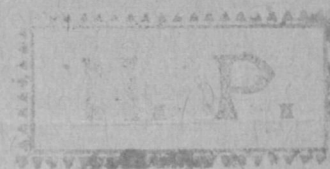


✓
[]
100-12-0-06
Educational (1906) Department.

ORDINARY PRINTED.

G.O., No. 6.

DATED 4 - 1 - 06



(32✓)

[Despatch Abstract.]

Rural Schools.

Approving the proposal of the D.O. for training
a special batch of students for employment
in the new — and permitting him to
arrange for the holding of another special
Fifth Standard Examination in March 1906.

EDUCATIONAL DEPARTMENT.

Spare copies

G.O., No. 6, 4th January 1906.

N. P.

Approving the proposal of the Director of Public Instruction for training a special batch of students for employment in the new — and permitting him to arrange for the holding of another special Fifth Standard examination in March 1906.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers :—

I

G.O., R. No. 119, Financial, dated 4th September 1905.

Read—the following papers :—

Letter—from the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., Director of Public Instruction, Madras.
To—the Chief Secretary to Government.
Dated—the 8th August 1905.
No.—Cur. No. 6675.

In submitting the enclosed reappropriation statement in duplicate, I have the honour to request that the sanction of Government in the Financial Department may be obtained to the transfer to "Stipends" under "Training schools for masters" of a sum of Rs. 18,000 from the lump provisions for the reorganization of training schools and additional Sub-Assistants and the allotment for salaries for the Law College. The admission of a special batch of students of the lower secondary and primary grades for training from July 1905 to March 1906 for employment in the rural schools is expected to raise the expenditure on stipends by about Rs. 18,000. The scheme for the reorganization of training schools not having yet been sanctioned, some further reappropriation may be made from this head for the present at any rate. Under "Inspection" owing to the full number of Sub-Assistants not having yet been appointed and to the revised scale of salaries not having been completely given effect to, some saving may be expected : while the saving in the Law College is consequent on the absence of Mr. Nelson on leave for a year and the lower salaries drawn by the acting Principal and the acting Junior Professor.

Endorsement of the Accountant-General, Madras, No. Bud. 360/5854, dated 17th August 1905.

Order—R. No. 119, Financial, dated 4th September 1905.

The proposed reappropriation is sanctioned.

(True Extract.)

M. HAMMICK,
 Ag. Chief Secretary.

To the Accountant-General.
 „ Educational Department.

II

Endorsement No. 529, Educational, dated 14th September 1905.

Communicated to the Director of Public Instruction with the request that he will communicate to Government *officially* the details of his proposal to train a special batch of teachers for employment in the new rural schools.

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

III

Letter—from the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., Director of Public Instruction, Madras.
To—the Secretary to Government, Educational Department.
Dated—the 7th December 1905.
No.—Ref. on Cur. 4267.

I have the honour to submit the report called for in Educational endorsement No. 529, dated 14th September 1905, on the details of my proposals to train a special batch of students for employment in the new rural schools.

2. Immediately on receipt of G.O., No. 282, Educational, dated 2nd May 1905, I issued a circular to all Inspecting officers and headmasters of Government Training schools making certain suggestions for the institution of rural schools and the erection of village school-houses in this Presidency. The enclosed copy of the circular gives an idea of the lines on which the schools will be worked. In order that such of these schools as are new schools may be started immediately on completion of the new buildings to be constructed out of the six lakhs granted in the Government order quoted above and may have teachers ready to enter upon the work as soon as they are started, I arranged to get a special batch of students trained for about nine months from July 1905. In making selections for the new batch, the Sub-Assistants were instructed to keep in mind the needs of those villages where houses for new schools were proposed to be built, as far as possible a candidate being selected, who was known in the village and who was likely to be acceptable to the villagers. The candidates selected were to be mainly those mentioned under rule 95 (5) of the Educational Rules. In addition to the certificates required by rule 94, the selected candidate was asked to produce a certificate from the Sub-Assistant Inspector that he was likely to be provided with employment on satisfactorily passing through the course of training and a certificate from the village munsif of the village where it is proposed to employ the applicant to the effect that he is of respectable parentage of some standing in the village and that he would be acceptable to the villagers as a teacher in their village school. It was also provided that, if it should be difficult to find persons anxious to become teachers in villages where it was proposed to open schools, men from adjoining villages might be selected provided they were otherwise eligible. There are 369 students undergoing this special course of training, 323 in the several training schools under the control of the Inspector of European and Training schools and 46 in the Rajahmundry Training College.

3. The special aim of the training given is to impart to them as much general knowledge as possible and with this object in view I approved a special scheme of studies and a special time-table prepared by the Inspector of European and Training schools, which includes the subjects now taken up by the special Fifth Standard examination. A special scheme drawn up by Mr. Hunter was approved for the Rajahmundry Training College.

4. In regard to the test of efficiency to be applied in the case of these students on the completion of their course in March next, I propose that they should be required to qualify for certificates by undergoing a special Fifth Standard examination and that if they pass they should be regarded provisionally as trained teachers, a complete certificate being given to them within three years' time if they successfully pass a practical test in teaching in their school. Those who are unsuccessful may be required to undergo further training at some future date. From all I hear there has been great activity in the matter and the experiment promises to be a success.

The special Fifth Standard examination for this year has just been held and I beg permission to arrange for the holding of another examination in March next for this special batch of students, the Inspector of European and Training schools arranging for the conduct of the examination. It will be conducted upon the same lines as the one which has just been held.

ENCLOSURE.

Proceedings of the Director of Public Instruction, Our. No. 4389, dated 12th May 1905.

[Circular Proceedings.]

The Director considers that the time has now arrived when an attempt should be made in this Presidency to institute a type of elementary school more directly adapted to the needs of the bulk of the population than is, in most cases, the present Primary school. Such schools may be termed, as they have been in some other parts of India, Rural schools. The distinctive feature of the Rural school will not however be, as the name implies, that it is situated in the country and not in a town. The distinction between town and country which is so marked in many parts of the world exists to a very slight degree only in this Presidency. There are even within the Municipality of Madras many acres of land under cultivation and some schools in all our towns work under conditions very similar to those which obtain in rural tracts.

2. The Rural school, whether situated in town or country, will be a school adapted in the main for pupils unlikely to continue their education beyond an elementary stage. A pupil here and there may show such mental capacity as to give reasonable hope that he would profit by higher education, and scholarships tenable in the ordinary schools may be provided for such pupils where necessary; but boys whose parents are likely to be able to afford higher education for them would ordinarily attend the Primary department of a school containing higher forms.

It is probable that a very large number of the present "results" schools should become Rural schools and that in most districts a number of new Rural schools should be established.

3. The impending abolition of the results grant system has led to a consideration as to what should be done with regard to the indigenous "results" schools in the future. They are not strictly speaking *aided* schools. It is curious that the grant-in-aid system which was instituted with the idea of granting public funds in aid of private funds devoted to education has come to be applied to these schools in which the fees and the grant form the only source of income. The majority of them are actually maintained by public funds while remaining under private management, the teacher himself being in most cases the manager. There are probably about 7,000 such schools now in existence.

4. An attempt will now be made to place these schools upon a basis perfectly distinct from that of schools which are really *aided* schools.

It is probable that they will come under a simple form of Local Board management. In that case a teacher who would previously have opened a result school would apply to the Local Board and be permitted to open a school if one were considered necessary in the locality chosen. The Director would like to see a salary paid monthly, to which a capitation fee might be added and the teacher allowed to take in addition any school-fees that might be paid. The total emoluments would be subject to reduction if the work were found by the inspecting officers to be unsatisfactory or to enhancement for excellence in any particular, notably for creditable attempts to fit the children in any way for their position in life.

5. The Director considers that the teachers should not be very strictly bound as to the details of the curriculum to be followed. He proposes to issue later detailed suggestions for a course of instruction but hopes to leave a considerable amount of latitude to the inspecting officers and to the teachers themselves in determining what can be efficiently taught. The pupils must be taught to read and to speak correctly. Conversation should be freely encouraged, but it should be for the most part conversation about the surrounding objects, or objects with which the children are familiar. If they are able to describe accurately any common object which is put before them they will have acquired greater powers of observation than most of them possess at present.

They must also learn to write and to make all the calculations likely to be useful to them in their ordinary life. The methods of calculation ordinarily used in the village should be first acquired and then any others which seem to be for practical purposes an improvement upon these. Each pupil should make his own measure from a piece of stick or bamboo and learn how to use it.

Some form of drill, however simple it may be, invented and elaborated by the teachers if possible, should always be practised, but vernacular words of command should always be used, and all expressions which have no meaning to the children should be avoided.

Wherever possible there should be a plot of ground where the children themselves could cultivate various plants, not for the sake of ornament but in order that they may observe their form and growth and such-like matters.

Whether any more artistic drawing is attempted or not all the children should learn to draw or make diagrams of simple objects from the object itself; drawing some objects to scale should be practised, such as diagrams of the school walls or floor or to show the direction of the roads in the village or a part of it, or the shape of a field, but in all cases from actual observation.

They should learn simple facts about the sun, moon and stars, day and night, the seasons, eclipses, the weather, the winds, rainfall, etc. To illustrate the measurement of time, a "minute glass" or "hour glass" might be made from a chatty with a hole in the bottom after first finding out by comparison with a clock how nearly full it should be with water or sand in order to empty itself in a given time; a pendulum may be constructed with a stone and piece of string while the pupils actually find by comparison with a clock how long the string should be to swing sixty times in a minute. Hundreds of such methods of developing the intelligence of the children may be suggested to the teacher or better still he may be encouraged to invent them for himself and credit given for any such originality.

Something should be taught in the nature of what is frequently called civics. The arrangements of the village should be discussed, the duties of the village officers, the arrangements at the post office, why stamps are used, information about post marks, the way to address letters, how to weigh them; the older pupils may easily make a pair of scales with bits of bamboo, some thread and paper pans. A proper pair of scales with weights or coins may be borrowed and any boy make himself a set of weights with lumps of clay or in any other available manner. Such a matter is mentioned in this connection to suggest that the civics or any other subject may be made practical and need not be treated as a thing apart with regard to which it is only necessary to learn and remember facts. The telegraph office, the salt department, the abkari department, the railway and the railway station with its time-tables and ticket office all lend themselves to practical lessons.

Some of these matters may form part of a geography lesson.

The approaching visit of an inspecting officer or of the Director may be taken advantage of to explain the outlines of the organisation of the Educational department.

6. The Director has himself observed and most Inspecting officers will doubtless bear him out in saying that the children appear more stupid inside the school than outside. The reason is probably not far to seek. The state of things is doubtless due to an almost total dislocation between the school curriculum and life outside, nay even between one subject of that curriculum and another. The children enter school and start say arithmetic, calculate perhaps the amount of wall paper required for a room of a certain size whereas they have never seen a papered room; the time comes for another subject, the geography books are opened, so much geography is learnt; then comes reading and the children are taught that this word equals that word without having much or any conception of the meaning of either. The children then go out to play and see and do hundreds of things they should have learnt about, in many cases have learnt about, in the school but never think of connecting what they have learnt with what they observe. A child may know plenty of the plants it sees, know that they are used in some particular way in the house, it may know that it is likely to rain soon, it may know that the wheels of the passing bandy want greasing and how to do it, but these things have never been spoken about in the school, which is thought of only as the place to learn so much reading, writing or arithmetic against the day when the Inspector comes round. Any teacher who has tried to co-ordinate life inside the school with life outside has done much and deserves credit therefor. The results grant system with its rigid examinations prevented, or at any rate put no premium upon such efforts. This state of things should now come to an end. The Director has merely indicated above the lines which should be followed and encouraged in the future. Many of the suggestions made above are obviously only suitable to the older children. Everything depends in the end upon the individual teacher. A teacher cannot teach what he does not know, but whereas in the past he has been forced to teach only things about which he probably knew little, he should now be encouraged to talk to the children also about those things with which he is most familiar, to take up to some extent at any rate the line which interests him most.

7. Another question which is under consideration is the provision of better buildings as school-houses. A sum of money will be placed at the disposal of each Local Board for the purpose. Some of the existing school-houses are very good, so far as the Director's own observations have gone; they are much better in some districts than in others, but a very large number are utterly unsuitable. More light and fresh air are the chief things to be aimed at. There is no necessity for an expensive building. It should be in keeping with the other buildings in the village and be considered as belonging to the village. Attempts should be made to induce the villagers to take an interest in the school-house and to be proud of it. The Director considers that suitable houses might be built for something under Rs. 400. In many villages the people might be prevailed upon to contribute something in the way of money or materials or labour. The Director has been told by the villagers in several places that they would be willing to do so. In such cases a dwelling house for the master might be erected near the school. There should be wherever it is possible, enough ground for a school garden.

A building to accommodate fifty pupils should be about 30' x 12' and every village with about 500 inhabitants should possess such a school-house. Where a larger building is wanted an L-shaped one would be most suitable. If the floor is well raised it may be of mud, the walls may

be of brick in mud or even of mud if there is a really good roof to protect them, the roof should generally be tiled. There should be about five windows, at least 5' x 4' 6", and the shutters should open outwards so as not to interfere with the room space.

The best furniture consists of low tables and benches round them, but they must be of a suitable height for the children. The bench may be about 12 or 13 inches and the table about 20 inches. It would be better to have no furniture and a mud bank round the walls for the children to sit upon than to have the high benches which the Director has so frequently seen. The children should not have to sit with their legs dangling in the air. If writing desks are provided the children should be able to do more than just get their noses over the edge. It is quite as easy to make benches and tables if they are to be provided of a size suited to the children, as to make them much too big.

Even when there is no other furniture, really good blackboards should be provided and kept in repair. Chalk suitable for writing with should also be provided. Wherever possible a portion of the wall surface may be prepared for writing upon. This can be done very inexpensively.

The question for determination now is where should such schools be erected. In cases where the present school-house is absolutely unsuitable it may be replaced, but a number of the new buildings should be erected in villages which have at present no school. There are at present over 13,000 villages with 200 or more inhabitants which have no school of any sort. It will be possible to spend several thousand rupees in each district during the current financial year and thus erect a considerable number of simple but suitable school-houses.

8. The Director has endeavoured to give some idea of what he hopes may be done in the near future and no time should be lost in making a beginning. The Headmasters of Training schools are requested to obtain what information and suggestions they can from the primary teachers now under training. The Director wishes to have some idea as to how far they will be likely to co-operate in the reforms suggested. Many of them may be able to suggest locations for new school-houses which they might occupy when trained and to say how far the villagers would assist. The information obtained, with any suggestions by the Headmaster, should be communicated to the Sub-Assistant Inspectors concerned, who are requested to add their own views and suggestions in regard to any of the matters herein touched upon; these should be submitted to the Director through the usual channel, with the views of the superior officers endorsed thereupon.

9. The question as to the new buildings to be erected this year is obviously one of extreme urgency. It has to be settled where to build, sites have to be selected and if necessary acquired, the assistance likely to be given by the villagers must be ascertained, plans will have to be prepared and the buildings erected before the end of March next.

There will not be much scope for variation in regard to buildings the cost of which is to be so limited; but the Director would be glad of any suggestions with regard to the plan. It may be that the plan and more particularly the mode of construction may appropriately differ in different parts of the country. The buildings will be erected by means of local agencies. The Sub-Assistant Inspectors will probably be called into conference by the Presidents of the various District Boards, but in regard to this matter orders will issue later. In the meantime the Director desires to have the suggestions relating to buildings within a week or two; those relating to other matters may follow at as early a date as possible.

A. G. BOURNE,
Director of Public Instruction.

To the Headmasters of Government Training Schools.
" Sub-Assistant Inspectors of Schools.
" Assistant Inspectors. } Copies for information.
" Inspectors.

Order—No. 6, Educational, dated 4th January 1906.

The Government approve the Director's action.

2. He will be permitted to arrange for the holding of another special Fifth Standard examination in March next. He is referred to the rulings in G.O., No. 727, Educational, dated 8th November 1905.

(True Extract.)

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

To the Director of Public Instruction.
" Accountant-General.
" Financial Department.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 6, EDUCATIONAL, DATED 4TH JANUARY 1906.

[SUBJECT.—*Training of Teachers for the new Rural schools.*]

Demi-official from the Hon'ble Mr. A. G. Bourne, D.Sc., F.R.S., Director of Public Instruction, to the Secretary to Government, Educational Department, dated 6th May 1905.

I should like to make some effort to get some extra teachers ready for the new schools. It is possible that the Training schools could all take in a few more, and if more men could be found willing to undergo training a good deal could be done with them between say July and the end of March. Stipends would of course be wanted and an extra temporary teacher at each Training school if there were sufficient extra entries and the teachers were procurable. These extra teachers could, in many cases, be absorbed into the permanent staff when the reorganization scheme is sanctioned.

2. The whole staff would have extra work in many cases and might have to work all through the Christmas vacation, the offer of a special "bonus" might stimulate extra work.

3. The following would probably be an outside estimate of the cost:—

	RS.
Four-hundred stipends at Rs. 5 for 9 months	18,000
Temporary teachers at Rs. 25 and bonuses to the rest of the staff,	
say	10,000

4. I have Rs. 40,000 in the budget for the reorganization of Training schools; as the scheme has not yet been sanctioned it will be impossible to spend all this and it will not be necessary to spend any more of it than remains available. I mean that if I had already spent some as now proposed I could arrange the new appointments so as not to require more than the balance.

5. I cannot say without considerable delay whether my scheme is feasible, but if anything can be done it must be set on foot at once. I, therefore, write to ask permission to proceed upon the lines indicated in anticipation of sanction for a detailed scheme.

The Director of Public Instruction wishes, pending sanction to the general scheme for Training schools, to take temporary measures for the utilisation of a portion of the allotment, which must otherwise lapse, by holding special classes in schools, and a special course, for increasing the supply of qualified teachers.

2. He has explained that delay would be fatal to his proposal, that no detailed or definite scheme can be drawn up, as he must feel his way and stipend teachers and appoint special masters, as he sees his way to do so. He desires, therefore, that all arrangements should be left entirely to him within the budget provision for training schools.

3. The only question is whether there will be any audit or account objection to this course. The establishment and stipends will be purely temporary and, as I understand it, for the current year only.

4. Will Financial please say whether any objection exists to the approval generally of Director of Public Instruction's proposals?

H. D. TAYLOR—8-5-05.

To the Financial Department.

FINANCIAL DEPARTMENT.

The lump provision of Rs. 40,000 for the reorganization of Training schools referred to by the Director of Public Instruction has been reduced in the final issue of the civil budget estimate for 1905-1906 to Rs. 15,000—*vide* Director's note, dated 5th February 1905, in the budget notes under 22. EDUCATION. The Director estimates the cost of his present proposals at Rs. 28,000 which includes bonuses to teachers in Training schools. It is, however, doubtful whether the bonuses proposed for teachers in Government service are admissible under article 72, Civil Service Regulations.

2. There appears to be no objection to the proposals so far as this department is concerned, provided the cost is met by the Director from the total budget grant under 22. EDUCATION. The submission of a proposition statement is necessary prior to the employment of the extra temporary teachers at Rs. 25 *per mensem* in Training schools—*vide* paragraph 5 (b) of Finance and Commerce, Resolution No. 6992-Ex., dated 5th November 1904, on page 3 of G.O., No. 790, Financial, dated 9th December 1904.

V. GOPALA KRISHNAN—9-5-05.

As pointed out above the proposals are, subject to the limitations of budget provision, unobjectionable except as regards the payment of "bonuses" to teachers. "Unless in any particular case it be otherwise distinctly provided, the whole time of

Article 71 (a), Civil Service Regulations. "a public officer must be held to be paid for by the State and he may be employed in any manner required by proper authority within his own branch of duty, without claim for additional remuneration." A bonus may be granted for "work which is special and outside the ordinary course of the officer's duties."

No bonuses can, it is submitted, be granted in order to incite teachers to extra work.

If the teachers work, under orders, through the Christmas vacation, they will apparently get the benefit of articles 272-274 of the Civil Service Regulations if they take privilege leave subsequently—*i.e.*, they will get full pay instead of half-pay during a portion of privilege leave subsequently taken—see also note under articles 272-274 on page 29 of the "Madras Supplement to the Civil Service Regulations."

C. M. SCHMIDT—9-5-05.

To the Educational Department.

H. BRADLEY—9-5-05.

EDUCATIONAL DEPARTMENT.

Director of Public Instruction u.o. for further remarks with reference to the above note is Financial. The funds necessary for the scheme must be provided by reappropriation from some head in the Educational budget other than "Training schools."

H. D. TAYLOR—10-5-05.

By "new schools" I meant the schools for which school-houses are to be built out of the six lakhs.

I note that bonuses to the Training schoolmasters will be inadmissible and that a proposition statement must be submitted for any extra teacher required.

The only questions which arise at present are therefore are:—

(1) Whether if I can find the individuals willing to undergo a special course of training and funds for their stipends, I may increase the number of stipendiaries.

(2) Whether the attempt to train a special batch of teachers meets with the approval of Government. Some relaxation of the Educational rules will be necessary, but I cannot at present say what the best course will be. I think these teachers might be given some provisional certificate to the effect that they had undergone this course of training, they will then be appointed to some of the new village schools and examined after two or three years by the Inspecting officers as to their fitness to receive a permanent certificate. We shall have several hundred new schools ready to be opened in April next and must do everything possible to provide teachers for them.

I have just received telegraphic information that 280 students could still be accommodated in the training schools.

A. G. BOURNE—14-5-05.

Submitted that the Director's proposals may be approved, and that he may be allowed to elaborate his scheme, within budget provision. He might be asked to submit to Government a monthly statement showing the cost involved in the scheme as he works it out, and the method in which it is proposed to meet the same, and the modifications which he proposes in the rules.

H. D. TAYLOR—15-5-05.

The proposals merit and have approval; and to be of as much use as possible should be given effect to without delay. The Director should keep us informed of what he is doing and how he is meeting charges.

J. T[HOHSON]—16-5-05.

I agree.

A[MPHILL]—17-5-05.

Draft please.

H. D. TAYLOR—18-5-05.

A draft is placed below for approval.

T.K.—18-5-05.

A. GALLETTI—18-5-05.

Approved.

H. D. TAYLOR—18-5-05.

Demi-official from H. D. Taylor, Esq., I.C.S., Acting Secretary to Government, Educational Department, to the Hon'ble Mr. A. G. Bourne, D.Sc., F.R.S., Director of Public Instruction, Madras, No. 111, dated 18th May 1905.

The Government approve of your proposals to train a special batch of teachers and consider that they should be given effect to without delay. The Government desire that you should keep them informed of what you are doing in the matter and how you are meeting the charges connected with it by reappropriation from the amounts at your disposal.

From the Director of Public Instruction, No. 6675, dated 8th August 1905.

Please see the notes and orders in demi-official No. 111, Educational, dated 18th May 1905. The Government approved of Dr. Bourne's proposals to train a special batch of teachers for employment in the new rural schools and considered that they should be given effect to without delay.

2. From the Director's present letter it will be seen that he has complied with the orders of Government by admitting a special batch of students of the Lower Secondary and Primary grades for training from July 1905 to March 1906. In order to meet the extra cost of Rs. 18,000 involved in the payment of stipends to the special batch of students, he proposes reappropriation from the lump provisions for the reorganization of training schools and additional Sub-Assistants and from the allotment for salaries from the Law College. Under G.O., No. 745, Financial, dated 19th November 1904, the proposed reappropriation requires the sanction of financial. Submitted, therefore, that the Director's letter may be transferred u.o. to that department for the issue of necessary orders.

N.L.R.—21-8-05.

The Director does not say whether any additional teachers have been employed—probably not—but he may be asked about it when the sanction to the proposed reappropriation is communicated to him.

P. T. THARYAN—22-8-05.

We have nothing on record *officially* as to details of the proposals. In communicating sanction the Director of Public Instruction may be asked to communicate *officially* the details of his proposal.

A. GALLETTI—22-8-05.

H. D. TAYLOR—23-8-05.

To the Financial Department.

FINANCIAL DEPARTMENT.

A draft order is submitted.

A.H.R.—26-8-05.

C. M. SCHMIDT—28-8-05.

Issue.

M. HAMMICK—3-9-05.

[G.O., R. No. 119, Financial, dated 4th September 1905.]

EDUCATIONAL DEPARTMENT.

From the Financial Department, No. 119, dated 4th September 1905.

The endorsement placed below may issue.

P. T. THARYAN—13-9-05.

A. GALLETTI—14-9-05.

[Endorsement No. 529, dated 14th September 1905.]

From the Director of Public Instruction, No. 4267, dated 7th December 1905.

In communicating to him the Financial order sanctioning the reappropriation of a sum of Rs. 18,000 to meet additional expenditure in connection with the training of a special batch of teachers for employment in the new rural schools, approved in demi-official No. 111, Educational, dated 18th May 1905, the Director was requested

to communicate to Government officially the details of his proposals on the subject—Endorsement No. 529, dated 14th September 1905. The Director now submits his report on the subject. He proposes that after the completion of the course of training of these new teachers in the various training schools they should be required to qualify for certificates by undergoing a special Fifth Standard examination and that if they pass they should be regarded provisionally as trained teachers, a complete certificate being given to them within three years' time if they successfully pass a practical test in teaching in their school and that those who are unsuccessful may be required to undergo further training at some future date. He accordingly requests permission to hold another special Fifth Standard examination in March next for this special batch of students, under the supervision of the Inspector of European and Training schools. For orders as to whether the Director's proposal may be approved. If approved, he may be asked to give an estimate of the cost involved in his proposal and to state the source from which the additional expenditure can be met.

N.L.R.—12-12-05.

Submitted that the Director's report is incomplete inasmuch as it makes no reference to the cost involved. It seems, however, unnecessary to call for an estimate of this cost as we know it is about Rupees 18,000 and the required funds have already been reappropriated. All the papers connected with the subject have now been brought together and will be printed.

H. D. TAYLOR.

2. All that is now necessary seems to be to pass a Government order formally approving the proposals.

P. T. THARYAN—12-12-05.

A. GALLETTI—13-12-05.

Please draft for approval.

H. D. TAYLOR—14-12-05.

The draft placed below is submitted for approval. If approved, Financial may be asked to accept it.

N.L.R.—14-12-05.

P. T. THARYAN—14-12-05.

A. GALLETTI—15-12-05.

H. D. TAYLOR—16-12-05.

To the Financial Department.

FINANCIAL DEPARTMENT.

The draft may be accepted.

V.G.K.—20-12-05.

Accepted.

C. M. SCHMIDT—22-12-05.

M. HAMMICK—26-12-05.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

For approval.

H. D. TAYLOR—3-1-06.

Approved.

G. S. F[ORBES]—4-1-06.

Issue.

C. A. SOUTER—4-1-06.

[G.O., No. 6, Educational, dated 4th January 1906.]

[E.]
1,500-12-

80-11-6-1-06
4-1-06

EDUCATIONAL DEPARTMENT.

CURRENT FILE.

CONTENTS.

From	Number.	Date.	Pages.
Endowment	529	14-9-05	1-3
[2120] The Director of Public Instruction	4267	7-12-05	1-8 4-11

PAPERS PUT UP WITH CURRENT No. 2420.

Papers of the department to which the current belongs.

Number.	Date.	Original (=O) or spare copy (=S. C.).	Remarks. (In this column such of the papers as have been removed for copying, printing, &c., should be marked with a cross.)	Initials of Referencer with date in token of return to Reference department.
Inst. no. 529	14-9-05	O		
do no. 111	18-5-05	O.		
Memo. no. 327	8-6-05	Sc		
do no. 282	2-5-05	d.		
do no. 727	8-11-05	do.		

Papers of other departments.

Department.	Number.	Date.	Original (=O) or spare copy (=S. C.).	Despatcher to note the return of the papers to the departments concerned.

[X]
10
750-7-05.



EDUCATIONAL DEPARTMENT.

Received 11 SEP 1905, Registered 11-9-1905.



Abstract.

Sanctioning the re-appropriation of a sum of Rs.18,000 under the head "22 Education" to meet additional expenditure on account of stipends to training schools for Masters.

G.O., No. 119 FINANCIAL, dated 4th September 1905.

ENCLOSURES.

No.

READ the following papers

From the Director of Public Instruction, Cur No:

6675, dated 8th August 1905:-

In submitting the enclosed re-appropriation statement in duplicate, I have the honour to request that the sanction of Government in the Financial Department may be obtained to the transfer to 'stipends' under 'training schools for masters' of a sum of Rs.18,000/- from the lump provisions for the reorganization of training school and additional Sub Assistants and the allotment for salaries for the Law College. The admission of a special batch of students of the lower secondary and primary grades for training from July 1905 to March 1906 for employment in the rural schools is expected to raise the expenditure on stipends by about Rs.18,000/-. The scheme for the re-organization of training schools not having yet been sanctioned some further re-appropriation may be made from this head for the present at any rate. Under 'Inspection' owing to the full number of Sub Assistants not having yet been appointed and to the revised scale of salaries not having been completely given effect to some saving may be expected: while the saving in the Law College is consequent on the absence of Mr. Nelson on leave for a year and the lower salaries

drawn by the acting Principal and the acting Junior Professor.

Endorsement of the Accountant-General, No: Bud 360/5854, dated 17th August 1905.

ORDER:- R No:119, dated 4th September 1905.

The proposed re-appropriation is sanctioned.

(True Extract)

M. HAMMICK,

Ag. Chief Secretary.

To the Accountant-General. (with re-appropriation statement.)

" Educational Department (with notes.)

Forwarded to the Educational Department.

(By order)

V. Rajhans Phadnis

First Assistant,

Local & Municipal Department.

Ar

C. No. 1596, From the Financial Dept. no. 119, Dated 4-9- 1905.

II III

Subject. - Training of a special batch of teachers
for employment in the new rural schools.

Endorsement no. 528 of 14-9-05

Communicated to the D.P.D. with the
request that he will ~~address~~ communicate to Government officially
~~on the subject of~~ the details of his proposal to train a
special batch of teachers for employment in the
new rural schools.

Dep
14/9/5

Secy

226
12/9/5

12/9/5

13/9/05

18/9/5

14

m-o
Please despatch
& return
2 Fair placed below
Nbs
14/8/5

Stock Form No. 135
8,700-17-6-05.

Mem 529/05 ED CURRENT NO. 2120.

EDUCATIONAL DEPARTMENT.

Received



190 , Registered 8-12-1905.

Subject.

Submitting report called for in Government Endorsement No. 529 Educational d/14th September 1905 in regard to the proposals to train a special batch of students for employment in the new rural Schools.

ENCLOSURES.

No. /

Ref on Cur No. 4267/05

Spare copies

Station Madras, Dated the 7th December 1905.

From (Name) The Hon'ble Mr. A.G. Bourne, D.Sc., F.R.S.,

(Designation) Director of Public Instruction.

To The Secretary to the Government of Madras,
Educational Department.

Sr,

F I have the honour to submit the report called for in Educational endorsement No. 529 dated 14th September 1905 on the details of my proposals to train a special batch of students for employment in the new rural schools.

H 2. Immediately on receipt of G.O. No. 232 Educational dated 2nd May 1905 I issued a circular to all Inspecting officers and headmasters of Government Training schools making certain suggestions for the institution of rural schools and the erection of village school houses in this Presidency. The enclosed copy of the circular gives an idea of the lines on which the schools will be worked. In order that such of these schools as are new schools may be started immediately on completion of the new buildings to be constructed out of the six lakhs granted in the G.O. quoted above and may have teachers ready to enter upon

Page 4-8, at file

H

5
the work as soon as they are started, I arranged to get a special batch of students trained for about nine months from July 1905. In making selections for the new batch the Sub Assistants were instructed to keep in mind the needs of those villages where houses for new schools were proposed to be built, as far as possible a candidate being selected, who was known in the village and who was likely to be acceptable to the villagers. The candidates selected were to be mainly those mentioned under Rule 95(5) of the Educational Rules. In addition to the certificates required by rule 94 the selected candidate was asked to produce a certificate from the Sub Assistant Inspector that he was likely to be provided with employment on satisfactorily passing through the course of training and a certificate from the village Munsiff of the village where it is proposed to employ the applicant to the effect that he is of respectable parentage of some standing in the village and that he would be acceptable to the villagers as a teacher in their village school. It was also provided that if it should be difficult to find persons anxious to become teachers in villages where it was proposed to open schools men from adjoining villages might be selected provided they were otherwise eligible. There are 369 students undergoing this special course of training, 323 in the several Training Schools under the control of the Inspector of European and Training Schools and 46 in the Rajahmundry Training College.

1845
16605
3. The special aim of the training given ^{is} to impart to them as much general knowledge as possible and with this object in view I approved a special ^{scheme of studies and a special} time table prepared by the Inspector of European and Training Schools which includes the subject now taken up by the Special Fifth Standard Examination. A special scheme drawn up by Mr. Hunter was approved for the Rajahmundry Training College.

4. In regard to the test of efficiency to be applied in the case of these students on the completion of their course in March next,

I propose that they should be required to qualify for certificates by undergoing a Special Fifth Standard Examination and that if they pass they should be regarded

6
125 P
provisionally as trained teachers, a complete certificate being given to them within 3 years' time if they successfully pass a practical test in teaching in their school. Those who are unsuccessful may be required to undergo further training at some future date. From all I hear there has been great activity in the matter and the experiment promises to be a success. The Special Fifth Standard Examination for this year has just been held and I beg permission to arrange for the holding of another Examination in March next for this special batch of students, the Inspector of European and Training Schools arranging for the conduct of the examination. It will be conducted upon the same lines as the one which has just been held.

8-11-05
I have the honour to be,

S i r,

Your most obedient servant,

E. W. Middlemast

For Director of Public Instruction.

51.
6-12-05

7

110

Enclosure

Proceedings of the Director of Public Instruction.

Cur. No. 4389, 12th May 1905.

Despatched

Received

1905

Enclosures

Spare copies

Subject :

Circular Proceedings.—Making certain suggestions for the institution in this Presidency of what are called rural schools and the erection of village school-houses and calling for the opinions of the inspecting officers and heads of training institutions in the matter.

Dist. Secy
6/1/05

Cur. No. 4389 of 1905.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, dated 12th May 1905.

Circular Proceedings.

The Director considers that the time has now arrived when an attempt should be made in this Presidency to institute a type of elementary school more directly adapted to the needs of the bulk of the population than is, in most cases, the present Primary school. Such schools may be termed, as they have been in some other parts of India, Rural schools. The distinctive feature of the Rural school will not however be, as the name implies, that it is situated in the country and not in a town. The distinction between town and country which is so marked in many parts of the world exists to a very slight degree only in this Presidency. There are even within the Municipality of Madras many acres of land under cultivation and some schools in all our towns work under conditions very similar to those which obtain in rural tracts.

2. The Rural school, whether situated in town or country, will be a school adapted in the main for pupils unlikely to continue their education beyond an elementary stage. A pupil here and there may show such mental capacity as to give reasonable hope that he would profit by higher education, and scholarships tenable in the ordinary schools may be provided for such pupils where necessary; but boys whose parents are likely to be able to afford higher education for them would ordinarily attend the Primary department of a school containing higher forms.

It is probable that a very large number of the present "results" schools should become Rural schools and that in most districts a number of new Rural schools should be established.

3. The impending abolition of the results grant system has led to a consideration as to what should be done with regard to the indigenous "results" schools in the future. They are not strictly speaking *aided* schools. It is curious that the grant-in-aid system which was instituted with the idea of granting public funds in aid of private funds devoted to education has come to be applied to these schools in which the fees and the grant form the only source of income. The majority of them are actually maintained by public funds while remaining under private management, the teacher himself being in most cases the manager. There are probably about 7,000 such schools now in existence.

4. An attempt will now be made to place these schools upon a basis perfectly distinct from that of schools which are really *aided* schools.

It is probable that they will come under a simple form of Local Board management. In that case a teacher who would previously have opened a result school would apply to the Local Board and be permitted to open a school if one were considered necessary in the locality chosen. The Director would like to see a salary paid monthly, to which a capitation fee might be added and the teacher allowed to take in addition any school-fees that might be paid. The total emoluments would be subject to reduction if the work were found by the inspecting officers to be unsatisfactory or to enhancement for excellence in any particular, notably for creditable attempts to fit the children in any way for their position in life.

5. The Director considers that the teachers should not be very strictly bound as to the details of the curriculum to be followed. He proposes to issue later detailed suggestions for a course of instruction but hopes to leave a considerable amount of latitude to the inspecting officers and to the teachers themselves in determining what

can be efficiently taught. The pupils must be taught to read and to speak correctly. Conversation should be freely encouraged, but it should be for the most part conversation about the surrounding objects, or objects with which the children are familiar. If they are able to describe accurately any common object which is put before them they will have acquired greater powers of observation than most of them possess at present.

They must also learn to write and to make all the calculations likely to be useful to them in their ordinary life. The methods of calculation ordinarily used in the village should be first acquired and then any others which seem to be for practical purposes an improvement upon these. Each pupil should make his own measure from a piece of stick or bamboo and learn how to use it.

Some form of drill, however simple it may be, invented and elaborated by the teachers if possible, should always be practised, but vernacular words of command should always be used, and all expressions which have no meaning to the children should be avoided.

Wherever possible there should be a plot of ground where the children themselves could cultivate various plants, not for the sake of ornament but in order that they may observe their form and growth and such-like matters.

Whether any more artistic drawing is attempted or not all the children should learn to draw or make diagrams of simple objects from the object itself; drawing some objects to scale should be practised, such as diagrams of the school walls or floor or to show the direction of the roads in the village or a part of it, or the shape of a field, but in all cases from actual observation.

They should learn simple facts about the sun, moon and stars, day and night, the seasons, eclipses, the weather, the winds, rainfall, etc. To illustrate the measurement of time, a "minute glass" or "hour glass" might be made from a chatty with a hole in the bottom after first finding out by comparison with a clock how nearly full it should be with water or sand in order to empty itself in a given time; a pendulum may be constructed with a stone and piece of string while the pupils actually find by comparison with a clock how long the string should be to swing sixty times in a minute. Hundreds of such methods of developing the intelligence of the children may be suggested to the teacher or better still he may be encouraged to invent them for himself and credit given for any such originality.

Something should be taught in the nature of what is frequently called civics. The arrangements of the village should be discussed, the duties of the village officers, the arrangements at the post office, why stamps are used, information about post marks, the way to address letters, how to weigh them; the older pupils may easily make a pair of scales with bits of bamboo, some thread and paper pans. A proper pair of scales with weights or coins may be borrowed and any boy make himself a set of weights with lumps of clay or in any other available manner. Such a matter is mentioned in this connection to suggest that the civics or any other subject may be made practical and need not be treated as a thing apart with regard to which it is only necessary to learn and remember facts. The telegraph office, the salt department, the abkari department, the railway and the railway station with its time-tables and ticket office all lend themselves to practical lessons.

Some of these matters may form part of a geography lesson.

The approaching visit of an Inspecting officer or of the Director may be taken advantage of to explain the outlines of the organisation of the Educational department.

6. The Director has himself observed and most Inspecting officers will doubtless bear him out in saying that the children appear more stupid inside the school than outside. The reason is probably not far to seek. The state of things is doubtless due to an almost total dislocation between the school curriculum and life outside, nay even between one subject of that curriculum and another. The children enter school and start say arithmetic, calculate perhaps the amount of wall paper required for a room of a certain size whereas they have never seen a papered room; the time comes for another subject, the geography books are opened, so much geography is learnt; then comes reading and the children are taught that this word equals that word without having much or any conception of the meaning of either. The children then

go out to play and see and do hundreds of things they should have learnt about, in many cases have learnt about, in the school but never think of connecting what they have learnt with what they observe. A child may know plenty of the plants it sees, know that they are used in some particular way in the house, it may know that it is likely to rain soon, it may know that the wheels of the passing bandy want greasing and how to do it, but these things have never been spoken about in the school, which is thought of only as the place to learn so much reading, writing or arithmetic against the day when the Inspector comes round. Any teacher who has tried to co-ordinate life inside the school with life outside has done much and deserves credit therefor. The results grant system with its rigid examinations prevented, or at any rate put no premium upon such efforts. This state of things should now come to an end. The Director has merely indicated above the lines which should be followed and encouraged in the future. Many of the suggestions made above are obviously only suitable to the older children. Everything depends in the end upon the individual teacher. A teacher cannot teach what he does not know, but whereas in the past he has been forced to teach only things about which he probably knew little, he should now be encouraged to talk to the children also about those things with which he is most familiar, to take up to some extent at any rate the line which interests him most.

7. Another question which is under consideration is the provision of better buildings as school-houses. A sum of money will be placed at the disposal of each Local Board for the purpose. Some of the existing school-houses are very good, so far as the Director's own observations have gone; they are much better in some districts than in others, but a very large number are utterly unsuitable. More light and fresh air are the chief things to be aimed at. There is no necessity for an expensive building. It should be in keeping with the other buildings in the village and be considered as belonging to the village. Attempts should be made to induce the villagers to take an interest in the school-house and to be proud of it. The Director considers that suitable houses might be built for something under Rs. 400. In many villages the people might be prevailed upon to contribute something in the way of money or materials or labour. The Director has been told by the villagers in several places that they would be willing to do so. In such cases a dwelling house for the master might be erected near the school. There should be, wherever it is possible, enough ground for a school garden.

A building to accommodate fifty pupils should be about 30' x 12' and every village with about 500 inhabitants should possess such a school-house. Where a larger building is wanted an L-shaped one would be most suitable. If the floor is well raised it may be of mud, the walls may be of brick in mud or even of mud if there is a really good roof to protect them, the roof should generally be tiled. There should be about five windows, at least 5' x 4' 6", and the shutters should open outwards so as not to interfere with the room space.

The best furniture consists of low tables and benches round them, but they must be of a suitable height for the children. The bench may be about 12 or 13 inches and the table about 20 inches. It would be better to have no furniture and a mud bank round the walls for the children to sit upon than to have the high benches which the Director has so frequently seen. The children should not have to sit with their legs dangling in the air. If writing desks are provided the children should be able to do more than just get their noses over the edge. It is quite as easy to make benches and tables if they are to be provided of a size suited to the children, as to make them much too big.

Even when there is no other furniture, really good blackboards should be provided and kept in repair. Chalk suitable for writing with should also be provided. Wherever possible a portion of the wall surface may be prepared for writing upon. This can be done very inexpensively.

The question for determination now is where should such schools be erected. In cases where the present school-house is absolutely unsuitable it may be replaced, but a number of the new buildings should be erected in villages which have at present no school. There are at present over 13,000 villages with 200 or more inhabitants which have no school of any sort. It will be possible to spend several thousand rupees in each district during the current financial year and thus erect a considerable number of simple but suitable school houses.

8. The Director has endeavoured to give some idea of what he hopes may be done in the near future and no time should be lost in making a beginning. The Headmasters of Training schools are requested to obtain what information and suggestions they can from the Primary teachers now under training. The Director wishes to have some idea as to how far they will be likely to co-operate in the reforms suggested. Many of them may be able to suggest locations for new school-houses which they might occupy when trained and to say how far the villagers would assist. The information obtained, with any suggestions by the Headmaster, should be communicated to the Sub-Assistant Inspectors concerned, who are requested to add their own views and suggestions in regard to any of the matters herein touched upon; these should be submitted to the Director through the usual channel, with the views of the superior officers endorsed thereupon.

9. The question as to the new buildings to be erected this year is obviously one of extreme urgency. It has to be settled where to build, sites have to be selected and if necessary acquired, the assistance likely to be given by the villagers must be ascertained, plans will have to be prepared and the buildings erected before the end of March next.

There will not be much scope for variation in regard to buildings the cost of which is to be so limited; but the Director would be glad of any suggestions with regard to the plan. It may be that the plan and more particularly the mode of construction may appropriately differ in different parts of the country. The buildings will be erected by means of local agencies. The Sub-Assistant Inspectors will probably be called into conference by the Presidents of the various District Boards, but in regard to this matter orders will issue later. In the meantime the Director desires to have the suggestions relating to buildings within a week or two; those relating to other matters may follow at as early a date as possible.

(Signed) A. G. BOURNE,
Director of Public Instruction.

To the Headmasters of Government Training Schools.
" Sub-Assistant Inspectors of Schools.
" Assistant Inspectors. } Copies for information.
" Inspectors.

[Subject: - Training of Teachers for the New Rural Schools]
 To: Training Div. H.E. Bureau, D.C. J.C.S. 899 Data comm. 6 May 1950

My dear Taylor

I seemed like to make some effort to get some extra teachers ready for the new schools. It is possible that the training schools could all take in a few more and if more men could be found willing to undergo training a good deal could be done with them between day July and the end of March.

Stipends would of course be wanted and
an extra temporary teacher at each
training school if there were sufficient
later entries and the teachers were procurable.

These extra teachers, caused in many cases, be absorbed into the permanent staff when the reorganization scheme is sanctioned.

2. The whole staff would have extra work in many cases and might have to work all through the Christmas vacation. The offer of a special "bonus" night stimulate extra work.

3. The following would probably be an outside estimate of the cost:-

400 stipend at Rs 5 in 9 months = Rs 18000

Temporary teachers at \$25 and

bourses to the rest of the staff, say \$1000

This provision has been reduced to Rs. 15,000 in the final issue of the C.A. (Page 136)

Rs. 28,000

Rs. 12,000?

4. I have Rs. 40,000 in the budget for the reorganisation of Training Schools, as the scheme has not yet been sanctioned it will be impossible to spend all this and it will not be necessary to spend any more of it than remains available - I mean that if I had already spent some as now proposed I could arrange the new appointments so as not to require more than the balance.

5. I cannot say without considerable delay whether my scheme is feasible but if anything can be done it must be set on foot at once. I therefore write to ask permission to proceed upon the lines indicated in anticipation of sanction for a detailed scheme.

Yours sincerely
A. G. Bowers

1938

The D.P.9 wishes - pending sanction to the general scheme for Training Schools, - to take temporary measures for the utilisation of a portion of the allotment, which must otherwise lapse, by holding special classes in ~~of~~ schools, and a special course, for increasing the supply of qualified teachers.

2. He has explained that delay would be fatal to his proposal, that no detailed or definite scheme can be drawn up, as he must feel his way and stipend teachers and appoint special masters, as he sees his way to do so. He desires therefore that all arrangements should be left entirely to him within the Budget provision for Training Schools.

3. The only question is whether there will be any audit or account objection to this course. The stipendment and stipend will be purely temporary and, as I understand it, for the current year only.



Est. no. 353 D 7/8/675

Dep
8/5/15

Financial
649R
F. 5-55

Para: 4 of D.O. from D.P.I. 5.6.5.05
on page 2 supra

Page 136.
(not put up)

Hay M

Para: 3 of D.O. from D.P.I. 5.6.5.05
on page 1 supra

Vide G.O. 717 Edu. D. 8.12.04 N
+
Hauddi de Stokes' note 423.11.04 on
page 2 of L.W. that note.
(for a precedent)

4
vp 48
Local Financial please say whether there
any objection exists to the approval
generally of D.P.I. proposals?

H.D. Taylor
8.5.15

To the Financial (no) Dept.

FINANCIAL DEPARTMENT

The lump provision of Rs. 40,000
for the reorganization of Training
Schools referred to by the D.P.I.
has been reduced in the final
issue of the C.B.E. for 1905-06 to
Rs. 15,000 vide Director's note 5.2.05 in
the budget notes under 22-Education. The
Director estimates the cost of his
present proposals at Rs. 28,000 which
includes bonuses ~~for~~ to teachers
in Training Schools. It is, however,
doubtful whether the bonuses
proposed for teachers in Govt service
are admissible under art. 72, C.S.R.
2. There appears to be no objection
to the proposals so far as

this

this dep: is concerned, provided the cost is met by the Director from the total budget grant under 22. Education. The submission of a proposition ^(Statement) is necessary prior to the employment of the extra temporary teachers @ Rs. 25 per. in Training Schools.

V.L.K.
9-5-05
C.S.

As pointed out above the proposals are ~~not~~ subject to the limitations of budget provision, unobjectionable except as regards the payment of "bonuses" to Teachers. "Unless in any particular case it be otherwise distinctly provided, the whole time of a public officer must be held to be paid for by the State & he may be employed in any manner required by proper authority within his own branch of duty, without claim for add: remuneration". A bonus may be granted for "work which is special and outside the ordinary course of the officers duties".

No bonuses can, it is said, be granted in order to incite teachers to extra work.

If the teachers work, under order,

Vis. para 5(b) of Fin: & Com: M.O.
N. 6992- Ex. of 5-11-04 on para 3 of
32. 790 Fin: of 9-12-04.

Article 71(a) C.B.L.

Article 72(a) C.B.L.

Para: 2 of Director's DO. 26-5-05
on para 1 supra
sent part

through the leave vacation, they will
 apparently get the benefit of article
 272 of the CSA ~~even~~ if they take
 privilege leave subsequently - i.e. they
 will get full pay instead of half pay
 during a portion of privilege leave
 subsequently taken - see also note under
 articles 272 & 274 on p. 29 of the
 "Madras Suppl. to the CSA"

John Educational
H. Bradley
9.575
9.575

Ed. no. 263 X 8710/575
 9575

S.P. 9 u.o. for further remarks into reference
 to the above note in financial. The funds
 necessary for the scheme must be provided by
 appropriation from some head in the
 Ed. budget other than Training Schools

H. Taylor
 10-1-57

By 'new schools' I meant the schools for which school
 houses are to be built out of the 6 lakhs.

I note that bonuses to the training school
 masters will be inadmissible and that a proposition
 must be submitted for any extra teacher required.

The only questions which arise at present

Therefore are:-

1. Whether if I can find the individuals willing to undergo a special course of training and funds for their stipends I may increase the number of stipendiaries.

2. Whether the attempt to train a special batch of teachers meets with the approval of Government. Some relaxation of the Director's Rules will be necessary but I cannot at present say what the best course will be. I think these teachers might be given some provision of certificate to the effect that they had undergone this course of training, they will then be appointed to some of the new village schools and examined after two or three years by the Inspecting Officers as to their fitness to receive a permanent certificate. We shall have several hundred new schools ready to be opened in April next and must do everything possible to provide teachers for them.

I have just received telegraphic information that 280 students could ^{still} be accommodated in the training school.

A. J. 14.5.5.

V. 88

Submitted that the Director's proposal may be approved, and that he may be allowed to elaborate his scheme, within Budget provision. He might be asked to submit to Govt. a monthly statement showing the cost involved in the scheme as he works it out, and the method in which it is proposed to meet the same, & the modifications which he proposes in the rules. H. S. Taylor
1855

H. S.

The proposals must and have approval, & to be of as much use as possible should be given effect to without delay. The Director should keep us informed of what he is doing & how he is meeting things.

h

16-5-05

J. Thomson

16-5-05

H. E. the Governor.

H. S.
16-5-05

I agree

Stumpshill

17-5-05

H. S. Taylor
18-5-05

2598

A draft is placed below for approval.

Secy

7H.
18-5-05

My 18/5/05

Approved.
Boyle.
18 5 05

Best. Today
7/19
18.5-

The Gout approve

by representation for the
amount of consideration.

seen by A.S. W

18/5/5

7H.
18-5-85

41815/05

[C.No.1484] From the Dir. of Public Instructn.No.6675,dated 8th Augt.1905.

Subject

Training of a Special batch of teachers for employment in the new rural schools.

Page 1-10 signed

Please see the notes and orders in D.O.No.111

Educl., d/18th May 1905. The Govt. approved of Dr.Bourne's proposals to train a special batch of teachers for employment in the new rural Schools and considered that they should be given effect to without delay.

2. From the Director's present letter it will be seen that he has complied with the orders of Govt. by admitting a special batch of students of the Lower Secondary and primary grades for training from July 1905 to March 1906. In order to meet the extra cost of Rs.18,000 involved in the payment of stipends to the special batch of students,he proposes reappropriation from the lump provisions for the reorganization of training schools and additional Sub Assistants and from the allotment for salaries from the Law College. Under G.O.No.745 Financial dated 19th November 1904,the proposed reappropriation requires the sanction of Financial. Submitted,therefore, that the Director's letter may be transferred u.o. to that Department for the issue of necessary orders.

N.L.R.

21-8-05.

The Director does not say whether any additional teachers have been employed- probably not- but he may be asked about it when the sanction to the proposed re-appropriation is communicated to him.

P.T.T. [Signature]
22-8-05.

Secy.

A.G. 22-8-05.

12 H 12 P

We have nothing on record officially as to details of the proposals. In communicating sanction the D.P.I. may be asked to communicate officially the details of his proposal.

Educl. U.O.
576 D d/25-8-05.

H.D.T. [aylor]
23-8-05.

~~Financial Department.~~

Finl Dept.
U.O.No.1158 R,
Dated 25-8-05.

Financial Department.

C.S.

A draft order is submitted.

A.H.R.
26.8.5.

C.M.S. [chmidt]
28-8-05.

Issue.
M.H. [ammick]
3-9-05.

Pass 1-2 of file.

[30 R No 119 Finl d 4-9-05]

Educational departt
From the Finl departt no 119
d/ 4-9-05.

The Endorsement placed below may issue.

P. Hargan
13-9-05.

A. Galletti
14-9-05.

[Endorsement no 529
d/ 14-9-05]

C. No. 2120 From the Director of Public Instruction No. 426, dated 7-12-1905.

SUBJECT.

Steps taken for the training of a special batch of teachers for employment in the new rural schools.

In communicating to him the Financial order sanctioning the reappropriation of Rs. 18,000 to meet additional expenditure in connection with the training of a special batch of teachers for employment in the new rural schools, approved in D.O. no. III Educational, dated 18th May 1905, the Director was requested to communicate to Government officially the details of his proposals on the subject. Endorsement no. 529 dated 14th September 1905. The Director now submits ~~his~~ ^{his} report on the subject. He proposes that after the completion of the course of training of these new teachers in the various training schools they should be required to qualify for certificates by undergoing a special Fifth Standard Examination and that if they pass they should be regarded provisionally as trained teachers, a complete certificate being given to them within 3 years' time if they successfully pass a practical test in teaching in their school and that those who are unsuccessful may be required to undergo further training at some future date. He accordingly requests permission ~~to~~ ^{to} holding of another special Fifth Standard Examination in March next for this special batch of students, under the supervision of the Inspector of European and Training

End. 529 dated 14.9.05 in file 3 of file

G

Page 3 of file

F

Para 4 of letter in pages 2 & 3, C. H.

Vide rules 129 & 131 of the Educational Rules.

[Faint, mostly illegible handwritten text on the left page, possibly bleed-through from the reverse side.]



So. R. 119 P. 134.9.05
on 1/1-2 of file

H.D. Taylor
Secretary

no. 507 848D
18.12.05
Secretary

Financial. Dept.
1912 R.
Dated 18-12-1905

* The order formally approves
of the proposals already sent in
D.O. 111 dated 10.5.05 on page 10 of
these notes.

Schools. For orders as to whether the Director's proposal
may be approved. If approved, he ^{may} be asked to
give an estimate of the cost ^{involved in} of this proposal and ^{to state} the source
from which the additional expenditure can be met.

no. 11/12/05

Submitted that the Director's report is incomplete
inasmuch as it makes no reference to the cost involved.
It seems however unnecessary to call for an estimate
of the cost as we know it is about Rs 18,000 and the
required funds have already been re-appropriated.
All the papers connected with the subject have now
been brought together & will be printed.

2. All that is now necessary seems to be to pass
a resolution formally approving the proposals.

14/12/05
14/12/05
14/12/05
14/12/05

The draft placed below is submitted for ap-
proval. If approved, Financial may be asked to
accept it.

14/12/05
14/12/05

H.D. Taylor
16.12.05

To the F.D. as Dept

CS

The draft may be accepted.

14/12/05
14/12/05

22.12/05
26.12/05

15

Equal Right

For approval

W. Taylor

3.1.06

app'd [Signature] 11/1/86

Wial
Cusouter
u/1/06

82 no 6 col d/ 4-1-06

[E.]
[12.]

1,095-11-6-05.

32
EDUCATIONAL DEPARTMENT.

READ AGAIN G.O., No. , dated 190 .

" " " " , " 190 .

READ ALSO:-

C. No. 1596 , From the Financial Deptt. , No. 119 , dated 4 - 9 - 1905

Endt. thereon 529 14-9- 1905
" " " " " " 1905

2120 D. P. I. 4267 7 - 12 - 1905

ORDER
D.S.

No. 6 , dated 4 - 1 - 1906.

The Government approve the Director's action.

2. He will be permitted to arrange for the holding of another special Fifth Standard Examination in March next. He is referred to the rulings in G.O. No. 727 Edl. dated 8th November 1905.

N.L.R.
14-12-5.
P.T.T.
14-12-5.

A.G.
15-12-5.

14/5
16/20

To

The D.P.I.

" Acctt. Genl.

" Finl. Deptt.

First copy sent to Press.

Returned for signature.

Despatched in print.

READ AGAIN O.O., No. 190

PARENT No.

ENCLOSURES TO

ORDER OF GOVERNMENT

ORDER OF GOVERNMENT

AGREEMENT WITH DITTO

NOT FILED UP, BEING MEANT FOR DESPATCH IN ORIGINAL

A = Print in full.
B = Not to be printed.
C = Print abstract only.
Q = Print heading only.

NUMBER OF COPIES REQUIRED.

Order complete.
Letter only.
Order complete with Letter.

727 8-11-05

1596. or John 119 Feb 4-9-05. (A) #I
Enst no. 529^{ESL} 114-9-05. (A) #II

Cuo 2120. (A) #I
Cuo 2120. (A) #II

(A)

108

(Press x
80. + notes)
Please strike 7
Kd
5/1/16
x notes will follow
Kd