21/12

EDUCATION DEPARTMENT

G.O. No. 1914, 3rd July 1950

Schools—Elementary—Visit by officers of the other departments of Government—Instructions—Issued.

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(By order of His Excellency the Governor)

RAJAIAH D. PAUL,
Secretary to Government.

To all Collectors.
,, the Director of Public Health.
,, the Director of Public Instruction.
,, all Presidents of District Boards.
,, the Local Administration Department.
,, the Revenue Department.
,, the Health Department,

3/

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EDUCATION DEPARTMENT

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„ the Health Department.

7/

NOTE FOR THE CABINET.

ELEMENTARY EDUCATION—IMPROVING EFFICIENCY.

With regard to the expansion of elementary education and the various problems connected with it, it was decided sometime back that a detailed note over the whole matter might be circulated to all Hon'ble Ministers and considered at a formal or informal meeting of the Cabinet. Accordingly, this note is prepared.

The main problems connected with elementary education are—

(1) Expansion, i.e., as to in how many years compulsory elementary education will be brought into effect in the Province.

(2) As Basic education is our policy, how we are going to introduce Basic education throughout the Province.

(3) The matter of improving the administration of elementary education so that the money spent may be properly spent and wastage avoided.

Basic Education.

Before taking up the matter of the pace of expansion, we should have a clear understanding of our policy on Basic education. The main aspects of Basic education as adumbrated by the Hindustani Talimi Sangh are as follows :—

(1) Education through craft and other activities.

(2) Every child must be provided education on these lines for seven years. (In the Post-War Development Scheme as has been approved by the Government of India, it is eight years.)

(3) It must be compulsory on a nation-wide basis.

(4) It must be free.

(5) The craft is intended not merely as an instrument of teaching but also as an instument of production through which there will be income for the school.

(6) There will be no English in the Basic school throughout the course of seven years but instead there will be Hindustani from the sixth year.

The difference between this and the Basic education as accepted by the Government of India, in their Report on Post-War Educational Reconstruction, popularly called the Sargent Report, is as follows :—

(1) There must be compulsion for eight years.

(2) There must be provision for English in the senior basic stage.

(3) While craft should be an important activity for education, it need not be viewed from the point of getting an income.

This Government have accepted Basic education as adumbrated by the Hindustani Talimi Sangh for the first five years. The Hindustani Talimi Sangh also contemplates a pre-basic course of one year thus bringing up the whole basic course to eight years. In South India, children go to school much earlier, i.e., at five plus and so, it is necessary to begin with pre-basic class. Taking into account the pre-basic class also, the basic course as advocated by the Hindustani Talimi Sangh also comes to eight years. This Government have ordered that the Basic education as advocated by the Hindustani Talimi Sangh for the first five years including the pre-basic course may be accepted as their policy in this Province.

The reasons why we are not able to accept the Basic Education Scheme in full are as follows :—

The implications in the scheme of the Hindustani Talimi Sangh are—

(1) that it must be compulsory for eight years;

(2) it must be free; and

(3) there must not be English.

We have not been able to provide compulsory elementary education for even five years for as many as half the number of school-going population and unless we are able to make arrangements to do so, it will not be possible for us to accept compulsion for eight years. It is also a matter of finance. The cost for providing compulsion for eight years will roughly be more than three times the present cost.

The cost if compulsion is for five years will be Rs. 441 lakhs.

The cost if compulsion is for eight years will be Rs. 1,600 lakhs—details given in Appendix I.

Secondly, under the present circumstances, we have not been able to abolish English in the Senior Basic Stage since University education still continues to be through the medium of English.

The principles of Basic education have been continued in secondary education also in the present reorganization of secondary education.

I. The question now is whether we shall have the full-fledged Basic education of the Hindustani Talimi Sangh type, viz. :—

(*a*) Compulsory and free elementary education for eight years throughout the Province; and

(*b*) whether we shall give up English in the Senior Basic Stage.

PACE OF EXPANSION.

The next question is the question of pace. At the present rate of expansion as has been approved by the Post-War Development Plan, it will take more than twenty years to have compulsory elementary education for all children for five years, i.e., the Junior Basic Stage. This pace is considered to be too slow. It has been suggested that the pace must be increased and that compulsory elementary education of the basic type throughout the Province should be established within ten years. This is mainly a matter of cost as well as of training sufficient teachers for the purpose. If compulsion is to be brought about, the cost will be as follows :—

Years.	Within 10 years.		Within 15 years.		Within 20 years.	
	Number of pupils in lakhs that will be brought under instruction.	Cost.	Number of pupils in lakhs that will be brought under instruction.	Cost.	Number of pupils that will be brought under instruction in lakhs.	Cost.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		LAKHS. RUPEES.		LAKHS. RUPEES.		LAKHS. RUPEES.
1951–52	1·61	22·08	1·61	22·08	1·61	22·08
1952–53	2·55	57·12	2·2	52·32	1·61	44·16
1953–54	3·50	105·12	2·2	82·56	1·61	66·24
1954–55	3·50	153·12	2·2	112·80	1·61	88·32
1955–56	3·50	201·12	2·2	143·04	1·61	110·40
1956–57	3·50	249·12	2·2	173·28	1·61	132·48
1957–58	3·50	297·12	2·2	203·52	1·61	154·56
1958–59	3·50	345·12	2·2	233·76	1·61	176·64
1959–60	3·50	393·12	2·2	264·00	1·61	198·72
1960–61	3·50	441·12	2·2	294·24	1·61	220·80
1961–62	..	..	2·2	324·48	1·61	242·88
1962–63	..	..	2·2	354·72	1·61	264·96
1963–64	..	..	2·2	384·96	1·61	287 04
1964–65	..	..	2·2	415 20	1·61	309 12
1965–66	..	..	2·2	445·44	1·61	331·20
1966–67	..	..	..	..	1·61	353·28
1967–68	..	..	..	..	1·61	375·36
1968–69	..	..	..	..	1·61	397·44
1969–70	..	..	..	..	1·61	419·52
1970–71	..	..	..	..	1·61	441·60
	32·16*		32·41		32·20	

* 5·2 lakhs of children have been brought under instruction during 1945–46, 1946–47 and 1947–48. One teacher is allowed for every 35 pupils. The cost per teacher is calculated as follows :—

		RS.
Pay	.. ..	30
Rent	.. ..	5
Contingencies	.. .. ..	5
Total	..	40

The cost calculated does not include dearness allowance for teachers and the cost of equipment and building.

	If compulsory education is introduced within		
	10 years.	15 years.	20 years.
	LAKHS. RUPEES.	LAKHS. RUPEES.	LAKHS. RUPEES.
Cost for the first quin-quennium	538·56	412·80	331·20
Cost for the second quin-quennium	1,725·60	1,168·80	883·20
Cost for the third quin-quennium	2,205·60	1,924·80	1,435·20
Cost for the fourth quin-quennium	2,205·60	2,227·20	1,987·20
Total ..	6,675·36	5,733·60	4,636·80

The cost in the first quinquennium if compulsion is introduced within 10 years, 15 years and 20 years will be Rs. 538·56, Rs. 412·80 and Rs. 331·20 lakhs respectively.

Please see in this connexion a note prepared for discussion at an Informal Meeting of Hon'ble Ministers (Appendix A).

II. The question now is whether the pace of introduction of compulsory elementary education throughout the Province shall be within 10 or 15 years or as at present 20 years.

As regards the cost of compulsory elementary education, there are two ways in which this cost can be reduced.

SHIFT SYSTEM.

By the introduction of the shift system : A note on the introduction of shift system has already been circulated for discussion at an informal meeting of the Hon'ble Ministers (Appendix B). One of the difficulties in compulsion has been that poor parents are not able to spare their children to the school for the whole of the day. I have received numerous representations from Harijans and others that if the school work is confined to 3 or 3½ hours in the morning or evening, it will be more convenient for them to send their children to school and at the same time make use of the children for a little work at home to earn a little. The proposal of the shift system is to reduce the number of hours of work into 3½ hours and to have two shifts, one in the morning and the other in the evening. While the children will work only for 3½ hours, the teachers will work the two shifts for five hours as at present. This will mean an additional strain on teachers and especially on headmasters. This system can be introduced only in larger schools where there are more than four teachers. Where there are now five teachers in a school, it will be sufficient to employ four teachers. That is, in schools where more than five teachers are employed, for every five teachers, we will save one teacher. At present, there are a good number of five-teacher schools in the Province. If shift system is introduced, not only it will facilitate attendance, but may also save considerable money to Government. But I must also say that we may have to pay some extra amount to the teachers or to the headmaster in view of the greater amount of work expected from them, since they may have to remain in school for seven hours. That may be fixed at about Rs. 3 per teacher and at Rs. 5 for the headmaster. This will come to Rs. 14, whereas the saving will be Rs. 30 if he is a higher grade teacher. The savings effected will be just sufficient now for paying an allowance to the teachers engaged in the work as most of the schools are not five-teacher schools. When compulsion is introduced almost every school will have five teachers and there will be a saving of 10 per cent.

III. The question is whether in view of the above, the shift system may be introduced.

VOLUNTEERS FOR EDUCATION WORK.

There is another way by which the cost of elementary education can be reduced and that is by inviting volunteers for this type of work. On this matter also, an exhaustive note has been circulated (please see Appendix C). The relevant portion is reproduced below :—

> "For service in elementary schools already untrained teachers are allowed. It is possible for the Department to give those candidates a short training in which the elements of teaching may be taught to them. Candidates passing School Final may be allotted for elementary schools and graduates or under-graduates may be allowed to serve in high schools. In view of the fact that there is a large dearth of teachers, we are not able to open as many schools as we would like, this will prove greatly useful in this direction. I must state for the information of Hon'ble Ministers that there are already 600 candidates appointed in high schools for want of trained teachers and nearly 3,000 untrained teachers in elementary schools."

IV. The question is whether in view of the large amount of savings possible by these volunteer services, that system may be introduced.

TRAINING OF TEACHERS.

The next important matter is to create the personnel which will make this expansion possible. If we are to introduce compulsory elementary education in the course of ten years, the number of teachers that will be required for the purpose will be 15,000 per year. We have at present about 120,000 elementary school teachers. Presuming that a teacher may serve for about twenty years, we may have to get about 6,000 teachers per year to fill up the vacancies. The total school-going population has been calculated to be about seventy lakhs. There is now provision for 35 lakhs of children. We have yet to provide for 35 lakhs more of children. That is, if they are to be provided for within ten years, we must provide for every year, teachers for 3·5 lakhs of children. The average number of children per teacher has been calculated to be about 30 and that will come to about 12,000 teachers and so, on an average, we will have to train 18,000 teachers per year. The cost for this training will be as follows :—

Cost of training of teachers—
Ten-year plan.

Years.	Number of new basic training schools to be opened.	Cost. RS. LAKHS.	Number of teachers who will become available.
1949–50 ..	34	8·41	..
1950–51 ..	34	22·78	..
1951–52 ..	34	38·09	9,500
1952–53 ..	––	44·82	12,200
1953–54 ..	102	44·82	14,900
1954–55 ..	—	44·82	14,900
1955–56 ..		44·82	14,900
1956–57 ..		44·82	14,900
1957–58 ..		44·82	14,900
1958–59 ..		44·82	14,900
1959–60 ..		44·82	14,900
1960–61 ..		44·82	14,900

Cost of training of teachers—
Fifteen-year plan.

Years.	Number of new basic training schools to be opened.	Cost. RS. LAKHS.	Number of teachers who will become available.
1949–50 ..	34	8·41	..
1950–51 ..	21	19·50	..
1951–52 ..	—	24·24	9,500
1952–53 ..	55	24·74	11,200
19 3–54 ..	—	24·74	11,200
1954–55 ..		24·74	11,200
1955–56 ..		24·74	11,200
1956–57 ..		24·74	11,200
1957–58 ..		24·74	11,200
1958–59 ..		24·74	11,200
1959–60 ..		24·74	11,200
1960–61 ..		24·74	11,200
1961–62 ..		24·74	11,200
1962–63 ..		24·74	11,200
1963–64 ..		24·74	11,200
1964–65 ..		24·74	11,200
1965–66 ..		24·74	11,200

Cost of training of teachers—
Twenty-year plan.

Years.	Number of new basic training schools to be opened.	Cost. RS. LAKHS.	Number of teachers who will become available.
1949–50 ..	34	8·41	..
1950–51 ..		14·21	..
1951–52 ..		15·01	9,500
1952–53 ..		15·01	9,500
195 –54 ..		15·01	9,500
1954–55 ..		15·01	9,500
1955–56 ..		15·01	9,500
1956–57 ..		15·01	9,500
1957–58 ..		15·01	9,500
1958–59 ..		15·01	9,500
1959–60 ..		15·01	9,500
1960–61 ..		15·01	9,500
1961–62 ..		15·01	9,500
1962–63 ..		15·01	9,500
1963–64 ..		15·01	9,500
1964–65 ..		15·01	9,500
1965–66 ..		15·01	9,500
1966–67 ..		15·01	9,500
1967–68 ..		15·01	9,500
1968–69 ..		15·01	9,500
1969–70 ..		15·01	9,500
1970–71 ..		15·01	9,500

V. Now, the question is whether the pace of increasing the training of teachers may be extended to ten, fifteen or twenty years.

TEACHING PRACTICE AS A BIFURCATED COURSE.

There is one way in which the cost of the training schools may be reduced. At present, we are having a two-year course after the VI Form for secondary training. It has been said that if teaching practice can be introduced as a bifurcated course in our present high schools, the cost of training will be considerably reduced. Some experts are of opinion that it may also improve efficiency and get better type of men and women for the teaching profession. A note has been circulated to Hon'ble Ministers already (please see that note for particulars—Appendix D).

VI. The question is whether in view of the above advantages, teaching practice may be introduced as a bifurcated course in high schools.

REFORM IN ADMINISTRATION.

The third important aspect of the reorganization is the administration of elementary education. At present, of the thirty-one thousand and odd schools in the year 1946–47, 12,665 schools are under district board management, 15,534 under aided management, 1,620 under Government and the rest under municipal councils and panchayat boards. Board managements are inefficient in many ways. The lack of supervision, the constant transfer of teachers, delay in payment of salaries and the dual control between the board and the Department, are some of the defects that have been pointed out in the local board administration of schools in the last quarter of a century. These defects have resulted in a great deal of inefficiency and wastage. It has been felt on all hands that the district board administration of elementary schools has been a failure and a different means of administration must be evolved to make it more efficient and successful. As a substitute, the following suggestions have been made :—

(1) *Constitution of Taluk Education Boards.*—These should not be confused with the Taluk Education Councils which had no power and which were merely advisory. These Taluk Education Boards will have all the powers of district boards. They will also unify within themselves the representatives of the Board as well as the Department so that there will be unified control. The Deputy Inspector of Schools of the Taluk will be the Secretary. Representations have been given for teachers and managers also. The details of this scheme are given in Appendix E.

(2) The other suggestion that has been made is that the Government may take up all elementary education in their hands so that there will be unified control and direction. This will mean that the aided agency and district boards, municipal councils and panchayats which we are at present employing will disappear from the field of elementary education and the Government will have to bear the full burden. The extra cost will be Rs. 1·50 crores including the extra cost on account of the schools to be opened for universal compulsory elementary education.

(3) Another suggestion has been made that the aided schools may continue to be what they are and that taking them over may await better times when we are financially better off, but that immediately we will take up all the board schools into Government hands. The increase of expenditure if we are to take up the board schools into our hands will be much. It will be Rs. 73,46,939 if the teachers are paid at the present local board rates and Rs. 14 more lakhs if at Government rates.

This will give a unified management and direction so far as the board schools are concerned. If necessary, advisory councils might be formed for each taluk to help the Deputy Inspector of Schools in the administration, while the responsibility will remain with the department. This, in a large measure, will avoid the present delays and inefficiency of management of the local boards and so.

VII. The question for decision will be—

(*a*) whether elementary education will be taken off from the district boards; and

(*b*) whether instead, Taluk Education Boards as suggested in the note in Appendix E, be constituted, or whether Government will take over the administration of these board elementary schools.

AVOIDANCE OF TRANSFERS.

The next important matter for consideration is :

One of the great evils of district board administration has been the transfer of teachers on very flimsy grounds. Constant transfer of teachers has made the teachers lose interest for the schools. This is one of the important reasons for the success of Missionary schools and private institutions, i.e., the continuance of the teachers in the same school without transfer so that they will be able to build up traditions and take interest in the children and the school. Such continuance creates a personal interest in the teacher, in the children and the school. The constant transfers create not only no end of trouble to the teachers but lead to great difficulties especially when there are women teachers. It will considerably increase the morale of the teaching profession if these constant transfers are not resorted to. Transfers should not be regarded as punishment and when anything wrong happens, other processes of disciplinary action should be taken and the teachers should not be transferred.

VIII. The question now is whether these transfers may be avoided.

INCREASING THE STRENGTH OF THE INSPECTORATE.

Another important aspect of administration is the want of supervision in the Inspectorate. At present, about 85 to 90 schools are being entrusted to every Deputy Inspector of Schools with the result that proper supervision has not been forthcoming. The areas also are very large and cannot be easily covered. It has been found that for effective supervision, we must fix a maximum for the number of schools, say 50 to 60 per Deputy Inspector. In view of the large number of libraries that may be started, the Deputy Inspectors will have also to inspect them. For purposes of inspection, two libraries may be considered to be equal to one school and on this calculation, the Inspectorate will have to be increased. The proposal on this subject is explained in the note for the Standing Finance Committee (Appendix F).

IX. The question is whether the Inspectorate may be increased as suggested in the note.

PLANS TO GET BETTER DISTRICT EDUCATIONAL OFFICERS.

The District Educational Officer is the pivot on which the educational administration of the district rotates. He must be an eminent man of understanding, grit and dignity. It is unfortunate that the District Educational Officers we are having are not of the proper quality and calibre. We are spending nearly 3½ crores through them on grants to aided institutions but the agency through which we are spending them do not have the grit and the dignity to do so. We must try to get the proper type of people for the educational service. The pay of the District Educational Officers is very poor and so, the result is, only the worst people are being attracted to the Inspectorate. The proposal in Appendix G is to give a better start to the District Educational Officers and also, where direct recruitment is involved, to recruit distinguished young men within 25 and send them for training.

X. The question is whether we will approve the proposals in Appendix G, i.e.—

(a) whether the initial pay of District Educational Officers will be increased to Rs. 300, and

(b) whether they will be recruited before training within the age of 25 and sent for training so that better material may be recruited.

PROVISION OF SCHOOLS IN SCHOOL-LESS VILLAGES.

We have provided for at least one College in each district and at least one high school in each taluk. We must provide for one elementary school in every village with a population of five hundred and above. At present, there are nearly 3,500 villages with a population of five hundred and above in the Province which are yet to be provided with elementary schools. The cost to provide them with elementary schools has been worked out in Appendix H.

XI. The question is whether the proposal in Appendix H may be approved and arrangements made for opening an elementary school in every village with a population of 500 and above which has no school.

CONVERTING ALL TRAINING SCHOOLS INTO BASIC TRAINING SCHOOLS.

Apart from the general problem of administration, we have got another colossal administrative problem facing us. We have accepted basic education as the policy of Government with regard to elementary education. If we are to have the full benefit of this basic education, we must take on hand the retraining of teachers in basic methods. To do this, two things must be done—

(1) Firstly, our training schools must be reorganized on basic lines. At present, we have about 18 basic training schools. The total number of training schools which are yet to be converted into basic training schools in this Province is 146 of which 73 is Government and 73 aided. Not only should we see that all the staff of our Government training schools are retrained in basic education and all Government training schools converted into basic training schools, but it is also necessary to see that all the aided training schools become basic training schools. Orders have been issued that all training schools should become basic. Steps are being taken to reorganize all our training schools both higher grade and secondary on basic lines but to convert all the training schools into basic training schools, it is necessary that not only we should create facilities for retraining the staff of Government Training schools but also give facilities for the aided training schools to have them retrained in basic education.

Retraining elementary school teachers.—Retraining the staff of training schools is comparatively an easy affair as the number to be trained is only six or seven hundreds but the great problem is to retrain all our elementary school teachers in basic education. We have nearly 120,000 teachers in our elementary schools. Most of them know little or nothing of basic education. It will be essential to retrain them in basic education if these schools are to become basic schools. But if we are to send them up to training schools or if we are to conduct camps of four or five months' duration, the cost Rs. 39,20,000 will be tremendous. In view of this high cost, we have to find out cheaper methods though it will not be as efficient as giving them continuous training in training schools. Besides, it may not be necessary to train old people who may have just a few years to retire. It will be enough if about 7,000 teachers are retrained.

Residential camps.—If the retraining is to be cheap, the training must be given either in the morning or in the evening even when they are engaged in school activities or during holidays. If we can conduct retraining classes for them in the evenings even when the schools are working and round it up by a camp of two or three weeks, that will give them retraining while the cost to Government will be very small.

(2) In the case of municipalities, we have what are called supervisors for elementary schools. If these supervisors can be trained in basic education in a course of about five or six months, these people can instruct the teachers in the evenings and conduct for them camps in the holidays. In the case of municipalities, perhaps, it may not be necessary to have long residential camps, as most of them are living within the municipal limits. To them, residential camps may be limited to five or six days or not more than a week.

XII. Now the question is—

(a) whether steps may be taken to convert all training schools into basic training schools.

(b) whether facilities for aided training schools should also be given for retraining their staff.

(c) whether the retraining of elementary school teachers as mentioned above may be taken.

AVOIDANCE OF WASTAGE IN THE ADMINISTRATION OF ELEMENTARY EDUCATION.

There has been found to be a great deal of wastage in the administration of elementary education. The matter has been considered and to avoid wastage orders have been issued and the following steps taken :—

(1) Amalgamation of uneconomic schools in the same locality.

(2) Amalgamation of boys' and girls' ranges.

(3) Amalgamation of boys' and girls' schools in the same place when either of them is uneconomical.

XIII. The question is whether these orders may be given effect to wherever necessary.

ABOLITION OF SINGLE-TEACHER AND DOUBLE-TEACHER, ETC., SCHOOLS OR THEIR AMALGAMATION.

There is a feeling that single-teacher and double-teacher schools are not efficient and are not working properly and that these single-teacher and double-teacher schools must be abolished. Where there are two single or double teacher schools in a village, they can be amalgamated as above but in certain villages there is only one school which is either a single-teacher school or a double-teacher school. In such villages it has been found to be a hardship to abolish those schools and so, though we want to discourage single and double teacher schools in villages where there is no other school except a single or double teacher schools, it will work as a hardship upon the people if we abolish even the one existing school and that will also lead not only to the reduction of educational facilities but also to agitation.

XIV. The question now is whether we shall allow such schools only in villages where there is no other school and whether it should be limited to a certain number of years within which it must show signs of growth.

GENERAL.

These are some of the questions which we have to solve in putting elementary education on proper basis. The sooner we decide on these matters, it will be possible for us to reorganize the whole of elementary education on sounder lines. These suggestions aim not only at improving the efficiency of administration but also at avoiding wastage.

T. S. A[VINASHILINGAM CHETTIYAR]—29-11-48.

[Appendix.

COMPULSORY ELEMENTARY EDUCATION—INTRODUCTION DURING A PERIOD OF TEN YEARS.

One of the post-war plans of educational development is the introduction of universal compulsory elementary education up to fifth standard within a period of ten years. The scheme is to be extended thereafter up to the VIII Standard during the second decade.

2. As a preliminary to the introduction of the five-year plan the Government sanctioned in 1945–46 a limited scheme of compulsory elementary education in selected villages in each district. The scheme aimed at bringing to schools children of school-age and to retain them there till they completed the lower elementary school course (up to fifth standard). The scheme was extended to a few more villages in each district during the years 1946–47 and 1947–48. The number of children that may have been brought to schools in these areas will be as follows:—

	LAKHS RS.
1945–46	1·70
1946–47	2·00
1947–48	1·50

3. The further extension of the scheme of compulsory elementary education during 1948–49 was deferred as the Director of Public Instruction brought to notice certain defects in the working of the scheme already introduced. He has been asked separately to suggest measures for remedying the defects. A scheme of attendance officers has also been sanctioned to enforce regular attendance of children in schools in compulsory areas.

4. The Retrenchment and Re-organization Committee appointed by Government has made the following recommendations:—

"The Committee feels that there should be a planned expansion of elementary education so that there may be a target for the next ~~five years and~~ universal compulsory elementary education may be attained within a reasonable time. Any additional resources available should be earmarked for the expansion of elementary education.

"There should be a standing commitment to provide an increase in allotments every year so that the maximum cost of full introduction of compulsory elementary education may be reached in not later than ten years. The maximum may be worked out and the allotment may be graduated, so as to make up the maximum during a period of ten years by additional annual instalments, of one-tenth."

5. It has been estimated that there are about 70 lakhs of children of school-age in this Province, of whom about 35 lakhs of children will be attending elementary schools. The question now for consideration is to prepare a scheme for bringing the remaining 35 lakhs of children to schools within a period of ten years. The number of pupils for whom provision should be made each year will be about 3·5 lakhs. The cost of educating a child has been estimated at Rs. 18 per pupil as worked out below. For bringing 3·5 lakhs of children to school a provision of 63 lakhs will be required each year. The expenditure will be on a progressive scale rising by Rs. 63 lakhs every year. The cost at the end of the ten years will be Rs. 6·3 crores.

	Per year. RS.
Pay of a teacher (higher grade)	360
Dearness allowance	192
Contingencies	18
Rent for school buildings	70
Total	640

This expenditure is for educating 35 pupils.

Cost of educating one pupil is $\frac{640}{35} = 18$.

6. This Department supported the recommendation of the Committee. Finance Secretary's views were as follows:—

"I regret that this Department cannot accept the suggestion that there should be a standing commitment to increase the budget allotment by sanctioning like Rs. 63 lakhs per year so that compulsory elementary education may be in force throughout the Province at the end of ten years. We are trying our best to provide the maximum **A** amount possible for this purpose every year taking into account the grants we may receive from the Government of India and the requirements of other Departments. So far as one can judge at present the indications are that the Government will not be able to maintain their services even at the present level unless new sources of revenue are found. It is therefore not possible to say that we will somehow be able to find for this scheme only Rs. 6·3 crores recurring over and above what we are now spending at the end of ten years. Various suggestions for reform of the present system are apparently under consideration and it seems to me that cost per pupil must come down considerably before compulsion can be extended to the whole Province and that the total cost (as reduced) should be covered by specific taxes (such as the education cess, house-tax, etc.) which the community as a whole would be willing to pay or which the Government feel justified in imposing on the community, for giving compulsory elementary education throughout the Province. The problem of making the course of instruction of some real benefit to the children and suitable for the living conditions in India will also have to be tackled and final decisions reached before universal compulsion is attempted. For the present, therefore, the position must remain as at **A** above.

T. N. S. R[AGHAVAN]—27-4-48.

The orders in circulation on the proposal have been extracted below:—

"They have rightly said that the spread of elementary education is the primary responsibility of the Government and must be faced even at great cost.

* * * * *

"The *real* crux of the matter is their suggestion that there should be a standing commitment *to provide* an increase in allotment every year so that the maximum cost of full introduction of compulsory elementary education may be reached in full within a period of ten years and every year one-tenth of the requisite additional provision should be made in the Budget.

"As has been said often by the Minister for Education in the Centre, we cannot afford to be waiting for twenty and thirty years for compulsory education even up to the fifth standard. We must take up the matter boldly and courageously. I think if we face the problem boldly and courageously, we can cut it down to ten years.

* * * * *

"This cost is very heavy for a Government like this. The Minister for Education at the centre has promised us a grant for this purpose. I think when we make the plan and agitate on it, they will certainly contribute some amount. But it is open to us to see whether it cannot be made cheaper.

* * * * *

"The difficulty of getting the requisite teachers has been pointed out. That indeed is a real problem. But I hope the reorganization of secondary education with teaching as a bifurcated subject will not only enable us to get a better type of teachers but also will make training cheaper. I have asked the matter to be examined financially and put up so that it may be, if possible, introduced even next year. That matter is separately under consideration and it is hoped that a proper type of teachers will be available.

"I want to make another suggestion by which we can make the cost of elementary education considerably cheaper and that is the using of graduates of the universities for the purpose of elementary education.

"I have already submitted a scheme on that subject which has been referred to the informal meeting of the Cabinet. Though it was submitted six or seven months back, it could not be brought before the informal meeting till now. That scheme was generally accepted by all the Hon'ble Ministers in circulation and certain suggestions they have made have been incorporated in the scheme now pending before the informal meeting of the Cabinet for their suggestion. The cost of the scheme for spreading compulsory elementary education will be considerably reduced if the scheme of voluntary services through graduates is accepted. I have no doubt that these graduates will be as good if not better than the present teachers since their general education and background will be much better than the general education and background of the teachers that we are getting for elementary schools.

"I believe that with these suggestions the suggestion of the Retrenchment and Reorganization Committee must be accepted. After all, Finance must be our servant rather than our master. We shall and must be able to find the finance and must face it courageously. We have come as popular representatives of the people and they will certainly expect from us a definite plan for the spread of elementary education as one of our first duties. If we take up this problem boldly and resolutely, that will be one of the greatest things that we would be doing for our Province. It shall be our pride and honour if we can inaugurate a plan by which compulsory elementary education could be spread throughout the Province within ten years.

"I would like Hon'ble Minister, Finance and Hon'ble Premier and other colleagues in the Cabinet to view this question from that point of view."

T. S. A[VINASHILINGAM CHETTIYAR]—12-5-48.

This is a matter of big policy involving a huge recurring expenditure. Must be discussed at a meeting of the Cabinet.

B. G[OPALA REDDI]—16-5-48.

Until existing elementary education becomes efficient we need not try new experiments.

O. P. R[AMASWAMI REDDIAR]—27-5-48.

This is a matter of policy in which a large commitment is involved. I only wish that this matter be considered by the Cabinet.

We talk so much about spreading compulsory elementary education throughout the Province. Of course elementary education means to-day basic education because that is the accepted policy of Government. We ourselves and the members of the Cabinet in many places speak on these terms. This is only a scheme to put that into practice. The Cabinet may accept it or reject it, but it is my duty to place it before the Cabinet. What I want is that it may be considered by the Cabinet. I hope Hon'ble Premier will allow it to be considered by the Cabinet. It is open to them to do whatever they please with it.

T. S. A[VINASHILINGAM CHETTIYAR]—29-5-48.

B. G[OPALA REDDI]—1-6-48.

Let it come before the informal meeting of Ministers first.

O. P. R[AMASWAMI REDDIYAR]—11-6-48.

The suggestion of the Retrenchment Committee may be placed before the meeting of the Council of Ministers for orders.

M. V. SUBRAMANIAM.

Subsequently, outlining the general features of the shift system, Hon'ble Minister (Education) minuted as follows:—

"The system may be tried not only in three taluks but also in other places where there is rush for admissions. It may be tried in Municipalities where there is a scramble for seats and where there are big schools. It may also be tried in compulsory areas where there is not a sufficient number of teachers for schools.

* * * * *

"I am anxious that this matter should be tried from the next school year in those areas in which we propose to introduce the system and the Director of Public Instruction may be asked to expedite the matter."

T. S. A[VINASHILINGAM CHETTIYAR]—26—1—48.

In consultation with the Director of Public Instruction, it is now proposed to introduce the shift system in elementary schools in six taluks in Tamil area, six taluks in Andra area, one taluk in Malabar, one taluk in South Kanara and in the compulsory areas where accommodation is inadequate. The proposal involves payment of a duty allowance of Rs. 5 per mensem to headmasters of elementary schools. The additional expenditure involved in this is expected to be met from the savings resulting from the reduction of the number of teachers consequent on the introduction of the system.

Finance Department have agreed to the proposal. Hon'ble Minister (Finance) has also accepted it. Hon'ble Premier has ordered that this may be discussed at an informal meeting of the Hon'ble Ministers.

This note is accordingly submitted for consideration at the informal meeting of The Hon'ble Ministers.

M. V. SUBRAMANIAM—16-4-48.

APPENDIX C.

SCHEME FOR SOCIAL SERVICE.

While considering the attitude to be adopted by Government over Sri Vedaratnam Pillai's resolution, the Cabinet suggested that I should present a scheme for Social Service which may be adopted by Government. I have thought over the matter for some time. I have had discussions over it with various persons and I suggest the following scheme.

In the present state of the country, the necessity for giving a big drive for social service of various aspects is immense. Either we must employ a large army of men for these various aspects of social service such as Education, Public Health, Adult Education, Rural Service, etc., or we must be able to find voluntary workers to do this work. In our present financial circumstances, we are finding it increasingly difficult even to finance the normal progress in the nation-building departments. It will be well nigh impossible to take up large schemes unless we go in for voluntary service or conscription. Compulsion of all students for one year is a very difficult proposition because of the possible unwillingness of the students themselves and because of the large numbers involved. To organise it will indeed be very difficult as at present situated. And so it is necessary that we should put it on the voluntary basis giving these people who offer themselves for Social Services an inducement to do so. Other Governments have tackled this question and the United Provinces Government also have come forward to insist upon a year of social service on all those who aspire for posts in Government or Local Boards or Aided School services. This scheme mainly follows their scheme.

The varieties of social services which these candidates may be made to serve must be of a sort in which a large amount of specialised training will not be necessary, but of a nature in which a short training will do. We must be able to provide for that training at a small cost and in a short period. Viewed from these standards the social service which are urgent and necessary and to which these candidates should be utilized may be—

(1) Rural Uplift work;
(2) Elementary Education;
(3) Secondary Education;
(4) Adult Education;
(5) *Library work; and*
(6) Internal defence services—*such as Home Guards.*

For rural uplift, Adult Education, etc., it is necessary that we should frame a syllabus as well as the ways in which we can put these people into good use. That will be done in consultation with the rural uplift and other relevent departments.

[For service in elementary schools already untrained teachers are allowed. It is possible for the department to give these candidates a short training in which the elements of teaching may be taught to them. Candidates passing school final may be allotted for elementary schools and graduates or undergraduates, may be allowed to serve in High Schools. In view of the fact that there is a large dearth of teachers, we are not able to open as many schools as we would like, this will prove greatly useful in this direction. I must state for the information of The Hon'ble Ministers that there are already 600 candidates appointed in high schools for want of trained teachers.]

In view of adult suffrage, the matter of adult education has become much more important to-day than before. I have had a talk with the Educational Officer of the Corporation and I am planning to launch a big adult education drive in the city in which the students also will take their proper share. It will be necessary to have permanent adult education centres in various places in the districts also and for this also these candidates will be immensely useful.

In my talk with some of the Cabinet members, it was mentioned that these raw men without training will not be suitable for service in the various spheres mentioned above. I should make it clear that this is not so. It is intended that we should give a short training for about a month or six weeks to all these persons before putting them to work.

I was also told that in the present circumstances we should not make this qualification of social service an essential qualification for service in Government or local board or aided services, but that we make it as an additional qualification. Personally, I am of opinion that it may be made one of the qualifications necessary for Government service and for service in local boards and aided schools. But if other Ministers are of opinion that this should be only as an additional qualification qualifying them for service in Government and local boards, their suggestion also may be tried for a short period of time, say three years, before taking further steps.

Now comes the matter of finance. It will be necessary to appoint one officer at least of the cadre of the Senior Deputy Inspector of Schools with the necessary clerical staff to organize these classes as well as to distribute these candidates in these various centres. The Senior Deputy Inspector of Schools is usually of the first grade among the L.Ts., viz., Rs. 170—240. One Assistant to the Director of Public Instruction may be necessary to carry on this work in the Director's office. He may be of a Deputy Director's grade or Senior District Educational Officer's grade. He must be able to organize the whole work throughout the Province.

These candidates, whose services we conscript, must also be maintained. A sort of a living maintenance allowance must be given to them. That is the scheme of the United Provinces Government also. I suggest Rs. 25 for post sixth form candidates and Rs. 35 for graduates. The starting salary that we give to graduates under Government service is Rs. 85 plus dearness allowance and the starting salary for school finals is about Rs. 45 plus Rs. 18 as dearness allowance. And so, the Government, by employing these people, will profit largely even when after paying this maintenance allowance. In fact, there will be a saving for Government. Graduates will act as substitutes for those who receive Rs. 85—165 and the others will act as substitutes to those who will receive a pay of Rs. 45 to Rs. 90 and so the Government will substantially gain from this arrangement even when they are employed in aided schools, elementary as well as secondary. It may be presumed that we may get a thousand graduates who would like to have this qualification. Under this arrangement, Government will roughly save Rs. 50 per graduate and Rs. 25 per school final. Roughly about 1,000 graduates and 5,000 school finals may come into this scheme. This will result in a saving of about Rs. 8,16,000 in the first item and Rs. 22,80,000 in the second. The expenditure involved is negligible.

Apart from the savings for Government, this has got a great advantage of giving practical experience to those who want to take service under the State and bring them into direct touch with the people. Considering from all sides, this is a scheme which is worth attempting and I have no doubt it will greatly benefit the country.

T. S. A[VINASHILINGAM CHETTIYAR]—13-9-47.

In pursuance of the Cabinet decision to circulate a Scheme for Social Service, the above scheme was submitted. The scheme was circulated to all the Members of the Cabinet. Opinions have been received from eight of the members of the Cabinet which are as follows:—

1. *Honourable Minister* (*Local Administration*).—"I think that Arts Graduates may be required to undergo training in social service for a period of one year before degrees are conferred on them. This is not necessary in the case of science and other technical graduates as they undergo practical training before completing their College course. However, even during their student course, they may be given training in rural uplift and may even be asked to go to villages, make living contact with the villagers and learn things about agriculture, etc. They may be given training in development of cottage industries and specially in adult education, library movement, hygiene and sanitation and about the general political situation."

2. *Honourable Minister* (*Food*).—"I have seen the Scheme of Social Service you have sent. The financial implications seem satisfactory but I am not quite so happy with regard to the personnel. My own feeling is that the choice of the personnel has got to be done after a thorough investigation of the persons concerned. It would be better if they understand the outline of the purpose of the scheme so that the future entrants may have an idea as to what they are expected to do. On the whole, I approve of the scheme and the matter may go before the Council of Ministers."

3. *Honourable Minister* (*Agriculture*).—"I think Honourable Minister (Education) has mainly concentrated on getting recruits to Education department. My ideas are—

(1) A list of social services should be drawn up adding something more to the subjects suggested by Honourable Minister (Education), such as—

(i) Harijan Uplift and Welfare; (ii) Agriculture; (iii) Improvement of Livestock (iv) Rural Sanitation; (v) Field-work required for Engineering draftsmen; (vi) Clerical work in any department; and (vii) General Propaganda.

(2) A Director of Social Welfare should be in charge of the work.

(3) Applications should be called for from graduates, secondary passed people, etc., and people with only Oriental Diplomas should also be invited.

(4) To make it attractive, one year's course in any of the subjects should get preference for any appointment under the Government or Government sponsored institutions.

(5) A Selection Committee should help the Director to allocate the applicants to different courses of training.

(6) They should be given a maintenance allowance during the course of training."

4. *Honourable Minister* (*Industries*).—" (*a*) The persons that are selected for social service must have a course of training for at least six weeks.

(*b*) The social service must be held as an additional qualification for Government or other services.

(*c*) The candidates whose services are taken must be paid.

(*d*) I consider that their pay must be adequate for their maintenance without their being made to be dependent on sources other than the one provided by the Government. The scale suggested for graduates and post sixth form candidates is too low. The salary must be sufficient to purchase two meals and some tiffin every day. The salary will have to depend upon the cost of living. I should suggest Rs. 35 for post sixth form candidates and Rs. 45 for graduates as a minimum."

5. *Honourable Minister* (*Public Health*).—" The U.P. Government scheme of compulsory social service for graduates appeals to me very much. The proposal made by Honourable Minister (Education) is worth trying. If the call for such social service is made by our respected leaders like Gandhiji, Nehru and C. Rajagopalachari, it is bound to meet with sufficient response. We are in need of a large number of men to take up teaching work until we are able to get fully trained teachers. We require a large army of workers for other kinds of service also in rural areas. Social service of the kind suggested may, for the present, be considered as an additional qualification for service in Government and local boides. The scheme may be tried on a small scale to begin with and gradually extended in the light of experience."

6. *Honourable Minister* (*Prohibition*).—" I consider the scheme to be very valuable and if properly carried out, would prove a powerful agency for 'better living' in our villages and towns."

7. *Honourable Minister* (*Public Works*).—" I would like to have further particulars about the training proposed to be given, when this is discussed in person. The training for social service should only be an additional qualification."

8. *Honourable Minister* (*Rural Development*).—" It is better to recruit women also. They are the best people for social service. A separate agency may also be set up to give them training."

On a perusal of the opinions expressed above, it may be seen that there is a general agreement on the scheme itself except for some details. Many of the suggestions given by Honourable Ministers may be incorporated in the scheme.

The suggestion given by Honourable Minister (Agriculture) about the additional aspects of social service may be accepted and worked out in detail except that clerical and propaganda work may not be prescribed as social service. His other suggestions also will be considered in working out the details.

The suggestions of Honourable Minister (Industries) about the course of training will also be considered when working out the details. He has recommended a salary of Rs. 35 per mensem for post sixth form candidates and Rs. 45 per mensem for graduates as a *minimum. I think the salary suggested* is a lttle too high than those suggested in the original memorandum and may be changed as Rs. 25 and Rs. 40 or may be retained as before as Rs. 25 and Rs. 35. The suggestions given by other Honourable Ministers also may be accepted and worked out in the details of the scheme.

All have suggested that those who undergo the one year's course of social service should get preference in any appointment under Government or local boards or Government aided institutions; that suggestion also may be accepted. With these remarks, the scheme may be referred to the Cabinet for its consideration.

T. S. A[VINASHILINGAM CHETTIYAR]—29-10-47.

Extract from " Commerce, " 21*st June* 1947.

COMPULSORY SOCIAL SERVICE IN UUITED PROVINCES.

[Scheme to start in September.]

" No one who has not put in one year's social service training according to the scheme drawn up by the Education department will be eligible for service in any Government or local body, or institutions aided or recognized by the Government, or for admission to training or technical institutions recognized or maintained by the Government." Thus observed the Honourable Sri Sampurnanand, Minister for Education and Finance, United Provinces Government, referring to a scheme of compulsory social service for graduates in the course of his budget speech addressed to the United Provinces Legislative Assembly on 4th March last. This scheme, we learn, is now ready and will come into operation from September next.

A beginning in regard to the scheme referred to above is to be made with graduates. Each graduate will have to put in one year's compulsory social service in villages. The Government will bear all expenses incurred in connection with the training. It is estimated that it will come to about Rs. 438 per head. A sum of Rs. 6;57 lakhs has been earmarked in the budget this year. The Government expects that, out of 2,500 students who graduate from the Province's Universities, at least 1,500 will come up for training. Next year, undergraduates may also be included in the scheme. The number of trainees may then go up to 6,000. With a view to organizing the scheme, a new post—Director of Social Services—has been created and the appointment also has been made.

In the first instance, camps will be started at three centres which include Debra Dun and Fyzabad. At each centre, 500 students will be trained. From these camps trainees will spread into the surrounding villages covering an area of about 40 square miles in each centre. The main camp will be divided into four camps of 125 students each and these camps may again be subdivided into smaller camps of 15 each.

Before commencing the actual contact work, the students will undergo a course of intensive physical training, infantry training, target shooting, and motor driving. For this, the services of the University Training Corps will be utilized, it is stated. Lectures will be delivered on subjects such as civics, economics and history with the help of a special staff recruited for the purpose. The trainees will then go into the fields, make living contacts with the villagers and demonstrate to them how the present standard of farming can be improved. Methods to check soil erosion will be demonstrated to the villagers with the help of the Agricultural department. The students will also take up afforestation work with the help of the Forest department. The Public Works department will lend its services to the trainees in the task of constructing *kutcha* roads in the villages. In order to enable them to appreciate what is dignity of labour, evidently, the students themselves will be asked to wield the shovel and the pickaxe, though they may be helped by the villagers also in the task. At the end of the year, an informal convention will be held at the main camp when individual experiences will be recounted.

The move made by Mr. Sampurnanand is commendable. It provides scope for every graduate to know the economic conditions prevailing in Indian villages at first hand, which even economies graduates cannot claim to do to-day. As it is made compulsary for every graduate before entering Government service to undergo such training, it ensures that every employee of the Government has a close and intimate knowledge of the problems of the poverty-stricken villagers of this land of ours. This should enable the employees whether they are in executive or in administrative posts, to view the problems sympathetically and dispose of them promptly. The compulsory social service scheme will thus provide, in a way, a good training ground for the future services of the Province. The trainees may also be expected to act as a good agency for spreading ideals of patriotism, loyalty to Government, and love of social service, and above all, discipline—all of which are wœfully lacking in the country to-day.

Although the scheme is a progressive one, a few words of warning may not be inappropriate here. By its very nature, the scheme derives its inspiration from above and not from the people themselves. It may be noted that no programme of reform can be successfully superimposed on the people without their active participation in it. In the circumstances now prevailing in the country, it is unlikely that the Backward Classes will take kindly to it, for they are generally uninterested in any scheme which does not tend to bring them direct benefit in kind or coin. It, therefore, behoves the intelligensia and the cultured classes to take an active interest in the scheme and render all possible assistance to the trainees to carry on their work in the villages, so that any indifference among the rural masses may be done away with easily.

The success of the scheme depends again on the way in which the director of social services and his staff go to tackle their job of training the youths. They should not approach the problem with any mercenary spirit. Their job requires them to be thoroughly disciplined and more social service minded than the trainees, for otherwise, they will not be able to inspire the trainees. They should equip themselves with an intimate knowledge of the social, economic and political conditions in the several camp areas, so that the problems arising out of these conditions may themselves be placed before the trainees for being solved. In this work, the experienc gained by some of the Congress-sponsored non-political organizations like the Harijan Sevak Sangh, the All-India Spinners' Association, etc., may be drawn upon freely. The task as a whole in undoubtedly great and, if only because of this, the men handling it should be greater still, if the scheme is to succeed.

APPENDIX D.

INTRODUCTION OF 'TEACHING PRACTICE' AS ONE OF THE BIFURCATED COURSES OF STUDIES IN SECONDARY SCHOOLS.

After completing the Secondary School-Leaving Certificate, candidates who want to take up the teaching profession have to undergo training in Secondary Grade Training schools for a period of two years to qualify themselves for employment as secondary grade trained teachers. These are now being reorganized as senior basic training schools. During the period of training, each pupil trainee is paid a stipend of Rs. 18 per mensem for 21 months. Even this is found to be unattractive. Many Secondary Grade Training schools have been closed and the strength in others is not very encouraging. There is a dearth of secondary grade trained teachers. The number of secondary schools is steadily increasing and with a view to provide trained teachers for employment in those schools, it is necessary to adopt a new method of attracting candidates for the teaching profession.

2. The Director of Public Instruction who was consulted in the matter, has recommended that "Teaching Practice" may be one of the bifurcated courses of studies in secondary schools. The Director has pointed out that the objects of introducing the course are—

(i) to increase the annual outurn of trained teachers generally by reducing the period of specialized professional training from two years to one year, introducing a preliminary part of the professional training in the high school side by side with general education and by increasing the facilities for training by these two means, namely, the introduction of the subject in as many high schools as possible and increasing the capacity of training schools by shortening the period of the extremely specialized part of the course from two years to one year;

(ii) to obtain a class of teachers with better general educational standard than the present higher elementary grade teachers, by substituting a three years' combined course of general education and pre-professional training for a year's professional training of less qualified candidates;

(iii) to have ultimately a single grade of teachers' training ensuring a general qualification of Secondary School-Leaving Certificate standard and professional training of the secondary grade, without the necessity and expenditure of a two years' secondary course and without the deficiencies of the recently tried experiment of one year's secondary grade emergency training course;

(iv) to provide for the class of pupils who at present discontinue secondary school studies after III Form, due to financial difficulties, and join elementary higher grade training, a chance to gain a better grade of teachers' qualification; and

(v) to provide in the reorganization for over-aged students from rural areas, without the requisite background for the pre-technological courses and when a sufficient number of schools are not yet equipped for introducing agriculture in the new courses.

The Director has recommended that in the case of students who take up this subject, the period of training after completing the Secondary School-Leaving Certificate may be reduced from two years to one year. He has also stated that the selection of 'Teaching Practice' as a high school subject will not prejudice the pupils' entry in the University courses of studies as those pupils will study all the subjects of the pre-University or academic courses substituting 'Teaching' for 'Arts and Crafts'. With a view to induce students to take this new subject, it is considered necessary to grant them free tuition, i.e., full fee remission, for the entire period of three years' study in the high school and in addition a stipend at the rate of Rs. 3 per mensem for Form IV, Rs. 4 for Form V and Rs. 5 for Form VI for ten months in each year. The concessions will be allowed only if an undertaking is given by the pupils that they will under go the Teachers' Training course after completing the Secondary School-Leaving Certificate and an agreement is executed under rule 125 of the Madras Educational Rules as is being done at present by teachers trained in the training schools.

3. For purposes of estimating the cost on account of the introduction of this course, it is considered unnecessary to take the Government High schools into account as there are only a few such schools and the new course will be introduced only in some of them. It is assumed that 3,472 students now undergoing training will be distributed equally in 176 schools under local bodies and private managements and that it will be sufficient to pay compensation towards the loss of fee income and expenditure on stipends and additional teaching grant on account of the employment of L.T. Assistants for teaching the new subject on the basis of one-half in respect of schools under local bodies and two-thirds in respect of schools under private managements following the basis for assessment of teaching grants. Calculated on this basis, there will be a net saving of Rs. 57,000 to Government on account of the course as shown below:—

		RS.
A.	Savings on account of reduction of the period of Secondary Grade Training course from two years to one year on account of staff and stipends	10,42,913
B.	(i) Compensation to be paid for loss of fee income to local bodies and private managements (Rs. 1,36,710 *plus* Rs. 1,82,280) ..	3,18,990
	(ii) Compensation towards the expenditure on the grant of stipends (local bodies Rs. 1,04,160, private managements Rs. 1,38,880) ..	2,43,040
C.	Additional teaching grant payable on account of the employment of additional L.T. Assistants for two years assuming that 3,472 students will take up the subject in 176 schools	4,23,932
	Total (B *plus* C) ..	9,85,962

Net savings (A *minus* D) (10,42,913 *minus* 9,85,962) = Rs. 56,951 or 57,000 roundly.

4. The Universities have been addressed for obtaining their views on the question of introducing this new course and also on the question of admission of the students taking the new course into the University courses of studies if they wish to do so at a later stage. The Andhra University is of opinion that it is undesirable to introduce this new course at the high school stage for the following reasons:—

"This will not lead to efficient teachers. To make teachers of even fully trained secondary grade pupils even at the lowest cadre is unsound. The teachers should be of a very much higher standard of attainments to be able to tackle the children of these tender ages than we are at present permitting. If instead, we propose to teach 'Teaching Practice' even in the secondary school itself and make teachers out of them, things will further deteriorate.

"If, on the other hand, the idea is to teach elements of child psychology and other subjects pertaining to the practice of teaching in which training should be given at a later stage, then there could be no objection to the introduction of Elements of Education and Teaching as a science in the secondary schools."

The views of the other two Universities have not yet been received. But the Vice-Chancellor of the University of Madras in the course of a talk which he had with the Hon'ble the Minister for Education is stated to have agreed to the proposal. The draft syllabus has been published, but it has not yet been finalized. The Director of Public Instruction has recommended that Teaching Practice may be introduced in a few selected Government schools in the first instance during the current school year to find out how it works and what response there is and that two schools, one for boys and one for girls, may be selected in each of the linguistic areas.

5. The Finance Department have suggested—

(i) that the new course should be introduced in schools with large strength so that there will be an appreciable number of students, if not a complete section taking this course in each school;

(ii) that no stipends or allowances need be given in addition to full-fee remission; and

(iii) that in view of the fact that the Andhra University is not in favour of the scheme, the replies of the other two Universities may be awaited before the scheme is further considered.

6. The case was circulated to the Hon'ble the Ministers for Education and Finance and the Hon'ble Premier for orders on the foregoing points. They minuted as follows:—

"The scheme shows a net saving to Government of Rs. 57,000. Unless the stipends are also there, boys will not be coming in large numbers. This has been generally approved and we will succeed in getting a better type of teachers and as pointed out above, it will also be to the advantage of Government financially. This may be approved."

T. S. A[VINASHILINGAM CHETTIAR]—13–7–48.

"These small stipends do not seem to be necessary."

B. G[OPAL REDDI]—15–7–48.

"Place before the informal meeting."

O. P. R[AMASAMI REDDIAR]—15–7–48.

The above note has accordingly been prepared.

7. The points for decision are—

(i) whether Teaching Practice may be introduced as one of the diversified courses of studies in secondary schools;

(ii) whether in addition to full-fee remission, stipends may be given to induce students to take up this course;

(iii) whether the course should be introduced in the current year or whether it may be introduced from the beginning of the next school year; and

(iv) whether the course should be introduced as an experimental measure in selected Government schools as recommended by the Director of Public Instruction or whether it may be introduced in non-Government schools also if the managements are willing to introduce the course, subject to the conditions of grant specified in paragraph 3 above.

M. V. SUBRAMANIAN,
Secretary to Government.

APPENDIX E.

ELEMENTARY EDUCATION—IMPROVING EFFICIENCY.

The Madras Elementary Education Act, 1920, recognized the following local authorities for the enforcement of the provisions of the Act:—

(1) District boards in rural areas;

(2) Municipal Councils in urban areas; and

(3) The Corporation of Madras in the City.

The Provincial Advisory Board of Education which was appointed to go into the question of substituting a better agency for managing schools in the place of the present district boards constituted a sub-committee for this purpose. The sub-committee has suggested that the administration of the district board elementary schools in rural areas should be vested in an ad hoc body constituted for each taluk named as Taluk Education Board. The sub-committee made the following suggestions regarding the constitution and functions of the Taluk Education Boards:—

The Board should be composed of the following members:—

(i) The Senior Deputy Inspector having jurisdiction over the area shall be a member as well as the Secretary of the Board.

The Senior Deputy Inspector for the Muslim range and the Sub-Assistant Inspectress having jurisdiction over schools in the same area shall also be members.

(ii) A Revenue official not lower in rank than a Deputy Tahsildar nominated by the Collector.

(iii) A senior officer of the Health department nominated by the District Health Officer.

(iv) One member elected by the management of aided schools.

(v) One member elected by the teachers of the aided elementary schools in the area.

(vi) One headmaster of a secondary school in the area to be nominated.

(vii) One lady to be nominated.

(viii) Three members to represent minorities to be nominated.

(ix) Three other members who are residents of the taluk to be nominated for their special interest in education.

These nominations should be made by the Director of Public Instruction. The Board will elect its own chairman and five shall constitute the quorum for the meeting.

FUNCTIONS OF THE BOARD (GENERAL).

1. Subject to such changes as may be necessary from time to time the Board shall—

(a) Prepare and maintain a register showing the number of elementary schools and the number of elementary school places thus provided.

(b) Tabulate such information and prepare such plans as may be necessary to enable the Board to frame an estimate of the existing provision for elementary education and of the further provision necessary to place elementary education within the reach of all children of school-age, and prepare in consultation with the authorities concerned schemes for the extension of elementary education in each taluk including municipal area.

2. The Board will entertain applications for recognition and aid of elementary schools and forward these with their recommendations to the District Educational Officer for his final orders. It shall also be open to the District Educational Officer to suggest to the Board the opening of an elementary school in any area.

3. It shall be open to the board or the management concerned to appeal to the Divisional Inspector of Schools if either is dissatisfied with the orders of the District Educational Officer. The orders of the Divisional Inspector shall be final.

FUNCTIONS OF THE BOARD IN REGARD TO THE DISTRICT BOARD SCHOOLS TRANSFERRED TO ITS ADMINISTRATIVE CONTROL.

The transfers of teachers in these schools will be made by the Secretary subject to supervision and control of District Educational Officers who should see that frequent or unnecessary transfers are not made. In the case of schools not directly under the control of the Secretary, it should also be insisted that the concerned Deputy Inspector or Sub-Assistant Inspectress should be consulted in ordering transfers.

It should be open to the Taluk Education Board to recommend or object to the transfer of a teacher. These recommendations will be considered by the District Educational Officer who will pass final orders.

2. Where a resolution is passed in excess of the powers conferred on the Board or in violation of orders passed by Government or Director of Public Instruction, it shall be the duty of the Secretary to take the irregularity to the notice of the District Educational Officer who will take such action as is necessary.

3. The Board will prescribe text-books for elementary schools subject to the approval of the District Educational Officer.

APPOINTMENT AND PUNISHMENT OF TEACHERS IN THE DISTRICT BOARD SCHOOLS TRANSFERRED TO THE MANAGEMENT OF THE BOARD.

The District Educational Officer shall be responsible for preparing a panel of qualified teachers for appointment by each Secretary. These panels should be prepared for each taluk—subject to the rules regarding communal rotation.

The Secretary shall have power to award a censure to the teachers. The other Deputy Inspectors or Sub-Assistant Inspectresses concerned may also award similar punishments to the teachers working in schools under them. These should be entered in the service register by the Secretary of the Board and also communicated to the teachers concerned without any delay.

All other punishments should be inflicted by the District Educational Officers subject to an appeal to the Divisional Inspector.

An annual conference of all chairmen and secretaries shall be convened by the District Educational Officer and a report submitted to the Director of Public Instruction reviewing the work of the Board and making proposals for improvement of education. A consolidated report on the working of these Boards with the comments and recommendations of the Director of Public Instruction shall be submitted to Government and a copy of the report made available to the Provincial Board.

The sub-committee had no suggestions to make regarding financial matters.

The Provincial Advisory Board which considered the Committee's report has suggested that the elective element should be strengthened. It is proposed to accept the recommendations of the Board. Hon'ble Minister for Education has recorded the following minutes on the proposals:—

" These Taluk Education Boards will be given the power of management of elementary education under the Elementary Education Act, i.e., the place that has till now been occupied by the district boards with reference to elementary education is to be occupied henceforth by the Taluk Education Boards. The Taluk Education Boards will get the cess amounts of the taluks, will start elementary schools, will manage them and do everything with reference to them which the district board has been till now doing.

" In addition to this, they will also be serving as an advisory board with reference to the management of aided elementary schools which is being done now by the Deputy Inspectors of Schools. The proposal is that Deputy Inspector of Schools should be the executive officer of the Board and should, on behalf of the Board, appoint teachers, punish them when necessary and do all such things that will be necessary to do on behalf of the Board. With regard to the constitution of the Board, the Provincial Advisory Board of Education has suggested that the elective element must be strengthened. As has been pointed out now the Board consists of 15 members, of whom 5 will be officials and 2 will be elected members and the remaining 8 nominated by the Director of Public Instruction. If the elective members are to be strengthened, that can be done by the following ways:—

" (1) The district board may elect one member belonging to the taluk as a member of the Taluk Education Board.

" (2) The members of panchayat boards that exist in the taluk may be asked to elect one member on the Taluk Education Board. This, I think, will sufficiently strengthen the elective element."

He also made the following recommendations:—

(1) That the Government subsidies towards maintenance of elementary education and contribution in respect of education tax may be apportioned among the Taluk Education Boards on taluk-war basis.

(2) The new Boards may submit the budget to the Government and the accounts may be audited by the Local Fund Audit Department.

(3) The contributions from the general funds of the district boards may be paid to the new Education Boards, the amount of contribution being the average for the last three years.

(4) The new Boards will take over the district boards' functions regarding the enforcement of compulsory elementary education in rural areas, etc.

(5) The jurisdiction of Taluk Education Boards may be the taluks excluding municipal areas.

(6) The recognition of aid to aided elementary schools will be retained by the Boards in an advisory capacity.

(7) The Board may be allowed to make recommendations to the District Educational Officer regarding choice of elementary school books.

The constitution of the Board as approved by the Hon'ble Minister for Education will be as follows:—

The Senior Deputy Inspector having jurisdiction over the area. (He will also be the Secretary of the Board.)

The Senior Deputy Inspector for the Muslim range.

The Sub-Assistant Inspectress having jurisdiction over schools in the taluk.

A Revenue official not lower in rank than a Deputy Tahsildar nominated by the Collector.

A senior officer of the Health department nominated by the District Health Officer.

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One member belonging to the taluk, to be elected by the district board.
One member to be elected by the members of panchayat boards that exist in the taluk.
One member elected by the management of aided elementary schools.
One member elected by the teachers of the aided elementary schools in the area.
One headmaster of a secondary school in the area to be nominated.
One lady to be nominated.
Two members to represent minorities to be nominated.
Two other members who are residents of the taluk to be nominated for their special interest in education.

(All the nominations to be made by the Director of Public Instruction.)

Rules will have to be framed to regulate the election of members to the Taluk Education Boards and the transaction of business by them. The appointment of all the members will have to be published in the *Fort St. George Gazette*. These Boards will function as statutory bodies under the Elementary Education Act with powers now exercised by district boards.

Section 34 of the Elementary Education Act authorizes the levy of education tax as a surcharge on land cess by district board. The Taluk Education Boards will continue to levy education tax with the modification that the tax will be an independent one assessed as so many pies in the rupee of land revenue.

Section 32 of the Elementary Education Act provides for the payment of a contribution from the general funds to the elementary education fund of the district board. After Taluk Education Boards are formed, it is proposed to direct district boards to make a contribution every year to the elementary education fund of the Taluk Education Board. The contribution payable in each case will be based on the average of the contribution paid during the last three years.

Legislation is necessary to give effect to the proposal. The legislation falls within the purview of the Madras Legislature.

Hon'ble Ministers for Local Administration and Finance have minuted as follows on the proposed legislation:—

"In view of the consideration of the proposed Panchayat Bill and the position of the district boards, it is not desirable to take up this Bill, until the above question is settled. Otherwise it will be a confusion and chaos."

K. C[HANDRAMOULI]—3-2-48.

"This can be discussed along with the future of district boards. This is interlinked with that."

B. G[OPALA REDDI]—3-2-48.
O. P. R[AMASWAMI REDDIAR]—5-2-48.

With reference to these minutes, Hon'ble Minister for Education recorded the following minute:—

"If elementary education is to be made really efficient and if we want to avoid wastage in it, it must be taken away from the district boards and given to separate educational councils as suggested above. The longer we delay the reorganization of elementary education, the longer we will have to continue this inefficiency and wastage. And so, I shall be glad if Hon'ble the Premier will kindly go into this matter and enable me to come to an early settlement."

T. S. A[VINASHILINGAM CHETTIYAR]—7-2-48.

Hon'ble the Premier thereupon ordered that this may be discussed at an informal meeting of the Hon'ble Ministers. This note is accordingly submitted for consideration at the informal meeting of the Hon'ble Ministers.

M. V. SUBRAMANIAN,
Secretary to Government.

APPENDIX F.

INSPECTION—ELEMENTARY SCHOOLS—ADDITIONAL STAFF.

Summary of cost.

Major head.	Minor and sub-head of appropriation.	Ultimate cost.		Cost in the year of introduction (for 5 months).	
		Recurring.	Non-recurring.	Recurring.	Non-recurring.
(1)	(2)	(3)	(4)	(5)	(6)
		RS.		RS.	
37. Education	p. Inspection—Voted	3,54,000	..	1,07,800	..

At present there are 280 Senior Deputy Inspectors including women and 168 Junior Deputy Inspectors in the Province excluding the Agency ranges. The average number of elementary schools allotted to each inspecting officer works out to nearly 80. From experience it is found that an inspecting officer cannot inspect 80 schools efficiently. Hon'ble Minister for Education, therefore, instructed the Director of Public Instruction to submit proposals to reduce the number to 60. The Director of Public Instruction has submitted his proposals. If the number is reduced from 80 to 60, 131 additional officers will be required. The Director reports that of these 65 may be Junior Deputy Inspectors.

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Prior to 1942 each of the Senior Deputy Inspectors had only one clerk and one attender. Due to the heavy increase in work in the offices of the Deputy Inspectors one additional clerk to each was sanctioned. In view of the fact that the number of schools is to be reduced to 60 and in view of the proposals to sanction additional clerical establishment to these officers in connexion with the scheme of monthly payment of grants, the Director has proposed for each office one clerk and one attender plus one additional clerk where a Junior Deputy Inspector is attached to a range.

The additional staff necessary in this connexion is as follows:—

66 Senior Deputy Inspectors.
65 Junior Deputy Inspectors.
24 Clerks.
66 Attenders.
131 Peons.

The proposal involves an extra expenditure of Rs. 3,54,000 per annum.

At some recent meetings of the Standing Finance Committee the Hon'ble Premier had occasion to comment on the inefficiency of elementary schools and it was then urged that one of the remedies would be the reduction of the number of schools which a Deputy Inspector would have to supervise and an increase in the inspectorate accordingly. The Education and Public Health Department support the Director's proposal.

The Finance Department advise against the proposal and point out that it was only recently in connexion with the amalgamation of boys' and girls' ranges the number of schools to be inspected by each officer was reduced from 114 to 80, and that in view of the recent reduction and of the high cost of the proposed scheme ($3\frac{1}{2}$ lakhs per year) it is advisable to watch the actual working of the present scheme at least for one year before any further reduction is thought of. They also consider that if the proposal is to be pursued it should be dealt with as a Part II Scheme.

Hon'ble Minister for Education and Hon'ble Minister for Finance have recorded the following minutes:—

"The supervision of the elementary schools is very inefficient. When a man is asked to inspect about 80 schools, the inspection will be very inefficient. He can visit a school only once or twice a year and the proper inspection that is necessary is not got out of such an arrangement. It is to improve inspection that this proposal is made.

"We are spending nearly Rs. $5\frac{1}{4}$ crores for elementary education. This is apart from the funds from the local boards and a few lakhs more in improving these schools will be well spent. I have consulted Hon'ble Premier and he agrees that such a proposal may be formulated. A proper note may be prepared and put up before the Standing Finance Committee."

T. S. A[VINASHILINGAM CHETTIYAR]—28—8—48.

"Standing Finance Committee may consider."

B. G[OPALA REDDI]—2—9—48.

The proposal is accordingly placed before the Standing Finance Committee for approval. An estimate of the additional cost is given below:—

Estimate of additional cost.

Item of expenditure. (1)	Average pay. (2)	Cost of living allowance. (3)	Cost per mensem. (4)	Cost in 1948–9 per mensem. (5)
	RS.	RS.	RS.	RS.
66 Senior Deputy Inspectors	137·0	32	11,154·0	7,194
65 Junior Deputy Inspectors	94·0	24	7,670·0	5,460
24 Clerks	67·5	24	2,196·0	1,608
66 Attenders	30·6	19	3,273·6	2,838
131 Peons	20·7	19	5,230·7	4·454
			29·494·3	21,554 × 5 = 1,07,770

Additional annual recurring cost is, therefore, 29,494·3 × 12 = Rs. 3,54,000

	RS.
(a) Budget provision under the Major head of account	8,20,42,900
(b) Actual expenditure to the end of July 1948 under the Major head of account	45,16,500
(c) Estimate of extra expenditure on the present scheme in the current year	1,07,800
(d) Savings in the budget provision for other items included in the Major head	Too early to anticipate

M. V. SUBRAMANIAN,
Secretary to Government.

APPENDIX G.

MADRAS EDUCATION SERVICE—DISTRICT EDUCATIONAL OFFICERS AND OTHER OFFICERS IN ADMINISTRATIVE SECTION—RAISING OF SCALE OF PAY—ALTERING QUALIFICATIONS, METHODS OF APPOINTMENT, ETC., OF DIRECT RECRUITS.

The following are some of the posts in the administrative section of the men's branch of the Madras Educational Service:—

Personal Assistant to the Director of Public Instruction.
District Educational Officers, 28.
Inspector of European Schools.
Secretary to the Commissioner for Government Examinations.
Superintendent of Sanskrit Schools.
Headmaster, Government, Madrasa-i-Azam.
Curator, Government Oriental Manuscripts Library, temporary post.
Chief Inspector of Physical Education, temporary post.

The methods of recruitment admissible to the posts are mainly: direct recruitment; and recruitment by transfer from the subordinate services (i.e., promotion of Deputy Inspectors of Schools, School Assistants, Superintendents in the office of the Director of Public Instruction). For direct recruitment teachers who are employed in recognized non-Government secondary schools and who have put in service as a teacher in a recognized educational institution for two years are also eligible.

All the posts carry the same scale of pay of Rs. 230–30/2—260—40/2—500—50/2—700; 'transferee-officers' appointed on probation are, however, given a starting pay of Rs. 260 in the scale if they are drawing more than Rs. 230 in the subordinate service at the time of promotion.

Of every four vacancies, the first should be filled or reserved to be filled by the direct recruitment of a person who is not a non-Government school teacher, the second by recruitment by transfer, the third by the direct recruitment of a non-Government school teacher, and the fourth again, by recruitment by transfer. That is, 50 per cent of the vacancies go to departmental men, 25 per cent to non-Government secondary school teachers, and the remaining 25 per cent to ordinary direct recruits.

The age-limit for the direct recruitment of persons who are not non-Government school teachers, is 30; that applicable to non-Government school teachers is 40; and that in force for recruitment by transfer is 50.

The qualifications for direct recruits who are not teachers are I or II class M.A. or Hons. degree and B.T. (Madras) or the B.Ed. (Andhra) degree. Those for recruitment by transfer, and also for the direct recruitment of non-Government secondary school teachers, are an Arts degree (of whatever class) and the B.T. or the B.Ed. degree.

A direct recruit may be required at the discretion of the Director of Public Instruction to undergo before commencing to perform the duties, training under a District Educational Officer for a period of six months. During that period he is eligible for a pay of Rs. 100 per mensem and also for appropriate dearness allowance. The period of training in the case of teacher direct recruits, however, will not exceed four months and those recruits are eligible, during training, for a pay of Rs. 200 per mensem or the pay which they would be drawing in non-Government service, whichever is less.

2. The Honourable the Minister for Education has felt that the officers who are now in the gazetted inspectorate (District Educational Officers, etc.,) particularly 'promotees' have not the diginity and equipment necessary for properly discharging their work and that there has been a very great dearth of suitable persons for filling higher posts in the department. The reasons for the dearth of proper men are attributed to the following factors:—

(1) The pay and prospects in the Education department are not so attractive as those obtaining in other departments.

(2) For recruitment, higher initial qualifications including a teaching degree, are insisted on.

(3) The age-limit for direct recruitment is high. (In other services where technical qualifications are not necessary, recruitment is made at or before the age of 25 and all ambitious and promising young men get absorbed in those services and it is only those who are rejected by the other departments that take the B.T./B.Ed degree and seek service in the Education department).

3. The Honourable Minister considered that it was imperative that the quality of the persons manning the higher inspectorate should be improved and that towards that end the methods of recruitment, etc., for the posts should be suitably altered. He accordingly proposed, at the end of last year, a scheme of reorganization of the posts. The main features of that scheme were as below:—

(1) The posts in the Madras Educational Service (temporary as well as permanent) which number 35 be divided into two classes—Class I consisting of 15 posts and Class II of 20 posts

(2) The scale of pay of class I be fixed as Rs. 300—40/2—500—50/2—800 and the scale for class II as Rs. 230—30/2—260—40/2—500.

(3) Recruitment to both the classes be by direct recruitment and by promotion in equal proportions—promotion to class I being admissible only from among officers of class II.

(4) For direct recruitment to either class, a degree in teaching need not be insisted on, i.e., I or II class M.A. or Hons. would be the only qualification.

(5) The age-limit for direct recruitment be reduced from 30 to 25.

(6) The candidates for direct recruitment to both the classes be required to undergo, after selection, training for a period of 18 months—B.T. or B.Ed training for about nine months and administrative training in the department for the rest of the period.

(7) During training for the first nine months, direct recruits to both the classes be allowed a pay of Rs. 60 per mensem, and for the rest of the period candidates for appointment to class I be given a pay of Rs. 120 per mensem and candidates for appointment to class II a pay of Rs. 100 per mensem.

(8) That, eventually, promotion to higher posts (Deputy Directors of Public Instruction and Divisional Inspectors of Schools) would be made only from class I posts.

4. Education and Public Health, and Public Departments considered that the scheme might be adopted.

The Finance Department did not consider the scheme necessary. They stated, inter alia, that if men with outstanding qualifications became available, higher starting pay on the basis of their age might be allowed, and that this Government had not formed a class I service in any of their Provincial Services, that a departure in that regard in the Education Department was bound to have repurcussions on the other services (e.g., Agriculture, Engineering, Forest, Veterinary) *and that therefore the matter should be taken to the Cabinet for decision.* They added that if at all it was decided to have class I posts in the Education Department it would be sufficient to adopt a scale of pay of Rs. 300—40/2—500—50/2—700 for those posts.

5. The proposals did not involve any extra cost; on the other hand, there would be a saving of about Rs. 4,700 per annum as a result of the lower scale of pay, Rs. 230–500, suggested for 20 class II posts, instead of Rs. 230—700. But, an increased amount of about Rs. 1,300 per annum would have to be spent on the administrative training for a longer period to be given to the recruits.

6. When the file was circulated, the Hon'ble Minister for Finance and the Hon'ble Minister for Education minuted as follow:—

"While the expected better results are doubtful, the growth of discontent among subordinate services is certain. Their chances of promotion become dwindled and poor type of people alone would be attracted to the lower rungs.

"This reform has its disadvantages. After all, District Educational Officers do administrative supervision. They are not expected to do anything original.

"A I class may be a failure as District Educational Officer. He may be a good professor or a good researcher.

"While I do not object to this, I am expressing my doubts.

"Let Hon'ble Minister for Education see again."

B. G[OPALA REDDI]—26-2-48.

"As I have referred to before, our present personnel of District Educational Officers are highly regrettable. That is due to the fact that they come up from Deputy Inspectors with little dignity and equipment. It is wrong to think that the work of District Educational Officers is merely administrative. It is that point of view that is responsible for the poor state of affairs in our educational institutions. Men with drive, dignity and equipment are necessary for this job. Let us not forget that the future of the nation depends upon the type of people that we are going to recruit for our Education Department and the District Educational Officer is the pivot around which the educational organization in the district depends. And so, it is very necessary that we should try to attract some of the best men. I am glad that Hon'ble Minister for Finance generally agrees with the proposal. The cost is very little but the advantages that are expected out of this scheme are very great."

T. S. A[VINASHILINGAM CHETTIYAR]—27-2-48.

7. Then, as desired by the Finance Department, the matter was placed before the Cabinet on 19th March 1948. The orders passed were that, instead of having class I and class II divisions, the question of having single grade District Educational Officers on the scale of Rs. 300—700 should be examined and proposals placed before the Cabinet.

8 It has been taken that the intention of the Cabinet was that the original proposals summarized in paragraph 3 above, *with only the features relating to the institution of a class I cadre left out*, should be considered further. That is, in addition to raising the scale of pay of the officers from Rs. 230—700 to Rs. 300—700, the following changes may be effected:—

(1) the direct recruits other than non-Government school teachers need not possess at the time of recruitment the B.T. or the B.Ed. qualification also;

(2) the age-limit for them should be reduced from 30 to 25;

(3) they should be required to undergo, after selection, training for 18 months—B.T. or B.Ed. training for about nine months and administrative training for the rest of the period; and

(4) during the period of training they should be allowed a pay of Rs. 60 per mensem for the first nine months and Rs. 100 per mensem for the rest of the period.

The Finance Department have stated that there seems to be a fairly good case for better pay for District Educational Officers. They have, however, pointed out that if the scale for men officers is raised women officers will also ask for similar treatment. The Education and Public Health Department consider that, if such a claim is put forward by women officers, it should be considered on its merits.

The Education and Public Health Department have noted, and the Finance Department have agreed; that dearness allowance to the direct recruits during their training should be given under the new scheme also.

9. *Cost.*—Calculated on the basis of the averages of the existing scale of pay of Rs. 230—700 and the scale of Rs. 300—700, the extra expenditure consequent on the raising of the minimum of the scale and the payment of dearness allowance to the officers alone will come to *Rs. 29,400* roundly per annum.

If, however, taking into account the fact that transferees and teacher—direct recruits are appointed to the service only at an advanced age in their life and will not be able to reach the maxima of the scales but will reach only particular stages in the scale lower than the maxima, before their retirement and if the cost is worked out with reference to that consideration, *Rs. 21,000* roundly will be the extra expenditure per annum.

It may be taken that not more than one direct recruit who is not a non-Government school teacher, will be appointed each year. The pay and dearness allowance to be paid to him during the period of his B.T. or B.Ed. training and administrative training will come to Rs. 1,100 roundly.

The total extra cost will thus be Rs. 30,500 per annum or Rs. 22,100 per annum depending on the manner or calculation indicated above.

10. When the file was re-circulated, the Hon'ble Premier and the Hon'ble Minister for Finance have minuted that the proposals be first discussed at an informal meeting of the Hon'ble Ministers.

11. Orders are solicited whether the scheme as detailed in paragraph 8 above will be approved and further considered at a meeting of the Cabinet. Action to obtain from the Legislature a supplementary grant will have to be taken. The statutory service rules will also have to be amended in consultation with the Madras Public Service Commission.

12. The Hon'ble Minister for Education wishes that, if the Hon'ble Ministers consider it too costly to raise the minimum of the scale of pay from Rs. 230 to 300, they might approve of the original proposal (paragraph 3 above).

M. V. SUBRAMANIAN,
Secretary to Government.

APPENDIX H.

(It has been assumed that the schools will be started with a single teacher and that additional teachers will be employed one at the end of two years and the other at end of four years. Of the three teachers one will be of the secondary grade.)

Subsidies to local bodies.

Year. (1)	Pay of teachers. (2)	Contingencies. (3)	Sheds. (4)	Equipment. (5)
	RS.	RS.	RS.	RS.
First year (560 schools with one teacher)	3,29,300	33,600	5,60,000	56,000
Second year (1,120 schools with one teacher)	6,58,600	67,200	5,60,000	56,000
Third year (560 schools with two teachers and 1,120 schools with a single teacher)	13,17,200	1,34,200	5,60,000	56,000
Fourth year (1,120 schools with two teachers and 1,120 schools with one teacher)	19,75,800	2,01,600	5,60,000	56,000
Fifth year (560 schools with three teachers, 1,120 schools with two teachers and 1,120 schools with one teacher)	30,37,600	3,02,400	5,60,000	56,000
Sixth year (1,120 schools with three teachers, 1,120 schools with two teachers and 560 schools with one teacher)	37,70,100	3,69,600	..	..
Seventh year (1,680 schools with three teachers and 1,120 schools with two teachers)	45,02,600	4,36,600	..	..
Eighth year (2,240 schools with three teachers and 560 schools with two teachers)	49,05,800	4,70,400	..	..
Ninth year (2,800 schools with three teachers)	53,09,000	5,04,000	..	..
Ultimate cost on average pay ..	64,68,000	5,04,000		

17

17

Grants to managements of aided schools.

Year. (1)	Pay of teachers. (2)	Sheds. (3)	Equipment. (4)
	RS.	RS.	RS.
First year (140 schools with one teacher)	72,240	1,40,000	14,000
Second year (280 schools with one teacher)	1,44,480	1,40,000	14,000
Third year (140 schools with two teachers and 280 schools with one teacher)	2,88,960	1,40,400	14,000
Fourth year (280 schools with two teachers and 280 schools with one teacher)	4,33,440	1,40,000	14,000
Fifth year (140 schools with three teachers, 280 schools with two teachers and 280 schools with one teacher)	6,68,640	1,40,000	14,000
Sixth year (280 schools with three teachers, 280 schools with two teachers and 140 schools with one teacher)	8,31,600	..	..
Seventh year (420 schools with three teachers and 280 schools with two teachers)	9,94,560	..	..
Eighth year (560 schools with three teachers and 140 schools with two teachers)	10,85,280	..	..
Ninth year (700 schools with three teachers)	11,76,000	..	..
Ultimate cost based on average scale of grant ..	12,85,200	..	..

APPENDIX I.

COST OF INTRODUCTION OF COMPULSORY EDUCATION UP TO THE FIFTH STANDARD.

Number of children to the newly enrolled—32·16 lakhs.

For educating 35 pupils—

	RS.	
Pay of teacher	30	per mensem.
Rent	5	do.
Contingencies	5	do.
Total ..	40	per mensem or Rs. 480 per annum.

For educating 32·16 lakhs of children, the cost is—
32·16 × 4·80/35 or 441 lakhs.

COST OF INTRODUCTION OF COMPULSORY EDUCATION UP TO EIGHTH STANDARD.

Number of children to be newly enrolled is 70 lakhs.

For educating 35 pupils—
Pay of teacher, rent and contingencie—Rs. 66-2/3 per mensem or Rs. 800 per annum.

For educating 70 lakhs of children the cost is—70 × 800/35 or 1,600 lakhs.

E. & P. H. Dept. (B2)

D.O. No. 70154 B2/48-3 Edn., dated 7-3-49.

18

Dear Mr.Bhadraiah,

Sub:- Elementary Education - Improving effieiency-
Constitution of Taluk Education Boards.
Ref:- Mr.Ranganathan's D.O.No.nil, dated 1-9-1947.
and Mr.Savoor's D.O.No.2103-B1/47, dated
3--11--1947.

Item VI,
pp 4-5 ante

I am to say that the Govt. have decided that the question of improving the efficiency of elementary education by taking over the management of the schools themselves or by the constitution of Taluk Education Boards should be examined afresh from the point of view of giving more executive powers to the educational authorities so that the schools may be worked with greater efficiency. The Hon'ble the Minister for Education has, in this connection, recorded the following minutes:-

> "This is a very big matter and requires very much ~~xxxxid~~ deeper consideration. It will not be possible for us to take over all elementary schools at present, without examing the financial commitments, under our management. If the Director of Public Instruction thinks in the meantime, that more powers are necessary to the Departmental Officers for bringing in ~~xxxx~~ greater efficiency, he may be asked to make proposals in the matter".

I am accordingly to request you to re-examine the question in the light of the Government's decision and put up necessary proposals in the matter.

Sd. M.V.S.
7-3-49.

To
The D.P.I.
(by name)

(757) New number 1950

20 ~~34~~

GOVERNMENT OF MADRAS
Education and Public Health Department.

D.O.No.70154 B2/47-4 Education. 20

Fort St.George,
Madras,
25th August 1949.

1/26.8

My dear Reddi,

Sub:- ELEMENTARY EDUCATION - Improving efficiency.
Ref:- Your letter No.2103-B1/47, dated 30-7-1949.

I am to say that the Government generally agree with the observations made in your letter cited. I am, however, to ask you to send a report to the Government by the 1st of December 1949, about the results of the enquiries you are making.

I am to add that the Government consider that some non-official agencies may be made to visit aided elementary schools with a view to improving their efficiency. I am to ask you to examine this and make definite proposals.

Yours sincerely,

24/8/49

24/8

To

Sri D.Sadasiva Reddi, M.A.(Oxon),
Director of Public Instruction.

23/8

[illegible]

3

D.O. 757 ~~[illegible]~~ 132/50-1 Edn dated 4/1/50

21

My Dear Reddi,

Sub: El. Edn - Improving efficiency.

Ref: My D.O No. 70152/~~[illegible]~~ dt 25.8.49.

68/57/1314

I am to write ~~yo~~ a reference to my D.O. cited ~~above~~ and ~~to enquire~~ ask when the further reports called for ~~Them~~ may be expected.

Yours Sincerely,

[illegible]

9/1/50

28/12

28/12/49

3/1

22 B2

16 JAN 1950

D.O.No.2103 B1/47.

16 JAN 1950

Director of Public Instruction,
M a d r a s, 13th January 1950.

My dear Prabhu,

Sub: Elementary Education - Improving efficiency

3615

Ref: Your D.O.No.757 B2/50-1, Edn., dated 4th January 1950.

A reply will be submitted very shortly. It has been delayed on account of the non-receipt of particulars from the Divisional Inspector of Schools, Coimbatore.

Yours sincerely,

To

Sri J.M.Lobo Prabhu, I.C.S.,
Secretary to Government,
Education & P.H.Department,
Fort St.George, M a d r a s.

E&PH (B2)

This may lie over till a reply from the Director is received.

RK 17/1

17/1

18/1/50

EDUCATION DEPARTMENT.

57 Bs

DS I 23

From

The Director of Public Instruction,
Madras.

757

To

The Secretary to ~~the~~ Government,
Education and Public Health Department.

757 23

SECRETARY TO G
6 FEB 1950
EDUCATION AND PUBLIC

Rc.No.2103-B1/47 dated 31-1-1950.

p.29.ante

Sir,

Sub: Elementary Education - Improving efficiency.

Ref: This office letter Rc.No.2103-B1/47, dated 30-7-49 and Govt. D.O.letter No.70154-B2/47-4 Edn., dated 25-8-1949.

8759 p-31-ante

The Divisional Inspectors of Schools were asked to submit a report regarding the progress achieved in regard to the elimination of the single and two teacher schools and their development into two and three teacher schools and the effect of the simplification of the grant assessment rules and the time gained by the Inspecting officers for paying more visits to schools and for contacting the leading villagers for propaganda work and other matters relating to the elementary schools due to the strengthening of the Inspecting Agency as from May 1949. From the replies received, I find that on an average, the Inspecting Officers have gained 6 hours per month by the simplification of the grant assessment rules and 15 days per year due to the strengthening of the Inspecting Agency, thereby making it possible to pay one extra visit to each school. The officers have also reported the possibility of devoting 8 hours more in a month to contact parents and ~~other~~ leading villagers for propaganda work with them.

2. Instructions were issued in Proceedings Dis.No.5140/49 dated 24-9-49 for the amalgamation of uneconomic schools and abolition of single and two teacher schools by a five year plan. As many as 625 and 691 single and two teacher schools have been developed into two and three teacher schools by November 1949 and further improvement may be expected in a year or two.

3. Regarding visits to aided elementary schools by non-official agency, the officers already authorised in this behalf in G.O.No.232, L.E., dated 9-2-35, G.O.No.233, L.E., dated 9-2-35 and G.O.No.4069, L and M., dated 5-10-35 will suffice for the present. The Divisional Inspector of Schools, Ananthapur has reported that no non-official has visited any of the aided institutions in his division. The officers mentioned in the Government orders cited above, may be reminded about the privilege of visiting schools during their official inspection tour and impressed of the need on their part to visit not less than 12 schools in a year. This will have the desired effect.

(V)

(2) p.47-?

In this connection, the Divisional Inspector of Schools, Coimbatore has suggested, that the headmasters of the neighbouring high schools within a radius of 5 or 10 miles may be requested to visit the elementary schools periodically, as pupils of such schools seek admission into the high schools later on. Though there may not be enough high schools in the rural areas to cover all the schools in the manner suggested, I recommend his suggestion to the extent possible and the headmasters of high schools or some other member definitely selected by them, may be authorised to visit elementary school and send a copy of the visit report to the District Educational Officer of the District. Travelling allowance or actual expenses may be paid for such visits made to the schools and the expenditure may be admitted in full, when assessing teaching grant for the schools.

P.T.O.

On the whole, the results so far achieved, may be ~~consulted~~ Considered a success and since the strengthening of the Inspecting Agency has been ordered only from May 1949 and the full contingent of staff could not be employed for various reasons, it is too soon to expect better results in such a short period. The question will be reviewed again in January 1951 and a report will be submitted to Government early in April 1951.

Yours faithfully,

For Director of Public Instruction.

vs.1.2.

Edn (C)

39

25

D.O. No. 757 C/50-3 Edn dated 6/8/50

25

My dear Reddi;

Sub: Visit of Board schools by members.

—

Now that District Boards have been reconstituted, H.M is of the opinion that members of Dt. Bd may be permitted to visit Board Schools very often.

6/8

p. 2. Ref.

In that connection, it has been suggested that a set of rules should be framed to regulate the visits on the lines indicated below:

1) A regular roster of visits, once in two or three months by different members according to the location of their residence and schools.

2) Inspection according to questionnaire, which may be affixed to the inside of the Inspection Book.

p. 3. Ref.

3) Teachers to make and send copies of the Inspection through the Dt. Board to DEO.

P.T.O.

40

~~[illegible]~~ am to ask you to submit Concrete proposals in the matter.

To
the D.P.I.
(by name)

5/3/50

yours Sincerely

4/3/50

41

Extracts from the file re: Resns of Dt. Board Presidents Confce

EDUCATION DEPARTMENT

Resolution No. 4 - Supervisor of Elementary Schools.

26

Resolved to request the Govt. to permit Dt. Bds. to appoint supervisors for the effective control of ele. schools and to the various needs of the schools without delay.

Minutes of H.M.(Edn.)

Examine.

K.M.

E. & P.H. Dept.(B2)

The D.P.I. has held consistently in the past that there is no need to create a parallel inspecting agency under the Dt. Bd. The Inspecting staff of the Govt. in the Education Department has been strengthened recently and they are inspecting all Board ele. schools The creation of a parallel agency under Dt. Bds. may lead to friction. Further the Ele. Edn. Fund- of most of the Dt. Bds. is working at a deficit, the deficit being as high as 11 ~~laksh~~ lakhs in the case of Malabar. It may not be desirable to accede to the request made in the resolution. If the point should be further examined the D.P.I. should be consulted.

S.S.
24-1-50.

I.B.M.
14-1-50.

No further examination appears necessary.

J.M.L.P.
14-2-

How often do the Dy. Insprs. inspect or visit Dt. Board schools?

R.DP.
15-3-50

Each Dy. Inspector~~s~~ (Senior or Junior) is expected to pay not less than three visit~~s~~ to each school ~~school~~ in a year (two surprise)visits and one annual visit for inspection) - please see Director's letter on page 11 of the papers at (F)

I.B.M.
17-3-50.

I personally think that making the Dt. Board educational officer a purely office Superintendent was a mistake. I think Dt. Boards should be allowed to have school supervisors to visit the elementary schools. "This is not creating a parallel inspecting agency." This is merely a step for increasing the efficiency of Dt. Board schools which ~~are~~ are notoriously badly run. I should recommend this suggestion being accepted.

R.D.P.
17-3-50.

The more frequent the inspection the better I agree. ~~Dont wh~~ But what about the cost. If the Dt. Bd. would pay without asking the Govt. then it can be considered. The best thing is for the Dt. Bd. President to see the members of the Bd. visit the schools atleast once a month within their jurisdiction.

K.M.
18/3

Submitted that the finance of the Dt. Bds. are not affluent enough to admit of the additional expenditure, on the employment of supervisors. The Ele. Edn. fund of most Dt. Bds. works at a deficit and the Govt. have to sanction subsidies to these Bds. towards the deficit (as it is caused by the expenditure on dearness allowance) If supervisors are allowed to be employed, the deficit may increase, with the result that the Govt. subsidy may also have to be raised.

As regards visit of ele. schools by members of Dt. Bds. this matter is under consideration separately in another file.

I.B.M
12-4-50.

Visits by the members of Dt. Boards should be very useful, and I have also suggested in that file visits ~~of~~ by officers of other departments than education during the course of their tours.

I think we may order that the Dt. Board Educational Officer should tour (say 15 days in the month) mainly for paying surprise visits to the Dt. Board elementary schools.

R.D.P.
14-4-50.

p.t.o.

27/21

Finance (ExpA)

In the present difficult position of State and District Board Finances, the question of appointing Supervisors to inspect District Board Elementary schools has to be ruled out. The suggestion of H.M (Edn.) on p. 2 42 above will serve the purpose without any addl. liability on the Govt. by way of grants. Similarly the suggestion ~~on the Govt. by way of~~ of Secy. Edn., at A above may be accepted, provided it does not involve any liability to Govt. by way of additional grants.

of course it does not and need not.

RDP.
6/5.

Edn. Dept. (C)

Necessary extracts may be taken for further action and added to the file relating to the visits of elementary schools by the members of Dt. Boards.

I.B.M.
5/5/50

R.D.P.
6/5/50

44

45

No. R.O.C. 10626-50-Cl.

CHINGLEPUT DISTRICT BOARD'S OFFICE,
SAIDAPET, MADRAS 15 2-5-50.

ASSISTANT SECRETARY
5 MAY 1950
EDUCATION DEPARTMENT

From

Sri V. K. RAMASWAMY MUDALIAR,
PRESIDENT,
CHINGLEPUT DISTRICT BOARD.

257
60078

To

The Secretary to Government,
Education Department,
Fort St.George, Madras.

21

28

Sir,

Sub:-Education-Elementary Girls' Schools under Local Bodies- Visits by Members of District Bo[redacted]-Orders-requested.

-4

(8)

Ref:-G.O.Nos. 1358 Edn. dated 15-6-38 and 2210 Edn. dated 16-10-38.

With reference to the orders of Government referred to above, the Members of District Board and Education Standing Committee including its Chairman could not visit Girls' Schools except on the written requisition of the Headmistress of the school or in company with a Woman Member of the Board or in company with an Inspecting Officer and that only the President and Vice-President if the latter exercises the duties of the President could visit Girls schools. The District Board at its meeting held on the 27th April 1950 considered the above orders and resolved to request Government to reconsider and issue orders permitting all the members of the District Board to visit all Elementary Schools irrespective of the fact whether they are boys or girls schools vide copy of District Board Resolution No.97 dated 27-4-50 enclosed.

Enclosed

I request that the Government may be pleased to pass favourable orders on the matter.

President, District Board. 8/5/50

S.K. 3/5/50.

46

---2---

Extract from the proceedings of the Chingleput District Board passed at a meeting held on 27-4-50.

X 24

97. Read G.O.Nos. 1358 Edn. dated 15-6-38 and 2210 Edn. dated 16-9-48 directing that Members of District Boards and Education Standing Committee including its Chairman unless they happen to be Women could not visit Girls schools except on the written requisition of the Headmistresses or in company with a Woman Member of the Board or in company with an inspectin officer and that only the President and Vice-President, if the latter exercises the duties of the President could visit Girls schools.

RESOLUTION.

This Board strongly feels that the G.O. is demeaning to the self respect of the elected members and as such it requests Government to reconsider and issue modified orders permitting all the members of the District Board to visit all Elementary Schools irrespective of the fac whether they are Boys or Girls schools.

V.K.Ramaswami Mudaliar,
President.

(True Extract)

C.F. 32 (a).

EDUCATION Department

Received W/C Registered 29

From (Name)

Designation The Director of Public Instruction, Madras.

Station

To

The Secretary to Government,
Education Department,
Madras.

29

Enclosures: R.O.C. No. 2103-B1/47 dated 10th May 1950.

Sir,

Subject:-

Elementary Education- Improving efficiency.

ASSISTANT SECRETAR
13 MAY 1950
11249
EDUCATION DEPARTMENT

Ref:- Government D.O. letter No. 70154/B.2/47-4 Edn. dated 25-8-49 and this office letter R.O.C. No. 2103-B1/47 dated 31-1-1950.

I request that orders, if any, passed on my letter cited above, regarding visits to Elementary schools by the head teacher of high schools, may kindly be communicated to me.

Yours faithfully,

11.5.50

for Director of Public Instruction.

Copy to the Divisional Inspector of Schools, Coimbatore.

1015

Edn Dept

Endt: No. 11249C/50-1 Edn dated

The matter is under consideration.

To

The Director of Public Instructions.

RK 15/5

Asst Secretary to Govt

15/5/50

Draft

30 49 **EDUCATION DEPARTMENT (C).** 30

D.O. No. 757 C/50- 5 Edn., Dated 27.5.50

My dear Reddi,

Sub: Visit of Board schools by members.

Ref: D.O. No. 757 C/50-3, Edn., dated 6-3-50.

Please see ~~I am to invite your attention to~~ Mr. Lobo Prabu's D.O. ~~cited on the subject mentioned above and~~ referred to above. ~~to request you to~~ and expedite your reply to it.

Yours sincerely,

Despatched 27/5.

p 375 F

RK 27/5

23/5

26/5/50

S

26/5

Sri D.S. Reddi,
D.P.I. (by name)

P.T.O.

Draft H

EDUCTION DEPTT. (C).

Memo No. 757 C/50-6 Edn Dated 27.5.50.

p3501

Sub: Visits of Elementary Schools by Headmasters of High Schools

Ref: From the D.P.I NO 2103-B1 /47 dated 31st Jan 1950 .

31 37

The Director of Public Instructions is requested to furnisl an estimate of the extra cost involved on account of payment of travel ing allowance ~~to~~ if Headmasters of High Schools ~~in connection with their visits to~~ are to visit Ele Schools in the neighbourhood ~~of their respective schools~~ of their schools.

despatched
KJ
27/5

2 . The Govt under stand that Deputy Inspectors of schools are not able to devote as much of ~~tije~~ time as is necessary for paying surprise visits to Ele Schools ~~more frequently~~ as they have to ~~akke~~ attend to the preparation of many returns , statistics etc connected with Ele. Sxhools . The ~~D.P.I~~ Director is requested to examine whether it ~~will~~ is not possible to minimise (~~clerical~~ ~~work so as to enable Dy Inspector of schools to spare mire time afr paying visits to schools.~~ ~~that they may~~ find more time for visiting schools and

19 NF

& the DPI. and complexity of the schools now in use so that Dy Insprs may

and [illegible] want of time

RK
22/5

23/5

26/5/50

S. R
26/5

82

32

Post copy of the Telephonic Message No.1687-B.8/50 dated 7-6-1950.

Office of the
Director of Public Instruction,
Madras, Dated

ASSISTANT SECRETARY
15147
10 JUN 1950
EDUCATION DEPARTMENT

From

The Director of Public Instruction, Madras.

To

The Assistant Secretary, Education Department, Madras.

Please see D.O. letter 757-C/50-5 Education dated 27-5-50 from the Secretary, Education Department to the Director of Public Instruction, regarding the visit to Board Schools by Members. The D.O. letter No.757-C/50-3 dated 6-3-50 referred to therein does not appear to have been received.

Kindly send a copy of it.

Edn Dept
C

The main file has been sent to Health/Rev on 27/5. This may lie over till 20/6/50.

9.6.50
for Director of Public Instruction.

k.v.s./8-6.

11/6

14/6/50

8/6/50

13/6

33

Dasl/III

16/ 22 feb

55

EDUCATION DEPARTMENT (C).

84599

Sub: Schools - Ele. - Visit by officers of the other Depts. of Govt. - Instructions - issued.

Read: G.O.Nos.232 and 233, Edn., d/- 9-2-1935.

GOVERNMENT PRESS
5-JUL 1950
MADRAS

ORDER PRESS No. 1914 EDN. Dated 3/7/50

In G.Os. No. 232 and 233, Edn., dated 9-2-35, general instructions were issued impressing on the officers of the Revenue and Public Health Depts. the desirability of visiting Ele. schools ~~under private managements~~ in their jurisdiction during the course of their tours. ~~and send~~ a ~~copy of their remarks in the visiting books to inspecting officers concerned of~~ the ~~Edn. Dept.~~

The D.P.I. has ~~reports~~ suggested that it will be conducive to the efficiency ~~administration~~ of Ele. schools if the officers of the Revenue and Public Health Dept~~s~~ visit~~s~~ not less than 12 schools in ~~a~~ year within their juriadiction during their tours. Collectors of Districts and the Director of Public Health are requested to impress once again on the officers, subordinate to them, the need for the importance ~~necessity~~ of visiting

p.t.o.

-2-

and to visit [illegible] 12 schools [illegible] visited by every officer during the year

le..schools during their tours, as ~~desired~~ expected by the D.P.I. The officers visiting

~~Particulars regarding the school [illegible] be~~ make their remarks.

~~entered~~ in the visitors' books of the schools (as already prescribed in G.O. ref. to above). ~~The officers~~

and ~~must also make entries~~ make note of the visits [illegible] in their diaries ~~regarding~~ or tour notes

~~visits to the schools. the fact that~~ which are submitted to higher authorities.

To
No. D.P.I.
All Collectors
the D.P.H.
All D.D.Bs
L.A. Dept
Rev Dept
Health Dept

27/5

28/5

26/5/50

26/5

34

Telephonic Message No 757/50-Edn. dated 8/7/50.

From,
The Secretary to Government,
Education Department.

Issued P.B. 10-7-50.

To,
The D.P.I.

34
19/7.

153 of

Ref: Your T.M. No. 1687-B 8/50 dated 7-6-50. re Visit to elementary schs

A copy of D.O. letter 757-C-50-3 dated 6.3.50 from Mr. Prabhu is forwarded as desired by you.

11/7

2/7

8/7/50

59

35

E. & P. H. Dept. (B2)

---

32 CF

From the D.P.I., No.2103-B1/47, dated 30th July 1949.

ELEMENTARY EDUCATION - Improving efficiency - Constitution of Taluk Education Boards.

p 7-31 CF

In January '48 the former Minister for Education prepared a comprehensive note containing various proposals for the reform of education. One of the subjects included in the note was that relating to the control of elementary schools. The view was expressed that the control of board elementary schools might be taken away from district boards and their administration vested in ad hoc committees constituted for each taluk. the suggestion regarding the Composition of Taluk Education Boards and the functions to be entrusted to them will be found in Appendix 'E' to the comprehensive note for the Cabinet. The comprehensive note prepared for the Cabinet was ~~first~~ considered by an informal meeting of Ministers. It was decided at the meeting that subject relating to the constitution of Taluk Education Boards should be examined afresh from the point of view of giving more executive powers to the educational authorities so that the scheme might be worked ~~on~~ with greater efficiency. In that connection the former H.M. (Edn.) ~~has~~ minuted as follows:-

"A" p 16 CF

p 24-26 CF

> "This is a very big matter and requires very much deeper consideration. It will not be possible for us to take over all ele. schools at present without examining the financial ~~impxixaxi~~ commitments, under our management. If the D.P.I. thinks in the meantime, that more powers are necessary to the Departmental Officials for bringing in greater efficiency, he may be asked to make proposals in the matter."

T.S.A.
15-2-49.

p 32 CF

A reference was made to the D.P.I. on the point. His reply is on page 32 ~~22~~ c.f.

In the circumstances explained by the Director it does not appear that any further action seems called for.

p.t.o.

60/

2 . The file may be circulated to H.M. (E. & L.)

SS
16/8/49.

16/8/49

SRM
16/8/49 S

We cannot allow the proposal to be deferred sine die. We may ask the D.P.I. to submit a report on the enquiries he is making, within three months

H.M. (E & L)

17/8

Yes.

Also we want more efficient supervision of schools. On the restoration of Dt Bds we can ask the D.B.P's to invite the members of Dt Bds to visit schools, very often. | A

Regarding other aided schools some other non official agencies who would visit schools must be thought of. | B

KM
24/8

SECRETARY, EDN. AND P.H. DEPT.
22 AUG 1949
GOVERNMENT OF MADRAS

A draft D.O. is submitted. A para has been added with reference to 'B' above.

'A' Above:- In 1938 Govt. ordered that members of the local bodies and members of the Standing committees for Education should not visit girls schools except in company with a women member of the local body or an inspecting officer of the Education Dept. The above restrictions are not applicable to the Presidents or Vice-Presidents while acting as Presidents. Action may be taken on the suggestion of H.M. after the restoration of District Boards. The distinction between boys schools and girls schools has been abolished recently and the orders of 1938 may not be held to be in force now.

SS.
23-8-49.

HM
24/8/49 S

361

36

It does not appear to be enough for members to visit schools, as many of them may not know what to look for: I would suggest that as in respect of hospitals the rules to be made should provide for

① A regular roster of visits, once in two or three months by different members according to the location of their residence and schools

② Inspection according to a questionnaire, which may be affixed to the inside of the inspection book

③ Teachers to make and send copies of the inspection through board to D.E.O.

SECRETARY, EDN. AND P.H. DEPT.
20 AUG 1949
GOVERNMENT OF MADRAS

H.M. (E & L)

24/8

KM
25/8

23/8
24/8

p 34 cf

p 37 cf

[D.O. No. 20154 B2/49-4
d. 25-8-49]

From the D.P.I. No 2103-B1/47 of [illegible]

The D.P.I. has explained how the instructions of Govt. implemented so far have improved the efficiency of the schools. [illegible]

Director has made two suggestions in this connection:-

1) Stressing on the officers of other depts. of Govt. the need for paying visits to el. schools in connection with their tours

2) Permitting head-masters of high schools to visit el. schools within a radius of 5 or 10 miles, periodically and ~~they have to~~ make reports to D.E.O's about their visits.

A

]37 c/

B

1) above: The instructions regarding the visits to el. schools were issued as early as 1915. The need for visits was again stressed in the orders of 1935. The D.P.I. still feels that the orders had not the desired effect. In these days the officers of the Revenue and other depts have very much outdoor work to do; so that they may not be able to ~~have~~ spare time to visit schools. After all the instructions are only of an advisory nature and cannot be enforced rigorously. In the circumstances, it is for orders, whether further instructions should be issued as desired by the D.P.I.

(V)

2) above: This proposal seems acceptable. The D.P.I. says that the t.a. and other expenditure connected with visits to schools, may be disbursed to head-masters alongwith teaching grants due to the schools. There is no estimate of the additional expenditure that may be involved on the payment of t.a. etc. Perhaps it may not be large. In the interest of el. education, the small extra expenditure should not be grudged. For orders.

M

Me

67

[illegible]

$\frac{DM}{2/3/50}$ S

37

How is it that order on my note at page 3 were not conveyed to DPI. Do so at once and ask for his remarks

8/3

2. ny. The observations of the Secretary on page 3 ante were intended for the guidance of members of the Dt. Boards when they again visit the el. schools. H.M. has ordered that on the restoration of the Dt. Bds, the Govt. may ask the Dt. Bd. Presidents to ~~instruct~~ the members of the Dt. Bds with the power to visit schools ~~very~~ often. Further action in this regard was deferred, pending the reconstitution of the Dt. Bds. It was thought that the whole matter could be taken again on the receipt of a reply from the D.P.I. to the D.O. on 31 f.

It is submitted respectfully that there was only no indication in the note of the Secretary that the D.P.I. should be consulted on the points raised by the Secretary. It was taken by the office that they should only be incorporated in the orders to be issued permitting the members of Dt. Bd. to visit Dt. Bd. schools w.r.t. H.M's order on p. 2 ante. A draft D.O. is however submitted now for appl.

4/3

2. The point raised by the Secretary relates to Bd. schools. The proposal of the D.P.I. in his letter on pages 35 & 37 of cf. relates to visits to aided el. schools. It is presumed the suggestions of the D.P.I. may be further considered independently of his reply to the reference made to him. If so, after issue of the draft

The file may be sent to Finance Dept. for remarks as originally proposed.

ASSISTANT SECRETARY
15 MAR 1950
2355
EDUCATION DEPARTMENT

DM
4/3/50 S

4/3 | Fin (a.c) | p 39 cf
Issued

Fin (CSR)

(Notes from portion marked X X X on Edn wo p. 2 above alone need be seen)

757 C/50-4 Edn
8.3.50.

The case has been remitted to this dept for remarks mainly with ref to the proposal to permit headmasters of High Schools to visit Elementary Schools within a radius of 5 to 10 miles periodically to secure greater efficiency and supervision. The proposal entails payment of t.a. to the headmasters concerned which will be paid to the managements along with teaching grant. Beyond the general statement that the extra cost on this account may not be large, Education have not ~~any idea of~~ furnished even a rough idea of the commitment. On the other hand, having regard to the very large number of Elementary Schools in this Province and the consequent large number of trips of inspection (by headmasters of high schools involved), it is quite obvious that the extra cost by way of grants should be considerable. Education may be requested to obtain an estimate of cost involved from the DPI in the first instance.

ASSISTANT SECRETARY TO GOVERNMENT
16465
8 MAR 1950
FINANCE DEPARTMENT
CSR

Cf item (i) on pa above 11 explanation

A
M 4/3/50

14.3.50

M 4/3/50

2355

Edn

Edn (c)

Fin w 16465 ...
15.3.50

A above

A draft memo is submitted for approval.

17/3

17/3

DM 17/3/50 S

Not necessary. The whole suggestion is very vague & busy and quite undesirable. I should suggest the proposal being dropped. I should not think of giving any headmaster any kind of powers over ...

Number of nearby elementary schools.

R.D.P.
18/3/1950.

65

38

The question raised in this file is what further steps should be taken to improve the efficiency of elementary schools. H.M. has minuted that ~~the D.P.I.~~ Presidents of Dt. Boards should be asked to vest members of the Dt.Boards with ~~persons~~/powers to visit Board schools very often so as to secure more efficient supervision over ~~those sch schools~~ their. In that connection, the previous Secretary has indicated the specific lines on which the visits should be made. The remarks of the D.P.I. have been called for on these suggestions. Further action may be taken on receipt of the Director's reply. Please see also H.M.'s minute on page 42 cf. on the same subject.

p 2 ante

p 3 ante

p 39 CF

A

The President Dt.Board, Chingleput, has forwarded a resolution of the Dt.Board asking Government to ~~received~~ revise the orders in G.Os. No.1358 Edn, d/15-6-38 and No.2210 Edn, dated 16-9-1938, prohibiting the visiting of elementary schools for girls ~~of~~ by members of Dt.Board except in the company of a woman member or the Inspecting officer. Now that the distinction between girls and boys schools has been abolished, these orders may also be revised.

p 45 CF

X

Y

p 3 ante

B

M 15

2. H.M. has also recorded that some other non-official agencies should be entrusted with the task of visiting aided elementary schools. The D.P.I. who was consulted in the matter has made this following suggestions:-

p 2 ante

7 CF

(i) that the officers already authorised to visit aided elementary schools will suffice for the present and that they may be ~~reconsidered~~ reminded about the privileges of visiting schools during their official inspection tours and impressed on the need on their part to visit not less than 12 schools in a year.

(ii) that the headmasters of high schools

5/11/5.

C.No 757/50-E.

~~thehexx~~ above and for making definite recommendations in the matter.

10/5/50

No need at all to send back to D.P.I.

I have given my suggestions above.

The question of making D.B.E.Os also supervising officers visiting the Dt. Bd. Schools has been taken up by me separately for [illegible]. If the suggestions made above are accepted, suitable orders will be drafted.

Separate file [illegible] by D.A.

11.5.50.

Yes. But I am for X on page 8

H.M. (E. & L.)

KM
14/5

~~A draft memo is submitted for approval.~~

Rk
15/5

A on page 7 ante: The D.P.I may be reminded ~~for this~~. A draft D.O. is submitted for approval.

B on page 7 ante: A draft order is put up for approval.

P on page 8 ante: Another draft order is submitted for consideration. So far ~~xx~~ the help of only the officers of the Revenue and Health Departments have been sought for in regard to visits to Ele. Schools. It seems sufficient if these officers are alone impressed with the desirability of visiting schools.

16/5
30-5-50

~~X & Y on pages 8-9 ante~~ A draft memo + s. orders for appl.

+ Health and Rev may see.

+ with reference to draft III

22/5/50

26/5/50

S.
26/5

Health / Rev.

Edn. W.O. 757C/50-7
27-5-50

27/5/50

SECRETARY
15 MAY 1950
EDUCATION DEPARTMENT

DEPUTY SECRETARY
14796
29 MAY 1950
HEALTH DEPARTMENT

757/50

40

Health (P-1)

The draft order below may be perused and the file passed on to Revenue. [In the draft, Edn. Deptt. propose to ask the D.P.H. (and all Collrs.) to impress on their subordinate officers to visit elementary schools within their jurisdiction during their tours in accordance with the previous orders etc.]

29/5/50

2/6/50

1.6.50

Rev.

40

Health W.O.
14796 P/50-1
2/6/50

REVENUE DEPARTMENT
10 JUN 1950
L. 34729

To A.S. Rev. Dept.

The notes from p. 7 ante and the draft order below may be perused and the file returned to the Edn. Deptt. ~~They may be requested to send a copy of the order (in this file) to Bd. of Rev. for information~~

Rev. W.O.
34772 C/50-1
22.6.50

20.6.50

20.6.50

Edn
21/6/50

S/Edn

Edn Deptt
C

The draft order may now issue

Rk
28/6

28/6

30/6/50

A T.M. with reference to the communication on p. 53 of s. for ap.

3/7

8/7/50

ASSISTANT SECRETARY
27 JUN 1950
17392
EDUCATION DEPARTMENT

1-8-50. 41 15 71 Education Department.

I observed in this morning's paper, a report that Government had issued instructions to all Collectors and Health Officers to inspect a minimum number of elementary schools in the month. Please let me know whether these instructions were issued in this Department, and if so, please put up papers.

1.8.50 41
Secretary.

To A.S.II.

Attention is solicited to the papers at Ⓐ. In the notes to the G.O. Ⓐ four points were raised

(1) Permitting members of Dt. Boards to visit Board elementary schools.

(2) cancelling the prohibition imposed on visiting girls schools by members of local bodies.

(3) impressing on the officers of other depts of Govt. the desirability of visiting elementary schools during their tours.

(4) Visits of elementary schools by headmasters of high schools

(5) Relieving deputy inspectors of schools of their routine work so as to enable them to pay frequent visits to schools.

A Copy of the DO must be taken and separate file started.

(1) above Please see the d.o. to the D.P.I. on p 39 of Ⓐ. His reply is still awaited.

(2) above Orders have been issued in G.O. 1635 Dt/ of 30-5-50 Ⓑ

(3) above Please see the G.O. on pages 1-2 of Ⓐ

Here also A above must be done

(4) & (5) above A reference has been

72

made to the D.P.I. His reply is still awaited.

1/8/50

Submitted to Secretary for perusal

1/8/50

1.8.50.

73

42

Copy of Government D.O. No. 757 C/50-3, Education, dated 6th March 1950, to the Director of Public Instruction.

Sub: Visit of Board Schools by members.

139 J ⊗

Now that District Boards have been reconstituted, the Hon'ble Minister is of the opinion that members of District Board may be permitted to visit Board Schools very often.

In that connection, it has been suggested that a set of rules should be framed to regulate the visits on the lines indicated below:-

(1) A regular roster of visits, once in two or three months by different members according to the location of their residence and schools.

(2) Inspection according to questionnaire, which may be affixed to the inside of the Inspection Book.

(3) Teachers to make and send copies of the Inspection through the District Board to District Educational Officer.

I am to ask you to submit concrete proposals in the matter.

/True copy/

SUPERINTENDENT.

72
made to the D.P.I. Its) Deft >. still awaited.

1/8/50 Subd to Secretary for perusal

1/8/80 1.8.50.

73

42

Copy of Government D.O. No. 757 C/50-3, Education, dated 6th March 1950, to the Director of Public Instruction.

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(3) Teachers to make and send copies of the Inspection through the District Board to District Educational Officer.

I am to ask you to submit concrete proposals in the matter.

/True copy/

SUPERINTENDENT.

74

~~84~~ 75

43

Copy of Government Memorandum No. 757-C/50-6, Education, dated 27th May 1950, to the Director of Public Instruction.

--

Sub: Visits of Elementary Schools by Headmasters of High Schools.

--

Ref: From the Director of Public Instruction, No. 2103-B1/47 dated 31st January 1950.

--

The Director of Public Instruction is requested to furnish an estimate of the extra cost involved on account of payment of travelling allowance if Headmasters of High Schools are to visit Elementary Schools in the neighbourhood of their schools.

2. The Government understand that Deputy Inspectors of Schools are not able to devote as much of time as is necessary for paying surprise visits to Elementary Schools as they have to attend to the preparation of many returns, statistics, etc., connected with Elementary Schools. The Director is requested to examine whether it is not possible to minimise the number and complexity of the returns now in use so that Deputy Inspectors may find more time for visiting schools and cannot plead want of time.

/True copy/

SUPERINTENDENT.

~~271~~
76

44 ~~75~~ 1.7~~.~~

Edn. Dept.

23713.

Memo: No. 23713 C/50-1 Edn dated 12-8-50.

Sub: Visit of Ele. Schools by Headmasters of High Schools and by members of Local Bodies.

The attention of the DPI is invited to your memo. No. 757 C-6 dated 27-5-50. and DO No: 757 C/50-3 of 6-3-50 and he is requested to expedite his reply to the Memos.

11/14/8

pp 1-3 ante

2/3/8.

5/4/8

11/8/50

16/8.

To, The DPI

70

C 45 72 44 B1

R.O.C.NO.1553-B.1/50

Office of the
Director of Public Instruction,
Madras, Dated 8--8--1950.

ASSISTANT SECRETARY
23694
12 AUG 1950
EDUCATION DEPARTMENT

From
The Director of Public Instruction,
Madras.

To
The Secretary to Government,
Education Department,
Madras.

44

Sir,

Subject: Elementary Schools - Visits by District Board members.

R e f: Government D.O.No.757-C/50-3-Edn. dated 6-3-50

---

(1)

(C)

With reference to the above, I submit, that Government have already permitted the District Board Members to visit the schools in G.O.No.4590 L & M dated 7-11-1935. Regarding visit remarks, Government have ordered in the case of visits by Officers of the Revenue and Public Health Departments that particulars about the work of the schools may be recorded as per annexure contained in G.O.No.232 L.E. dated 9-2-1935 and G.O.No.233 L.E. dated 9-2-1935.

2. In view of the fact, that there is provision already for visits by District Board Members in the first of the Government Orders cited above, no fresh orders are necessary on the subject. Detailed inspection of each school is being made by the Deputy Inspectors of Schools and two or three visits are also paid by them each year. Therefore the District Board Members may confine their remarks to the headings under the annexure to the other two Government orders cited above and no fresh set of rules is necessary.

Yours faithfully,

1/3

11.8.50

for DIRECTOR OF PUBLIC INSTRUCTION.

RVR 10/8/-

2371/3 C/50.

~~81~~ 45

Edn. Dept.

D.O. No. 757 C/50 – 4 Edn. ~~dated~~ 16-8-50.

59
17/8

My Dear Reddi, 46

Sub: Visit of Board Elementary schools by members of Local Bodies.

TO
The D.P.I.
(By name).

21/8

p/ant

I am to invite your attention to Mr. Prabhu's D.O. No. 757 C-3 dated 6-3-50 on the subject mentioned above (a copy of which was forwarded to you on 8-7-50) and to enquire when a reply to the D.O. may be expected.

159. (X)

3/8.

12/8

14/8/50

Yours Sincerely,

Seen by Secy
of fair copy
desp. by Secy

Nt. Please see the note on p 13 N.F. to g. (X)

12/8/50

~~O.T.O.~~

83

Roc,No.1553 B1/50

23713-C/50

246 83

Office of the D.P.I.,
Madras, 23rd August 50.

From
The Director of Public Instruction,
Madras.6..

To
The Secretary to Government,
Education Department,
Madras.

47

ASSISTANT SECRETARY
21 AUG 1950
24954
EDUCATION DEPARTMENT

Sir,

Visit to Elementary schools by Headmasters of High schools and by members of local bodies.
Ref: Govt. Memo. No.23713C/50-1 Education dated 12.8.50.

---

15 ante

I have submitted my reply already in this office Rc.No.1553 B1/50 dated 8.8.50 regarding visit to elementary schools by District Board members.

17 ante

In regard to visits by headmasters of high schools, I have called for certain particulars from the Divisional Inspector of schools and I shall submit my reply on hearing from them.

for Director of Public Instruction.
23.8.50

This may lie over till 20th Sept
20/9/50

28/8

26/8

48 ~~48~~ 47

Edu. Dept. (C)

Memo: 23713 C/50 — 5. Edn. dated 20-9-50

Ref: Govt. Memo No. ~~23713C~~ 757C-6/50 - 1 Edn. dated ~~12-9-50~~ 27-5-50.

Sub: Visit to Elementary Schools by Head-masters of High Schools ~~and by members of Local Bodies.~~

16/21/9

The attention of DPI is invited to Govt. Memo cited and he is requested to expedite his reply ~~called for herein~~.

To
the D.P.I.

✓

25/9/50

19/9

19/9

2/9/50

49

48

EDUCATION DEPARTMENT.

FROM

The Director of Public Instruction,
Madras.

TO

The Secretary to Government,
Education Department, Madras.

Roc.No. 2103 B/1/47 dated 29--9--50.

9a 592

ASSISTANT SECRETARY
4 OCT 1950
EDUCATION DEPARTMENT

Sub: Elementary Education visit to Elementary schools by headmasters of High schools.

Ref: Government Memo No. 23713 G/50 Education dated 20--9--50.

****

I have called for the particulars regarding the extra cost and the number of returns, that can be eliminated, from the Divisional Inspectors of schools. They have not yet submitted the particulars. I shall submit my reply when they are received. They are reminded to expedite the reply.

Yours faithfully,

3.10.50

for Director of Public Instruction.

30.9

Edu. Dept(C)

The report from the D.P.I. is awaited.
This may lie over till 2-11-50.

8/10.
6/10

8/10/50

3
6/11

Edu Dept(C)

Memo no 23713 C/50 Edn D 4/11/50
El. Edn - Visits to el. schools by Headmasters of High Schools
letter from the D.P.I. no. 2103 B1/47 d 23.9.50

The D.P.I. is requested to expedite the reply promised in his letter cited.

p13 ante

7-11-50

To
The D.P.I.

M.K.S.
2/11

2/11/50

6/11/50

B1

EDUCATION DEPARTMENT

From

The Director of Public Instruction,
Madras

To

The Secretary to Government,
Education Department, Madras

ASSISTANT SECRETARY
36284
17 NOV 1950
EDUCATION DEPARTMENT

Roc.No. 2103.B.1/47 dated 14-11-50

Sir,

Sub: Elementary Education - Visits to Elementary Schools by the Headmasters of High Schools - Extra cost on account of payment of Travelling Allowance - Reported-

Ref: Government Memo.No. 757.C/50-5 Edn. dated 29.5.50 and
Government Memo.No. 23713.C/50-5 Edn. dated 20.9.50

p 3 ante
p 13 ante

I submit, that a sum of Rs. 1,08,585/- will be required for payment to the Headmasters on account of Travelling Allowance or actual expenses per year. Considering the large sum, that may have to be incurred for the purpose, the Deputy Inspectors of Schools may be received of ~~and~~, some of the superflous returns and the time gained thereby will be utilised for paying extra visits to schools. As the Inspecting Agency has been strengthened, each Deputy Inspector is having only 60 schools and they may find it possible to pay a third visit to each school besides the annual inspection.

2. I am collecting information regarding returns, that can be eliminated and the required orders will be issued to the subordinate Officers after examination.

Yours faithfully,
16/11/50
for Director of Public Instruction

GRD. 15-11-

15/11

9/8

91/

50

Edn Dept
C

p 7 cf C. No: 23694 C. from the D.P.I. No: 1553-B1/50 d 8.8.50

p 17 cf C. No: 36284 C from the D.P.I. No. 2103-B1/47 d 14.11.50

51

—

Elementary schools - visits by Dt Board members and Headmasters of Schools.

—

With a view to increase the efficiency of elementary schools the following suggestions were made to the D.P.I:-

p 1 cf (1) members of Dt. Boards may be permitted to visit board schools ~~frequently~~ very often —

p 3 cf (2) some non-official agencies may be made to visit aided elementary schools

-do- (3) the number and complexity of the returns to be filed by Dy Inspectors may be minimised so that they may have more time for visiting schools.

(1) above.

p 7 cf The Director points out that even under the existing orders Dt Board members can visit these schools and that no fresh orders are necessary. In the circumstances stated by the Director no further action is necessary on this point

(2) above & (3)

7 of G.O. No. 1914 Edn 3.7.50 (A) The Director suggested that Headmasters of High schools may be authorised to visit schools in the neighbourhood of their schools. As they had to be paid travelling allowance, the Director

p 3 cf was asked to furnish an estimate of the cost involved. The Director reports that a sum of Rs 1,08,585 will be required for the purpose.

23713/51

In view of the considerable expenditure involved the Director ~~suggests that the~~ is not for pressing the suggestion. He states that the number of returns to be sent by Dy Inspectors can be reduced so as to enable these officers to pay more frequent visits to their schools. The Director's view may be agreed to.

~~For~~ orders whether in the circumstances any further action is necessary in this file. H.M (Edn) may see.

27/11/50

ORM 28/11/50

S 29/11

Hon M (Edn) KM 30/11

SECRETARY
1 DEC 1950
EDUCATION DEPARTMENT

These papers may be stitched with G.O. No. 1914 Edn dt 3-7-50

1/12/80

1/12/50

C

52

Education Department.

From
The Director of Public Instruction,
Madras.

To
The Secretary to Government,
Education Department,
Madras.

Roc.No. 2103 B1/47 dated 24-3-1951.

ASSISTANT SECRETARY
30 MAR 1951
12097
EDUCATION DEPARTMENT

Sub: Elementary Education.- Visits to Elementary Schools by the Headmasters of High Schools.

Ref: Government Memo. No. 23713-C/50-5 Education dated 20-9-50 and this Office Roc.No. 2103-B1/47 dated 14-11-1950.

I request, that orders, if any passed on the above communication of this office, may kindly be communicated.

Yours faithfully,

29.3.51

for Director of Public Instruction.

vkm/28-3.

1914
3/7/50

28.3.51

2

Edn Dept
C

Memo No 12097 C/51-1 Dt. 4.4.51

Ely. Schools - Visits by Headmasters of High Schools

—

24/5/4 Letter from the D.P.I. no 2103 B1/47 D) 24.3.51

—

The D.P.I. is informed that in the circumstances stated by him in his letter of 14.11.50 it was considered that no further action was necessary in the matter.

p.83 (K)

4/4/51

3/4/51

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5352

Education Department.

Office of the
Director of Public Instruction.
Madras.

From

The Director of Public Instruction,
Madras.

To

The Secretary to Government,
Education Department,
Madras.

ASSISTANT SECRETARY
32740
17 JUL 1951
EDUCATION DEPARTMENT

Rc.No. 2103 B1/47 dated14-7-1951.

Sir,

Sub: Elementary Education- Elimination of certain returns sent by Deputy Inspectors of Schools - report of

Ref: Govt. Memo. No. 757 C/50-6 Edn d/27-5-50 p.51 (D)
2) My Roc. 2103 B1/47 d/14-11-50 (para 2) p.89 (D)

237/3/50

The Divisional Inspectors of Schools were asked to examine and submit a report regarding the elimination of certain returns sent by the Deputy Inspectors. From the replies received, it is seen that the suggestions offered by each are varying and it is not possible to eliminate a few and omit the others.

2. It is however submitted that in view of the various returns already prescribed, and so as to enable the department to answer the various questions including Legislative Assembly questions, and in order to have the various statistics on hand, the question of minimising the returns now in use is not desirable and I have issued necessary instructions to the Inspecting Officers in the matter.

Yours faithfully,

for Director of Public Instruction. 16/7

vkm/14.7.

Edn Dept (C)

Please see the letter from the D.P.I. In the circumstances stated by him no further action seems necessary. This may be recorded with G.O. No 1914 Edn dt 3.7.51

14/7

(D)

21/7/51

23/7/51