruction's office establishment. It would be of considerable advantage if the accounts of the district educational councils were audited by the Educational Audit staff attached to the office of the Director of Public Instruction. This office scrutinises the budgets of these councils, and all correspondence relating to them passes through this office. The audit would then be thorough and exhaustive, and the Director of Public Instruction would be in a position to advise Government suitably on all matters relating to the payment of provincial grants to district educational councils. It is needless to remark that the Audit section of the office of the Director of Public Instruction would require strengthening and placing on a sound basis.

Reconstitution of Subordinate Inspecting Agency.—The educational inspecting agency would require some modification and reconstitution in consequence of the formation of school-boards and the increased responsibilities of district educational councils. In the first place the district educational councils should be continually advised by the district educational officer who should form a kind of *liaison* officer between Government—and the Educational department as the agent of Government—on the one hand, and the district educational council on the other. The district educational council would require the assistance of the subordinate inspecting officers, and it should be able to ask deputy inspectors and sub-assistant inspectresses

to make inspections and give reports on schools at any time. This might be done by the president of the district educational council asking the district educational officer or the inspectress of girls' schools to issue the necessary instructions to his or her subordinate staff. Co-operation between departmental officers and presidents of district educational councils and school-boards is essential to the satisfactory working of the scheme.

If the scheme for expansion of elementary education with supervisors working under school-boards is worked out in detail, it may be found that there will be less necessity for the employment of so large a number of deputy inspectors of schools as at present. A reduction in the number of deputy inspectors may be effected and each deputy inspector may have jurisdiction over the area of six or seven school-boards. He will inspect all the higher grade elementary schools in the area under his jurisdiction and a certain number possibly 10 per cent of the other schools in his area and transmit his reports direct to the school-boards concerned and to the district educational council through the district educational officer. The deputy inspector at the district educational council's headquarters will be secretary to the district educational council and his range may be limited to the jurisdiction of only two or three school-boards.

The educational agency in the matter of elementary education will, according to the proposed scheme, be—Government; the Director of Public Instruction as the agent of Government; district educational councils with district educational officers as advisors, the former distributing subsidies to school-boards and grants to aided elementary schools; deputy inspectors to carry out the instructions of district educational officers and to inspect all higher-grade elementary schools and a certain percentage of other elementary schools; school-boards managing the board schools under their jurisdiction; and supervisors under the employ of school-boards to inspect all the board and aided elementary schools in their area and to visit periodically these schools, their reports being submitted to the school-board which employs them.

Since the district educational councils are the disbursers of grants to aided elementary schools, the reports by both deputy inspectors and supervisors on the inspection of aided elementary schools will have to be sent to these councils. The school-boards which are in close touch with the working of all schools within their area of jurisdiction might be given an opportunity of offering such remarks as they may consider necessary in regard to the recommendations made by the inspecting officer. It will, therefore, be desirable that all inspection reports should be sent to the school-boards concerned. These latter will when necessary send their remarks to the district educational council.

The suggestions made above would, it is hoped, make district educational councils responsible for the spread of elementary education instead of their being mainly the agents for the distribution of grants-in-aid to elementary schools under private management. Villagers might take a more real interest in the working of their elementary schools. The system of paying provincial subsidies would also be simplified and there would be no fear of local bodies failing to spend a reasonable portion of their general revenues on elementary education.

SUB-ENCLOSURE

Extract from the Co-operative Societies Act of 1912 (quoted on page 11 of the Report)—Section 34.—Any registered society may, with the sanction of the Registrar, after one-fourth of the net profits in any year has been carried to a reserve fund, contribute an amount not exceeding 10 per cent of the remaining net profits to any charitable purpose, as defined in section 2 of the Charitable Endowments Act, 1890.

Section 2 of Act No. 6 of 1890—(Charitable Endowments Act).—In this Act "charitable purposes" includes relief of the poor, education, medical relief and the advancement of any other object of general public utility, but does not include a purpose which relates exclusively to religious teaching or worship.

I.—List of schools in the Saidapet taluk.

1. Government Labour, Day	...	...	...	...	...	31
2. Do. Night	...	...	...	...	...	31
3. Board, Boys	...	...	...	...	...	28
4. Do. Girls	...	...	...	...	...	13
5. Aided Mission, Boys	...	...	...	...	...	46
6. Do. Girls	...	...	...	...	...	8
7. Do. Night	...	...	...	...	...	7
8. Aided Non-Mission, Boys	...	...	...	...	...	38
9. Do. Girls	...	...	...	...	...	1
10. Do. Night	...	...	...	...	...	5
11. Indigenous	...	...	...	...	...	21
Total	...	...	...	...	...	229
Number of (a) trained teachers	...	...	...	...	...	245
Do. (b) untrained teachers	...	...	...	...	...	170
Total	...	...	...	...	...	415

II.—Statement showing the strength of the several standards in the elementary schools in the Saidapet taluk on 31st March 1924.

	Boys.	Girls.	Total.	Percentage to total strength.
I Standard	4,858	667	5,525	52
II "	1,922	227	2,149	20
III "	1,221	134	1,355	13
IV "	916	124	1,040	10
V-VIII Standards	445	81	526	5
Total	9,362	1,233	10,595	100

III.—Statement showing the percentage of the number of children under instruction to the total number of children of school-age in the Saidapet taluk.

(a) Number of boys of school-age	14,154
(b) Number of boys under instruction	9,362
(c) Percentage of (b) to (a)	66.2
(d) Number of girls of school-age	13,832
(e) Number of girls under instruction	1,233
(f) Percentage of (e) to (d)	8.9
(g) Number of children of school-age	27,986
(h) Number of children under instruction	10,595
(i) Percentage of (h) to (g)	37.9

IV.—Statement showing the number of additional schools to be opened in the Saidapet taluk.

Village number.	Name of village.	Number of teachers.	Pay.	Contingencies.	Total cost per month.
1	Kathivakkam (Thalankuppam)	2	Rs. 45	Rs. 5	Rs. 50
2	Eranavur (Kasikoilkuppam)	1	25	5	30
4	Kadappakkam (Andarkuppam)	1	25	5	30
6	Thiyyambakkam (Cheri)	1	25	5	30
9	Vilangadupakkam	2	45	5	50
11	Thirthakariyampattu (Cheri)	2	45	5	50
26	Manali	2	45	5	50
78	Naduvakkam	1	25	5	30
143	Perungudi	1	25	5	30
159	Nemilicheri	1	25	5	30
161	Sembakkam	1	25	5	30
172	Tiruvaujeri (Cheri)	1	25	5	30
182	Chittalapakkam	2	45	5	50
190	Senmanjeri (I hoppu)	2	45	5	50
14 Centres of population		20	470	70	540

Cost per year = 540 × 12 Rs. 6,480

1. Indigenous schools in Nos. 39, 42 and 177 should be improved and made fit for recognition and aid.

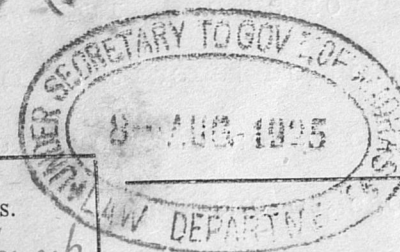
2. In single teacher schools, the pay of the teacher is proposed at Rs. 25, the minimum pay of a higher elementary grade trained teacher, and in two teacher schools, the headmaster's pay is proposed at Rs. 25 and the assistant's pay at Rs. 20, the minimum pay of a lower elementary grade trained teacher.

Received 192 . Registered 192

Subject.

Compulsory Elementary Education Scheme - Saidapet Taluk

proposals - submitted.



ENCLOSURES.

No. 2 Statements.

Cur.

No. 1673 B/25

Spare copies

Station Madras, Dated the 5th August 1925 192

From (Name) R.G. Grieve, Esq., M.A., F.R.C.S.,

(Designation) Ag. Director of Public Instruction

To The Secretary to the Government of Madras,

Law (Education)

Department.

Sir,

I have the honour to state that an intensive educational survey of the Saidapet Taluk was conducted in March and April 1924, and on the report submitted to Government, thereon, the opening of Board schools out of the provincial subsidies in 14 centres of the Taluk was sanctioned by Government in their Order No. 1598 Law (Education) dated 16th October 1924, with a view to supplying schools in all school-less centres in the Taluk. Considering the fact that all population centres in the Saidapet Taluk (non-municipal area) have been provided with facilities for the elementary education of the children residing therein, and taking into account the proximity of the Taluk to Madras which facilitates the supervision and advice of the

4-14
Director of Public Instruction in trying any experiment, I propose that compulsory elementary education for boys be introduced in the Saidapet Taluk from 1st July 1926 as an experimental measure and that the scheme be included in Part II of the Budget estimated for 1926-27.

2. Details of the scheme showing the number of additional boys to be brought under instruction, the number of additional schools and additional teachers required, and the extra cost involved have been worked out firka-war and exhibited in the statement submitted herewith. In col. 2 of the statement are entered the names of groups of population-centres which are situated close to one another and which are or can be served by the same set of schools, the grouping being based on the Taluk map prepared by the Special officer and his personal knowledge of the Taluk. Col. 4 contains information regarding the number of schools which are attended by the children of the centres referred to in Col. 3, the schools being classified according to the different kinds of management. The schools and the centres served by them are within the statutory distance of a mile. The figure entered in Col. 5 represents the number of boys of school-age actually calculated at the census taken by the Village officers during the intensive survey of 1924-25.

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I Col. 6 of the statement shows the number of boys that the schools mentioned in Col. 4 can accommodate with reference to rule 4 of Appendix 24 to the Rules under the Madras Elementary Education Act, 1920, after setting apart the accommodation required in those schools for the girls who are actually attending them. The number of such girls is shown in Col. 13. The number of boys who have yet to be provided for is shown in Col. 7.

In estimating the possible requirements, the following procedure has been adopted:-

(1) In the case of population centres which are served only by aided schools, new Board schools have been proposed

9 3 15
3. to meet the needs of the boys shown in Col. 7 against those centres, since the managers of the aided schools cannot be compelled to arrange for additional accommodation and employ additional teachers for bringing the additional boys under instruction in their schools.

(ii) In the case of centres served by schools under public management (Labour Department or Taluk Board) besides aided schools, if any, additional teachers, where necessary, have been proposed for the labour schools or Board schools or both as the case may be.

4. The number of existing recognized Day schools for boys is 175, in which there is accommodation according to the recent survey for 9,947 children. There are, however, 813 girls attending these schools, and taking into account the accommodation required for them, it is seen that the existing boys' schools can accommodate only 9,134 boys, while the number of boys of school-age is 14,154. The number of boys who have still to be provided for is thus 5020. This number does not include 315 boys of school age who are residing in Sembium, Villivakkam and Madhavaram and are attending Secondary schools in the Madras City.

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X
5. The number of additional teachers required in the schools under public management is 45, of whom 18 are proposed for the Government Labour schools and 27 for the Taluk Board schools. The number of additional Board schools to be opened is 49 with a staff of 102 teachers in all. According to these details, the number of additional teachers proposed is 147. The number of additional teachers that would be required for teaching 5020 pupils at the rate of one teacher for 35 pupils is 143. The excess of 4 in the number of additional teachers proposed in the scheme is due to the grouping of centres with reference to their geographical position, under which an additional teacher is required in certain cases where the additional number of pupils is less than 35. It may be mentioned that no additional teachers have been proposed in cases in which the additional number of boys is

17 and below.

6. The monthly cost of the additional teachers required in the existing schools is shown in Cols. 10 (a) and 10 (b). The pay of an additional teacher is calculated

at Rs.15 per mensem both in the Labour schools and in the Board schools, on the ground that additional teachers may be untrained men of the Higher Elementary grade.

The monthly recurring expenditure on the additional Board schools required to be opened in the Taluk is entered in Col. 11, the cost being calculated at Rs.20 per mensem for a Headmaster and at Rs. 15 per mensem for an assistant; a sum of Rs.5 per mensem is also provided for rent and contingencies for each school.

7. The compensation payable to the existing aided schools under the proviso to section 47 of the Elementary Education Act would amount to Rs.745-5-0 a month if the fee income is calculated at the rates at which fees are reported to be actually levied, while the compensation would be only Rs.148-5-0 a month if the fee income is calculated at the Madras Educational Rules rates. Since it has been the policy of Government to allow the payment, out of Elementary Education funds, of compensation for loss of fee income only at the Madras Educational Rules rates to aided schools in any area where compulsory Elementary education is introduced, the latter amount of Rs.148-5-0 has been taken as the basis for determining the compensation payable by the Taluk Board to the aided schools in the Saidapet Taluk.

8. The extra cost involved by the scheme is as follows:-

Recurring.	Labour Dept. schools.	For a month	For a year	For 1926-27
	Cost of 18 additional teachers in the existing schools at Rs.15 P.M.	Rs.270	3,240	2,160
	<u>Taluk Board schools</u>			
	Cost of 27 additional teachers in the existing schools at Rs.15 P.M.	405	4,860	3,240
	Cost of 49 additional schools with 102 teachers (49(20) plus 53(15) plus 49(5))	2020	24,240	16,160

Compensation payable to the aided schools according to the M.E.R. rates

14855-0	1,780	1,187
Total Tk.Board schools.2573-5-0	30,880	20,587

Non-recurring. Taluk Board schools.

Initial equipment for 49 Board schools at Rs.100 for a school 4900

9. Additional accommodation would be needed in 13 Labour schools and 18 Board schools to accommodate an additional number of 540 and 845 boys respectively. The Labour Department and the Taluk Board may be advised to arrange for the additional accommodation by putting up temporary sheds or by engaging suitable houses for rent. As for the 49 new Board schools to be opened, provision has been made for rent. The schools are intended to accommodate 3635 boys in all and the Taluk Board may be allowed to construct temporary sheds for them, wherever possible.

All the labour schools (31 in number) are held in thatched sheds constructed by the Labour Department. Of the 41 Board boys' schools in the Taluk 7 are held in Taluk Board buildings and the remaining 34 in rented buildings, the total expenditure from Board's funds on rent being Rs.1,114 in the year 1924-25. It may be observed that the Elementary Education fund budget of the Saidapet Taluk Board for 1925-26 (approved in G.O.No. 693 Law (Education dated 4th May 1925) closes with a balance of Rs.43,483 and the Board may be advised to utilise a portion of this amount in constructing school ^{buildings} after preparing a building scheme spread over a few years in consultation with the District Educational Officer, Chingleput.

10. The number of teachers employed in the Labour and Board schools is 51 and 62 respectively. Of these 28 teachers in Labour schools and 46 teachers in Board schools are trained men. It is understood that many untrained teachers in the Board schools have recently been replaced by trained teachers. Trained teachers are easily available

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in the Taluk and there is no need to ask the Taluk Board to make special provision for stipends to teachers, over and above any provision usually made by the Board in their budget.

11. The Saidapet Taluk Board is levying the education cess and the Board's contribution from general revenues to the Elementary Education fund under its control is Rs.13,730. The financial position of the Board is reported to be unsound and it appears that the general budget of the Board for the current year closes with a deficit. The Taluk Board will thus not be in a position to introduce compulsion in Saidapet (one of the two taluks under its jurisdiction) unless the extra expenditure involved is borne from provincial funds. Provision may therefore be made in Part II of the Budget estimate for 1926-27 for the payment of subsidy to the Board to meet the recurring expenditure of Rs.20,587 and the non-recurring expenditure of Rs.4,900, details for which have been shown in para 8 supra. In this connection I may point out that the Saidapet Taluk Board is at present levying the Education cess at the rate of 3 pies in the Rupee on lands, 12½ per cent on companies and Profession Tax and 6½ per cent on house tax, the maximum that can be levied under each of these heads being 25 per cent according to Section 34(ii) of the Elementary Education Act. It is to be considered whether Government should undertake to pay the whole of the sum of Rs.20,587 required for financing the scheme seeing that the Taluk Board is not taxing itself to the full limit possible. While I do not advocate that Government should meet all the cost indefinitely, I think there is justification for doing so for a limited period, as the experience to be gained in the Saidapet Taluk will be applicable to and useful to the Presidency as a whole. The Taluk Board will eventually have to raise more funds but it is for Government to determine whether they should be called upon

19
to do so at once in the circumstances pointed out above.
12. As for the extra expenditure involved in the Labour schools, I suggest that the Commissioner of Labour may be furnished with the details of the scheme and advised to enter the necessary provision in his budget for 1926-27. He may also be requested to issue instructions to the District Labour Officer, Chingleput District, to make suitable arrangements for the additional accommodation required in the schools maintained by the Labour Department.
13. When the scheme detailed above is given effect to, there will be 175 plus 49 or 224 recognized Elementary Boys' Day schools in the Saidapet Taluk. It is of great importance that the schools should be properly and efficiently supervised and that the scheme should be worked out very carefully. To this end there should be in the area of compulsion, officers of not lower rank than Dy. Inspectors of schools, with a small number of schools under the jurisdiction of each, so that they may be able to study and gauge the difficulties in introducing compulsion and advise how they may be overcome. I propose accordingly that Government will be pleased to sanction temporarily for a year, as a special case not to be regarded as a precedent, the creation of 3 posts of Dy. Inspectors for the Saidapet Taluk in addition to the Dy. Inspector of the Saidapet Range. The appointments may be sanctioned with effect from 1-6-26 so that there may be time for arranging the preliminaries for the introduction of compulsion from 1-7-26. The cost of the additional inspecting officers and their establishment for 1926-27 would come to Rs.5,831 as shown hereunder:-

	for 9 months Cost/in 1926-27
3 Dy. Inspectors on Rs.75 plus 37½ Fixed Travelling allowance each	Rs.3,038
3 clerks on Rs.35 each, 3 attenders on Rs.12 each and 3 peons on Rs.12 each	1,593

Contract contingencies at Rs.300
for each office (including cost
of furniture and equipment) Rs.900

Non-contract contingencies at
Rs.100 for each office (including
rent charges) 300

Total 5,831

14. I submit herewith a summary showing the details
of expenditure involved by the proposal to pay a subsidy
to the Taluk Board, Saidapet and to employ the additional
Inspecting agency required on account of the introduction
of compulsory elementary education for boys in the Taluk.

15. Should the proposals made above commend themselves
to Government, I request that the Taluk Board, Saidapet,
may be instructed to submit the necessary resolution regard-
ing introduction of compulsory elementary education as
indicated in Section 44 of the Elementary Education Act.

I have the honour to be,

S i r,

Your most obedient servant,

A Rama Ray

for Director of Public Instruction.

P.V.S. 6/8

Summary showing details of expenditure from provincial funds on account of
the introduction of compulsory Elementary education in the Saidapet Taluk.

Serial No.	Details of scheme	Estimated expenditure in 1926-27			
		Recurring	Non-recur ring.	Total	
		Rs.	R s.	R s.	Rs.
Introduction of compulsory Ely.Edn. in the Saidapet Taluk.					
(i) Subsidy to the Saidapet Taluk Board for					
(a)	strengthening the staff of exist- ing schools by entertaining 27 additional teachers on Rs.15 per mensem each from 1-7-26	3,240	..	3,240	4,860
(b)	opening of 49 new schools with a staff of 49 Head masters on Rs.20 P.M. and 53 Assistants on Rs.15 P.M. and a sum of Rs.5 P.M. for contingencies with initial equipment at Rs.100 for a school	16,160	4,900	21,060	24,240
(c)	the payment of compensation to aided schools in the area of compulsion the fee income being calculated at the M.R.R. rates (Rs.148-5-0 P.M.)	1,187	..	1,187	1,780
Total subsidy		20,587	4,900	25,487	30,880

(ii) Cost of additional
Inspecting agency from
1-6-26

(a)	3 Dy. Inspectors on 75 plus 37-8-0 F.T.A. each	3,038	..	3,038	4,050
(b)	3 clerks on Rs.35 each, 3 attenders on Rs.12 each and 3 peons on 12 each	1,593		1,593	2,124
(c)	Contract contingencies at 300 for a Dy. Inspector's Office (including cost of furniture and initial equipment)	900		900	600
(d)	non-contract contingencies at Rs.100 for Dy. Inspector's Office (including rent)	300		300	300

Total cost of additional
Inspecting agency.

5,831 5,831 7,074

A Rama Ray

for Director of Public Instruction.

Subject - Compulsory elementary education, Saidapet Taluk Board.

(C.No. 2977 A) From the Director of Public Instruction, No. 1573 B/25 dated 5th August 1925.

The D.P.I. submits proposals for the introduction of compulsory elementary education in the Saidapet Taluk as an experimental measure ^(with effect from 1.7.26). An educational survey of the taluk was carried out last year and as a result of the survey, the Government sanctioned the opening of 14 schools in centres not already provided with schools. The D.P.I. now reports that in order to introduce compulsory elementary education additional facilities will have to be provided for the education of 5,020 boys. He recommends that this might be effected by :-

- (1) the employment of 45 additional teachers in existing schools [Board schools (27), Labour department schools (18)]
- (2) by the opening of 49 additional Board schools with 102 teachers.

2. Employment of additional teachers in existing schools.

The D.P.I. proposes a pay of Rs. 15 for these additional teachers on the ground that ^{these} ~~these~~ may be untrained men. It is desirable to employ trained teachers as far as possible. But the rate proposed by the -- Director may be accepted for the present. When the scheme is approved, the Commr. of Labour may be ^{requested} ~~requeste~~ ed to take steps for providing the additional accommodation required in the schools maintained by that department and for the employment of the additional teachers in these schools.

3. Opening of additional schools.

For the ~~14~~ 14 schools opened last year a pay of Rs. 25 was allowed for headmasters and Rs. 15 for

Q.O 1598 L2
16.10.24 (D)

Para 3, page 4 of ref.

Q.O 1598
16.10.24 (D)

assistants. The rates now proposed by the Director for these two classes of teachers are Rs. 20 and 15. Apparently this reduction is proposed in the interests of economy. ^{Monopoly} Teachers of lower educational qualifications will alone be available for these rates of pay ~~minimum~~ ^{these rates may be accepted for the present.} ^(Rs. 5) ^(Rs. 100) The rates proposed for contingencies and equipment are the same as those allowed last year.

4. Inspecting staff.

The Director considers that ^{the} working of the scheme should be carefully supervised in view of the fact that it is the first scheme of its kind, and hence proposed to employ three additional deputy inspectors on Rs. 75 a month, ~~temporarily~~ temporarily for one year, as a special case, from 1-6-26. In ^{the case of} connection with the compulsory education schemes introduced in the municipalities, it is usual to employ a superintendent on Rs. 50 a month. ^{for each municipality} In view of the difficulties attendant on the introduction of compulsory education in extensive rural areas the D.P.I.'s proposal does not appear to be extravagant.

5 Cost of the scheme.

	Cost in 1926-27		Ultimate annual cost.	
	Recurring	Non-recurring	Recurring	Non-recurring
1. Employment of 18 addl. teachers in schools maintained by the Labour deptt.	Rs. 2,160	Rs. -	Rs. 3,240	-
2. Subsidy to the Saidapet Taluk Board for the employment of 27 addl. teachers in the existing board schools; for the opening of 49 addl. schools with 102 teachers; and for payment of compensation to aided schools.	20,587	4,900	30,880	-
3. Cost of addl. inspecting agency, temporarily for one year.	5,831	nil	8,074	-
Total :---	28,578	4,900	41,194	-
	33,478			

24441



Law (Tamil)

2977A-2
18-8-25

The Director considers that in view of the unsatisfactory ^{financial} ~~final~~ condition of the taluk board and of the fact that the experience gained will be useful to the Presidency as a whole, the entire cost of the ^{Scheme} ~~Govt.~~ may be met by Govt. at least for a limited period.

The general budget ~~of~~ the Saidapet taluk board for the year 1925-26 closed with a balance of Rs. 547, but its normal budget resulted in a deficit of Rs. 3,000 per annum. The normal receipts and expenditure relating to the Elementary Education fund are Rs. 64,290 and Rs. 61,570 respectively. The ~~fixed~~ difference of Rs. 2,720 will be required for buildings etc.

The taluk board ~~raises~~ raises educational tax at the following rates : --

- (1) 3 pies in the rupee of land revenue,
- (2) 12½ per cent ^{on} of companies and profession taxes,
- (3) and 6½ per cent on house-tax.

It is doubtful whether the local body will be willing to ^{raise} ~~pay~~ all the taxes ^{at} ~~to~~ the maximum rates. Even if it does so, it may not fetch any appreciable additional income. The L.S.G. department may be requested to advise whether the taluk board will be able to meet any portion of the cost, at least a few years hence.

6. The file may be sent to Law (General), L.S.G. and Finance for remarks.

CA D.O. has been sent to the P.T.B. Saidapet, asking him to meet the Secy for a personal discussion of the subject.

8/17.8.25

17.8.25

V.T.K. 18.8.

L.S.G. u.o in the first instance.

x 15

1. 11 Sept.

It is expected that an addⁿ income of Rs 3000 might be derived by the T.B. if it is allowed to license dangerous & offensive trades within its area inclusive of the zone of 3 miles from ^{Saidapet} limits. At present the T.B. has no license. Such trades within 3 miles of its limits under the Dm. Act. though under the T.B. Act, the T.B. also can exercise this power. It is proposed in the amending bill to give local boards absolute power to license such trades within their limits. Made? income so derived will first go to meet the normal deficit which is likely to increase in future with the expansion of services. Already the T.B. has been compelled by Govt to make a normal contribution of Rs 13000 from its general revenue to the S. Edu. ~~fund~~. This sum represents more than 60 p.c. of the obligatory cess and the Law (Edu) Dept have declined to accept a reduction of the contribⁿ to Rs 10000. In view of the unsatisfactory financial condition of the T.B. it cannot be expected to finance any portion

57-26

of the proposed compulsory Elem^{ary} Edu. scheme

Roe
Rsi
Serg

19/8

Either the scheme should be postponed till the finances of the T.B. improve or the Govt should bear the whole cost. For one or two years the Board finances are likely to be very unsatisfactory.

the 19.8.25

The scheme is to be tried in Saidapet first. L.S.G. may support the recommendation of the D.P.C. that the entire cost should be met by Govt.

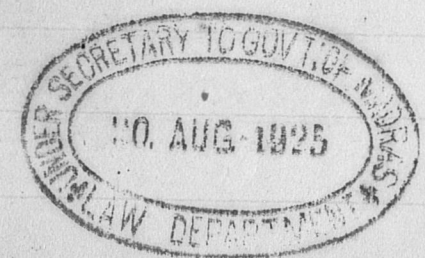
19/8

The T.B. cannot afford any more for education -
O.S.
19.8.25

Serg
Laf (con)

L.S.G. no. 2441-1573
19.8.25

d. 31584
27/8/25



The President of the Taluk Board has seen the Secretary. He presses three points : --

(1). The Board will not be able to meet any portion of the cost of the scheme either now or later.

(2) The scale of pay proposed for teachers is too low to attract persons to retain them in their posts especially as the taluk is contiguous with Madras City and Madras rates prevail very largely in the taluk.

(3) Provision should be made in the scheme for clerical establishment in the Board's office to cope with the increase of work, the cost to be met out of Elementary Education Fund.

C. R.

18-8-1925.

The P.T.B., Saidapet, says that the Board will not be able to meet any portion of the cost either now or later. The entire cost will therefore have to be borne by Govt as recommended by the D.P.D. L.B. also agree that the taluk board cannot afford to contribute towards the cost of the scheme ~~any more than its usual contribution.~~

2. The P.T.B. considers that the scale of pay proposed for the teachers, namely Rs 20/- & Rs 15/-, is too low. Apparently he considers that Rs 20/- & Rs 20/- should be sanctioned as was done

(D) in G.O. No 1598 Ld, 16.10.24. As the D.P.D. considers that the ~~present~~ ^{assistant} teachers required for the present and the proposed schools, ~~the same~~ may be entrusted men of the higher elementary grades. His proposal to fix the pay of ^{head} 49 teachers (for 49 new schools) at Rs 20/- m each & that of the rest at Rs 15/- m may perhaps be sanctioned for the present. The question whether the pay should be raised may be considered, if necessary, after some experience is gained in the working of the scheme. There is some force in the argument of the President that owing to proximity to Madras, Rs 15 is very low pay. But we may wait & see.

3. The P.T.B., Saidapet, suggests that the cost of the additional clerical establishment in the Taluk Board's office ^{that may be found} necessary to cope with the increase of work consequent on the introduction of the scheme, should be ~~permitted to be~~ debited to

Para 6, page 4 of Cf.

to the E.E. fund. Submitted ^{that} the Advocate-Genl has expressly stated that ~~such expenditure should not be debited~~ The Act does not provide for such expenditure being debited to the E.E. fund. The question of amending the Act in this respect is separately under consideration.

vide No 953 L2
8-6-25 (10)

File with Secy for personal discussion with Adv. Genl

4. The file may now be sent to Finance.

u.o for remarks

A
21/8/25

21/8/25
STK

21.8.25. The proposal to introduce Compulsion is in the nature of an experiment.

2. It is recognised that Compulsion is the only means of checking the ^{enormous} wastage that occurs in the ~~2nd~~ ^{after first} classes ^{after the second} in the elementary school course. The figures in the margin show that a large proportion of the boys in the elementary schools of this Presidency ^{leaves school after 1 or 2 years} It takes at least four years in an elementary school for a boy to become really 'literate' and the money spent in teaching ^{over} ~~about~~ 450,000 boys in the 1st standard ^{and over 80,000 in the 2nd standard} is ~~wast~~ more or less wasted.

attendance in all el. schools for boys in the Presidency
1st standard:- 761,073
2nd standard:- 293,116.
3rd standard:- 201,891.
4th standard:- 143,132.

3. Several remedies have been suggested for preventing this wastage and some little improvement is perceptible in figures of recent years. These however are mere palliatives. Compulsion is the only

effective remedy.

4. Up till now, we have not had any experience of the working of compulsion in rural areas. It is now felt that, as attempts are ^{being} made to secure a rapid ^{of} to expanding elementary education in rural areas, effective steps should be taken to stop the wastage which is referred to above.

5. Taidapet taluk is selected for the experiment in the first instance for the following reasons:-

i) It was intensively surveyed (from the point of view of elementary education) two years ago and last year 14 additional schools were sanctioned so that each centre of population might have a school.

ii) The Taluk adjoins Madras - and so the D.P.I. can conveniently tour in it and study the problems that will arise ^{once} when Compulsion is introduced.

6. The proposal ^{has been} carefully worked out by the D.P.I. and are recommended for adoption in 1926-1927.



Law (adv) no

2987 A-3

2018.

25-8-25

29837 ET

V.TK

22.8.

Finance u.o

Part II Scheme for 1926-27

The proposal is to introduce compulsory elementary education in the Saidapet taluk as an experimental measure with effect from 1-7-26. For the purposes of the scheme additional facilities have to be provided for the education of 5020 boys by opening 49 additional Board schools and by the employment of 45 additional teachers in existing schools(18 in labour schools and 27 in Board schools). The scheme is estimated to cost Rs.41,194 p.a. and Rs.33,478 in 1926-27 including a non-recurring expenditure of Rs.4900 in 1926-27-vide details on p.2 ante. The entire cost of the scheme is proposed to be met from the provincial funds. The

scheme is recommended for adoption in 1926-27. It may be treated as Part II scheme for next year.

2. The Law department state that compulsion is the only means of checking the enormous wastage that occurs in the classes after the 1st class in the Elementary schools; ~~The present~~ ~~state~~ scheme is proposed as an effective step in securing a rapid expansion of elementary education in rural areas.

An intensive educational survey of the Saidapet taluk was completed recently and with a view to facilitate the introduction of universal elementary education sanctioned Government have inter alia in G.O.No.1598 Law(Edn.) dated 16-10-1924 the opening of 14 new schools in the Saidapet taluk and the payment of a contribution to the Taluk Board towards the cost of the schools. The present proposal goes a step further in that compulsion is to be introduced as an experiment in this taluk. It has been stated that the finances of the Saidapet Taluk Board are likely to be very unsatisfactory for some time and that the Taluk Board will not be able to meet

para 1 p2 cf

cf p1 ante

cf para 1, p7 ante

p 9 ante

cf pp 8-9 ante

cf p 5 ante

any portion of the cost of the present scheme. But the taluk board has not levied the education tax at the maximum rates. The taluk board should, it is submitted, be called upon to levy the tax at the maximum rates. In the meantime a contribution may be made to it from provincial funds for a limited period, the position being reviewed at the end of every three years.

3. The following remarks seem called for on the details of the scheme:-

(1) Salaries for the teaching staff.

The rates of pay now proposed by the D.P.I. and those already accepted by Government in G.O.1598 Law(Edn.) d.16-10-24 are shown below:-

Pay proposed		Pay sanctioned in G.O.No.1598 Law Edn. dated 16-10-24.	
Rs.		Rs.	
(i) Headmaster.	20 p.m.	25 p.m.	
(ii) Assistants.	15 p.m.	19 p.m.	
	(for teachers who may be untrained Higher Elementary grade men)	(for 75 per cent of teachers who will be trained men and Rs.15 for the rest who will be untrained.)	

The rates proposed by the D.P.I. may be accepted.

(ii) The Inspecting staff.

The D.P.I. proposes to employ three additional deputy Inspectors on Rs.75 a month temporarily for one year as a special case from 1-6-1926. When the present scheme is given effect to, there will be 224 elementary schools in Saidapet taluk. There is already 1 Deputy Inspector at Saidapet. On the basis of ~~one~~ 1 Deputy Inspector for 133 schools, only 1 additional Deputy Inspector is admissible. He may be allowed 1 clerk, 1 attender and 1 peon. The cost will then be reduced to Rs. 29590 $\frac{2}{3}$. *extra cost in 1926-27*
If the D.P.I wants to have more officers for the organisation and supervision of the new schools, a cheaper agency should

cf para 11, pp 6 C.F

(D)

(D)

para 13, p 7 CF

④ 4 A p 13 q who to 40 1002 L.E 29-8-1922

only Rs 3887 $\frac{1}{3}$

be employed e.g. the old supervisors' class. It may be noted that a supervisor was recently sanctioned for the organisation and supervision of Mapilah schools in Malabar. *It is understood that a proposal is separately under consideration in Law (Edn.) to employ a cheaper inspecting agency.*
(iii) Rent and contingencies.

A sum of Rs.5 p.m. has been provided for each school as against Rs.6 sanctioned in G.O.1598 Law(Edn.) dated 16-10-24 for the items. This may be agreed to.

(iv) Equipment.

A sum of Rs.100 has been proposed for equipment for each school. This is same as the rate agreed to in G.O.1598 Law (Edn.) dated 16-10-24. No remarks are called for.

4. Subject to the above remarks, Finance may agree to the proposal being placed before the Finance Committee as a part II scheme for 1926-27. The extra expenditure involved in the labour schools is to be provided in the labour budget for 1926-27

Thro' Expenditure Budget
8.9.25
11.9.25
8.9.25

Law (Edn.)
11.9.25

2. 11.29.837 ET-1
11.9.25
33450 A
11-SEP-1925
12/9/25
DEPARTMENT

Law (Edn., Dyph)
The Finance Dept. has accepted the proposals
Subject to the following remarks:-
(1) The taluk board should be asked to levy the tax at the maximum rates;
(2) The provincial contribution proposed to be paid to the taluk board should be limited to

a period of three years, the amount to be given thereafter being settled with reference to the circumstances obtaining at the end of that period;

(3). Only one additional deputy inspector should be employed instead of three deputy inspectors as proposed by the Director.

2. It is submitted that the ^(first) suggestion ~~may~~ be commended to the taluk board for consideration.

~~As regards the second~~ ^(first) suggestion it is submitted that even if the ~~Company~~ ^(for houses) and Profession taxes are levied at the maximum rate, there is not likely to be any appreciable increase in the income of the board. Further, it is likely that in the year after the next and the succeeding years when the compulsory education scheme will be in full working order, additional expenditure may have to be incurred by the taluk board on the employment of more teachers in schools ~~etc.~~ and on other items connected with the scheme. The estimate framed by the Director provides only for minimum requirements. If the finances of the board improve the additional expenditure referred to above may be met by the board without ~~any~~ further contribution from Government. It does not therefore appear that there need be any review of the position at the end of three years as suggested by the finance department.

3. As regards the suggestion of the Finance department to employ only one additional deputy inspector it is submitted that this staff will not be sufficient for the requirements of the scheme. In the initial stage there will be considerable additional work to be done by the deputy inspectors. The villages will have to be visited frequently to see if the schools are working properly and ~~if~~ the boys are attending the schools ~~etc.~~ regularly.

I had a long discussion with the president of the taluk board on this point. He says that his board will not favour the imposition of full rates at once but it may not oppose it later on, once Compulsion is introduced.

There is no objection to a review of the position - including the financial position - at the end of three years.

regularly. ~~These~~

These officers may have to persuade parents to send children to schools and to overcome other difficulties that may arise in the initial stages. It is therefore very essential that each deputy inspector should have a limited number of schools and should not ordinarily have to travel over an area much larger than that of a firka. This department may therefore propose that at least two additional deputy inspectors should be employed for a period of one year in connection with the scheme.

4. A note for the Finance Committee is placed below for approval. It may be sent to the Finance department for the addition of that department's note.

A.S.
14.9.25.

SLR
15.9.25.

16.9.25

V.TK
18.9

Fin 4-0

Finance (E.T.)

Previous Finance note on pp 10-12 ante

As pointed out in para: 3 (ii) of Finance note on pp 11-12 ante, only 2 Dy. Inspr. can be allowed for 224 Elementary Schools, the standard being 133 schools for a Dy. Inspr. As there is already 1 Dy. Inspr., sanction can be accorded, under the scheme, for the employment of 1 more asst. Dy. Inspr. The Law Dept. have not assented any ~~for~~ new grounds for allowing more officers

In his discussion of the scheme with me, the D.P. was very strong on this point. The introduction of the experiment will be difficult and there is ~~no~~ ^{four} officers of the superior grade (of Deputy Inspr.) are necessary to do the propaganda work, constitute attendance committees, advise on exemptions etc. The work is responsible and new. At least two more Deputy Inspr. may be sanctioned.

V.TK
18.9

L. Co. no. 2947 A
18/9/25



32899 E.T.

19.9.25



Two additional temporary Dy. Inspr. may be agreed for one year.

25.9.25

officers of a costly agency, except that they ^{will} have much spare work to do in the beginning which is the case with all new schemes. For orders whether, in the circumstances Finance will agree to the employment of two additional Deputy Inspr. with their staff temporarily for one year.

Subject to orders on the above point and to the remark that detailed heads are given under which provision is to be entered in the next year's budget for the scheme, the note for the Finance Committee may be accepted; the Finance portion of the note may be "The proposal may be placed before the Finance Committee as a 'Part II' scheme for 1926-27"

This Exp. 24.9.25
Budget

VUC
28.9.25

25.9.25

Law (E.T.)

Fin. no. 32899 E.T. 1
25.9.25

L. Co. 3672 A

28/9/25

Law (E.T., Dep't)

The Finance Dept. has agreed to the suggestion of this Dept. that two additional deputy inspectors should be employed for one year. 2. The note for the Finance Committee has been amended with reference to the Finance Dept.

will be reprinted after approval

depth note above. For orders as to circulation

AD
29/9/25

Law (42) may see the case before circulation.

NK
30/9/25

1.10.25

Make a neat copy of the note before circ =
V.T.K.
2.10.

A clean copy is submitted below. For orders as to circulation

AD
5/10/25

5/10/25

M₂

C₄

Others

It seems to me that the Taluk Board should raise its case, to contribute to part of the cost of this scheme. Let

2/ Hon. B. K. S. Thirumangalakudi 7/10/25
depend? Let



The taluk board now levies the education tax at the following rates:-

*This is the maximum that could be levied.

The maximum rates are 25 per cent.

(1) 3 pies in the rupee of land revenue.

(2) 12½ per cent on companies and profession taxes and

(3) 6½ per cent on house tax.

The Secretary had a long discussion with the P.T.B. Saidapet, who stated that the board would not favour the imposition of the educational tax at the maximum rates at once, but that it might not oppose it later on, once compulsion was introduced. The present proposal is to meet the entire cost of the scheme from Provincial funds for the first three years, and then to review the position at the end of that period with a view to ^{judge} whether the board's financial position could be improved so as to enable it to meet a portion of the cost. If, however, it is considered that the board should raise the educational tax to the maximum rates, it may be asked to state whether it is willing to do so. The total proceeds from house tax in the Unions in the Saidapet taluk amount to Rs 25,422 and those from companies and profession tax Rs 14,15/-. If the education tax is levied at the maximum rates in these two cases, the additional income will amount to Rs 4,767 under house tax and Rs 56 under profession tax, or in all Rs 4,823. This is very small compared with the ultimate cost of the scheme Rs 31,12

I agree that the taluk board should be asked to raise the rates to the maximum but submit that it may be moved after compulsion is introduced. 2. The President states that the taluk board area has not had good crops for two or three years and that this is not a favourable time for raising the question V.T.K.

p. 2 of 208
21-2-25



10/17/25

2. With reference to para 2 of C-4's remarks on p.16 ante, it is submitted that, in the rules framed under the Elementary Education Act, elementary education is defined to be education up to and including standard VIII. In his note on expansion of elementary education, the Hon'ble Member suggested that elementary education funds under the Act should be constituted

18/9/25
reserved solely for education in standards I to V.
~~The definition of "Elementary Education" in the~~
~~1925 Act has not been revised.~~ A reference has been
made to Presidents of D.E.Cs and of District secondary
education ^{boards} on the question whether elementary education
should hereafter comprise only education in standards
I - V of elementary schools. The receipt of their
views is awaited (Vide linked file and O.M.No.1598-1
dated 26-5-25.)

9.10.25

V.T.F.
10.10.

M₂
C₄
The note explains about the C.E.S. -
In the reference to the D.E.Cs, Govt.
made it quite clear that Elementary
Education shall be limited to Standards I to V
and thus shall be a separate classification
thereafter. What is known as higher
elementary schools shall be absorbed
in middle schools from 1926. The
High School Education from form IV to VI.
Elementary Education therefore is intended to
include Standards I to V only.

Para IV.ii of the ref. S.O. 1588 A.1
indicates the policy - The matter will be
finally settled later on.

17/10.25

The Hon. the Minister has discussed
this with me. I do not object to
the scheme going on as proposed.
Let
12/10/25



23 18/40
Law (Education) Department.

Note for the Finance Committee.

Budget Estimate for 1926-27 - Part II scheme.

Subject:- Introduction of compulsory elementary education
in Saidapet Taluk.

Proposal of the Director of Public Instruction.

An intensive educational survey of the Saidapet taluk was
conducted in March and April 1924, and, on the report submitted
thereon, the Government sanctioned a subsidy to the Saidapet
taluk board to enable it to open elementary schools in 14 centres
of population in the taluk. With the opening of these schools,
practically all the centres in the non-municipal areas of the
Saidapet taluk have been provided with facilities for imparting
elementary education to the children residing therein. The
Director of Public Instruction now proposes that compulsory
elementary education for boys may be introduced in the taluk
from 1st July 1926 as an experimental measure.

2. The number of existing recognised day schools for boys
in the non-municipal area of the Saidapet taluk is 175 of which
31 are under the management of the Labour department, 41 under
the management of the taluk board, Saidapet, and the rest under
private management.

The total number of boys of school-age in the area is 14,154.
It has been estimated that the present schools can accommodate
9,134 boys, provided the necessary additional staff of teachers
is employed in the schools. For the remaining 5,020 boys
who will have to be brought under instruction on the introduction
of compulsion, it is proposed to open 49 new elementary schools
under the management of the taluk board. The total number of
additional teachers required for the existing and the new schools
is

24 20 41
2.

is 147 as detailed below:-

(i) Additional teachers for the Labour department schools in order to enable them to admit the maximum number of boys.	13
(ii) Additional teachers for the present board schools.	27
(ii) Teachers for the 49 <u>new</u> schools.	102
Total ..	147

3. The headmasters of the new schools may be paid at the rate of Rs. 20 a month each and the Assistant masters at Rs.15. A sum of Rs. 5 may be provided for rent and contingencies for each school. Besides a sum of Rs. 148 a month, will be required for the payment of compensation under section 47 of the Elementary Education Act to managers of aided elementary schools in the taluk for the loss of fee income consequent on the introduction of free and compulsory education.

4. When the 49 new schools referred to above are opened, there will be 224 recognised elementary day schools for boys in the non-municipal area in the Saidapet Taluk. It is of great importance that these schools should be properly and efficiently supervised and that the scheme should be worked very carefully. To this end, there should be in the area of compulsion, officers of not lower rank than Deputy Inspectors of schools with a limited number of schools under each officer so that they may be able to study local conditions and deal with difficulties that will arise in introducing compulsion. It is therefore proposed that three additional deputy inspectors may be employed as a temporary measure for one year in addition to the present deputy inspector of the taluk. The three additional appointments may be sanctioned with effect from the 1st June 1926 so that there may be time for arranging the preliminaries for the introduction of compulsion from the 1st July 1926.

3. 25 42
5. The scheme outlined above is expected to cost Rs.41,194 recurring and Rs. 4,900 non-recurring.

6. The Saidapet taluk board is levying the education tax, but even with the proceeds of the tax and the equivalent Government contribution, the taluk board will not be in a position to finance the scheme for the introduction of compulsory education outlined above. The general budget of the board for the current year closes with a small credit balance of Rs. 547. If the scheme of compulsory education should be introduced in the taluk, the entire expenditure will therefore have to be met from provincial funds. Though it is not advisable that the Government should meet the entire expenditure on account of this scheme indefinitely, still there is justification for doing so for a limited period, as the experience to be gained in the taluk will be useful in the introduction of compulsion in other parts of the Presidency. It is therefore proposed that provision may be made for the entire expenditure in the budget estimate for the year 1926-27.

Note of the Law (Education) Department.

The introduction of compulsion in non-municipal areas is a problem that has to be faced immediately. It is recognised that compulsion is the only means we have of checking the enormous wastage that occurs in the classes after the first in the elementary school course.

2. The following statement shows the number of boys in the first four standards of elementary schools in the Presidency for the year 1922-23:-

		<u>No. of boys.</u>
First standard	...	761,073 874,378
Second standard	...	293,116 304,779
Third standard	...	201,891 237,539
Fourth standard	...	143,132 166,623

The above figures show that a large proportion of the boys in the elementary schools leave school after one or two years.

It

26 43
4.
It takes at least four years in an elementary school for a boy to become really 'literate' and the money spent in teaching over 450,000 boys in the first standard and over 80,000 in the second standard is more or less wasted.

3. Other remedies have been suggested for preventing this wastage and some little improvement is perceptible in figures of ~~years~~^{recent} years. These, however, are mere palliatives. Compulsion is the only effective remedy.

4. Up till now, experience has not been gained of the working of compulsion in rural areas. As attempts are being made to secure a rapid expansion of elementary education in rural areas, effective steps should be taken to stop the wastage referred to above, which is a serious evil.

5. Saidapet taluk is selected for the experiment in the first instance for the following reasons:-

(i) It was intensively surveyed last year from the point of view of elementary education and 14 additional schools were sanctioned in that year so that each centre of population might have a school.

(ii) The taluk adjoins Madras and the Director of Public Instruction can conveniently tour in it and study the problems that will arise when once compulsion is introduced.

6. The proposals of the Director of Public Instruction may therefore be generally accepted.

The details of the scheme relating to the number of additional teachers required, the rates of pay proposed for them and the provision made for contingencies do not call for remarks. As regards the number of additional deputy inspectors to be employed, it would seem that a staff of three deputy inspectors would suffice for the efficient working of the scheme.

scheme. As there is already one deputy inspector for the taluk, it is proposed that two more officers with the necessary subordinate staff be employed from the 1st June 1926.

7. As the financial position of the taluk board is unsatisfactory and as the scheme is tried with a view to gaining experience which would be useful in dealing with other areas, the Government may, as a special case, agree to pay a subsidy to the taluk board from provincial funds equal to the additional expenditure entailed by the scheme. The desirability of raising to the maximum the scale of education cess levied by the board will be suggested to that body. The financial arrangement will also be reviewed in three years:-

8. The cost of the scheme is as follows:-

<u>Budget head.</u>	<u>Ultimate recurring.</u>		<u>Remarks.</u>
	<u>Cost in 1926-27.</u>	<u>Cost.</u>	
<u>"31 C(c) Education -Primary Grants to Local Bodies for primary education -Grants-in aid- Voted" -"Teaching".</u>	<u>Rs.</u>	<u>Rs.</u>	<u>Rs.</u>
Subsidy for the opening of 49 new schools and for the employment of 27 additional teachers in existing schools.	19,400	..	29,100
Compensation to managers of aided schools under section 47 of the Elementary Education Act.	1,187	..	1,780
"Equipment" (for the 49 schools).	..	4,900	..
<u>"31 E.B. Education -General inspection - Men's Branch.</u>			
<u>Pay of establishment.</u>			
Two additional deputy Inspectors on Rs. 75 per mensem each.	1,350	..	A sum of Rs. 1,944 will be spent in 1927-28 for the 4 months in which the additional Deputy Inspectors will be employed in that year.
Two clerks on Rs. 35 each	630	..	
Two peons and two attenders	432	..	

24 45
28

<u>Allowances.</u>	6. Cost in 1926-27.		Ultimate	Remarks.
	Recurring.	Non-recurring.	recurring.	
Travelling allowance	675	..	..	
Contract contingencies.	600	..	..	
Non-contract contingencies.	200	..	..	
	3,887			

"37 Rd. Misc. Depts -Miscella-
neous -Commissioner of Labour-
Depressed classes -

Retention.

Employment of 18 additional teachers in existing schools.	2,160	..	3,240
Grand Total ..	26,634	4,900	34,120

A sum of Rs. (24,474 plus 4,900) = 29,374 may be provided under the head "31 Education" and Rs. 2,160 under "37 Rd-Miscellaneous Departments -Commissioner of Labour", in the budget for 1926-27.

V.T.Krishnama Achariyar

Note of the Finance Department.

The proposal may be placed before the Finance Committee as a Part II scheme for 1926-27.

G.T.Boag

25

Extract from the proceedings of the Finance Committee
8-1-26.

Department	Item No.	Description of the scheme.	Ultimate cost		Cost in 1926-27	
			Recur- ring.	Non recur- ring.	Re- curring	Non re- curring
			Rs	Rs	Rs	Rs

3.		Introduction of compulsory elementary education in the Saidapet Taluk.	30,880	4,900	24,474	4,900
----	--	--	--------	-------	--------	-------

Note. The Committee considered that no useful result could be expected from this experiment which was to be conducted on lines which would be impossible for a universal system of compulsory education, and which financially, was calculated to give rise to jealousy or unfounded expectations on the part of other local bodies. Considering these disadvantages, the Committee were compelled to oppose the scheme.

The Finance Committee has included the scheme under Class IV -

Law (Ed.) Dept.

For orders whether this should be pressed in the

Collected
AP
8/1/26
MS
181126

A
18/1/26

No provision has been included in the next year's budget for the introduction of compulsory elementary education in Saidapet taluk. A draft order is submitted.

28/4/26
8/4

9.4.26

V.T.K.
10.4

M₂

Please examine the reasons given for the P.E. and put up.

17/4.

Extract from the proceedings of the meeting of the Finance Committee held on 6-1-26.

"The Committee considered that no useful result could be expected from this experiment which was to be conducted on lines which would be impossible for a universal system of compulsory education and which financially were calculated to give rise to jealousy or unfounded expectations on the part of other local bodies. Considering these disadvantages, the Committee were compelled to oppose the scheme."

2. With reference to the remarks of the Finance Committee above, it is submitted that before introducing a scheme for the compulsory elementary education on a wide scale in rural areas it is necessary to try the scheme as an experimental measure in a limited area. The Saidapet taluk was selected for the following reasons:-

(i) An intensive educational survey of the taluk was conducted recently and the Government sanctioned ^{Subsidies} submitted for the opening of 14 schools with a view to provide all population centres in the taluk with facilities for the elementary

Vide p 63 of the Proceedings at (K)

p 1-2 CF

education of the children residing therein. The cost of introducing compulsory education will therefore be less in the taluk than in any other area.

2. With reference to the Committee's remark that the experiment was financially calculated to give rise to jealousy or unfounded expectations on the part of other local bodies, it is submitted that it was proposed to meet the expenditure on the experimental scheme from Provincial funds for the following reasons:

(1) The ^{taluk board} is unable to meet the expenditure ^{from} its own funds notwithstanding the levy of the education tax

(2) As the scheme is only an experiment it might be desirable for the Government itself to carry it out and, if successful, to commend it to local bodies for adoption. ^{It} may also be noted in this connection that the Government have been ^{giving} special treatment in the payment of subsidies to some local bodies in ^{unfavourable} condition and that such procedure has not been objected to till now.

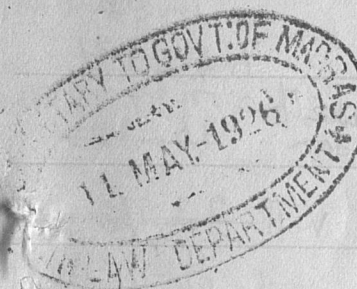
3. With reference to the Committee's remark that no useful result could be expected from this experiment which was to be conducted on lines which would be impossible for a universal system of compulsory education, it is submitted that though it may not be possible in the present state of finances to introduce universal compulsory education in the near future, the experiment

The idea was that the Govt would undertake experiment would give an idea of the financing of compulsory edⁿ as well

V.T.K.



(aw) (sm) 1673B/25-1
29.4.26



L. No. 1769A

11/5/26

experiment may enable the Govt to decide whether it will not be practicable, with the aid of local funds as far as possible, to introduce compulsory education at least in compact ^{rural} areas where all or almost all centres of population are already provided with schools (as in the case of Sridevi taluk)

4. In the circumstances the experiment may be considered as a Part II Scheme for next year

D.P.1 may see u.o. & offer his remarks

V.T.K.
27.4

U.O. Reply No. 1673B/25, 7-5-26

The scheme was fully explained in my letter R.C.No. 1673-B/25 dated 5-8-1925 and I have really very little to add to the Secretariat note. The question is becoming a more pressing one with the expansion which has taken place during the last 12 months and it is very undesirable that in the matter of compulsory elementary education there should be a marked superiority of urban over rural areas. There will be undoubtedly difficulties in rural areas and an experiment which will indicate the nature of these difficulties and how to overcome them would, in my opinion, be undoubtedly useful and might prevent wastage of energy and money in other areas. I do not see why such a scheme should give rise to jealousy or unfounded expectations on the part of other local bodies, so long as it was clearly understood that it was a special experiment which was only to be conducted

for
conducted ~~over~~ a limited time for a particular pur-
pose and was not to form a precedent for other areas.

NAT
25/5/26

Law (Edy) 8/5/26

For orders as to circulation

CC
11/5/26
W/S

CA
12/5

I agree with the D.P.I

2) I request reference to my note on
page 8. The enormous wastage that
occurs in elementary education is
illustrated by the figures in the margin
which are later than those given on that
page. It will be seen that between less
than $\frac{1}{5}$ of the number of boys

in the 4th standard is less than $\frac{1}{5}$ of
the number in the 1st and over
500,000 boys leave school after
the 1st year. The expenditure ^{incurred} on the education of

these boys is wasted. Compulsion is the only way of preventing this
wastage

2. Further Municipal Councils
are introducing compulsion steadily
and ~~if~~ rural areas ~~are~~ ^{should not be} kept out

3. Hitherto we have no experience
of the problems that will arise
if compulsion is introduced in a

1924-5

Standard.	number of boys reading in each class
1 st :-	874,378
2 nd :-	344,779
3 rd :-	237,539
4 th :-	166,023



A similar proposal
is embodied in a
Bill before the
Bihar & Orissa
Govt VTK Council

rural area and hence so this
experiment is advocated. After
~~the~~ This experiment will not only
give us an idea of these difficulties
but also enable us to know what
compulsion will cost and how the
expenditure can be distributed
between Govt & local bodies

4 In Bombay the Govt have undertaken
to pay $\frac{2}{3}$ of the cost of compulsory
education in rural areas. We have
however no basis yet ~~of~~ for the
distribution of the cost in this
presidency. This experiment will
enable us to obtain the necessary
data.

5 I have revised the draft order
which is for approval

VTK

14-5

M 2

Revised draft may be ^{accepted} ~~approved~~

C 4

20/5/26
15/5/26



Issue

VTK

15/5

When received for Fair-copying.

When copied ..

When examined ..

When signed ..

When despatched ..

Date.

Initials.

Elementary education-compulsory-Introduction

in Saidapet taluk-papers recorded.

READ AGAIN G.O. No., dated 192 .

" " " " " 192 .

READ ALSO :-

C. No. From the, No., dated 192 .

" " " " " 192 .

" " " " " 192 .

ORDER.

Mis

No. 882, dated 17.5.1926.

On the materials placed before them, the Govt. are unable to ~~accept~~ ^{accept} the proposals of the D.P.I for the introduction of compulsory elementary education ^{for boys} as an experimental measure in the Saidapet taluk. The D.P.I may, ~~if necessary~~ ^{if necessary}, bring forward the proposal as a Part II scheme for 1927-28, explaining clearly how a ^{useful} purpose will be served by this experiment which is to be conducted on lines which would be impossible for a universal system of compulsory ~~system~~ ^{system} education and which financially is calculated to give rise to jealousy or unfounded expectations on the part of other local bodies.

The D.P.I(ref: his letter No.1673 B

5-8-25)

P.T.B,Saidapet(Order)

V.T.R.
14.5

34
Statement Showing
Details of
Compulsory Elementary
Education Scheme

Saidapet Taluk

Madhavaram Firka

1	1. Kattuvakkam	5	1			1	119	33	86	3		45	2	additional accom- modation needed			
2	Thalankuppam	3		1		1	401	35	66		2			do do			
3	2. Ernavur	4		1	1	2	62	62									
4	3+25 Padayankuppam	2	1			1	60	22	38	1		15	1	do do			
5	4. Kadapakkam																
5	5 Ariyalur	7		1		1	66	32	34		1	15		do do			
6	6+7. Theeyambakkam	6		1		1	104	34	70		1	1(1)	15	25	Senraumbakkam		
7	8+9 Vilangadu pakkam	8	1	1		2	227	100	127	3	1	45	15		2	Addl. accommoda- tion required	
8	10+11 Theerthakariyam pattin	3			1	1	72	36	36			1(1)		25		Theerthakariyam- pattin	
9	12+13. Naravankuppam	3		1	2	3	179	123	56		2		30		2	Addl. accommoda- tion in the Bd. School	
10	14, 17+18 Alinjivakkam	8		1		1	117	81	36			1(1)		25		Grant layman	
11	15. Vadgarai	4	1			1	128	58	70			1(2)		40	1		
12	13, 20+21. Vadaperuni- bakkam	3	1	1		2	108	102	6						7		
13	22. Thosapur	2	1			1	53	29	24	1		15				Addl. accommoda- tion needed	
14	23, 24+26 Manali	5		1		1	157	30	127		2	1(2)	30	40		Amallanagal	
15	27+28 Tiruvottiyur	9		1	5	4	813	535	278			2(8)	140	17-11-0	4/14/6	52	Tiruvottiyur 1 Tamil & 1 Telugu
16	29+30 Chinnasekkadu	2	1			1	74	35	39	1		15				Addl. accommoda- tion needed	
17	31, 32+33 Kodungayur Erukkanjeri	12		2	1	3	342	220	122		(4 in each school)	60			26	do do for booth	
+18	34+37 Madhavaram	13	1		2	1	822	167	630			4(18)				9	Periyasekkadu Kadshomiparai Ponniannamunthala & mather 2 Tamil 2 Telugu
19	38. Total	5			1	1	115	77	38			1(1)				11	Polal

Total 104 8 12 13 6 39 { 3719 2
-25
= 3694 } 1811 1883 9 13 12(34) 135 195 630 24/9/6 8/12/6 113

The sign + indicates the places where indigenous schools existed at the time of the survey

Aminjekarai Firka

1	75, 76 } Aminjekarai 107+108 } Arumbakkam	6			2	1	3	1303	50	253		2(1)		125	6/4/-	2/15/3	20	Aminjekarai & Arumbakkam
2	78. Naduvakkarai	3		1			1	43	35	8								
3	79 Tirumangalam	2	1				1	32	32								7	
80 Padi - Vide Norattur in the Villivakkam Firka																		
+4	81. Mogappair	6			1		1	108	47	61		1(2)		40				Mogappair
5	82 Kolambur	3			1		1	44	44									
6	83, 84 } Syanambakkam 85 }	9	1	1			2	175	105	70	2		30				20	
7	90. Ayapakkam	2	1	1			2	58	40	18							24	
8	91. Koladi	4	1				1	45	34	11								
9	92 to 95. Numbal	11				1	1	220	45	175		2(5)		95	6/7/-	3/8/3	5	Madaravedu Madaravedu 3 Numbalcheri 2 "
10	96 & 99. Maduravayal	12	1				1	201	40	161	1	2(4)	15	80				Pallikuppam & Alapakkam 2 teachers each
11	97 & 98 Torur	5	1	1			2	130	130								3	
12	100 Nerkunram	3			1	1	2	112	96	16					4/9/-	2/10/-	15	Telugu
13	101 Valasaravakkam	4	1				1	62	37	23		1(1)		25				Kaikanguppan
14	102 } Ramapuram 103 }	4				1	1	66	33	33		1(1)		25				Venkatapuram
15	104 Virugambakkam	4	1			1	2	142	72	70		1(2)		40	11/1/-	5/8/6	4	Virugambakkam
16	105+ } Koyambadu 106 }	3			1		1	30	30						5/14/-	2/10/9	3	
Total.		81	8	4	6	5	23	1771	872	899	3	10(22)	45	-	430	34/3/-	17/4/9	101

The sign + indicates that one indigenous school existed in the village at the time of the survey.

Saidapet Tirka

1	1153 Kottur 1173	4						100 -30		70			1(2)				40																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																</
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The sign + One indigenous school existed in this Village at the time of the Survey

Pallikaravai Pirka

1	145 Nilankarai	3		1	1	78	41	37		1(1)		25		10	Periyankulamkarai				
2	146 Injambakkam	6		1	1	87	57	32		1(1)		25		10					
3	147 Karappakkam	1			1	30	30						5-0-0	3-9-9	3				
4	148 Pallikaravai	8		2	2	166	105	61		2(2)		50			6				
5	150 Medavakkam	6	1		1	116	80	36		1(1)		25			4				
6	153. Holathur	2			-	35	-	35		1(1)		25			1				
7	154. Madippakkam	2		1	1	90	27	63		1(2)		40	10-4-0	1-4-3	2				
8	155 Thilkattalai	1		1	1	30 +12	42								12				
9	161 Sembakkam 162 Chittambakkam	5	1		1	64	30	34			1	15			12 pupils from Zamin Pallavarayan attend the school				
10	165 Kadapperi	3	1		1	40	21	19							6				
11	166. Tambaram	3		1	1	76	12	64		1(2)		40	3-2-0	1-10-3	3				
12	167 Perungolothur 168	4		2	2	87	87						9-0-0	4-3-0	3				
13	169 Trumbilayur 170	4	1		1	48	25	23							10				
14	171 Tiruvengeri 172	4	1		1	46	40	6							Additional accommoda- tion needed.				
15	173 Selaiyur	2	1	1	2	76	76												
16	174 to 177. Madambakkam	8	1	1	2	177	79	98	1	2		15	30		19				
17	178 Tennagarai 180	3	1		1	50	25	25	1			15							
18	179. Venkappakkam	2			-	30		30		1(1)		25							
19	181 Chitlapakkam 184	5	1		1	69	35	34		1		15							
20	185 Ottiyambakkam 186	3		1	1	34	26	8											
21	187 Perumbakkam	4		1	1	65	56	9											
22	189. Sholinganallur	7	1	1	2	124	97	27							8				
23	190. Semmenjeri	3	1		1	60	30	30		1		15			Additional accom- modation Board school.				
24	191. Udhandi	5	1		1	85	81	4							12				
Total		94	4	10	7	6	27	1765 +12 =1777	1102	675	2	5	9(11)	30	75	255	27-6-0	10-11-3	105

Saidapet Taluk (abstract)

1	Madavarau Firkka	104	8	12	13	6	39	3694	1811	1883	9	13	12(34)	135	195	630	24-90	8-129	113	V ⁰
2	Villivakkam "	113	7	8	14	13	42	3496	2332	1164	2	6	14(28)	30	90	560	458-130	83-19	207	
3	Aminjekarai "	81	8	4	6	5	23	1771	872	899	3	2	10(22)	45	.	430	34-30	17-49	101	
4	Saidapet "	100	4	7	22	11	44	3416	3017	399	2	3	4(7)	30	45	145	200-60	23/4/6	287	
5	Pallikaranai "	94	4	10	7	6	27	1777	1102	675	2	5	9(11)	30	75	255	27-60	10-11-3	105	V ⁰
Total		492	31	41	62	41	175	14154	9134	5020	18	27	49(102)	270	405	2020	745/5/0	148/5/1	813	

A Rama Rao
 15/125
 For Director of Public Instruction

78/5

