

Jammu and Kashmir Education Deptt.

Manual of Instructions

For the Guidance of
Headquarters and Field Officers of the
Education Department

(In the Reorganised set-up)

Additional Education Commissioner (Reorg.)
Jammu & Kashmir Government

1973

- 546

310-26

546 - M

CONTENTS

	<i>Pages</i>
FOREWORD	
CHAPTER I Introduction	1—5
CHAPTER II Working of Secretariat vis-a-vis the Directorate	7—10
CHAPTER III Directorate of Colleges and Planning	11—14
CHAPTER IV Directorate of Youth Welfare and Vocational Education	15—18
CHAPTER V Directorate of Teacher's Training and Curricula	19—23
CHAPTER VI Directorate of School Education	25—34
CHAPTER VII Joint Director of School Education	35—39
CHAPTER VIII District Education Officer	41—51
CHAPTER IX Tehsil Education Officer	53—60
CHAPTER X The Headmaster	61—66
CHAPTER XI Composition and Functioning of Field Offices	67—77
CHAPTER XII Instructions regarding Efficiency Bar, Suspension and Punishments	79—92
CHAPTER XIII Delegation of Powers	93—107
ACKNOWLEDGEMENT	109
ANNEXURES— (A) Organisational Chart	110
(B) Duties & Functions of Youth Welfare Officers	111—113
(C) Proforma for School Inspection	115—120
(D) Proforma for School Inspection	121—126
(E) Branches in Field Offices distribution of work.	127—128
(F) Minimum Life prescribed for Stock articles	129—130
(G) Functions of Planning Branch/Statistics and Survey Branch.	131—133

NIEPA DC



D01171

Sub. Nationl Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016
DOC. No. 2167
Date 29/6/61

FOREWORD

The Bhagwan Sahay Committee Report has been a land-mark in the educational history of J&K State. Besides recommending some far reaching changes in the educational structure of the State, the Committee also laid special stress upon the reorganisation and strengthening of the Education Department, both at the headquarters and in the field, so that it could be properly equipped for effective implementation of the new policies and programmes. Consequently, the State Government borrowed the services of Sh. J. D. Sharma, a senior I. A. S. Officer of the Haryana Government, who had previously been intimately connected with the reorganisation of the Education Department in the composite Punjab, to examine the problem in all its aspects and to advise the State Government suitably. Shri Sharma submitted a detailed report on the reorganisation of the Jammu and Kashmir Education Department which, after thorough consideration, was accepted by the State Government almost in toto. Effective steps have already been taken to put the reorganisation scheme on the ground and, I have no doubt, this would considerably add to the working efficiency of the Department. It was deemed proper, at this stage, to draw up a detailed Manual of Instruction for the guidance of the headquarters and field officers newly vested with substantial powers and responsibilities. I am glad Shri Sharma has been able to prepare this Manual in a short span of time. The Manual contains comprehensive guidelines on educational administration in the new set-up and incorporates all the major decisions taken by the Implementation Committee from time to time. I am sure the Manual would serve as a dependable guide for the various officers in the Education Department and I would expect they would meticulously comply with the instructions contained in it.

(Sd.) A. G. LONE,
Education Minister
J and K State

Srinagar,
the 22nd August, 1973.

CHAPTER 1

INTRODUCTION

1.1 There has been phenomenal increase in education, quantitatively by and large, during the post-independence period and particularly since 1953 in Jammu & Kashmir State when the policy of free education was adopted by the State Government. This large-scale expansion, which was not accompanied by a proportionate strengthening of the supervisory machinery, naturally resulted in dilution of standards and relaxation in supervision and administration. To tackle these and allied problems the State Government, in April, 1972, set up an Education Committee consisting of eminent educationists and administrators and headed by the then State Governor—Shri Bhagwan Sahay. The Committee was charged with the task of examining and recommending suitable policies and programmes for education in the State, in the context of the current situation and circumstances. The Committee made its report available in January, 1973, and the broad approach to the development of education in J & K, as set out in the report, was accepted in principle by the State Government. The chief recommendations made by the Bhagwan Sahay Committee may be summed up as follows :-

- (i) Strengthening of the secondary stage of education—the weakest link in the chain—by adopting a new educational structure with a 12-year Higher Secondary Course eventually covering the present University classes of P. U. C. and T. D. C. Part I, followed by a 2-year ordinary degree course or a 3-year Honours Course ;
- (ii) Intensification and qualitative improvement of teacher training programmes including the setting up of District Teachers Training Institutes, properly staffed and equipped ;
- (iii) Vocationalisation of Education and introduction of Work Experience in schools ;

- (iv) Furtherance of Sports and other Youth Welfare programmes in a scientific and planned manner ;
- (v) Provision of universal education in the age-group 6-14 in a phased programme by 1980-81 through adoption of a two-point entry system and a large-scale programme of part-time education ; and
- (vi) last but not the least, reorganisation and strengthening of the Education Department in order to make it an effective instrument for implementation of the various educational programmes and policies.

1.2 This last job, viz, reorganisation of the Education Department, was entrusted by the State Government to me and on the basis of the report submitted by me in February, 1973, the Department, both at the Directorate level as also in the field, has been reorganised and suitably strengthened. The highlights of this reorganisation, the central theme of which is decentralisation of authority all along the line, may be briefly stated as below :—

- (i) At the headquarters four separate, yet inter-dependent and inter-linked Directorates have been set-up, headed by an Education Commissioner, on top of the pyramid, which deal respectively with School Education (both boys and girls), Colleges and Planning, Teachers Training and Curricula and Youth Welfare/Vocational Education. Also, the streamline the working procedures, the Single-File system has been introduced as between the Directorates and the Secretariat.
- (ii) At the field level, the District has been made the strong working unit of educational administration and planning, responsible for all educational programmes from the primary to the higher secondary level. As a consequence, the status of the District Education Officer has been raised (and needs to

be raised still higher) in order to enable him to discharge with confidence his multifarious duties in the reorganised set-up ;

- (iii) The District Education Officer, assisted by an adequate number of Deputy Education Officers (drawn from both sexes) would look after all the high and higher secondary schools in the District. At the Tehsil level, there is now a Tehsil Education Officer, assisted by an adequate number of Additional Tehsil Education Officers (drawn again from both sexes) to look after the middle and primary institutions ;
- (iv) In the new set-up the erstwhile separate offices for men and women at the Tehsil, District and Provincial level have been amalgamated and replaced by unified single offices. The Heads of these offices, viz, the Provincial Joint Directors of School Education, District Education Officers and Tehsil Education Officers, may be either men or women. The inspection of girls schools will, however, continue to be done by women officers and of boys schools by men officers. In the case of far flung, snow bound areas which become inaccessible during part of the year, Additional Tehsil Education Officers have been posted at the Block Headquarters, so that they remain accessible throughout the year to the institutions placed under their charge ;
- (v) Norms for inspection have been laid down, ~~in respect of various categories of schools,~~ in order to make inspections effective and purposeful and the inspecting staff has also been strengthened in accordance with these norms;
- (vi) The ministerial staff for the District and Tehsil offices has ~~been suitably strengthened~~ in view of the large quantum of work to be handled by these offices. These include supervisory posts of Superintendent/

Head Assistant and Accounts trained personnel ,

- (vii) Rajouri has been made a separate educational District ;
- (viii) The chief functions of the Provincial Joint Director of Schools Education, in the reorganised set-up, would be supervisory, coordinating and appellate and he would not be burdened with original work as his predecessors-in-office, viz, Dy. Director of Education and Deputy Directress, Women's Education, were. Subject Specialists have been provided at the Provincial level in order to help improve the standard of subject teaching in schools ;
- (ix) Effective delegation of powers and decentralisation of authority has been effected all along the line which embraces powers financial, administrative and educational. This should enable officers in the lower rungs of the hierarchy, particularly the officers on the spot, to exercise more and more responsibility and to be competent to dispose of all day to day matters, leaving more and more time for officers in the higher rungs to devote themselves to direction and supervision ; and
- (x) Various incentives have been provided for teachers in order to encourage them to improve their educational qualifications and professional competence and thus help improve the standard of instruction in schools. Continuous in-service training for teachers as well as educational administrators has also been provided for.

1.3 In the background in which this new organisational set-up has been introduced it is considered expedient that each officer at the headquarters as also in the field is acquainted with the exact sphere of his duties and functions, so that he can discharge his obliga-

tions effectively, confidently and in accordance with set procedures. The Manual of Instructions that follows seeks to achieve this objective. These instructions shall, by and large, apply to all offices in the reorganised set-up, but in order to impart the necessary flexibility which is essential for any organisation to work successfully, changes in the procedural routine may be made with the approval of the competent authority and as may be suited to local conditions.

1.4. It should be clearly kept in mind that these instructions are not exhaustive but only highlight the more important and broad aspects of administration. The real guide in all matters dealt with herein or other matters which do not find mention in these instructions will be the various codal rules e.g. J&K Civil Service Rules, ~~Financial Code and Rules, Budget Manual~~ etc. etc. These codal rules should be freely consulted whenever necessary.

1.5. It may be reiterated that the instructions contained in this Manual are meant, basically, for the guidance of officers of the Education Department and will not in any way supersede the relevant rules, regulations and orders issued by the Government from time to time.

(J. D. SHARMA)

Addl. Education Commissioner
(Reorganisation)
J&K Government.

Srinagar,
the 11th August, 1973.

CHAPTER II

WORKING OF THE SECRETARIAT VIS-A-VIS THE DIRECTORATE

2.1. With the setting up of 4 separate Directorates to look after Colleges and Planning, Teachers Training and Curricula, Youth Welfare and Vocational Education and School Education and declaring the Directors as Major Heads of Departments, the reorganisation envisages more and more delegation of powers at the level of Directorates, taking off the load of much routine work of ordinary nature from the Secretariat which would now concentrate by and large on higher issues of policy. In the above context the strength of the Education Secretariat has been somewhat reduced while the Directorates have been suitably strengthened. The Education Secretariat would now mainly act as a supervisory and coordinating agency and as such maintain only those files which involve policy matters or involve the working of more than one Directorate, other cases being disposed of on the Single File system. Consequently almost all the files would be maintained and kept in record at the Directorate level and the Directors would be competent to issue orders on behalf of the Government after the Government approval has been accorded on the file. The major exception to the above said routine would be serious cases of complaint against gazetted officers which are likely to result in the infliction of severe punishment, e.g. removal or reduction in rank or stoppage of increments with cumulative effect including appeal cases arising out of such punishments.

2.2. The Single File system would operate even in respect of those matters which can be termed as important but falling short of State policy. In such cases the Directorate file should contain two copies of the last self-contained note, one of which could be retained in the Education Secretariat for future reference or follow-up etc.

2.3 The Single File system pre-supposes that the Officers would do the noting, particularly in important

cases, at their own level, and indeed, without such contribution at the Officer's level, the system just would not work. In other words, the normal secretariat practice of the basic noting being done by the dealing ministerial hands would have to be done away with as far as possible. To achieve this end, officers should freely utilise the services of their stenographers.

Directorates :

2.4. Under the Reorganised set-up, four Directorates have been set up instead of the old Directorate for Boys Education, Joint Director's office for Girls Education, Additional Secretary for Colleges. All these four Directorates are really inter-dependent and fully inter-linked. They can, by no means, be expected to function in isolation or in water-tight compartments, or as independent entities. To illustrate, the Director of Planning (and Colleges) would take care of planning programmes in respect of colleges as well as schools as also teachers' training Institutions. Similarly the Directorate of Teacher's Training and Curricula is intimately connected with school education whose interest it is meant to serve and promote. Again, the Directorate of Youth Welfare and Vocational Education cuts across the activities of young men and women both at the school stage and the college stage and even of some of those who are neither at school nor at college, in particular, the age-group 15-25. In the context of the above illustrated inter-dependence of the four Directorates, a day-to-day working understanding and a spirit of co-operation, rather, of oneness, is very vital to the effective working of the re-organised set-up. With that end in view, certain basic services, for example, receipt, despatch, typing, cyclostyling, library etc. would be common to the four Directorates. There would be a Co-ordination Branch directly under the Registrar, who would co-ordinate all cases which concern more than one Directorate. The Registrar, who would function under the supervisory control of the Education Commissioner, besides looking after the common basic services of the Directorate, would also act as the Drawing and Disbursing Officer as well as Reporting Officer for the ministerial staff posted in all the Directorates.

2.5. Since, under the Single File system, there would be frequent movement of files between the Secretariat and the Directorates, it should be necessary for the Registrar to earmark one of his assistants to act as circulating assistant, who would keep track of all in-going and out-going files. He should be readily available to help locate a particular file in transit, whenever required. All files moving between the Secretariat and the Directorates should be indexed and page marked. The Registrar should also personally check-up the relevant registers maintained by the circulating assistant to ensure effective working of the Single File system.

2.6. In the final analysis it may be said that the four Directorates are basically nothing more or nothing less than administrative devices for speedy implementation of the various educational programmes and activities but in essence they form one single whole and have, therefore, to work in close coordination and unison with one another. Like the Planning Branch, the Statistical Branch, Accounts and Budget Branch and Stores Purchase Branch, though placed under separate Directorates for administrative purposes, are meant to serve all the four Directorates.

2.7. The Education Commissioner and his team of four Directors who would between themselves form a Policy and Management Committee are expected to meet frequently to discuss and evolve policy programmes whether these relate to one Directorate or more and the team as a whole would act as Policy Advisory Committee to the Education Minister.

Maintenance of vital data

2.8. The chief role of the Directorate, as its very name indicates, should be to guide, advise and direct the field offices. In order to play its role effectively, the Directorate must be properly and scientifically equipped with certain basic data. Various returns have been prescribed by the Department which are filled in and submitted by subordinate offices, but proper use is not being made of the material which is thus collected at the headquarters. The result is that the headquarters is constantly, sometimes even vexatious-

ly, calling for information from the subordinate offices which has perhaps already been supplied by them. The need for setting up a properly staffed and equipped record unit in each of the Directorates, is, therefore, an obvious and urgent necessity. A Committee of selected officers, drawn from the headquarters as well as the field, could in the first instance, examine the existing returns and revise and add to them, where necessary, so that the requisite material is scientifically compiled in the field and properly tabulated and processed in the headquarters. Information thus collected could be tabulated at the headquarters and arranged both horizontally as well as vertically. For instance in respect of colleges separate files would be maintained in respect of each institution under various heads, e.g. staff, enrolment, examination results, buildings, library, hostel, etc. etc. which would give a self-contained picture of each institution conveniently and separately. This would meet the requirements of vertical record keeping. On the horizontal side information could be tabulated and arranged in such a way that, for instance, one file would contain information in respect of enrolment of all institutions in the State, another file for buildings and so on. Some mechanical devices and gadgets could also be pressed into service, to make the working of the record section efficient and effective. To illustrate, separate cabinets could be earmarked for separate institutions or likewise for separate subjects, each cabinet to be properly labelled so that no difficulty is experienced in locating a particular piece of information readily and easily.

2.9 On the basis of the information thus collected at the headquarters, suitable extracts should be prepared from time to time which would give the vital information almost at a glance. This would help in not only watching trends in certain specified matters but also suggest lines of future development and help in taking policy decisions.

2.10. An organisational chart of the reorganised Directorates showing placement of various officers and branches allotted to each of them is enclosed at Annexure-A.

CHAPTER III

DIRECTORATE OF COLLEGES AND PLANNING

3.1. This Directorate would act as a liaison between the Universities and the Government for the affairs of University and College Education, between the privately managed Colleges and the Government in respect of Higher Education in the private sector and act as the administrative machinery for the control of teaching and other staff posted in the Government Colleges. It shall also keep an eye on the overall developments in higher education and the structural changes that may have to be introduced in the wake of raising the higher secondary system to cover 12-year of schooling. In that case the P.U.C. and eventually the T.D.C. Part I classes would pass on from colleges to schools and a two-year Pass Course and a three-year Honours Degree Course would be instituted in our colleges.

3.2. This Directorate has been entrusted with two functions, namely, Planning and Works which are not confined to colleges alone. These would cover Schools and Training Institutions and Youth Welfare Programmes in as far as the Works Branch is concerned and all educational activities taken care of by the four Directorates in so far as Planning is concerned. Thus the Directorate of Planning would be in-charge of overall planning for all educational programmes. It would, of course, be fed by the various Directorates who would formulate their individual proposals and programmes for inclusion in the overall plan the processing, shaping and modulation of which would be the responsibility of the Directorate of Planning. In the exercise of that function, it would have to reconcile, even prune, the developmental needs and demands of the various Directorates. From the school side, the Planning Directorate would be fed by the branches working under the Deputy Director School Education

who would act as the Implementing Authority after the Plan schemes receive final Government approval. The progress made in implementation of the various plan schemes in the school pyramid would also be reported to the Directorate of Planning by the Deputy Director/Assistant Director School Education.

Statistics and Survey Cell

3.3. Maintenance of relevant educational statistics is very vital for chalking out any plans. Consequently a special Statistics and Survey Cell has been set up in this Directorate under the charge of an Assistant Director. This Branch would maintain and collect up-to-date statistics from the District Education Offices which have also been provided with a Statistical Assistant each. These Statistical Assistants would be properly trained to become specialists in the job and would not normally be transferable to other seats in the office. The District Education Offices would collect statistics direct from the heads of high schools in the District and Tehsil-wise statistics pertaining to primary and middle schools from the Tehsil Education Offices. The District Education Officers would then relay these statistics direct to the headquarters eliminating the channel of divisional offices. Statistics from Universities, Colleges and Higher Secondary Schools would be collected direct by the Statistical Unit of the Directorate.

3.4. This Branch is also required to conduct periodic educational surveys to help locate new schools and upgrade existing schools strictly on the basis of educational needs and requirements of the locality. This educational survey would be a sort of educational census listing up all villages/habitations especially those without any existing schooling facility, also showing the local population, the number of children of school going age (6+) as also the distance from the nearest school for purposes of setting up new schools. The educational survey would also list up the clusters of nearby habitations which could be grouped together to form a village/viable unit of population to justify the opening of a school on the strength of prospective

enrolment as also the walking distance upto the nearest school. The survey may also take note of habitations provided with schools which give no promise of flourishing and could therefore be profitably shifted elsewhere.

Works Branch :

3.5. Being conscious of the fact that buildings provided for educational institutions leave much to be desired both as to their adequacy and maintenance, a special Works Branch has been created under the Directorate of Planning which would be headed by a qualified Engineer from the Public Works Department, assisted by necessary ancillary staff. To supplement the inadequate funds placed at the disposal of the P. W. D. for the maintenance of Government School and College buildings, a Building Fund has also recently been instituted in Schools and Colleges. In course of time it is hoped that substantial funds would be available to most of the Institutions, especially the bigger ones, which could help them carry out essential repairs to existing buildings, particularly those raised with community help as also sizeable additions. Under this Fund the District and Tehsil Education Officers and the Directorate of Colleges would have "pools" which could be utilized for smaller institutions in urgent need of attention. Elaborate Rules have been framed for the utilization of the Building Fund by the Heads of Institutions, by the Tehsil Education Officers and District Education Officers and by the Directorate, in consultation with Advisory Committees. In short, proper accounts have to be kept along with maintenance of muster rolls and it would be the function of the Engineering Cell provided at the Directorate, to afford all necessary guidance and assistance in this respect to the various Officers who would undertake building activities with the help of the moneys collected under the Building Fund.

Accounts and Budget Officer :

3.6. This Officer would be concerned with the preparation of budget estimates for the Department as a

whole, including all the Directorates. He would also look after the supplementary budget through excesses and surrenders and Schedules of New Expenditure. Reconciliation of expenditure would also be his job. He will also deal with permanent advances for various sub-offices, declaration of drawing and disbursing officers and coordination of references received from the Finance Department.

3.7. As Accounts and Budget Officer he would look after appropriation accounts and audit reports and cases relating to the Estimates Committee and the Public Accounts Committee.

3.8. The Accounts and Budget Officer would also be responsible for the internal audit of the Department's accounts at various levels (institutions as well as offices) and would attend to audit objections/audit inspection notes.

3.9. All pension cases, T. A. bills from sub-offices, G.P. Fund cases referable to the Government and House Building advances of personnel working in sub-offices shall be routed through the Accounts and Budget Officer, put up to the Director concerned and processed for proper orders of the Government, if so necessary. Contingent grants to Schools, Colleges and Sub-Offices, installation of telephones in institutions and sub-offices and all policy matters relating to funds, advances and pensionary benefits would also fall within the sphere of work of the Accounts and Budget Officer.

CHAPTER IV

DIRECTORATE OF YOUTH WELFARE AND VOCATIONAL EDUCATION

4.1. This Directorate is concerned with activities that fall under "Youth Welfare" and cover all physical education programmes at schools and colleges including sports and games, tournaments, competitions as also cultural contests, symposia, youth rallies, youth clubs (including those for mountaineering, hiking etc.) and the maintenance of facilities for the above said activities, *viz.* youth hostels, stadia, gymnasias, pavilions, arenas and playgrounds.

4.2. This Directorate has been specially set up to devise ways and means for promoting all these various activities in the State so as to embrace not only the young students at schools and colleges but also the non-student youth (particularly in the age-group 15-25) and thus to attract them to participate in healthy physical and recreational activities and weaning them away from unhealthy, unsocial influences. Scouting, cubbing and Bulbul and Girl Guide activities as also Rovers crew would also fall under their care. This is a vital role for any organisation.

4.3. At the school level the N. F. C. teachers and P.T.I's would work under the administrative control of the Director of Youth Welfare who would enjoy in respect of this personnel all the administrative powers (including those of posting and transfers and punishment) as exercised by the Director School Education in respect of other teachers and masters. It is, however, to be kept in mind that N.F.C. teachers are normally not to be transferred outside the District and N.F.C. masters out of the Division. Efforts should be made to see to it that all educational institutions are provided with adequate playgrounds, for minor games at least if not for major games, and that sports are a regular daily feature of school and college life. Every

primary school should have Cubpack/Bulbuls and every secondary school should have a troop of Boy Scouts or Girl Guides. The N.F.C. teachers attached to the Tehsil Education Offices should go round the schools under the T. E. O's jurisdiction and assist the teachers in starting these packs and troops and in introducing selected physical education programmes some of which, like Volleyball, Basketball and Kho Kho, do not need any extensive playgrounds. It has already been decided that on the upgradation of a middle school to high standard, in future, provision of a P.T.I. is a "Must". As far as the present schools without P.T.I's are concerned, efforts should be made to introduce games and sports under the guidance of the P.T.I's attached to Tehsil Education offices and other teaching staff as best as possible.

4.4. The officers of this Directorate would periodically visit institutions to see that sports programmes do not go by default. The Director Youth Welfare would be authorised to make observations regarding the interest or lack of interest shown by the Heads of Institutions in physical education activities; such observations shall be placed on the personal record (A.C.R.) of the Head of the Institution concerned.

4.5. Conducting district-level tournaments followed by inter-district, viz, divisional and inter-division tournaments at State level should become a normal regular feature of our school education, for this is the surest way that talent can be spotted out and caught young and subsequently developed for national and international levels. Budding sportsmen have not only to be spotted out, they have to be trained up to the national and inter-national level and encouraged throughout their career, whether as students or otherwise. That is why a number of scholarships have been provided for budding sportsmen/sportswomen both at the school and college/university stage. Some other incentives are also being given to sportsmen and women, e. g. weightage in the matter of recruitment to various posts in the Education Department, reservation of seats in technical institutions etc. This Directorate is expected to watch the interests of the

sportsmen and women as indicated above. The award of scholarships should be subject to Rules and Regulations which should be framed by the Directorate.

Vocationalization of Education ;

4.6. Education should, as a measure of high priority, receive a vocational bias right from the primary classes and the training of hand should proceed side by side with the training of the head and the heart, otherwise we would be producing only a class of educated persons yearning for white collar jobs alone. Ultimately education is bound to be tuned to productivity but at the school stage we should be content if the student is shaken out of his lethargy and starts realising the dignity of labour. The State Government have decided to introduce Work Experience at schools through wood work, metal work, electronics, agriculture, horticulture etc. for which the basic needs of raw material can easily be met at not much cost to the Exchequer. This Work Experience is destined to find a place of honour in our school curriculum as soon as it is introduced, under a phased programme ; from the 6th class onwards in April, 1974. Work sheds would have to be put up and sets of tools and raw material provided to the selected schools and arrangements have to be made for a continuous regular supply of raw material that would be needed by the students to work upon. The Work Experience programme would need regular periodic supervision on the part of the officials of this Directorate to ensure that it gains a footing and flourishes and is not allowed to sag by lack of interest on the part of any teacher or otherwise. This Work Experience is bound in the long run to make the young learner "technology oriented", to give him a mechanical bent of mind, a taste for working with his hands and perhaps give him an inclination, rather an urge, to become a skilled worker, able to stand on his own in later life by setting up a small industry requiring dexterous skills. Perhaps like Japan, Kashmir with its salubrious climate and abundant resources can turn every house into a miniature factory producing various type of gadgets

small in bulk but great in value.

4.7. Besides ensuring the success of the Work Experience programme, it is for this Directorate to launch the vast experiment of vocationalization of education through conversion of selected secondary schools into vocational schools and modifying their instructional programme accordingly. The Directorate of Youth Welfare and Vocational Education has, indeed, been assigned a task of a pioneering nature which has the seeds within it of bringing about a silent revolution in the country's educational structure so as to make it more purposeful, more productive and more in tune with the needs of the times.

4.8. The Directorate of Youth Welfare has been provided, for the first time, field staff at the Divisional and District levels in order to help it implement its various programmes and policies for youth welfare. The Divisional and District Youth Welfare Officers would work in close co-ordination with the Joint Directors of Schools Education and District Education Officers respectively. The main duties and functions of the Divisional and District Youth Welfare Officers would be as detailed in Annexure-B.

CHAPTER V

DIRECTORATE OF TEACHERS TRAINING AND CURRICULA

5.1. All improvements, innovations and reforms in programmes relating to school education are to be conceived of and processed through this Directorate. The Directorate of School Education, through an effective supervision of schools, can keep the administrative machinery and the teaching personnel in good gear and proper shape to ensure the optimum utilization of the school plant according to the dictate "to make the most of what you have". That Directorate would, of course, strive to improve upon the physical facilities provided for the schools but the qualitative improvement is to be suggested and ensured by the Directorate of Teachers' Training and Curricula. This is because in the ultimate analysis, all reform and improvement in education has to come through the teacher who is to be adequately oriented from time to time to keep him abreast of the latest trends and techniques in education and replenish his equipment for the teacher's job. Undergoing a short-term pre-service training course is not a whole-life equipment for the teacher; it must be supplemented by periodic short in service training courses, seminars and workshops. Special short courses are required for acquainting the teacher with the latest reforms in the examination system including new evaluation techniques, objective tests, rating scales etc. Short orientation courses may also be needed to train up at least one or two teachers from every secondary institution in Guidance and Counselling, to enable them to act as career masters. Introduction of pupils' cumulative record cards is an effective way of watching each individual student's progress in studies and all round development during his life at school, but maintenance of a very elaborate card can become cumbersome especially for teachers of under-staffed schools. As a way out, a simple but effective cumulative record card should be devised,

introduced and tried out, initially at selected schools, especially those at district headquarters, and later on brought in use at all the schools with modifications and alterations as may be suggested by experience. Innovations in methodology of teaching various subjects will also come through the Directorate of Teacher's Training, whose main aim, of course, would be to ensure that no teacher in the employ of the State Education Department remains untrained, after 3 to 5 years. This is a massive programme of High Priority and has to be put through on something like a war footing.

5.2. In order to improve upon the short one year training given to Primary teachers through the B.E.C. Course, the State Government have thought it fit to give these trainees a prior practical inservice experience of actual teaching in the class-room for atleast a year. This period———a sort of apprenticeship———can be helpful in spotting out would-be teachers with proper inclination for the profession and weeding out those devoid of a proper bent of mind for the teacher's job. The aim is to recruit potentially good stuff as our teachers and giving them ample and adequate grounding is the job of this Directorate who are to take care of both pre-service as well as in-service training as a continuing process, as a regular pattern of the teacher's life. In some advanced countries the diploma for teaching awarded to a teacher is renewable every five years or so and obtaining a degree/diploma in teaching in the beginning of one's career is not his passport for the whole life. We must appreciate the motive behind such renewals and try to fall in line with this progressive thinking. The Directorate of Teacher's Training, besides liquidating the backlog of untrained teachers in the Department, through its Teachers Training Institutes, would run numerous short-term in-service training courses for teachers of various subjects and at various levels with special emphasis on the teaching of science, mathematics and languages. Teaching of Science and Mathematics, rather new

Science and new Mathematics, would call for special training courses for teachers of these subjects, at the elementary level, at the middle level and at the high school level followed by summer courses for the higher class teachers. This is, indeed, a gigantic programme for it embraces hundreds of schools and covers thousands of teachers and the State Institute of Education, working under the control of this Directorate, would have to strain every nerve to meet this mighty challenge.

5.3. Besides the State Institute of Education, the Teachers Training Institutes are also to be strengthened properly. Eventually all districts should have District Training Institutes staffed by professionally competent persons of the highest calibre available for the job. The State Government has already approved, in principle, the setting up of four such Institutes forthwith and the Directorate of Teachers Training has to take care of this vital programme.

5.4. Some other programmes to be looked after by this Directorate are revision of curricula by relating curricula to environment, participation in community service programmes and a slant on new Mathematics and new Science.

5.5. The consequent revision in textbooks thus called for is also the responsibility of the Directorate of Teachers Training and Curricula to be discharged with the help of the State Board of School Education.

5.6. This Directorate is also to ensure the timely printing and proper distribution of nationalised textbooks. Adequate supporting staff has been provided to the Director Teachers Training and Curricula for this purpose. So long as the Department does not have its own printing press, and the printing of books has to be arranged through private presses, within or outside the State, it would be the duty of this Directorate, to keep a vigilant eye on the technical aspects of the job so that the State's interests are properly safeguarded.

The Director Teachers Training and Curricula has been given the assistance of a Deputy Director who would co-ordinate the activities of the three Assistant Directors allotted to this Directorate for :—

- (i) preparation of manuscripts ;
- (ii) printing of books ; and
- (iii) distribution of books and publications ;
pectively.

5.7. The Deputy Director is the first lieutenant to the Director, meant to supervise the activities of all the Assistant Directors, with a view to ensuring a smooth interplay of the different limbs of this organisation, with minimum friction and maximum co-ordinated performance. In the performance of his duties, he has always to keep in mind that all policy matters would require the orders of the competent authority, the Government or the Director Teachers' Training and Curricula, as the case may be.

Assistant Director for preparation of manuscripts. :

5.8. (a) His functions are two-folds, *viz.*, laying down and revision of curricula through panels of educationists or Committees/Seminars/Workshops of teachers, may be in consultation with the School Education Board.

(b) Preparation of nationalized text-books, rather the manuscripts for these books, for which purpose it would be his duty to draw up panels of authors from time to time, to commission selected authors (with necessary approval) for writing the manuscripts for books on different subjects, in accordance with the prescribed curricula and getting these manuscripts evaluated and edited properly. For the smooth working of his branch, this Assistant Director would also operate and control finances required for these activities.

2. Assistant Director Printing :

5.9. The duties of the Assistant Director for printing are mainly technical and he is concerned with manufacture of the books and to look after all its technical aspects. He will keep an eye especially on the mechanics, niceties and economies of printing and allied jobs of stitching, binding etc. as also the requirements of necessary raw material including paper, card-board, cloth etc. as and when required. The funds provided for the branch shall be operated by him under the supervision and approval of the Director. He would be assisted by a Technical Assistant (with Diploma in Printing Technology).

3. Assistant Director for Distribution :

5.10. After the books have been got manufactured and are ready for sale, the functions of the Assistant Director for Distribution come into play and he is required to make all necessary arrangements for the proper distribution and sale (through approved dealers and agencies) of the books. The efficiency of his functioning requires that the books are made available at different places in sufficient quantity and in good time. He has to take special care of far flung and inaccessible areas e. g. Ladakh and Gurez.

CHAPTER VI

DIRECTORATE OF SCHOOL EDUCATION

6.1. The Directorate of School Education occupies the pivotal position vis-a-vis all programmes relating to school education. Its main function is personnel-management which in other words may be called the proper administration of all schools from the primary to the higher secondary level. This should include, in particular, looking after all personnel matters and taking care of staffing and other needs of such schools. The personnel matters should include, amongst others, apprenticeship, temporary appointments, regular appointment, transfers and promotions, punishment, pensioning off at the end of the career and the teachers' welfare in general. Every officer in this Directorate from the headquarters downwards is duty-bound to ensure adequate staffing of the institutions and the offices placed under his control as also the welfare of the staff placed under his charge. This in turn should mean that the subordinates do not suffer from avoidable delays in the disposal of cases which vitally affect their material welfare. "Justice delayed is justice denied", even a decision delayed is decision denied. Efficiency of administration demands that all monetary obligations due towards Government employees should be discharged as expeditiously as possible by the Drawing and Disbursing Officers concerned. Pay should be disbursed promptly and all arrear-claims settled without any avoidable delay and leave cases decided speedily. If a teacher wants withdrawal of an advance from his G. P. Fund account for an approved purpose, there should be no hurdle in his way, on account of petty technical objections etc. If a transfer T.A. is outstanding there is no justification to keep pending the finalization of the claim, which may preferably be rejected if not warranted by rules, instead of allowing the claim to lapse by sheer passage of time. The final test of this administrative efficiency should be the timely disposal of the pension case of a retiree. It has come to notice that

some efficient organisations present a retiring employee with the full amount of his gratuity and pension-payment order as a farewell gift on the very day of his superannuation. This example is worth emulation. Any delay in the finalization of a pension case betrays inefficiency on the part of the authorities concerned. The duties referred to above are incumbent upon all administrators in all Departments and are not peculiar to those in the Education Department alone, but this applies with greater force, to the Directorate of School Education, which, at the State Government level, is perhaps the biggest personnel Department.

Rationalization of Staff

6.2. An Office may have a fixed staff strength over a number of years but our schools are dynamic and as such their staff requirements may vary from session to session depending upon the increase or decrease in enrolment and occasionally by the introduction or deletion of a particular subject. Hence the need for rationalization of staff is a continuing process.

6.3. The Directorate of School Education besides acting as an efficient pay-master through its field officers is required to keep a vigilant and constant eye on the staffing position of all the institutions. For that purpose it should ensure that the field officers carry out an exercise at the beginning of the school session every year, collecting relevant particulars of staff, and section-wise, class-wise and subject-wise, enrolment in respect of each institution. On the basis of the needs of a school, its staff strength should be determined on a rational basis and not in accordance with the personal preferences and requirements of individuals. Surplus staff should be shifted alongwith their posts from one institution to another that may be suffering for want of adequate hands.

Planned Inspections :

6.4. The efficiency of instructional programmes is to be watched through enforcement of a regular programme of effective supervision according to the norms laid down, viz. 35 to 40 high/higher secondary schools and 50 to 60 primary/middle schools

per Inspecting Officer. The Directorate shall watch the ~~performance of every~~ field officer to see that supervision is not only effective but also well-timed and well-planned and not repetitive. For this purpose the sub-offices should be required to maintain statements indicating the date of the last visit in respect of each school and these should be checked up by supervisory officers. Also, ~~regular files of inspection reports by~~ every field officer should be maintained by himself and his next senior officer who would incorporate, in brief, points worth mentioning in his monthly report to be sent to the next higher officer.

Adjustment of surplus Stock :

6.5. In addition to the annual adjustment of staff indicating above the Directorate should also rationalize the equipment (including furniture and science apparatus) placed at the disposal of each institution, shifting surplus stocks from the affluent to the needy schools/sub-offices, whenever necessary.

Writing off of unserviceable stock :

6.6. At present a large number of schools are full of stocks of unserviceable furniture and other articles of equipment which have been lying there, in some cases, for decades past. The Government have recently given adequate powers to field officers of the Education Department to write off unserviceable articles. These powers should now be duly exercised to rid the schools of unwanted junk occupying accommodation which could be put to some better use instead. All furniture should be kept in a state of good repair and the best time for repairs as also annual stock taking should be the summer/winter vacation.

Adequate provision for T.A./Contingencies :

6.7. The Directorate should take steps to ensure adequate budget provision for contingencies for sub-offices and institutions which would permit them to make purchases and carry out necessary repairs from time to time. Similarly adequate funds for T.A. should also be placed at the disposal of the Inspecting Officers. Any stringency on this account can set at naught all planned programmes of supervision and inspection.

Inspection of Sub-Offices ;

6.8. In order to tone up the working efficiency of field offices and to render close assistance and guidance to field officers, it is necessary that there should be a regular, periodical inspection of offices at various levels. Such inspection would also give an opportunity to the inspecting officer to establish direct personal contact with his sub-ordinate officers and thus promote better understanding at various levels. Inspection of offices, like inspection of schools, must be properly planned and carried out if it has to serve any useful purpose. With this end in view it is suggested that the programme for periodical inspection at various levels may be on somewhat the following lines :—

(a) Provincial Offices :

6.9. The Director of Education will inspect both the Provincial offices at least once in a year. In this inspection, he will be assisted, where necessary, by the Registrar and the Accounts & Budget Officer posted at the Directorate. These inspections will cover all aspects of office organisation.

(b) District Offices ;

6.10. The Joint Director at the Provincial level will conduct an inspection of offices of all District Education Officers in the Province at least once in a year. In addition he will inspect, by way of super-check, at least twenty percent of the offices of Tehsil Education Officers in his area in a year.

(c) Below District Level :

6.11. The Education Officer of the District would inspect all Tehsil Education Offices in the District at least once in a year. He may be assisted in this work by one of his Deputy Education Officers.

6.12. For the guidance of the Inspecting Officers a Proforma for Office Inspection is enclosed at Annexure-C

Audio Visual Education :

6.13. Under the re-organised set-up this Directorate has been provided with one post of Audio Visual Education Officer (Films, School Broadcasts and Television), in consideration of the fact that A.V. aids are now recognised all over the world, as the most effective and impressive instrument of instruction and education. The main functions of the A.V. Education Officer would be :—

- (i) Introduction and popularization of Audio-Visual aids including films, film strips, radio and television in educational institutions in general and in our schools in particular.
- (ii) Development and production of A.V. aids in relation to school syllabi.
- (iii) Development of programmes involving use of School Broadcasts, Projectors, and utilisation of other A. V. aids.
- (iv) Conducting of training courses for the operation and maintenance of A.V. gadgets including film projectors.
- (v) Distribution of films, film strips and other teaching aids for use at educational institutions, the Unit serving as a circulating film Library.
- (vi) Training of teachers in writing scripts/model lessons for T.V. programmes and preparation of guide-notes and other relevant literature for radio and T.V. programmes.

6.14. So far only a nucleus staff has been assigned to this Unit which is bound to expand in the years to come and would have to be strengthened by the addition of a technical hand, an Assistant Librarian and an Artist. For the time being its first charge should be to set up a Central Film Library of educational films and to start the system of lending these films to the educational institutions in rotation, timing each film with the class-room teaching relating to the theme of the film. For this purpose, the pre-requisite, of course, is equipping our higher secondary/high schools with television sets and 16 mm film projectors and the middle schools with at least 35 mm film strip projectors, through Government grants or by drawing upon the pupils funds, in a phased programme. It may be possible for

the State to introduce a nominal A.V. Fund in schools, say, @ 5 Paise p.m. per student in middle classes and @ 10 Paise in high/higher secondary classes which would help finance the purchase of films, film strips, projectors and T.V. sets for our educational institutions.

6.15. School Broadcasting has come of age all over the country and the A.V. Officer should be alive to the need of maximum utilization of such programmes, to harness them in the service of education, school education in particular, through the co-operation of the extension services at Training Colleges and any other sources that can be tapped for this purpose. T. V has great potentialities as a mass media in general and as an educator of children in particular, and we should make the maximum use of this facility, now being provided especially to the Kashmir Valley. The A.V. Officer would, of course, be hard put to exercise his brain and talent for utilizing the T.V. Programmes as a hand-maid of education. It is not enough that he may be able to write up acceptable scripts and prepare model lessons himself. It would be for him to train up a team of teachers, excellent teachers and excellent script-writers, in liaison with programme personnel at the T. V. Station, educationists, Artists, Camera-men included.

6.16. In short, the A.V. Officer has to popularize the use of A.V. aids, to develop them and dovetail them into our class-room programmes, as a normal routine. He may also usefully cover youth welfare programmes in furtherance of sports and physical education activities.

Streamlining of Purchases :

6.17. The Education Department has to purchase articles of equipment, furniture and stationery etc. for its numerous institutions including primary and secondary schools and on account of inadequacy of funds and centralisation of purchases the schools generally suffer. The primary schools, for instance, have been getting the ridiculously low contingent grant of 50 Paise per mensem and they are ~~not regularly supplied even attendance registers and much-needed chalk-sticks for day-to-day instructional work.~~ The decision to raise the contingent grant for ~~the primary schools to~~

Rs. 5/ per mensem should help improve the situation. ~~The teacher should be allowed to purchase~~ attendance registers, chalk-sticks, glass tumblers and the like at his own level, even arrange for recaning of the chairs and painting of black-boards. On the above pattern, it has also been decided to raise the contingent grant to middle schools to Rs. 10/- per mensem so as to cover purchases of essential furniture items, some science material etc. at the level of the school itself. Of course, the standards should be specified and sources prescribed. In respect of three or four specified items, however, namely, science apparatus/chemicals, educational maps/charts and library books, school furniture and Tat, we ought to have some organisation at the State/Provincial level because the purchases during the course of the year are likely to be of the order or several lakhs of rupees. Moreover, standardization is called for to enable the institutions to have goods of satisfactory make, quality and specifications. It has been decided in this connection that a State Level Committee co-opting experienced science teachers, should draw up lists of science apparatus/chemicals etc. required for middle, high and higher secondary schools, listing the items in all possible details with specifications and quality, and every year, in the beginning of the session. This Committee should call for quotations for all these items from standard firms from within and outside the State. Competitive quotations so received should be scrutinized and rates approved for various items for the whole year. Purchases should then be made in bulk at the State/Provincial level for equipping the newly upgraded schools, goods to reach F.O.R. destination or nearest rail or road head. In the case of other high/higher secondary schools the Heads of Institutions could themselves place orders, in accordance with their requirements and within their financial grants, from the approved sources and at the approved rates. The Store Purchase Officer, at the Directorate, should act as Convenor of the State Level Committee. Rates for chemicals needed as replacement by the schools or otherwise could also be approved in the same manner, the sources of supply in this case being normally within the State. A State Level Committee should similarly be set up for the purchase of educational maps, charts and books etc. in which case approval

could be accorded after a proper review under specified procedures. Maps and charts could be scrutinized collectively by an adhoc Committee, may be with the help of co-opted specialists, while books for school libraries should be approved only after these have been reviewed by at least two or three educationists who should certify whether the book is suitable for the students of a particular stage and the material unobjectionable. The books so approved should also be free from inaccuracies, blemishes of language or religious or communal bias or anti-national tinge. The list of books so approved should be circulated to all the institutions, headmasters being free to purchase the books which they actually need, out of the funds at their disposal. The purchase of approved books should not be made obligatory, the approval being a recommendatory one. The heads of institutions may be given more and more initiative and freedom to make choice of good books for their school libraries. All reference books like Dictionaries published by firm of repute e.g. Webster, Oxford University Press, Bhartiya Vidya Bhavan, and Maps and Atlases by Philips, all Government of India publications, publications of National Book Trust of India, maps by Survey of India and publications by Universities or School Education Boards in the country would be deemed as automatically approved and allowed to be purchased by the institutions at their discretion.

6.18. The next important item of purchase is furniture specifications for which should be standardized, the number of items being restricted to as few as possible. Chairs, tables, black-boards, almirahs, benches and long tables may perhaps exhaust the list. Tenders for supply of all these items should be called for every year and rates approved at the State/ Provincial level. Several firms including Jails and Government Joinery Mills could be approved for the supply of furniture, care being taken not to put a single firm in a monopolistic position of supply. All disbursing officers should be authorised to purchase furniture from the approved firms at the approved rates, it being made incumbent upon them to personally check the supply so as to guarantee conformity to specifications and quality of wood used. As far as possible, the items of fur-

niture should be inspected before these are polished.

6.19. Another item in general use and usually purchased in bulk for schools is Tat. It would be appreciated that it is not very desirable to use Tat for seating our children on the floor. First, it is not very durable and hardly lasts for more than a single session ; secondly, it gets full of dirt and every time it is handled, the dirt and dust contribute to the growth of respiratory and optical diseases, trachoma etc. amongst the young children. *Tat* could be easily replaced by wooden *Patras*, low wooden boards of 18"×12" elevated only 3 or 4 inches from the ground and this has already been approved by the State Government. Because of the abundant supply of wood in the State, the cost of raw material would not be much. The workmanship being very simple, the cost of the product will be low and with introduction of "Work Experience" with Carpentry as a constituent part, *Patras* for most of the schools could be easily made by the students themselves. On top of this, this item of furniture is so handy to carry and store and it does not accumulate dirt and dust. As for durability, a *Patra* could last several years and should definitely prove better and more economical than *Tat* in the long run. Effective steps should, therefore, be taken to ensure progressive replacement of *Tat* by *Patras* in our schools.

Division of work between the Dy. Directors :

6.20. The Director of School Education has been provided the assistance of two Dy. Directors for looking after school administration and school education respectively. The Dy. Director, School Administration would take care of all personnel matters relating to teaching staff that need to be handled at the Directorate level including posting, transfers, complaints/inquiries, punishment, leave cases, efficiency bar cases, retirement, deputations etc. etc. He is also the final authority for normal annual transfers of Senior Masters. As far as the ministerial staff is concerned he shall be competent to make regular appointments and transfer of Senior Assistants, Junior Assistants and Stenographers in sub-offices, and to inflict major punishment on them. Periodical inspection of sub-offices, determining of staff requirements of schools and maintenance of seniority lists and service Rules shall also

be the responsibility of the Dy. Director, School Administration.

6.21. All educational and academic matters relating to schools should fall within the purview of the Deputy Director, School Education. His sphere of duties would include timings, vacations, upgrading/opening of schools, addition of subjects, accommodation for schools and also provision of facilities and amenities e.g. installation of sanitary fittings, hostls, teachers' homes etc. etc. Scholarships at the school level shall also form part of his duties, besides examinations, and all matters relating to improvement in the quality of Education e.g. introduction of Educational Experiments, selecting teachers for training or Refresher Courses, and general supervision of schools.

6.22. All cases meant for the Deputy Directors would, of course, be processed by their respective Assistant Directors.

CHAPTER VII

JOINT DIRECTOR OF SCHOOL EDUCATION (Set-up at the Provincial/Divisional level)

7.1. Under the reorganised set-up, two provincial level offices have been set up under Joint Directors of School Education who are expected virtually to perform the functions of Director of School Education for the provinces, leaving the Director to attend to matters of higher policy. The provincial level offices have been created in view of the fact that large scale administrative, financial and educational powers have been delegated to the Education Officers at the district level, even to the Tehsil Education Officers, and the working of these officers needs supervision, guidance and direction from a superior officer of calibre and administrative capability who is also within easy reach. Such guidance could not be conveniently expected from the remote State head-quarters. These officers have to look after both boys' and girls education. The Joint Directors have each been provided the assistance of an Assistant Director (of the opposite sex) so that the interests of both men and women staff and education of boys as well as girls could be adequately watched.

7.2 The chief functions of the Joint Director would be supervisory, co-ordinating and appellate as described below :

(a) **Supervision over the working of offices/schools at District and Tehsil levels :**

7.3. This would cover both the administrative and educational spheres requiring a regular, thorough inspection of field offices with a view to toning up their efficiency and sample inspection of selected schools of all categories to ensure that these are regularly supervised and afforded due guidance by the Field Officers. While inspecting girls schools the Joint Director, if he is a man, should normally take the assistance of a woman officer.

(b) Administrative Work ;

7.4. Under the new set-up, the teaching personnel have been classified into three categories viz. Teachers (of B. E. C. level generally meant for primary and lower middle classes), Masters (graduate teachers with post-graduate diploma/degree in teaching, generally meant for secondary classes) and Senior Masters viz. post-graduate teachers meant for higher secondary classes. These three categories of teachers would in future constitute district, divisional and state cadres, respectively. Vide SRO 327 dated 7-7-1973 (Finance Department Notification), the District Education Officers have been made the appointing authority in respect of teachers constituting a district cadre and the Joint Directors have been made competent to make regular appointments of Masters (in the divisional cadre) and to make appointments, on three month's basis, of Senior Masters as also Junior Assistants/Clerks (provided the posts are available). The power of making inter-district transfers of Masters (within the Division) and of district cadre teachers outside the District, where necessary, has also been delegated to the Joint Directors of Education.

7.5. In order to exercise effective control over offices and schools, the Joint Directors of Education, besides being competent to exercise all powers of punishment in respect of the categories of employees for whom they have been made the appointing authority, have also been made competent to issue orders of suspension in respect of Senior Masters as also Senior Assistant and Clerks. Allowing the Masters in the divisional cadre to cross the efficiency bar has also been entrusted to the Joint Directors of Education who can also transfer Junior and Senior Assistants, within the division, at the time of annual transfers. They would not, however, be ordinarily transferred outside the District. Various other powers under the Financial and Civil Service Rules have also been conferred upon them.

7.6. All these powers are to be exercised with due caution, with objectivity and in the best interests of educational administration.

(c) Appellate work :

7.7 The first appeal from the orders to be passed by the District Education Officer would lie with the Joint Director of School Education. This is intended to relieve the Directorate of a lot of routine work which now claims its time and attention un-necessarily.

(d) Coordinating Functions :

7.8 The Joint Director School Education would have to perform an important co-ordinating function in matters like opening and upgrading of schools, in service training courses, sports and games at the divisional level and execution of plan schemes and Government policies in the field, for which purpose he would serve as the link between the Districts and the Directorate, acting at once as the mouthpiece of the District Officers to the State headquarters and the watchdog of the State Government vis-a-vis the Districts.

Subject Specialists :

7.9. Previously educational officers were termed as Inspectors which term implied correction through fault-finding; the term "inspection" has now given way to "supervision" which is akin to seeing, watching and guiding, the emphasis shifting from fault-finding to active assistance and guidance in mutual consultation. The Joint Director is meant to be a guide in administration as well as in the academic field and to afford him the assistance of competent personnel with special qualifications in selected subjects, including sciences, certain posts of Subject Specialists have been provided at each Divisional head-quarters. They would not only assist the Joint Director in his sample supervision of selected schools but also tour independently, going round the various Districts, staying at a particular school for more than a day, to give guidance to the teachers in the subject, to the best of their capacity. Naturally, these subject specialists are expected to keep themselves abreast of the latest teaching techniques and developments in their areas of specialisation which they would attempt to pass on to the teachers in the subject, through personal contact as also through training courses which will be held at Divisional, District and even the Tehsil

headquarters .While acting as a part and parcel of the provincial organisation, they would normally move as a team and visit schools wherever possible in collaboration with the District Education Officers. Their primary job is to effect improvement in the teaching of their respective subjects. They can also be associated with the purchase of equipment for schools, especially for science apparatus.

Assistant Director Education

7.10. The Joint Directors of School Education have each been provided with an officer of the Assistant Director's rank who would belong to the sex other than that of the Joint Director, so that personnel and educational interests of both sexes can be properly watched and looked after by this team. Presuming that the Assistant Director is a woman, her main functions would be to assist the Joint Director in the discharge of his functions in the office as well as in the field especially for inspection of sub-offices headed by women officers and institutions meant only for girls. All establishment cases including those of postings, transfers, punishments and complaints and enquires relating to women personnel would invariably be routed through the Assistant Director and orders issued under her signatures after necessary approval has been accorded by the Joint Director. She would also be called upon to independently conduct enquiries into complaints against the conduct of women employees. There should be a harmonious understanding regarding establishment policies, between the Joint Director and the Assistant Director and the Assistant Director's advice, suggestions and proposals should normally be agreed to and approved by the Joint Director, the occasions for difference of opinion, for very sound reasons, being kept at the minimum. The Assistant Director would also dispose of routine cases and correspondence and sign letters on behalf of the Joint Director, after obtaining his orders where necessary. The Assistant Director may also attend meetings at the State/Divisional level on behalf of the Joint Director of Education. She would also look after the working of the office and the conduct of ministerial staff posted at the office whose Annual Confidential Reports would be written by her. In order to achieve all this, the Joint Director

should formally delegate some of his powers to the Assistant Director. This should enable the Assistant Director to dispose of certain types of cases on her own.

Entertainment of Visitors :

7.11. Our field offices are visited by a number of persons, mostly teachers, every day. They are our colleagues and we should make their visits worthwhile and send them back satisfied. They should be attended to with promptitude and sympathy. The officers should specifically earmark some of their office time, preferably from 2 to 3 in the afternoon as interview hours for visitors who should be attended to after they have signed their names and mentioned their purpose of visit in the Interview Register. The maintenance of such a Registrar would also help the officers to keep a note of the problems of the visitors which cannot be solved at the spur of the moment.

7.12. We should also provide decent seating accommodation for the visitors and an office-room should preferably be set apart for this purpose. If for some reason, this is not possible, at least a portion of a Verandah can be cornered off with screens, curtains or chinks where a few educational journals and magazines, a daily news paper or two, should be placed on the table for the visitors to browse through and while away their time while waiting.

7.13. The sub-offices may also purchase useful books on Education especially those brought out by NCERT/UNESCO from time to time and thus build up a miniature Educational Library in course of time.

CHAPTER VIII

DISTRICT EDUCATION OFFICER

(Set-up at District level)

8.1. The recent reorganisation of educational administration envisages the District as the strong working unit of educational administration and planning, responsible for efficient working of all types of schools ranging from the primary to the higher secondary level. As such, the District Officer is the kingpin of our administrative machinery. He is required to be a man of high academic qualifications, a seasoned educationist and an experienced administrator. Vide SRO 327 dated 7-7-1973 (Finance Department Notification), the District Education Officer has been made the competent authority for the regular appointment of teachers in the district cadre, in accordance with the recommendations of the Selection Committee/Board, as also competent to make appointments of Masters on three months' basis provided the posts are vacant. By virtue of his being the appointing authority in respect of teachers in the district cadre, he is also competent to inflict all punishments including those of dismissal, removal or reduction in rank, of course after observance of the procedure as warranted by Rules and Regulations. The District Education Officer has also been made competent to order normal annual transfers, in the beginning of the term, of all class IV servants, Teachers and Masters of schools in the District, including the inter-tehsil transfers of teachers. On grounds of misconduct or serious complaint, he can also issue orders of suspension, in respect of Masters in the District, teachers in the high schools and Junior Assistant/Clerks. He can also transfer Junior Assistants within the District. Large scale financial powers have also been delegated to the District Education Officer. It would thus be seen that the District Education Officer has been vested with vast powers and is called upon to control a huge establishment whose

number would run into hundreds, nay, into thousands. To discharge his duties effectively and well, he must have a flair for administration, a sound knowledge of the working of the Department, of Rules and Regulations pertaining to service matters and accounts and their mechanism. In the fast-expanding phase of education, he must have the capacity to press the existing facilities to the maximum use and to maintain the tempo of development in keeping with the people's urges and aspirations and consistent with the resources available.

8.2. The triple functions of a District Education Officer are administration, supervision and implementation of Government policies and development plans in the field.

(a) **Administration :**

8.3. Under "administration" he has to watch and regulate the manpower needs of all the Institutions and sub-offices placed under his charge and attend to the service matters of personnel of various categories under his control including their postings, transfers, promotions, pensioning and ~~inflicting of punishments~~ were necessary. ~~In order to put the available man-~~power at his disposal to the best use he should have an eye on the staffing requirements of all the schools in the District and for this purpose carry out an annual exercise at the beginning of the school session every year, with a view to rationalizing staff. This can be done by shifting surplus staff (along with posts) from schools affluent in this respect, to schools urgently in need of more staff. A simple but telling example of maldistribution of staff which came to notice was the posting of two science masters at a school where hardly one was required and posting of none at a neighbouring school where one was essentially required. The District Education Officers have been clothed with the power of adjustment of surplus staff of Teachers in the above context, *vide* Finance Department Order No. 400-F of 1973 dated 7-7-1973 and the same power in respect of Masters in the District has been delegated to the Joint Directors of Education. The District

Education Officer should carry out the adjustment of surplus teachers based on the class-wise, section-wise, subject-wise work-load of various teachers at a school, at his own level and make a move in respect of adjustment of masters to the Joint Director of Education every year. Here it would not be out of place to say by way of caution that the adjustments under reference are normally to be carried out annually and in the beginning of the session every year; these are not to be made throughout the year. Similarly under the new Delegation of Powers, transfer means annual transfer "in the beginning of the term (for which purpose a proforma of application for transfer containing all relevant particulars should be prescribed). Thereafter, *vide* SRO 327 dated 7-7-1973, it has been laid down that "mid-term transfers will be made by the authority next above the authority competent to sanction annual transfers". As such the authority competent to order annual transfers and annual adjustments in the beginning of the term is not competent to make transfer and adjustments in mid-term. Any violation of this regulation would be interpreted as abuse of power and taken serious notice of. The intention behind this regulation is that transfers and adjustments should not go on all the year round and all decisions in this respect are taken in the beginning of the academic session after which the staffing position should stabilize and teaching personnel settle down to serious work. It may be reiterated that mid-term transfers/adjustments are to be permitted only in special circumstances or on extreme compassionate grounds and the higher authority approving a mid-term transfer proposed by the lower authority would be liable to explain the approval accorded in each case.

(b) Supervision :

8.4. The District Education Officer would be in-charge of inspection of all higher secondary and high schools within the District, of course, with the help of his Deputy Education Officers out of whom the Woman Education Officer would, in particular, supervise the working of all girls high and higher secondary schools in the District. The normal work-

load of school inspection of a District Education Officer by himself would be 20 high/higher secondary schools whereas the norm of inspection for a Deputy Education Officer would be 35 to 40 high schools. The District Education Officer has been assigned lesser work-load so that he is able to devote sufficient time to supervise the working of his Deputy and Tehsil Education Officers. He would also inspect each Tehsil Education Office at least once a year according to the proforma of office inspection mentioned earlier in this Manual and he may be assisted in this by one of his Deputies. He would also have a snap inspection of a few middle and primary schools in each Tehsil in his District to ensure that inspection work by his Tehsil Education Officers/Additional Tehsil Education Officers is of the requisite standard and that schools are being provided due guidance in administration and academic matters. It would be necessary for the D.E.O. to so plan his own tour programme and that of his Deputies that at least one of them remains at the headquarters at any given time. In short, he is to ensure that standards are being maintained, departmental instructions observed and that each constituent of the district machinery under him functions smoothly and harmoniously.

8.5. As stated elsewhere, the district level officers are expected to supervise some 35 to 40 secondary schools and the tehsil level officers, some 50 to 60 middle/primary schools each. In either case the Inspecting officer is expected to pay one full-fledged inspection visit lasting one to three days, depending upon the size of a school, and one or more surprise visits to every school within his jurisdiction during the course of an academic year. In the course of this inspection the inspecting officer would in particular, carefully assess the work and performance of each and every teacher in the school including the Headmaster and provide professional guidance at the spot. To achieve this objective the District Education Officer should spend an average of 7 to 10 days/nights out in camp per month. while the Deputy Education Officers and the Tehsil Education Officers should have to spend some

12-15 days/nights out. In case of the high/higher secondary schools, more particularly the latter, the District Education Officers and Deputy Education Officers should enlist the assistance of Subject Specialists or Heads or Senior Masters of local or neighbouring Higher Secondary Schools, who could act as subject specialists, so that the inspection becomes thorough and purposeful. A proforma for inspection of Schools, which is illustrative in nature, has been drawn up and forms Annexure-D to this Manual. This should help the Inspecting Officers in focussing their attention on the more important aspects of school inspection. It would be the duty of each Inspecting Officer not only to record an Inspection Note after every inspection, but also to ensure ~~proper follow-up action on such notes.~~ It would be one of the primary responsibilities of the Joint Director at the provincial level and the District Education Officer ~~to see that inspection of schools at all levels is being carried out regularly and systematically and that the Inspecting Officers do take follow-up action on the notes recorded by them.~~ For this purpose, the District Education Officer would have to select for his own supervision besides all the higher secondary schools in the district, a few high schools falling in the jurisdiction of each of his Deputy Education Officers which incidentally would also serve as a guide and model to his subordinate Inspecting Officers.

(c) Development Plans and Policies ;

8.6. The District Education Officer would be answerable to the Department for all matters relating to instruction, educational administration and planning in the District at school level and he should enthusiastically interest himself in institutional planning as well as development plans pertaining to education in the district as a whole. It would not be out of place here to emphasize that the success of the re-organisation of the Department with its implications of vast delegation and decentralization of powers very much depends upon the calibre, imagination and capacity for leadership

justly expected of the District Education Officers who are the pivots of our educational administration.

Deputy Education Officer :

8.7. As indicated earlier, each District Education Officer would be assisted by one or more Deputy Education Officers who would share the work-load of inspection of High Schools. One of these deputies would invariably be a woman unless the District Education Officer belongs to that sex herself. It would be the primary responsibility of the Deputy Education Officers, to look after the High Schools in the District (including the so-called Lower High Schools) while both Middle and Primary schools would be looked after by the Tehsil Education Officer and Additional Tehsil Education Officers at the Tehsil level. Higher Secondary Schools for Girls being very limited in number, would be looked after by the District Education Officer (if she is a woman) or by the Deputy Education Officer (Woman) alongwith the District Education Officer/Subject Specialists.

8.8. In keeping with the socio-economic conditions and sentiments of the public at large, girls schools should continue to be inspected by women officers and boys schools by men officers. So long as co-education is not adopted as the State policy at the secondary stage of education and willingly accepted by the public, the present distinction for purposes of inspection between boys and girls schools, particularly at the post-primary stage, would have to continue. In course of time perhaps this distinction would no longer hold good and as in the rest of the country, inspecting officers should then be able to visit and inspect all schools lying in their jurisdiction.

8.9. The Deputy Education Officers would also share the office working with the District Education Officer. The Woman Deputy would, in particular, be in-charge of all establishment matters relating to woman staff and girls schools, the other offi-

cers would look after the various branches in the office.

8.10. The District Education Officer would normally himself be in charge of the Establishment Branch but in case this officer happens to be a man, then that part of the establishment work which relates to women staff and girls schools would be routed through the Woman Deputy Education Officer whose views should normally prevail. The Accounts Branch along with powers of drawing and disbursing officer in respect of office establishment, may be made over to one Deputy Education Officer and the General Branch to another. The District may be divided, for the purpose of supervision of schools, into zones comprising one or more Tehsils. Supervision of schools in these more or less compact zones should be entrusted to the Deputy Education Officers—the District Education Officer retaining to himself a lesser number of schools.

8.11. The Annual Confidential Rolls in respect of the ministerial staff working in the Branches placed under the charge of a Deputy Education Officer may be written by that officer.

8.12. The District Education Officer, while writing the ACRs in respect of heads of high schools would invariably consult the Deputy Education Officer under whose supervision the schools fall. In short, all office-working and all inspection-work should be shared and equitably distributed over the various officers, at the District level, who should all be made to feel that they are members of one team each occupying a position of responsibility in his own sphere.

**Special responsibility of Woman
Deputy Education Officer :**

8.13. In the reorganised set-up a special responsibility would rest on the shoulders of the Woman Deputy Education Officer at the District level (and the Woman Additional Tehsil Education Officer at the tehsil level) in matters relating to establishment etc.

particularly where the post of District Education Officer or Tehsil Education Officer is held by a man. This appears necessary in order to instil confidence in the women's cadre and in order to minimise chances of any possible abuse in an administrative set-up in which, for the first time, considerations of sex are being largely done away with. It is in this context that the Woman Deputy Education Officer or her counterpart at the tehsil level would be entrusted with a special responsibility in regard to women personnel working in the District. In practice, what this should mean is that cases relating to women, which fall within his purview, should be decided by the District Education Officer only in consultation with the Woman Deputy Education Officer. This would particularly apply to cases which involve punishment and transfer. Women teachers should also have the right of direct access to the Woman Deputy Education Officer/Additional Tehsil Education Officer.

Direct correspondence between the District Education Officer and the Directorate ;

8.14. The District, in the re-organised set-up, having been made the strong working unit of educational administration, it is necessary, in order to make the new experiment effective and successful, that the District Education Officer should be authorised, in quite a large number of cases, to correspond direct with the Directorate. This is also necessary so that the provincial link does not act as a bottleneck, a delaying factor and a hurdle with no counter balancing advantage. An illustrative list of items on which the District Education Officer should be competent to correspond direct with the Headquarters is given below :—

- (1) State Legislature/Parliament questions.
- (2) Establishment/other routine returns.
- (3) Statistics.
- (4) Pension cases of under-graduate teachers (direct with Accountant General also).

- (5) Regularisation of services of teachers.
- (6) Seminars and Refresher Courses.
- (7) Purchase of furniture/equipment.
- (8) Repairs to schools and other minor works.
- (9) Investigation of time-barred claims.
- (10) Red Cross, Scouting etc.
- (11) School functions.
- (12) Write-off of unserviceable articles.
- (13) Audit objections.
- (14) Advances and Loans.

8.15. The Joint Director at the provincial level, would, of course, be kept in the picture in all important matters by endorsing to him a copy of the communication in each such case. The Provincial officer would also be authorised to call for specific information from the District Education Officer in any particular matter falling within the scope of this list or outside it.

8.16. To reiterate, some of the important functions of the District Education Officer are listed here-below:

- (i) The District Education Officer shall carry out regular inspection of all schools placed directly under his charge and snap inspection of some other schools (primary, middle and high) and of all Tehsil Education Offices falling within his jurisdiction and shall be answerable to the Department for all matters relating to education in the District, at school level.
- (ii) He shall ensure that statistical data in respect of educational facilities in his District is accurately compiled and maintained in

his office.

- (iii) The District Education Officer shall regulate tour programmes of Deputy Education Officers, Tehsil Education Officers and other officers within his jurisdiction in such a manner that inspection work is done systematically by all members of his team and necessary follow-up action is invariably taken on the inspection notes.
- (iv) He shall act or nominate one of his Deputies to act as drawing and disbursing officer in respect of pay, T.A. and Contingencies for his office. He shall ensure that suitable steps are taken for the functioning of his office at a high pitch of efficiency and no arrears are allowed to accumulate on any account.
- (v) He shall see that the Character Rolls of Dy. Education Officers, Tehsil/Addl. Tehsil Education Officers, Headmasters, Headmistresses of various schools and his office staff are maintained and kept upto date. The Character Rolls and, where necessary, copies of the Annual Confidential Reports shall be kept under his personal custody so that none else has access to them.
- (vi) He shall maintain a list of periodical reports and returns to be submitted to the higher authorities and shall ensure that these are sent by the due dates. Similarly he shall see that the reports and returns from the offices subordinate to him are received regularly and well in time and he shall take suitable steps to deal with defaulters.
- (vii) He shall also be responsible for the regular and timely preparation of Budget estima-

tes, Excess and Surrenders lists, supplementary estimates and plan expenditure statements in respect of his office and the offices/institutions subordinate to him. Besides, he would be responsible for disposal of audit inspection reports, clearance of objection book items, obtaining utilisation certificates for grant-in-aid, implementing the assurances given in the Legislature, and attending promptly to cases involving loss of Government property, embezzlement, damages etc.

- (viii) He shall conduct physical verification of cash with the Cashier (Accounts Clerk) and store and stock articles in his office.

8.17. In the discharge of all these functions the District Education Officer shall, of course, enlist the active assistance of the Deputy Education Officers and the office establishment attached to him.

CHAPTER IX

TEHSIL EDUCATION OFFICER

(Set-up at the Tehsil level)

9.1. The Tehsil Education Office, under the re-organised set-up, has been modelled after the District Education Office, representing unified administrative control and supervision of both girls and boys middle and primary schools in the Tehsil. The head of the Tehsil level organisation could be either a man or a woman and the team would include a number of additional Tehsil Education Officers at least one of whom must be a woman. Between themselves this team would look after all Middle and Primary Schools including Maktabas and Pathshalas within the Tehsil, the purely girls schools being looked after by the woman officer(s). There need not, however, be any distinction for inspection purposes at the primary level, as far as possible.

9.2. The Tehsil Education Officer would act as the Drawing and Disbursing officer for all the schools in the Tehsil ; in respect of girls schools he would perform this job with the active assistance of the woman Additional Tehsil Education Officer. The Tehsil Education Officer would also act as the Drawing and Disbursing officer for his office and would be responsible for the maintenance of the office cash book and stocks and stores may be with the help of an Additional Tehsil Education Officer.

9.3. The Tehsil Education Officer would act as in-charge of the Establishment Branch but in case the officer is a man, the Establishment matters in respect of women staff and girls schools would be routed through the woman Additional Tehsil Education Officer. The other branches in the office, viz., Accounts and General may be entrusted to the other Additional Tehsil Education Officer(s). To ensure efficient working of the various branches, viz., Establishment, Accounts and General at the Tehsil Office, the ACRs in respect of the ministerial staff may be written by the Officer-in-charge, whether he is the Tehsil Education

Officer or an Additional Tehsil Education Officer. The head of the office would of course, be personally responsible for the upto-date maintenance of the service record, viz, service books and personal files in respect of the ministerial hands posted at the office as also the teaching personnel posted at the middle and primary schools in the Tehsil. To help him act as a watchful Drawing and Disbursing officer, the Tehsil Education Office should maintain an alphabetically arranged list of schools, alongwith the names of masters and teachers and other staff posted therein, showing the date of next increment due under each case. This would ensure that no arrears on account of increments accruing to any employee under the administrative control of the Tehsil Education Officer are allowed to accumulate, causing avoidable harassment and suspense to the personnel concerned.

9.4. The main functions of the Tehsil Education Officer, like his chief at the District level, are (A) Administration (B) Supervision and (C) Implementation of Government policies and plans. These may be amplified as follows :—

Administrative Powers :

9.5. The Tehsil Education Officer has been equipped with sufficient powers to regulate the man-power needs of the Institutions placed under his control and to harness the available teaching personnel to the best possible use. For this purpose, vide Government Order No: 400-F of 1973 dated 7-7-1973, the Tehsil Education Officer has been given the powers of "adjustment" of surplus posts of teachers in Primary/Middle Schools from one Institution to another as dictated by the needs of individual Institutions. For this purpose the Tehsil Education Officer should carry out an exercise at the beginning of the school session, every year, by listing up the various categories of posts in the primary schools and in middle schools also showing their workload and corresponding enrolment of students in various classes/sections to work out the surplus staff or the deficiency in the staff according to prescribed norms. The needs of various subjects should be calculated according to the periods prescribed in middle classes. Thereafter, in the beginning of the term the Tehsil Education Officer would be competent to "adjust" the surplus teachers from his over-staffed schools to his

needy schools. As for the shifting of surplus masters, alongwith the posts (which is what adjustment means), he should draw up a collective statement and submit the same to his District Education Officer who shall refer it to the Joint Director of Education who has been made competent to adjust the Masters, within the Division. In case a Tehsil Education Officer has got some surplus teachers in the Tehsil even after adjusting them at needy schools within the Tehsil, he should send up their list to his District Education Officer, so that the surplus teachers are adjusted by him in accordance with the needs of other schools within the district. This is an annual exercise and must be finished within one month of the commencement of the school session.

9.6. In addition to the adjustments referred to above, the Tehsil Education Officers have been authorised to make annual transfers, in the beginning of the term, of teachers of primary and middle schools within the Tehsil on request or on administrative grounds. In order to get all the relevant information from the teachers, applying for transfer, in the beginning of the academic year, a proforma of "application for transfer" should be prescribed and cases of all applicants, scrutinized properly to judge the genuineness or otherwise of their requests. Transfers should then be ordered judiciously, in the deserving cases and in very small number as far as possible. The transfer cases of women staff should be processed by the woman Additional Tehsil Education Officer or the head of the office if she is a woman herself.

9.7. Here it is especially emphasised that the power for transfer referred to above relates only to normal annual transfers in the beginning of the term and does not cover subsequent transfers in mid-term which will be approved by the authority next above the authority, competent to sanction the annual transfer. Normally a teacher should stay at his place of posting for at least three years after which he should be entitled to a normal transfer on request. The Tehsil Education Officers have been further authorised, vide SRO 327 dated 7-7-1973 (Finance Department Notification), to make appointments of teachers in their schools, on three months basis, provided the posts are vacant, Again,

vide SRO 327 dated 7-7-1973 by virtue of his being the Drawing and Disbursing Officer, the Tehsil Education Officer has been empowered to grant all kinds of leave (excepting leave outside India and study leave which is to be sanctioned by the Administrative Department) to all teachers and masters placed under his charge. The Tehsil Education Officers are also competent to make regular appointment of class IV servants in the schools under their control in accordance with the prescribed procedure. Further, to give the Tehsil Education Officers, effective administrative control, they have been made competent to issue orders of suspension in respect of teachers in primary and middle schools, within the Tehsil. Cases requiring suspension of Masters would, of course, have to be referred to the District Education Officer for his orders. Vide Government Order No. 400-F of 1973 dated 7-7-1973 the Tehsil Education Officer shall be competent to sanction rent up to Rs. 50/- P.M. in the case of buildings hired for accommodation of schools and the condition of obtaining a certificate from the P.W.D. is relaxed provided it is certified that the rent sanctioned does not exceed the prevalent market rent for comparable buildings. Vide SRO 381 dated 31-7-73 (Finance Department Notification) the Tehsil Education Officer shall also be competent to allow with-drawals upto 3 months pay from the G.P. Fund.

(b) Supervision :

9.8. The Tehsil Education Officer, through a regular and well-planned system of inspection, should see to it that the schools under his control maintain a reasonable standard of instruction and are afforded proper guidance in the administrative, academic and instructional fields from time to time. Each school should be thoroughly inspected, at least once in a year, besides one or more surprise visit lasting for about half a day in the case of a Primary School and a full day in the case of a Middle School. The norms of inspection prescribed per Inspecting Officer are 50 to 60 primary/middle schools. As such, the Tehsil Education Officer should divide all the schools within the Tehsil into different zones for supervision work, which may give an equitable work-load to all the officers comprising the team at the Tehsil level. Care should, of course, be taken that all purely girl's schools are entrusted to a

woman officer in addition to some boys schools, if necessary, to make up the quota of inspection work for the officer concerned.

(c) Plans and Policies—implementation of :

9.9 Like the District Education Officer at the District level, the Tehsil Education Officer must involve himself intimately in institutional planning and other development plans pertaining to education at the Tehsil level.

Elementary Education :

9.10. Elementary education is the base of all education, its very foundation, and maintenance of a proper standard of instruction at the higher levels is intimately connected with, rather dependent upon, the quality of instruction imparted at the primary/middle stage. In the above context, the teachers of the lowest classes have been entrusted with the most important job of teaching the young children, during their most impressionable years which gives them the opportunity to help develop their latent capacities to the fullest. The young children's mental, intellectual, moral as well as physical growth lies in the hands of the teachers of primary and middle schools. It is for the educational officers at the tehsil level to ensure good standards by properly guiding the elementary teachers, infusing in them a zeal and zest for the profession. The primary teacher should not have any feeling of inferiority because of the fact that he has to look after the lowest classes, for the lowest classes are in fact the most important classes from the point of view of educating the child. The tehsil level officers should so handle their colleagues in the teaching profession that they do not have any cause for grievance or a sense of feeling small about their job.

9.11. In order to ensure planned inspection, the Tehsil Offices should maintain officer-wise lists of schools showing the respective dates of last inspection/visit so that any school omitted from timely inspection can be

spotted out at a glance. This information may be tabulated in the following proforma:—

INSPECTION DATA

Serial No.	Name of the School	Date of Inspection						Visit
		1972-73		1973-74		1974-75		
1	2	I	V	I	V	I	V	4

Note:—

“I” stands for inspection and “V” for visit

9.12. The Tehsil Education Officer should keep these charts in view while chalking out his own monthly tour programme or approving the tour programme of any members of the Tehsil level team of Educational Officer. Timely inspection of out-of-the-way schools should not be sacrificed at the alter of personal convenience and comfort. Out of the T.E.O. and the Addl. T.E.O's at least one must always remain at the headquarters and the T.E.O. should keep this in view while framing his own tour programme or approving that of his colleagues.

9.13. The ACR's of the teachers of primary/middle schools and of ministerial hands posted in the branches placed in charge of an Additional Tehsil Education Officer may be written by the Officer concerned. The ACR's in respect of head masters of middle schools may be initiated by the Additional Tehsil Education Officer concerned and then written up by the Tehsil Education Officer. The views of the Education Officer-in-charge should be fully respected. The Tehsil Education Officer should treat the Additional Tehsil Education Officers

as almost equal colleagues and, as far as possible, accommodate their wishes especially in administrative matters including transfers and cases of serious complaints. A full understanding between the Tehsil Education Officer and his Addl. Tehsil Education Officers is a *sine qua non* for the smooth and harmonious working of the Tehsil level organisation and would make all the Officers concerned individually and collectively effective and responsible.

9.14. While inspecting a middle schools the Education Officer should in particular see to the maintenance of the premises, the ~~up-keep of the building (including proper use of the Building Fund)~~, the cleanliness of the classrooms, ~~regularity of teaching work through adherence to properly chalked out class-wise, subject-wise syllabus of studies, apportioning topics/chapters to be covered within every month, maintenance of composition charts for the various languages and science practical charts (for science subjects).~~ A good B.Sc. teacher having a workable laboratory at his disposal, if available in the school, can also plan performance of simple science practicals by students of middle classes alongside the teaching of theory part of the subject.

9.15. The Education Officers at the Tehsil level should make all possible efforts to minimise wastage and stagnation and try to ensure maximum retention in classes. Otherwise, Government funds spent on education go waste in a large way. National interests demand universalisation of enrolment in the ~~age-groups of 6-11 and 11-14.~~ Steps should, therefore, be taken with the help of the teachers, to go from door to door in the villages, and street to street in the cities and towns to carry out a survey listing up all children likely to approach the age of 6 so that their enrolment could be effected by all persuasive measures. This can best be done by contacting and approaching the parents and the village notables and impressing upon them the benefits which accrue from putting the child under education instead of leaving him to roam about or to tend the cattle. This universalisation of enrolment is a programme of the highest importance for the J&K State since it lags behind other States conspicuously in this respect.

9.16. To reiterate, the main functions of the Tehsil Education Officer would, in brief, be :—

- (i) To act as Drawing and Disbursing officer for his office, properly looking after cash, stocks and stores.
- (ii) To claim and disburse the pay in respect of schools and other personnel under his charge promptly, not allowing annual increments to fall in arrears or delay in T.A. bills.
- (iii) To supervise the working of primary and middle schools with the assistance of other Officers in a planned manner.
- (iv) To maintain educational statistical data efficiently and accurately.
- (v) To maintain service books of office and school staff upto date.
- (vi) To prepare timely budget estimates, send plan expenditure statements and process pension cases without delay.
- (vii) To maintain lists of and to ensure timely submission of periodic reports and returns to be sent up to the higher authorities.
- (viii) To arrange urgent minor repairs to school buildings (with the help of the Building Fund/Community).
- (ix) To further scouting/cubbing, girl-guiding, sports and games in schools.
- (x) To attend promptly to Assembly questions and audit objections.

CHAPTER X

THE HEADMASTER

10.1. The very nomenclature signifies that the two main functions of the officer heading an institution are to act as :-

- i) ~~the~~ head of the organisation, performing the financial duties of a drawing and disbursement officer and administrative duties of looking after and maintaining the school plant———all the physical facilities required for running the institution efficiently ; and

- ii) ~~to act~~ as the first master, a model teacher on the school staff, who would serve as beacon light to other members of the staff as far as performance of teaching duties is concerned. These duties, of course, transcend the routine teaching within the class-room and cover all co-curricular and extra-curricular activities which are the constituents of multifaceted education aiming at the all-round development of the child's personality, helping to develop his physical, intellectual, social, moral and aesthetic aspects so that he grows into a useful member of the society. ~~The best process of education is through provision of purposeful activities, educational environments and learning situations~~ which are conducive to the growth of the student's individuality enabling him to fit into the modern society with all its stresses and strains. These three functions of a headmaster, viz, financial, administrative and educational ~~require the officer to be~~ fully conversant with the extant financial and other rules and regulations and to possess a maturity of judgement which would help him discharge his ~~administrative~~ duties including those of handling and management of the personnel under his

charge with understanding and objectivity. His first duty is to see that his school is staffed properly and that the staff-members work in harmony and co-operation giving their best for the welfare of the children placed under their care.

10.2 In order to have a full contingent of staff in the school at all times, the heads of high and higher secondary schools as also training institutions have been clothed with the powers (vide SRO 327 dated 7-7-1973) to make appointments on three months' basis (provided the posts are vacant) of teachers in their schools. They have, besides, full control over the class IV servants in their school who can be appointed temporarily on three months' basis as also on regular basis, of course, in accordance with prescribed procedures. The heads of high and higher secondary schools have, vide SRO 381 dated 31-7-1973, been further authorised to allow withdrawals from G. P. Fund as per rules equal to three months' pay and to grant all kinds of leave excepting leave outside India and Study leave (which would be sanctioned by the Administrative Departments) in respect of all officials for whom they act as drawing and disbursing officers. In case of wilful disregard of duty or misconduct, embezzlement, defalcation etc. entailing some major punishment, the heads of high and higher secondary schools/training institutions have also been made competent, vide SRO referred to earlier to issue orders of suspension in respect of teachers working in their institutions. It is, however, hoped that the heads of institutions would have to resort to the exercise of this power of suspension on very rare occasions, if at all, because the teaching community, by and large, being an educated and intellectual class will not normally be guilty of such gross misconduct as to attract this administrative measure.

10.3 The headmaster should have a patriarchal outlook and the welfare of his colleagues should be dear to him. As their drawing and disbursing officer, he should be quite conscientious and particular in claiming the pay, T. A., annual increments and other dues, in time, not allowing any available delay in their encashment and disbursement "The well-pleased labourer is an

efficient worker" is a well known saying.

("Mazdoor-i-khushdil kunad kar-i-baish")

Maintenance of Service Record :

10.4 The service books, character rolls, leave account and personal files of all personnel should be kept upto date so that no teacher is made to suffer at any stage especially at the time of promotion/retirement for want of completion of the records under reference.

Utilisation of Funds :

10.5 The headmaster's duties as drawing and disbursing officer also require him to properly maintain the Cash Book and Stock Register and Acquittance Rolls. He is also to make necessary purchases out of the funds placed at his disposal from time to time and should so utilize the same as to bring in maximum returns for the benefit of the school as a whole and the students in particular. For the utilisation of pupils' funds at the institution, the headmasters should form different committees (especially for purchase of games material, library books and periodicals, maps and charts and educational apparatus) which should comprise at least 3 or 4 senior members of the staff. While indenting for or recommending the purchase of equipment, apparatus, maps, charts, books etc. they should have an eye on the relevant existing stock and go in for the purchase of only those articles which are actually required. The pupils' funds are to be held as a sacred trust, in the hands of the head of the institution and he is expected to act as an honest and efficient trustee. The students must get due benefits in return for the contribution they make towards any pupils funds.

10.6 It would be the headmaster's duty to keep all schools furniture and equipment in a tip top condition and, if necessary, to write-off the useless unserviceable junk for which vide Government Order No: 400-F of 1973 dated 7-7-1973, he has been given powers to accord sanction upto Rs. 500/-.

Maximum utilisation of the school plant :

10.7 More often than not, it is not the lack of facilities at an institution which is responsible for its poor working ; rather it is non-utilisation of the facilities to whatever extent they exist, which is responsible for inefficiency and low standards of instruction. Our first and foremost endeavour should be to make the most of what we have, of course always trying to improve upon the facilities that exist by the proper utilisation of available funds in the best interests of the institution. A science laboratory or a school library, even if not very well-equipped, can certainly be utilized to a fair extent, for the benefit of the students. Putting such educational equipment, apparatus, books, maps, charts etc. in cold storage is like keeping our money in a safe, instead of putting it in a Bank Account. Our stocks, whatever they are, should serve as productive capital. Educational apparatus is meant for daily use and not for an occasional exhibition or ornamental display. It has been observed that some schools do not subscribe to even a single periodical especially suited for the children and, instead, spend all their money on papers and publications meant for the exclusive use of teachers, for example, books for M. A. or M.Sc. in a subject not even taught at the school.

Co-curricular activities :

10.8 Extra-curricular and co-curricular activities like literary meetings, declamation contest, debates, dramatics, symposia, recitation contests etc. should become a regular feature of school life to help develop self-expression and build up confidence in our children. Similarly, whatever play-grounds are available to a school, should be put to the best use for games like Basket Ball, Volley Ball, Kho-Kho, Badminton and even indoor games like Table Tennis-funds permitting. Major games like Football, Cricket, Hockey etc. would, of course, require extensive play grounds. In short, every effort should be made to make our schools pulsate with life and the children bubble with energy.

Beautification of the Premises :

10.9. To cater to the aesthetic taste of students, the

premises should be beautified through land-scaping, planting of trees, growing of flowers and hedges and maintenance of lawns as far as possible. Similarly the class-rooms should look like real school rooms with properly displayed educative and teaching-aids, pictures, photographs, maps and charts and not like the dull, dry and drab rooms of a *Serai*. Lastly, the building as also the furniture must be kept in a state of proper repair and any glass-panes, hinges, bolts, clasps, planks, flooring etc. giving way and becoming unserviceable should be attended to immediately. The Headmaster would be well advised to purchase a set of ordinary carpentry tools so that immediate or emergency repairs requiring, say, the putting of a screw or a nail here and there could be effected without any delay. The Building Fund would prove handy for this purpose as also for any other repairs to the schools building. Some energetic students or members of the staff can also be of help in the proper up-keep of their instituton. For instance, if some students are taught how to recane the seat of a chair, their services could be utilised, for making the Chairs useable, the cane being purchased by the School and the students getting the caning charges. It might become an item of Work Experience in the coming years.

School Complex ;

10.10 It has earlier been mentioned that the head of the institution would act as a model for and set an example to the other ~~members of the staff by his teaching,~~ conduct and administration. Very soon he may be called upon to act as a guide to his neighbouring schools also which may be attached to his institution through the system of School Complexes. He would then provide to the constituent units—the middle and primary schools in his close vicinity——all the necessary educative leadership and guidance, throwing open his school facilities for the use of these schools as well.

10.11 A progressive headmaster should be keen to watch the individual progress of each and every student under schooling, at his institution for which purpose cumulative record cards should be introduced in due course. The proper stage for this would be after he has been able to ensure the optimum use of educa-

tional facilities of laboratory, library, reading room, clubs and associations and sports and games at his school which alone would guarantee the all-round development of the children, to be reflected in all its facets in the cumulative record cards.

10.12 Here it would not be out of place to emphasise the importance of the maintenance of science practical charts. These would mention the names of the practicals alongwith the date of the experiment, horizontally at the top and the names of the students written vertically at the left end of the page to ensure that each and every student has performed each and every practical. A composition chart for every language taught at the school, on similar lines, also evaluating the self-expression standard of the student in term of a, b, c and d, would ensure regularity of written work and also serve as an "ability-curve" of each student. If displayed in the class room it would urge the c & d level students to come to b & a standard. Devices like Roll of Honour, would also encourage the students to brighten up, to win honour and always to excel themselves in all fields.

10.13. Before closing this topic, it may be stated once again, that if the head of an institution depends more upon self-help and self-reliance and tries to make the maximum of the ~~physical and other facilities~~ made available to him rather than merely looking to superior authorities for help and assistance, he would do a much better job and also earn the gratitude of the students placed under his care and the community at large.

CHAPTER XI

COMPOSITION AND FUNCTIONING OF FIELD OFFICES

11.1. In the new set-up, the District and Tehsil level offices, where the bulk of work would be transacted, have been suitably strengthened while the provincial Joint Director's office, which mainly would have supervisory and co-ordinating functions, has been somewhat pruned. Each office should have three Branches, *viz*, Establishment, Accounts and General, the exception being the small offices of Addtl. Tehsil Education Officers located at Block Headquarters. The proposed distribution of work as between these three branches is indicated in Annexure-E.

11.2. The duties and responsibilities of the main functionaries in the field offices would be somewhat as follows:—

Office of the Joint Director Education :

Superintendent :

11.3. i) To supervise the general working and functioning of the office of the Joint Director Education and to act as incharge of Establishment and to advise the Joint Director Education in various matters and to assist him in supervision over and inspection of District Offices and below. Establishment cases relating to women will, however, be routed through Asstt. Director Education (Women).

(ii) To ensure quick and prompt disposal of business in the office through regular inspection of branches, at least one branch in a month and preparation of weekly arrear reports.

- (iii) To discharge all the functions which the supervisory head of an office is expected to perform *e.g.* proper maintenance of Service Books, Confidential Service Records, Leave Accounts including Casual Leave Accounts, Attendance Registers, Periodical Arrears Reports and the like, besides directly supervising the work of the personnel, not placed under the supervision of a Head Assistant or a Gazetted Officer.

Head Assistant :

11.4. The Head Assistant shall be incharge of his own Branch (Branches) and shall be responsible for the prompt and efficient disposal of work allotted to the Branches. He is expected to discharge the usual functions of supervisory Head of a Branch *e.g.* ensuring punctual attendance of staff, ensuring that they do not delay cases on their seats; checking up of seats periodically and to insist on the timely submission of weekly arrear reports. The Head Asstt. should distribute the work evenly among the various officials in his Branches and in the more important cases he should initiate the noting and drafting at his own level. In addition he should pay special attention to the following points :—

- (i) that a note book showing the D.O's and important date-bound immediate cases is maintained by him and such cases are attended to on priority basis, in accordance with the time schedule ;
- (ii) that the record of the Branch is maintained properly in almirahs and racks, duly arranged and indexed ;
- (iii) that the Assistants maintain their daily disposal register ;
- (iv) that all secret and confidential record is kept under lock and key ;

- (v) that there is no wastage of stationery and other articles, due to negligence of staff ;
- (vi) that the Assistants and dealing hands maintain pending file registers and put up cases with reminders on due dates ;
- (vii) that the work of Assistants/dealing hands is checked and scrutinised before it is passed on to officers, and guidance is afforded to the members of the Branch; and
- (viii) that the Branch diary and file registers are maintained properly and legibly.

Record Assistant ;

11.5. The Record Assistant shall be responsible to the Superintendent for the efficient working of the record section. He shall be responsible for the proper care of the record and ensure that :—

- (i) the cases are kept duly arranged year-wise, section-wise, head-wise, in bundles of convenient size;
- (ii) inventories of record kept in each almirah and rack are prepared so that it is possible to locate the files at the shortest possible notice;
- (iii) the requisitions for old files from the Branches are dealt with promptly and immediate and urgent requisitions are attended to on the same day. Record movement register for such files should be carefully kept ;
- (iv) the recorded files secured back from the Branches are duly restored to the proper bundles ;
- (v) the record in the Branch is kept under lock and key ;

- (vi) regular dusting and cleaning of record is ensured and steps are taken to destroy rats or insects threatening to destroy the record;
- (vii) the record received from the Branches is duly classified in accordance with Government instructions by the Branches concerned; and
- (viii) the old non-current record is destroyed/weeded out or otherwise disposed of under proper orders, according to Government instructions.

The Record Assistant shall also open the ordinary dak received from outside and pass it on to the Receipt Clerk. The dak received from the Directorate and that received under registered cover shall, however, be opened by the Superintendent.

Senior Assistant :

11.6. The main function of Senior Assistants shall be to do noting and drafting in the comparatively simple cases and to provide clerical assistance to the Branch Officers. All current record pertaining to respective seats shall remain under their charge. They shall see that all papers are put up by them promptly. Cases where the relevant file is engaged should be put up by them off the file, or, in case it is not possible, to deal with the case in the absence of previous papers, these should be put up to the Head of Branch and "pending" orders obtained. It will be objectionable on their part to keep papers with them on the pretext of non-availability of the relevant file, without having secured orders to keep the papers pending for more than three days. The noting on files, to be put up by them, should be clear, precise and to the point. Previous and important facts of the case, if any, should be brought out conspicuously. Upto date rules and regulations and precedents should be indicated and put up to enable the officers to pass correct orders. They shall be expected to examine

cases objectively and without any bias. They shall keep themselves free from outside influence and confidential and secret cases should be so treated by them. They shall maintain their disposal register/table diary, which shall, inter alia, indicate the number of fresh receipts received by them each day and the work done on a particular date. On every alternate Monday, they shall be expected to report to the Head of Branch, the extent of arrears with them and the reasons therefor. They should maintain note books showing important and date-bound cases received by them and they should keep track of the cases to ensure that these are disposed of according to the time schedule. They shall be responsible for the issue of regular reminders and for this purpose a pending-file register shall be maintained by them. Important cases and those of secret/confidential nature should be kept by them under lock and key. Fair copies of letters shall be duly compared and initialled by them before being submitted to officers for signatures. The Senior Assistants shall put their signature in full on the left hand side after concluding their note. The files should be duly paged both on the noting and correspondence side separately and the notes should be paragraphed and serially numbered. Coloured slips marked 'Immediate', 'Urgent', 'Assembly Business' and the like should be used while putting up important and date-bound cases so as to draw the prompt attention of officers.

Junior Assistant (Despatcher) :

11.7. There shall be one whole-time Despatcher in the office. The Despatch Clerk shall mainly be responsible for the despatch of dak meant for other offices and received from various Branches in the office. He shall put the date of despatch on the fair as well as office copy of the letter. He shall ensure that the enclosures, if any, are duly attached with the fair copy of the letter. Valuable documents like service record, deeds, original certificate etc. should be sent through registered post. Post Office receipts for such papers and parcels should be filed by him and destroyed only

after the audit has been conducted. All letters to the same addressee should be put in the same cover, unless the dak for the day has already been sent and some immediate and date-bound case is required to be despatched thereafter. Confidential and secret covers should be separately sent to the officer for whom they are intended. While sending immediate and urgent papers, indication to this effect should be given on the cover. Communications meant for local officers shall be sent to them through a peon after having entered the same in the local peon book and acknowledgement received for their delivery. The Despatcher shall ensure that all papers handed over for delivery to a peon have been properly delivered against receipt.

11.8. The Despatcher shall keep an account of the postage stamps used for the despatch of out-station communications. As far as possible, stamps of proper denominations shall be used in preference to a number of stamps of smaller value. He shall ensure that all dak received on a particular day is despatched on that very day.

Junior Assistant (Receipt Clerk/Diarist):

11.9. There shall be one Central Diarist/Receipt Clerk in a Joint Director's office. He shall mark the fresh receipt received on a particular day, to the various Branches in the office after the same has been stamped and entered in registers which shall be maintained separately for each Branch. A duplicate copy of the entries made in the register shall be prepared in carbon simultaneously and the fresh receipt along with the duplicate copy shall be passed on to the Branch concerned and signatures of the Branch Diarist obtained on the main register. Immediate/Urgent and date-bound cases shall be passed on to the Branches as soon as these are received. The Branch Diarist shall check carefully whether the enclosures, if any, have been received. The details of enclosures received shall be mentioned by him in the Diary Register. Any fresh receipt not owned by the Branches shall be brought

to the notice of the Superintendent for his decision. The allocation made by the latter shall be final. The Branch Diarist shall get the dak marked from the Superintendent/Head Asstt. as the case may be, and deliver the same to the dealing Assistants against receipt, on the duplicate copy of Central Diary Register received by him. Duplicate copies of the Diary Register shall be duly preserved by the Branch Diarist and got properly bound/stitched after some time, at intervals. He shall enter the Branch diary number in the table diaries (or disposal register) of the Assistants and dealing hands every day in serial order. The Branch Diarist shall further prepare every alternate Monday, a fortnightly list of cases in arrears with the Assistants/Dealing hands after checking their disposal registers and put these upto the Head of Branch after the position has been checked by the Assistant/Dealing hands. Since the Branch Diarist shall not be fully occupied, his spare time shall be properly utilised for despatch/type work. All the Branch Diarists shall work as Branch typists during their free hours and, whenever necessary, lend assistance to the main Despatcher for despatch of dak.

Stenographer :

11.10. The Stenographer is a sort of personal assistant to the Officer and shall help him in the disposal of office work, particularly by taking dictation on cases, inspection notes, and typing demi-official letters. He shall be normally required to accompany the officer on tour. He shall also keep record of important and immediate cases received by the Officer and follow-up their disposal in the Branches, as desired by the Officer, from time to time.

Typist :

11.11. The duties of the Typist shall involve the making out of fair copies of rough drafts, typing of copies of notes and enclosures etc. He shall put his initials and the date on which the letter has been typed by him, at the end of the letter. He shall maintain a

note book which shall, *inter-alia*, indicate the work done by him on a particular date, in terms of number of pages typed. The typist shall ensure that the letters typed are clean and accurate. All enclosures should be carefully indicated at the bottom of the letter.

Store, Stock and Stationery Clerk :

11.12. He shall be responsible for :—

- (i) Maintaining Store and Stock Register ;
- (ii) Arranging purchase or hire of stores and stock articles and stationery ;
- (iii) Getting the stores physically verified annually ;
- (iv) Looking to the proper care of type-writers, bicycles, furniture, safes, clocks and other stock articles and arranging repairs of the same ;
- (v) Getting unserviceable articles written off ; and
- (vi) Arranging supply of fuel and charcoal, heaters etc. in winter months and fans in summer.

Gestetner Operator ;

11.13. He will operate the Gestetner Machine and will attend to cyclostyle work of the office and in his spare time also help in despatch work.

Office of the District Education Officer

Superintendent :

11.14. He shall have full control over the entire office staff at the District office. His functions shall be similar to those of the Superintendent in the Joint Director's office, in respect of superintendence over the District Office. In addition, he shall be expected to dis-

charge the following duties :—

- (i) to inspect the various Branches in the office, once in six months, and suggest improvements in their working to the District Education Officer;
- (ii) to co-ordinate the activities of various Branches in the office;
- (iii) to act as incharge of Establishment Branch in the District office. The main establishment matters like appointments, postings, transfers, disciplinary action, confidential reports and the like shall be put up to him direct by the Head Asstt./Dealing Asstts ;
- (iv) to make his advice available in any matter of policy in which his views are sought by the District/Deputy Education Officer ;
- (v) to maintain a receipt register of D.O's, telegram and Assembly Questions and to ensure prompt disposal of these communications by the various Branches dealing with them ;
- (vi) to open the dak received from the Directorate and Joint Director's office ; and
- (vii) to check the service stamps record register at least once a moth.

Juniot Accountant

11.15. He shall supervise the work of Accounts Clerks and act as incharge of Accounts Branch. He shall be responsible to the District Education Officer with regard to all accounts matters.

Accounts Clerk (Cashier)

11.16. The Accounts Clerk (Cashier) shall be charged with the following duties:—

- (i) to receive moneys and credit these into

the Treasury on the same or the next working day ;

- (ii) to issue receipts for any amounts received and enter them in the Cash Book ;
- (iii) to receive bills from the Bill Clerk and see that these have been duly entered in the Bill Book ;
- (iv) to present bills to the Treasury for payment after obtaining authority of the Drawing Officer and Disbursing Officer ;
- (v) to collect bills and encash these from the Treasury/Bank ;
- (vi) to maintain Acquittance Rolls ;
- (vii) to disburse salaries and travelling allowance to the staff and obtain their signatures on the Acquittance Rolls. If the actual payee, for un-avoidable reasons, cannot present himself to receive payment, the payment may be made to a person authorised by the payee, on production of a stamped receipt from the actual payee, after obtaining orders of the Drawing and Disbursing Officer ;
- (viii) to maintain Cash Book on the prescribed form and to get it signed daily from the Drawing and Disbursing Officer and to strike out opening and closing balances therein ;
- (ix) to get the cash physically verified at the end of every month ;
- (x) to keep up-to date account of permanent advance ;
- (xi) to keep account of service stamps ; and

(xii) to get the Cash Book audited.

Statistical Assistant

11.17. The job of the Statistical Assistant is to prepare :—

- (i) Annual Educational Statistics ;
- (ii) Annual Provisional Statistics ;
- (iii) Annual Report on the Progress of Education ;
- (iv) Staff Statistics ; and
- (v) Any other periodical return prescribed by the Department from time to time.

11.18	Senior Assistant	} The duties of these official shall be more or less the same as mentioned for similar posts in Joint Direc- tor's office.
	Junior Assistant	
	Steno-Typist	
	Typist	
	Receipt/Despatch Clerk	
	Gestetner Opera- tor	

Tehsil Education Office

11.19. The functions of the ministerial officials posted at the Tehsil Education Offices shall, by and large, be similar to those of their counterparts posted in District Education Offices, with the difference that the Head Assistants at the Tehsil Education Offices will perform the functions assigned to the Superintendents at the District Education Offices.

CHAPTER—XII

INSTRUCTIONS REGARDING SUSPENSION, EFFICIENCY BAR AND PUNISHMENT.

Suspension

12.1. Under Rule 31 of the Jammu and Kashmir Civil Services (Classification, Control and Appeal) Rules, 1956, the appointing authority or any authority to which it is subordinate or any other authority empowered by the Government, in this behalf, may place a Government Servant under suspension where :—

- (a) an inquiry into his conduct is contemplated or is pending ; or
- (b) a complaint against him of any criminal offence is under investigation or trial ;
- (c) a Government servant who is detained in custody whether on a criminal charge or otherwise for a period longer than forty-eight hours shall be deemed to have been suspended by the appointing authority under this rule.

An order of suspension under sub-rule (1) may be revoked at any time by the authority making the order or by any authority to which it is subordinate.

12.2. Suspension which leaves a stigma on one's career, is a serious administrative step and should be taken with caution and only in cases where serious mis-conduct by way of gross indiscipline, wilful mistake, embezzlement or defalcation etc. is involved and is likely to entail imposition of some punishment as prescribed in Rule 30 of the said rules.

12.3. Suspension (when warranted) should be effected for the minimum necessary period and should be followed by a charge sheet, as soon as possible, for

any delay on this account causes undue harassment and anxiety to the official concerned. Preferably the charge sheet should accompany the order of suspension.

12.4. An order of suspension should also specify the quantum of subsistence allowance which the suspended employee is entitled to get, during the period of his suspension.

Crossing of efficiency bar

12.5. Stopping a Government servant at an efficiency bar also is not a punishment but smacks of it, if an official is held up at the efficiency bar on grounds of inefficiency or lack of integrity etc. Crossing of efficiency bar is to be distinguished from the earning of annual increment which is more or less a matter of course, subject to the satisfactory work and conduct of the official during the last year. If an annual increment is to be withheld, the ordering authority is required to justify why it should be withheld. Whereas in the case of crossing of efficiency bar which amounts to promotion to the next higher stage in pay scale it is for the official affected, to justify as to why he should be allowed to cross it. While proposing to stop an official at the efficiency bar the authority competent under the rules is, therefore, required to give good reasons in support of an order of stoppage and before passing final orders of stoppage.

12.6. In deciding efficiency bar cases, efficiency and integrity of the official should both be taken into account. Usually there is a single efficiency bar in almost all scales of pay as recently revised *vide* SRO 149 dated 7-4-1973 (in the case of officials working in the Education Department). The few exceptions where two efficiency bars have been prescribed pertain to higher gazetted officers whose cases would be decided at the level of the Administrative Department. The competent authority is to satisfy itself in each individual case that the official who is being allowed to cross the efficiency bar has proved himself (especially dur-

ing the last three years) competent to satisfactorily perform the normal functions of his office (the job assigned to him). An official who has consistently earned good/satisfactory annual reports may be allowed to cross the efficiency bar in the ordinary course. An official with a chequered career, with only about 50% good/satisfactory reports should not be permitted to cross the efficiency bar unless the competent authority is satisfied, on a careful study of the records, that he should merit promotion and gives promise of satisfactory discharge of the higher duties of the next grade of service. An official with a majority of poor ACR's may not be permitted to cross the efficiency bar. Stoppage at efficiency bar is merited by general bad work/inefficiency continued over several years and not for one or two casual lapses.

12.7. A Government servant should apply to the authority competent to sanction his efficiency bar six months in advance from the due date and the concerned authority shall process the case of the official so as to ensure that sanction to crossing of efficiency bar is issued on the due date. Where a Government servant is found to be ineligible to cross the efficiency bar, the competent authority shall issue necessary orders to that effect and review his case annually as indicated in Government Instruction No. 1 under Article 76 J&K CSRs. Where, however, owing to reasons beyond control of the competent authority, it may not be in a position to issue the sanction on the due date, it shall ensure that such orders are issued within three months of the due date of crossing of efficiency bar and if that may not be possible it shall report to the next higher authority (unless the sanctioning authority is the Administrative Department) the reasons for delay in the issue of the sanction and the next higher authority shall take a decision on the matter within another three months period and communicate it to the sanctioning authority for appropriate action. A decision regarding the crossing of efficiency bar or otherwise of a Government servant, should positively be issued within six months of the date on which it normally fell due.

12.8. In case the official is facing an enquiry or is subject to some other departmental proceeding the official's work/conduct upto the due date of efficiency bar may be assessed. If otherwise found fit he may be allowed to cross the efficiency bar. Of course a clear note can be given on the order (allowing the official to cross the efficiency bar) that permitting the official to cross efficiency bar from due date will not have any effect on the punishment which may be awarded to him for any misconduct after the date from which he is allowed to cross the bar.

12.9. If the period between 31st March and due date of efficiency bar is less than three months, a special report for this period may not be asked for, otherwise it should invariably be called for.

12.10. In the case of teaching staff, the results of the classes sent by a teacher for the Board/University examinations should also be taken into consideration. A teacher consistently showing good results with good ACR's may be allowed to cross the efficiency bar in the ordinary course. Another with less than 50% good results should not be permitted to cross the bar unless the competent authority is satisfied, on a careful study of the record, that he merits promotion and gives promise of satisfactory discharge of the heavier duties of the higher grade of service. A teacher with majority of poor results may not be permitted to cross the efficiency bar. Results for the last three years should be given special attention.

12.11. It has been observed that many Reporting Officers in the Education Department give no weightage to the results shown by a teacher during a specific year while recording ACR of the official for the period. This is not correct. Due and significant weightage must be given to the results shown by a teacher during the year for which the ACR is being written.

12.12. An official's ACR's/work/conduct during the period only in a specific grade should be assessed before he is allowed to cross the efficiency bar in that very grade.

Punishments

12.13. The Jammu and Kashmir Civil Services (Classification, Control and Appeal) Rules 1956, vide Rule No. 30 lay down that the following penalties, may, for good and sufficient reason and as hereinafter provided, be imposed upon members of a service, namely:—

- (i) Censure.
- (ii) Fine not exceeding one Month's pay.
- (iii) Withholding of increment and/or promotion.
- (iv) Reduction to a lower post and/or a lower time-scale and/or to lower stage in time-scale.
- (v) Recovery from pay of the whole or part of any pecuniary loss caused to Government by negligence or breach of orders.
- (vi) _____(Deleted).
- (vii) Removal from the service of the State which ordinarily disqualifies from future employment ;
- (viii) Dismissal from the service of the State. which ordinarily disqualifies from future employment.

12.14. It has further been explained that termination of employment :—

- (a) of a person appointed on probation during or at the end of the period of probation in accordance with the terms of the appointment and the rules governing the probationary service ; or
- (b) of a temporary Government servant appointed otherwise than under contract ; or
- (c) of a person engaged under contract, in accordance with Article 226(2) of the Jammu and Kashmir Civil Service Regulations, 1956; does not amount to removal or dismissal within the meaning of this rule or of Rule 33.

12.15. After the enforcement of the Jammu and Kashmir Government Servants' Prevention of Corruption (Commission) Act 1962, the provisions of the Jammu and Kashmir Civil Services (Classification,

Control and Appeal) Rules, 1956 have ceased to apply to the cases involving 'Corruption' as defined in the Act. The officers should ensure that no inquiry proceedings in the cases involving corruption as defined in the said Act are initiated by them under the said Rules. All such cases should be referred through the Administrative Department to the Secretary General Department (Vigilance) for action in accordance with the provisions of the Law. In this connection attention is invited to General Department (Vigilance) Circular No. GD(AC) 128/Adm/67 annexed hereto.

12.16. The powers to impose penalties specified in Rule 30 (quoted above) have been delegated in respect of the personnel working in the Education Department, to officers of the Department, at various levels, as mentioned in the foregoing Chapters and as contained in the Government SRO's and Notifications copies of which have been appended hereinafter.

12.17. Vide Rule 32(2)(iv) the Educational Officers' by virtue of their having been made appointing authorities in respect of certain specified categories of employees' have also been delegated the power to impose any of the penalties (except compulsory retirement) specified in Rule 30 on such personnel as they are competent to appoint.

12.18. By this delegation of powers, heavy responsibilities have devolved on the officers concerned and they have to be mentally very alert and meticulously correct in observing the technicalities of the procedure laid down in connection with the imposition of the penalties in Rule 33 which requires that no order (except in case of conviction by a Court) of dismissal, removal or reduction in rank shall be passed on a person :

Unless he has been informed in writing of the grounds on which it is proposed to take action and has been afforded an adequate opportunity of defending himself. The grounds on which it is proposed to take action shall be reduced in the form of a definite charge or charges which shall be communicated to the person charged, together with a statement of the allegation on which each charge is based and any other circumstance which is proposed to be taken into consideration

in passing orders on the case. He shall be required, within a reasonable time, to put in a written statement of his defence and to state whether he desires to be heard in person. If he so desires, or if the authority concerned so directs, an oral inquiry shall be held in respect of such of the allegations as are not admitted. At that inquiry such oral evidence will be heard as the inquiring officer considers necessary. The person charged shall be entitled to cross-examine the witnesses, to give evidence in person and to have such witnesses called as he may wish; provided that the officer conducting the inquiry may, for sufficient reasons to be recorded in writing, refuse to call a witness. The proceedings shall contain a sufficient record of the evidence and statement of the findings and the grounds thereof.

12.19. In order to help our Educational Officers observe the correct procedure, the following amplifications are hereby made which pertain to the guidelines outlined in Rule 33 quoted above :—

(I) The offending official shall be informed in writing (against proper receipt) of the grounds on which action is proposed to be taken; for this purpose the offending official shall be served a charge sheet along with the statement of allegations. A sample of the form in which charge sheet is to be served is given here below :—

No:—

Dated :—

Office Memorandum ;—

(i) Shri.....is hereby informed that it is proposed to hold an inquiry against him under Rule 33 of the Jammu and Kashmir Civil Services (Classification, Control and Appeal) Rules, 1956. The grounds on which the inquiry is proposed to be held are set out in the enclosed statement of charges (Annexure I). The allegations on which these charges are based are set out in Annexure II.

(ii) Shri.....is hereby required to submit to the undersigned written statement of his defence not later than.....and also ;

- (a) to state whether he desires to be heard in person ;
- (b) to furnish the names and addresses of the witnesses, whom he wishes to call in support of his defence ;
- (c) to furnish a list of documents, which he wishes to produce in support of his defence.

(iii) Shri.....is further informed that if for the purpose of preparing his defence he wishes to inspect and take extracts from any official records, he should furnish a list of such record to the undersigned not later than.....so that arrangements be made to provide facilities for the purpose. He should, however, note that if in the opinion of the undersigned any such record is not relevant for the purpose or it is against the public interest to allow him access thereto he will not be permitted to inspect or take extracts from the same.

(iv) Shri.....is further informed that if the written statement of his defence is not received on or before the date specified above, the inquiry is liable to be held exparte.

(v) The receipt of this Memorandum may be acknowledged.

Joint Director/DEO

(2) A reasonable time is to be afforded to the offending official to put in a written statement in his defence and for this purpose a minimum of 21 days is considered to be adequate. In very exceptional cases the period may be reduced to 15 days.

(3) The authority competent to inflict the punishment may appoint some other officer to act as the enquiry officer on his behalf, to record the evidence to be tendered for the prosecution and in defence, in respect of each charge, whether it stands proved or not. The enquiry officer would act as the eyes and ears of the punishing authority and his findings would be limited to determining how far if at all the charges stand substantiated. It would not be for him to suggest the quantum of punishment which discretion is the sole domain of the punishing authority.

(4) In case the offending Government servant does not admit any of the allegations, a regular inquiry would be held at which, on behalf of the prosecutions,

witnesses would be heard and their evidence recorded which will, in each case, be got signed from the witness and attested by the enquiry officer in the words "read over and admitted correct" at the end. The evidence tendered by each prosecution witness shall also be signed by the offending Government servant who would be allowed to cross examine the witnesses and the questions thus put by him would be recorded alongwith the replies made by the witnesses. This procedure shall continue throughout the enquiry.

(5) On behalf of the competent authority some Government official may be allowed to act as the prosecutor and to tender records.

(6) It shall be open to the offending Government employee to scrutinize the record thus tendered in evidence before the enquiry officer.

(7) The defence witnesses would be examined one by one in the same manner as the prosecution witnesses and they shall be subjected to cross-examination by the prosecutor on behalf of the Government and/or the enquiry officer himself if he so likes.....everything of course being recorded in writing.

(8) The officer conducting the enquiry may for sufficient reasons, to be recorded in writing, refuse to call a witness. The offending Government servant shall be entitled to receive a copy each of the evidence tendered by every prosecution witness as also the defence witnesses.

(9) After all the defence witnesses have been examined the offending Government servant may be called upon to tender his final defence statement and to state in writing that he "has nothing more to say in his defence" and after getting this certificate from him, it is for the enquiry officer to draw up his enquiry report as objectively as possible, with all conclusions drawn by him supported by reasons.

(10) Thereafter, the punishing authority may carefully weigh the report made by the enquiry officer, apply his mind thoroughly to the case and may arrive either at the conclusion that the offending Government official is not at fault and in that circumstance may close the case informing the official concerned accordingly.

(11) Or, the punishing authority may not agree

with the findings of the enquiry officer which may in his judgement be sketchy, biased, subjective or not quite reasoned and logical. In such circumstances, the punishing authority may appoint any other enquiry officer who would then conduct the enquiry again. If the punishing authority is convinced, as a result of the careful study of the enquiry report, that the offending official is at fault on one or more charges, he may be served a show cause notice in the manner suggested below indicating the quantum of punishment or the nature of punishment proposed to be inflicted and giving him a further opportunity to show cause against the action proposed to be taken. A sufficient time, about two weeks, is also to be given for putting up the final representation by the offending Government employee, also giving him a further opportunity to be heard in person. The show cause notice is to be signed by the punishing authority himself and not by any body else on his behalf.

To

Memo No.

Dated the

Subject :—Show cause Notice.

Reference your explanation dated.....
received on.....

The explanation given by you is not satisfactory, you have been held guilty of gross misconduct and it has, therefore, been provisionally decided that you should be reverted to your substantive post of.....
...../dismissed from Government Service/should be removed from service. Before taking the proposed action you are afforded an opportunity of showing cause against the action proposed to be taken. Any representation, which you desire to make in this connection will be duly considered.

You may, therefore, submit your representation, if any, within a period of 14 days from the receipt of this notice and may also intimate immediately as to whether you would like to be heard in person. No representation will be entertained after the stipulated period.

Joint Director/DEO

(12) It is once again emphasized that, whenever, there is to be an order of dismissal or removal or re-

duction in rank, such an order cannot be passed without giving reasonable opportunity to the person concerned who must be informed of the charges and evidence by which his fault was established. He is also to be allowed to cross-examine the witnesses and produce witnesses in defence, including himself for examination in his own defence/evidence if he so likes. Again he should be allowed to make representation against the proposed punishment. This stage is reached only when the punishing authority, after the completion of enquiry, reaches a tentative conclusion regarding the proposed punishment.

(13) At this stage, the same process of enquiry is not to be repeated and the Government Servant has no right to cross-examine the witnesses, if an enquiry at the earlier stage had already been made. It must be clearly understood that the "reasonable opportunity" contemplated by section 126 of the Constitution of Jammu and Kashmir has to be given at two stages, first at the stage of an enquiry and secondly, when the appointing authority has come to a tentative conclusion regarding the guilt and the proposed punishment and this statutory requirement can in no case be dispensed with. Apart from other relevant documents that have to be provided to the Government servant concerned, a copy of the report of the enquiry also, is to be furnished to him at the stage of the final show cause notice.

12.20. The formalities pointed out above have to be strictly followed and it shall be the responsibility of the punishing authority to see that there is no omission in this regard, otherwise the punishment inflicted on a defaulting Government servant is likely to be set aside on appeal by the appellate authority or by a court of law, on account of technical and procedural defects in complying with the procedure laid down for inflicting of punishments after regular enquiry etc. A few cases of omission of procedure are cited here below :—

- (i) The Registrar, Punjab University reported against a teacher who had cheated the University by forging signatures of some Headmaster on his application and appeared in the Intermediate examination. The explanation of the teacher was obtained through the Circle

Education Officer. The services of the teacher were terminated by giving him one month's notice. He filed a writ in the Punjab High Court which was allowed with costs. It was observed by the Court that the teacher was not allowed due opportunity to defend his case.

- (ii) Complaints were received against the behaviour, work and conduct of a certain Headmaster. A preliminary enquiry was conducted by an Officer of the Department on the basis of which a charge sheet was served on him. His reply to the charge sheet was received and examined. The punishing authority heard him in person and at the time of interview, the Headmaster stated that he did not want any further enquiry to be held against him. He was reverted to the post of a Master.

The Headmaster filed an appeal against the order of his reversion and it was held that though he himself had stated that no further enquiry need be held, yet it was incumbent on the punishing Authority to hold an enquiry. Considering that the Department did not give him reasonable opportunity to defend himself, he was restored to his original post of Headmaster.

- (iii) A complaint was received against a Headmaster in regard to bad state of affairs prevailing in his school. A preliminary enquiry was got conducted from an officer of the Department. The report was considered and it was decided to issue a Show Cause Notice, as to why his annual increment for two years may not be stopped with future effect. The reply was received and ultimately it was decided to revert the Headmaster as Master without assigning any reason because he was holding the post of Headmaster in an officiating capacity.

The orders were set aside on appeal, as reasonable opportunity, as envisaged under Article 311 of the Constitution of India was not offered to him. In the first instance, this official was given notice for the stoppage of his increment for two years and thereafter, without any cogent reasons and without undergoing the requisite formalities, he was reverted from the post of Headmaster to Master.

12.21. It would not be out of place, here, to further point out that a punishing authority is not competent to enhance the quantum of punishment proposed to be inflicted, as conveyed to an offending Government servant through the original charge-sheet served on him.

12.22. In cases which do not involve the punishment of dismissal, removal or reduction in rank the procedure outlined in rule 35 of the said Rules has to be adopted. It should suffice if the punishing authority serves a show-cause notice on the offending official, listing the charges against him and indicating the punishment proposed to be inflicted and after considering the explanation and evidence if any, that may be tendered, passes the order of punishment. No formal enquiry need be held in such cases unless the punishing authority considers it necessary in the interest of justice.

12.23. It is hoped the above guidelines would enable the officers to exercise their powers of inflicting punishment judiciously and correctly.

Enclosure to Chapter XII
(Reference Para 12.17)

CIRCULAR

It has been brought to the notice of the Government that certain Departments initiate inquiry proceedings Departmentally under the J&K Civil Services (Classification, Control and Appeal) Rules, 1956 against officials for their acts and omissions which otherwise fall within the definition of "Corruption" under the J&K Government Servants Prevention of Corruption (Commission) Act, 1962. Such proceedings are invalid in view of the fact that after the enforcement of the J&K Government Servants Prevention of Corruption (Commission) Act, 1962 the provisions of J&K Civil Services (Classification, Control and Appeal) Rules have ceased to apply to the cases involving "Corruption" as defined in the said Act.

All Secretaries to Government and the Heads of Departments and other disciplinary authorities are, therefore, requested kindly to ensure that no inquiry proceedings in the cases involving corruption as defined in the said Act are initiated by them under the Classification, Control and Appeal Rules, 1956. All such cases including those that may be pending at present should be referred through the Administrative Department to the Secretary General Department immediately for processing the same in accordance with the provisions of the Law.

(Sd.) H. R. SHARMA,
Secy. to Government,
General Department.

No: GD(AC)128/Adm/67

Dated:

CHAPTER XIII

DELEGATION OF POWERS

The Government have recently delegated substantial powers to the field officers of the Education Department empowering them to make temporary and regular appointments, suspend and punish offending officials, to transfer and adjust subordinate personnel, to allow them to cross the efficiency bar, to allow withdrawals from G. P. Fund etc. etc. For ready reference a copy each of the Government Orders/Notifications issued in this behalf is appended. Also enclosed is a copy of a Government Order delineating certain other functions at various levels.

NOTIFICATION

Dated 7th July, 1973.

SRO 326.—In exercise of the powers conferred by proviso to Section 124 of the Constitution of Jammu and Kashmir, the Governor is pleased to direct that in the General Provident Fund Rules contained at Appendix XVI-A of Kashmir Service Regulations Volume II (1956 Edition) the following amendments shall be made namely:—

1. In sub-clause (a) of Note 6(1) below Rule 9(2) the designations "Director of Education" or the "Education Advisor / Deputy Director / Deputy Directresses" shall be substituted by the designations "Directors of Education, and Joint Directors School Education" respectively.
2. In sub-clause (d) of Note 6(ii) below Rule 9(2) the words Deputy Director/Deputy Directresses and District Inspectors shall be substituted by the words "Joint Director Education" and "District Education Officers" respectively.

By order of the Governor.

(Sd.) J. N. KAUL,
Secy. to Government,
Finance Department.

Notification

Dated Srinagar the 7th July, 1973.

SRO 327:—In exercise of the powers conferred by proviso to Section 124 of the Constitution of Jammu and Kashmir, the Governor is pleased to direct that the following amendments shall be made in the Jammu and Kashmir Civil Service Regulations (3rd Reprint Edition 1971) namely:—

In the said Regulations;
The following shall be inserted as Schedule I—D:—

Schedule I—D

Delegation of special administrative powers to the officers of the Education Department (School Wing).

NOTE:—Delegation of powers for items listed in this schedule, if any, contained in Schedules I—B and I—C in respect of the officers of School Education shall be deemed to have been superseded.

S No.	Ref. to Art. in J&K CSR.	Nature of powers	To whom delegated.	Extent
1	2	3	4	5
1.	53	To make appointment on 3 months basis provided posts are vacant.	i. Heads of High/Higher Secondary School/Training Institutions. ii. Tehsil Education Officers. iii. District Education Officers. iv. Joint Directors of Education.	Class IV servants & Teachers in their schools. Class IV servants and teachers in the Primary and Middle Schools. Masters. Senior Master, Junior Assistants/ Clerks.
2.	53	To make temporary appointments for six months.	Administrative Department.	For six months in the case of Heads of High Higher Secondary Schools/ Teachers In Training institutes.

1	2	3	4	5
3.	35	To make regular appointments in accordance with the recommendations of the Selection Committee/ Board or the Public Service Commission as the case may be.	i/ Heads of High / Higher Secondary Schools/Training Institutions and T.E.O's ii/ District Education Officers. iii. Joint Directors iv. Director School Education. Deputy Director (Administration) (By delegation from Director School Education.)	Class IV servants in the Schools. Teachers in the District Cadre. Masters (Provincial Cadre). Senior Masters State Cadre/Head Assistants & Superintendents in Sub-Offices. Senior Assistant/Clerks, Junior Assistants/Clerks and Stenographers in the Sub-offices
<p>NOTE: The Authority competent to appoint shall be competent to confirm subject to the availability of permanent posts and without prejudice to the seniority of others.</p>				
4.	339	To make normal annual transfers in the beginning of the term.	i. Tehsil Education Officers. ii. District Education Officers.	Teachers of Primary and Middle Schools in the Tehsils. Class IV servants, Teachers/ Masters of Schools, Teachers Training Institutions in the District including inter-Tehsil transfers of teachers

1	2	3	4	5
			iii. Joint Director of Education.	Inter-district transfers of Masters in the Province (Division) and of district cadre Teachers outside the district on losing seniority
			iv. Deputy Director (Administration) (By delegation from Director School Education)	Senior Masters.
			v. Director School Education.	Heads of High Schools Higher Secondary Schools.
			vi. Director Teacher's Trainings and Curricula.	Heads of Teachers Training Institutes.

NOTE 1:—Transfer of Teachers/Masters/Senior Masters, working in Higher Secondary Schools/Teachers Training Institutions shall be effected in consultation with their respective Heads/Director Teachers Training, respectively, and those of NFC teachers by provincial supervisors, Youth Welfare and Vocational Education.

NOTE 2:—Mid-term transfers of all non-Gazetted teaching personnel will be made by the authorities next above the authority competent to sanction annual transfers.

- | | | | | |
|----|--------|--|--|---|
| 5. | 112-b) | To grant all kinds of leave excepting leave outside India and Study Leave which should be sanctioned by the Adm. Department. | Concerned drawing and disbursing Officers/ Heads of High/Higher Secondary Schools/ Teachers Training Institutions. | |
| 6. | 108 | To issue orders of suspension. | i. Heads of High/ Higher Secondary Schools/Training Institutions. | Teachers in the Higher Secondary Schools/ Teachers Training Institutes. |

1	2	3	4	5
			ii. Tehsil Education Officer.	Teachers in Primary and Middle Schools in the Tehsils.
			iii. District Education Officers.	Masters in the District and teachers in the High Schools, and Junior Assistants/Clerks.
			iv. Joint Director of Educations.	Senior Masters and Senior Assistants/Clerks
			v. Director Education.	Heads of High/Higher Secondary Schools/ Tehsil Education. Officers/ Additional Tehsil Education Officers/ Deputy Education Officers, Head Assistants and Superintendents in the Sub-Office.
7.	76	To sanction crossing of Efficiency Bar.	i. District Education Officers.	Teachers in the Distt. Cadre.
			ii. Joint Director of Education.	Masters in the Divisional Cadre.
			iii. Director School Education.	Senior Masters.

1	2	3	4	5
			iv. Administrative Department.	Heads of High/Higher Secondary Schools and Teachers Training Institutes/Deputy Education Officers, Tehsil Education Officers and Addl. Tehsil Education Officers.
8.	53	Deputation of personnel to short Seminars/Work Shops/Conferences within the State.	i. District Education Officers.	Teachers.
			ii Joint Director of Education.	Masters.
			iii. Deputy Director Administration (By delegation from Director School Education)	Senior Masters.
			iv. Director School Education.	Heads of High/Higher Secondary Schools Addl. Tehsil Education Officers/ Deputy Education Officers/ District Education Officers.
	53	Deputation of personnel for training course outside the State.	i. Director School Education.	All personnel upto six months.
			ii. Administrative Department.	All personnel beyond six months.

1	2	3	4	5
10.	368	Permission to travel beyond jurisdiction, but within the State.	<ul style="list-style-type: none"> <li data-bbox="594 229 841 283">i. District Education Officer. <li data-bbox="594 365 841 420">ii. Joint Director of Education. <li data-bbox="594 465 841 602">iii. Deputy Director Administration (By delegation from Director School Education) <li data-bbox="594 657 841 711">iv. Director School Education. <li data-bbox="594 902 841 957">v. Administrative Department. 	<ul style="list-style-type: none"> <li data-bbox="863 229 1031 311">Teachers in the District Cadre. <li data-bbox="863 365 964 389">Masters. <li data-bbox="863 465 981 520">Senior Masters. <li data-bbox="863 657 1031 866">Heads of High Schools/ Addl. Tehsil Education Officers/ Deputy Education Officers <li data-bbox="863 902 1031 1030">Above Heads of High Schools etc. as against sub-item (iv).
11.	339	To Transfer Ministerial Staff	<ul style="list-style-type: none"> <li data-bbox="594 1084 841 1139">i. District Education Officer. <li data-bbox="594 1193 841 1248">ii. Joint Director Education. <li data-bbox="594 1357 841 1430">iii. Deputy Director School Administration <li data-bbox="594 1485 841 1539">iv. Director School Education. 	<ul style="list-style-type: none"> <li data-bbox="863 1084 1031 1166">Junior Assistants within the district. <li data-bbox="863 1193 1031 1321">Junior and Senior Assistants/Clerks within the Division. <li data-bbox="863 1357 1031 1457">Junior and Senior Asstts/ Clerks within State. <li data-bbox="863 1485 1031 1617">Head Assistants/ Superintendents in the Sub-Offices.

NOTE:—The inter-transfers of ministerial staff in Teachers Training Institutes would be made by Director Teachers Training and in Youth Welfare Wing by the Director Youth Welfare and Vocational Education. But the Senior/Junior Assistant/Clerks etc. would not be ordinarily transferred outside the district.

by Order of the Governor.

(Sd.) (J. N. KOUL)
Secretary to Government,
Finance Department

Subject:— Delegation of financial powers to the Officers of Education Department.

Reference:— Decision of the Implementation Committee.

Government Order No. 400-F of 1973

Dated 7-7-1973

In Chapter 5.10 of Kashmir Book of Financial Powers the following amendments shall be made :—

(i) Note 2 below Serial 1 shall be recast as under:—

Note 2. "In the case of buildings hired for accommodation of schools the officers of the Education Department shall be competent to sanction rent as under :—

- (1) Tehsil Education Officers Rs. 50/- P.M.
- (2) District Education Officers Rs. 100/- P.M.
- (3) Joint Directors of Education Rs. 150/-P.M.
- (4) Director of School Education Rs. 250/-P.M.

The restriction of obtaining a certificate from the Public Works Department is relaxed upto Rs. 100/- per month provided the rent sanctioned does not exceed prevalent market rent for comparable buildings.

2. In chapter 5.16 the following shall be inserted as serial 10-A :—

S. No.	Nature of powers	To whom delegated	Extent
10-A	Adjustment of surplus posts from one institution to another in the Education Department.	i) Tehsil Education Officers. ii) District Education Officers. iii) Joints Directors of Education. iv) Deputy Director School Administration (By delegation from Director School Education).	Posts of teachers in Primary/Middle Schools Posts of teachers in the District. Masters in the Division. Senior Masters.

3. *In Chapter 5.2 sub-item (iv) against serial 1 in Cols. 3 & 4 shall be deleted and the following shall be inserted as a note below serial No. 1 :—

Note :—The Head Masters of High/Higher Secondary Schools and Tehsil Education Officers shall be competent to sanction upto Rs. 500/- in a year.

By order of the Government of Jammu and Kashmir.

(Sd.) J. N. KAUL,
Secretary to Government,
Finance Department.

*Note :—For minimum life prescribed for various stock articles, please see Annexure-F.

Delegation of Powers/Delineation of Functions (School Side) on certain matters.

S. No.	Function	Competent authority						
		Head of High/ Hr. Sec. Schools/train- ing Institute.	Tehsil Education Officer.	District Education Officer.	Joint Director of Education.	Dy. Director School Adm. (by delega- tion from Director School Education).	Director School Education	Government
		1	2	3	4	5	6	7
(i)	Advertisement of posts for recruitment of personnel of school cadre through Recruitment Board/P.S.C	..	..	..	Teachers	Masters	Senior Masters	Head of High schools and above.
(ii)	Court cases.	..	Cases concerned	Teachers	Masters	Senior Masters	Heads of Schools	Officers above.
(iii)	Audit objections	..	Drawing and Disbursing officers concerned.					
(iv)	Change in date of birth, name and parentage of students currently studying in Schools (Subject to existing laws in the State in this behalf).	..	..	To be decided by the District Education Officer.				

(Sd.).....
ADDL. EDUCATION COMMISSIONER
 Dated.—18-8-1973

NOTIFICATION

Dated Srinagar the 31st July, 1973.

SRO 381.—In exercise of the powers conferred by proviso to Section 124 of the Constitution of Jammu and Kashmir, the Governor is pleased to direct that in the General Provident Fund Rules contained at Appendix XVI-A of Kashmir Service Regulations Volume II (1956 Edition) the following amendments shall be made namely :—

(i) In Sub-Clause (a) of Note 6(1) below Rule 9(2) the words "District Education Officers" shall be inserted in between the words "Joint Directors" and "School Education" respectively appearing at the end.

(ii) In sub-clause (d) of Note 6(ii) below Rule 9(2), the following shall be inserted as sub items 5 and 6.

- (5) Tehsil Education Officers.
- (6) Head Masters High Schools.

By order of the Governor.

(Sd.) J. N. KAUL,
Secy. to Government,
Finance Department.

Subject — Authentication of Govt. orders issued by the Education Department.

Government Order No: 2242-GD of 1973
Dated: 11-8-1973.

Under **Rule 12** of the Jammu and Kashmir Government Business Rules, the following officers of the Education Department are hereby empowered to sign orders and instruments of the Government:—

1. Director School Education
2. Director Planning and Colleges
3. Director Teachers Training and Curricula
4. Director Youth Welfare and Vocational Education.

By order of the Government of Jammu and Kashmir.

(Sd.) TEJA SINGH,
Director O & M,
General Department.

NOTIFICATION

Srinagar, the 25th August, 1973.

SRO. 425:—In exercise of the powers conferred by sub rule (2) of Rule 32 of the Jammu and Kashmir Civil Services (Classification, Control and Appeal) Rules, 1956, the Government hereby delegate to the authorities specified in column (2) of the table below, the power to impose such penalties under Rule 30 of the said Rules as are specified in column (1) upon the members of the Education Service (School Wing) mentioned in column (3), of the said table.

Penalties	Authority	Members of the Service.
1. Penalties specified in clauses (iii), (iv), (vii) and (viii) of rule 30.	District Education Officers.	Teachers.
	Joint Director of Education.	Masters.
	Director School Education.	Senior Masters.
	Director Teachers Training.	Masters and Senior Masters posted in Teachers Training Institutes.
2. Penalties specified in clauses (i), (ii) and (v) of rule 30	Heads of Higher Secondary Schools	Teachers in Higher Secondary Schools.
	Heads of Training Institutes.	Teachers in the Training Institutes.
	Tehsil Education Officers.	Teachers in Primary/Middle schools.
	District Education Officers.	Teachers in High Schools and Masters.
	Joint Director of Education.	Senior Masters.
	Director School Edu.	Heads of High/Higher Secondary Schools/ Tehsil Education Officers/Addl. Tehsil Education Officers/ Dy. E.O.'s.

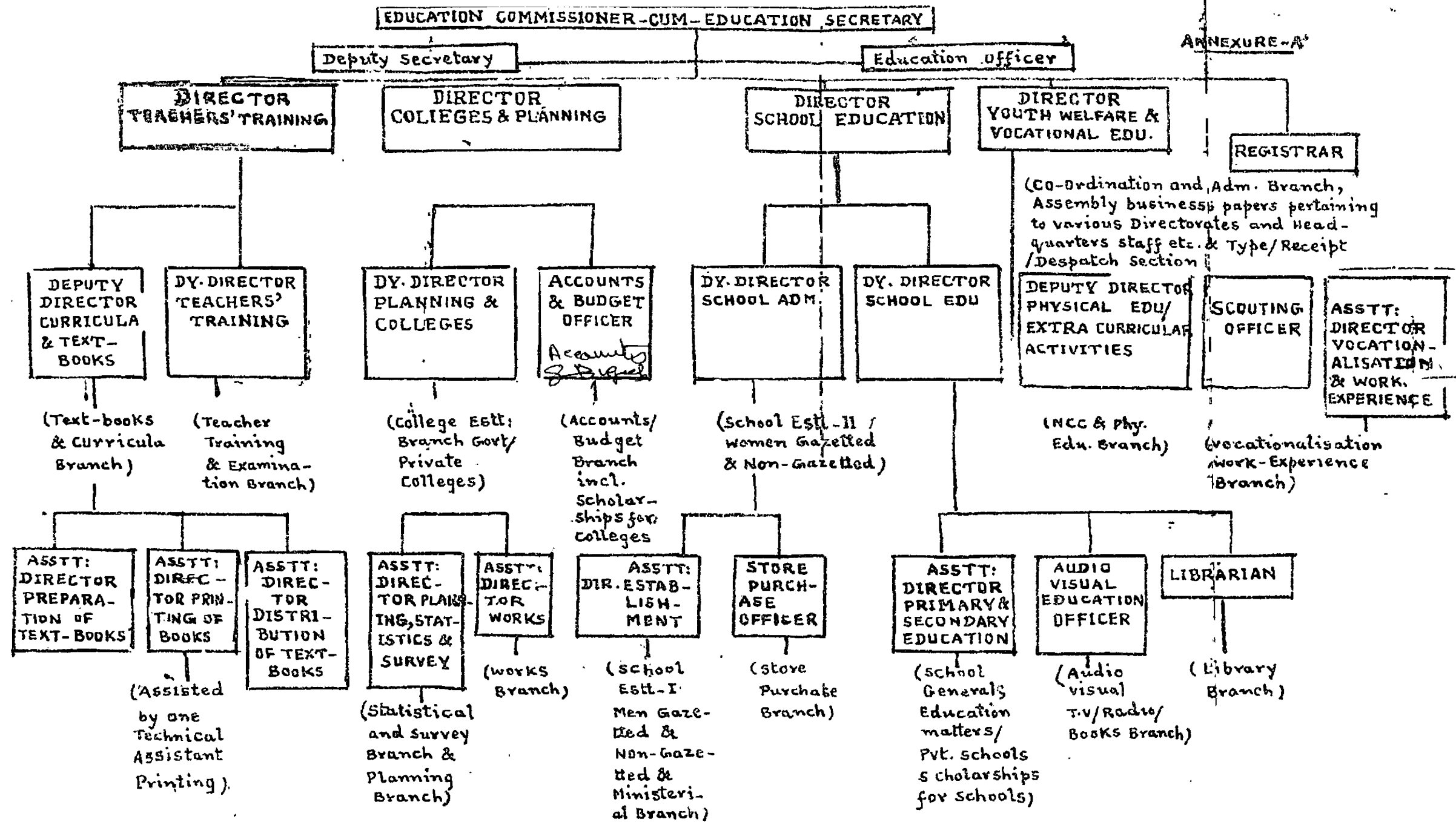
By Order of the Government of Jammu and Kashmir.

(Sd) SHEIKH GHULAM RASOOL,
Secretary to Government General
Department.

ACKNOWLEDGEMENT

I would like to place on record my deep sense of gratitude to my colleague Shri B. S. Verma, Officer on Special Duty, Education Department, for the valuable help he has rendered to me in the preparation of this Manual and without which, indeed, it would have been well nigh impossible to complete this task in such a short span of time. In fact, the main draft was, in most cases, prepared by him. Next to him I would wish to thank my P.A.—Shri Inayatullah—who cheerfully and almost single-handed bore the brunt of the typing and shorthand work involved in this exercise. Secretarial assistance was also provided by S/Shri T. N. Kaul, Office Superintendent, R. N. Gupta, Head Asstt., Sheikh Shafat Ahmed, Senior Asstt. (who helped in cyclostyling) and Mohd. Yousuf, Junior Asstt. (who helped in typing), to whom again I am thankful.

J. D. SHARMA.



ANNEXURE B

*(Reference Para 4.8)***Duties and functions of Youth Welfare Officers**

(1) To supervise and guide District Youth Welfare Officers in the discharge of the duties assigned to him.

(2) To draw up, in consultation with District Youth Welfare Officers, the programmes for inter-District tournaments in the Division and to select the Provincial teams for inter-Provincial tournaments.

(3) To assist in the running of Regional Coaching Centres.

(4) To select and prepare the students and non-student youth for participants in Nationals in NPED tests.

(5) To select the students and non-student youth for participation in Youth Camp Festivals to be organised by the Youth Welfare Directorate.

(6) To conduct the Provincial level rallies in Scouting and Girl Guiding.

(7) To conduct Youth Rallies at Provincial level including ceremonial parades.

(A) General

(1) The promotion of sports and other youth welfare activities in the District.

(2) To establish co-operative relationship with various recognised district associations concerned with promotion of sports, sports clubs and educational institutions for the promotion of sports. And where such clubs and associations do not exist, to help raise them with the co-operation of the local sportsmen.

(B) Specific

- (1) (a) To assist and guide the local authorities in the district in organising and running tournament at various levels.
 - (b) Organising cross-country races, inter-village competitions.
 - (c) Selecting suitable sites for play-grounds.
 - (d) Selecting of promising athletes and players for coaching.
- (2) To establish, with the assistance of local sportsmen and persons interested in sports, including local officers, and municipal authorities, sports clubs in urban/rural areas of the district.
- (3) To spot and report to higher authorities promising players and athletes. (For this, Youth Welfare Officer must, *inter alia*, attend all important tournaments in the district, visit the more important educational institutions in the district to see their players in action and be in touch with local clubs and sportsmen).
- (4) To inspect and report on progress in the construction of playgrounds, stadia, clubs etc. for which grants are given by the Directorate of Youth Welfare/Sports Council.
- (5) To make all necessary arrangements for coaching camps in the district and to assist in running them.
- (6) To report on proper utilisation of scholarships awarded to students who are promising athletes/players and to report on the progress made by them.
- (7) To select and assist personnel for Mountaineering Expedition Schemes.
- (8) To organise matches and competitions between

clubs *inter-se*, between educational institutions *inter se* or even between clubs and educational institutions in collaboration with the educational authorities and clubs concerned.

- (9) To visit the educational institutions for promotion of sports and other youth welfare activities.
- (10) To conduct Inter-School tournaments at District level and prepare the District-School teams for participation in the Inter-District tournaments (boys and girls).
- (11) To conduct the N.P.E.D. Tests.
- (12) To conduct School Rallies at District level including ceremonial parades.
- (13) To conduct Scouting and Girl Guiding activities in the District, particularly in educational institutions.

ANNEXURE—C

(OFFICE INSPECTION—PROFORMA FOR)

(Reference Para 6.12)

1. *Attendance*

(a) Are attendance registers being submitted by Heads of Branches to the Superintendent daily at the appointed time?

(b) Are late arrivals duly entered in the register and accounted for in the casual leave account, where necessary?

(c) Monthly review of late arrivals and action taken against the defaulters.

(d) Attendance on the day of inspection.

2. *Receipt/Despatch Issue*

(a) Are the Diary and Despatch Registers being maintained up to date and checked by an officer at least once in a month?

(b) Maintenance of separate registers for references received from Directorate and other higher authorities, as also for telegrams and D.O. letters and the method adopted for watching progress of disposal.

(c) Are all fresh receipts stamped/marked and diarised on the date of receipt?

(d) Quickness in the despatch of letters—daily disposal.

(e) Maintenance of stamp account and its checking by an officer once in a month.

(f) Maintenance of Note Book by the Typists showing daily performance.

3. *Cash Book*

(a) Is the Cash Book/Contingent Register being maintained properly and uptodate and whether it is signed by the officer concerned daily after attestation of individual entries ?

(b) Are monthly certificates recorded regarding :—

(i) Physical verification of cash.

(ii) Reconciliation with Treasury.

(c) Actual cash in hand on the day of inspection and whether it tallies with the balance shown in the Cash Book.

(d) Has the person handling cash/stores furnished the requisite security and whether realisation of security by instalments, if any, is being effected regularly ?

4. *Stock, Stores and Stationery etc.*

(a) Are the relevant registers kept uptodate and checked by the officer concerned regularly ?

(b) Is the physical verification of store-in-hand being carried out as per rules and instructions ?

(c) Are the unserviceable articles being written off properly ?

(d) Is the supply of stationery adequate and regular ?

(e) Arrangement for purchase and supply of articles of furniture and other equipment.

(f) Is the inventory of Government property being maintained uptodate ?

5. *Charts of Returns/Statements etc.*

(a) Are the Branches maintaining charts of Returns/Statements :—

(i) to be sent by the office to higher authorities;

(ii) to be received from the subordinate offices.

(b) Whether the position is reviewed by the Branch Officer every fortnight/month and adequate follow-up action taken ?

6. *Duty Sheet*

Is a duty sheet for each official maintained in the office ? If not, how is allocation of duties as between various officials determined ?

7. *Disposal of references*

(a) Are the dealing Assistants maintaining note books indicating the disposal of references and whether these note books are checked by the Heads of Branches/Branch Officer ?

(b) Whether the list of outstanding cases is exchanged by the office with the higher/subordinate authorities regularly and what is the follow-up action ?

(c) Is the working of the system adopted for submission of reminders and other cases on due dates quite effective ?

(d) Is an arrear report being prepared, if so, at what intervals ?

(e) Are registers being maintained upto date for Assembly/Council Questions/important references ?

(f) Is a register of complaint being maintained and progress watched by an officer assigned this job ?

8. *Internal Inspections*

(a) (i) Do the Head of Office/Branch Officers inspect the working of the branches of the office internally at fixed intervals ?

(ii) Have such inspections proved useful ?

(b) Are copies of notes relating to inspection of

subordinate offices conducted by Provincial Officer/ District Education Officer regularly sent to the next higher authority and whether there is adequate follow-up action ?

9. *Audit Objections*

Is the system for disposal of Audit objections working satisfactorily and receiving personal attention of the Branch Officer/Head of Office ? If not, how could things be improved ?

10. *Service Books and Character Rolls*

Is there a Service Book/Character Roll for each official and are these documents being kept upto date ? Is the Register indicating the opening of Service Book/Character Roll kept upto date ?

11. *Pay fixation and Arrear Pay Bills etc.*

Are there any old outstanding cases of fixation of pay or arrears and what efforts have so far been made to clear them ? Is a constant check kept over such cases ?

12. *Touring*

(a) Is touring by officers adequate well-planned ?

(b) What arrangements have been made for work to be looked after in the absence on tour of an officer ?

13. *T.A. Check Register*

(a) Is the Register being kept upto date and are all entries duly attested by the officer concerned ?

(b) Are T.A. Bills disposed of regularly or there is accumulation and if so, why ?

14. *Pensions*

Are pension cases processed automatically and

well in time as per prescribed instructions and is the procedure adopted for the purpose working satisfactorily ?

15. *Vacancies*

(a) What is the system in vogue for filling up of vacancies of teaching staff ?

(b) Are appointments against the vacancies being made on the basis of lists of candidates furnished by the Services Recruitment Board ; if not, why not ?

16. *Grants*

(a) Are grant papers checked/audited properly and in accordance with Rules ?

(b) Is any sample checking done by the Head of office ?

17. *Statistics*

Is the system for collection of data working satisfactorily and is it being processed in time ?

18. *Plan Implementation*

(a) What steps are taken towards the implementation of Plan Schemes ?

(b) Is there sufficient Plan consciousness at all levels and do the persons concerned clearly understand their duties and obligations towards successful implementation of the Plan.

(c) Is any register being maintained to watch progress ?

(d) Are the prescribed statements furnished to the quarters concerned punctually ?

19. *Budget*

Is the work being carried out efficiently and accurately and is periodic information being furnished

regularly and punctually ?

20. *Enquiries*

(a) What is the practice followed in handling departmental enquiries ?

(b) Is the procedure laid down in the Civil Service Rules being strictly followed ?

(c) What steps are taken to avoid delay in the disposal of enquiry cases ?

21. *Field Inspection*

Is School and other inspection work being carried out regularly and has the performance of officers been up to the mark ?

22. *Contribution by officers*

Do officers contribute on office files, particularly on important/complicated cases ?

23. *Office upkeep and Record*

(a) Is the office being kept in a tidy and neat condition ?

(b) Are regular steps being taken to weed out old record ?

(c) Is an upto date index of recorded files kept and whether the files can be easily located ?

24. *Any other item of interest/importance*

ANNEXURE-D

PROFORMA FOR SCHOOL INSPECTION

(Reference Para 8-5)

1. Name of the Institution :
2. Date of last inspection :
3. Date of present inspection :
4. (a) Class-wise Enrolment and Admission :
(b) Extent of rise or fall since last inspection:
5. Staff :
 - (a) Total strength, with grades and qualifications :
 - (b) Adequacy :
 - (c) Vacancies
 - (d) Self-help for professional growth through examinations or correspondence courses etc.
6. *Building and Premises* :
 - (a) Addition of rooms :
 - (b) Repairs or renovations :
 - (c) Improvements during the last year by leveling, turfing, terracing etc.
 - (d) Beautification of campus by flower-beds, ornamental trees, hedges etc.
 - (e) Whether accomodation is adequate : If not, extent of shortage.
 - (f) Boarding House, its up-keep. Number of resident students ; rise or fall in the number.

- (g) Any steps taken for getting public contribution for improvement of the building ;

7. *Physical Education and Activities*

- (a) P. T. I.
 (b) Extent of play grounds available; their maintenance and utilisation for sports and games.
 (c) Any distinctions won at District, Zonal or Divisional tournaments :
 (d) Mass drill/play for all : _____
 (e) Marching : _____
 (f) Band : _____
 (g) Cubbing and scouting or girl-guiding/N.C.C.
 (h) Red Cross activities :
 (i) Any community-service or social-service programmes or extension service adopted by the school
 (j) Hobbies/Extra-curricular activities encouraged by the school dramatics, excursions etc.
 (k) Literary Associations/Debates/ Declamation contests, poetical symposium etc.
 (l) Parent-Teacher-Association :
 (m) Old Boys Association

8... *Medical Inspection of students; Dispensary Service.*

9... *Library Service*

- (a) Total number of books:
 (b) Bookes added during the last year:
 (c) Extent of utilization by staff and students :
 (d) Extension Service; Vocational Guidance etc.
 (e) Class-Library system : its utilisation :
 (f) Study circles.

10. *Reading Room :*

- (a) Papers and periodicals subscribed to; (list to be attached)
- (b) Number of children's magazines :
- (c) School news-paper and publicity : Daily news service.
- (d) School Magazine : Wall magazine.

11. *Science Room :*

- (a) Up-keep and Equipment
- (b) Museum :
- (c) Science Practicals Chart.

12. *Drawing Room :*

- (a) Illustrated class-wise syllabus for Model Drawing :
- (b) Paintings by students

13. *Teaching aids for History and Geography :*

- (a) Globe :
- (b) Maps :
- (c) Charts :
- (d) Date-line :
- (e) Pictures of historic personages :

14. *Furniture and Audio-Visual Aids :*

- (a) Furniture; its adequacy and state of repairs.
- (b) Radio : Projector, Television—their utilisation.

15. (a) Matriculation/Higher Secondary results for the last three years ;
- (b) Qualitative assessment of the last results with reference to passes, division-wise and highest marks scored ;
16. Work Experience Programmes introduced in the school (with details).
17. *Instructional Organisations* :
 - (a) Class-wise, teacher-wise, time-tables and syllabus :
 - (b) Inclusion of periods for school, broadcasts/ play for all/mass drill/work experience :
 - (c) Headmaster's supervision Diary and hints to teachers ;
 - (d) Headmaster's periodic inspection notes :
 - (e) Teachers' Diaries of daily work planned with brief lesson notes, Correlation of teaching :
 - (f) Home task organization :
 - (g) Cumulative record for primary classes :
 - (h) Individual progress charts for the infant class ;
 - (i) Stagnation cases :
18. *Internal examination* :
 - (a) Progress reports of the pupils for the information of the parents
 - (b) Weightage given to internal assessment in promotions.
19. *Registration* :
 - (a) Are rules and regulations regarding maintenance of school record observed ?

- (b) Are school funds-accounts-registers properly maintained ? Up to date balances ?
- (c) Utilisation of funds for the specified purposes ?
- (d) Cash Book, balance with details:
- (e) Fee register :
- (f) Maintenance of admission, withdrawal attendance and statistics-registers.
- (g) Physical verification of stock articles ; write off of unserviceable articles :

20. Instructional condition Class-wise, Section-wise, Subject-wise with special emphasis on written work, its quality, quantity and regularity ; as per proforma given below :

Remarks about instruction work :

SECONDARY CLASSES.

Class : Section : Subject : Teacher : His Diary :
 Syllabus : Charts : Written work : Regularity :
 Class responses :

PRIMARY CLASSES.

Remarks about instruction in the Primary class :
 Class : Section : Subject : Teacher : His Diary :
 Syllabus : Charts : Writing : Reading : Comprehension : Class response :

21. Remarks about each teacher, his personality, teaching, attitude towards the profession, participation in school activities, games and hobbies, cooperation with Headmaster and staff and behaviour towards students and public, as per proforma given below :—

- (a) Name of the teacher.
- (b) Subjects taught (class-wise).

(c) Remarks about instruction.

(d) Cooperation.

(e) Interest in activities

(f) Professional attitude.

(g) Behaviour.

22. *General* :

(a) Urgent needs of the school :—

(b) Steps taken by the immediate Officer in this behalf :

(c) Enlistment of public co-operation.

(d) Utilisation of Building Fund.

23. General Remarks in brief, about the school, indicating its academic standard, special features, merits, and short-comings if any.

BRANCHES IN FIELD OFFICES—
DISTRIBUTION OF WORK

ANNEXURE—E

(Reference para 11.1)

1. *Establishment Branch*

- (a) All establishment matters in respect of gazetted/non-gazetted personnel.
- (b) Pension cases.
- (c) Suspension cases.
- (d) Creation of posts.
- (e) Tour programmes.
- (f) Re-organisation and other allied matters.
- (g) Sending of requisitions for staff to Recruitment Board etc.
- (h) Policy cases relating to establishment.

II. *Accounts Branch*

- (a) Maintenance of Cash Book, Acquittance Rolls and other Registers relating to payment.
- (b) Pay Bills, arrear bills, T. A. bills, Contingent bills etc.
- (c) Grant-in-aid, loans, financial assistance, scholarships and stipends.
- (d) Advances.
- (e) Audit objections.
- (f) Stores and stocks, forms and stationery etc.
- (g) Verification of service, issue of LPC

- (h) Expenditure, reconciliation and budget statements (including excesses and sur-renders).
- (i) Funds in schools.
- (j) G. P. Fund.
- (k) Re-imburement of medical charges.
- (l) Fees and Honorarium.
- (m) All other account matters.

III. *General Branch :*

- (a) Buildings.
- (b) Acquisition and purchase of land.
- (c) Elementary and Secondary Education.
- (d) Youth-welfare programmes and Audio-visual Education.
- (e) Opening, shifting, closing and upgrading of schools.
- (f) Physical Education, sports and tournaments, Scouting, Girl guide and other similar programmes.
- (g) Training, Refresher Courses, Seminars, Con-ferences etc.
- (h) University/Secondary Board matters.
- (i) Work relating to scheduled castes etc.
- (j) Syllabus/text-books.
- (k) Vacations.
- (l) Recognition of schools.
- (m) All other un-classified items.

ANNEXURE—F

(Refer Chapter XIII--Govt. Order No. 400-F of 1973)

MINIMUM LIFE PRESCRIBED FOR STOCK ARTICLES

Subject to the condition that no article is condemned or replaced unless on actual inspection it is certified to be really unserviceable, the life of stock articles is fixed as below :—

S. No.	Name of articles	Life fixed
I.	<ol style="list-style-type: none"> 1. Tents. 2. Chouldaries. 3. Durries. 4. Table Cloth. 5. Office chairs. 6. Iron stoves. 	} 6 Years
II.	<ol style="list-style-type: none"> 1. Leather boxes, belts etc. 2. Office Clock 3. Office Time Piece 4. Bicycles 5. Boots 6. Namdas 	} 5 Years
III,	<ol style="list-style-type: none"> 1. Iron trays 2. Despatch boxes 3. Tubs 4. Brass basins and jugs 5. Brass utensils 6. Iron spades, pick-axes and hammers etc. 7. Road & gardening implements 	} 15 2/3 Years
IV,	<ol style="list-style-type: none"> 1. Tables. 2. Boxes. 3. Almirahs 4. Stools. 5. Benches. 6. Steel trunk 7. Buckets. 8. Paper Racks and Pigeon-holes 	} 10 Years

S.No.	Name of articles	Life fixed
V.	1. Trays. 2. Lanterns. 3. Lamps. 4. Commodes 5. Pots. 6. Basins 7. Soap dishes etc. 8. Chicks. 9. Gunny bags. 10. Canvas bags. 11. Door mats. 12. Rubber stamps. 13. Camp chairs. 14. Camp tables. 15. Curtains. 16. Wicker Chairs. 17. Oars.	3 Years
VI.	Type-writers.	12 Years
VII.	Callipers	1 Year
VIII.	Iron Safes.	No life can be fixed.
IX.	Locks when become unserviceable after fair use.	
X.	Survey and drawing instruments.	No life can be fixed. These can be used as long as they stand in order or can be used after repairs.

ANNEXURE G

(Reference Paras 3.2 and 3.3)

FUNCTIONS OF PLANNING BRANCH

A. *Plan Formulation :*

- (i) To prepare a perspective plan of Education for next 15 to 20 years.
- (ii) To prepare and process Five Year Plans and Annual Plans for all the sectors of Education in consultation with the concerned Heads of Departments.
- (iii) To prepare District Plans of Education with the help of District Education Officers.

B. *Co-ordination :*

- (i) To maintain liaison with Planning Commission, Union Ministry of Education, University Grants Commission, N.C.E.R.&T. and other agencies outside the State.
- (ii) To keep contacts with other States and to study the experience gained by them in the implementation of various schemes.
- (iii) To establish liaison with various Departments within the State and to process various cases relating to plan schemes with Planning and Finance Departments on behalf of Education Department.
- (iv) To study and evaluate the recommendations of Central Advisory Board of Education, Conference of Education Secretaries and Directors and other such organisations for implementation in the State.
- (v) To co-ordinate follow-up action on the recommendations of Bhagwan Sahay Committee,

Kothari Commission and other such Committees.

C. Evaluation :

- (i) To keep an upto date account of plan schemes and to watch closely their implementation.
- (ii) To regularly evaluate all the newly implemented schemes with the help of Survey Section.

D. Miscellaneous :

- (i) To deal with the tour notes of Chief Minister, Education Minister and other Ministers/Officers concerning Education and to watch their implementation at various stages.
- (ii) ~~To deal with the cases of opening/upgrading and recognition of educational institutions (from Planning point of view).~~
- (iii) To keep an upto-date account of manpower requirements of education sector.
- (iv) To organise from time to time discussions seminars/conferences/training courses on Education with the objective of indicating feeling of participation in the educational planning proces of the State.

FUNCTIONS OF STATISTICS & SURVEY BRANCH

A. Statistics Unit :

- (i) To collect and compile information from all types of educational institutions on the prescribed Forms.
- (ii) To finalize information for Fomrs A, A-1 and A-2 for submission to the Union Ministry of Education.

- (iii) To prepare Annual Reports of the Education Department.
- (iv) To bring out annual publication of 'Digest of Educational Statistics' and 'Educational Statistics at a Glance'.
- (v) To process cases relating to supply of educational statistics and information within and outside the State.
- (vi) To deal with cases of publicity on educational development.
- (vii) To keep up-to-date information on physical targets and achievements on educational plans in the State.

B. Survey Unit :

- (i) To conduct regular and ad-hoc educational surveys.
- (ii) To maintain and publish an up-to-date list of educational institutions.
- (iii) To collect and consolidate information on linguistic minorities.
- (iv) To collect and compile provisional selected educational statistics with the help of District Education Officers.
- (v) To undertake the work of school mapping and diagrammatic representation of educational statistics.
- (vi) To prepare and to publish district-wise studies of educational statistics.

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurbindo Marg, New Delhi-110016
LCC. No. D-17)
Date.....

NIEPA DC



D01171