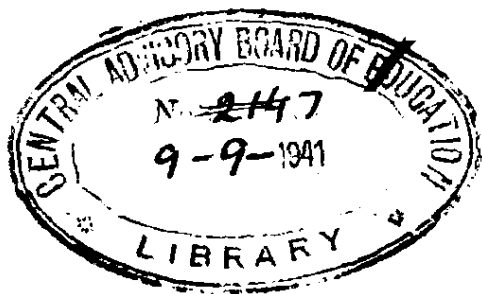


# THE MADRAS ELEMENTARY EDUCATION MANUAL

APPROVED AND ISSUED BY THE  
DIRECTOR OF PUBLIC  
INSTRUCTION



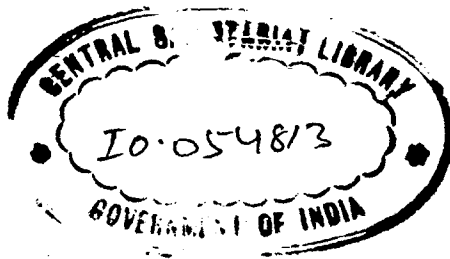
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# THE MADRAS ELEMENTARY EDUCATION MANUAL

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## INTRODUCTION.

The aim of this Manual is to present, as far as it is possible to do, in one volume, the information which teachers, headmasters, supervisors and managers of elementary schools and other official and non-official workers ordinarily require for an intelligent discharge of their functions in relation to elementary education. The sources of such information are distributed among various kinds of official records and the average worker cannot therefore be expected to find the time or to command the facilities to refer to them and to maintain for reference a collection of such information in a convenient form. At the same time, the rules and instructions issued by the Government and the Department, in pursuance of their policy in education in general and elementary education in particular, have been gaining greater precision and devoting wider attention to details to such an extent as to make individual effort inadequate for the collection and maintenance of the necessary amount of accurate and up-to-date information. This Manual has been compiled to meet the situation.

The Manual provides the substance of Government Orders communicating Acts, Rules, Executive Instructions and Departmental Codes and Proceedings of the Director of Public Instruction interpreting, explaining and amplifying them. In the case of important communications, the originals of which are recommended to be referred to for a fuller appreciation of their significance and details, their numbers and dates of issue have been quoted in the foot-notes on the respective pages. The more important communications, which it was found desirable to quote in full, have been included among the appendices.

For the purpose of this Manual it is enough to regard the main aim of elementary education in this province at the present time to be the permanent literacy of all children of school age. Elsewhere in this Manual will be found concrete definitions of "elementary education" and "school age." The policy and the means directed towards this end are set forth in the Press Communiqué of the Government of Madras, issued in G.O. No. 2611, Education, dated 8th December 1936, in these words:—

"The policy of Government in future will be to see that as far as possible only complete primary schools with five standards are supported by subsidy or aid, an exception being made in the case of feeder schools with two or three standards which can be proved to be regularly passing on

their pupils to the higher standards of neighbouring complete schools. This new policy will ensure that all pupils entering primary schools will at least have the opportunity of completing the full primary course and of attaining to permanent literacy. The new rules framed under the Elementary Education Act will prevent aid being given to schools with a total average attendance of less than 25,\* thus withdrawing support from manifestly un-economic schools; will insist on a proper distribution of pupils between standard and standard, schools which cannot show a reasonable proportion of their total strength in Standards IV and V being penalized by a cut in grant-in-aid; and will insist on managements employing a reasonable proportion of trained teachers.

“ Government have further decided that in order to ensure that the 2 crores of public funds which are annually spent on elementary schools in the Presidency are spent effectively a mere alteration in the general policy and a change in the rules framed under the Elementary Education Act are not sufficient. They consider that it is of the greatest importance to maintain both a well-trained and contented class of elementary teachers and a supervising inspecting staff strong enough and competent enough to secure a strict adherence to rules by managements and to prevent the waste of public funds on inefficient and irregularly working schools. . . . Government have therefore decided to raise the scales of grant for trained teachers in aided schools. Their intention is gradually to reduce the number of untrained elementary teachers and discourage the further training of teachers of the lower elementary grade. They do not intend therefore to alter the scales of grant for these classes of teachers. They *do* intend, however, to raise the scale of grant for higher elementary trained teachers and for secondary grade trained teachers.

“ After a careful examination of the position Government have come to the conclusion that one of the main causes for the inefficiency of a large number of elementary schools and for the irregular working of large numbers of schools and consequently for a large waste of public funds on such schools has been the inadequacy of the inspecting staff and the absence of frequent surprise and supervising visits by the subordinate inspecting officers. Government have also come to the conclusion that the superior administrative staff is inadequate and not strong enough to ensure that the very large sums of public money spent on elementary education are spent effectively. They have

---

\* Since determined as 20.

therefore decided to find funds for a considerable increase in the Inspecting Agency and have sanctioned a scheme. . . .

“ The new rules framed under the Elementary Education Act have been designed to improve the efficient working of aided schools. Government have not, however, overlooked the necessity for simultaneously improving the condition of local board elementary schools. The new standard to be aimed at will be insisted on both in the case of aided schools and in the case of local board schools and all the local board presidents have been informed accordingly. The Presidents of all District Educational Councils have also been advised to withdraw recognition from ill-working board schools. The increase in the inspectorate sanctioned by Government will make it possible for the Education Department to have a closer supervision over the working of local board schools and Government are taking the necessary steps to see that the new policy of maintaining only complete and economically filled aided schools is applied to local board schools also. The detailed scrutiny of the condition of mass education in the Presidency has revealed the fact that in certain localities there is undesirable competition between aided schools and board schools, and while it is Government's intention to eliminate inefficient and unnecessary schools irrespective of the agency managing the schools, it is also Government's intention to adhere to its policy of not allowing board schools to be opened in competition with efficiently working and long-standing aided schools.

“ While attempting to improve the efficiency of elementary education, Government have not failed to recognize the fact that the syllabuses of study both in elementary schools and in training schools must be in keeping with the new aims of elementary education and must in particular be suited to the needs of the large number of pupils who will return to village conditions of life after the completion of the elementary course. To this end, Government have already appointed a committee which is engaged in revising the syllabuses both for lower elementary and for higher elementary schools. Government have simultaneously taken up for consideration the revision of the courses of training for elementary and secondary grade teachers with a view to making them more professional and practical than they are at present. They have further decided to make provision for the organization of refresher courses in suitable local centres in order to make the existing trained teachers better equipped for meeting the demands which the new revised syllabuses will make on them.

“ Government are hopeful that with the introduction of a new policy, with the provision of additional funds for raising the pay of teachers and for paying full grants to efficient elementary schools, with the strengthening of the controlling agencies and the subordinate inspecting staff, rapid improvement in the efficiency of elementary education will result. Government are also hopeful that the large sums of public money now being spent on elementary schools will be spent less wastefully and more effectively and that the schools themselves will show a much better return by way of a rapidly increasing output of permanent literates.”

The five-standard course of elementary education for permanent literacy embodied in the above statement of policy can, however, at best be regarded as only an approach to an ideal, particularly when other countries of the world, educationally more advanced than India, have a longer compulsory primary school course. Provision has therefore been made in the system of elementary education for an extended course beyond the five-standard period and known as the higher elementary stage in schools known as higher elementary schools. In contrast to this stage, the five-standard period is referred to as the lower elementary stage and the schools imparting education in that stage as lower elementary schools.

The function of higher elementary schools has generally been agreed to be to strengthen the whole system of elementary education by prolonging the elementary school course and by providing a course of instruction largely pre-vocational in character and closely related to the after-school conditions of the life of the child. It is obvious therefore that “ the aim of education in higher elementary schools and the type of instruction imparted in such schools should be radically different to and distinct from the aims and courses in middle schools and high schools.”\* The necessity for a strict differentiation between higher elementary schools and secondary schools has been repeatedly asserted by educationists and the Government, who in their Order No. 158, Education, dated 28th January 1929, have stated that—

“ The Government agree with the Conference (the Secondary Education Reorganization Committee) and the Director that higher elementary schools should not be converted into middle schools but should be kept distinct. They consider that attempts should be made to make the course of studies in higher elementary schools really distinct from that in middle schools so that it may be suited to the class of pupils who will attend them.”

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\* Report of the Elementary Education Sub-Committee of the Provincial Economic Council, page 8.

## CHAPTER I.

## DEFINITIONS.

This chapter includes, besides the more important among the definitions given in the existing Acts, Codes and Rules, explanations of certain terms which, by their use and by convention, have acquired a more or less definite significance and are being employed in correspondence and reports with nearly the same validity as those explicitly defined.

*The more important definitions* are given below :—

(a) “ *Attendance* ” at a school means presence for instruction at an elementary school for so many and on such days in the year and at such time or times on each day of attendance as may be prescribed.

“ *The full school-day* should, as a rule, consist of at least five hours of instruction in the prescribed subjects, but two meetings totalling together not less than five hours on the same day or each of not less than two hours and a half on different days may be counted as one school-day. In respect of any school or standard or class, the District Educational Officer (or the Inspectress of Girls’ Schools) may, for special reasons, direct that any course less than five hours shall be treated as a full school-day. In the case of the three lowest standards or classes, instruction should not be given for more than two consecutive hours without a reasonable interval.” A further exception to the above rule is provided for in the case of part-time pupils, subject to the following conditions :—

- (i) that the part-time pupils are confined to scheduled classes and girls only, in Standards III, IV and V; and
- (ii) that instruction is imparted for a minimum of three hours a day.

“ *Minimum attendance for the year* shall ordinarily be calculated in respect of at least 220 school-days. The District Educational Officer (or Inspectress) should be notified of such times as the school is closed during the year :

“ Provided that where a school has to be closed owing to the prevalence of an epidemic in its vicinity or for any other similar cause, a deficiency of not more than thirty days in the minimum attendance prescribed by this rule may be condoned by the District Educational Officer (or Inspectress), if at the time of the closure of the school, the management thereof has informed the Deputy Inspector of Schools or the Sub-Assistant Inspectress, as the case may be, of the reason for such closure.”



The requirement to be complied with in cases of prevalence of an epidemic and consequent closure of the school is the submission of a certificate from an officer of the Public Health Department recommending temporary closure along with the management's report of such closure.

“ *Average attendance* ” is explained later in this chapter.

(b) “ *Elementary education* ” means education in such subjects and up to such standard as may be prescribed.

This has been further explained to mean education up to and including Standard V of an elementary school or up to and Class V of a secondary school, and for purposes other than compulsion, also includes education in Standards VI, VII and VIII of an elementary school.

Elementary education shall mean the imparting of instruction in a language of the Presidency in reading and writing, Elementary Mathematics, Nature Study and Gardening, Physical Training, History and Geography, Civics and Hygiene including Elementary Home Craft (with Needle work) for girls, Music (except in Standards VI to VIII), Handicrafts in Standards I to V and Pre-Vocational work (including Practical Gardening for rural higher elementary schools) in Standards VI to VIII and Moral Instruction. It may also include the following optional subjects:—

(1) Drawing.

(2) English.

(3) First Aid (in Standards I to V).

(4) A second local language in Muslim schools and in bilingual areas.

(5) Music (in Standards VI, VII and VIII).

(c) “ *Elementary school place* ” means such accommodation and equipment as may be prescribed as necessary for a child of school age.

This is further defined as suitable accommodation ordinarily subject to a minimum of  $9\frac{1}{2}$  square feet of floor space per pupil and equipment consisting of suitable pictures and other simple appliances.

(d) “ *School age* ” means such age as the local Government may prescribe in respect of children of either sex in any local area or of any particular community.

*The ages thus prescribed are—*

(i) in the case of a *non-Muslim boy*, the period from the date on which he attains the *age of six* until he completes *Standard V* of an elementary school or *Class V* of a secondary school or attains the *age of twelve*, whichever is earlier;

- (ii) in the case of a *Muslim boy*, the period from the date on which he attains the *age of six* until he has received elementary education as aforesaid or attains the *age of thirteen*, whichever is earlier;
- (iii) in the case of a *non-Muslim girl* the period from the date on which she attains the *age of five* until she has received elementary education as aforesaid or attains the *age of ten*, whichever is earlier, and
- (iv) in case of a *Muslim girl*, the period from the date on which she attains the *age of six* until she has received elementary education as aforesaid or attains the *age of eleven*, whichever is earlier:

Provided that the District Educational Officer or the Inspectress may, with the approval of the Local Government, prescribe for boys or girls of any particular community other limits of age from those prescribed above.

With reference to teaching grants the following definitions are implied:—

- (e) *Assessed grant* is the grant calculated in accordance with Rule 4, Chapter II—Rules for Aid, of the Rules for the Grant of Recognition and Aid to Elementary Schools. This calculation is made on the basis of a minimum average total attendance, the number of teachers eligible for grant on the basis of average attendance, modified as instructed in the rules, the number of standards and sections in the school, the qualifications of teachers, and the percentage of strength in Standards IV and V to the strength in Standard I.
- (f) *Assigned grant* is the grant as finally determined by the District Educational Officer, the Inspectress of Girls' Schools, the Divisional Inspector of Schools, or the Director of Public Instruction. This is determined in accordance with Rules 6, 7 and 8, Chapter II—Rules for Aid, of the Rules for the Grant of Recognition and Aid to Elementary Schools. The rules referred to state the reasons for which a reduction or increase of assessed grant may be recommended by the officer inspecting the schools and the District Educational Officer or the Inspectress of Girls' Schools, and the modifications which can be made by the Taluk Advisory Committee.
- (g) "A *trained teacher* \* " means a person who has passed the Training School Leaving Certificate examination of the lower elementary, higher elementary or secondary grade, as the case may be, and has completed his certificate in the

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\* See also pages 40-41.

manner laid down in the Madras Educational Rules, or who possesses the L.T. degree of the University of Madras or the B.Ed. degree of the Andhra University, and includes a person—

(a) who holds a probationary trained teacher's certificate:

Provided that such person shall cease to enjoy the status of a trained teacher unless his certificate is completed within three years reckoned from the 1st April of the year in which he passed the Training School Leaving Certificate examination or within such other period as a competent authority may allow for the completion of the certificate: or

(b) who holds an untrained teacher's certificate or 'approved service' certificate:

Provided that such certificate has been obtained after completion of the course of training in a recognized training institution.

(h) "*An untrained lower elementary grade teacher*" means an untrained teacher—

(a) who has passed the V Standard of a recognized elementary school and holds an elementary school-leaving certificate; or

(b) who has passed the V class of a recognized secondary school and is according to his transfer certificate qualified for promotion to the I Form; or

(c) who has passed the old primary examination; or

(d) who holds a sessional school certificate; or

(e) who holds a certificate of "approved service" or "proved ability"; or

(f) who was a teacher in a recognized school on or before the 12th January 1932.

In the case of teachers mentioned in (f), inspecting officers are instructed to maintain a correct and up-to-date register of such untrained teachers with the prescribed particulars. The names of teachers who close their schools permanently or leave the teaching profession should be deleted from the list and should not be re-included in it. The exemption granted to the teachers by inclusion in this list should be considered on individual merits, those who are unfit to be teachers being rejected. The exemption should not be regarded as permanent, but should be re-examined if necessary.

(i) "*An untrained higher elementary grade teacher*" means an untrained teacher—

(a) who has passed the III Form of a recognized secondary school and is eligible for promotion to a higher form; or

- (b) who has passed the VIII Standard of a recognized elementary school and holds an elementary school-leaving certificate marked "good" or "fair"; or
- (c) who has passed the old middle school or the lower secondary examination.
- (j) "*An untrained secondary grade teacher*" means an untrained teacher who has passed the matriculation examination or who holds a completed secondary school-leaving certificate qualifying him for admission to a University course of studies or to the examination held by the Madras Public Service Commission for selection of eligible candidates for clerical posts.
- (k) "*An untrained collegiate grade teacher*" means an untrained teacher who has passed the B.A. or the B.Sc. degree examination of the Madras, Andhra or Annamalai University or any other degree which qualifies him for admission to a training institution of the collegiate grade.

NOTE.—If any question arises as to whether a teacher is a trained or untrained teacher of a particular grade for the purpose of assessment the question shall be referred to the Director of Public Instruction, Madras, and his decision thereon shall be final.

The following terms have by their use and by convention acquired the significance explained against them:—

- (l) *Average attendance* is the average of the daily attendance of pupils in a standard, class or section, as the case may be, and is calculated for the month or the year as required. For purposes of grant it is distinguished under two descriptive terms, namely, (1) Absolute or actual average attendance and (2) Modified average attendance.
- (1) *Absolute or actual average attendance* signifies the average attendance before any modification is made in accordance with Rule 4, Chapter II—Rules for Aid, of the Rules for the Grant of Recognition and Aid to Elementary Schools.
- (2) *Modified average attendance* is the figure obtained by a modification of the absolute or actual average attendance. This modification of average attendance consists of two kinds, namely (i) a deduction from the absolute or actual average attendance of the following:—Average attendance of pupils who have remained in the same standard for more than two years and pupils below the age of five; and (ii) an increase by counting every two pupils in average attendance in Standards IV and V as three.
- (m) *Stagnation* of a pupil refers to the pupil's stay for more than the normal period of study in a class. It is calculated with reference to the school history of the pupil. The same term is used to characterise the condition of a

group of pupils who have stayed for more than the normal period in a class. Methods of calculation and a detailed discussion of stagnation will be found in Chapter VI—Elementary School Administration.

- (n) *Statutory cut* is a term used to denote the specified percentage of decrease to be effected in the assessment of grants for a deficiency in the strength of Standard IV or Standard V or both in relation to the strength of Standard I. The required percentage of strength is 25 and the percentage of decrease for deficiency in Standard IV or Standard V is 10 and for deficiency in both the standards is 15.
- (o) *Teacher-quotient* is a term used to denote the figure arrived at for the number of teachers eligible for grant on the modified average attendance in the manner prescribed. This is calculated at the rate of one for every 20 pupils in average attendance and one-fourth for every five pupils in the remainder, the last remainder less than five being left out.
- (p) *Trained Teacher Ratio* is a term used to express the ratio of the number of trained teachers to the number of untrained teachers to be assessed for grant in accordance with the rules.
- (q) *Wastage* is the term used to denote the withdrawal of pupils from school before they complete the fifth standard. This occurs at various stages and the effort and money spent on such pupils is obviously a waste from the viewpoint of literacy. The extent of its prevalence and other issues connected with it are discussed in Chapter VI—Elementary School Administration.
- (r) *Weightage*.—The figure to be added to the actual average attendance in Standards IV and V by counting every two pupils as three or, in other words, counting  $1\frac{1}{2}$  against every pupil, is referred to as 'weightage.'

## CHAPTER II.

### CLASSIFICATION OF ELEMENTARY SCHOOLS.

Elementary schools, like other educational institutions, are divided into two main classes—*public* and *private*. *Public elementary schools* comprise all schools recognized under the Madras Elementary Education Act, 1920. *Private elementary schools* are those which are not so recognized and are classified as (a) teaching a language of the Presidency only or mainly, (b) teaching the Quran, (c) teaching Sanskrit and (d) not conforming to departmental standards.

*Public elementary schools* are of two classes—(1) those under the management of Government or municipal councils or local boards (comprising District Boards and Village Panchayats) known as elementary schools under *public management*; and (2) those under the management of private persons or associations, known as elementary schools under *private management*.

Of the *schools under public management*, those started and managed by the Commissioner of Labour, by the Salt, the Fisheries, the Jail, the Agricultural and Police Departments are classed as Government Schools.

*Public elementary schools under private management* are classified into *aided* and *unaided* according as they do or do not receive aid from public funds.

In the classification of elementary schools under private management, whether aided or unaided, schools under the management of missionary agencies are distinguished from the rest, the words "*mission*" and "*non-mission*" being used to mark the distinction. The term "*mission*" is intended to cover all private bodies or associations which are engaged in philanthropic work of general nature either on religious or social grounds and which include among their various activities the maintenance of educational institutions. For example, apart from the Christian missions, such private bodies as the Arya Samaj, the Seva Sadan Society and the Depressed Classes Association will come under this category and any schools maintained by them will be classified as mission schools for such purposes as Annual Returns.

In any arrangement for statistical purposes such as Annual Returns, schools in *municipalities* (in other words, *urban areas*) are entered first and these are followed by schools in *rural tracts* of the districts. In each of these areas, figures are separately shown for schools intended for

- (i) Muhammadans,
- (ii) Scheduled classes,
- (iii) Criminal tribes, the names of such tribes being specified,
- (iv) Aboriginal and hill tribes, the names of such tribes being specified; and
- (v) Others not included in the above classification.

Under every classification *night schools* are shown separately from *day schools*.

The new policy, enunciating that permanent literacy is possible only if every child completes the fifth standard course, requires that every school should be a *complete elementary school* with five standards if it is to contribute permanent literates to the population. Every *incomplete school*, with the first four standards or less, unless it is an overlapping, superfluous or uneconomic school, is required to open the standards necessary to

make it a complete school. Even in isolated areas where there are not sufficient pupils to form a well filled complete school, the pupils should be regularly promoted through the five standards. Such schools are referred to as *isolated schools* and may include schools for scheduled class pupils in areas in which the general schools are still not open to all communities.

Exceptions are to be made only in the case of *feeder schools* which are recognized as such by the department. The management of every such feeder school should prove to the satisfaction of the inspecting authorities that at least fifty per cent of the pupils who complete their course in the feeder school are passed on to a complete school or to a secondary school, failing which the schools are liable to be penalized.

A feeder school may be a feeder to a complete school under the same management and be located sufficiently near to it or a feeder to a complete school which offers to watch the progress of the feeder school and make provision for its pupils in its own higher standards, or a feeder to a number of nearby complete schools. On no account, except under the above conditions, should any school remain a feeder or incomplete school.

The aim of the above classification is the ultimate completion of the structure of every elementary school and the agencies responsible for this development, both official and non-official, are expected to be posted with up-to-date information on the progress made in this direction in their respective areas. For this purpose, the principal agencies, like inspecting officers and Taluk Advisory Committees, should maintain lists of schools—

- (1) which are recognized as feeder schools, their functioning effectively as such being reviewed from time to time;
- (2) which are incomplete and are therefore required to open higher standards and build up into complete schools, including isolated schools, their development being watched; and
- (3) which represent superfluous provision or which are inefficient, their condition being closely watched with a view to their ultimate abolition unless they improve so as to justify their existence, or their amalgamation with other schools to form economical and efficient units.

The list should contain the following particulars in respect of each school, which should be revised as often as fresh and up-to-date information is available:—

- (i) Date on which the school was recognized.
- (ii) Strength and attendance by standards, according to the latest half-yearly returns.
- (iii) Number of school places available.
- (iv) Number and qualification of teachers.

- (v) Population and number of boys and girls of school age in the village or municipal ward.

In the case of feeder schools it should be stated—

- (i) to which complete school or schools the school is a feeder and  
(ii) at what distance the feeder school is from the complete schools.

All the classifications described above apply equally to *elementary schools for boys* as well as to *elementary schools for girls* in the respective ranges. They are also applicable in general to schools commonly referred to as *mixed schools* attended both by boys and by girls, which, however, are departmentally classified either under elementary schools for boys if they are under the control of the Deputy Inspector of Schools or under elementary schools for girls if they are under the control of the Sub-Assistant Inspectress. In areas where there are complete boys' and girls' elementary schools, girls should not be admitted into boys' schools except under the conditions laid down by the Director and except in areas where compulsory elementary education is enforced.

*Education of girls.*—It is the policy of the Government to attempt to provide at least one separate school for girls in all areas with a population of 2,000 and above, while this policy, however, does not prevent the working of mixed schools in areas with a population of 2,000 and above where co-education even in the higher classes presents no difficulties. In areas with a population of less than 2,000, it is the policy of the Government to encourage mixed schools. Towards this purpose attempts should be made to increase the number of women teachers on the staff of these mixed schools. In areas where there are no girls' schools, a boys' elementary school cannot be regarded as working satisfactorily if few or no girls are found reading in the school. The attendance of girls at these schools is more important than that of boys and all possible steps should be taken to secure increased enrolment of girls. With a view to securing the increased enrolment of girls it is very necessary that, in areas where there are only boys' elementary schools, if a boy at school has a sister of school age she should also be brought to school. Inspecting officers are required to advise all managements and teachers of boys' schools that it is one of their primary duties to see that such a method of increasing the enrolment of girls is encouraged.

*Single-teacher, bi-lingual and teacher-managed schools.*—In the classification of elementary schools made in this chapter, three kinds of elementary schools have not so far been mentioned. Nevertheless they are distinctive types and one of these types is indicative of the educational progress of its area. This is the *single-teacher school*. The second type is the *bi-lingual school*. This is treated along with plural classes in Chapter VI—Elementary School Administration. The third is of interest in connexion with the expansion of elementary education through aided agencies. It



is the *teacher-managed school*. What is said in the following chapters on the subject of Management is applicable to these schools and only their distinction in respect of management needs mention here. About the single-teacher school, however, a more detailed reference is considered to be necessary.

*Single-teacher and isolated schools.*—As stated by the Government in their Press Communiqué on their *Policy in respect to secondary and elementary education*, \* one of the main reasons for the abnormal wastage in elementary schools is the very large proportion of single-teacher schools, in which obviously one teacher engaging several standards and sections of standards cannot, unassisted and inadequately supervised, be expected to give proper education and adequate instruction to the pupils in his charge. The inability of a single teacher to handle these schools satisfactorily is further emphasized when it is remembered that many of the standards and particularly the first standard are divided into more than one section. The Government have therefore taken steps to see that no encouragement is given for the maintenance of single-teacher schools, except in isolated areas where the children of school age are few in number and where plural-class teaching must necessarily be adopted. In this connexion the following instructions have been issued by the Director:—

(1) Schools which are isolated and which, owing to local conditions, cannot expect to have sufficient strength to necessitate more than one teacher may be permitted to work with only one teacher provided that proper plural-class teaching methods are used and the pupils are regularly taught and promoted up to the fifth standard.

‘Isolated’ schools may include schools for scheduled class pupils in areas in which the general schools are still not open to all communities.

(2) Single-teacher schools, however, which exist in large population areas, or in areas in which the number of children of school age justifies two or more teachers should be discouraged.

*Higher elementary* schools and classes are explained in the introductory chapter and under the definition of ‘Elementary Education’ in Chapter I—Definitions.

### CHAPTER III.

#### ADMINISTRATIVE, ADVISORY AND INSPECTING AGENCIES.

*The responsibilities for the general administration* of elementary education in a local area are shared by three agencies, namely, the managements, both public and private, of elementary schools,

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\* G.O. No. 1398, Education, dated 26th June 1937.

the advisory body or bodies constituted by the Government in the area and the inspecting officers of the Educational department having jurisdiction over the area.

*The authorities* on the basis of which these agencies fulfil their respective functions in relation to elementary education are—

- (1) The Madras Educational Rules, especially Chapters I, II, VI (rules 77 and 81), VIII (rules 99, 100 and 101), IX, X and XI, and its appendices relating to the rules contained in these chapters;
- (2) The Madras Elementary Education Act, 1920, and the Madras Elementary Education (Amendment) Acts, 1931, 1934, 1935 and 1939;
- (3) Rules framed under the Madras Elementary Education Act;
- (4) Rules for the Grant of Recognition and Aid to Elementary Schools, issued in G.O. No. 1903, Education, dated 21st August 1939;
- (5) The Grant-in-Aid Code, especially Chapters I, II, IX and XI and its Appendices T and V;
- (6) The Madras Inspection Code; and
- (7) The orders of the Government and Proceedings of the Director of Public Instruction issued from time to time.

*The several managements* which conduct elementary schools have been indicated in the previous chapter on the Classification of Elementary Schools. In the case of Government schools, the executive officers empowered by the respective departments perform the functions of controlling authorities and correspondents, and funds are allotted by the Government for the opening and maintenance of these schools. For municipal schools the executive officers of the municipalities and for schools opened and maintained by district boards their Presidents perform the duties of correspondents. Such schools are maintained from their Elementary Education Funds constituted under section 32 of the Madras Elementary Education Act.

*The Elementary Education Fund* of a local body consists of—

- (i) the proceeds of any tax levied within the jurisdiction of such authority under the provisions of the above Act; and
  - (a) an annual contribution from the general funds of such authority, not being less than a minimum fixed by the Local Government in that behalf;
  - (b) such additional contribution from the general funds of such authority as the Local Government may decide to be necessary in any year in order to balance the budget of the fund for such year;
- (ii) all sums granted to such authority by the Local Government for the benefit of elementary education;
- (iii) all fines and penalties levied within the jurisdiction of such authority under the provision of the above Act;

(iv) all income derived from any endowments or other property owned or managed by such authority for the benefit of elementary education;

(v) all school fees, if any, collected in elementary schools managed by such authority; and

(vi) all other sums of money which may be contributed or received by such authority for the purposes of the above Act.

*Administration of compulsory education.*—These local bodies are the agencies authorized under the Act to introduce compulsory education within the whole or a specified part of the areas under their jurisdiction. They will be advised in the matter of information and statistics by Compulsory Education Committees constituted by the inspecting officers and composed of all head-teachers in the area and other members nominated by the Director of Public Instruction.\*

*Standing committees* for education have been constituted for district boards and the Corporation of Madras, to examine and submit proposals for the establishment of elementary schools where they are needed and for the closure of elementary schools where they are not considered necessary, to frame proposals for the consideration of the local body regarding its general educational policy and to select text-books to be prescribed for schools.

*Schools opened and maintained by village panchayats* are financed in respect of teachers' salaries and partly in respect of school equipment by grants sanctioned by the Inspector of Municipal Councils and Local Boards, and are controlled by the respective village panchayats, with their presidents performing the function of correspondents.

*Panchayat schools* are also sanctioned grants towards equipment in accordance with the conditions prescribed by the Inspector of Municipal Councils and Local Boards. The Inspector may make arrangements for the supply of the articles of equipment instead of disbursing equipment grants in cash, provided the supply is made through the Jail department in respect of articles which can be made in jails and the rates do not compare unfavourably with the market rates. Panchayats are not authorized to incur expenditure on higher elementary schools or standards.

*Schools under private managements* are eligible for grants in accordance with the conditions and rules for recognition and grant-in-aid explained in the following chapters. Where a school is managed by more than one individual, there should be a committee to manage the school. Only one of the members of the committee can be recognized as the correspondent of the school. Associations of managers or teacher-managers may be formed for a taluk or district in accordance with the rules laid down by the Government.†

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\* See Appendix 1.

† See Appendix 2.

*Taluk Advisory Committees.*—In regard to the exercise of the power to grant recognition and aid to elementary schools vested in the officers of the Educational Department, an Advisory Committee to make recommendations has been constituted by the Government for each taluk in all districts except Madras. The following ex-officio and other members constitute the Committee:—

- (i) Ex-officio members:—
- (1) The members of the Madras Legislative Council and of the Madras Legislative Assembly, if any, residing in the taluk.
  - (2) The president or the vice-president of the district board, if any, residing in the taluk.
  - (3) The Deputy Inspector of Schools (senior scale) in the taluk.
  - (4) The Sub-Assistant Inspectress of Schools having jurisdiction over the taluk.
  - (5) The Tahsildar of the taluk.
- (ii) Members nominated by the Collector of the district:—
- (1) One or both of the following officers—  
An officer of the Co-operative Department in the taluk.  
An officer of the Agricultural Department in the taluk.
  - (2) A member of the district board residing in the taluk in case the president or the vice-president of the district board does not reside therein.
  - (3) Five persons not being Government servants who are resident in the taluk, and are interested in the work of education, of whom at least three should be graduates or under-graduates and one a woman.

The Chairman of the committee will be nominated by the Collector from among the members and the Deputy Inspector of Schools serving on the committee will be the Secretary.

Non-official members of the committee will not be eligible for any travelling or other allowance.

*The functions of the committee will be:—*

- (1) to bring to the notice of the authorities concerned irregularities, if any, in the working of schools in the taluk;
- (2) to make recommendations regarding (a) the opening of new schools and of additional classes in existing schools and the grant of recognition to them, and (b) the allotment of grants to schools under private management;

- (3) to take such measures as are necessary (a) to increase enrolment in schools and to extend the duration of school life; and (b) to advance the education of girls and of backward communities;
- (4) to arrange for the supply of free meals, books, slates, etc., to poor pupils in elementary schools, raising voluntary subscriptions, wherever possible, and to secure rent-free buildings and other facilities for schools; and
- (5) to do propaganda work for the spread of education in rural areas.

*Taluk Advisory Committees and the organization of public help.*—The Taluk Advisory Committees have thus a very important function to discharge in the scheme of elementary education by organizing public help from non-official sources for elementary schools. The compactness and small size of the areas for which they have been constituted and the local knowledge and influence co-ordinated in their composition should make them an effective agency in supplementing the efforts of official workers in the field of elementary education.

*Meetings of these committees* will be convened periodically by their secretaries after consulting the presidents, at a convenient Government office available. No quorum is prescribed. Secretaries will prepare the agenda and maintain the minutes book. The committees are not authorized to call for school records or summon teachers or managers to give evidence. Meetings are not open to the public, representatives of the press or managers of schools. Applications for recognition will be disposed of by the District Educational Officer or the Inspectress on the recommendation of the committees. Copies of inspection reports or reviews on them will not be sent to the committees. Members may, however, visit any school other than schools for Muslim girls.

*Relationship with the District Educational Officer and the Inspectress.*—The District Educational Officer or the Inspectress may directly dispose of applications for transfer of management and transfer of locality, permanent and temporary closure of schools and cases for withdrawal of recognition and aid.

While permission is not required from the Taluk Advisory Committee before the opening of new schools or additional standards in existing schools, applications for recognition of such schools and standards will be sent by the District Educational officers and the Inspectresses in the first instance to the committee.

Applications for the admission of schools to aid need not be sent to Taluk Advisory Committees.

Where the committee's recommendations of grant to a school are within the ten per cent limit, the cases will be disposed of

by the District Educational Officer or the Inspectress. The District Educational Officer or the Inspectress can sanction without reference to the committee the payment of teaching grants withheld from schools for irregularity and other defects which have come to his or her notice subsequent to sanction of payment of grants. The District Educational Officer or the Inspectress may withhold a grant although the Taluk Advisory Committee may have sanctioned payment. The revised recommendation should in such cases be sent to the Taluk Advisory Committee.

*Applications for building and equipment grants* need not be referred to the Taluk Advisory Committees.

*Members may collect subscriptions* towards the free supply of slates, etc., and the funds collected should be deposited in the Post Office Savings Bank in the name of the Chairman, Taluk Advisory Committee. Receipts may be granted by the members for the amounts collected by them. Expenditure on appeals for subscription or help should be met from private funds.

*Inspecting agencies.*—Elementary schools for boys are under the immediate control of Deputy Inspectors of Schools and elementary schools for girls under the immediate control of Sub-Assistant Inspectresses of Schools. Deputy Inspectors of Schools are assisted in their work by Junior Deputy Inspectors of Schools in all areas where there is a large number of elementary schools for boys. Elementary schools under public management are under the control of the inspecting officers only in the sense that they are inspected and reported on by them, and that the officers have to be consulted in the appointment and transfer of teachers. But the primary responsibility for the management of such schools and for their maintenance in good condition rests with the public bodies themselves.

*The Annual Inspection of elementary schools* and periodical visits during the year, to see the schools in their normal working condition without special preparation for inspection and to note what attention is being paid to the suggestions made at the Annual Inspection and if necessary to supplement these instructions, are among the most important of the duties imposed on inspecting officers. The date fixed for the Annual Inspection will be communicated to the manager or correspondent at least seven days beforehand, but the dates of visits will not be so communicated. It is one of the conditions of recognition and aid that the management should subject the institution, with its records and registers, to inspection and to furnish the returns required by the department. The information to be furnished by schools at inspection and at other times and the returns to be submitted are explained in Chapters VII and VIII.

*Inspection Reports.*—As each school is inspected by the Deputy Inspector or the Sub-Assistant Inspectress, the report of inspection

together with his or her recommendation regarding grants-in-aid, in the case of aided schools, will be sent to the District Educational Officer or the Inspectress of Girls' Schools, as the case may be. In the Inspection Book maintained in the school, entries will be made of the chief defects noted at the inspection, suggestions for remedying the defects and a general opinion on the work of the school as a whole and, in aided schools, whether an increase or decrease of grant will be recommended. The inspection will be conducted with reference to the fulfilment of the conditions of recognition and aid and, in general, to the extent to which the school makes its contribution towards realizing the aim of elementary education as far as its area of service is concerned and equipping its pupils for their position in life.

*Recommendation of Grant.*—The District Educational Officer and the Inspectress of Girls' Schools will prepare a consolidated list of all schools in the taluk, showing the grant which in his or her opinion should be paid to each school and will send the list to the Secretary to the Taluk Advisory Committee. The Secretary will place the list at a meeting of the committee to be specially convened for the purpose. The committee may propose such modifications as it considers necessary in the grants recommended by the departmental officers, giving reasons for the modifications in each case. The Secretary will return the list with the modifications, if any, proposed by the committee, to the District Educational Officer, or the Inspectress of Girls' Schools, as the case may be, who will finally dispose of all cases, referring exceptional cases for the orders of the Divisional Inspector of Schools and the Director of Public Instruction respectively.

*Official and non-official visitors.*—In addition to the inspecting officer having jurisdiction over any school, other officers of the department have also instructions to visit all elementary schools, except Muslim girls' schools which will not be visited by officers of the men's branch. The same facilities should be offered to these officers as to the inspecting officers of the school. Besides the officers of the Educational Department, touring officers of other departments like the Revenue and Public Health Departments and District Panchayat Officers have been authorized to visit elementary schools. Agricultural demonstrators have been instructed to assist teachers with the preparations of work in Gardening and Agriculture and generally supervise gardens attached to schools and thus form another class of officers from whom schools may expect visits. Chairmen of Standing Committees for Education of local boards may also visit elementary schools. Members of village panchayats have been authorized by the Government to visit elementary schools, particularly aided schools, with a view to see if they are working regularly. As stated earlier in this chapter, members of Taluk Advisory Committees may also visit all elementary schools except Muslim girls' schools.

## CHAPTER IV.

## RECOGNITION.

*Sanctioning authority and advisory body.*—When an elementary school fulfils the standards and conditions prescribed by the Government, it is eligible for recognition. The power to grant permission to open new schools and additional classes in existing schools and to grant recognition to them or withdraw recognition from them is vested in the officers of the Educational Department. An advisory committee has been constituted for every taluk, in all districts except Madras, one of whose functions is to make recommendations on the grant of recognition to elementary schools.

*Permission necessary to open a new school.*—Before an elementary school is opened in a place, the need for it in that locality must be proved. Whether a place needs a new school or not, whether existing schools in the place are proposing to expand to take in more pupils and similar details are best known to the educational authorities. It is necessary therefore that any agency proposing to open a new school should consult them. To make sure that this simple precaution is not overlooked, rules have been made to enunciate it. They state that in localities which are adequately served by schools already existing there, the opening of a school either by a local authority or by a private management is not permitted. As it rests with the officers of the Educational department to say whether a locality is adequately served by existing schools or not, the rules further state that recognition shall not be granted to a school or class opened by a local authority or by a private management without obtaining the previous permission of the department.

*Report of opening of a new school.*—With the permission thus obtained and the school opened, a report of the opening should be made to the inspecting officer. This may be accompanied by applications for recognition and aid, or these may be sent later—but within three months of the opening and well in time for the school to be visited or inspected. Time and trouble can be saved if full information is furnished. For example, while the nature of the building (dwelling house, specially built school-house, village chavadi, church, parish hall or part of mosque), its structure (tiled, terraced or thatched) and dimensions, facilities for gardening and games and accessibility to all castes are expected to be noted in the column provided in the application itself, a rough sketch plan will be helpful. A full list of the furniture, blackboards, name-boards, pictures, maps and charts and other articles provided will be more informative than a mere mention that the necessary equipment is provided. If any of these are lacking, a note on how soon they will be provided will be an indication of the management's appreciation of the needs and its earnestness to provide them. In the same way a full list of text-books used can be of more help than mentioning simply that they are all approved.



If a detailed syllabus and time-table are sent, the application will not be held up until these are called for and received by the inspecting officer; and if besides mentioning the names and qualifications of teachers, the number and date and status of their certificates are noted, the answering of a few queries will be obviated.

*Opening of new classes in existing schools.*—The above rules and instructions relating to the opening of new schools apply also to the opening of new classes in existing schools. With regard to higher elementary classes, however, the opening of such classes and the grant of recognition to them are guided by the rules issued by the Government and the instructions issued by the Director from time to time. Each standard above the fifth shall be separately recognized.

*Applications for recognition* \* are required to be made to the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, through the Deputy Inspector of Schools or the Sub-Assistant Inspectress of Schools concerned. These applications will be sent by the District Educational Officer or the Inspectress with his or her recommendation to the Secretary of the Taluk Committee. The Secretary will place the applications at the earliest meeting of the committee and communicate its views to the District Educational Officer or the Inspectress. In cases where the committee differs from the District Educational Officer or the Inspectress the latter will submit the cases for the orders of the Director of Public Instruction, whose decision will be final. The Director may, however, refer any case for the orders of the Government.

*Date of effect of recognition.*—Recognition will be granted from the date of opening of the school or of the additional class, or from the date of the application if the application is made more than three months after the date of the opening of the school or the additional class. The District Educational Officer or the Inspectress of Girls' Schools may, for any satisfactory reason, on the recommendation of the Deputy Inspector or the Sub-Assistant Inspectress, as the case may be, entertain an application for recognition from the date of opening of the school or of the additional class in any case where the application has been made more than three months after the date of the opening of the school or of the class, but in all such cases, the approval of the Director of Public Instruction should be obtained.

*Complete structure of classes as a condition of recognition.*—Every elementary school should ordinarily have at least the first five standards, except boys' schools approved by the Divisional Inspector of Schools, or girls' schools approved by the Director of Public Instruction as feeder schools with Standards I and II or Standards I, II and III. Where a school does not have five

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\* For form, see page 164.

standards and is thus an incomplete elementary school it is required to open the necessary higher standards, unless it is an overlapping, superfluous or uneconomic school and as such pending closure or withdrawal of recognition. Every school is now recognized up to Standard V automatically except when it is declared a feeder school and if Standard IV or V or both are not working the strength in these standards will be regarded to be nil for purposes of assessment.

*Proportion of girls in boys' schools as a condition of recognition.*—Recognition will not ordinarily, in future, be granted to any lower elementary boys' school in an area where there is no girls' school, unless the strength of the girls in that school, at the time of application for recognition, is at least half the total number of boys in that school.

*Other conditions of recognition.*—Besides satisfactory evidence of the educational needs of a locality, recognition shall depend upon the fulfilment of the following requirements \* :—

- (1) *Teachers.*—(a) Teachers in elementary schools should ordinarily hold trained teachers' certificates and in making appointments, preference should invariably be given to holders of such certificates :

Provided that where teachers holding such certificates are not available, untrained teachers, who possess the qualifications prescribed by the Madras Educational Rules for admission to a training institution of the higher elementary grade, or, in the case of women teachers and teachers belonging to the Muhammadan community or to the scheduled classes, including converts from those classes to Christianity, untrained teachers who possess the qualifications prescribed by the said rules for admission to a training institution of the lower elementary grade, may be appointed in such schools with the previous approval of the District Educational Officer or of the Inspectress of Schools as the case may be†.

(b) In elementary schools with standards above Standard V, the headmaster and the teachers in charge of Standards VI to VIII, should ordinarily hold secondary grade trained teachers' certificates.

(c) In every elementary school with Standard V as the highest, the headmaster should hold a trained teachers' certificate of the higher elementary grade: provided

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\* A distinction is made between schools which seek recognition and aid and schools which seek only recognition. The rules in regard to aid are not applied to schools which seek only recognition and which on principle do not accept aid. (Proceedings C. No. 558-B/37, dated 23rd February 1937.)

† See pages 8-9, Chapter I—Definitions (h), (i), (j) and (k).

that such a certificate shall not be required in the case of a headmaster who has had at least two years' experience as such on or before the 16th September 1933. But a headmaster appointed after the 1st October 1939 to any such school, having four or more teachers, should hold a trained teachers' certificate of the secondary grade.

- (d) All untrained teachers employed in elementary schools who have not attained the age of 35 shall be sent for training at the earliest opportunity.
- (e) The Divisional Inspector of Schools in the case of boys' schools and the Director of Public Instruction in the case of girls' schools may exempt any named headmaster of, or teacher in, an elementary school under private management, from the possession of any qualification prescribed for such headmaster or teacher by the above rules.
- (f) (i) Every teacher working in a school under private management shall possess a Teacher's Service Register issued by the District Educational Officer. It shall be the duty of the manager to specify clearly in the Service Register, the terms of service under which the teacher is recruited stating whether he is appointed on probation or temporarily (if so, for what period), or permanently, and his salary and scale of pay, if any. It shall further be the duty of the manager to get the Service Register countersigned by the Deputy Inspector or the Sub-Assistant Inspectress concerned.
- (ii) No teacher shall, ordinarily, leave a school without giving three months' notice to the management and no management shall dispense with the services of a teacher without giving three months' notice to the teacher except for adequate disciplinary reasons approved by the District Educational Officer or the Inspectress, as the case may be.
- (iii) No deduction of any kind shall be made from the pay of a teacher except by way of deductions in respect of a provident fund and fines imposed for disciplinary purposes. A record of such fines shall be maintained in the form prescribed.\*
- (g) The Director of Public Instruction may refuse or withdraw recognition on account of the employment in a school of any teacher whom he after due enquiry considers unfit to be a teacher.
- (h) No teacher whose certificate has been cancelled or suspended under the Madras Educational Rule 154, or whom

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\* See page 168.

the Director of Public Instruction, after due enquiry, declares to be unfit to be a teacher or whose Service Register has been withdrawn by the Divisional Inspector, or by the Director of Public Instruction in the case of girls' schools, shall, while such cancellation, suspension, declaration or withdrawal, is in force, be employed in a recognized school; nor shall any grant be assessed on behalf of any such teacher.

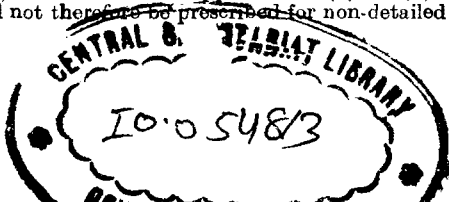
- (i) There shall ordinarily be at least one teacher for every 35 pupils in average attendance:

Provided that when the number of pupils in average attendance in any one standard or section of a standard exceeds 35, it shall be divided into two sections if the Deputy Inspector of Schools or the Sub-Assistant Inspectress, as the case may be, so directs.

- (2) *Building.*—(a) The building used for the school shall be suitable, shall admit sufficient light and air and shall be kept clean.
- (b) At least a small garden must be maintained in every school. If sufficient space is not available managements may apply for the alienation of public land for growing a garden.
- (c) A playground is also an essential requirement for a school and for this too, if space is not available, managements may apply for the alienation of public land.
- (d) Recognition will not be granted to a school situated in a building which is inaccessible to the members of any caste or community.
- (3) *Equipment.*—The provision of much furniture will not be insisted upon but there should be a supply of suitable pictures and other simple appliances.
- (4) *Text-books.*—(a) No text-books (other than books for religious instruction) are to be used in the school for the purpose of imparting or receiving instruction unless they have been approved by the Text-book Committee for the purpose.\*

The selection of books shall be made—(i) in the case of schools under the management of the Educational Department of Government by the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, and in the case of schools under the management of other departments of Government, by

\* In connexion with this question attention is drawn to the list of books published in the *Fort St. George Gazette* as suitable for (1) class use, (2) libraries and (3) teachers. Those approved for (2) and (3) *supra* are not suitable for (1) and should not therefore be presented for non-detailed study.



- the controlling authority of the department concerned, in consultation with the District Educational Officer or the Inspectress of Girls' Schools, as the case may be;
- (ii) in the case of schools managed by the Corporation of Madras by its Standing Committee for Education;
  - (iii) in the case of schools managed by a District Board by its Standing Committee for Education;
  - (iv) in the case of schools managed by a Municipal Council by the Chairman, in consultation with the District Educational Officer or the Inspectress of Girls' Schools, as the case may be;
  - (v) in the case of schools under private management by the management concerned; and
  - (vi) in the case of schools managed by a panchayat, by the president in consultation with the District Educational Officer or the Inspectress of Girls' Schools, as the case may be.
- (b) A list of text-books in use in the school specifying the standards for which they are prescribed should be communicated by the management of the school at the beginning of every school year to the Deputy Inspector or the Sub-Assistant Inspectress of Schools concerned. In the case of schools applying for recognition or aid, a list of text-books in use in the school should be forwarded with the application:

Provided that where lists of text-books used in the schools under the management of a local body have been sent to the educational authorities, such local body may, if it applies for the recognition of a new school under its management, forward along with the application for recognition a certificate in Form A or Form B below, as the case may require, and such certificate shall be deemed to be sufficient for the purposes of this sub-rule:—

#### FORM A.

There has been no change in the text-books since the transmission of the list, dated \_\_\_\_\_

#### FORM B.

There has been no change in the text-books since the transmission of the list, dated \_\_\_\_\_ have been no changes except to the extent specified below. The change has been made with the approval of the changes have been made District Educational Officer / Inspectress.

Book since substituted or additionally brought into use and the year of its introduction.

Number and date of the proceeding of the District Educational Officer / Inspectress approving the book.

- (c) Text-books shall not be changed within two years of their introduction except with the previous approval of the District Educational Officer or the Inspectress of Girls' Schools, as the case may be.
- (d) No library books other than those included in the list of books approved by the Text-book Committee for the purpose shall be purchased or otherwise obtained for the school without obtaining the permission of the District Educational Officer or the Inspectress of Girls' Schools concerned.
- (5) *Registers*.—The following registers should be kept in the prescribed forms\* and produced to the inspecting officer when required:—
- (1) A Register of Admissions and Withdrawals.
  - (2) A Register of Attendance of Pupils.
  - (3) A Register of Attendance of Masters.
  - (4) Acquittance Roll of Teachers.
  - (5) An Inspection Book.
  - (6) A Visitors' Book.
  - (7) A Register of Fines.
  - (8) A Register of Record Sheets.

And in areas affected by a notification under section 46 of the Madras Elementary Education Act, 1920—

- (9) A Register of Defaulters.

The registers must be carefully kept by the headmaster and should be initialled by the inspecting officer at his visits to the school in token of their production at the time. No entry should be made in the Inspection Book except by an inspecting officer. The entries should be in a language understood by the master. In the Visitor's Book district officials and other visitors to the school may be invited to make remarks. A member of the Taluk Advisory Committee visiting a school may note in the Visitors' Book his remarks on the progress and condition of the school and, if any irregularities are found in the working of the school, they may be reported to the Chairman of the Committee who will place the report before the next meeting of the committee for its consideration.

- (6) *Fees*.—No fees shall be levied from girls whose parents or guardians are so poor that the grant of this concession is necessary to enable the girls to continue their studies.
- (7) *Medium of instruction*.—Instruction must be given through the medium of the language of the pupils wherever this is possible. The exceptions would be cases of Muhammadans or pupils with a language different from that of the bulk of pupils.

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\* See Appendix 6.

- (8) *The course of studies* shall be based on the syllabuses issued by the Director with the approval of the Government.

The requirements in regard to school hours, vacations and holidays, admissions and withdrawals, promotions, and issue of certificates will be found explained in detail in Chapter VI—Elementary School Administration.

*A list of elementary schools* admitted by the inspecting officers to recognition will be published every month in English and in the language of the district in the District Gazette by the District Educational Officer and the Inspectress of Girls' Schools. Similarly a list of schools from which recognition was withdrawn will also be published every month.

*Temporary recognition.*—If the conditions necessary for the grant of recognition are to a large extent but not wholly fulfilled and there is reasonable promise of their being wholly fulfilled, an elementary school or one or more of its classes may be granted temporary recognition up to a specified date. In all such cases application for renewal of recognition beyond the prescribed date should be made within three months of the date of expiry of the recognition previously sanctioned. It is assumed that the conditions are wholly fulfilled at the time of such an application, but if they are not, recognition may be refused or granted for a further specified period according to the degree that the required conditions have been fulfilled.

When a school is recognized temporarily for a specified period, it is advisable for the management to bring the fact to the notice of the inspecting officer at the time of the Annual Inspection of a school and, as far as possible, at the time of visits, so that the officer's instructions and advice can be obtained in regard to the requirements for obtaining permanent recognition or an extension of the temporary recognition.

*Withdrawal of recognition.*—Recognition may be withdrawn from any school, whether under public or private management, which refuses admission to any pupil merely on the ground of the caste or community to which he belongs. If no pupils belonging to the scheduled classes are actually attending a school, it will be deemed to refuse admission to such pupils within the meaning of this rule, unless the management of the school show that no such pupils are residing within a distance of one mile from the school or adduce other satisfactory reasons for the absence of such pupils from the school.

Before recognition is withdrawn from any school under this rule, the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, shall give the management of the school at least one month's notice of intention to do so.

Recognition may be withdrawn, after due warning, from any boys' lower elementary school, in an area where there is no girls' school, in cases in which at least 25 per cent of the number of girls of school-age in the local area are not reading in the school.

In the case of schools under private management, failure to comply with the rules issued by the Government for the institution of a Provident Fund for teachers in non-pensionable service shall be considered a sufficient cause for the withdrawal of recognition.

Recognition shall be withdrawn from any school if it is reported by the inspecting officers that the salary of any teacher in the school is not being paid to him in accordance with the terms set forth in his Service Register.

In general, recognition may be withdrawn if any of the conditions of recognition are violated.

The Director of Public Instruction may refuse or withdraw recognition on account of the employment in a school of any teacher whom he after due enquiry considers to be unfit to be a teacher.

The presence of pupils unprotected from smallpox may be regarded as a sufficient cause for withdrawal of recognition.

Where there has been falsification of registers or misrepresentation or any other fraud or irregularity or serious violation of any of the conditions of recognition, which, in spite of a reduction in grant in a year, persist in the following year, the District Educational Officer or the Inspectress may propose the withdrawal of recognition of the school. In all such cases a detailed report will be made to the Taluk Advisory Committee and a copy of it will be sent to the manager of the school.

Schools which manifestly fail to justify their existence and to which the aid given is an obvious waste of public funds are liable to lose aid or recognition and aid, on account of—

(a) Uneconomical strength, (b) incompleteness with no prospect of ever becoming a complete school, (c) being a single-teacher school without any hope of becoming a plural-teacher school, (d) the existence of adequate school facilities in the locality, and (e) an unsatisfactory distribution of strength.\*

Failure of a headmaster to comply with the provisions of the rules relating to compulsory education, such as attendance at the meetings of the Compulsory Education Committee, or any misrepresentation, or negligence on his part in the preparation of

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\* Inspecting officers have been authorized to recommend the withdrawal of recognition of such schools on the following information:—(i) Number of years the school has been in existence. (ii) Strength and attendance by standards. (iii) Number and qualifications of teachers employed, (iv) Number of school places available in the school. (v) Names, distances, strength by standards, number of school places and number and qualifications of teachers in the nearest schools. (vi) How the educational needs of the locality and the area served by the school will be affected by withdrawal of recognition and aid of the school.



the Defaulters Lists, or in reporting their names, or in the discharge of any of the duties imposed on him under those rules shall render his school liable to loss of recognition.

When standards for which separate recognition has been granted in a school are closed the recognition of these standards will be withdrawn. On the permanent closure of a school its recognition will be withdrawn. The case of temporary closure is treated in Chapter I—Definitions, under minimum attendance for the year and in Chapter V—Grants-in-aid, under Assessment of teaching grants.

The recognition granted to an elementary school is affected by either of two changes in the conditions of its working: these changes are (1) transfer of locality and (2) transfer of management.

(1) *Transfer of locality.*—The transfer of an elementary school from one locality to another involves change of conditions which will affect the recognition already granted to the school. For schools managed by a Municipal Council fresh recognition should be obtained in the case of transfers from one electoral ward to another in the same municipal area and not in respect of transfers of schools within the same ward. But considering that the essential condition for the grant of recognition is satisfactory evidence of the educational needs of a locality and that the possibility of rivalry and overlapping of educational effort exists as much as in the case of transfer from one site to another within the same ward as in the case of transfers from one ward to another, the inspecting officers should be consulted in the case of such transfers before the schools are actually transferred. Where there is a difference of opinion between the inspecting officer and the Municipal Council, the Director of Public Instruction should decide. If a Municipal Council desires to adopt any unit other than an electoral ward for this purpose, the approval of the Government should first be obtained.

If the transfer of a municipal school from one locality to another in the same ward prejudices the interests of any aided school, it will always be open to the District Educational Officer or the Inspectress to withdraw the recognition of the municipal school.

In the case of schools managed by local boards in rural areas, fresh recognition should be obtained to the transfer of a school from one locality to another. A single unitary village is to be taken as the unit in these cases, a hamlet counting as a separate village, and in the case of transfers of schools from one site to another in the same unit, the procedure prescribed for transfers in the same electoral ward in a municipal area should be followed. The

approval of the Director of Public Instruction is not necessary in such cases provided the transfer is effected in consultation with the inspecting officers.

In cases in which a school under private management, whether in a municipal or a non-municipal area, is transferred from one locality to another, fresh recognition is not necessary. It will be sufficient if orders are passed on the transfer of the school to a different locality. If such transfer is approved, the recognition already enjoyed by the school will be deemed to be continued without interruption. The conditions mentioned below will be considered by inspecting officers in recommending the approval of any transfer of locality:—

- (i) Whether the new locality is within a reasonable distance from the old locality.
- (ii) Whether the pupils of the old locality attend the school in the new locality.
- (iii) Whether the old registers are continued in the school in the new locality.
- (iv) Whether the school in the new locality is not prejudicial to the interests of other schools, if any, nearby.

(2) *Transfer of management.*—In this case all that is required is the approval of the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, to the transfer of management. If the transfer of management is approved, the recognition already granted will automatically continue. Applications for transfer of management should contain full particulars, including the reason for the transfer and the authority, if any, for it in the form of a copy of a resolution of the managing body and should either be accompanied or followed by a report of transfer of charge signed by both the parties to the transfer. A withdrawal of the application for transfer is not permitted where a transfer of management has already taken place and the transferee is in possession of the school and its records, but where a withdrawal of the application is made before the transfer has taken place, such withdrawal can be permitted if both the parties agree. Where there is a difference between the parties, each case will be decided on its own merits by the sanctioning officer. If the manager refuses to hand over charge after applying for transfer, the school will be treated as closed and its recognition will be withdrawn.

When aided managements are prepared to take up the control of board schools, the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, should be addressed for the transfer of management. Apart from this the sanction of Government is necessary for transferring the school to an aided management.

## CHAPTER V.

## GRANTS-IN-AID.

*Grants-in-aid.*—A sum of money is annually set apart to be expended under the rules laid down in the Grant-in-aid Code, published under the authority of Government, as grants-in-aid to schools and other educational institutions under private management,\* with the object of extending and improving education, and such grants will be given impartially to all schools which impart sound instruction, subject to the conditions specified in the Code, and in the Rules for Recognition and Aid, made by the Government.

*Reservation of discretion by Government.*—The Government reserve to themselves, anything in the rules of the Grant-in-aid Code notwithstanding, the right to refuse or to withdraw any grant at their entire discretion. A sanctioned grant may, for reasons to be recorded in writing, be withdrawn by the District Educational Officer or the Inspectress of Girls' Schools at any time before payment and shall not be deemed to be a debt enforceable by suit or by any other legal process. Every such order of withdrawal should be reported to the Divisional Inspector of Schools in the case of boys' schools and the Director of Public Instruction in the case of girls' schools.

*Withdrawal of grants on participation of teachers in political agitation.*—Grants will ordinarily be withdrawn from a manager if he or any of the teachers employed by him takes part in political agitation directed against the authority of Government or inculcates opinions tending to excite feelings of political disloyalty or disaffection among the pupils. Failure of a manager to comply with the requisition of the Director of Public Instruction to dispense with the services of any member of the teaching staff or other establishment employed by the school who contravenes the provision of the rule prohibiting such members from standing as candidates or interfering in elections will render his school liable to forfeiture of grant.

*Payment of all grants will be subject to audit,* and in the event of an objection being upheld, the management may be called upon to refund the amount paid or such portion of it as the Government may decide. Such refund may be made either by adjustment in any grant payable to the school or in such other manner as the Government may see fit. In all cases the payment of grant will be subject to the funds available for the purpose.

*Objects for which aid may be given.*—Grants are given for teaching and are referred to as teaching grants.

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\* The subject of the grants paid by the Local Government to Local authorities for the benefit of elementary education under section 32 (ii) of the Madras Elementary Education Act, 1920, is referred to in Chapter III—Administrative, Advisory and Inspecting Agencies.

Grants are also given in respect of elementary schools, for

- (1) compensation of the fee concessions given to the children or other dependents of Indian soldiers and the exemption of poor girls from payment of fees;
- (2) the erection, enlargement and purchase of school-buildings or boarding houses for students attached to educational institutions;
- (3) the purchase of land for school, garden or playground purposes;
- (4) the purchase of school furniture, apparatus, chemicals and appliances; and of books for school libraries; and
- (5) the payment of boarding charges to Indian orphanages and boarding homes.

*Proportionate grants.*—If an aided educational institution works throughout a financial year or part of a year it shall be eligible for a grant for such period, whether or not it works beyond that period.

*Sanctioning authority.*—Except in cases where reference to Government is required or where authorities subordinate to the Director have been permitted to sanction grants, all grants paid from Provincial funds are sanctioned by the Director.

*Management.*—Every institution on behalf of which aid is sought shall be under the management of one or more persons recognized by the department, who, in the capacity of proprietors, or of trustees, or of members elected by the Society or Association by which the institution is maintained, will be required to undertake to be answerable for the maintenance of the institution and fulfilment of all the conditions of recognition and aid including the due enforcement of such rules of discipline as are prescribed from time to time. The management may, with the approval of the department, appoint a person as correspondent to transact the business of the institution with the department. More than one person cannot be recognized as the correspondent of an aided elementary school.

*Reservation of right regarding the use of books.*—Government reserve to themselves the right to forbid or to prescribe the use of any book or books in aided schools. Managers of schools are, as a condition of receiving grants-in-aid from public funds, required not to use, without the express sanction of the Director, any text-book which is not included in the authorized list of text-books, which may from time to time be issued by him.

*Income to be devoted to educational purposes.*—No aided institution is allowed to spend any portion of its income for other than educational purposes. Not less than 85 per cent of the teaching grant received by a school shall be paid to the teachers employed in it by way of salary, each teacher being paid in proportion to the scale of teaching grant assessed for him. The balance may be kept by the manager for defraying expenses

other than the salary of teachers employed by him and he is required to keep an account of such expenses. This rule does not apply to schools where regular scales of monthly salaries are in force and where the monthly salary paid to each teacher is not less than the grant assessed on his behalf.

*Payment of grant—(a) Procedure.*—The District Educational Officer or the Inspectress of Girls' Schools, as the case may be, may pay direct to each teacher a grant up to a maximum of 85 per cent of the sanctioned grant or the full assessed grant, as the case may be, as prescribed in the above rule, after deducting any salary which the teacher may have received from the manager. The balance of the grant due to the school after such payment shall then be paid to the manager. Teaching grant bills will be issued in favour of managers only.

- (b) *Conditions.*—No grant will be paid to any institution—
- (1) which is situated in a building which is inaccessible to the members of any caste or community, or
  - (2) which refuses admission to any pupil merely on the ground of the caste or community to which he belongs, or
  - (3) in which salaries are not paid in accordance with the terms of Teachers' Service Registers, or in which the salaries are less than the minimum prescribed in the above rules or in which it is reported by the inspecting officers that the services of teachers have been dispensed with on inadequate grounds, or deductions other than those authorized under the rules for recognition are being made from the teachers' salaries.

*Applications for aid.*—Every application for aid should be made in the form prescribed \* in Appendix 8 to the Rules for Recognition and Aid, issued in G.O. No. 1903, Education, dated 21st August 1939, and should contain a declaration signed by the correspondent to the effect that the conditions of recognition and aid laid down in the rules framed by the Government are being, and will continue to be, fully observed, excepting those rules from which the institution has been specially exempted by the District Educational Officer's orders or Director's Proceedings (the number and date of such order or proceedings being specified), and that the management is prepared to subject the institution, together with its current endowment and trust accounts, its establishment, time-table and registers to inspection and to furnish such returns as may be required by the Department of Public Instruction. Applications for aid should be submitted along with applications for recognition or for continuance of recognition.

*Applications from new schools* for admission to aid in any official year should be made to the District Educational Officer through the Deputy Inspector of Schools or to the Inspectress

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\* See page 164.

of Girls' Schools through the Sub-Assistant Inspectress. The applications should reach the Deputy Inspector of Schools or the Sub-Assistant Inspectress before the 1st of September.

*Applications for aid from schools which have been granted temporary recognition* for a specified period should be made to the inspecting officers concerned not later than three months before the expiry of such period.

*Belated applications.*—The District Educational Officer or the Inspectress of Girls' Schools, as the case may be, may entertain an application for aid from any school after the date specified in the above rule with the approval of the Divisional Inspector of Schools or the Director of Public Instruction, respectively, if the school is otherwise eligible for aid.

*Admission to aid and allotment of grants.*—The District Educational Officer or the Inspectress of Girls' Schools, as the case may be, will scrutinize the applications for aid and on the recommendation of the Taluk Advisory Committee regarding allotment of grants to schools under private management, will determine what schools shall be admitted to aid. In determining this they shall take into account the number, the character and the financial condition of the schools, the educational needs of the locality and the funds available.

*Publication of lists.*—A list of schools admitted to aid will be published periodically in the District Gazette in the same manner as schools granted recognition.

The District Educational Officer and the Inspectress of Girls' Schools will draw up a consolidated list in the prescribed form (Appendix 1 to the Rules for Recognition and Aid, G.O. No. 1903, Education, dated 21st August 1939) of all recognized elementary schools indicating those admitted to aid. This list will be published for each district and will be issued to the Presidents of District Boards, Chairmen of Municipal Councils, Treasury and Inspecting Officers and Health Inspectors.

A list of schools not admitted to aid will also be prepared at the same time, the reason for rejection being indicated in each case.

*Preparation of bills.*—The District Educational Officer or the Inspectress of Girls' Schools, as the case may be, will prepare a grant bill in the prescribed form (Appendix 9 to the Rules for Recognition and Aid, G.O. No. 1903, Education, dated 21st August 1939) for each school or for each set of schools under the same management in the same local area.

*Arrear grants.*—No arrear grants will be sanctioned by the District Educational Officer or by the Inspectress of Girls' Schools, except with the sanction of the Director of Public Instruction if more than a year has elapsed after the close of the year to which the grant appertains.

*Monthly Returns from schools.*—A monthly Return in the prescribed form is required to be furnished by the manager of every elementary school to the Deputy Inspector of Schools or the Sub-Assistant Inspectress, as the case may be, by the 15th day of the month immediately succeeding that to which the return relates.

*Monthly returns as the basis of assessment.*—On the Monthly Returns thus submitted from January to December of each calendar year will be based the assessment of grant for the financial year from the 1st April of that year to the 31st March of the following calendar year. It is therefore of the utmost importance that these Monthly Returns should be carefully and accurately prepared and promptly submitted. Instructions on their preparation are given in a later chapter of this Manual. It should be understood that the grant itself relates to the financial year \*, although the figure for the amount to be assessed is based on a different period. A manager is not therefore justified in regarding that the grant for period from January to March immediately preceding his receipt of the final instalment of grant is not included in that instalment and for that reason withholding the pay of teachers or the discharge of other liabilities due for the period from January to March. What is due to him is twelve months' grant from April of one year to March of the following year and this is the grant paid to him. The period of the data forming the basis of calculation should not affect his liabilities for the financial year which he proposes to meet from the grant for that year.†

*The sanction of proportionate grant for a part of the financial year arises in the case of three kinds of schools admitted to aid, namely:—*

- (a) new schools opened during the calendar year
  - (1) before 1st April, and
  - (2) after 1st April,
- (b) schools closed during the calendar year
  - (1) before 31st December, and
  - (2) after 31st December,
- (c) schools amalgamated during the year with other schools.

In respect to (a) new schools (1) if opened before 1st April, the figure is first worked for the grant for the period from the date of opening to 31st December on the basis of Monthly Returns and then reduced proportionately for 9 months, that is, from 1st April to 31st December, and (2) if opened after 1st April, the grant is calculated

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\* Unless specifically ordered by the Government to relate to the calendar year.

† These instructions apply only so long as the payment year remains different from the assessment year. From the time the two are ordered by the Government to be regarded the same, assessment and payment will correspond to each other, the two always referring to the same month.

from the date of opening to the 31st December on the basis of Monthly Returns, for the first year of its existence. In respect to (b) schools (1) if closed before 31st December the grant is calculated from 1st April to the date of closure on the basis of Monthly Returns and (2) if closed after 31st December, the figure is first worked out on the basis of the Monthly Returns for the whole of the calendar year during which the school has worked and then reduced proportionately for the period from 1st April to the date of closure. The calculation of grant in all the above cases is subject to all the conditions laid down for aid, including the trained-teacher ratio, and the maintenance of the minimum monthly absolute average attendance of 20. The sanction of proportionate grant is also subject to the school having been inspected for the year. The above principles apply in general also to (c) schools closed in consequence of their amalgamation with other schools. Proportionate grant may be paid to schools in special cases even though no Annual Inspection is conducted, provided that the District Educational Officer or the Inspectress of Girls' Schools is satisfied that the school worked properly during the period.

*Assessment of teaching grants* is based upon the data enumerated below:—

*Data (1).—A minimum monthly absolute average attendance* for the year, to decide the eligibility of a school for assessment (*not the amount* of assessment). The following points are to be remembered:—

- (a) The minimum monthly absolute average attendance prescribed is 20.\*
- (b) The minimum is for all the standards of the school taken together.
- (c) The minimum is for the year as a whole and not for the respective individual months.
- (d) The minimum is exclusive of weightage.
- (e) The minimum is exclusive of deductions of pupils who have been in the same class for over two years and pupils who are under five years of age.

*Data (2).—Modified average attendance* for each month from January to December based upon the Monthly Returns—

- (a) Modification is effected by—
  - (i) weightage of average attendance in Standards IV and V by counting each pupil as  $1\frac{1}{2}$ , and

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\* If the average attendance is  $19\frac{1}{2}$  or more, it may be rounded to 20 for this purpose only. But for the months in which the modified average attendance is less than 20 no grant will be calculated.



- (ii) deduction of pupils who have remained in the same standard for more than two years and pupils below the age of five.

NOTE 1.—Weightage is added first and the deductions are made after it.

NOTE 2.—The roll strength should be taken into account for the purpose of the deductions mentioned above.

- (b) The number of teachers to be assessed is calculated at the rate of one teacher for every 20 pupils in modified average attendance and  $\frac{1}{4}$  for every five pupils in the remainder, the last remainder less than five being left out. (The result is referred to as teacher-quotient.) Where the modified average attendance for any month falls below 20 no grant can be assessed for the school for that month.
- (c) Rounding of halves in modified average attendance is authorized only once in the total for the month.
- (d) Attendance in unrecognized standards is not to be taken into account.
- (e) If a school is closed for the vacation for the whole of a calendar month, e.g., May, grant may be assessed on the basis of the figures for the previous month on behalf of the teachers who have continued to be employed during the vacation.

*Data (3).—Total number of sections, each standard and each authorized section of a standard counting as one section—*

- (a) Grant shall in no case be calculated for more teachers than there are standards or sections in the school.
- (b) Authorization of sections is to be made by the Deputy Inspector or the Sub-Assistant Inspectress on the basis of average attendance in a standard exceeding 35.

NOTE.—While it is permissible for the Deputy Inspector (or the Sub-Assistant Inspectress) to refuse permission to bifurcate a standard when the number of pupils in excess of 35 in any standard is very small, in all cases where the average attendance in any standard is or exceeds 40 and when there are no other schools in the neighbourhood to which the excess can be diverted, the bifurcation of the standard should be permitted.

- (c) The authorization becomes inoperative in any month in which the average attendance of a standard or section for which it was granted does not exceed 35.
- (d) In a bilingual school additional sections may be approved for the second language provided the number of pupils learning the second language justifies them on the above general principles.

*Data (4).—Number of teachers actually employed and the periods of their service during the month—*

- (a) Assessment should be made for teachers on whichever is the least among the three following figures:—
- (i) Teacher-quotient;

- (ii) Number of authorized standards or sections in the school; and
  - (iii) Number of teachers actually employed.
- (b) In disallowing teachers in excess of the number assessable as above, the order is lower untrained, higher untrained, lower trained, secondary untrained, higher trained, collegiate untrained, secondary trained and collegiate trained.
- (c) If one or more teachers have to be disallowed in part (either as a fraction in excess of the teacher-quotient, or for part of a month) the same order as the above is to be followed.
- (d) In calculating the grant for a teacher for part of a month the actual number of days during which the teacher is employed in the month should be taken expressed as a fraction of 30 days. It follows that if two individuals are assessed to make up one teacher's grant in a month the calculation should be limited to a maximum of 30 days; for example, if teacher A has worked from 1st to 16th and teacher B has worked from 17th to 31st of a 31-day month, they should be assessed respectively for  $16/30$  and  $14/30$  of the rate for the month or  $15/30$  and  $15/30$  of the monthly rate, and not  $17/30$  and  $14/30$  or  $17/31$  and  $14/31$ , respectively, the reason being that on the basis of 30 days for the month the assessment should not exceed a full month's rate when the fractions are totalled.
- (e) Grants may be assessed on behalf of women teachers on maternity leave for the period of the leave subject to the conditions that absence on maternity leave is supported by a medical certificate and that grant is not assessed for both the teacher on maternity leave and her substitute, if any.
- (f) In assessing grants on behalf of teachers absent on leave employed in aided elementary schools, the following instructions have been issued:—
- (i) Casual leave up to a limit of 15 days in a year may be allowed for satisfactory reasons.
  - (ii) Grants may be allowed for the teachers absent on leave other than casual leave up to a period of one month provided they are paid the leave salary and return to duty after the expiry of leave and also that no substitute is appointed. The inspecting officers should satisfy themselves that leave salary has been actually paid.

- (iii) In cases where substitutes have been appointed, grants may be reckoned only with reference to the qualifications of the substitutes for whatever period they are employed.
- (iv) In the case of single-teacher schools, the period of closure on account of the illness of the teacher-manager or on account of an epidemic may be condoned up to a period of two months and grants allowed provided due intimation is sent to the inspecting officers and the closure approved by the District Educational Officer or the Inspectress of Girls' Schools.
- (g) In the case of teachers having a lien on their posts during the summer vacation, proportionate vacation salary may be allowed with reference to the total period of service including broken periods of service during the school year and grants may be accordingly assessed subject to the actual payment of vacation salary.

*Data (5).—Number of untrained teachers in relation to the number of trained teachers—*

- (a) In schools existing on the 1st December 1936 (with permanent recognition) all untrained teachers are eligible for assessment up to 31st December 1939.
- (b) From 1st January 1940, one untrained teacher is eligible for every two trained teachers in such schools, no untrained teacher being eligible in single- and two-teacher schools.
- (c) In schools temporarily recognized and admitted to aid before the date of G.O. No. 174, Education, dated 26th January 1937, all untrained teachers are eligible for assessment until the date of the expiry of the temporary recognition and aid granted before the date of the order, after which they will be assessed as new schools as in (d) below.
- (d) In schools recognized and admitted to aid after the date of the above order, untrained teachers in excess of the *prescribed ratio should not be assessed for grants*. Thus even before 1st January 1940 they are treated for assessment in the same way as older schools will be treated after 1st January 1940.
- (e) In the case of schools employing only one teacher or two teachers, the teacher or both the teachers, as the case may be, shall be trained teachers. Schools employing more than two teachers may employ one untrained teacher for every two trained teachers. The District Educational officer or the inspectress may, in deserving cases, exempt any school from the operation of this rule for a specified period. For the purpose of this rule

only, the following persons in addition to those mentioned in Chapter I—Definitions, of this Manual, shall be deemed to be trained teachers:—

- (i) a teacher who holds a Probationary Teacher's Certificate which he has been unable to complete within the prescribed period;
- (ii) a teacher who has undergone training in a recognized training institution though he has failed in the Training School Leaving Certificate Examination;
- (iii) an untrained secondary grade teacher \* as defined in Chapter I—Definitions, of this Manual; and
- (iv) an untrained teacher of the collegiate grade.

(f) Untrained teachers employed in excess of the maximum prescribed cannot be assessed any grants. Fractions exceeding half in the figure for untrained teachers assessable in relation to the total number of teachers may be rounded, e.g., instead of 1 and 2/3 out of 5 teachers, 2 may be allowed as the number of untrained teachers, and out of 8 teachers 3 untrained teachers may be allowed. But out of 2 teachers, one of whom is untrained, only the trained teacher can be assessed.

*Data (6)—Qualifications of teachers—*

- (a) Teaching grants will be calculated at the following rates:—

	Rate per year.	
	Untrained teachers.	Trained teachers.
	RS.	RS.
For each teacher of the lower elementary grade ..	60	108
For each teacher of the higher elementary grade.	108 †	156
For each teacher of the secondary grade .. ..	144	212
For each teacher of the collegiate grade .. ..	212	272

The respective grades are explained in Chapter I—Definitions, of this Manual.

- (b) Teaching grants for schools in which instruction is imparted for less than five hours but for not less than two hours and a half in a school-day shall be calculated at half the rates specified above‡.
- (c) A teacher working in two schools should not be enabled to earn more than the full assessed grant for one school and, to prevent malpractices, such cases should be carefully investigated by inspecting officers before assessment of grants.

\* The concession in the case of untrained secondary grade teachers will hold good for a period of five years only from 1st June 1939.

† Proceedings R.C. No. 2689-E/37, dated 8th May 1937, requires evidence of study in and promotion from Form III to be produced before assessment is made on Transfer Certificates from Form IV.

‡ Subject to the approval of the Director, until specific orders are issued.

- (d) No grant shall be assessed for teachers over the age of 60.\*
- (e) No grant shall be assessed for any teacher who does not possess a Service Register, except in the case of teacher-managers.
- (f) No grant shall be assessed for honorary teachers and no Service Registers should be opened for them. Such teachers should not be employed in a school unless it be in excess of staff requirements.
- (g) No grants shall be assessed for specialist teachers unless they are within the number of teachers eligible for assessment on average attendance and on the number of sections, but such teachers should also have, Service Registers maintained for them. They will be assessed in such cases with reference to their general educational qualifications, in the absence of any special orders.
- (h) Trained teachers of the lower elementary grade holding completed certificates who pass the higher elementary grade Training School Leaving Certificate Examination will be treated as trained teachers of the higher elementary grade from the day following the last day of the examination for which they appeared for and passed.
- (i) Trained teachers of the lower elementary grade holding Probationary Teachers' Certificates who pass the higher elementary grade Training School Leaving Certificate Examination will be treated as trained teachers of the higher elementary grade from 1st April of the year in which they pass the higher elementary grade Training School Leaving Certificate Examination up to the end of three years' probationary period reckoned from the 1st April of the year in which they passed their lower elementary grade Training School Leaving Certificate Examination. In cases where the three years' period has already elapsed before passing the higher elementary grade examination, the teachers after passing the higher grade examination will be treated only as untrained teachers of the higher elementary grade till the completion of their certificates, unless the period of probation is extended by a competent authority. But for the purpose of completion the service put in by the teachers prior to the passing of the higher grade examination should also be taken into account.

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\* For determination of the date of birth when age only is given the practice of assuming completion of the stated age on the date of attestation is to be followed. (R.C. No. 2149-C/38, dated 8th August 1938, communicating G.O. No. 227, Finance, dated 27th June 1938.)

- (j) Teachers exempted from the possession of any particular qualification, such as those comprehended under *Other conditions of recognition*: (1) Teachers,\* cannot be treated as having that qualification for purposes of grant; the grant should be based on the qualification which the teacher actually possesses.
- (k) Grants for untrained lower grade teachers should be assessed in accordance with the requirements specified in Chapter I—Definitions, of this Manual, under the definition of such teachers.†
- (l) In the case of any other outside examination a certificate of passing which is held by a teacher, each case will be considered on its merits by the Director of Public Instruction, whether as regards the status of untrained teachers, the admission of teachers for training or the conversion of teachers' certificates from the lower to the higher elementary grade.
- (m) The management of a school should produce the certificates of the teachers employed prior to the Annual Inspection of the school either at the time of inspection or fifteen days from the date of inspection; if any such teacher leaves the school before that date, his certificate may be forwarded to the inspecting officer prior to his leaving the school. In the case of teachers employed subsequent to the Annual Inspection, the management should forward the certificates along with the Monthly Returns or in any case before the close of the calendar year.

The inspecting officer should certify in the Inspection Report that he has scrutinized the certificates on a particular date and assessed grants on behalf of such teachers. Certificates of all teachers should be scrutinized every year. Oral testimony relating to the qualification of a teacher should not be accepted.

Delay in the production of teachers' certificates may be condoned if the reasons therefor are valid and are to the satisfaction of the inspecting officers.

- (n) No grant should be assessed for a teacher whose certificate has been suspended, until the expiry of the period of suspension.

*Data (7).—Percentage of the strength of each of Standards IV and V to the strength of Standard I—*

- (a) The required percentage is 25 for each of Standards IV and V.
- (b) Deficiency by a fraction of a pupil in Standard IV or V may be condoned.

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\* See page 23.

† See page 8.

- (c) The percentage is calculated with reference to the strength at the Annual Inspection.
- (d) If the percentage is short of the minimum of 25, a statutory cut of 10 per cent in the case of Standard IV or of Standard V and 15 per cent in the case of deficiency in both the standards should be made on the grant calculated for the school.
- (e) If the attendance of Standard IV or V is ignored for assessment by reason of the class being refused recognition, the cut is not applicable, a statement to that effect being made in the forwarding remarks.
- (f) If Standard IV or V as the case may be (judged by the highest standard during the previous school year) has not been opened, the school should be penalized by a decrease equal to the corresponding statutory cut, unless it has been treated as a feeder school or not specifically allowed to keep or open Standard IV or V as the case may be. The same procedure should be followed if Standard IV or V has been opened but kept without applying for recognition due to its failure to satisfy the numerical requirement or any other cause.

NOTE.—The intention of the rules is that managements which decline to open higher standards in order to escape reduction under this rule should not escape from the disabilities imposed on schools which open standards but are unable to secure the prescribed strength. If Standard IV or V has not been opened the school should be treated as having nil strength in those standards and the assessment accordingly made, unless it is recognized as a feeder school.

- (g) If a recognized fifth standard is not worked the cut is applicable.
- (h) If a recognized fourth standard is not worked the applicability of cut is to be decided by the status approved for the school in connexion with its recognition.
- (i) In the case of schools without Standard I the statutory cut cannot be applied, but the inspecting officer should use his discretionary powers and, if the strength in Standards IV and V is low, recommend a reduction.
- (j) Discretion should in the same way be used in the case of low strength in Standard III whether in a feeder, incomplete or complete school.

Data (8).—*Number of working days in the year—*

- (a) The minimum is 220 days to be calculated with reference to the assessment year.
- (b) Where model schools attached to training schools have been recognized as elementary schools, the requirement prescribing the minimum number of working days for the year should in all cases be fully satisfied. If

the number of working days falls short of the minimum prescribed in the rules, a proportionate reduction in grant has to be made.

- (c) Condonations of shortage from the prescribed minimum number of working days are treated under (a) 'Attendance' in Chapter I—Definitions, of this Manual, and under Data (4): (f) (iv) in this chapter.

*The assignment of grants* to a school, that is, the modifying of the assessed grant by an increase or decrease, expressed as a percentage of it, is made in four stages, namely,

- (1) by a recommendation by the officer inspecting the school as estimated from the condition and results of the school at its Annual Inspection and at surprise and other visits and from its contribution to literacy in general, subject to eligibility for increase and authority for decrease according to the rules, up to a maximum of 50 per cent in the case of an increase;
- (2) by a proposal by the District Educational Officer or the Inspectress of Girls Schools, in his or her review of the report of inspection of schools, up to a maximum of 50 per cent in the case of an increase or decrease and, in special cases, of more than 50 per cent in the case of a decrease;
- (3) by a modification by the Taluk Advisory Committee of the grant recommended by the District Educational Officer or the Inspectress of Girls' Schools, subject to its acceptance by the respective officer, up to a maximum variation of 10 per cent either of increase or decrease, variations beyond the maximum of 10 per cent being referred by the District Educational Officer to the Divisional Inspector of Schools and by the Inspectress of Girls' Schools to the Director of Public Instruction, whose respective orders will be final, unless the Director considers that a reference to Government is necessary in any particular case; and
- (4) by a final determination of the grant by the District Educational Officer, the Inspectress of Girls' Schools, the Divisional Inspector of Schools or the Director of Public Instruction, subject to a maximum of 50 per cent in the case of an increase in relation to the assessed grant.

*Increase* is recommended for the attainment of a high standard of efficiency, more specially for the introduction of any methods of teaching calculated to train the children's faculties and powers of expression and observation, for proper attention to physical exercises, and generally for any attempt to fit the children for their position in life. Increase may, among other reasons, be also recommended for the presence of a considerable number of



girls, particularly in the higher standards, in boys' schools in areas where there are no girls' schools. Recommendations of increase by 50 per cent will be limited to exceptional cases, comprising not more than 10 per cent of the schools admitted to aid.

The fundamental principle underlying the assignment of teaching grants is that a school of average quality should receive the assessed grant, no more and no less. This average quality may vary slightly from district to district; it may be comparatively high in advanced districts or comparatively low in backward districts. Nevertheless, in both cases the assessed grant should be recommended for assignment.

*Increase in relation to staff and class-structure of schools.*—Increased grants should not be proposed for single-teacher schools, schools which have less than five standards except in the case of schools with Standards I and II or Standards I, II and III and approved by the Divisional Inspector of Schools in the case of boys' schools and the Inspectress of Girls' Schools in the case of girls' schools as feeder schools, and schools in which more than one-third of the teachers are untrained.\*

If a school employs or is assessed grant for two teachers for six months or more in the assessment year, it is not a single-teacher school for the purpose of the above rule and is eligible for increased grant. The real test is the employment of two teachers and not the assessment of grant for two teachers.

*Increase in relation to trained teacher ratio.*—If a school satisfies the rule regarding the maximum number of untrained teachers for six months or more, it is eligible for increased grants. In this case, however, only the total number of teachers on whose behalf grant is actually assessed and not the number of teachers who are employed should be taken into consideration. Thus if, in a school, grant is assessed for two teachers and both of them are trained, it is eligible for increased grant even though four teachers may be employed in the school and the remaining two teachers are untrained.

*Increase in relation to statutory cut.*—Schools which have received a statutory cut for deficiency of strength in Standards IV or V or both may be recommended for an increase, but such recommendations should be made only in exceptional cases and inspecting officers are required to submit a special return of such schools to the Divisional Inspectors or the Inspectresses, as the case may be. Increased grants can be recommended to schools which do not have Standard I.

A reduction up to 50 per cent of the grant assessed for a school may be proposed for defects in organization, discipline, instruction, accommodation and equipment, for premature withdrawal of pupils

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\* Rounding of fractions in calculating one-third is dealt with on page 41.

from the school before completing the full course or the retention of pupils for more than one year in the same standard, for decrease in the number of school meetings, or an undue shortening of the school day or the portion thereof devoted to secular instruction, on account of the presence of pupils unprotected from smallpox, for the use of school buildings for purposes of a political character, for the use of unapproved text-books or of text-books changed within two years of their introduction, except with the approval of the District Educational Officer or the Inspectress of Girls' Schools, for falsification of registers or misrepresentation regarding the employment of teachers or the attendance of pupils or for any other fraud or irregularity or violation of any of the conditions of recognition and also, in the case of an aided girls' school, for the employment of men teachers if the departmental officers certify that women teachers are available for employment in such a school.

Decreases may also be recommended as directed in any executive instructions which may have been issued by the Divisional Inspector or the Inspectress with reference to any deficiency of strength in Standard II or Standard III or both these standards of a feeder school.

Where there is a large difference in the attendance at the time of visits of inspecting officers to a school and in the attendance prior to and subsequent to such visits and in all cases where misrepresentation in regard to attendance is evident, inspecting officers are instructed to recommend a cut in grant to the schools concerned, which is not to be less than the grant which the manager has sought to secure through misrepresentation.

In areas in which there are no girls' schools, a boys' elementary school cannot be regarded as working satisfactorily if few or no girls are found reading in the school. Similarly, schools which are intended to serve both the caste population and the members of the scheduled classes cannot be regarded as working satisfactorily if scheduled class pupils are not in attendance. A reduction of grants can therefore be recommended for these reasons.

*Modification of original recommendation.*—The recommendation made in regard to the assignment of grant to a school may be modified towards a decrease if, subsequent to the inspection of the school, irregularities are found at visits in its working, justifying such a recommendation. A detailed report is required to be sent by the inspecting officer to the District Educational Officer or the Inspectress in all such cases.

*Falsification of registers, etc.*—If the defects in respect of falsification of registers or misrepresentation regarding the employment of teachers or the attendance of pupils or any other fraud or irregularity or serious violation of any of the conditions of recognition and aid are so serious as to justify, in the opinion of

the inspecting officer, a reduction of more than 50 per cent, a separate and detailed report will be sent with the Inspection Report of the school to the District Educational Officer or the Inspectress. A reduction of more than 50 per cent of the assessed grant or the total withdrawal of aid will be limited to exceptional cases.\*

*Intimation of the inspecting officer's intention to recommend a reduction* of the grant, together with his reasons, will be given in writing to the manager at the time of inspection or soon after it.

*Procedure when funds are inadequate—Pro rata cut.*—Subject to the provisions of the rules enumerated above, grants are assigned to all schools admitted to aid; grants cannot be assigned provisionally or withheld in assignment or postponed for payment from funds to be provided in subsequent years. Grants are finally assigned to all schools admitted to aid before the payment of grant is sanctioned to individual schools. Where funds are inadequate the assessed grants will first be paid in full to efficient schools, the balance being utilized for the payment of (i) the excess, if any of the assigned over the assessed grants of efficient schools and (ii) the assigned grants to other schools, in full or in such proportion as the available funds permit. The reduction involved in such proportionate payment is referred to for brevity as *pro rata cut*. For the purpose of this rule, an efficient school is one which (i) is complete with five standards or is annually opening higher standards or the continuance of which as a feeder school has been approved by the Divisional Inspector of Schools in the case of boys' schools and by the Inspectress of Girls' Schools in the case of girls' schools, (ii) has not less than 25 per cent of the pupils in Standard I, in Standards IV and V, and (iii) has not been recommended by the District Educational Officer or the Inspectress, as the case may be, for any reduction in grant for any reason whatsoever.

*Efficiency in relation to pro rata cut distinguished from that in relation to increase.*—It will be noticed here that the conditions for efficiency in relation to the pro rata cut are different from the conditions for efficiency which makes a school eligible for increased grants. It will also be noticed that among schools recommended for an increase or at least no reduction, those which satisfy additional conditions of efficiency, namely, the required proportion of strength in Standards IV and V and passing the reviewing officer's scrutiny without a reduction, obtain a preference over others. For example, a school without the prescribed ratio of trained teachers although it is not eligible for an increase, can, if it maintains the required proportion of strength in Standards IV and V and is efficient enough not to be recommended for a reduction, earn credit for the maintenance of that proportion by being exempt from the pro rata cut. Similarly a single-teacher school, though not eligible for an increase, can get a return for maintaining a high standard of efficiency either as an approved feeder school or with

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\* For withdrawal of recognition in such cases see Chapter IV—Recognition.

the required proportion of strength in Standards IV and V, in the way of an exemption from the pro rata cut. It is therefore wrong to suppose that single-teacher schools and schools without the prescribed ratio of trained teachers are altogether without any benefit in return for the efficient standards which they may work to maintain.

*Payment of grant in instalments.*—The Government have recently sanctioned a system of payment of teaching grants to aided schools in four quarterly instalments during the year. The amount that was recommended for each school by the inspecting officers for the previous year has been ordered to be taken as the probable grant for the year during which the instalments are to be paid and one-fourth of it as the amount to be disbursed as each of the first three instalments, the last instalment being paid in March after making the necessary adjustments with reference to the assigned grants for the current year. These payments are not regarded as advances, but as grants given towards the charges already incurred by managements. As an adjustment of the first three instalments has been provided for in the last quarter, the Government have not restricted the system of payment of instalments to 'efficient' schools. If in any case it is found that the amount paid in the first instalment together with the amount that may be paid in the second instalment is likely to exceed the grant due to the school for the current year, the second instalment of grant will not be paid. In general, District Educational Officers and Inspectresses of Girls' Schools have been authorized to use their discretion to take special care to avoid overpayment of grant. The privilege of receiving grants in instalments is not, however, applicable to schools recognized and admitted to aid during the current year of grant and to schools which were recommended 'nil' grants in the previous year.

*Compensation against concessions to children of soldiers.*—In addition to the grants otherwise admissible under the rules, managers of elementary schools under private management may be paid compensation due to them for the grant of the undermentioned concessions to the children or other dependents of Indian soldiers, studying in their institutions:—

Description of children.	Nature of educational concessions admissible.	Remarks.
1 Children of soldiers who enlisted in the combatant branches of the Army prior to and since the outbreak of the War * so long as they remain in service.	Exemption from payment of fees.	In the case of persons governed by Marumakkattayam law the concession may be granted to one nominee of the recruit if he has no children.
2 Children of deceased or incapacitated Indian soldiers of whatever rank (whether combatant or non-combatant) who have since the 4th August 1914 died while on the active list or become permanently incapacitated owing to wounds or disease contracted while on the active list.	Do.	Should hold a certificate of eligibility for the concession granted by the Collector of the district, in the form prescribed.†

\* Of 1914-18.

† See page 174.

Description of children.	Nature of educational concessions admissible.	Remarks.
3 Brothers and sisters of deceased or incapacitated soldiers falling under 2 above if they were solely dependent on such soldiers and are left without other means of support.	Exemption from payment of fees.	Should hold a certificate of eligibility for the concession granted by the Collector of the district, in the form prescribed.†
4 Children of Indian soldiers (whether combatant or non-combatant) who were on the active list between 4th August 1914 and 11th November 1919 and are not in affluent circumstances and the children of all ranks of the Imperial Service troops who are residents of British India and who were on the active list between the abovementioned dates in all cases in which the parents or guardians of such children are not in affluent circumstances.	Do.	Should hold a certificate of eligibility signed by the Secretary to the District Soldiers' Committee or by an officer of the Revenue department of not lower rank than the Deputy Tahsildar, in the form prescribed.†
5 Brothers and sisters of Indian soldiers coming under 4 above if they are solely dependent on such soldiers and are left without other means of support.	Do.	Do.
6 Children of soldiers discharged subsequent to the outbreak of the War on other than medical grounds but not for misconduct or inefficiency if the discharged soldier dies within twelve months of his discharge.	Do.	Do.
7 Children of soldiers discharged subsequent to the outbreak of the War * on other than medical grounds but not for misconduct or inefficiency.	Exemption from payment of one-half of the rate of fees.	Should hold a certificate of eligibility signed by the Secretary to the District Soldiers' Committee or by an officer of the Revenue department of not lower rank than the Deputy Tahsildar, in the form prescribed.† In the case of soldiers governed by Marumakkattayam law, the concession may be granted to one nominee of the soldier if he has no children.

\* Of 1914-18.

† See page 174.

The above concessions, which were originally sanctioned to the children of deceased or incapacitated Indian soldiers, were extended to the children of all Indian soldiers, whether combatant or non-combatant, who were in the active list between 4th August 1914 and 11th November 1919, and were not in affluent circumstances. Later the Government found it necessary, in view of their opinion that in the natural course of events payment in respect of these concessions should diminish rather than increase as the years went by, to place some restriction upon the grant of these concessions. They have therefore directed that no further educational concessions should be granted to children born after 16th September 1921, whose fathers or brothers did not die or become incapacitated as a result of their service in the Great War. These orders took effect from the school year beginning in June or July 1935 in the case of Indian institutions. Pupils who held the concessions at the time and who were liable to lose them were allowed to retain them subject to the existence of budget provision. The allowances were reduced in the course of these orders and were fixed as below:—

Schools for Indians.	Rates of allowance.
Elementary schools, all standards.	RS. 5 per pupil per annum.
Middle schools, Forms I to III ..	10 ..
Secondary schools, Forms IV to VI.	20 ..

The grant of these educational concessions hereafter and their continuance in the case of those who already hold them will alike be subject to the following conditions:—

- (a) that the pupil or student concerned is, in the opinion of the Collector or other officer granting the prescribed certificate, too poor to pursue his studies without the concessions;
- (b) that the age-limits for the award of scholarships in schools are adopted *mutatis mutandis*; and
- (c) that the concessions are withdrawn from pupils who are detained for more than two years in one and the same class.

*Compensation against exemption of poor girls from payment of fees.*—Managers of elementary schools may be paid in addition to the grants otherwise admissible under the rules, compensation due to them for the grant of exemption from payment of fees to poor girls with reference to the rule for recognition that no fees should be levied from girls whose parents or guardians are so poor that the grant of this concession is necessary to enable the girls to continue their studies.

This concession had its origin in a resolution accepted by the Government at the meeting of the Legislative Council held on 5th November 1927. The following are among the instructions issued by the Government in regard to the calculation and payment of the compensation:—

- (1) Every girl claiming a fee-concession should produce a certificate of poverty signed by the head of the school and countersigned by the village headman. Inspecting officers should verify the accuracy of these certificates in the course of their inspections. Payment of compensation should be recommended only in respect of girls whose poverty is proved by means of the certificates referred to above.
- (2) G.Os. No. 1047, Education, dated 13th May 1929, and No. 59, Education, dated 15th January 1930, do not restrict the payment of compensation to girls' schools. The managers of boys' schools or mixed schools who do not collect fees from poor girls under the above Government orders are also eligible for compensation.
- (3) The Government consider that the period for which compensation is to be calculated should be from the beginning to the end of each school-year and that the rates to be adopted should be the standard rates prescribed in Article 73 of the Madras Educational Rules or the actual rates of fees collected in the school, whichever is less. In calculating the period in each school year, it should be reckoned for the months during which the pupil attended school and the months for which fee income was foregone.\*

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\* See page 123, for further instructions.

*Applications for Grants for Furniture, Books and Appliances* should be made in the prescribed form\* and submitted through the inspecting officer of the school to the District Educational Officer or the Inspectress of Girls' Schools, not later than 1st May, accompanied by details showing the number, description and price of each article which it is proposed to provide. If these applications are not to be subject to undue delay, they should be carefully prepared with all the relevant particulars and information fully furnished in explanatory notes and enclosures. Such notes should explain the need for the equipment proposed to be bought, furnishing extracts from the Inspection Reports or departmental circulars requiring the purchase of the articles or pointing out their deficiency in the school. The description of the articles should be as full and informative as it can be made, any variation from normal sizes or patterns being specially explained. The exact number required in each kind of article and the rate for each should be clearly noted distinctly from the total cost. Comparative estimates furnished by more than one competent supplier should be enclosed in support of the reasonable nature of the estimate of costs noted in the application.

*Amount of grant.*—Grants not exceeding one-half of the total cost may be given for furniture, and for apparatus, chemicals, maps, diagrams and models; for books for school libraries; in connexion with expenditure on gymnasia and games up to a limit not exceeding the amount of fees for games collected during the preceding school year from the staff and pupils; for the plant, materials and tools needed in industrial and technical sections of elementary schools; for the purchase of garden or horticultural or agricultural tools; and for needlework or other art and industrial exhibitions.

*Conditions of sanction and payment.*—Grants are not given to meet the cost of seats or desks of a pattern which has not been approved by the District Educational Officer or the Inspectress. In special cases grants may be given for books and slates for the use of pupils, on condition that the books and slates remain the property of the schools, are used by the pupils during school-hours only and are not removed from the premises.

Grants are not given for articles regarding which the District Educational Officer or the Inspectress has not been consulted and for which aid has not been promised previously to purchase or manufacture.

The grant shall be paid only on submission through the District Educational Officer or the Inspectress, before the date specified in the order sanctioning the grant, of vouchers duly receipted. It shall be drawn on a bill prepared in the prescribed form.

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\* See Appendix 6, page 164.

If an institution which has received aid under this rule is closed within five years from the date on which a grant is drawn, the Director of Public Instruction may, at his discretion, decide what portion of the grant given should be repaid to Government.

A list of equipment purchased with the aid of grant should be maintained in the prescribed form \* in the school and produced for the scrutiny of the inspecting officer at the time of the Annual Inspection.

## CHAPTER VI.

### ELEMENTARY SCHOOL ADMINISTRATION.

*The elementary school is the real centre* of elementary education and the primary and fundamental unit in the vast organization working to achieve the aim of permanent literacy for all boys and girls of school age. On the work which is done from day to day in every individual elementary school, on its results from month to month and its achievements from year to year and on the conditions under which it works depends the progress of elementary education and the successful achievement of its aim to liquidate illiteracy in the province.

*The teacher in relation to other conditions.*—Of these conditions the qualifications, the capacity and, above all, the personality of the teacher is the most important. Other conditions, however important they are, depend on the teacher to make the fullest and the most beneficial use of them for the school. If the teacher realizes that his aim extends far beyond fulfilling the daily routine of lessons and that every action of his, at work and at play, and at school and outside school, has a consequence of far-reaching importance in the life of every pupil entrusted to his care, he can to a large extent obtain most of the conditions required for a successful discharge of his functions. Any discussion of the objective conditions necessary for the successful functioning of an elementary school therefore postulates that the spirit and outlook of the teacher or teachers working in the school are what they should be to use those conditions to the greatest possible benefit of the pupils reading in the school. Otherwise any requirement mentioned in respect of these conditions is apt to be regarded apart from its setting and may be in danger of not receiving the attention which it deserves. Such an attitude has not been altogether uncommon and hence it is necessary to emphasize that the teacher should appreciate the need for these conditions as of great value, if not indispensable, for the effective, economical and successful discharge of his duties. It is particularly important that he should have definite and clearly formed

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\* Appendix 15, Madras Educational Rules—see page 171.



views on these requirements, based on his knowledge of his vocation and on his professional training, as distinct from the opinions of laymen, who cannot be expected to possess such a background of knowledge and training nor the sense of responsibility which the teacher feels towards his work and who cannot have the same degree of appreciation of the realities of any situation as a teacher, who spends the best part of his life in the profession, can have.

*Need for suitable accommodation.*—One of these conditions is the place of work—the school building, with its garden and playground. Tradition has assigned little importance to this requirement. But tradition took no account of numbers. The old village schoolmaster taught the comparatively few children who came to him—often a handful of boys and rarely any girls. He did not, like the present-day teacher, attempt to teach as many pupils as he could get from among the boys and girls of the village. He did not work against a time-limit to reach a definite standard of attainment. Nor did he observe any clearly defined hours of work during the day. Above all, he did not stand in need of aid from a central source outside the village and did not therefore have to work up to any comparable standards. The modern elementary school teacher has to remember these differences. The parent of the pupil or a local patron of the school may not see the differences, but the teacher, who can appreciate them, has to tell him of them and to get his requirements for the school provided.

*Conditions of accommodation* \*.—Every elementary school should have a place of meeting free from distractions that might divert the attention of the pupils and the teacher, with enough space for the comfortable seating and movement of children, well-ventilated and suitably and evenly lighted so that all that space can be used, and with enough open space for the cultivation of a school garden and, near enough to the school, a fairly level plot of ground for use as a playground. The place should be accessible in practice to all classes and communities alike. Sufficiency is determined by the number of school places at  $9\frac{1}{2}$  square feet per place against the number of pupils attending school. Sanitary arrangements should be adequate and tradition should not lead the teacher to regard them as luxuries or superfluities, for they are as necessary for the healthy growth and the formation of habits of cleanliness of children as the other requirements are. The school and its surroundings should be kept clean and should be an example to the rest of the village in this respect—and not a reflection of any bad conditions that may prevail there.

*The open-air tree-shade ideal* of the place for holding classes is possible if earnest attention is given to the garden and the playground—if shady trees are planted from time to time, fenced from the ravage of animals, watered and taken care of. Such an open-air class held under conditions achieved by the effort of the

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\* See Appendix 3 for suggested type design for elementary schools in rural areas.

school in a place free from interference from others is much more in accord with the aims of the elementary school than moving to a tree-shade in a neighbouring farm or grove. At present, however, the tree-shade ideal is more an argument against the requirement of a special place for the school than one adduced for its own merits.

*Selection of sites for school buildings.*—In the selection of a site the following points should be weighed against considerations of economy, convenience, proximity to houses of parents, etc.:—

- (i) A site should not be selected if its natural position is in a hollow or in the neighbourhood of high trees or houses which prevent the free circulation of air and the access of sunlight to the school buildings. Shady trees are, however, of value in the *playground*, provided that they do not unduly reduce the space available for play and are not planted so close to the school buildings as to obstruct the entry of light into the class rooms or, in course of time, to cause damage to the structure.
- (ii) Made soil should be avoided and, as far as possible, all soils which are specially retentive of moisture.
- (iii) Sufficiency of space is important and in this connexion the possibility of future extension and the necessity of giving subsequent classrooms the proper orientation should be borne in mind.
- (iv) Channels and tanks in the vicinity are a disadvantage.
- (v) The presence of rank vegetation, more especially prickly-pear, is objectionable.
- (vi) The neighbourhood of dusty and noisy roads and of shops or factories should, as far as possible, be avoided.

All site plans should show the nature of the surroundings, the height of the neighbouring buildings, the north point and the direction of the prevailing wind.

*Orientation of buildings.*—This will differ for different monsoon regions of the Presidency and will depend chiefly on the best way to secure circulation of air. Subject to this, the more buildings are lighted from the north the better. They should be open to the maximum extent possible having regard, however, to the sun's heat and the force of the monsoon.

*Floor space.*—When funds are available, they should be utilized in providing floor space in accordance with the following requirement:—

For elementary schools—ordinarily  $9\frac{1}{2}$  square feet per pupil in average attendance. Rooms which are intended to be

used for practical work, such as drawing rooms, work-shops, etc., should be carefully designed with a view to the nature of the work and the number of students to be accommodated.

*Composition of floors.*—It is desirable that the floors should be made of a material which will admit of their being washed with water or kept hygienically clean by other means. Where funds permit stone flagging or something better must be aimed at, particularly where the pupils have to sit on the floor. From the hygienic point of view they are to be preferred and the objection on the score of their coldness can be met by providing boards or mats. But where this is done, the greatest care must be taken to ensure that the mats are kept scrupulously clean.

*Seating arrangements.*—Pupils should be seated in rows with the main light falling from the left side; they should never face the light. The same remark applies to teachers.

*Windows.*—Windows serve two purposes: (a) Admission of light; (b) admission of air.

They should be placed at regular distances so as to ensure uniformity of light.

Window-sills should not be more than 4 feet from the ground in rooms in which the scholars are seated at desks. When pupils sit on the floor the window-sills should come to within  $2\frac{1}{2}$  or 3 feet of the floor level. Windows for subsidiary lighting may have their sills more than 4 feet from the floor.

The window area should not be less than one-fifth of the floor area and wherever possible the principal lighting should be from the north.

Dwarf walls along the longer side of the building are not only an alternative to the windows but reduce construction costs considerably.

*Doors* \*.—Classrooms should not have to be used as passages from one part of the building to another. They should consequently not open into one another but into passages or verandas. No classroom should have more than two doors and in most cases one is preferable. The door or doors should be at the teacher's end of the room.

*Height of classrooms.*—The minimum height of the room in elementary schools should be 10 feet to the tie beam when the room has an open sloping roof and 12 feet to the under side of the joist where the room has a terraced ceiling.

*Ventilation.*—Unless there are windows reaching to the top of the wall and capable of being opened, ventilators are necessary near the top of the wall. The ventilators should be regularly distributed in the same way as the windows. For each pupil 48 square inches of open ventilator should be provided. Such

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This paragraph and the following ones on buildings apply to large and substantial structures, particularly in urban or semi-urban areas.

a provision will not, however, be necessary when the walls are short and the space above their height is enclosed by bamboo or other lattice work.

*Dimensions and fittings of classrooms.*—It is important that no school or classroom should be more than 24 feet in width as otherwise the rows of pupils will be too long to be properly controlled by the teacher. The length of a room must depend on the number of classes to be held in it. In the case of a school divided into a number of classrooms, the dimensions of any room should not exceed 24 feet by 25 feet, that is, an approximate square. If it is admitted that a square is the best area for teaching purposes, the length of the room in a one-roomed school separated by partitions should approximate closely to some multiple of the width. Ample wall blackboard space should be provided especially on the wall at the teacher's end of the room which should be unbroken by doors, windows or cupboards. Where space is available, cupboard recesses in other walls should be provided, also recesses with open shelving. Rails under the cornice, for hanging maps, pictures and diagrams are essential. The smallest classroom for 40 boys in dual desks should be 21 feet wide and 23 feet long. It is desirable that each teacher should have a separate classroom.

*Roofs.*—The roof should, as far as possible, be impervious to heat.

*Sanitary arrangements.*—Latrines should not be placed nearer than 40 feet to any school building. They should be so situated that the prevailing wind will not blow from them in the direction of the school. Mixed schools should make separate provisions for boys and for girls.

In boys' schools urinals and latrines should be separately provided. Separate accommodation should, in all schools, be provided for the teaching staff.

The number of latrine seats should be on the following scale:—

	Girls.	Boys.
Under 30 children .. .. .	2	1
Do. 50 do. .. .. .	3	2
Do. 70 do. .. .. .	4	2
Do. 100 do. .. .. .	5	3
Do. 150 do. .. .. .	6	3
Do. 200 do. .. .. .	8	4
Do. 300 do. .. .. .	12	5
Do. 500 do. .. .. .	20	8

There should be in addition for boys urinals at the rate of 4 per cent or, if separate urinals are not provided, the number of latrine seats should be correspondingly increased.

*The teacher's influence in respect of accommodation.*—The nature of the place, its sufficiency and its suitability are conditions which lie only to a limited extent in the power of the teacher. But there are two possibilities in regard to them which are within the teacher's reach. First, he can influence the management towards the securing of these conditions and this requires knowledge, confidence, persuasiveness and purposeful perseverance on his part. Secondly, he can do all that is in his power and in the power of his pupils under his guidance to make the place as nearly as what it should be.

*Propaganda to improve accommodation.*—More will be said in a later chapter about the teacher's influence in the village. But it is necessary to mention here that such influence refers not only to what the teacher exercises directly on the management in making out a good case but also the collective aspect of it, called public or local opinion, which by his talks, conversation, attitude and conduct he should mould among the people in the area served by the school. He has to argue and meet arguments—and do it tactfully. The tree-shade ideal is an example of the kind of argument he may meet with. Chronic poverty is another all-comprehensive argument against any improvement which he may attempt to make in the school building. In such a case, the teacher should have estimated the minimum requirements and what part of them can be met by his and his pupils' efforts, in such things as simple labour, and the small part for which local co-operation is sought. He should prove that for this small part poverty cannot stand in the way. He may have to appeal to local prestige and, if he happens to know of a place where the people have done better and refers to it, his appeal cannot fail to be effective.

*School effort in regard to cleanliness.*—As for the second possibility within the power of the teacher, quicker and more effective results can be achieved. In many a school, the responsibility for the littered condition of classroom floors has not infrequently been placed on the negligence, absence or late-coming of the sweeper, if the school has one, or on the management for not employing a sweeper, if the school has none. It is sometimes hard for people to realize that the responsibility and the pleasure of living and working on a floor free from dirt and litter are those of the people who use the place. With very little effort the teacher can cultivate in his pupils the habit of throwing waste paper and other litter (even if it be groundnut shells) into a receptacle placed in a corner of the classroom; and this receptacle need not cost anything if it is in the form of a plank or board placed erect on the floor between the two walls at a corner of the room; or it may be just an old cardboard box or tin placed in the corner. It does not cost anything to get the pupils to form the habit of dusting their seats—whether they be benches, planks, mats or platforms—before they use them and of observing cobwebs and removing them.

Enterprising schools have been known to have built their own latrine enclosures of thatched material and dug the necessary pits and, in one village, the practice spread among the villagers who eventually were the first in the area to use bore-hole latrines when the Public Health Department introduced them.

*Accessibility to scheduled classes.*—In regard to the accessibility of the school to all communities, there is much that lies in the power of the teacher to do. He has to realize that it is not enough if he can get a few pupils of the scheduled classes, for instance, to attend. It is not only the proving of the accessibility of the building that is expected of him, but also the use of that condition to increase the enrolment and attendance of children belonging to these castes. His propaganda among parents and his actions in respect of the admission of such children should therefore be directed towards this end. He should be particularly careful not to suggest that accessibility stops with the admission of a few pupils from among hitherto excluded communities nor that it allows any segregation or discrimination in their seating arrangements. He, more than anybody else, should understand that accessibility is a means to an end and that the end is the spread of literacy among communities which have not been so ready to use the facilities for education provided in a place. The efforts of the staff of a school should therefore be directed towards a comprehensive realization of all that the "accessibility" of a school building implies.

*The school garden.*—On the brightening of the elementary school and consequent reduction in its dullness and drabness there is a good deal which the teacher can do. A little school garden is one among the many things which might do much to brighten the school, in addition to its being useful for the teaching of Nature Study. Young growing children are extremely responsive to their surroundings and if they are constantly taught in a drab and unæsthetic atmosphere their education will be to a considerable extent less full than it might have been. Even under the worst circumstances, flowers and shrubs can be grown in wooden boxes or kerosene oil tins and used to brighten the school and also for purposes of teaching and these boxes and tins can be put away into the school at night in case there is any danger of the plants being eaten by cattle.

For a beginning, if there are no tools, they can be borrowed. If only children know that the growing of plants and flowers is not only not objected to but definitely encouraged, they can find the tools. Anything, handy, including a penknife or a piece of pointed wood, has been known to have been used where the desire was present. Difficulties in getting enough water can be met by modest and unambitious beginnings with due regard to the amount of water that can be carried some distance, if this is necessary.

*The playground* should be within easy reach of school, if a place cannot be obtained close to the school itself. Any unevenness that may be found can be remedied generally by the effort

of the pupils, if the ground is used often and regularly, and this is essential. Playground activities should be planned thoughtfully and earnest attention should be given to them, remembering that play is as much a part of school life as lessons are.

*Application for alienation of land.*—It may be useful for the teacher to know the rules with regard to applications to the Government for land to be used for school buildings, gardens and playgrounds. These are—

Whenever an application for alienation of land on behalf of an aided elementary school is submitted, the following particulars among others should invariably be furnished:—

- (1) Name of management (if it is a mission body or a committee whether it is registered under any of the Acts).
- (2) Whether the school is permanently recognized and standards that have been recognized.
- (3) Strength and attendance of standards of the school for six months prior to the date of application and the number of pupils of depressed classes in each standard.
- (4) The number of teachers employed with the qualifications of each teacher.
- (5) Existing accommodation and the number of school places available and whether the present accommodation is capable of being extended.
- (6) General condition of the school—if considered necessary a copy of the latest Inspection Report should be submitted.
- (7) Whether the land proposed to be alienated is accessible to all classes of pupils.
- (8) Name or names of other schools in the locality. If there is no other school in the locality, the name of the school nearest to the school for which alienation is sought should be given.
- (9) Their distances from the school for which alienation is applied.
- (10) Particulars (2) to (6) above should also be furnished in respect of other schools in the locality.
- (11) Whether the extent of land asked for is necessary; whether the District Educational Officer or the Inspectress recommends the application.

A rough sketch plan of the site and the school with the distances marked therein and an application in English addressed to the District Collector through the Director of Public Instruction should also be submitted.

*School decorations.*—A word has to be said about school decorations. In the first place, a cleanly kept schoolhouse with a pretty garden of its own does not really require any decorations of an elaborate kind. A critical and discriminating visitor is often apt to regard such decorations as a kind of camouflage to conceal

defects which are often the result of lack of timely attention. Not infrequently this is really the case. Artificial decorations are therefore unnecessary. Secondly, artificial decorations like paper chains, festoons and spirals over posts and pillars collect dust and present a most distasteful sight the moment they begin to break or peel. Instead of improving the appearance of the school, they spoil it. Thus they defeat their own purpose. Finally the cost and labour spent on such decorations can be put to uses of more permanent value like lime-washing the walls and really brightening the interior of the school. The kind of decoration that is most effective is a flower vase on every teacher's table or on small brackets placed on the walls, filled with fresh flowers from the school garden or elsewhere. Pupils should be made to feel pride in providing and filling them.

*Care of wall-surface.*—Disfiguring of walls by driving nails to fix ferns and foliage for an occasion is a common practice in many schools which generally leaves ugly traces after the event. This form of decoration is not to be therefore encouraged unless the teacher is sure he can get small nails and can be trusted to fill the holes after the nails have been removed.

*Mottoes.*—Unless the teacher can make a judicious selection of any mottoes he might like to display on the walls and can himself write or get somebody to write them neatly, the walls are better left bare than with decorations of this kind.

A *name-board* for the school is a necessity. It should be neatly and boldly written and fixed securely and permanently outside the schoolhouse in a prominent place. It should be always in its place—even on holidays. It should be written in the local language for all to read, including the pupils.

*Information Board.*—Inside the school, in a prominent place, should be exhibited a small board of the size of a noticeboard, giving the statistical particulars relating to the school. The following are among the particulars to be given:—

- (1) Name of school.
- (2) Name of manager or correspondent.
- (3) Standards recognized.
- (4) Unrecognized standards, if any.
- (5) Number of teachers.
- (6) Number of pupils on rolls—Boys                   ; girls
- (7) Number of school places.
- (8) Daily hours of work.
- (9) Weekly holidays.
- (10) Children of school-age in the area served by the school—  
Boys                   ; girls

*Pictures.*—There will be no need in a school for pictures other than those that are required for use in lessons if these are chosen and collected with care and with a view both to their usefulness



and to their beauty. There can, however, be no objection to pictures of general interest other than those of an obviously undesirable kind—but here it is necessary to sound a note of warning against the abundant prevalence of cinema posters and handbills containing pictures of doubtful taste. The atmosphere of the school is all-important and no picture of general interest which is likely to create discord in that atmosphere should find a place in the school. As one example of what kind of general pictures can find a place in the school may be mentioned pictures of children and activities of children of other provinces as well as of other countries. It is desirable that a portrait of His Majesty the King-Emperor should find a place in every school. Portraits with regard to which controversies prevail are best avoided in the school. Realizing this the Government have made a rule which requires the permission of the authorities for placing portraits in a school.

*Mounting and storing of pictures.*—The way in which pictures are to be kept needs as much attention as their choice. Pictures cut out from newspapers or journals and smeared with sticking paste and struck indiscriminately on to walls cannot be regarded as contributing to the æsthetic appearance of a classroom. Small pictures are best kept in albums made for the purpose. If pages of an album or different albums are kept for different subjects, the pictures can be of much real use. It is only the larger pictures that should be selected to be placed on the walls. They should be properly mounted before they are hung. Mounting does not require any more time or material than pasting on walls does. It only needs the teacher always keeping an open eye to the kind of materials he needs for mounting and storing pictures. It is not to be supposed that cardboard and pasteboard are the only such material—although much of it in the form of boxes and cartons thrown out of bazaars which usually goes to waste can be used by the teacher. Old cloth is just as useful and, together with rounded strips of bamboo or other wood to serve as rollers, forms excellent mounting material not only for pictures but for maps, diagrams and charts. A pot of glue and a pair of scissors are as indispensable in a school as are the blackboards and other articles of equipment.

*Flags.*—In this connexion, the teacher should also be well informed about the rules regarding the use of flags that may be flown over the school building. He should understand that these rules are made to save his time and attention from being given to matters normally external to school administration. Without a knowledge of them, he is liable to be drawn into controversies detrimental to the proper discharge of his duties in the school. They save argument and should be understood in that light. They are—

- (1) Hoisting of flags on school buildings should not become a source of irritation to any section of the public.

- (2) Where any local body decides that on any special occasion any particular kind of decoration should be made, or that any flag should be hoisted on the school buildings, the local body should retain the flags or other materials in its possession and issue them to such institutions as desire them.

*Furniture.*—On equipment in general, a few instructions are necessary. Much is not demanded of an elementary school in the way of furniture. But managers and teachers should remember that comfortable seating arrangements have much to do with the maintenance of interest in the lessons and in the formation of healthy posture habits among pupils. They should also remember that the longest time which a boy or girl spends during the day at one place is at the school and that conditions which may not materially affect comfort at places where only a short time is spent by children are not applicable to the school. The essentials are comfortable seats for the children, whether the seats are in the form of wooden benches, planks, mats or of earthwork or masonry blocks, and writing desks either to correspond to benches or low desks for the pupils, and a table or a flat desk for writing and for demonstrations and a chair or stool or a masonry seat for the teacher to sit or squat on, slightly above the level of the seats used by children so that the teacher can always have a full view of the class even when he sits and teaches. If the school has a compound in which open-air classes can be held, class rooms can be prepared for the purpose at suitable spots with enough shade by spreading sand and otherwise making the ground soft, and children can move their own desks or use writing boards.

*Other articles of furniture* that may be required are an almirah or a strong wooden box provided with a suitable lock for the safe custody of school records and, if the school can afford one, a small glass show case for the school museum. The latter may not be necessary if the walls are provided with cupboards to place things, but it will be an advantage as a protection against dust if glass doors are fitted. Although it may appear unnecessary to mention the need for a good strong lock for the schoolhouse, the teacher who has to list articles of equipment for a school or who has to take charge of them from a manager for opening a new school is sometimes apt to overlook it and a word to remind him is not out of place.

A *clock or timepiece* in working order is one of the essential articles of school equipment and while a school gong or bell is not departmentally specified, the need for one is obvious. A sun-dial in the school garden will be an interesting article to have and, if it is properly made, will be a much more accurate index of time than the chalk-mark which teachers are sometimes observed to have made to denote time by the positions of shadows of window-sills cast on classroom floors.

*Blackboards.*—Among teaching appliances the blackboard is the most important. The need for one may be regarded as obvious, but in a country with traditions of small groups of pupils, oral learning, repetition and memorizing, special mention of it has to be made. It is taken for granted that the system of teaching boys and girls in classes is followed in elementary schools and not the method of teaching pupils separately and individually—although the individual method has its own place within the class system. The class system requires the use of more than one form of appeal to the senses and of these visual appeal is as important as—sometimes even more important than oral appeal. Every class should therefore have a blackboard, placed at a suitable height (and this is equally important if its use is to be effective). Where a teacher teaches more than one class, he needs as many blackboards as he has classes to teach, or at least two of fairly good size.

*The surface and the position of the blackboard* in relation to the lighting of the classroom are details of much importance in its use. If a blackboard is used as often as it should be, it will need re-coating at least once a year. For this the teacher often depends on the management. But he need not do so if he knows that it is not expensive to buy blackboard varnish or make it from materials that can be bought in the bazaar. With very little experience he can paint the boards himself, assisted, if necessary, by pupils. It is very desirable that even where wooden blackboards are provided a part of the wall should be prepared for free-arm drawing and writing practice by children.

*The position of the blackboard* in relation to the lighting of the classroom needs mention as this does not appear to receive enough attention, although simple requirements, like placing it in a position (height, slope, angle with the class and distance) which gives all the pupils a good view of it and which does not make any part of the writing blurred or invisible by reflection of light through doors or windows, do not require any elaboration.

*Chalk and duster-cloth.*—If a blackboard is to be used there must be enough chalk and duster-cloth in the school both for the teachers and, in the case of the lowest standard, for the children. If enough attention had been given in the past to this need it might not be necessary here to specify, besides white chalk, coloured chalk crayons. That visual presentation is incomplete so long as only white chalk is used and that the use of coloured chalk crayons can improve the quality and impressiveness of almost every lesson in the curriculum does not appear to be sufficiently appreciated. The practice now appears to be to regard coloured chalk crayons as necessary only in drawing maps in Geography and even that only in secondary schools. But it is really the elementary school that requires them most; first, because the children reading in them are of an age when colour makes an impressive appeal, and secondly because the resources of the elementary school

do not ordinarily place within its reach the coloured lithographic maps and charts which are within the means of a secondary school to provide and the elementary school has therefore to depend on hand-drawn maps and charts which, to be effective, need colour.

*Diagrams, maps and charts.*—With black or brown paper and coloured chalk crayons an elementary school can provide itself with most of the maps and charts it requires for its daily use. Story pictures, number-pictures, number-patterns, weather-charts, nature-drawings, bird and animal studies, maps, plans and charts can be thus prepared. Illustrations required for particular lessons in any subject can also be prepared in the same way. Such a procedure of preparing illustrations on drawing paper saves time for the class, particularly if the drawing is one that is likely to involve some time. Instead of the teacher spending a good half or more of the lesson period in drawing while, perhaps, the pupils are left unengaged, he can begin the lesson in a business-like manner. But where the evolution of the illustration has to be observed by the pupils, this is not possible, but in that case, as the picture is built up with class co-operation, there can be no waste of time and no scope for the pupils to be idle. Similarly where rapid sketches on the blackboard are possible and the teacher can make them, time need not be spent unnecessarily in the preparation of elaborate drawings. In general three considerations should enter into the preparation of pictorial aids, namely, effectiveness of the pictures as aids, economy of time and economy of material.

*Other pictorial and visual aids.*—Apart from chalk drawings a few permanent pictorial and visual aids may be found to be necessary in the school. They are such things as a lithographed map of the district, a map of the Presidency and printed object lesson pictures. They are not expensive and managements can ordinarily supply them from their own funds, although they are admissible for the purpose of equipment grants if application is made and sanction is obtained before they are bought. A plan of the village and a map of the taluk or town can be prepared on white drawing paper by the teacher. Maps of the district, the Presidency, India and the World are not expensive as they are made for a fairly large market and can therefore be bought for the school. Railway maps can be cut from old guides and mounted. Air route and steamship route maps can be cut from newspaper advertisements and mounted on boards or in albums according to their size. Cheap terrestrial globes are now sold by many booksellers, but a resourceful teacher can make one for his school with a round earthen pot, marking the continents and seas with coloured paint or coloured chalk crayons.

*Aids and appliances for practical work.*—A pair of scales for weighing, not more crude than one which a local bazaar uses, can be made in the school, if the management cannot afford to buy. Weights can be made of clay. It may be necessary to borrow a

set only to compare and grade them. If the school can afford a cheap spring balance, one may be bought. Some schools have successfully made sets of measures out of pasteboard and black-drawing paper and this is recommended for all schools. A yard stick and a tailor's inch tape are other quantitative aids. The marking of the dimensions of class rooms, doorways and windows can be of much help to pupils in visualizing concepts of length. Graduated heights marked on one of the walls for pupils to measure their own heights from time to time can be of further help. A personal weighing machine is an article which the average elementary school cannot afford, but by co-operative effort the Teachers' Association can buy one and lend it to schools in turns and make use of it in connexion with inter-school athletic sports. Counting material, cut shapes, colour cards, beads, rings, splinters and token coins are among the appliances required for the first standard.

*School museum.*—Every elementary school should have a museum, at least a small one. Where the managements are affluent and generous, the museum can be housed in a glass case, but this is not always necessary nor possible. Specimens which can be mounted on flat pasteboard may be so mounted and the boards hung from the walls. Other specimens can be arranged on pasteboard trays, if more substantial trays cannot be obtained, and these trays can be fixed to the corners of walls, or, with suitable brackets, at other places on the walls. Any place in the country or town offers a wide scope for collections of natural specimens such as leaves, flowers, seeds and grains, tree-barks, different kinds of wood, feathers of birds, shells, sands, soils and stones, and other collections such as coins, stamps, match-box labels, beads, coloured glass and untanned, tanned and stained leather, and to these collections may be added conspicuous examples of pupils' individual tastes in handicrafts. (The common handicraft products made by all pupils as part of general training need not be included in the museum. They should preferably be exhibited separately and changed at the end of every term or year to make room for new exhibits.)

A *pupils' library* of story and song books in the local language is an essential part of the equipment of a school and it is this library and not any set text-books that can give most of the silent reading practice which the pupils require. Old readers and specimen copies are apt to carry an odour of classroom tasks and cannot for that reason be regarded suitable for a library. Outside-text-books, there are many suitable and well-printed books now in the market and it is from among them that a choice has to be made. The minimum suggested for investment on books for the library is ten rupees. Books can also be collected from members of the local public if the Parents' Association is active and the teachers are enterprising, but such books generally require careful sorting and exclusion of unsuitable ones before the collection is included in the school library.

*Tools for handicrafts and garden implements* are other requirements in the way of equipment. Their nature and number depend on the resources of the school. But it should be remembered that even a good knife is a useful tool, that a mamooti and a bucket are not altogether beyond the means of the poorest school and that at least this minimum should be provided to begin with, so that the subjects are not neglected, and additions gradually made to reach or exceed the minimum prescribed by the rules, namely, a spade, crowbar or pick, weeding fork, garden knife and watering pots or buckets.

*The requirements in respect of staff* are laid down in the Rules for Recognition, quoted in an earlier chapter of this Manual. At least one teacher for every 35 pupils in average attendance and the division of a standard into sections and the provision of an additional teacher where the number of pupils in average attendance in the standard or a section of it exceeds 35 are the needs in regard to the number of teachers. The possession of a trained teacher's certificate is the qualification ordinarily expected, but exceptions are provided for in the Rules for Aid by the prescription of a permissible proportion of untrained teachers in general and by the requirement of the approval of the District Educational Officer or the Inspectress of Girls' Schools for the employment of untrained teachers of the lower elementary grade if they are women or members of the Muslim community or scheduled classes. In addition, special qualifications have been prescribed for headmasters of complete schools, teachers of Standards VI, VII and VIII in higher elementary schools and for teachers of English in elementary schools; in each of these cases the requirement is a trained teacher's certificate of the secondary grade. Provision has also been made for the exemption by Divisional Inspectors of Schools and by the Director of Public Instruction of teachers and headmasters from the possession of the prescribed qualifications. As explained in Chapter II—Classification of Schools, single-teacher schools are not encouraged, but are required to improve their strength and attendance to employ more than one teacher. The rules regarding conditions of service, pay and agreements with managements have also been given in the chapter on Recognition. Professional requirements and conduct of individual teachers are treated of in a later chapter.

*Admissions of pupils* are ordinarily to be made only twice a year, once at the commencement of the school year and again after the Christmas, Pongal or mid-term holidays except in areas where compulsory education is in force. The admissions are to be made within a month from the commencement of the school year or from the date of the re-opening of the school after the holidays mentioned, as the case may be. Schools should inform the Deputy Inspectors or the Sub-Assistant Inspectresses beforehand when they propose to make admissions in the middle of the school year. No pupil may be admitted at any other time unless

the sanction of the Deputy Inspector or the Sub-Assistant Inspectress, as the case may be, is obtained for such admission; provided, however, admissions may be made to the first standard at any time of the year.

*Restriction in the interests of effective instruction.*—The above rule is based on a recognition of the principle that in the interests of effective instruction the teacher should have his classes fully formed at beginning of the school year, so that class-work according to scheme is not delayed or postponed any further than is absolutely necessary. Pupils joining late in the school year cannot ordinarily be expected to keep pace with the rest of the pupils in their classes in their lessons. The ideal condition is therefore to get all the pupils in at the beginning of the school year. Though the rules provide for admissions at another part of the year and allow a latitude of one month's time, it is not expected that the teacher, conscious of the best conditions favourable to his work, will lose sight of the ideal and permit the full exercise of the variations and latitude provided by the rules. The latitude is only a concession to local circumstances and to the fact that existing practices cannot be suddenly changed, but require some time to adapt themselves to new requirements. If the teacher, at the end of the school year or a few weeks before the re-opening, informs the parents of the locality who may have children of school age to be admitted in his school that the children should be admitted early in the term and explains why it should be so, he may not have the difficulty which he would otherwise experience when the children are brought for admission late in the term. The best time to speak to the parent about this subject is at the time of the enumeration or checking of the school census for the year. With the principle underlying the rule thus understood and the parent prepared by propaganda to appreciate and observe it, the teacher will be in a position to command much more favourable conditions in which to begin his work for the school year than he would be if he fails to take these preliminary steps implied by the rule. The sanction of the inspecting officer for admissions at times other than those prescribed should be regarded to have been provided for in the interests of children from other schools or those who have been taught a little at home. A similar assumption lies behind the privilege of admissions being made to the first standard at any time of the year.

*Children below school age not to be admitted.*—In the same way it is the teacher who can bring home to the parent the harm of sending small children to school before they are of school age. The official instruction not to admit boys under the age of  $5\frac{1}{2}$  years and girls under the age of 5 years is provided as a reserve authority for him to use as a last resort. It is expected that he knows that he cannot attend at the same time to the needs of children who are of an age when they are ready to learn and of infants who really need a specialist teacher. It is he who must realize

that the more those infants are the less effective will be his legitimate work for children of school age, particularly at the first stage of their education at school when everything depends on the right beginning and when all the teacher's time, energy and resources will be required to make that beginning a successful one. The teacher should understand that the observance or non-observance of this condition for admission has a far-reaching consequence of vital bearing on the aim of elementary education itself and finally determines the number of literates for whose emergence from the school he lays the foundation. Although an exception is provided in special cases where ample additional accommodation is available, one should regard it as applicable when the school has a large compound or spare rooms where the infants can be separately accommodated with a responsible person, not necessarily a teacher, to look after them.

*Over-aged pupils not to be admitted.*—Another instruction issued in connection with the ages of pupils for admission is that declaring the undesirability of admitting men of 25 years and above in higher elementary schools. The reason needs no explanation, but the principle underlying the instruction in its general implication against the admission of aged pupils deserves thought. These are, first, that pupils admitted in the late years of their school age are less likely to remain in school till they complete the fifth standard than those admitted at the proper age and are thus a potential cause of wastage and, secondly, that where there are no girls' schools, the presence of aged boys in the boys' schools acts as an obstacle to the enrolment of girls in such schools and to their remaining long enough at school to become permanently literate. While it may not be altogether in the power of the headmaster or teacher to refuse admission to such pupils when they seek it, he can provide against such a situation by propaganda and other measures to secure the enrolment first of all children of school age in the locality.

*Admission of girls in boys' schools.*—While in the admissions made in an elementary school for boys, the needs of girls should be borne in mind and every form of encouragement should be given towards the increased enrolment of girls by the means indicated elsewhere in this Manual,\* there is one restriction made against the possible prevalence of any rivalry between boys' and girls' schools, especially if they are aided schools, and this is that, except where compulsory education is in force, girls should not be admitted into boys' schools in areas where there are complete boys' and girls' elementary schools.

*Records of previous study.*—If a pupil seeking admission in an elementary school has previously attended any school, he is required to produce the record obtained by him from the school last attended by him. If the latter is an elementary school, the

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\* *Education of girls*, Chapter II—Classification of schools—See page 13.



record to be produced is the Record Sheet of the pupil and if it is a secondary school, it is the transfer certificate. The Record Sheet is intended to be a brief history of the school course of a pupil and is of value when the contribution of the school towards the literacy of the population comes to be estimated. A more detailed explanation of it will be found in a later chapter.

*Applications for admission.*—In compulsory areas an application in the form \* prescribed by the rules is required to be made and signed by the guardian, but in practice this procedure is followed by many schools in non-compulsory areas also and it is very desirable that it is generally followed in all areas. The reason is that a specific application is a concrete means and an opportunity of impressing on the guardian his responsibility not only for the accuracy of the information given but also indirectly of his obligation, moral though it may be in non-compulsory areas, to keep the child at school till he completes the fifth standard. In schools in such areas where for reasons of economy forms are not supplied to teachers, the particulars can still be recorded in a note-book with tabular columns corresponding to the details in the prescribed form, requiring only one line for a pupil, and the signature of the guardian obtained, before entries are made in the Admission Register.

*Two points of information are of great importance* at the time of admissions; these are (1) the date of birth and (2) evidence of protection against smallpox. In urban areas, the full and correct address of the pupils' residence is of equal importance. If the teacher or headmaster is to take a live interest in the pupil, he will regard the filling of the application for admission not as a simple formality but as a process of obtaining the first concrete information about the pupil and an expression of human interest in the charge to be entrusted to him.

*Admission test and class of admission.*—On admission for the first time, a pupil without previous study in any school will be placed in the standard which the headmaster considers he is fit for. To ensure that this is done with care, the rule confers authority to the inspecting officer to order the removal of a pupil from one standard to another if it seems desirable. It is therefore advisable for the headmaster to keep some simple form of record of the tests he may have made of the pupils' attainments. Such a simple form of record can be kept in additional columns of the note-book recording applications suggested before for non-compulsory areas or on the backs of applications where they are obtained in the prescribed form. When a pupil leaves one school and joins another, the latter school will ordinarily place him in the standard for which his Record Sheet or transfer certificate declares him fit. In cases where a pupil has been placed in a standard higher or lower than that for which his Record Sheet or transfer

\* See Appendix 6, page 169.

certificate declares him fit, the headmaster should in the same way preserve a record of any test he may have made of the pupil's attainment and immediately report such a case to the inspecting officer.

*Admissions not to encroach on instruction periods.*—The process of admissions at the beginning of the school year should be organized with care and thought so that it causes the least dislocation to normal work or delay in its commencement. A school should therefore prepare in advance for its annual admissions and give adequate publicity in the locality to the arrangements made. The best preparation will be to begin the work a week or a few days in advance of the reopening of the school, according to the size of the school. Another procedure will be to allot an hour or two, according to needs, outside school hours for admissions. In the case of large elementary schools in urban areas applications may be required to be registered in advance and days and hours allotted for testing and admissions and announced on the school notice board. Other alternatives will probably suggest themselves to the headmaster, but the essential thing is to make sure that the effective instruction period of the school is not unduly reduced on account of admissions.

*Classification of pupils.*—The testing of pupils at the time of admission can serve more than one purpose. In addition to the guidance it gives in deciding the standard in which a pupil is to be placed, it can, if carefully conducted, indicate conspicuous variations of the pupil's attainments from what are generally regarded as normal or average standards. In the absence of more exact and quantitative tests of intelligence and until the time that such tests are much more familiar to teachers than they now are, these empirical tests should receive enough attention not only to judge the fitness of a pupil for a standard but of roughly ranking the pupil in that standard. Such ranking helps the teacher in a small school with only one section in each standard to give any individual attention which particular pupils may require. In a large school with provision for more than one section in a standard, it helps to form sections on the basis of attainments or in other words, to classify pupils. With the scope of school service expanding, as it is now doing, classification of pupils will be found to be increasingly necessary. Admission tests form the first and earliest basis of classification.

*Half-yearly promotions.*—The classification based on admission tests cannot, however, be regarded as final and unalterable. Further periodical tests will be found to be necessary. But these tests, other than the quarterly, half-yearly and annual examinations need not be rigidly formal. All that is necessary is that the class teacher should keep a record of these tests. Based on these tests, reclassifications can be made and, confirmed by the results at half-yearly examinations, possible cases for accelerated promotions can be found. Such promotions are not only permitted by

the rules but are definitely to be encouraged so long as they do not lower the standards of promotions. They should for that reason be made with the approval of inspecting officers at the time they are made and should again be brought to their notice at the time of the Annual Inspection for the purpose of their going into record in the annual assessment of the work of the school. The presence of pupils deserving accelerated promotions should also be brought to the notice of inspecting officers at the time of their periodical visits to the school.

*Following-up the classification.*—A word of caution is necessary in respect of classification of pupils on the basis of attainments. It has already been stated that such classification should not be static but should be subject to periodical revision. This revision should be made possible not only by the pupils' efforts but also by special methods adopted by the teacher. Such methods will include individual attention in the case of small classes and provision for slow progress in the early stages in the case of sections of backward pupils. It is to the latter that the caution particularly refers. It is prompted by the prevailing tendency in some schools to regard the backward section as always backward and to keep the lessons in that section always behind the other section or sections. This is often the case in Standard I and instead of the classification helping to prevent stagnation it perpetuates it. A tradition of promoting pupils from one section to another such as from section A to section B in the same standard *after a year* is sometimes noticed. But it should be understood that this is not the object of classification. Grouping of backward pupils is intended to help the adoption of methods which could give the pupils confidence and a sound grasp of the early and fundamental parts of lessons by a rate of progress more suited to them at that stage. This object should be achieved without undue delay and, if it is successful, it can enable further progress being made at a pace even slightly quicker than that of other pupils. At the end of the year the attainments of both the sections should be nearly equal. But while it is a fact that older children learn more quickly once the initial difficulties are removed and the acceleration mentioned is possible with them, care should be taken to see that no undue pressure is put on the very young pupils who are backward by reason of premature admission to force them to complete the course in one year.

*Annual promotions.*—About ordinary annual promotions much need not be said. The points to be remembered are: careful setting of questions for the examinations by the teachers outside school hours, so that the examinations do not provide an excuse for wasting the time of the class, a definite scheme of examinations previously prepared and announced, accurate and methodical record of marks, definite standards for promotion and strict adherence to these standards. The proportion of oral, written and practical

tests for each standard should be clearly decided beforehand and the tendency to overdo the written part and under-rate the value of oral and practical tests should be guarded against

*Stagnation.*—When the promotions made in a school reveal the presence of pupils who have been in the same standard for more than the normal period, the condition is referred to as stagnation. This condition retards the attainment of literacy by the pupils and thus reduces the annual contribution of literates made by the school. In ensuring that this contribution is adequate, the factor of stagnation requires consideration as to its causes and remedies.

*Stagnation and the course of instruction.*—The course of instruction laid down for elementary schools is such that any normal child should, with the ordinary amount of effort at his age, be expected to complete the course for each standard in a year. Any exception can only occur in the case of sub-normal, backward or retarded children, but their number cannot be large in any group. It has been computed that about 17 per cent of the children in a group have an intelligence above the average and that about 66 per cent are of average intelligence and that in all therefore about 83 per cent of the whole group can attain the standard required of the syllabus in a normal length of time. If, therefore, more than 17 per cent of the pupils in a class fail to get promotion at the end of a year, the cause cannot be the backwardness of the children but can only be defects in organization and instruction.

*Estimation of stagnation.*—The extent of stagnation in the school at any time is estimated with reference to the number of years spent in each standard by every pupil in the school at the time. To furnish this information every school is required to maintain for each standard a stagnation table as explained in the next chapter. The stagnation abstract made from it gives the number of pupils with reference to those on rolls at the time who spent one year and less, two years and less and over two years in each standard of their elementary school course. If, in this abstract, the figures for pupils who have spent more than one year in a standard are conspicuously large in relation to the total number, the progress of the pupils is characterized by stagnation; and if, besides, the proportion among them who have spent more than two years in a standard is also considerable, a more intense degree of stagnation is indicated. Teachers should, in relation to their classes, and head teachers, in relation to all the classes in the school, analyse the promotions in this way and should, wherever stagnation is indicated, discover the causes and apply the remedies.

*Two main causes of stagnation.*—A reference has been made, in connexion with admissions, to two of the causes of stagnation, especially in the first standard. These are the admission of pupils other than at the beginning of the school year and the admission into school of children before they are old enough to learn at an elementary school. The consequences of such admissions, as ex-

plained already, can be summed up as stagnation. One way of guarding against stagnation is therefore the proper regulation of admissions to the school in the first standard by propaganda and other measures following it.

*A third and most common cause of stagnation* is the irregular attendance of pupils and their attendance for much less time than the scheduled school day even in the case of those who are not required for any other work. In many cases this can be easily remedied by the teacher's personal touch with the parents of the pupils in his class. Certain schools have for this purpose amplified the stagnation tables of the respective classes by using the column for remarks for a record of the monthly attendance of the pupils and of the names and addresses of their parents or guardians as a guide to periodical visits to them by the teacher. This is a plan that is recommended to all schools. Propaganda can thus become more specific and consequently more effective. It is much more easy to find out in an atmosphere of informality and friendliness the causes of absence by such visits than by questioning the pupils at the school which often suggests the atmosphere of a tribunal of justice and presents before them a picture of punishment to follow, besides the conditions of publicity in class which might inhibit the pupils' tendency to genuine response. The method of visits will reveal the various causes of irregular attendance. One pupil may have kept back because of some bigger boy bullying him in class; another may have been carrying the picture of school presented by some elders as a place of punishment for naughty children; a third, more sensitive than his classmates, may have been frightened by what the teacher probably regarded in class as a mild rebuke; and so on. Talks with parents acquaint the teacher with these reactions a knowledge of which can help him both in securing conditions of good attendance and in planning his teaching methods and disciplinary measures to suit the child-mind thus revealed. They can also bring to light a somewhat common cause of irregular attendance—the fear of punishment after a short period of absence of a day or two inducing the pupil to continue absent until such time as he thinks the teacher may take to forget the absence and its punishment. Absence should not therefore be associated with punishment; if it is, it will defeat its own ends. Regular attendance should be secured by the more peaceful and effective method of propaganda.

*Absence of classification as another cause of stagnation.*—In large classes the absence of a classification of pupils and of special organization for teaching backward or retarded children is another cause of stagnation. The benefits of classification, periodical tests and reclassification mentioned earlier in this chapter are also in a sense the preventive factors against stagnation.

*Stagnation and defects of teaching.*—Apart from defects of organization, stagnation may be, and often is, due to defects of teaching. These arise from the teacher's lack of interest both in

the work and in the pupils and from his lack of preparation. How this interest is to be cultivated and how this preparation should be made is indicated elsewhere. The teacher's practice of reviewing day by day, or even week by week, the ground of new knowledge and new skill gained by the pupils is one method of making him alive to the need for progress and the elimination of stagnation in the interests of a maximum contribution by the school to the cause of literacy.

Maintenance of Marks Registers, Promotion Lists and Stagnation Tables are treated of in the next chapter.

*Withdrawals.*—The rules relating to withdrawals, unlike those connected with admissions, are mostly of an administrative nature and their educational bearing is therefore discussed separately under wastage, and incidentally in connexion with the subject of Elementary School-Leaving Certificates. The first of these rules is that, on leaving school, having passed through the fifth or any higher standard a pupil shall, on application, be granted a school-leaving certificate in the authorized form if found by the inspecting officer entitled to it under the instructions issued by the Director. These certificates are called Elementary School-Leaving Certificates and must be in the numbered forms issued by the Director. Rules and instructions on their issue have been given in Appendix 4. Inspecting officers are not authorized to issue certificates other than these certificates and managers and headmasters should bring this rule to the notice of pupils and inform them that the practice of their being tested in a private capacity by inspecting officers has been regarded irregular and has been discontinued many years ago. Managements of higher elementary schools have no right to issue transfer certificates, but they may issue leaving certificates specifying clearly that the school is an elementary school and stating the attainments in terms of 'standards' and not of 'classes' or, in the case of higher elementary standards, of 'forms.' In the case of lower elementary schools, a leaving certificate may not be always necessary, unless the pupil discontinues his studies, since if the pupil is to continue his studies in another school his Record Sheet will be transferred to that school.

*Model schools empowered to issue Elementary School-Leaving Certificates.*—Headmasters and headmistresses of Government Training Schools and, where the model school has been recognized by the Director under the Madras Educational Rules, headmasters and headmistresses of recognized training schools under private management are also empowered to issue Elementary School-Leaving Certificates. Instructions for their issue will be found in Appendix 4.

*Wastage.*—Besides the two kinds of withdrawals, namely, those due to the transfer of pupils to other schools and those due to the pupils completing their elementary school course after the

fifth or a higher standard, to which the above rules and instructions mainly relate, there is a third type of withdrawals which influences to a very large extent the out-turn of an elementary school. This consists of withdrawals before the pupils become really literate by completing the fifth standard course. It is obvious that the effort and the public funds spent on such pupils are really a waste as there is no return whatever of any lasting benefit from them. The proportion of such unproductive effort in terms of the number of pupils so lost is therefore referred to as wastage.

*Estimation of wastage.*—The extent to which such wastage prevails in a school is estimated by the number of withdrawals which occur between the admission of each group of pupils in the first standard and the members of that group reaching the standards in which they are reading at the time of calculation; that is, between the first and the fifth standards in the case of a group admitted four years before, between the first and the fourth standards for a group admitted three years before, between the first and the third standards for a group admitted two years before, and between the first and the second standards for a group admitted in the previous school year. By an analysis of the withdrawals in the above manner a teacher can find out if the wastage in a school is increasing or decreasing. He should then proceed to investigate the causes in relation to the work and traditions of the school and conserve and improve upon those which have contributed to a reduction of wastage or seek to remedy those which have contributed to an increase of it.

*The importance of reducing wastage* has been emphasized by the rule for the assessment of grants to aided schools which prescribes suitable reductions if the number of pupils in Standard IV or Standard V or both is less than 25 per cent of the number in Standard I. But this rule still allows a wide margin of wastage and penalizes only wastage beyond a certain stage. The teacher's aim should be to reduce wastage to a minimum and this it is possible for him to do in many ways.

*Propaganda as a remedy.*—The first of these is propaganda among the parents. This subject will be referred to in some detail in a later chapter. It is said by observers of experience that one has "got to tell people a thing often enough and they will believe it." This is specially true in the case of elementary education and intensive propaganda has achieved remarkable results in many places even in a short time. What the parent needs is a little persuasion and with this he can be induced to keep his child long enough at school. But the propaganda should be maintained without any relaxation of effort.

*Re-adjustment of school hours as another remedy.*—In propaganda, however, the parents' point of view should receive every consideration and real difficulties should be met. It is just

possible that occupations in which the services of children are required for a part of the day may be the cause of their withdrawal from school. Where this is general, school hours may have to be fixed in relation to such occupations; and where the difficulty is individual, the pupil should be allowed to attend school at least for a few hours every day.

*Conditions of class teaching* influence wastage in the same way as stagnation. In the one case pupils who remain at school in spite of bad teaching tend to stagnate and, in the other, those who can escape from bad teaching leave school and increase wastage. Teaching which continuously maintains the interest of the pupils is thus one of the conditions which can reduce wastage.

*Prevention of wastage by admission of pupils at the right age.*—The premature admission of children, which was referred to as a cause of stagnation, can also be a cause of wastage. Children who are not forced by external conditions to attend school, as in the case of those who stagnate, soon drop out on finding no interest in school and develop reactions which prevent their going to school when they are of the proper age. The admission of pupils at the right age is therefore as important a factor in the reduction of wastage as of stagnation.

*Attendance of pupils.*—Having got its pupils admitted as far as possible at the beginning of the school year, the next condition for the school to obtain in its teaching is the punctual and regular attendance of pupils. Detailed instructions about marking of attendance, calculations and statistical deductions are given elsewhere in this Manual. These records can indicate only the results and results are the outcome of efforts. Efforts can be of three kinds, namely, (1) organization, consisting of the determination of school hours, weekly holidays and vacations to suit the local conditions, (2) teaching practice, based on the curriculum of studies, making the daily work of the school interesting to the pupil and indicating definite and perceptible progress from day to day in such a degree that parents as well as children come to feel that to be away from school even for a day may mean substantial loss in studies and enjoyment, and (3) propaganda among parents in conjunction with the above two kinds of efforts.

*Determination of school hours, holidays and vacations.*—In regard to the determination of school hours, weekly holidays and vacations, it is to be observed that, within the prescribed minimum duration of a school day and the minimum attendance for the year, a very considerable amount of freedom is given to an elementary school. Advantage is not being taken in sufficient measure by all the schools which can benefit by the freedom



given in such respects as the adjustment of school hours to meet the needs of special areas or special classes or communities and of school holidays so as to meet the needs of local areas and, in particular, to ensure that working days do not overlap harvest time and special festivals. All that is required by the department is that managements of all aided schools should notify annually to the inspecting officers, at least a month before the commencement of the school year, the weekly and miscellaneous holidays, vacations and school-hours proposed to be observed in a school, and that previous intimation should be given to the inspecting officers of all deviations from the list of holidays. Where it is impossible on account of unavoidable causes to give previous intimation of such deviations or of changes in school hours the necessary intimation to the inspecting officers should be given as soon as possible afterwards. The orders issued by the Government to public as well as private managements have always been directed towards emphasizing the need to adjust the hours of work in a way suited to local conditions. They have declared that there is no prescribed period of vacations in elementary schools and that due regard should be paid to local circumstances, especially in rural schools where vacations should be suited to agricultural conditions. Situations should be guarded against in which long vacations do not coincide with the periods of agricultural work, especially harvest time, with the result that sometimes when children might well be at school they enjoy the vacation and that when they are most needed for the harvest they are expected to be in school. The Government have, therefore, suggested both to local bodies and to the managements of aided schools that vacations should be so arranged that they are ordinarily fixed during seasons when agricultural operations are at their maximum.

*Miscellaneous holidays.*—In respect of miscellaneous holidays, elementary schools under public management are governed by Rule 77 of the Madras Educational Rules and the note published under that rule.

*Importance of teachers' study of local conditions.*—If the freedom allowed by the rules is to achieve its aim in securing a high percentage of attendance, the headmaster and the teacher have to study local conditions. They can do it both by local enquiry and by reference to the school records. Monthly variations of attendance, low attendance on particular days or particular seasons, any remarks which the present or former headmaster or teacher may have recorded as the cause for these variations and references to low attendance and its cause in the remarks recorded by inspecting officers in the school Inspection Book are data readily available at school. A talk with responsible elders of the village, particularly the village headman and the chief or active trustee of the local temple, can elicit the neces-

sary information with which the deductions made from school records can be checked. On such definite information the list of holidays and vacations should be drawn up. Daily observation of local conditions should have helped the headmaster or the teacher to determine the most suitable school hours for the two major seasons of the year. Once these are settled, they should be strictly adhered to and, unless there are strong reasons, should not be changed. They should be noted on the Information Board kept inside the school. Timely intimation should, as stated earlier, be sent to the inspecting officer of any change. These preliminary measures, conscientiously taken, ensure one of the most vitally favourable conditions for the success of the work of the school, namely, regular attendance of pupils.

*Punctuality in attendance of pupils and teachers.*—With the school hours determined on the observed local conditions there can be no cause for the late attendance of pupils. It is unfortunate that habits of unpunctuality get reinforced by suggestions of it as an inevitable part of the character of the people, but there is no reason whatever that it should be so. The teacher is one of the agencies who can effect a reform in this direction. A most important thing for him to do is not to take for granted the late attendance of pupils, but take seriously and earnestly the time at which school work is scheduled to begin. This he can do only if he is at the school in advance of the pupils by at least a quarter of an hour. Half an hour in advance would be the ideal. It should not be necessary for the teacher every day and at all parts of the year to go round collecting pupils. This will be necessary only after a vacation and in the case of newly admitted pupils and even this, if the school has established a tradition of punctuality and if the parents of the locality are acquainted with the tradition, will not be necessary. By arriving in advance the teacher will be in a position to make all the necessary preliminary preparations for the day's work. He will then be able to give his attention to the pupils as soon as they arrive. It is often the belief that a certain part of the first period will be given to preparations which is responsible for encouraging the pupils and their parents to make an allowance for this delay in their idea of the effective hour for the commencement of school work. The teacher should take care to see by his conduct that such an allowance is not made. Above all he should appreciate the fact that the late-comer injures the interest of the class and that his teaching will never be successful if on account of a few late-comers the interests of punctual children are to be sacrificed.

*The teacher's residence in school village to promote punctuality.*—One of the essential conditions for the punctual attendance of the teacher and consequently of the pupils is the residence

of the teacher in the school village or, if in a town, within a reasonable distance from the school. This subject will again be referred to in a later chapter.

*School discipline.*—Punctual and regular attendance is the most important though not the only part of the discipline that a teacher should expect to obtain in an elementary school. "School discipline" includes all the relations of pupils to teacher, of teacher to pupils, of pupils to the school property and their own materials and of pupils and teacher to their work.\* The aim of school discipline is to foster habits of action in the best interests of a group by the inhibition of individual impulses but this inhibition does not necessarily imply a sacrifice of individual interest. By serving the group the individual serves himself and discipline helps to make this service effective. In the classroom and in the playground the pupils should be trained in this reasoned discipline by certain simple rules. Expression of respect to elders and the preparedness to carry out a leader's orders takes the concrete form of the pupils rising from the seats on the teacher's entry into the classroom and remaining standing till they are desired to sit or the teacher takes his seat. The use of the same form of salutation by all the pupils of a school, at least on those occasions when they collectively greet any person, is a means of reminding themselves of their common interest in the school.

*The type of discipline to be secured* in schools is one by means of which the teacher will be able without interruptions and without the waste of any time to devote himself to his pupils and their lessons. For example, such discipline will include definite instructions regarding books or other materials to be brought in connexion with the lesson and conditions of tranquillity in the class when such announcements are made. A question box in the upper standards and a period in the week for question bombardment in lower standards will be a simple but effective device against interruptions in class teaching without at the same time a suppression of the instinct of curiosity among pupils. Smart answering of roll-call can sometimes be regarded as a sign of the prevalence of a sense of discipline; this generally indicates regular practices and good attendance. Forming pupils into queues for definite purposes of movement in groups is another aspect of good discipline so long as it is not overdone and does not interfere with opportunities for the legitimate romp which children by their ages and natures need. The cultivation of habits to observe the principle of "a place for everything and everything in its place" is another instance of good discipline. These are some indications of good discipline but above everything else the teacher's example is of utmost importance. There is one thing, however,

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\* Chapter III—Discipline, Suggestions for Primary School Teachers by H. Dippie (Oxford University Press).

for the teacher to remember in regard to the means of securing discipline and that is that corporal punishment shall not be inflicted in schools and that modern psychology advocates even in the case of proved delinquents treatment by sympathy and understanding.

*Dress regulations.*—There is not much in the way of dress regulations which pupils and teachers of elementary schools need to know about. No particular form of dress is prescribed, and it does not appear to be necessary to consider the question of school uniforms so far as elementary schools are concerned.

*Importance of personal hygiene.*—There is one point however in this connexion which needs particular attention in elementary schools and this relates to the personal hygiene of children in elementary schools. The formation of health habits and the necessity for healthy and clean surroundings already form part of the curricula of elementary schools. In practice, however, many children come to school with dirty clothes and in an unclean condition. School houses also, in many cases, are kept in unswept and unclean condition. The necessity for taking practical steps to improve these conditions is therefore to be impressed. The personal cleanliness of all school children should receive the first attention of the teachers at the commencement of the school day and, in addition, the neatness and tidy appearance of the school house should daily be the concern of both teachers and pupils. The school day should commence with an inspection of the children and, in the case of children who are not personally clean or whose clothes are not clean, steps should be immediately taken to have them washed before class work begins. Practical steps should be taken to adopt in everyday life the principles of personal hygiene taught at school. Some schools keep mirrors, combs and soap to help pupils to be clean at school. This practice is commendable, but it should be ensured that permanent habits are formed by its gradual extension to the pupils' homes.

*Curriculum and syllabus.*—The content of teaching in an elementary school requires as much thought and attention as the conditions of teaching which have been explained in this chapter. This content is known in its general aspect as the curriculum and in its classified and detailed form as the syllabus. The syllabus of a school is the order from the proper authority outlining what the teacher has to do, during the various stages of the school.\* Such orders are issued from time to time by the department and the latest was issued in June 1939. It outlines the courses of study for lower and for higher elementary standards and classifies the subjects for each of these courses into two groups, namely, a group of compulsory subjects or subjects which should be taught by all schools and a group of optional subjects or subjects one or

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\* H. Dippie, in *Suggestions for Primary School Teachers* (Oxford University Press).

more of which may be taught if the necessary special facilities are provided by a school and if a school has achieved the prescribed minimum standards in the compulsory subjects.

The subjects of study are—

*Elementary or Primary Stage—Standards I to V.*

*Compulsory subjects.*

- (1) Language.
- (2) Elementary Mathematics.
- (3) Nature Study and Gardening.
- (4) Physical Training.
- (5) History and Geography.
- (6) Civics and Hygiene (including elementary Home Craft, with Needle-work, for girls).
- (7) Music.
- (8) Handicrafts.
- (9) Moral instruction.

*Optional subjects.*

- (1) Drawing.
- (2) English.
- (3) First Aid.
- (4) A second local language in Muslim schools and bilingual areas.

*Higher Elementary Stage—Standards VI to VIII.*

*Compulsory subjects.*

- (1) Language.
- (2) Elementary Mathematics.
- (3) Elementary Science (including Home Science for girls).
- (4) History.
- (5) Geography.
- (6) Civics.
- (7) Physical Training.
- (8) Pre-vocational work (including Practical Gardening for rural higher elementary schools).
- (9) Moral Instruction.

*Optional subjects.*

- (1) English.
- (2) Music.
- (3) A second local language in Muslim schools and bilingual areas.
- (4) Drawing.

*The syllabus in relation to the teacher's scheme of work.*—It should be remembered that though the syllabus is in its present form fully informative and fairly exhaustive it is nevertheless only a brief outline of what the teacher must have done by the end of each year of the course. It is not to be assumed that the syllabus alone is a sufficient guide and that it would be enough for the teacher to go on with his work from day to day with only an occasional glance at it. Taking it as a general guide it is for the teacher to plan out and write down a detailed scheme of work for each subject for his class of the school. The full school year being too long a period to adopt as a unit, the year's course should be divided into monthly or, if that is considered too short, quarterly or terminal subdivisions. In the latter case the first quarter or term will consist of the period from the beginning of the school year to the mid-term or Dasara holidays, the second up to the Christmas or Pongal holidays and the third up to the end of the school year. Teachers and managers are sometimes apt to regard this as the work of the inspecting officers while some local bodies by their doing this work and issuing pamphlets for teachers in

the schools managed by them have tended to maintain the misconception that the teacher has nothing to do in this respect. But though other agencies besides the teacher may, and in many places certainly do, perform the work, it is more as a guide for themselves and for weak teachers and such a scheme planned by others can never have the same value to the teacher as one made by him for his own use, nor give the same degree of insight, understanding and experience. The teacher should do this every year, although after he has once made it for a year he may not have to make it all afresh in subsequent years but will only have to incorporate the changes, omissions and additions which the experience of the year suggests as necessary. Such suggestions arising from experience should be noted in the scheme for guidance in the revision to be made from year to year.

*Development and progress to be indicated by the scheme.*—Earlier in the course of this chapter it was stated that the daily work of the school should be made interesting to the pupil and that teaching practice should indicate definite and perceptible progress from day to day in such a degree that parents as well as children come to feel that to be away from school even for a day may mean substantial loss in studies and in enjoyment, and this should be the criterion by which the scheme of work expanded from the syllabus is to be judged. The conception of development and progress should be found at every stage, and standards of performance, particularly in subjects of skill and practice, like language and arithmetic, should be gradually raised from month to month. The same standard of work should not be expected at the end of a term as at the beginning of the term. Taking one example, composition exercises in the upper standards should be longer, better arranged, better written and in more varied and correct language.\* In reviewing the work done during any part of a week or month, the teacher should ask himself how far the standard of performance of pupils in subjects of skill and the knowledge of pupils in subjects of information have progressed during the period; and if he cannot readily find an answer to his questions, he should think and plan again.

*Special problems and the optional subjects.*—The syllabus issued by the department recognizes three special problems that occur in this Presidency. These are (1) the problem of providing for the teaching of Urdu in schools for non-Urdu speaking Muslims, (2) the problem of a second local language in schools in bilingual areas where the mother-tongue of the pupils is a recognized language other than the official language of the district and (3) the question of teaching English in the above class of schools and in elementary schools in general. Provision has therefore been made in the syllabus for the teaching of an additional local language and of English along with or irrespective of it, under

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\* Adapted from *Suggestions for Primary School Teachers* by H. Dipp e (Oxford University Press).

optional subjects. The conditions which have been laid down for optional subjects is applicable to them and in the case of English the following requirements are to be satisfied—

- (1) The standard of English to be aimed at by the end of Standard VIII should be that aimed at in Form II of a secondary school.
- (2) The teaching of English may be started in Standard IV in schools in which only one language is taught.
- (3) In the case of schools in which two languages are taught (to one and the same pupil) the teaching of English is not permitted before Standard V.
- (4) The inclusion of English as a subject of instruction should receive the approval of either the Deputy Inspector of Schools or the Sub-Assistant Inspectress.
- (5) English is not permitted to be taught by teachers with qualifications lower than those of a secondary grade trained teachers' certificate.
- (6) English should not be taught in schools which do not attain the minimum standard in the compulsory subjects and the approval of the inspecting officer concerned should be obtained before imparting instruction in the subject.

*Proportion of time to be given to optional subjects.*—Whatever be the number of optional subjects chosen by a school, the total proportion of school hours devoted to them should not exceed one-sixth of the total number of school hours for the week. On the basis of five hours a day divided into seven periods of 40 minutes each (with two mid-session intervals of 10 minutes each) and five school days in a week, this works out to 6 periods out of 35 in the week for optional subjects.

*Time-tables—General factors.*—The factors which enter into account in framing time-tables are (1) how far the class teacher system is to be adopted in the school, (2) the importance, the content and the relative difficulty of the subjects and the proportion of time to be given to each of them, (3) the order in the course of the day's lessons in which the subjects can be best taught with reference to their nature and the physiological condition of the pupils, and (4) where one teacher has to teach more than one class, the number of classes a teacher has to teach.

*The class-teacher system.*—The syllabus envisages a school in which one teacher will be in complete charge of a class and will teach all the subjects in that class. The adoption of the so-called professorial system, not uncommon in large elementary schools and particularly in higher elementary schools, according to which a teacher teaches in several classes one subject in which he is supposed to be an expert, is to be strongly deprecated. In such a system the absence of co-operation between various teachers is bound to give the syllabus in each subject the appearance of being

over-loaded and to had to a considerable amount of unco-ordinated over-lapping and repetition and consequent dissipation of effort. The proper arrangement in elementary schools is therefore for one teacher to be in entire charge of one class and to teach all the subjects in that class. Even where there is plural class teaching by one teacher the same system is advocated.

*Distribution of time among the subjects.*—In regard to the importance, the content and the relative difficulty of the subjects and the proportion of time to be given to each of them, the syllabus issued by the department has been prepared on the following basis (for a week of 35 periods of 40 minutes each):—

*Lower Elementary Standards.*

	Compulsory subjects.	Optional subjects.
	Periods.	Periods.
Language .. .. .	8	5
Elementar Mathematics ..	5	..
Nature Study and Gardening ..	2	..
Physical Training .. .. .	2	..
History and Geography .. ..	2	..
Hygiene ... .. .	2	..
Music .. .. .	2	..
Handicraft .. .. .	5	..
Civics and Moral instruction ..	2	..
Total ..	30	5

*Higher Elementary Standards.*

	Compulsory subjects.	Optional subjects.
	Periods.	Periods.
Language .. .. .	7	6
Elementar Mathematics ..	5	..
Elementar science (including Home Science for girls).	3	..
History .. .. .	2	..
Geography .. .. .	2	..
Civics and Moral Instruction ..	2	..
Physical Training .. .. .	2	..
Pre-vocational subjects .. ..	6	..
Total ..	29	6



*Order of subjects in the time-tables.*—On the relative value of the different periods of the day with reference to the nature of the subjects and the physiological condition of the pupils, the fact that in the first and second periods the pupils are fresh and vigorous while in the third and fourth periods they are relatively tired should guide the framing of the time-tables. So long as each class has a teacher this principle will not be difficult to put into practice, but when the work of a teacher in charge of two or more classes has to be arranged variations from it may have to be made. It is not, however, impossible to keep these variations to a minimum.

*Plural class time-tables.*—In the case of a teacher in charge of more than one class, periods or parts of periods of silent and independent work by pupils should be distinguished from periods of oral teaching and active simultaneous participation of the class. The first type of work will be assigned in turn to the classes which the teacher is not actively engaged in teaching. But the important point to remember is that such assignment should be based on definite instructions and correctly estimated with regard to quantity to keep the pupils fully and profitably engaged for the period and should require the production of concrete results of performance in the form of written or practical work. Silent reading, for example, should be combined with the writing or noting of answers to a few simple questions. A map exercise should in the same way require a few questions to be answered. A stroll in the garden or compound should have the purpose of collecting specimens according to directions. In such subjects as Composition, Arithmetic, and Sketching, the nature of the work itself provides for the production of concrete out-turn.

*Plural class teaching* requires, in addition to special preparation, more than ordinary vigilance on the part of the teacher. This he should train himself for by practice, following the instructions given to him and the beginning made by him at the training school. One such special instruction is that whatever directions he proposes to give to the class (or classes) which is to do silent work should be written beforehand on the blackboard and not after the classes have assembled. At the same time as much as possible of the blackboard work for the other or actively taught class should have been prepared before class work is begun so that he does not have to turn his back to his classes too often or too long to write anything on the blackboard. If it is expected that the matter to be written will be long, he should have planned to break it up into sections and should have thought of oral questions to be put to the class to intersperse the writing with.

*Monitors and plural class teaching.*—The delegation of certain class duties of a mechanical nature, such as collection and distribution of note-books and issue of books for silent reading, to senior pupils or monitors is a practice which, while it is applicable

to class organization in general, is of special use in plural class teaching. Apart from its convenience to the teacher, it is a means of training in responsibility for the pupils. For this reason, such duties should be arranged to go in rotation, care being taken however, to maintain continuity of routine. With trust and occasional supervision, the observant teacher can not only find many duties he may thus delegate to pupils but use the delegation as part of the scheme of training for the pupils themselves.

*Time-table deviations—Shift system.*—Deviations from the above instructions regarding time-tables will be found to be necessary to a certain extent in the case of areas where, by reason of a scheme of compulsion being in force and of the inadequacy in consequence of the available number of school places, what is known as the shift system is followed. But such deviations need not be any more than those necessary in regard to plural classes.

*Time-table deviation—Part-time and night schools.*—Similarly part-time and night schools will require deviations. Such deviations will be due to the fewer hours of work in those schools. But the principle is recognized and followed in regard to them of regarding two years' work as equal to one year's work in the whole-time day-schools. It therefore follows that the work of a week in a day-school is to be spread over two weeks in part-time and night schools. Certain subjects of adult interest will have to be included but room can be found for them in the curriculum and the time-table by the exclusion of subjects or topics of child interest.

*Changes in time-tables.*—When a time-table has been framed for a class with all the factors taken into account, there should be no need to make any variations from it, especially in the upper standards. If the teacher finds in practice that a change is necessary, he should acquaint the head-teacher with it, obtain his sanction and effect the change. The change should be at once recorded in the copy of the time-table hung in the class-room and in the teacher's and head-teacher's copies. There should be no unauthorized changes which may practically mean that a teacher is not following the time-table.

*Timing of periods to be noted in time-tables.*—In the class copies of time-tables, the time for each period and the mid-session interval should be noted at the top of the period columns.

*Function of text-books.*—On the subject of text-books in elementary schools, the rules are given in the chapter on recognition. But there is a good deal more than the rules which the teacher has to know and observe in practice. The teacher should in the first instance realize that a text-book is, as the popular phrase goes, "a servant and not a master." Teaching should centre around the subject and life's interests connected with the subject. The text-book can only help in the arrangement of topics

and in choosing the manner and language of presentation. Nothing should prevent the teacher from following his own order or method of presentation if he is convinced that the aim requires it, nor from improving upon the language of the text-book, nor from adding or substituting examples and material more suited to local conditions. In fact this is what he is expected to do instead of mechanically following the book, as teachers have been often observed to do. Before using a text-book a teacher should study it carefully and make his own arrangement of the matter to suit his scheme of work and note the differences, omissions and additions. These should then be incorporated in his Teaching Notes,\* about which more will be said in a later chapter.†

*Disregard of text-books indicative of teacher's lack of preparation.*—The other extreme to a mechanical following of the text-books is a total disregard of them. But the cause is often in both cases the same—lack of preparation by the teacher. In the one case, the teacher attempts to compensate for it by falling back on the text-book and in the other case, he does not even take the trouble to equip himself with a copy of the text-book and acquaint himself with its contents but tries to say or do something with a semblance to the lesson, to appease his conscience and thus fills the time.

*Consequence of disregard of text-books and lack of preparation.*—This takes the form of lectures on obvious things in general knowledge lessons and random exercises in Arithmetic to which the teacher is not prepared with answers and which he therefore asks a pupil to work out on the blackboard, for his benefit at the expense of the pupils' time, even though all the pupils may have worked the exercises correctly. The result is that pupils, acquainted with the tradition that the prescribed text-book is not used, do not care to buy copies or, even if they have bought them, do not take them to school. It is thus necessary that, when text-books are prescribed, they should really be put to use. The head-teacher or the manager in the course of his supervision should see that this is done. Teachers may, besides justifying by use the prescription of text-books, remind pupils, before dispersing class every evening, of the next day's time-table and the books and note-books to be brought by pupils.

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\* "Many local education authorities have regulations requiring teachers to keep notes . . . . Notes that are kept merely to comply with regulations are, however, of little value. A teacher's note-book should be a reflection of his interest in his work, and should contain much more than the chapter headings of the pupils' text-book with a summary of its contents. Many of the detailed notes relating to methodical procedure, which are valuable in the note-books of training-college students, are unnecessary at a later stage. A working note-book of an experienced teacher should, however, contain copious notes of subject-matter, indications of the order in which this is to be presented, reference to suitable illustrations, both pictorial and verbal, and references to supplementary information. In addition, it should contain records of important and noteworthy reactions of the pupils, for example, unusual examples and common errors." [Learning and Teaching, by A. G. Hughes and E. H. Hughes (Longmans), page 357.]

† See pages 115 to 117.

*Limits to the number of text-books.*—In the next place the manager, the headmaster and the teacher should know that the prescription of text-books presupposes the existence of reading ability necessary for the use of a text-book and that this reading ability is rarely present in pupils in the first two standards. Therefore no text-book other than one for language should ordinarily be prescribed in these standards, while in the third standard a text-book on Elementary Mathematics may be prescribed in addition to the language reader. The number of text-books to be used in the higher standards should be settled in consultation with the inspecting officers, the reason being that there should be no tendency to prescribe too many text-books, more than what are really necessary and what the parents can afford to buy for their children.

*Note-books—Limit to their number.*—For the same reason the use of an excessive number of note-books should be discouraged. Besides considerations of cost and of the possible waste which often results when a teacher, without estimating the volume of permanent written work other than work on slates that is proposed to be done during the year, requires pupils to buy two or three note-books for every subject, the absence of a restriction on note-books tends to the vicious practice of dictating notes. This is done both to justify the number of note-books prescribed and often to find a way to fill school time with this wasteful occupation. It is the lazy teacher who has not spent time on lesson-preparation and blackboard summaries and has not the inclination to rise from his seat to move near the blackboard, that generally falls back on the device of dictation, often of precisely the same matter as is found in the text-books. In subjects other than language there should be no need in elementary schools for 'notes.' What pupils require note-books for in other subjects are applied exercises, and these note-books can and must be reduced to a minimum.

*Text-books to be in the same series and not to be changed within two years of use.*—The manager, the headmaster and the teacher should be familiar with the rules that the text-books prescribed in a school should be in the same series and that books once prescribed should not be changed within two years of their use except with the approval of the District Educational Officer or the Inspectress, and the reasons underlying these rules. Any change in less than two years should have strong and convincing reasons in support of it and the mere fact that a book is more suitable than the one which is already in use and which is in no way defective cannot be regarded to be a sufficient reason for proposing a change. Managers and headmasters should, as far as the facilities available to them permit, be familiar with the list of books approved by the Text-book Committee annually published in the *Fort St. George Gazette*. All Secretaries of Teachers' Associations at least should be familiar with the list so as to be able to advise teacher-managers and headmasters. If any one of the books which were in use in a recognized school in a school

year does not find a place in the list in the next year, it should be considered an unapproved book and should not be continued even under the provisions of the rules requiring the continuance of books for two years. Although for the substitution of books in the place of those removed from the approved list the approval of the District Educational Officer or the Inspectress is not considered obligatory, it is desirable that such approval should be obtained in the interests of uniformity of practice.

*The need for a timely announcement of the books prescribed in a school for a school year is obvious.* The prescribing of text-books after the schools have reopened or when they are about to reopen often results in the pupils remaining without books for periods extending sometimes for one to two months and, if the prescription involves changes within the two-year period requiring the approval of the District Educational Officer or the Inspectress, the waste of a part of the school year reaches considerable proportions. The list of approved books is published in the *Fort St. George Gazette* early in May every year and this is before most of the elementary schools close for the summer vacation. The prescription of books for the next school year can therefore be made and announced even before the vacation and this will ensure the pupils providing themselves with books early in the next school year. Where the approval of a departmental authority is necessary in case the prescription involves a change within the two years' period, the application for such approval should be made well in advance. If it is found necessary that arrangements should be made earlier than the publication of the list, the knowledge that the list of approved books gives the year of the latest approval of every book and that for a period of five years from that year the book will ordinarily find a place in the list can enable the previous year's list being consulted and a prescription made from that list without waiting for the publication of the list for the current year.

*Teachers prohibited from proprietary sale of books or acting as agents to buy for pupils.*—Two practices, one or the other of which hitherto prevailed in many schools in connexion with the pupils' purchase of books, are no longer permitted. One is the sale of books by the management on a proprietary and not a co-operative basis. The other is that of teachers acting as agents to buy books for pupils. But the organization of school co-operative societies is not only permitted but definitely to be encouraged, the profits being used for the benefit of pupils. A reference to this subject will again be made at a later stage of these instructions.

*The free supply of books and slates to poor and deserving Muslim pupils and pupils belonging to the scheduled classes in schools under public managements is permitted and the incurring of expenditure from public funds is considered to be in order.* Aided elementary schools can also provide similar facilities.

*Practical Instruction.*—The reaction against the undue importance that has been given in many places to text-books in class teaching, and in general against the literary tradition which that importance implies, has expressed itself in modern tendencies emphasizing practical expression and practical work and in movements, schemes and methods proceeding from these tendencies. The movements can be roughly classed into two divisions, namely, those which emphasize in a general way a practical bias in the curriculum and methods of teaching and those which represent definite and more or less complete schemes based on experiment and practice already carried out in institutions or areas, such as the Project Method and the Wardha Scheme. The departmental syllabus has taken into account these movements and in its position as a general guide for the whole of the province has not only placed the necessary emphasis on practical training but has included schemes of practical work in every subject as well as a list of handicrafts for lower elementary schools and pre-vocational subjects for higher elementary schools. Both of these groups are expected to be correlated with other subjects.

*Practical work indicated in the syllabus.*—The teacher of the ordinary elementary school, which does not follow any special methods or scheme, has to recognize the two types of practical training indicated by the syllabus; the first, practical work in connexion with what may be called subjects of knowledge such as Nature Study, Hygiene, History, Geography and Civics and the second, one or more specific handicrafts or pre-vocational subjects. The principle emphasized in either case is that of “learning by doing” and the dangers to be guarded against are verbal learning, repetition and memorising. Such “learning by doing” in Nature Study is emphasized by gardening and the observation, record and inference in that connexion; in Hygiene by the daily practice of health habits and maintenance of the school and its surroundings, and the pupils’ homes and environment ultimately, in a sanitary condition; in History and Geography by excursions, maps, chart and model making and collection and study of pictures and other concrete and visual material; and in Civics by excursions, debates, dramatization, functioning of student government and organizing of local community service. The point for the teacher to notice about the handicrafts is that there are many in the list for teaching which the teacher does not require an extensive and formal course of specialized training. The assiduous teacher can obtain the necessary practical instruction from local artisans and, having placed the craft on an educational basis in the school, he can call to his aid such artisans whenever he finds the need for further technical advice or demonstration. The teacher should understand above everything else that the aim of instruction in these subjects is not the production of craftsmen or even of craftsmen’s apprentices, but to give the pupils that complement which literary learning needs to make it practical in outlook and that practice in the use of the hand and eye without which a pupil’s education can never

be complete. He should know that even in the special methods and schemes the aim is *not training for a craft but training through a craft*. The craft in all cases therefore is a means to an end and a comprehensive general method of teaching and not the end of the teaching itself.

*Handicrafts.*—It is therefore expected that the headmaster or teacher, in choosing one or more handicrafts for his school, will consider the facilities locally available and his own aptitudes in the matter of crafts. The managers should also consider these circumstances and allow freedom of choice to the school and variety in accordance with local needs if they have more than one school under their management. The subject or subjects having been chosen, a scheme of work should be drawn up which in its first working must naturally be a tentative one. Nevertheless there should be a scheme both of practice exercises and in the later stages, of applied and correlated exercises such as making map-rollers, fretwork or cardboard cutouts for Geography, wind-vanes, sun-dials, counting apparatus, working models and similar things.

*Exhibitions, flower and vegetable shows and garden competitions*, the last two of which are at present held only to promote adult effort and even that confined to large towns, can very well become a normal feature of the annual programme of elementary schools. While it may be left to the Teachers' Associations to organize inter-school efforts, each individual school can arrange its own local shows. The efforts, however modest they may be, can be a good incentive to pupils and can help in progressively raising the standards of achievement. Organized in conjunction with school days or parents' days, such shows provide something concrete and substantial to indicate the achievements of the school and to arouse the enthusiasm and obtain the co-operation of parents. In rural areas, school functions in general, if conducted with the entertainment and education of the villagers in view and not with an eye solely to eliciting appreciation from some outside authority, are useful in brightening the dull and monotonous life of the people. The school can be thus associated in the minds of the local residents with pleasure and entertainment and can earn a place in the adult life of the village as much as in its relation to child life. But there should be no hasty preparation for this kind of effort if it is to serve the desired purpose both for pupils and for parents. In fact, there need be no special preparation at all of an elaborate kind in the production of exhibits. All that is necessary is to have in view in the course of the normal execution of work the possibility of an annual exhibition or show and to make a note of products which, besides having achieved their educational purpose at the time, can be preserved with a view to their value later in a massed exhibition of effort and results.

*Physical education.*—The principle of “learning by doing” in the course of its extension to other subjects of the school curriculum besides subjects of skill, knowledge and manual practice is applicable with equal force to physical education. At the present time it cannot be claimed that anything more than scanty and formal attention is paid to the subject. This is also a relic evidently of the tradition which placed undue emphasis on literary learning and even belittled the function of physical education in the school as leading to waste of time and undesirable company, and exaggerated healthy fatigue and the normal scratches and bruises of play into physical injury. In the case of girls tradition did not give any considered thought to the subject although it kept up *kummi* and *kolattam* and preserved them from deterioration or extinction. But the efforts of educationists, medical men and workers in the field of physical education in recent years have raised the subject to the level of importance it deserves and a beginning has been made in measures and methods of emphasizing it in elementary schools. It only needs every teacher individually to appreciate the value of the training and prepare himself for it.

*The teacher's preparation in respect of the physical education of his pupils* should consist in—first, taking his physical education course seriously at the training school, entering wholeheartedly into the activities and emerging from the training school with a fairly extensive repertoire of games of different types and practice in playing them; secondly, adding to this repertoire and keeping himself in touch with new activities by organizing the participation of his school in inter-school sports and similar meetings; and thirdly, making a definite scheme for his class to be followed continuously and progressively. The task is not so difficult as it sounds if he makes a right start at the training school. With interest in the initial stage his preparation is assured, just as without it he may tend to be drawn more and more away from the activities. Pupils' interests have to be aroused in their own physical condition, at least in its more objective aspects such as physical measurements and weight. The maintenance of height and chest measurements and weight charts and the fostering of a pride in physical growth and general health is one form of appeal. But a more effective form of appeal that never fails is that of team-spirit and competition. The vast possibilities in this direction have been demonstrated by the success of rural sports in many places in the Presidency. The teacher as a more advanced and better informed member of the community should equip himself to lead and not merely be content to follow. Good books are now available in the local languages for the teacher to consult and refresh his memory in planning work for the year. This work will consist of daily practices on a non-competitive basis, weekly competitions between teams within the school (the competitive



element being kept judiciously under control to prevent its assuming the form of unhealthy rivalry), monthly meetings and friendly matches with neighbouring schools and an annual participation in regional inter-school sports meetings.

*Practice of the queue* system of group formation and movement of pupils and the playing of traffic games, \* while they may not be regarded by some authorities as forming part of physical education, are nevertheless necessary activities in the training of pupils. For the reason that they are for the most part outdoor activities, it is suggested that place may be found for them along with physical activities.

*Safety first instruction* and training in roadsense have already been included in the syllabus for elementary schools and such instruction to be effective has to be practical and to lead to the formation of habits of reaction to situations. Without repeated practice the object with which they were included in the syllabus cannot be achieved and the teacher should therefore plan, along with physical activities, and give effect to, a programme for this kind of training.

*Religious instruction.*—In regard to religious instruction, the Government have accepted the principle that—

- (1) Muslim religious instruction should be provided in all institutions under departmental management which are chiefly intended for Muhammadans; and that
- (2) local boards and municipal councils should be at liberty to incur expenditure from their funds on the provision of religious instruction for Muhammadan pupils in schools under their management.

They have ordered that in schools chiefly intended for Muslims, religious instruction may be imparted within school hours, and that in cases where it is not possible for a member of the teaching staff to impart religious instruction also the services of a teacher who can impart religious as well as secular instruction should be secured in the place of one of the existing members of the staff. In other schools such instruction is to be imparted to Muslim pupils by part-time instructors on a salary not exceeding Rs. 6 a month or by a regular member of the staff on payment of an allowance of Rs. 4 a month, no such expenditure being, however, incurred unless the number of Muslim pupils in the school is not less than 25 per cent of the total strength of the school, subject to a minimum strength of 20.

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\* As given in "Stop, Look and Listen" (published by the Safety First Association of India, Electric House, Bombay, Price 8 annas).

## CHAPTER VII.

## REGISTERS AND RECORDS TO BE MAINTAINED BY ELEMENTARY SCHOOLS.

*Objects of maintenance of registers and records.*—One of the conditions of recognition and aid to an elementary school is the maintenance of the registers prescribed by the Government to enable the work of the school to be estimated periodically in regard to its quality, quantity, regularity and continuity. The one person who should most readily lead the way in setting an example of a well-ordered life is the teacher and it is therefore very necessary that he should appreciate the value of accurate and truthful records. He should realize that, when the number of things to be remembered is large, they cannot be committed to memory, but should be recorded in writing and that, when more than one person is engaged in a task, the interests of unity, co-ordination and co-operation and continuity require an unmistakable record in writing of the common basis of work for all. The need for the comparison of the progress from time to time demands that some of the records have to be chronological and to be therefore regularly maintained from day to day. Understanding these essentials which lie behind the requirement of the maintenance of registers, the teacher should acquire the knowledge and cultivate the practice of maintaining not only the prescribed registers but generally a record in writing, in a classified form for ready reference, of every detail of importance that he may think of as useful in his work which he would need to remember.

*Individual teacher's function in the maintenance of registers and records.*—It should be part of the individual teacher's work and not that of the headmaster alone or of a school clerk to keep these registers and records so far as his class is concerned, except where they are maintained in one book or file for the whole school. In the exceptional case mentioned the teacher should not regard such records as of no concern to him but should acquaint himself with their maintenance, if possible, by taking his turn for a part of the school year in keeping them. Headmasters and managers should allow opportunities for the teacher to do so, recognizing that the registers and records have as vital a bearing on the teacher's work as actual teaching.

*The teacher's knowledge and training in the maintenance of registers and records.*—The complaint often heard that the teacher's work is turned into that of a clerk by the maintenance of school registers and records is due to several reasons. One of these is that some teachers in the past did not learn the relationship between effort and result and worked for the most part of

their time in a mechanical groove and that therefore they now have neither the inclination to break an old habit nor the knowledge and training to do so and cultivate a new one. The lack of knowledge and training is being remedied in training schools and at meetings of Teachers' Associations. As the teacher gains knowledge by these means he will find it easier and gradually taking up less time for him to do the work than in the early stages. Finally he can by habit attain enough speed not to require any large amount of time being devoted to it in proportion to teaching time.

*Maintenance in the course of daily work to save accumulated strain.*—Another reason is that teachers, having neglected to make the fundamental entries in the registers in the course of their daily work, find at the time of consolidation that the work involves more labour and time than it would otherwise do. There can be no room for this unnecessary strain if the daily duties required of teachers in this connexion are performed regularly and understandingly.

*The prescribed registers are—*

- (1) A Register of Admissions and Withdrawals.
- (2) A Register of Attendance of Pupils.
- (3) A Register of Attendance of Masters.
- (4) Acquittance Roll of Teachers.
- (5) An Inspection Book.
- (6) A Visitors' Book.
- (7) A Register of Fines.
- (8) A Register of Record Sheets.
- (9) A Register of Defaulters.

(i) *Register of Admissions and Withdrawals.*—The form is given in Appendix 3 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939\*.

The entries which require particular care and attention are—

- (1) In urban areas, the full and complete address of the guardian.
- (2) The correct date of birth of the pupil. If it cannot be ascertained at the time of admission, the pupil and through him his guardian should be reminded. Once an entry has been made there should normally be no erasures or corrections. If any unavoidable correction is necessary it should be attested with the initials of the headmaster. The same order should be followed in regard to date, month and year throughout the register. The order of the date, month and year should not be indiscriminately changed, as for example, one entry being of the form 21—7—'31 and another or the next of the form '33—2—9.
- (3) The entries against every pupil should be made in full.

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\* See Appendix 6, page 164.

(4) Reasons for withdrawal should be noted in all cases. Whether a Record Sheet was issued should also be noted. Similarly if a Record Sheet was received on behalf of the pupil the fact should be noted.

(5) In the case of re-writing of the register, old admission numbers should be noted underneath the new admission numbers.

(6) Withdrawals should be promptly entered so that the number on rolls as shown by the Admission Register agrees with that borne on the Attendance Registers of the classes. The vicious practice of taking up the Admission Register some time before the inspection and marking as "left" all pupils whose names are no longer on rolls is to be condemned. The date of leaving and the class should be entered in all cases.

(7) The register should not be renewed without the permission of the inspecting officer.

(8) When it is renewed the names of pupils on rolls at the time of the renewal should be written in the order of the dates of admission and not in the order of the classes beginning with the highest standard. The assumption that pupils of the highest standard are the earliest admissions may not be applicable to all alike.

(9) Particular care should be taken in copying to see that the correspondence of the entries on the left and right halves of the openings of the register is correct and that details relating to one name are not copied against the next name above or below.

(10) It is common knowledge that many pupils are called by more than one name. It becomes a duty of the school to fix the name of each pupil from the time the pupil is enrolled in the school. The pupils themselves should be made thoroughly familiar with their own names.

(ii) *Register of Attendance of Pupils.*—The form is given in Appendix 4 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939 \*. The following instructions should be followed:—

(1) Where specific instructions have been given by the managements or forms have been supplied by them to show the totals separately for different communities, names should be written separately for the community groups such as, non-backward, backward, Muslim and scheduled class pupils. In any case the names of girls should be distinguished from those of boys and separate figures should always be noted for totals and averages. Whether or not the managements supply forms with special columns the names should be written in such an order that information about any community group can be readily obtained.

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\* See Appendix 6, page 165.

(2) The following lists of scheduled and other backward classes are given for the teachers' information:—

## LIST OF BACKWARD CLASSES.

## I. SCHEDULED CASTES.

1	Adi-Andhra.	44	Kudumban.
2	Adi-Dravida.	45	Kuravan.
3	Adi-Karnataka.	46	Kurichan (also Primitive Tribe).
4	Ajilla.	47	Kuruman (also Primitive Tribe).
5	Aranadan (also Primitive Tribe).	48	Madari.
6	Arunthuthiyar.	49	Madiga.
7	Baira.	50	Maila.
8	Bakuda.	51	Mala.
9	Bandi.	52	Mala Dasu.
10	Bariki.	53	Malasar (also Primitive Tribe.)
11	Battada.	54	Matangi.
12	Bavuri.	55	Mavilan (also Primitive Tribe).
13	Bellara.	56	Moger.
14	Byagari.	57	Muchi.
15	Chachati.	58	Mundala.
16	Chakkiliyan.	59	Nalakkayava.
17	Chalavadi.	60	Nayadi.
18	Chamar.	61	Pagadai.
19	Chandala.	62	Paidi.
20	Cheruman.	63	Painda.
21	Dandasi.	64	Paky.
22	Devandrakulathan.	65	Pallan.
23	Dombo (also Primitive Tribe).	66	Pambada.
24	Ghasi.	67	Pamidi.
25	Godagali.	68	Panchama.
26	Godari.	69	Paniyan.
27	Godda.	70	Panniandi.
28	Gosangi.	71	Pano (also Primitive Tribe).
29	Haddi.	72	Paraiyan.
30	Hasla.	73	Paravan.
31	Holeya.	74	Polayan.
32	Jaggali.	75	Puthirai Vannan.
33	Jambuvulu.	76	Raneyar.
34	Kadan (also Primitive Tribe).	77	Relli.
35	Kalladi.	78	Samagara.
36	Kanakkan.	79	Samban.
37	Karimpalan (also Primitive Tribe).	80	Sapari.
38	Kattunayakan (also Primitive Tribe).	81	Semman.
39	Kodalo.	82	Thoti.
40	Koosa.	83	Tiruvalluvar.
41	Koraga.	84	Valluvan.
42	Kudia (also Primitive Tribe).	85	Valmiki.
43	Kudubi (also Primitive Tribe.)	86	Vettuvan.

## II. CASTES OTHER THAN SCHEDULED CASTES.

1	Agamudaiyan.	11	Balolika.
2	Agasa.	12	Bestha.
3	Ambalakaran.	13	Bhandari.
4	Ambattan.	14	Billava.
5	Annadan.	15	Bondili.
6	Are Mahrati.	16	Boya.
7	Atagara.	17	Chaptegara.
8	Atchukatlavandu.	18	Chenchu.
9	Badaga.	19	Dasari.
10	Bagata.	20	Devadiga.

LIST OF BACKWARD CLASSES—*cont.*

II. CASTES OTHER THAN SCHEDULED CASTES—*cont.*

21 Devalkar.	79 Mappilla.
22 Devanga.	80 Mahratta (Non-Brahman).
23 Dommara.	81 Marati of South Kanara district (Hill tribe).
24 Dudekula.	
25 Enadi.	82 Maravan.
26 Galada Konkani.	83 Melakudi or Kudiyan.
27 Gamalla.	84 Moili.
28 Ganika.	85 Modi Banda.
29 Gatti.	86 Muduva.
30 Gavara.	87 Mukkuvan.
31 Godaba.	88 Mutracha.
32 Gond.	89 Muttiriyān.
33 Gudigara.	90 Nagaram.
34 Idiga (including Setti Baliya, Segidis and Bevaras).	91 Nakkale.
	92 Nalkedaya.
35 Illuvan (Ezhuvan).	93 Namdev Mahratta.
36 Irula.	94 Oddan (Donga).
37 Jandara.	95 Odde.
38 Jangam.	96 Odiya.
39 Jatapu.	97 Oriya.
40 Jogi.	98 Padayachi (Villayan Kuppam).
41 Kabbera.	99 Pamula.
42 Kadaiyan.	100 Pangadikarā.
43 Kaduppattan (Malabar).	100A Panisivan.
44 Kaikolan.	101 Pattanavan.
45 Kalal (Kalali).	102 Patnulkaran.
46 Kalavanthula.	103 Perike.
47 Kallan.	104 Picchigunta.
48 Kalingi.	105 Poraya.
49 Kamma.	106 Pulluvan.
50 Kammalan (Kamsala or Viswabrah- man).	107 Pusala (Pusalavadu).
51 Kammavar.	108 Rajapuri.
52 Kani or Kaniyan.	109 Reddi (Ganjam).
53 Kannadiyan.	110 Saliyan.
54 Kapu.	111 Savara.
55 Kelasi.	112 Sedan.
56 Kharvi.	113 Sembadavan.
57 Khatri.	114 Senaithalaivar (Senaikudayan).
58 Khodala.	115 Sholagar (including Pani).
59 Kondra Dora (Criminal tribe).	116 Sourashta.
	117 Sugali (Sukali).
60 Konda Dora (Aboriginal Tribe).	118 Tsakala.
61 Kondh.	119 Tatapu.
62 Koracha.	120 Telaga.
63 Kota.	120A Telikula.
64 Koteyar (Sheragara, Kshatriya of South Kanara).	121 Thoriyan.
	122 Tigala (Tigla).
65 Kottiya.	123-Toda.
66 Koya.	124 Togata.
67 Kumbara.	125 Tondaman.
68 Kuruba.	126 Uppara.
69 Kurumba.	127 Urali Goundan.
70 Kusavan.	128 Vada Baliya.
71 Labbai.	129 Vaduvan (Vadugan).
72 Lambadi.	130 Valaiyan.
73 Lingayat.	131 Vannan.
74 Madivala.	132 Vanniyakula Kshatriya (in Tamil dis- tricts), Agnikula Kshatriya (in Telugu districts).
75 Mudugar or Medavar.	
76 Malayali.	133 Velama.
77 Male.	134 Yadava.
78 Mangala.	135 Yerukula.

(3) Attendance should be marked at the commencement of every school session. It should be closed by the marking of the attendance of late-comers and totalled at the end of the first period and initialled for the session by the class teacher. Even in schools where a single register is used for all the classes, it is the teacher who should call and mark the roll and the register should be sent round at the end of the first period for closing and totalling by the respective teachers. In large schools where this is the practice, the tradition should be that the roll is called at the assembly about ten minutes before the commencement of the first period. When a pupil is absent, sick or on leave for one session of a day this should be marked with a small mark denoting the nature of absence. After attendance is closed at the end of the first period there should be no blanks against the name of any pupil in the column for the day, nor in the corresponding column in the row of totals. The class and section and the number of boys and girls on rolls and the number present should be noted at the top right hand corner of the class blackboard.

(4) The daily totals, the monthly totals for each pupil and the average attendance and average number on rolls should be entered neatly in ink.

(5) Care should be taken to see that entries such as the name of the month, name of the school, standard, admission and serial numbers and number of school days are not omitted.

(6) Pupils should be trained to answer the roll call smartly. On no account should a teacher mark attendance by observation and count without a response from the pupils.

(7) Certain detailed directions for keeping the register are given below the form prescribed in the Appendix referred to and these should be strictly followed.\*

(8) Columns (6) and (7) for school fees and the date of payment should be filled regularly and the total fee collection for the month noted at the end of the column for each standard or section of a standard.

(9) The name of no absentee should remain on rolls with the absence unaccounted for more than a month.

(iii) *Register of Attendance of Masters.*—The form is given in Appendix 5 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939.† The following are the instructions to be observed:—

(1) The serial number should refer to the actual number working at any time so that if one teacher succeeds another during the month, the two are respectively numbered as (a) and (b) under

\* See page 165.

† See Appendix 6, page 166.

the same serial number. But if there is no space to write the second name under the first, it may be written at the end but with a note of the serial number with which it is to be read.

(2) It is desirable, for the sake of information and to save time in any reference that may arise, to note the age and qualifications of each teacher under the teacher's name. In the case of relief from duty or appointment to duty, the fact with the date and session (forenoon or afternoon) should be noted in this column or at some prominent place on the page.

(3) It is also necessary, that besides the teachers' initials in token of attendance, the time of arrival is noted for each session.

(4) If any teacher is absent or on leave the fact should be noted on the same day. If leave is sanctioned subsequently in the former case, an entry to that effect may be made at the time of sanction below the original entry of absence.

(iv) *Acquittance Roll of Teachers.*—The form for aided schools is given in Appendix 10 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939, and for schools under public managements in Appendix 11 to the same rules.\* The columns are self-explanatory and the only suggestion that can be made is that the number of the teacher's Provident Fund account may be noted below the figure for the deduction in column (8). No omission should be found in any column and where there is no figure to be entered the word 'nil' should be written. In obtaining the signature of the teacher in column (12) care should be taken to see that the date is noted in every case. In the same way the date of receipt of the latest instalment of the teaching grant should be noted after the figure against the words 'Amount of teaching grant received for the school, Rs.       '. The Acquittance Roll is a record which should be available at the school for inspection at any time and managements in charge of more than one school are therefore advised to maintain a separate Roll for each school.

It will be noticed that in the case of aided schools the form itself contemplates the possible existence of an unpaid balance of salary. There is therefore no need for the maintenance of any other accounts of disbursement of salary and of ledger pages for individual teachers or for the demand of receipts on loose slips of papers. The object of the form is that the Acquittance Roll should give all the information that is required in connexion with the payment of teachers' salaries and should not require any supplementing by other evidences to explain or modify its entries. This is a point of importance to be observed both by managers and by teachers.

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\* See Appendix 6, pages 167 and 168.



(v) *Inspection Book*.—An Inspection Book is to be maintained in all elementary schools for the inspecting officers of the Educational Department to make entries at their Annual Inspections of and periodical visits to the school. In each Inspection Book the pages should be numbered. It should be understood that a school where the Inspection Book containing the record of the last inspection is not produced is liable to loss of grant. Being a permanent record it should consist of a note-book of fairly good paper and suitably bound.

(vi) *Visitors' Book*.—It is to be noted that a form has now been prescribed for the Visitors' Book. The form is a simple one, requiring no explanation, and is given in Appendix 6 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939.\*

(vii) *Register of Fines*.—The Register of Fines should furnish the details for the deductions under fines in the Acquittance Roll. It should be kept in the form prescribed\* in Appendix 13 to the Rules for Recognition and Aid, notified in the Government Orders already referred to. The headings serially printed in the Appendix should be copied in the register as headings of columns in a tabular form, with a common heading at the head of the table giving the name of the school. Thus the name of the school need not be repeated for every entry.

The nature of the offence should be clearly stated with reference to the evidence on which the entry is based. For example, an entry like "habitual late attendance" should be supported by information on dates and reference to any warning that may have been given. Opportunity should be given in every case for the teacher to give his explanation. The charge, the explanation, the enquiry and the finding should be briefly recorded and the record kept in file by the manager for reference.

(viii) *Register of Record Sheets*.—This register consists of two parts, (i) a file of Record Sheets of all the pupils in the school, and (ii) a register containing copies of Record Sheets transferred to other schools.

Although this register was originally prescribed by the rules only for areas where compulsory elementary education is in force and for pupils of school age, instructions have now been issued requiring its maintenance in other areas and for all pupils including those in Standards VI to VIII in higher elementary schools also. The form† in which the Record Sheet is to be maintained for each pupil is given in Appendix 3 under Section 44, Rule 5, of the Rules under the Madras Elementary Education Act, but the column for 'Conduct' should be amplified as 'Progress and conduct' in accordance with a recent

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\* See Appendix 6, page 168.

† See Appendix 6, page 169.

amendment. A few instructions for the maintenance of Record Sheets are given in the form itself, but the following instructions have also been found useful by teachers:—

(a) *The quarters* should be the same as those defined for Defaulters' Lists, namely, the First Quarter commencing on 1st January, the Second Quarter commencing on 1st April, the Third Quarter commencing on 1st July and the Fourth Quarter commencing on 1st October. It should be specially noted that attendance for the months *July to September* should be noted in the Third Quarter and *not* in the First Quarter.

(b) *Attendance* should be entered at the end of every quarter. The entry should not be postponed till the time of transferring the Record Sheet to another school.

(c) If, in a certain quarter, usually the Second, a *pupil has read in two classes*, a note may be made to that effect underneath the entry of attendance, showing the two classes thus: “(Standards II and III)” or simply “II and III”.

(d) If a pupil has been *admitted in the middle of a quarter*, the number of *working days for that pupil* should be counted from the date of his admission and not, like other pupils, from the first day of the quarter.

(e) *The space for the attendance and conduct record should be used economically* to allow the whole record of a pupil to be contained in one sheet. For this purpose, the name of the school and the dates of admission and of leaving should be written in small letters in a horizontal line in the same way as the attendance record. The signature of the headmaster in the column for “Remarks” should also be in a horizontal line in continuation of the date of leaving and conduct. Many headmasters do not appear to realize that a Record Sheet which is transferred from one school to another is to be used in more than one school and that they should therefore leave space for future entries, and they are therefore instructed to be more thoughtful in the use of the space provided.

(f) *Before a Record Sheet is submitted for transfer*, or is issued to the pupil, all the entries should be complete for the school which the pupil has left and in token of the correctness of the entries the headmaster *should sign in the “Remarks” column and not at the foot of the page.*

(g) The entry of *Headmaster's Signature* at the foot of the page should be made only when the fifth standard is completed.

(h) Omissions have been noticed in the entry for the *Guardian's Name*. Such omissions should not occur. If the father himself is the guardian, the space may be filled with “Ditto.”

(i) *Record Sheets should not be transferred direct* from school to school or through the pupil unless orders to that effect have been issued by the inspecting officers.

(j) It is often found that admissions have been made of *pupils from other schools without a requisition for Record Sheets* and that fresh Record Sheets have been opened. This is irregular and action will be taken against such practice. Careful enquiry should be made in all cases and the Record Sheets obtained through the inspecting officer unless he has permitted direct transmission of them. The date when the Record Sheet was obtained should be made in the appropriate column of the Admission Register, with the number of the Record Sheet obtained.

(k) *Applications for Record Sheets* should be made in the following form and separate applications should be made for *Record Sheets from different schools*.

*Application for Record Sheets of pupils admitted in  
School,*

(Address)                      Range—

Serial number.	Name of pupil.	Name of <table style="display: inline-table; border: none; vertical-align: middle;"><tr><td style="border: none; padding: 0 5px;">parent</td><td style="border: none; padding: 0 5px;">guardian</td></tr></table>	parent	guardian	Class.	* Name and address of the school in which the pupil was last reading.
parent	guardian					

Date .....

*Signature of the Headmaster.*

(l) Every pupil should be taught *to state accurately and correctly the name and address of the school* in which he or she is reading.

(m) Record Sheets should be called for *even if the pupil comes from a non-compulsory area*.

(n) *Admissions need not be delayed* until the receipt of the Record Sheets; so long as they are made within the prescribed periods or with the permission of the inspecting officer they may be made in anticipation of the receipt of Record Sheets.

(o) *In Record Sheets maintained by schools in compulsory areas* a note should be made below the entry of attendance indicating any default which the pupil may have committed in the quarter to which the attendance relates. The numerical order of the default such as first, second, third, etc., should also be shown in the note which may be of the form 'Default I,' 'Default II,' etc.

(ix) *Register of Defaulters*.—The Register of Defaulters is required to be kept only by schools in areas where compulsory elementary education is in force. The 'register' is an office copy of the Defaulters' Lists for each quarter of the calendar year. The definition and explanation of default, the obligation of parents

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\* Full and accurate information should be furnished to avoid unnecessary correspondence.

or guardians, the duties of headmasters and the rules in general are treated of in Appendix 1. The instructions given below should therefore be read in conjunction with the information given in that place.

Defaulters' Lists may correspond to one or both of the *two main forms of compulsion* comprehended by the six sub-clauses under Section 44 of the Madras Elementary Education Act, namely,

(a) for all children of school age, or

(b) for boys of school age, or

(c) for girls of school age, or

(d) for all children of school age who have, for such period as may be prescribed, attended an elementary school, or

(e) for all boys of school age who have similarly attended school, or

(f) for all girls of school age who have for a similar period attended school.

Compulsion under sub-clauses (d), (e) or (f) will require only one kind of Defaulters' Lists, but compulsion under sub-clauses (a), (b) or (c) includes also the obligations laid down by sub-clauses (d), (e) and (f) and will therefore require two kinds of lists. That is to say, where compulsion applies only to children (boys or/and girls) who have been at school for a prescribed period (namely, thirty working days), one kind of Defaulters' Lists alone has to be prepared (for pupils absent for fifteen days or more in a quarter); but where it applies to all children (boys or/and girls) of school age, two kinds of Defaulters' Lists have to be prepared, one for children (boys or/and girls) of school age who have committed default at school (by absence for fifteen days or more in a quarter) and the other for children (boys or/and girls) of school age who are not at school.

The form in which the Defaulters' Register is to be posted and the Defaulters' Lists are prepared is, however, the same in both cases. This is given in Appendix 4 to Section 44, Rule 11 of the Rules under the Madras Elementary Education Act. The headings, set out in columns and supplemented by additional columns for the particulars which will be found in practice to be necessary for reference will be as shown in the form given below.

*Preliminary*  
*Final* Defaulters' List of children  $\frac{\text{at school}}{\text{not at school}}$  for the quarter ending

19 .

Name and address of school.

(1) Serial number.	(2) Admission number and Record Sheet number.	(3) Name of pupil.	(4) Standard.	(5) Name and address of parent or guardian.	(6) Date of birth.	(7) Date of admission.	(8) Whether attended for 30 working days, if compulsion is under section 44 (d), (e) or (f).	Nature of default. Period of absence by dates in each month of the quarter.				(10) Cause of absence if known and whether verified and found true.	(11) 1. Has the pupil defaulted previously? 2. If so, how many times?	(12) Has any penalty been imposed for the last default? Give details.	(13) Date of report to Commissioner, Chairman or President.	(14) Date of issue of notice by the Commissioner, Chairman or President.	(15) Final orders.
								1st	2nd	3rd	Total. (Days).						

Certified that no defaulter's name has been left out or struck off the rolls except in accordance with instructions.

Dated \_\_\_\_\_

*Signature of Headmaster or Headmistress.*

Where the register is maintained and the lists are prepared for children (boys or/ and girls) at school only, all the columns will require to be filled. Where this is done for children (boys or/and girls) not at school also, column (8), whether attended for thirty working days, need not be filled. The reason is that in such cases default occurs whether the child is at school or not and the number of days attended does not affect the liability to default. Where registers are posted and lists are prepared for children (boys or/and girls) not at school, column (7) (Date of admission) and columns (8) and (9) cannot obviously be filled.

The same form is to be used both for the Register and the Lists. The Register is, however, required to be kept in the form of a note-book with numbered pages. Defaulters' Lists are required to be prepared in three stages, the first of which is the posting of the register in the form referred to. The second stage is the preparation of a preliminary list within a week after the end of each quarter, and its submission to the Compulsory Education Committee, addressed to its President or Secretary, as directed. The third stage is the preparation of the final list after the preliminary list has been scrutinized and, if found necessary, revised by the Committee and returned to the Headmaster. At this stage the revision made by the Committee, if any, will be incorporated in the Defaulters' List kept at the school. The final list after its preparation should be submitted to the Commissioner, Corporation of Madras, the President of the District Board or the Chairman of the Municipal Council concerned by each headmaster. At the same time the revised preliminary list should be resubmitted to the Committee addressed to its President or Secretary, as directed, to enable reference being made to it at the time of investigation of default and recommendation of penalty.

The quarters referred to in connexion with the preparation of Defaulters' Lists are the quarters of the calendar year ending 31st March, 30th June, 30th September and 31st December. Headmasters should remember that no penalty can be imposed in respect of any default appearing in any quarter which has not been reported upon in the succeeding quarter, and that no penalty can be levied on any guardian after the lapse of one full quarter from the date of receipt of the report of default by the Commissioner, Chairman or President, as the case may be. They should, therefore, prepare the lists correctly so that there is no need for their being returned for correction and being thereby delayed. Delay may mean ineffectiveness if the period prescribed for report and imposition of penalty has lapsed.

The Register and the List should include the names of all children (boys or/and girls) of school age who are not at school and/or all children (boys or/and girls) of school age at school who have been absent for more than fifteen working days, whether continuous or in broken periods, in a quarter. Headmasters have

*no discretion to omit* from the lists any names, however deserving of exemption their cases may be. For example, the names of children who are employed in wage-earning work should not be omitted if they are of school age; nor should the names of children who have been absent due to illness or to their accompanying their parents on journeys away from the place be omitted. But in all such cases the cause of absence, so far as it is known and verified by the headmaster or by a member of the staff, should be noted in column (10) to enable the recommendation of exemption from the imposition of a penalty in such cases if they come under the provisions of Section 50 of the Madras Elementary Education Act. Even when pupils after their absence for more than fifteen days attend school regularly, their names should be included in the Defaulters' List. Careful investigation of the cause of absence and a record of it in the Defaulters' List is of the greatest importance in the effective operation of the scheme.

*In the case of pupils who exceed school age* during a quarter default should be reported if it has occurred while they were of school age.

*Removal of names from rolls in compulsory areas* should be effected with great care and thorough investigation so that the name of no pupil escapes notice in the functioning of the scheme. Removal should not ordinarily be effected except under the following conditions:—

- (a) The pupils whose names are removed should be above school age before the first day of the quarter in which the names are removed; or
- (b) The Record Sheet of the pupil should have been called for from another school; or
- (c) A letter from the headmaster of another school, intimating that the pupil has been admitted in that school pending the receipt of Record Sheet, should have been obtained and filed in the school from the rolls of which the name is removed; or
- (d) A written declaration of migration should have been obtained from the parent or guardian and filed in the school; or
- (e) A certificate from the ward or divisional councillor or a member of the Compulsory Education Committee of the area as evidence of the migration of the pupil should have been obtained and filed in the school.

A name removed from rolls except under the above conditions should find a place in the Defaulters' Lists until the quarter in which the pupil is readmitted and resumes attending regularly without default.

*Besides the prescribed registers described above*, which are to be kept in the school as permanent records, there are a few other periodical registers and records which are required to be maintained and posted, revised or renewed from time to time. Most

of them have a direct bearing on the daily work of the school, its examinations and results and its contribution to literacy and the rest of them are connected with the financial transactions of the school with the Government, such as equipment grants and scholarships to pupils.

The first of these records is the *Census of Children of School Age* in the area served by the school. This record, which it was originally the local practice for teachers in each school to maintain in areas in which compulsion was introduced, is now maintained or required to be maintained for every school in non-compulsory areas also. In places where this has been done, school managements and local authorities possess a valuable record of each child in attendance at school and also of children of school age who are not in attendance. The maintenance of an up-to-date census record in each school enables the teachers, the inspecting officers and local supervisors, if any, to do propaganda work by house-to-house visits and by persuading parents to send absentees to school. Even though compulsion may not have been introduced in an area, continuous efforts have to be made to get all children of school age under instruction. In most cases, the work of maintaining a correct census does not entail much additional labour for the teachers. In rural areas, particularly, the number of houses is limited and personal visits by the teachers in order to maintain the record will only occupy a few hours at stated intervals. Once the census has been started it will be comparatively easy to enter in the register at what class the pupil ceased education, whether he was transferred to another school or the reasons for which parents withdrew him from school. Much can be done by personal contacts between the teachers and the parents and, where parents withdraw children from school before the completion of the elementary school course, a little persuasion might in many cases result in the return of the pupil to school, at any rate, for a few hours in the day, the school hours being so adjusted to fit in with the domestic, agricultural or industrial work engaged in by the child.

*In the case of women teachers*, however, it is not contemplated that they should make house-to-house visits, except in special cases and for special reasons, as, for example, visits to houses in which women observe purdah or in which the necessary information can more easily be obtained by a woman. The best method for women-teachers to get into touch with parents is by holding mothers' days and school entertainments. The census figures collected by men teachers should be made available to the managements of girls' schools. But in localities which are served only by girls' schools, the girls' schools should maintain the census registers.

*The work of maintaining the school census record consists of two parts*—the one carried out outdoors in the process of house-to-house visits and enumeration and the other of recording and interpreting the figures and taking steps to improve attendance and



increase enrolment. One element of the second part of the work, namely, steps towards improvement of conditions will, of course, naturally enter also to a certain extent in enumeration.

*Teachers are apt to be scared* by the protestations of other teachers *exaggerating the difficulty* of enumeration on the supposed reluctance or opposition of parents to give information about the members of their families. But such cases are really rare at the present time and when they do occur the teacher has to obtain the information as best as he can. Apart from his own observation, he can also generally obtain the assistance of friendly neighbours who have more readily co-operated with him. The teacher has to remember that cases of this kind are only exceptional and that they should not in any way deter him from the attempt and delay his possession of up-to-date and correct figures about children of school age in the area served by his school.

*The form in which the record is kept* varies in different areas. One or more pages will have to be allotted to every street or, where streets are not formed as in certain parts of rural areas, every group of houses. The essential details of the information to be collected and tabulated in columns are as shown below:—

(1)	(2)	(3)	(4)	
Door number or serial number of house.	Serial number of the resident family.	Name of the head of the family or person responsible for the care of the children.	Names and ages of children of school age.	
			Boys. 6—12 Muslim. 6—13	Girls. 5—10 Muslim. 5—11
(5)	(6)	(7)		
Name of school in which the child is reading.	Standard. <hr/> School year.	Remarks, such as information on occupation if child is employed, on previous study if any, etc.		

*The information should be as accurate as possible*, particularly regarding the age of the child. The record should be brought up-to-date as often as fresh information is available and should, in any case, be checked thoroughly once a year. The best time for this will be the annual summer vacation which will also be the best time for the teacher to speak to parents and induce them to admit children at the beginning of the next school year.

*A few pages may be provided at the commencement* of the census record *to note a month by month abstract* of the total figures for the area for boys and girls at school and not at school under community groups—Muslim, scheduled castes and others.

*The records connected with the progress of pupils* and the results of instruction are the *Marks Register and Promotion Lists and Stagnation Tables* for each standard. The only point which appears to require emphasis in respect of the Marks Register and Promotion Lists in elementary schools is that they should be maintained in the form of a note-book or a securely fastened file and not on loose sheets of paper. They are required for reference for at least

five years in the case of every pupil and should therefore be kept in a manner that they last as long and that they can be readily referred to when required. Marks and results of half-yearly examinations should also be recorded in them. The lists should be produced for the information of the inspecting officers with a view to their approval of the standards of promotions and to their giving any advice or guidance based on them.

*Stagnation Tables* form a most important and valuable record analysing the results of the school and the continuity of pupils' study. The teacher should learn to regard them as such and should not only devote attention to their accurate preparation but be able to interpret them and find remedies for the situation of pupils spending more than the normal period in any standard. The table is usually required to be prepared under the following headings:—

STAGNATION TABLE.				
(1)	(2)	(3)	(4)	Standard .....
Serial number.	Admission number.	Name of pupil.	Date of birth.	(5) Date of admission in Standard I.
			(6)	(7)
Dates of promotion to or admission in Standards II, III, IV, V.				Remarks.

It may be noticed that the list is really an abstract of the Record Sheets of all the pupils in a standard. Column (6) will stop with the standard to which the table relates. In the case of admissions other than in Standard I, column (5) and the parts of column (6) up to the standard in which the pupil was admitted will be blank. The column for remarks may be used for any additional information which the teacher may require to record,—for example, monthly or quarterly totals of attendance to refresh his memory for propaganda to improve attendance, or to note withdrawals during the year.

The list should be prepared for each standard at the beginning of every school year and hung in the class-room. Enough space should be provided for including the names of pupils admitted during the year.

An abstract of this table is required to be furnished at the Annual Inspection of the school in the following form :—

(1) Number of years.	(2) Standard I.	Number of pupils of													
		Standard II.		Standard III.			Standard IV.				Standard V.				
		(3) While they were in Standard I.	(4) While they were in Standard II.	(5) While they were in Standard I.	(6) While they were in Standard II.	(7) While they were in Standard III.	(8) While they were in Standard I.	(9) While they were in Standard II.	(10) While they were in Standard III.	(11) While they were in Standard IV.	(12) While they were in Standard I.	(13) While they were in Standard II.	(14) While they were in Standard III.	(15) While they were in Standard IV.	(16) While they were in Standard V.
One year and less .. ..															
Over one year up to two years ..															
Over two years .. ..															

The first 'year' for the purpose of the abstract should be taken to be from the date of admission to the end of the school year in which the admission was made. Thus a pupil admitted in a class in February and remaining in the same class unpromoted in the next school year should be treated as having been in that class for over one year.

The reason is that the admission of a pupil in any class implies that the pupil was fit to follow the instruction in that class at the time of admission and is expected to earn promotion to the next higher class at the end of the school year. If a pupil is not expected to pass or if the short period between his admission and the annual examination is put forward as a reason for his failure, then the admission of the pupil in that class should be regarded to have been irregular. Such pupils should therefore have been admitted in a lower class and if it was in Standard I that they sought admission, they should have been told to seek it at the beginning of the school year. If propaganda is sustained there is no possibility of their being lost to the school, but when the fear is genuine they may be allowed to come to school at hours when they can take part in games and play activities.

In schools where pupils are in receipt of Government scholarships, a *Register of Scholarships* in the form prescribed in Appendix 12 to the Madras Educational Rules and a *Scholarship Acquittance Roll* in the form prescribed in Appendix 13 to the same rules are required to be maintained.\* Circulars inviting applications for scholarships are issued by inspecting officers annually for particular classes and communities of pupils and these should be brought to the notice of pupils and their guardians so that the facilities are widely availed of. Applications should be made on the prescribed forms which can be obtained from the inspecting officers.

A *Register of Furniture, Books and Appliances* purchased with the aid of Grants from Public Funds is another record which should be maintained in schools which have received such aid. This register is to be maintained in the form given in Appendix 15 to the Madras Educational Rules † and produced for the scrutiny of the inspecting officer at the Annual Inspection of the school and on every occasion when a stock of articles has been purchased and a grant has been sanctioned for the purpose.

A *General Stock List* for the school is generally required to be maintained by the respective managements in such manner as may be prescribed by them.

A *Daily Order Book* may not be necessary in most schools. But in large schools where common orders have to be communicated to many teachers such a book will be found to be necessary. In other

\* See Appendix 6, pages 170-171. † See Appendix 6, page 171.

schools, if a headmaster can find time to keep one, he will find it very useful particularly as a written record in support of oral statements and against the possibility of any doubt or misconception. For example, the early closing of school on a particular day, if recorded in writing with the reason and authority for it, can be more readily understood, while in the absence of a record it is quite likely to be regarded as an irregularity of common occurrence. In general, written orders help to give precision and clearness to instructions. But care should be taken to see that the Daily Order Book is not abused by the recourse to writing of simple orders and instructions which can be orally given.

*The other records* to be maintained in elementary schools are more in the nature of classified files than original registers or records. The headmaster is expected to keep a properly arranged *file of correspondence*. He will keep files of office copies of the periodical returns—the *Monthly Returns*, *Pay Bills* in schools under public management, *Monthly Lists of Teachers' Contributions to Provident Fund* (along with the registers required to be maintained in accordance with Rule 7 of the Rules relating to the Provident Fund for Teachers in Non-Pensionable Service) and *Annual Returns*. *Time-tables* and monthly or quarterly *Schemes of Work* will find a place on the classroom walls and copies of them will be kept by teachers with their Teaching Notes and by the headmaster either in a separate file or in the general correspondence file along with the orders of approval of the inspecting officer. *Lists of Text-books* will also be kept in the same way. *Pupils' Applications for Admission* should, however, form a separate file as a reference to them cannot be easy when they are filed with other papers. It may not be necessary to keep a separate file of certified copies of teachers' certificates, if full information regarding qualifications and age is noted in the Register of Attendance of Masters and an attestation of the scrutiny and verification of the certificates is obtained at the time of the Annual Inspection and of visits. The comparatively few cases of scrutiny of original certificates by the inspecting officers at their offices will form a record by the correspondence relating to them and can therefore find a place in the general correspondence file.

*The maintenance of a Cash Book* is not insisted upon in elementary schools. If the daily fee collection is entered regularly in the columns provided for it in the Register of Attendance of Pupils and the totals for each month and each section and standard are noted in the same register and the amount of teaching grant received is noted with the date in the column provided for it in the Acquittance Roll of Teachers, there is ordinarily no need for a further record of receipts. At the end of the financial year or the assessment year, as directed by the inspecting officer, an abstract of receipts can be easily prepared and submitted with the Annual Returns and at the Annual Inspection of the school. The main part of expenditure consists of teachers' salaries and this finds a

place in the Acquittance Roll and an abstract of it can be prepared at any time in the same way as receipts. Other items of expenditure such as rent of school-house and contingent charges can be included in this abstract to make it complete for the total expenditure incurred. All that is necessary in regard to accounts, in addition to the other prescribed registers, is therefore a small note-book showing the expenditure on rent and contingent charges month by month with dates of disbursement; and ordinary business method requires that this is neatly and regularly maintained and that receipts and vouchers are carefully filed in proper order. This note-book is to be produced for inspection whenever it is called for in connexion with the statement of receipts and expenditure.

*Teaching Notes* form the teacher's personal record of preparation for his daily work in the school in teaching the curriculum. They are a continuation of the preparation made by the subdivision of the syllabus into monthly or quarterly units and constitute the stage immediately preceding work with the class or classes. It is the stage at which the teacher thinks out beforehand how he can present his lessons most effectively without any waste of time and without "wondering what to do next, what to set the boys to draw, what examples in Arithmetic to set, or what passage should be dictated. The very first thing which the teacher has to grasp is that minutes and even seconds are of importance. The way to save minutes and seconds on any given task is to learn how to do it in the best and quickest way."\* The preparation of such details need not take more than a few minutes a day and about an hour or two before the work of the school begins for the week. To remember the details of preparation, the teacher must make very brief notes.

*Several kinds of forms* have been suggested by various authorities for the writing of *Teaching Notes*. But their value and usefulness should be judged more from the actual guidance that they give and the extent to which they serve to refresh the teacher's memory than from the arrangement of columns and headings, although it must be said that well-arranged notes ordinarily predetermine well-laid-out blackboard summaries and may probably indicate a sense of order and method in the teacher.

*In whatever form notes are written*, there should be a *sense of continuity* for each subject taught in a class and it is therefore advised that sections of a note-book or small separate note-books are used for the different subjects for a class. To save time in reference careful teachers have been observed to follow one or both of two simple devices when the notes are written in one bound note-book, namely, noting on the first page or the fly-leaf a small table

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\**Suggestions for Primary School Teachers* by H. Dippie (Oxford University Press).

of contents with the pages for each subject noted and the use of small flags to mark the sections allotted to each subject. When the notes are written in separate note-books, each note-book will naturally have the subject and standard noted on its outside cover. A few large and prosperous schools have supplied their teachers with printed labels containing the name of the school, with space for noting in order the following: *Standard, Subject, Text-book followed, Reference books, if any, Name of Teacher, Grade, Number and Year of Certificate*; but they are a luxury and the good impression that they create can equally well be achieved with written labels giving the same details.

In regard to *the points to be noted by way of preparation* in any subject, the teacher will find it necessary to make an analysis. This will consist of (a) the matter to be taught, topic or title, matter supplementing text-book, explanations, rearrangement of matter, blackboard summaries, tables, outlines, etc., (b) the teacher's preparation in the way of collection of, or reference to, teaching aids, experiments and demonstrations and (c) the expressional activity proposed for the pupils in connexion with the lesson such as oral answers, written exercises or records, drawing of maps, charts, diagrams or sketches, excursions and observational work, collection of pictures and specimens, measuring, model-making, etc. If the teacher is capable of bearing in mind this kind of analysis, it may not be necessary for him to write his notes in any special form. But until he becomes familiar with it, it is advisable for him to attach a flap containing these headings to the inside cover of his note-book so that he can make his notes under each section of the analysis. If the teacher makes this analysis conscientiously and regularly, he is likely to form a habit of it by the time the flap breaks after constant use.

*Teaching Notes which are a mere summary* of the matter to be found in text-books or a replica of primers or a miniature sketch book cannot be of any real use and can help only to waste the time of the teacher. Equally so are notes which only put in writing the very obvious acts of class procedure or which refer vaguely to "impressing the lesson" or to "suitable questions" or "teaching with suitable aids the matter of the lesson."

*The real test of Teaching Notes* is their usefulness in class, but not, at the same time, to the extent of a constant reference to them. The teacher should have collected the necessary objective material before the commencement of class with reference to the notes. To refresh his memory further he need take only a minute or two to run his eye over the notes. The kind of notes which a teacher professes to have "left behind at home" or which is kept safely locked up in his drawer, as happens to be the case with not a few teachers, are not really Teaching Notes; when the teacher can apparently afford to do without them, he is either an extraordinarily expert teacher or his notes are such as to be of no use.

*The headmaster should periodically check his assistants' notes* and initial them with the date of checking. How often he can do it depends on the size of the school. The headmaster can also fix the duration of the time-unit for the writing of notes. Weekly units are the most common ones in elementary schools. The week and the month to which the notes refer should be noted at the top of every unit of the notes.

*Preparation is equally necessary for all lessons* and the question which is often asked as to what the subjects are for which notes should be written does not therefore show appreciation of the purpose of Teaching Notes. In subjects of manual or physical activity, however, there may not be much to remember as the concrete material and processes themselves can indicate the points to be remembered. A detailed scheme of work and a list of things to be kept ready every week in such subjects will be sufficient. But the common practice of regarding subjects other than Language and Arithmetic as not requiring notes, implying that they require no preparation, is not one to be encouraged. This is often due to mistaking Teaching Notes for the Notes of Lessons which training institutions require pupil-teachers to prepare for practice lessons and which by their object are necessarily detailed. When it is remembered that Teaching Notes are to be brief and entirely for the guidance of the teacher, such questions as the one referred to will not arise. General knowledge subjects do require notes, however brief they may be.

*Notes are just as necessary, if not more necessary, for plural class teaching* as for single classes. In fact it is when a teacher has to teach more than one class that he requires a greater amount of preparation and that he is more in need of noting the points to remember. The plural class teacher has therefore to spend more time in his preparation than the single class teacher and all he can do to reduce in some degree the strain on his energy and demand on his time is to combine two or more classes for instruction, wherever this can be done without any substantial lowering of standards, in the general knowledge subjects. For subjects of physical and manual activity a detailed scheme, as mentioned already, can be regarded to be sufficient.

*The scrap-book habit* is not common but it is one which it is worthwhile for every teacher to cultivate in himself and to encourage pupils to cultivate. It is therefore advised that teachers keep note-books with blank pages into which they may paste newspaper and magazine cuttings and pictures of interest, both for the pleasure they give and for any possible use in teaching. They may also write in them extracts and quotations worth preserving which they may come across in their general reading. School-boy howlers can also be recorded not only for their own humour but for a possible analysis in relation to child-mind and teaching methods.



## CHAPTER VIII.

## REPORTS AND RETURNS DUE FROM ELEMENTARY SCHOOLS.

*Necessity for reports.*—Reports from elementary schools are necessary to keep the Department informed, through the inspecting officers, of existing conditions and changes which occur in them from time to time. In addition to conveying information they serve the purpose of obtaining for the school departmental advice with regard to these conditions and changes. Some of these reports are preceded or followed by applications for specific objects.

*The earliest report* in the career of an elementary school is *that of the opening of the school*. The opening presupposes an application for permission to open the school having been made as required by the rules,\* and the permission having been granted by the inspecting officer. The report of opening of a school should give, besides the date of opening, the address and location of the school clearly and fully to enable the inspecting officer to find his way to the school for a visit. The number of pupils (boys and girls) enrolled in the respective standards and the staff employed should also be reported.

A similar report is required to be sent in the case of opening of new standards in an existing elementary school.

The report of opening should be followed by an *Application for Recognition* and, in the case of new schools, if they seek aid, an *Application for Aid*. Applications for recognition and aid should also be made in the case of temporarily recognized schools and standards, at least three months before the expiry of their temporary recognition.\*

*Reports of appointments, transfers and relief of teachers* need not be separately made if clear and detailed reference is given to them in the *Monthly Returns*. But where the appointment requires the approval of the inspecting officers, separate reports should be submitted. Local bodies are required to send copies of orders of appointments and transfers and headmasters need not therefore send them. Where assumption of charge, however, is in connexion with the opening of a new school or revival of an old school after temporary closure a specific report should be submitted.

*Copies of remarks recorded in the school* by inspecting officers and official and non-official visitors at their visits may also be sent along with *Monthly Returns*, unless the headmaster is specially directed to send them earlier.

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\* See Chapter IV, Recognition.

*Reports of rectification or remedy of defects* noted at inspections or at visits or in the review of Monthly Returns may be made as soon as they have been effected; and if a copy of the remarks on which the action has been taken has not already been submitted with the Monthly Returns, or separately, it should accompany such reports. Similar reports may be made of improvements effected in pursuance of the inspecting officer's suggestions.

*Reports of closure of the school for and reopening after vacations* should be made at the end of the day of closure and reopening respectively. The reports should state the number of teachers on the staff and the number present on the respective days and, in the case of closure, the period of the vacation or holidays. If a school is closed temporarily for any other reason, such as the prevalence of an epidemic or, in the case of a single-teacher school, the teacher's illness, similar reports should be submitted of the closure, stating the duration, and of the reopening of the school.

*Lists of holidays and vacations* for the school year and particulars of weekly holidays and daily hours of work should be submitted to the inspecting officer by the managements at least a month before the commencement of the school year. Where any deviations are made from the list, previous intimation should be given to the inspecting officer and if, for any reason, this is not done, intimation should be sent as soon as possible.

*Copies of applications for casual leave* from teachers in single-teacher schools and *original applications* from teachers in Labour Schools should be submitted to the inspecting officers, as far as possible, well in advance of the leave being availed of.

*Transfers of locality or building or of the management* of any school should be reported as soon as possible after the transfer is decided upon, with an application for approval of the transfer giving the required particulars and intimating the date proposed for the transfer. The rules and requirements in this connexion are given in the chapter on Recognition.

In schools where *teachers holding Probationary Teachers' Certificates* are employed, the time by which they expect to complete eighteen months' service for approval should be reported by the headmaster or through the headmaster by the teacher, to enable the inspecting officer to visit the school and test the work of the teacher.

*Where teachers have appeared for examinations* affecting their qualifications, a report should be made by them through their headmasters and managers, or by the headmasters, or by the managers, of the teachers' results as soon as possible after the results are published. The report should give a reference to the date and page of the *Fort St. George Gazette* notifying the results and the register number of the candidate.

*Teachers who have executed bonds* in connexion with their training, binding themselves to serve in a recognized school for a specified period, should submit *half-yearly reports* of their whereabouts and of their employment in schools in the forms \* forwarded to them from the Training Schools where they underwent training. The forms should be carefully filled with respect to their several headings and the period of service and pay should be verified and attested by the headmaster. The reports should be sent to the heads of the Training Schools through the inspecting officers of the school. At the time of the Annual Inspection of the school and at visits and at meetings of Teachers' Associations, headmasters should bring to the notice of the inspecting officers the presence of such teachers in the school. If the teacher has served for the full period specified in the bond, he may apply for the cancellation of his bond and the return of the cancelled bond to him through the inspecting officer.

*Lists of text-books* prescribed in the school should be submitted to the inspecting officer at the beginning of every school year. If a change in one or more books is proposed in the list within two years of their introduction, for which approval is required, the list should be sent well in advance of the commencement of work for the school year so that orders are obtained in time for the early announcement of the books in the school. The list should, in such cases, be accompanied by a specific application giving details of the book or books proposed to be replaced and the book or books proposed in their place and the reasons for the change.†

*Reports of the formation of Parents' Association* and of other events of interest connected with the school and annual reports of the work done by these associations are among what may be called the occasional reports due from elementary schools to inspecting officers.

*Lists of Annual Promotion of Pupils* should be submitted within a week of their being made in the school to inspecting officers by schools which have been directed to do so by the officers themselves or by their managements, such as the Labour Department and Municipal Councils. In the case of half-yearly promotions the instructions of the inspecting officer should be obtained as to whether proposals should be first submitted or whether promotions may be made and a list submitted within a week for the officer's approval.

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\* Appendix 22 under rule 125 of the Madras Educational Rules.

† See Chapter VI, Elementary School Administration, section on Text books.

*Certificates of Annual Verification of Provident Fund Deposits* from teachers who are subscribers to the fund should be submitted early in the month of July every year in the form given below :—

	Place.	District.
Name of the Institution—		
Name of the subscriber—		
Designation—		
1 Account number as in the Savings Bank Pass Book—		
2 Month and year—		
	April.	May.
	(1)	(2)
	Rs.	Rs.
	June.	July.
	(3)	(4)
	Rs.	Rs.
	August.	September.
	(5)	(6)
	Rs.	Rs.
	October.	November.
	(7)	(8)
	Rs.	Rs.
	December.	January.
	(9)	(10)
	Rs.	Rs.
	February.	March.
	(11)	(12)
	Rs.	Rs.
3 Monthly pay of the subscriber .. .. .		
4 Subscriber's contribution .. .. .		
5 Manager's contribution .. .. .		
6 Instalment of advance refunded .. .. .		
7 Amount realized from matured cash certificates discharged .. .. .		
8 Total of columns (4), (5), (6) and (7) .. .. .		
9 Amount of advance withdrawn .. .. .		
10 Amount withdrawn for investment in Post Office Cash certificates.		
11 Amount of excess payment withdrawn .. .. .		
12 Interest on the amount to the credit of the subscriber once a year.		
13 Balance after each post office transaction .. .. .		
14 Certificate of annual verification by the teacher subscriber.		

I hereby certify that I have examined my Provident Fund Savings Bank Pass Book No. \_\_\_\_\_ and have satisfied myself that the entries made therein are correct up to the 31st March 19\_\_\_\_ —the amount standing to my credit on that date inclusive of the postal interest for the year 19\_\_\_\_ being Rs. \_\_\_\_\_

Countersigned  
Correspondent

Signature of the Subscriber,

A *Monthly List of Deposits* made on behalf of teachers subscribing to the Provident Fund should be submitted as soon as possible after the 15th of the month in which the deposits are made. This list should be in the form prescribed in Rule 6 (a) (ii) to the Rules relating to the Provident Fund for Teachers in Non-Pensionable Service.\*

In areas where *compulsory elementary education* is in force, a *special annual statement of particulars* is required to be submitted in the following form by every school in the area to its respective inspecting officer:—

1	Number and name of the municipal division or ward or survey number and name of the village.								
2	Name of school.								
3	Name of street or hamlet and name of post office of delivery.								
4	Strength by standards on 31st March 19 .								
		School-age.				Above and below school-age.			
		Muslim.		Non-Muslim.		Muslim.		Non-Muslim.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5	Number of school places in the school at 9½ square feet per pupil.								
6	Number of teachers, trained and untrained, by grades, and instructors.								
7	Accommodation: rented or own.								
8	Extent of garden.								
9	Extent of playground.								
10	Number of pupils who attended school in the previous year but discontinued during the year of report.	I	II	III	IV	V			
11	Number of pupils who at the end of the year of report remained in the same standard— (a) For over one year. (b) For over two years.	I	II	III	IV	V			
12	Description of the census area assigned to the school.								
13	Total number of boys and girls of school-age in the census area assigned to the school.	Muslim.		Non-Muslim.					
				Scheduled castes.		Others.			
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		

The furnishing of particulars in the above form implies a revision of the census of children of school-age at the same time.

The applications which may have to be made periodically on behalf of schools and of individual teachers or pupils, besides those mentioned already, are the following:—

- (1) *Application for Admission to Training Institutions* (in the form given in Appendix 20, under Rule 113, of the Madras Educational Rules), from schools where untrained teachers are employed. These applications should be submitted ordinarily in the month of April after the notification calling for them is published in the *Fort St. George Gazette*.

\* See Appendix 6, page 174.

- (2) *Application for Admission to the General Provident Fund* (in the form given in Appendix A to the Rules relating to Provident Fund for Teachers in Non-Pensionable Service), from teachers who have been made permanent or who desire to become optional subscribers or whose salary has been increased to Rs. 20 or above per mensem. The application should be carefully filled furnishing all the details required in full, both in the body of the application and in the two schedules annexed to it.
- (3) *Application for Grants for Furniture, Books and Appliances* (in the form \* given in Appendix T, to the Grant-in-Aid Code)—The application should be submitted by the management before 1st May.†
- (4) *Application for Alienation of Land* for school buildings, gardens and playgrounds (in the form shown on page 60, Chapter VI, Elementary School Administration).
- (5) *Application for Scholarships on behalf of Pupils* (in the printed form to be obtained from inspecting officers).—The application should be submitted within the date prescribed in the notification in the *Fort St. George Gazette*. Certificates of poverty from the authority named should be attached to the application.
- (6) *Application for Compensation of Fee Concessions granted to Children of Ex-Army Men*.
- (7) *Application for Compensation of Fee Income foregone by the Exemption of Poor Girls* from payment of fees—The applications should be submitted at the time of Annual Inspection of the school, unless otherwise directed by the inspecting officer and should be in the form of a tabular statement as shown below. It should be accompanied by the necessary certificates of poverty from the authorities prescribed.

Statement showing the amount recommended for payment of compensation for the loss of fees foregone by the management due to exemption of poor girls from payment of fees.

Name of school.	Standard.	Number of poor girls reading in each standard and exempted from payment of fees.												Rate of fees levied in the school.	Amount of compensation recommended.		
		May.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.	April.			Total.	

\* See Appendix 6, page 164.

† See Chapter V, Grants-in-aid, for further instructions.

‡ See Chapter V, Grants-in-aid.

*The particulars to be furnished at the Annual Inspection of an elementary school should, in the interests of clearness and facility for checking, be made out in a few tabular statements, among which the most important are the following:—*

- (1) *A statement of particulars corresponding to those required on the first page of the (form of) Annual Inspection Report.—This includes the Stagnation Abstract made out from the Stagnation Tables of the respective standards and the figures for annual and half-yearly promotions.*
- (2) *A statement of the monthly average attendance of pupils by standards for the twelve complete calendar months preceding the month of inspection. Figures should be furnished separately for boys and for girls. The average for the twelve months should be given at the end, after the monthly averages. If the number of school days in each month is noted in an additional column, the need for a separate statement for the purpose will be obviated.*
- (3) *A statement showing the dates of visits paid by the inspecting officers of the Educational Department and the strength and attendance of pupils by standards and of the staff at the visits.*
- (4) *If there are no pupils belonging to scheduled classes reading in the school, a statement signed by the manager explaining the reasons.*
- (5) *A month by month abstract of admissions and withdrawals in each standard for the inspection year and the previous year, or for the two school years preceding the inspection, as directed by the inspecting officer.*
- (6) *An abstract of receipts and expenditure for the inspection or school year, as directed.*
- (7) *A statement of the names of teachers, with their ages, qualifications and dates of appointment, and the classes taught by them, as borne on the staff at the inspection.*
- (8) *A statement of particulars regarding the dimensions of classrooms, school garden and playground.*
- (9) *A brief report of the extra-curricular activities of the school, if any, during the year.*
- (10) *A tabulated list of pupils to be examined for the award of Elementary School-Leaving Certificates in the form shown below.*

List of pupils to be examined for the issue of Elementary School-Leaving Certificates at the inspection of \_\_\_\_\_ School,  
(Address)

Serial number.	Name of pupil.	Native town or village.	Name of father and guardian.	Date of birth of pupil.	Date of admission to school.	Whether vaccinated or smallpox marked.	Standard of admission.	Standard and number of days attended for each of three school years preceding the inspection.	To be filled by inspecting officer.	
									Number of certificate.	Rank and nature of certificate

Station \_\_\_\_\_

Date 194 .

Signature of Headmaster.

Besides these statements, the teachers' certificates, Service Registers and the pass books of subscribers to the Provident Fund should be kept ready for inspection.

*Monthly Returns* are required to be submitted by managers in the case of schools under private management and by headmasters in the case of schools under public management. The return for every month should be submitted on or before the 15th of the following month. Aided schools, the *Monthly Returns* of which are not received in time or contain obviously inaccurate figures, are liable to forfeit their grants for the month. *Monthly Returns* of schools under private management should be submitted in the form prescribed in Appendix 12 to the Rules for Recognition and Aid.\* The form of *Monthly Returns* for schools under public management contain substantially the same particulars, except the special figures relating to assessment of grants, which are omitted. But the forms provide for the average attendance of boys and girls and children of scheduled castes being shown separately and, in the case of district boards and village panchayats, they require information on the residence of the teachers relative to the school village.

In addition to being the basis of assessment of grants for aided schools, *Monthly Returns* serve as a guide to judge the progress of a school in the intervals between visits and inspections. They are

\* See Appendix 6, page 172.



reviewed by inspecting officers not only with reference to their accuracy in respect to figures but with reference also to the conditions which the figures indicate. It is very important therefore that they should be accurately and carefully prepared. Moreover the headmaster should regard the preparation of the Monthly Returns as an opportunity to review the outturn of work for the month in terms of the figures he records in them. He should, for this purpose, compare the figures of each month with those of the previous month and deduce in what respects improvement has been made and in what respects it has to be attempted. Inspecting and supervising agencies cannot review the condition of a school from its Monthly Returns as thoroughly as it is possible for the headmaster himself to do; and where the headmaster does it, it is possible for him to take any remedial measures that he may find necessary much sooner than any external authority can. In addition to accuracy, therefore, the Monthly Returns require a regular interpretation on the part of the headmaster as a measure of achievement of the school.

In regard to details, there are a few *points which require special attention*. Against a possibility of omission of figures if ink of different colours is used to show the figures for boys and girls distinctly, it is advised that ink of the same colour is used throughout. To make sure that the figures have been filled in the proper order corresponding to the standards, a check of the figures for Standards I and V will be found to be useful. A habit of comparison of the figures for average attendance and average number on rolls is a safeguard against the transposition of figures in regard to columns. In filling the column for the staff it should be remembered that the return relates to a month that has just closed and that the events of the month in which the return is prepared should not be included. Care should also be taken to note the date of leaving when a teacher has left the school during the month and the date of joining when a teacher joins the school in the month. Any period of leave taken by the teacher should be referred to by dates. In the column for holidays for the next month, the holidays for the month succeeding that to which the return relates, and not to the next month relative to the month of preparing it, should be noted. In aided schools, care should be taken to see that the manager, and not the headmaster, signs the return.

If the Monthly Return is to be also a report of progress of the school in the sense explained before, *the withdrawals before completion of Standard V recorded in it should be explained* by a marginal note regarding causes. The requirement of such an explanation implies the existence of continuous efforts on the part of the staff to prevent premature withdrawals and to reclaim old pupils who left before their completion of Standard V.

*The extent to which the aim of getting all the admissions in a school made early in the school year, and of observing the rules in this respect, has been fulfilled can also be judged from the Monthly*

Returns. There should ordinarily be no admissions other than in the prescribed periods. If any admissions are recorded in the Monthly Returns outside these periods, a note should be made referring to the permission granted by the inspecting officer for such admissions, except in the case of admissions to Standard I.

*In a school in which the absence or low enrolment of girls and pupils from the scheduled classes has been observed, the efforts made to remedy these deficiencies can be seen from the Monthly Returns, and the staff and the management should realize that their efforts in this direction, as in others, are being watched from month to month by the reviewing officers.*

*In schools under public management the Monthly Returns may have to be sent along with pay bills for the month. In regard to this the instructions issued by the management should be followed.*

*Annual Returns are likewise to be regarded as measures of the progress of a school in terms of the figures recorded in them. Though these figures relate to a single official year as furnished by the school, they are really intended for use in comparison with the figures of the previous year or years. The headings under which figures are to be furnished indicate the headings under which detailed comparison will be made in addition to a general comparison of the totals.*

It is in accordance with the importance and value of Annual Returns that the printed form supplied to elementary schools for furnishing them is one of *the most explicit and clearly worded among educational forms*. There are few columns in it which really require any explanation. All that is required of the headmaster to understand the headings is a careful reading of them. But in spite of this and of the fact that the form is issued in all the local languages, it has been found necessary in practice to repeat a few explanations and these are given below:—

*Column 4* requires the number of volumes in the school library to be noted, if there is one. Teachers' copies and specimen copies of text-books and class text-books kept in the school to be supplied free to poor pupils are not to be included in this column.

From *column 6* onward, it will be helpful to rule the form in pencil with lines on which to post the figures for boys and girls.

*The total number of boys and girls under column 6* should be the same as the totals under each of the columns 10, 11, 12, 14 and 19. That is to say, the total number of boys and girls by standards should agree with the total according to communities, the totals according to the status and the occupations of parents, the total according to protection against smallpox, and the total after a classification by ages.

*In the same way the figures for boys and girls under 5 years of age in column 15 should agree with the total of the first sub-column of column 19.*

*The agreement of figures between the different columns is one of the tests of the proper posting of figures. The headmaster should therefore use this means of checking his posting of the figures under the respective columns and, if there is any discrepancy, to discover the error to which it is due and rectify it.*

*Column 10 gives a sufficiently comprehensive list of communities and the need to use the last column (other communities) referring to communities will only be very rare. The teacher is referred to the list of scheduled and other backward classes given in the previous chapter, in classifying pupils in this column. Totals should be carefully checked so that they agree horizontally and vertically.*

*Columns 12 and 13 in their last sub-columns for "other occupations" and "other languages" respectively require the occupation or language to be specified. Although the totals of the sub-columns of column 13 cannot be expected to agree with the totals of columns 6, 10, 11 or 12, they should at least exceed those totals as every pupil learns at least one language.*

*Column 17 should indicate the total amount disbursed under scholarships during the official year ending 31st March.*

*Column 18 should agree with the totals for girls or boys, as the case may be, furnished in column 6 (and columns 10, 11, 12, 14 and 19).*

*Column 19 requires the age-groups to be correctly filled with reference to the Admission Register. If, however, the age of pupils is given in years and months, instead of an indication by date of birth monthly in the Attendance Register, the number of boys and girls in each age-group can be easily counted from that register. The totals for each standard should agree with the figures given in column 6.*

*Column 20 is to be filled only by schools in municipal areas with reference to pupils attending school from places outside municipal limits. If a school has been supplied old editions of the form for Annual Returns the age-groups in sub-columns (a) and (b) should be corrected as "6 to 12 years" and "6 to 13 years" respectively.*

*Column 22 refers only to teachers on the staff on 31st March. Full details should be entered; if the space is not sufficient, the table may be furnished on a separate sheet of paper. The same name should not appear against a class as well as under instructors.*

*Column 23* need not be filled by the head-teachers in the case of Government, municipal and board schools. Aided schools should, in furnishing the figures, give great attention to accuracy. The grants received during the year, irrespective of the year for which they were paid, should be the figures to be noted in the respective sub-columns provided for them. The contribution of the management towards the maintenance of the school should be noted under other receipts. The total of receipts should agree with the total of expenditure. The respective amounts under expenditure should be accurately noted against each sub-heading.

The returns should be submitted to the inspecting officer as soon as possible *in the first week of April*. It is advisable that head-teachers take with them their working sheets and office copies of Annual Returns to the meetings of the Teachers' Associations held in April to enable inspecting officers to fill in any omissions or reconcile any discrepancies they may have noticed in the individual returns and explain any points that may be raised by them in connexion with the information furnished. This procedure is suggested in view of the fact that there is no time for correspondence with schools on Annual Returns before they are consolidated by inspecting officers.

## CHAPTER IX.

### THE TEACHER'S TRAINING, GENERAL CONDUCT AND CONDITIONS OF SERVICE.

*The teacher's opportunity and responsibility the largest in the battle against illiteracy.*—A reference has already been made in these pages to the all-important function of the teacher in the successful achievement of the aim of the elementary school. The new policy of the Government in respect of elementary education has been sufficiently long in force for every one concerned in the endeavour to realize that the very backward condition educationally of the masses even in this somewhat advanced province and the distressingly low figures for literacy in the majority of the districts cannot be changed and changed comparatively rapidly unless all those connected with education increasingly apply themselves to the problem of eradicating illiteracy and that it is upon the individual and his individual enthusiasm that the main hope of a rapid advance rests. In the battle which is being fought against illiteracy, as in most other battles, success or failure is mainly determined by the man in the ranks and in the case of education the man in the ranks is the school teacher who is in daily contact with the boys and girls of this province and

who has the largest opportunity and the largest responsibility for producing satisfactory results.

*The teacher's spirit and outlook.*—The teacher's preparation and training for his profession is conditioned almost wholly by the spirit and outlook he brings to bear on his work. Keeness in one's work and the endeavour to do the utmost which lies within one are not the prerogatives of any one class or grade of workers. Lack of this world's goods and difficult conditions have throughout history never prevented real inspiration, self-sacrifice and ardent zeal for a particular type of work. Such an outlook should proceed from the teacher's realization of his very important function in the fundamental stage of nation-building, of his own duties to the motherland as its citizen and servant and of the great opportunity of substantial and abiding national service his work offers. This process of realization is a very important aspect of the teacher's training, which should begin before his professional training commences formally and continue throughout the period of his service as a teacher.

*Full use of opportunities in professional training.*—In the course of his professional training at a training institution, the teacher should learn to appreciate and use fully the opportunities which he gets to observe and study children, their instincts, their natural tendencies to action, their reactions to situations, their vocabulary and habits of speech and their habits of work and play, and should realize that the practising school plays a very significant part in his course of studies. He should remember that the period of training is to be a period of concentrated experience and that never again in his service is he likely to get that period of uninterrupted preparation and study which he gets during his training. He should therefore be alert to use every facility offered by the institution—to study books, to visit typical schools, to prepare his notes and teaching appliances, to hear authorities and experts speak of their experiences and to use every opportunity given to him to practise his art under the guidance of senior and well-informed members of the profession.

*Grades of training and certificates.*—A detailed account of the different grades into which teachers, trained and untrained, are classified and the qualifications and nature of certificates prescribed for each has been given in the chapters on Definitions and Grants-in-aid. Reference has also been made in the latter chapter to certificates issued outside the Presidency and their evaluation by the Director of Public Instruction to the equivalent certificates issued under the authority of the Government within the Presidency, before such certificates are admitted for purposes of appointment of teachers, of assessment of grants on their behalf and of their admission to courses of training. Teachers who hold transfer certificates from schools outside the Presidency should also produce in connexion with the evaluation of their

certificates, a certificate or endorsement from the inspecting authority of the school testifying to the status and recognition of the school by the educational authority of the State or Province.

*Untrained teachers to be sent for training.*—All untrained teachers employed in elementary schools who have not attained the age of thirty-five are expected to be sent for training at the earliest opportunity. Applications for admission to training should be submitted in the form prescribed in Appendix 20 to Rule 113 of the Madras Educational Rules\* soon after the notification calling for such applications is published in the *Fort St. George Gazette*, usually in the month of March. The age of a candidate should not be less than fourteen years or more than twenty-five years or, in the case of a candidate who has been employed as a teacher in a recognized school for not less than three years, more than thirty-five years. The candidate should produce before admission a certificate of health from a medical authority accepted by the District Educational Officer or the Inspectress of Schools, certifying that the candidate is physically fit to perform the duties of a teacher, a certificate of general education as laid down in Rule 104 of the Madras Educational Rules, namely, one of the certificates prescribed for untrained teachers of the collegiate, secondary or higher elementary grade, a certificate of conduct signed by the District Educational Officer or the Inspectress, or the President of a Local Board, or the Chairman of a Municipal Council, or the Manager or Principal or Headmaster of a recognized college or secondary school and a certificate from the village headman or other authority regarding the landed property and financial status of the candidate.

*Previous teaching experience qualifying for training.*—Although the Government have approved the principle that previous teaching experience is not always to be demanded as a qualification from candidates applying for admission to training, due consideration will be given to the claims of candidates having previous teaching experience, other things being equal.

*Candidates for training from rural areas to be preferred.*—Since the majority of elementary schools are in rural areas, it should be of great advantage to them if candidates who are admitted into elementary and, to a certain extent, even in secondary grade training classes are recruited as far as possible from rural areas. Managements of schools in rural areas are therefore advised to recommend for training candidates from such areas in preference to town-bred teachers who are likely to be unwilling to work in rural schools.

*Persons with physical deformities not qualified for training.*—Persons with physical deformities of one kind or other, either

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\* See Appendix 6, page 164.

natural or acquired, such as defective vision, complete loss of sight in one eye or amputated limbs cannot be admitted for training as teachers. As crippled and deformed men cannot take part in the activities of children it is obviously undesirable that such men should be allowed to undergo training with a view to becoming teachers. Inspecting officers forwarding applications for admission to training institutions have instructions to mention any physical deformities which a candidate may have and heads of training institutions have similar instructions to examine all candidates at the time of admission and to send away those having physical deformities before they are actually admitted into the class.

*The period of training* consists in colleges of three academic terms and in secondary and elementary schools of four terms, except that in secondary training schools the period of training for students who have completed the old F.A. of the Madras University or the present Intermediate course of the Madras, Andhra or Annamalai University shall be two terms. It is in the power of the Director to shorten the period in special circumstances or to lengthen it in order to enable a student of any grade to undergo a special or an extended course of training. District Educational Officers and Inspectresses may lengthen the period of training in training schools in the case of students who, owing to illness or other unavoidable cause of absence during their period of training, require an extended course or in the case of students who, having failed in the Training School Leaving Certificate examination for teachers' certificates, seek re-admission.

*Preference to holders of completed Secondary School-Leaving Certificates.*—In general in the matter of admission to the higher elementary grade preference is given to holders of completed Secondary School-Leaving Certificates who satisfy the prescribed conditions.

*Fees and stipends for training.*—The rules regarding fees to be paid by students from outside the Madras Presidency, the rate of stipends paid to teachers (in higher elementary grade only, Rs. 6 and Rs. 8 per mensem for masters and mistresses respectively) and probation are usually published in the notification calling for applications. Every student is required to enter into an agreement binding himself (1) to remain in the institution during the prescribed period, (2) to abstain from engaging in any other avocation, (3) to abstain from attending any other institution except with the permission of the head of the training institution, (4) to appear for such examinations as may be prescribed, (5) to serve as a teacher in a recognized institution or keep one within the jurisdiction of the Madras Educational Department for the number of years prescribed in the agreement and to enter upon such duties within six years of the completion of training immediately upon an opportunity presenting itself and (6) to supply the

head of the institution every six months after the completion of the training course until the expiry of the prescribed period of service information regarding residence, appointments and other particulars. The conditions under which stipends are liable to be recovered on the failure to fulfil any of the above obligations are given in the Madras Educational Rules.

*The examination of teachers who have undergone training in a training institution for the award of Training School Leaving Certificates is conducted by the Commissioner for Government Examinations once a year ordinarily in the month of March at the centres appointed and under the arrangements made by him. Applications will be submitted on behalf of teachers under training by the heads of the respective institutions in the month of October. Teachers who have failed in the previous year or years should submit their applications in the month of October, through the head of the institution in which they were trained. Fees at the rate of Rs. 5 for the secondary and Rs. 3 for the elementary grade should be remitted on behalf of each teacher applying for the examination along with the application for the examination. The fee is the same for the first as well as a subsequent appearance for the examination.*

The examination for each grade will be held in the subjects prescribed from time to time by the Director of Public Instruction. The results of the examination will be entered by the Commissioner for Government Examinations in the certificates of the successful candidates. The names of candidates who are declared by the Commissioner to have passed the examination will be published in the *Port St. George Gazette*. Such candidates will be called *probationary trained teachers* and shall be considered as trained certificated teachers of their respective grade in the first instance for three years from the 1st April of the year in which they appeared for and passed the examination. After three years, they can be treated as trained certified teachers only if their certificates have been completed as explained later in this chapter.

*A candidate who fails in the examination may be allowed to appear for a part or the whole of a subsequent examination without further attendance at a training school, or may be required by the Director to attend a training school for some specified further period either with or without a stipend or on payment of a fee.*

*Verification and approved of services of probationary trained teachers.*—Each probationary trained teacher will receive from the Commissioner for Government Examinations a combined Certificate and Service Register, with space provided for the signature and remarks of the District Educational Officer or the Inspectress of Girls' Schools and with suitably prepared pages provided to register, under proper attestation, his periods of service as a teacher and the remarks whether the service has been verified and 'approved' or 'not approved.'



*The work of probationary trained teachers* in the schools in which they are employed will be inspected from time to time by the inspecting officer in whose jurisdiction the schools lie, who, after satisfying himself of the correctness of the periods of service as furnished by the headmaster of the school, will record his approval of the teachers' service. After eighteen months' satisfactory work by the teacher in a recognized school, the inspecting officer, after testing, in such manner as he considers necessary, the ability of the teacher, will decide whether the certificate can then be completed by the signature of the District Educational Officer or the Inspectress of Girls' Schools, as the case may be.

*Service in night schools and as supervisors.*—For the purpose of this rule, service of not less than two hours and a half in a recognized night school will be counted as half a day. It therefore follows that in such a school a teacher should, for purposes of approval of service, serve twice the period which he would ordinarily be required to serve in a day school to fulfil the requirement of probation. Service as a supervisor of schools will not qualify the holder of a probationary trained certificate for approval of probation.

*A teacher whose certificate is not completed within three years* from the 1st April of the year of the teacher's passing the examination will cease to enjoy the status of a trained teacher until his certificate is completed. But the Director in the case of teachers employed in Government girls' schools and the Divisional Inspector of Schools in the case of teachers employed in other Government schools and the District Educational Officers or the Inspectresses of Girls' Schools, as the case may be, in the case of teachers employed in other schools, have power to extend in deserving cases the period within which the certificate may be completed.

*Probationary trained teachers not to be transferred.*—Managements should see that the service of probationary trained teachers is not interrupted by transfers, particularly before inspection, or prevented by other causes from being tested by inspecting officers.

*Presence of probationary trained teachers to be brought to notice at visits.*—At the visits of inspecting officers to schools head-teachers should bring to their notice the presence on the staff of probationary trained teachers and require the teachers to produce their certificates with a view to an entry of their services being recorded at such visits. Head-teachers may also write to intimate to the inspecting officers the time of completion of eighteen months' satisfactory service by probationary trained teachers on their staffs.

*When the certificate of a probationary trained teacher has not been received from the Commissioner for Government Examinations* at the time of the visit, the inspecting officer will keep a record of the test of the teacher's ability. On the receipt of the certificate from the training school, the head-teacher should forward it to the inspecting officer who will make the necessary entries in it.

*Calculation of the period of service.*—The period of service from one date to another for verification and approval is calculated with reference to the number of complete calendar months between the dates and the number of odd days left over in the first and last months of the period converted to months on the basis of 30 days. For example, the period from 19th July 1938 to 26th April 1939 will be calculated as shown below:—

	Months.	Days.
From 19th to 31st July 1938 .. .. .	..	13
From 1st August 1938 to 31st March 1939 ..	8	..
From 1st to 26th April 1939 .. .. .	..	26
	—	—
Total ..	9	9
	—	—

and given as nine months and nine days. The date of completion is the date on which eighteen months' satisfactory service is completed and not the date of the practical test. Lists of teachers whose certificates have been completed every year will be published by District Educational Officers and Inspectresses of Girls' Schools in the *Fort St. George Gazette*, classifying the candidates into the first or second class.

*No alternation can be made in the name* of the teacher in his or her Training School Leaving Certificate, due to change of faith or other reasons. Change of name consequent on marriage alone is permitted to be recorded in certificates. In all other instances teachers should notify the change in the Gazette and attach a copy of the notification to the certificate.

*The date of birth of a teacher* as given in his Training School Leaving Certificate will be taken as the authority for determining his age. No alteration in the date is permitted except with the previous approval of the Director of Public Instruction.

*Conversion of certificates from the lower to the higher elementary grade.*—A teacher holding a certificate of the lower elementary grade may gain without further training a certificate of the higher grade on passing the Training School Leaving Certificate Examination of the higher grade. Probationary trained teachers of the lower grade are also eligible to appear for the examination and their status on passing the examination is given in Chapter V—Grants-in-aid, in connexion with the assessment of teachers for grants. Applications for the examination should be submitted through the inspecting officer of the school in which the teacher is employed or having jurisdiction over the area of his residence, in the month of September, accompanied with a treasury receipt for the fees remitted. Forms of applications can be obtained from inspecting officers.

*Conversion of certificates from the higher elementary to the secondary grade.*—A teacher holding a certificate of the higher

elementary grade may, on passing a higher public literary examination, gain without further training a certificate of the secondary grade which the Commissioner for Government Examinations may issue on the specific recommendation of the District Educational Officer or the Inspectress of Girls' Schools. It is to be noted that a specific recommendation is necessary and that a certificate cannot be issued as a matter of course. Teachers should therefore be prepared for the recommendation being based on a test of their abilities by the officer making it.

*Suspension or cancellation of teachers' certificates.*—A teacher, in the same way as a member of any other profession, is expected to maintain standards of character and conduct and of discharge of duties consistent with his position in the service to which he belongs. On the professional side this is emphasised by the rules affecting the validity of his teacher's certificate. A teachers' certificate of any grade other than the collegiate belonging to teachers employed in elementary schools under the control of the District Educational Officer may at any time be suspended by the Divisional Inspector if on a report by the District Educational Officer or by the manager of a school, the teacher's character or conduct is shown to be bad or if the teacher is found to be negligent in the discharge of his duties. A teachers' certificate of any grade may at any time be suspended or cancelled by the Director if on a report by the District Educational Officer, or the Inspectress, or the Divisional Inspector, or by the manager of the school, the teacher's character or conduct is shown to be bad or if the teacher is found to be negligent in the discharge of his duties. This shall not be done until the teacher has been informed in writing of the charges against him and a full enquiry has been made either by the Divisional Inspector or by the Director.

*Teachers and elections.*—A member of the teaching staff or establishment employed as a whole-time or part-time servant, whether salaried or not, in a school which receives aid from Government shall not stand as a candidate, or interfere, or use his influence in any way or do anything in aid or in obstruction of any candidate in an election to a legislative body constituted under the Government of India Act, or under the Government of India Act, 1935, or to a local authority, nor shall he take part in, or subscribe in aid of, any electioneering party organization:

Provided that if he is qualified to vote at such an election he may exercise his right to vote but shall, as far as possible, avoid giving any indication of the manner in which he proposes to exercise, or has exercised, that right. The manager of a school may be required by the Director of Public Instruction to dispense with the services of any member of the teaching staff or other establishment employed in the school, who contravenes the provisions of this rule. Failure of the manager to comply with such requisition shall render his school liable to forfeiture of Government grant.

*The teacher's residence in the school village.*—A teacher's primary concern is obviously his work—his school, his pupils, and, in relation to their attendance, their parents and guardians. It is therefore necessary that all the time he can spare outside school hours to any public activity should be spent in the interests of the improvement of his results in the school in the shape of regular and punctual attendance of pupils, habits of health and cleanliness among them and an atmosphere of earnest work and organised play. To achieve this purpose it is essential that the teacher should live in the area which the school serves. One of the causes for the irregular working of some rural elementary schools is the fact that the teachers employed in such schools do not actually live in the villages where the schools are located but attend school from other villages situated, in not a few cases, at considerable distances. Under such conditions, the teachers cannot have the intimate knowledge that they should have of their pupils and their parents nor can they take the maximum interest in the school and its pupils. For the proper and efficient working of a school and for planning its future development based on a census of children, it is necessary that teachers should be in constant touch with the parents of the locality. It is therefore insisted on by inspecting officers that teachers should live in the villages where the schools are situated. In urban areas, and as a general rule, the Government have declared that ordinarily it is undesirable to allow a teacher to reside more than a mile away from the school.

*Obtaining local co-operation.*—The residence of the teacher in the school village is only an antecedent condition. The real work made possible by that condition is a substantial endeavour in the direction of obtaining for the school local co-operation. Experience has shown that the parent needs a two-fold appeal—an individual personal appeal in the form of talks at the teacher's visits to him in his own home and at the parent's visit to the school when he brings the child for admission or escorts him to school, perhaps after a period of absence; and a common and general appeal at meetings and gatherings of parents. This appeal in its different forms constitutes the propaganda which a teacher has to carry on in order to make the school an essential part of community life.

*Propaganda.*—The most important requirement in propaganda of any kind is that 'the persons responsible for the campaign' should 'possess a full belief that good results *must* accrue. They *must*, above all things, guard against that fatalism which accepts as inevitable and existing state of things.' This general statement\* applies in its full force to the teacher's propaganda for his school.

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\* From *Roadsense for Children* by Major C. V. Godfrey (Oxford University Press).

*Definite objectives in propaganda.*—A possession of concrete facts and figures relating to the school and its area of service and the treatment of these facts in their relationship to the welfare and educational advancement of the area is one requisite of the teacher's propaganda. Every effort of propaganda should, if it is to be successful, have certain simple definite objectives such as, for example, the timely admission of children at the commencement of the school year.

*Parents' Associations.*—The chief vehicle of propaganda, both collective and individual, is a Parents' Association working to co-operate with the teachers in their efforts. It is therefore an essential requirement of every school to organise, and help in the active functioning of such associations and to use the assistance provided by them in almost every endeavour of improvement promoted by the staff.

*Visual appeal in propaganda.*—An important element of propaganda is a certain amount of visual appeal. It is easier to appeal to people through their sense of sight than it is through their sense of hearing. The results of individual co-operation and the appeal for collective co-operation are therefore best presented at parents' gatherings. On the occasion of the formation of Parents' Associations and at the periodical gatherings of parents, particularly of mothers in the case of girls' schools, exhibitions of children's work and a programme of the more appealing among the normal activities of the school should be among the concrete visual evidences of school effort which the teacher can organize to make his appeal impressive and effective.

*Help for the teacher from other agencies.*—The teacher is not expected to stand and toil alone in his endeavours in respect of propaganda and of securing local help for the school. He can call to his aid several agencies. Where there are Scout Troops they may be asked to do a little visiting work and render assistance in collecting census figures. Incidentally it may be good training for them. In localities where there are secondary schools the headmaster and the members of the school staff may be induced to take an interest in elementary schools as, without elementary schools, it is ordinarily impossible for secondary schools to secure adequate strength. Among the residents of the locality itself, the teacher can discover persons whose interest has only to be aroused to obtain from them many possible forms of help for the school.

*Propaganda in relation to compulsory education.*—In areas where compulsory elementary education is in force, the teacher's propaganda should include in its scope an explanation of the obligations of guardians to cause their children to attend regularly an elementary or any other recognized school so long as they are of school age.

*The teacher's responsibility in explaining the rules on compulsory education.*—In explaining these obligations to the guardians of pupils and of children of school age not at school, the teacher should be careful not to place any undue emphasis on the penal clauses, but at the same time he should not belittle their importance or their seriousness. He should take the attitude that the guardian has the good sense to realize the obligation for its own sake, and not solely to avoid the penalty, and that popular response will be such that the occasions for the enforcement of the penalty will be rare. Any real difficulties that may stand in the way of the guardian's fulfilment of his obligations should be understood and the provisions found in the rules on the general organization of school work, such as holidays and hours of instruction, should be explored with a view to meet to the extent possible such difficulties.

*The teacher himself should be well acquainted with the rules regarding compulsory education.* Although the main duties in connexion with the scheme devolve on the headmaster, it is necessary, in the interests of co-operation in the school and publicity in the area, that the individual teacher should be equally familiar with them. The teacher in non-compulsory areas should also know at least in outline the provisions and rules relating to compulsion, inasmuch as the aim of elementary education in both compulsory and non-compulsory areas is essentially the same. In short, it is part of the teacher's general training to be acquainted with the more prominent details of the scheme of compulsory education.

*The rules are given in full in Appendix 1.* In addition to the obligations of guardians, they explain the procedure for admissions, maintenance of Record Sheets, preparation of Defaulters' Lists and action to be taken on the lists by the Compulsory Education Committee of the area at its monthly meetings and later by the executive authority of the local body responsible for the scheme of compulsion. The head-teachers of all recognized elementary schools in the area of compulsion are ex-officio members of the Committee and their attendance at its meetings is compulsory. If a head-teacher is not in a position to attend, he should depute an assistant to represent him with the permission of the President of the Committee. It is necessary in all such cases that the assistant should make brief notes of the proceedings for the information and guidance of the head-teacher so that the absence of the latter does not handicap him in the regular and proper discharge of his duties following the decisions of the meeting. Failure of a head-teacher to attend meetings or negligence in other respects may, among their consequences, render the certificate of the responsible teacher liable to suspension or cancellation by the Director.

Instructions on the maintenance of Census Registers and preparation of Defaulters' Lists will be found in Chapter VII, Registers and Records to be maintained by Elementary Schools.

*The teacher in relation to Adult Education.*—The teacher's function in respect of service to the adult members of the community resident in the area of the school can best be centered round the work of the school itself. A very large part of this function enters indirectly into the working of the school in such activities as propaganda, parents' gatherings, school exhibitions and sports, in addition to the instruction imparted in the school. The effect of this instruction in its practical aspects and its application to the home life of the pupils may, in its own natural course, be expected to affect adult life in the area, particularly when it is reinforced by propaganda and the other activities mentioned above. In village schools this is rural reconstruction in its first and essential stage. If it is carried out successfully, a permanent and fundamental part of rural reconstruction will have been achieved. Children who have cultivated clean and healthy habits of life and work and have been trained as disciplined members of a group can naturally be expected to grow up into good and intelligent citizens.

*Adult Education and old pupils.*—But until the organized and enlightened atmosphere of the school spreads to the village in course of time, the school may have to provide a favourable atmosphere for its old pupils to help them to retain the benefits of the education they have received at school. This it can do by the organization of a village library and reading room and a 'sabha,' which can be a kind of workman's institute or recreation club. In the early stages of the endeavour, the initiative has to be that of the teacher, but the responsibility can gradually be transferred to old pupils. This institution should grow up from its earliest stages as a part of local community life and not of the school. Although, by reason of the children being engaged in out-door activities in the playground in the evenings, the school house will be available for the use of this institution, it should as soon as possible look forward to having a place of its own, to develop on its own lines, so that adult-interest may not conflict with child-interest.

*Visual aids of Adult Education endeavours to be obtained by the teacher for children also.*—The teacher will normally maintain a relationship of active co-operation with the institute. The propaganda of touring officers of Government departments working in the villages can through these institutes be made more effective and useful than when it is carried on amidst a group of villagers without a definite bond of common interests, such as an institute can cultivate, or among immature school children who may not in all cases be receptive to lectures and lessons not especially prepared for them. Where the resources of visual instruction commanded by these touring officers, such as magic

lanterns, cinematographs and pictorial posters are likely to be of benefit to children as well as adults, the teacher will of course seek to make them available also to the school.

*The teacher's use of the range magic lantern and slides.*—The teacher can also occasionally make use of the magic lantern and slides which he can borrow from the inspecting officer of his school. He can use them both as a part of local endeavour in Adult Education and as instructive entertainment to the pupils in his school. The best arrangement for this purpose will be for the Secretary of a Teachers' Association at a centre to borrow the equipment and plan a course of demonstrations for the schools attached to the centre. At a demonstration at this centre by the inspecting officer the teachers can familiarize themselves with the use of the lantern and the contents of the slides, so that the demonstration which they give in their turn is properly organized and the explanatory talks are really well-informed.

*Teachers' Associations* are the means by which the teacher's training and improvement of professional equipment after he leaves the training institution are provided for. Such associations are formed for convenient areas, generally groups of villages, with the municipality, if any, in the group and are called Elementary School Teachers' Associations with the name of the range or taluk prefixed. These associations have for their object the improvement of the efficiency of teachers. They may also express opinions on educational matters referred to them by the Director of Public Instruction. They are not allowed to discuss political or non-educational subjects nor to take part in political activities. All teachers (men and women teachers) in recognized elementary schools, whether under public or private managements, in the area served by the respective associations, including teacher-managers, are required to be members of these associations. None other than these can be admitted as members.

*Meetings of Teachers' Associations.*—The associations are expected to meet once a month preferably on a holiday at a convenient centre with a programme of work determined at the previous meeting or planned for the year with reference to each monthly meeting. A teacher who is absent for two consecutive meetings will be liable to be punished by the controlling authority—the controlling authority for the purpose in the case of a school under private management being the Deputy Inspector, senior grade, or the Sub-Assistant Inspectress, as the case may be.

*Constitution of Teachers' Associations.*—The Deputy Inspector (senior grade or junior grade) or the Sub-Assistant Inspectress of Schools having jurisdiction in the area served by an association will be the ex-officio President of the association. The members will elect a Secretary and Treasurer from among themselves,



subject to the approval of the President. Minutes of the Proceedings of meetings should be maintained by the Secretary and countersigned by the President of the meeting. A brief report of the year's working should be submitted by the Secretary of the association to the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, through the President. The reports will be reviewed by the Director of Public Instruction in a chapter of the Annual Report on Public Instruction.

*Programmes of work of Teachers' Associations.*—Every teacher should maintain a note-book to make brief notes of matters of interest and guidance to him in his daily work discussed or explained at meetings of the Teachers' Associations. He should also take down in that note-book the substance of circulars communicated to teachers at the meetings. A part of the work done at these meetings will consist in inspecting officers explaining to the teachers particular sections of the Elementary Education Act and the rules framed under it, the orders of the Government, the Director of Public Instruction and other officers of the department and issuing instructions on the maintenance of the various registers and preparation of Annual Returns. Teachers should, therefore, make it a point to keep a note of any difficulty that they may meet with in these respects and communicate it to the Secretary of the association so that, if it happens to be one of general interest, it can be included within the scope of the inspecting officer's instructions. Teachers can also relate for the information and guidance of others measures which they may have successfully adopted in the matter of adjustment of school hours, holidays and vacations and in regard to the sanitation, cleanliness and appearance of school buildings and compounds, to the personal cleanliness of pupils, to the admission of children of the scheduled classes, to the elimination of wastage and stagnation, to the formation and working of Parents' Associations and to methods of propaganda. Secretaries should make provision in the programmes for professional advice on teaching methods especially those suitable for plural class teaching, on the preparation of schemes of work, time-tables and teaching notes, on the maintenance of school gardens, on half-yearly promotions, and on craft work. They should in drafting annual programmes make arrangements for lectures, demonstrations, specimen lessons, study classes, and refresher courses.

*Refresher courses.*—Among the above activities for the year refresher courses require special provision of time and much thought and organization. They cannot by their nature obtain enough time if they were to be part of the monthly programmes of meetings. It is necessary, therefore, that they should be arranged in a particular part of the year. The best part of the year will be about the end of the school year inasmuch as the next school year can begin with the benefits of the course. Refresher courses should be characterized by a certain amount of

practical work such as the preparation of aids and appliances, charts, maps, diagrams and pictures, corresponding to the theoretical instruction included in them. The principle "no impression without expression" is as applicable to teachers as it is to children. It is only when refresher courses are organized on this principle and when they incorporate in them a substantial amount of practical work they can be of lasting benefit to teachers.

*Educational exhibitions.*—In addition to refresher courses Teachers' Associations can also organize educational exhibitions of the work both of teachers and pupils. Reference was made in an earlier chapter to school exhibitions of pupils' work. While the object of such school exhibitions is publicity to school activities among the parents, the object of educational exhibitions organized by Teachers' Associations should be more comprehensive. Besides being a means of publicity to the work of pupils they should form a gathering point where educational ideas, hopes, ambitions and objectives can be visualized and discussed. They should form the concrete focus to bring together bodies of teachers and educationists in close contact and should demonstrate the determination on the part of schools contributing to do of their best. In short they should be an expression of the spirit animating intensive effort in education.

*Salaries and conditions of service.*—Much has been done by the Government in recent times to regulate the salaries and stabilize the conditions of service of teachers. The Teacher's Service Register, explained in Chapter IV—Recognition, which every teacher should possess, fixes the terms under which a teacher is recruited and his salary and scale of pay. The regular disbursement of salaries to teachers in aided schools has been ensured by rules providing for the payment direct to the teacher of a grant up to a maximum of 85 per cent of the amount assessed on his behalf. A Provident Fund for Teachers in Non-Pensionable Service has been instituted and made a condition of recognition of schools under private management. While contribution to the fund is compulsory in the case of permanent teachers in receipt of a monthly pay of Rs. 20 and above, it is open to any teacher to join the fund as an optional subscriber.

*Teachers' Unions.*—Provision has been made for the departmental recognition of Teachers' Unions by the Director of Public Instruction. Teachers in local board and municipal service should obtain the permission of the respective local body concerned before forming unions and should apply to the Director of Public Instruction through the president or the executive authority of the local body, as the case may be. Teachers in recognized schools are prohibited from becoming members of teachers' unions or other teachers' organizations not constituted in accordance with the orders of the Government. The rules to regulate the working of Teachers' Unions are given in Appendix 5.

## CHAPTER X.

## EXTRA-CURRICULAR ACTIVITIES.

*The general aims of extra-curricular activities.*—The subject of extra-curricular activities in elementary schools is one which managers and teachers should study with discrimination. The prevailing tendency has been to regard them as being of value only in respect to publicity and to give attention mainly to their objective and spectacular aspects. Their place in relation to the curriculum and in the encouragement of desirable forms of individual talent in pupils has not been as widely appreciated, particularly in elementary schools, as they should be. That the elements of these activities in their fundamental and general aspects do find a place already in the curriculum and that the possible existence of special capacities among individual pupils needs provision for expression by means of activities beyond the range common for all pupils as a class or standard of the school are facts which should be first recognized by every teacher before planning any scheme of extra-curricular activities. The teacher should thus understand extra-curricular activities as the means for the expression of individual aptitudes and talents which it is desirable to develop in pupils over and above their general training in accordance with the curriculum of the school. In an equal degree, he should recognize that, at the same time, these activities provide healthy and useful occupations for the leisure time of pupils outside school hours during their school life and lay the foundations of an education for leisure in their later life. It has been said that “an education which trained young people for work but not for play, for labour but not for leisure, for toil but not for recreation, was a half-done job” and that “what we can and ought to do is to train young people, beginning in earliest childhood, up to the point where they are able to make good choice of their leisure occupations for themselves . . . by awakening the creative side of them, by giving them opportunities for using those creative faculties which all human beings possess in some degree,”\* and extra-curricular activities can meet this need.

*Activities on individual and collective basis.*—It will be seen from the above explanation of the aim of extra-curricular activities that they should be comprehensively planned with a view to their educational value and should provide sufficient variety in the means and media of expression. In considering this variety, activities which require encouragement on an individual basis, such as music, elocution, painting and plastic arts and hobbies in general should be distinguished from those which are to be organized on a collective or group basis. Of the latter again, two forms should be recognized, namely, those which do

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\* *Education through Recreation*, by L. P. Jacks (University of London Press).

not require any specialized knowledge or training on the part of the teacher for leadership other than his professional equipment and those which require a certain amount of preparation or specialized training, although as a rule this training is of a simple nature and planned with reference to the qualifications and circumstances of elementary school teachers.

*Guidance and organization of individual talents.*—In the encouragement of individual expression through creative activities it is not expected that the teacher can in all cases *teach*. What is expected of him is a sympathetic understanding of the tastes and talents of the pupils, the providing or obtaining of facilities for the pupils and a certain amount of general guidance. While it is within the rights of a teacher to see that any activity does not become a source of distraction to the pupils and act to the detriment of their normal studies, the teacher should be careful in his methods to secure this condition without any kind of suppression of the talent revealed by the pupil. In fact, even by the simple act of sympathetic encouragement of these activities as occupations for the leisure of the pupils, the teacher can secure such a condition. But there is something more than this which the teacher can also do without the necessity of being an expert in the activities which the pupils choose, and this is the organization of their talents. *Pupils' Associations*, school exhibitions, school entertainments and school theatricals are the concrete projects connected with such organization. It is not possible within the space here available to give detailed instructions with regard to the organizing of these projects. But the importance of regarding them as a co-ordination of the talents indicated and of the work done during the year has to be emphasized and the tendency of their being treated as occasional *tam-shas* merely for the entertainment of grown-ups or distinguished visitors and of the pupils being relegated to the background should be strongly discountenanced. To obtain their full educational value a considerable part of the responsibilities connected with their organization should be judiciously distributed among the pupils so that they feel that they are their own shows, and the aim of publicity, in its own subsidiary place, should be achieved with reference to the direct interest of parents in the revelation of the talents and disciplined activities of their children.

*School theatricals.*—A special word, however, appears to be necessary in regard to school theatricals. These, in the existing state of social life in the country and in the absence of worthy models of imitation, are apt to be naturally associated with the prevailing tastes and standards of professional presentation. But, conceived properly in relation to their aim in the school, school theatricals should not, in the present circumstances, be influenced by professional standards and, particularly, professional tastes. This will mean, in detail, the elimination of

elaborate and often unæsthetic, though colourful, scenery and anachronism in costumes, often entailing unnecessary expenditure. On the other hand simple linen backgrounds have been found to be not only inexpensive but quite effective; and for many of the themes usually presented ordinarily everyday costumes can be quite appropriate and any special flashy costume can be prepared by the pupils themselves by sewing tinsel or other appropriate stuff on to ordinary clothes. Many articles of stage property can be prepared locally with bamboo, cardboard, coloured paper and gold-leaf, and their preparation can even be associated with lessons and pictures in history. The themes chosen should, as far as possible, concern the life of children and the sentiments and emotions expressed should be within their comprehension. In this respect also school theatricals should have little or nothing to do with the professional stage. Much caution is necessary in regard to the standards of humour set before children, in eschewing vulgarity and obscenity which sometimes passes for humour. In short, the entire presentation should be characterized by educational aims.

*Puppet shows, folk songs and folk dances.*—Puppet shows have great possibilities in schools on account both of their educative and expressional values. A rural schoolmaster, where he can get into touch with showmen, can, besides helping to provide a means of expressive activity in his school, make a valuable contribution to the folklore of the country by conserving and protecting this valuable form of entertainment. Similarly, in regard to folk songs and folk dances, rural schools can do much towards a revival both for their educational and for their recreational value.

*School excursions and school camps.*—Among activities which do not require any special training on the part of the teacher beyond an appreciation of the general principles underlying the organization of any movement of pupils in groups may be mentioned school excursions and school camps. Short excursions to places of interest in the village of the school are already a part of the practical aspect of the subjects of the curriculum. But beyond them it is also possible for elementary schools to organize excursions to comparatively more distant places of interest and school recreational camps. Such excursions and camps should, however, be planned with much thought and care and their programmes should be worked out in all their details beforehand with reference to every aspect of them. Clear instructions should be given to the pupils and communicated to their parents about the age limits and the number of pupils, the names and the experience of the teachers in charge, the expenses, the place of starting, the route and the places of halt, with the corresponding dates and hours, and the arrangements made for the welfare.

and safe conduct of the children. The excursion should, in addition to having other objects, be a means of training in discipline for the children.

*Students' Co-operative Stores.*—The organization of pupils' co-operative societies requires more of business habits and the maintenance of continuity than of special training and preparation. Officers of the co-operative department are always helpful in the matter of forming and conducting such societies. Besides supplying the necessary literature, which the teacher should apply for in the first instance, they are willing to give personal advice and to place the teacher in touch with suppliers of articles. Apart from any material benefit accruing from the organization of school societies, the training in responsibility and business methods which they give can form a valuable part of the education which the pupils receive at school, particularly in preparing them for co-operative effort in later life.

*Constitution of Students' Co-operative Stores.*—Such societies are called Students' Co-operative Stores, with the name of the school prefixed, and are registered under India Act II of 1912. They will frame their by-laws modelled on the specimen set of by-laws issued by the Co-operative Department. The by-laws will set forth the name, constitution and address of the society, its objects, membership, management, functions of the general body, conditions of trade, mode of utilization of profits, provision of a reserve fund and miscellaneous matters connected with the organization.

*The objects* are ordinarily defined to be—

- (a) the encouragement of thrift and self-help;
- (b) the purchase of books, stationery and other articles required by members and associates, the carrying on in common for the benefit of the members of the society the trade of general dealers and the establishment and the conduct on co-operative principles of such other lines of work or departments of business as may from time to time be resolved upon by the general body of members; and
- (c) the dissemination of the knowledge of co-operative principles and their realization as far as practicable.

*The Boy Scout and Girl Guide movements* are forms of extra-curricular activities which require a certain amount of specialized training. "No greater educational discovery was ever made," writes an author\* in referring to them, "than when Baden-Powell conceived the idea of utilizing the play instinct of boys, their love of adventure, their devilry and their

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\* L. P. Jacks in *Education through Recreation* (University of London Press).

aptitude for getting into mischief as a means of training them in courage, competence, self-control, self-respect, loyalty, discipline and responsibility and welding them on that basis into a world-wide community. The art of turning a crowd into a community by use of the recreational method and so converting recreation into the finest education imaginable, has no more telling example than the Scout Movement."

*Three sections of the Boy Scout and Girl Guide movements.*—While the teacher is referred for detailed information to the handbooks published by the Boy Scouts and Girl Guides Associations, it is necessary for him to know that these movements provide a graded training for boys and girls suited to their ages and give, besides common programmes of activities for all the members to take part in, special activities and pursuits to meet individual aptitudes and tastes. This graded training takes the form of the three sections or age-groups which constitute each of these movements, namely, Cubbing for boys from 7 to 11 years, and Bluebirds (or Bulbuls) for girls of the corresponding age, Scouting for boys from 11 to 17 years, and Guiding for girls of similar age, and Rovering for youths above the age of 17 years, with the Rangers' programme for girls of the same age.

*The scheme of training* in the case of boys and girls consists of activities to promote physical fitness, of handicrafts and hobbies as spare-time activities, of the keeping of a promise and the observance of a law of self-discipline and helpfulness to others, beginning with the Daily Good Turn and house orderly's work for Cubs and Bluebirds (or Bulbuls), as the basis of development of character and of good citizenship and the application of this law in several forms of skilled and organized service to others. The motto of Wolf Cubs and Bluebirds is "Do your best"; that of Scouts and Guides is "Be prepared"; and that of Rovers and Rangers is "Service."

*The Cubs and the Bluebirds (or Bulbuls) of special interest in elementary schools.*—Of the three sections of the Scout and Guide movements mentioned above, the Cub and the Bluebird (or Bulbul) sections are of special interest to teachers of elementary schools.

*Value of Scout and Guide training.*—Training in the Scout and Guide movements can contribute to—

- (1) The dignity of labour, of which it has not been easy to convince the Indian school boy.
- (2) Good fellowship, the real spirit of brotherliness devoid of any taint of patronage.
- (3) Practical efficiency, in which the Scout movement differs from many other societies for social uplift in that it gives an actual training in *how* to help, and not merely inspires a desire to do so.

- (4) The spirit of adventure, without which there is no real Scouting. That is why those unfortunate Scoutmasters who try to run Scout Troops by conducting Scout classes, like extra lessons in the classroom after school hours, are such a menace.\*

*Procedure for starting a Cub Pack or Bluebird (or Bulbul) Flock.*—If after reading the above and understanding the duties implied, the teacher feels that a Cub Pack or a Bluebird (or Bulbul) Flock can be started in the school, he or she can apply to the headquarters of the respective associations at Madras for full information and get into touch with the district officials of the movement to obtain further guidance in regard to the necessary preparation and training.

There are three organizations now functioning in the Presidency for Scouting and Guiding, of which the membership in one, the Catholic Scout and Guide Association of South India, is confined to the members of a particular community. The other two are the Boy Scouts Association (Madras Presidency) with its complement, the Girl Guides Association, and the Hindustan Scout Association, formerly known as the Seva Samiti Scout Association, with its sections for boys and girls. Each association has its own provincial and district officers and announces training courses in various parts of the Presidency for prospective workers from time to time in the daily newspapers. Managements may depute teachers for training at these courses.

*The Junior Red Cross.*—A Junior Red Cross Group is one of the extra-curricular activities possible in a school as a form of extension of the practical work done within the curriculum in respect of personal and communal hygiene. The Junior Red Cross, as the name implies, is the junior branch of the international Red Cross Organization.

*What the Junior Red Cross is.*—The Junior Red Cross is the term used for the millions of boys and girls who join the Red Cross and work for it, side by side with its millions of grown-up members. The motto of Junior Red Cross members throughout the world is "I serve."

*Membership of Junior Red Cross Groups.*—Junior Red Cross Groups are normally organized in schools. All boys and girls up to the age of eighteen, organized in school classes or similar groups, are eligible for membership. Groups work under the leadership of interested members of the teaching profession who help them to select and carry out a programme of activities suitable to the age and circumstances of their members.

*The programme* falls under three main headings, namely, the practice of habits of health and cleanliness, service to the sick and suffering, and international friendliness. The first aim is

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\* F. G. Pearce, in *Instructions in Indian Secondary Schools*, edited by E. A. Macnee (Oxford University Press).



sought to be achieved by the practice of the Health Game which consists of fifteen simple rules of health for daily observance, the second by training in First Aid and Home Nursing and similar courses, besides organized activities, particularly in rural areas, of health propaganda, running of school canteens, cultivation of vegetables (especially those rich in vitamins), disinfection of possible sources of disease and village-cleaning demonstrations; and the third by the exchange of scrap albums prepared by the Groups in one country with those made by the Groups in other countries. Each album contains friendly letters from the senders, with descriptions of the school, the country, and the Junior Red Cross activities of the Group. The best albums contain more illustrated than written matter and this saves time in translation. Small objects made by the Juniors, specimens of handwork, or dolls in national costumes, may be sent with school correspondence albums. One Junior Red Cross Group may in this way keep in touch with other Juniors in ten or twelve different countries. Such direct relations with foreign children are found to be very interesting and stimulating, and the albums received are often helpful in connexion with Geography, History, and Language lessons. The albums may also constitute an interesting addition to the school library.

*Junior Red Cross Magazines.*—In many countries the Junior Red Cross has its own magazines containing stories, articles, pictures and news of the activities of Juniors at home and abroad. Reading the Junior Red Cross magazines will tell Juniors a great deal about the work and ideas of their friends in other countries.

*International relief work of the Junior Red Cross.*—When great disasters happen the national Red Cross Societies do what they can to help each other, and their Junior members naturally try to do their share. When the news comes of a disaster in a foreign country, Juniors contribute to the work of relief, so as to make it possible to organize canteens, re-build schools, and ensure that the child sufferers shall not go cold or hungry. When they cannot help with gifts in money or in kind, Juniors often send messages of sympathy and friendship to disaster sufferers. These contributions towards relief give concrete form to the bonds of friendship linking Junior Red Cross members throughout the world.

*Organization and finance of Junior Red Cross Groups.*—The Indian Red Cross Society has published a Guide Book for Teachers in English and in all local languages and a large number of posters, pamphlets and other literature, which teachers can obtain on application to the Provincial Branch at Madras or to the District Headquarters of the Society. School Groups are organized with the approval and under the leadership of a teacher. Each Junior Group elects from among its members a committee including a President, a Secretary and a Treasurer. There is no

membership fee for the children, but they are encouraged to earn money by the sale of their handwork and to sacrifice their pocket money and, on special occasions, they may help the District Red Cross Branch to collect funds for urgent purposes. The annual registration fee Rs. 2 in the case of secondary and Re. 1 in the case of elementary schools, is sent to the Provincial Branch; and a quarterly magazine, *The Madras Junior*, a Guide Book for Teachers and all enrolment materials are supplied free direct to each group.

*Sanction of guardians necessary for pupils' participation in extra-curricular activities.*—In the case of all extra-curricular activities the headmaster and the teacher should remember that the participation of pupils should have the sanction of their parents or guardians. Besides a general sanction for participation, the teacher should take care to see that, whenever the pupils have to be taken any long distance away from the school premises or the village, the special permission of parents or guardians for the particular programme is obtained. The parents or guardians should be acquainted with as much of the details as they may need for giving their considered consent. Where Parents' Associations are regularly functioning this can be done at one of their meetings and it may further be possible by this means to obtain not only the permission of parents and guardians for the participation of children but also other forms of help in the shape of advice, service, materials and money. If this is not possible, brief carbon-copied notices in the local language may be sent to parents and, in the case of those who are illiterate, the pupils may be instructed to read them out to them. This will be much more satisfactory than sending oral messages through pupils of which there is no certainty of being delivered correctly. In any case, it is very necessary that parents and guardians are furnished with information directly by the teachers and that their moral support in general, in addition to material help, is obtained for all extra-curricular activities.

## APPENDIX 1.

## COMPULSORY ELEMENTARY EDUCATION.

## EXTRACTS FROM THE MADRAS ELEMENTARY EDUCATION ACT AND THE RULES FRAMED UNDER THE ACT.

(1) *Introduction of Compulsion.*

*Section 44.*—Subject to the conditions laid down in this chapter \* any local authority may resolve that elementary education (or education in such standards thereof as may be prescribed in this behalf) shall be compulsory within the whole or a specified part of the local area under its jurisdiction—

- (a) for all children of school-age; or
- (b) for boys of school-age; or
- (c) for girls of school-age;
- (d) for all children of school-age who have, for such period as may be prescribed, attended an elementary school; or
- (e) for all boys of school-age who have, for such period as may be prescribed, attended an elementary school; or
- (f) for all girls of school-age who have, for such period as may be prescribed, attended an elementary school.

The rules † under the above section are:

1. In any area affected by a notification introducing compulsion under clauses (d), (e) or (f) of Section 44 the attendance of a child in an elementary school for 30 working days shall place the guardian of the child under an obligation to cause such child to attend an elementary or any other recognized school so long as he is of school-age.
2. In the case of a child who has migrated from one compulsory area to another or who has been re-admitted into the same or another school in the same area after an interval, the previous attendance shall be taken into account for the purpose of Rule 1.
2. No pupil shall be newly admitted except on an application made in the prescribed form which must be signed by his guardian. All such applications shall be filed separately in the records of the school.
4. When a pupil seeks admission for the first time into a school not having studied in any school previously, he shall be placed in the standard or class which the headmaster considers suitable. When a pupil leaves one school and joins another, the headmaster of the latter school shall ordinarily place him in the standard or class to which the Transfer Certificate or Record Sheet declares him fit. In cases where

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\* Chapter V, The Madras Elementary Education Act, 1920.

† Rules under the Madras Elementary Education Act, 1920.

the pupil has been placed in a class or standard higher or lower than that for which his Transfer Certificate or Record Sheet declares him fit, the headmaster shall preserve a record of any test he may have made of the pupil's attainment and immediately report such case to the inspecting officer.

5. A school Record Sheet shall be maintained for each pupil of school-age in the school by the headmaster in the form prescribed. Such Record Sheet shall be transferred through the Deputy Inspector of Schools \* to another school on an application from the headmaster of that school. When the Record Sheet is so transferred the headmaster of the school which the pupil has left shall keep a copy of the entries in a register maintained for the purpose.
6. It shall be the duty of the headmaster of every school to prepare a list of defaulters as explained in the rules under Section 49. This list shall be prepared within a week after the end of each quarter and submitted to the committee constituted under Rule 7.
7. The Deputy Inspector shall constitute a committee or committees for every compulsory area. Such committee or committees shall consist of the headmasters of all recognized elementary schools and such other persons as may be nominated by the Director of Public Instruction in consultation with the Commissioner, Corporation of Madras, the President, District Board, or the Chairman, Municipal Council, as the case may be.
8. (i) The Deputy Inspector shall be the President *ex officio* of the committee constituted by him under Rule 7.  
 (ii) In areas where there is a supervisor, he shall *ex officio* be the Secretary of the committee.  
 (iii) The President shall convene meetings of the committee for the transaction of business on such dates and at such times as he may arrange. The committee shall meet once a month but may meet oftener if any special urgent business has to be transacted.  
 (iv) Every meeting of the committee shall be presided over by the Deputy Inspector, and in his absence by a member chosen by the meeting to preside for the occasion.
9. Attendance at these meetings shall be compulsory in the case of headmasters of schools and should a headmaster not be in a position to attend he shall depute an assistant to represent him with the permission of the Deputy Inspector. No business shall be transacted at a meeting unless there be present at least one-half of the number of members then on the committee.
10. It shall be the duty of every committee constituted under Rule 7—
  - (i) in areas in which compulsion is introduced under clauses (a), (b) or (c) of Section 44 to prepare lists of pupils of school-age who are not in school;

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\* Unless instructed by the inspecting officer to be forwarded direct.

- (ii) to scrutinize and revise, if necessary, the Defaulters' Lists prepared by the headmaster;
  - (iii) to organize visits to guardians or do such propaganda work as may be considered desirable to attract more pupils into schools, or to advise guardians;
  - (iv) to study the orders of Government or of the Director of Public Instruction or the President of the District Board or the Chairman of the Municipal Council, on questions relating to compulsion or to interpretation of the rules, and to offer any comments on them to the District Educational Officer for consideration and communication to the Director, President, or Chairman;
  - (v) to investigate all cases in which children who should be at school have been absent; and
  - (vi) to perform such other duties as may be assigned to them by the Director of Public Instruction in regard to the enforcement of compulsion in the area.
11. The final Defaulters' List shall be prepared in the form prescribed and submitted to the Commissioner, Corporation of Madras, the President of the District Board or the Chairman of the Municipal Council concerned by each headmaster, an office copy being maintained in the school in a register with numbered pages.
12. Failure of a headmaster to comply with the provisions of Rule 9 or any misrepresentation, or negligence on his part in the preparation of the Defaulters' List, or in reporting their names, or in the discharge of any of the duties imposed on him under these rules shall render his school liable to loss of recognition or to reduction or total withdrawal of grant. If any teacher is found guilty of any neglect of duty in this connection his teacher's certificate may be suspended or cancelled by the Director.
13. If any difficulty arises in the interpretation or enforcement of these rules the matter shall be reported to the Director of Public Instruction whose decision thereon shall be final.

*Sections 45 and 46 refer to the powers of the Local Government and to the publication of resolutions or schemes introducing compulsion.*

*Section 47.—(1) No fees shall be levied at any elementary school under public or panchayat management situated in any area affected by a notification under Section 46, from any child to whom such notification applies.*

*(2) Fees may be levied from any such child at any other elementary school situated in the said area :*

Provided that where, within one mile of such school or such other distance therefrom as may be notified under the explanation to the sub-section (2) of Section 45, there is no other elementary school at which fees are not levied, such number of free places as may be fixed by the District Educational Officer (or the Inspectress) in consultation with the local authority concerned shall be reserved in such school.

(2) *Exemptions.*

*Section 48.*—The Local Government may, by notification, exempt any person or class of persons from the effect of a notification under Section 46.

(3) *Responsibility of guardians.*

*Section 49.*—In every area affected by a notification under Section 46 it shall be the duty of the guardian of every child of school-age resident in such area and affected by such notification, subject to the exceptions authorized by Section 50, to cause such child to attend an elementary school in such area :

Provided that no guardian shall be compelled to cause a child to attend a school at which attendance at religious instruction in a faith other than that to which the child belongs is compulsory.

The rules under the above section are—

- (1) If a child is absent from school for 15 days in any one quarter, his guardian shall be deemed to have failed to discharge the obligation created by Section 49.
- (2) In any area where compulsory education is introduced under clauses (a), (b) or (c) of Section 44 the guardian of any child of school-age shall be deemed to have placed himself under the obligation to continue his child in school as required by Rule 1 under Section 44.
- (3) For the purpose of Rule 1 the quarters shall commence respectively on the first day of January, the first day of April, the first day of July and the first day of October.
- (4) If any difficulty arises in the interpretation or enforcement of these rules the matter shall be reported to the Director of Public Instruction whose decision thereon shall be final.

*Section 50.*—Attendance at school shall not be compulsory in the following circumstances :—

- (i) if there is no elementary school within the one mile or such other distance as may have been notified under the explanation to sub-section (2) of Section 45 from the residence of the child;
- (ii) if the child is prevented from attending school by reason of sickness, infirmity or other cause declared by a resolution of the local authority concerned to be a reasonable excuse;
- (iii) if the child is receiving instruction in some other manner declared to be satisfactory by a prescribed officer;
- (iv) if the child has already received instruction in an elementary school or otherwise up to the standard prescribed for elementary education;
- (v) if the child is exempt from attendance on any other prescribed ground.

The rules under the above section are—

*Clause (iii).*—In areas under the jurisdiction of district boards in respect of which a notification under Section 46 of the Madras Elementary Education Act, 1920, has been issued, the

District Educational Officer of the district in which a child is resident shall be the prescribed officer for purposes of Section 50 (iii) of the Act.

In municipalities in respect of which a notification under Section 46 of the Madras Elementary Education Act, 1920, has been issued, the Chairman of the Municipal Council within whose area a child is resident, shall be the prescribed officer for purposes of Section 50 (iii) of the Act. In the City of Madras the Commissioner, Corporation of Madras, shall be the prescribed officer.

*Clause (v).*—A child may be exempted from attendance on any other ground accepted as satisfactory by the Director of Public Instruction.

#### (4) *Enforcement of compulsion.*

*Section 51.*—(1) In areas where education is made compulsory under this Act, the Commissioner in the case of the Corporation of Madras, the Chairman concerned in the case of any other municipality, and the President of the District Board concerned in the case of non-municipal areas, shall be responsible for the enforcement of the provisions of Section 49, and subject to such rules as may be prescribed, shall impose a penalty . . . on any guardian who has without reasonable excuse failed to discharge the obligation created by Section 49.

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(3) Any penalty imposed under this section shall be recovered from the guardian concerned in the same manner as if it were a tax levied under the law for the time being in force governing the municipality or the district board concerned.

The rules under this section are—

1. (1) Before imposing a penalty under sub-section (1) of Section 51, the Commissioner of the Corporation of Madras, the Chairman of any other municipality or the President of the District Board, as the case may be, shall serve, or cause to be served a notice on the guardian of defaulting pupil or pupils, calling upon the guardian to show cause in writing within ten days after the service of such notice why such penalty should not be imposed on him.
- (2) The notice referred to in sub-rule (1) shall be issued after the receipt of the Defaulters' Lists from the headmaster.
- (3) If no reply is received to a notice issued under sub-rule (1) within the period fixed therein, the Commissioner, Chairman or the President, as the case may be, shall impose a penalty in accordance with the provisions of sub-section (1) of Section 51.
- (4) If a reply is received within the time fixed as aforesaid the explanation, if any, contained in it for the non-attendance of the pupil or pupils shall be referred to the Deputy Inspector of Schools for investigation and unless such Deputy Inspector upon investigation finds that one or another of the

grounds specified in Section 50 exists, the Commissioner, Chairman or President, as the case may be, shall impose the penalty specified in sub-section (1) of Section 51.

(5) Every order imposing a penalty under this rule shall be communicated to the person on whom it is imposed, to the headmaster of the school and to the Deputy Inspector and in areas within the jurisdiction of district boards also to the village munsif concerned.

(6) In the City of Madras and in other municipalities the Commissioner shall take the necessary steps to collect the penalties imposed under sub-rule (4). In areas within the jurisdiction of district boards the penalties shall be collected by the village munsif concerned.

2. For the first breach of the obligation created by Section 49 no penalty shall be imposed and the guardian shall be let off with a warning, but for the second and every subsequent breach a penalty shall be levied on the following scale:—

	Minimum.			Maximum.		
	RS.	A.	P.	RS.	A.	P.
Second breach .. ..	0	12	0	0	15	0
Third breach .. ..	1	8	0	1	14	0
Fourth breach .. ..	2	4	0	2	13	0
Fifth breach .. ..	3	0	0	3	12	0
Sixth and subsequent breaches ..	6	0	0	7	8	0

3. No penalty shall be levied under Rule 1 on any guardian after the lapse of one full quarter from the date of receipt of the report of default by the Commissioner, Chairman or President, as the case may be.

4. No penalty shall be imposed in respect of any default occurring in any quarter which has not been reported upon in the quarter succeeding the same.

5. Every notice issued by the Commissioner, Corporation of Madras, the Chairman of a Municipal Council or the President of a District Board, to a guardian and every order imposing any penalty on a guardian shall be served on him by a suitable employee of the Corporation of Madras, Municipality or local board, who shall return the counterfoil to the Commissioner, Chairman or President, as the case may be, specifying the date on which the notice or order has been served, with the signature of the guardian.\*

6. If any difficulty arises in the interpretation or enforcement of these rules, the matter shall be reported to the Director of Public Instruction whose decision thereon shall be final.

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\* Where the guardian refuses to receive the notice, the same procedure is to be followed for serving it as in the case of refusal of any other kind of notice and, after the notice is served in that manner, action is to be taken as though the guardian received the notice. (Proceedings L. Dis. No. 1402-B/39, dated 13th April 1939.)



## APPENDIX 2.

## ELEMENTARY SCHOOL MANAGERS' ASSOCIATIONS.

*Rules laid down in G.O. Ms. No. 417, Education and Public Health, dated 24th February 1939.*

Associations may be formed of  $\frac{\text{Managers}}{\text{Teacher-Managers}}$  of recognized elementary schools in each taluk or district.

1. The Association shall be called "The Elementary  $\frac{\text{School Managers' Association}}{\text{Teacher-Managers}}$ " with the name of the taluk or district prefixed.

2. It will be open to the Association to represent to the Director of Public Instruction, grievances of managers in matters connected with their schools. It may also express opinions on educational problems under the consideration of Government or referred to it by the Director of Public Instruction. The Association shall not discuss political or non-educational subjects nor shall it take part in any political or other activities calculated to undermine the healthy relationship that ought to exist between managers and teachers or between managers and the general public.

3. Membership shall be confined to  $\frac{\text{Managers}}{\text{Teacher-Managers}}$  of recognized elementary schools. Teacher-managers may join the Managers' Association of the area concerned in addition to being members of the Teacher-Managers' Association of the area, if any.

4. The Association may elect such office-bearers as it deems necessary. Every such election shall be made at a meeting of the Association. The names of all office-bearers and of the schools with which they are connected shall be communicated to the District Educational Officer (or the Inspectress) as soon as the elections are over. Changes in the personnel of office-bearers shall also be similarly communicated.

5. The Association may meet at such times as it decides. Meetings shall be open only to members, but non-members may be permitted to attend when an outsider is invited to deliver an address or to participate in the annual celebrations of the Association.

6. Minutes of proceedings of meetings shall be maintained by the Secretary and countersigned by the Chairman of the meeting and shall be submitted to the District Educational Officer (or the Inspectress) as early as possible after the meeting. A copy of the resolutions, if any, passed shall be communicated direct to the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, who will, when necessary, submit them to the Director of Public Instruction.

7. A brief report of the year's working shall be sent by the Secretary of the Association to the District Educational Officer (or the Inspectress). The District Educational Officer (or the Inspectress) shall submit an annual report on the working of all the associations in his (or her) district to the Director of Public Instruction who will devote a chapter in the Annual Report on Public Instruction to a review of these reports.

## APPENDIX 3.

## TYPE DESIGN FOR ELEMENTARY SCHOOL.

## APPENDIX 4.

## AWARD OF ELEMENTARY SCHOOL-LEAVING CERTIFICATES.

1. The certificate is primarily designed for pupils who after having completed a course of elementary instruction, whatever may have been the exact nature of that course, and having passed through the fifth or higher standards of an elementary school, are on the point of concluding their school career.

2. The certificate will only be awarded to pupils who have studied in the fifth or higher standards of a recognized school. It will be awarded by inspecting officers not lower in rank than Deputy Inspectors (Junior and Senior grades) or Sub-Assistant Inspectresses of Schools, except in the case of model schools of Government and other recognized training schools where it will be awarded by the respective headmasters or headmistresses. The award of Elementary School-Leaving Certificates by headmasters or headmistresses of training schools under private management is subject to the condition that the model schools are recognized by the Director of Public Instruction under the Madras Educational Rules.\* Where the model schools are recognized under the Madras Elementary Education Act, such certificates cannot be issued by the heads of training institutions, but can be issued only by the inspecting officers of the elementary schools. Pupils studying in Senior and Junior Certified Schools are also eligible for the grant of Elementary School-Leaving Certificates which should, however, be granted by inspecting officers only on the results of an examination conducted by them. No certificate other than an Elementary School-Leaving Certificate can be issued to students who have been tested by inspecting officers.

3. For the award of a certificate, the pupil should have studied for at least three years in a day school or six years in a night school and should have attended at least 60 per cent of the total number of working days in each year. An Elementary School-Leaving Certificate of the fifth standard can be issued only where a pupil has studied at least for one year in that standard out of three or more years of study, and an Elementary School-Leaving Certificate of the eighth standard can be issued only where a pupil has undergone a full course from Standard VI to Standard VIII for a period of not less than three years. It is, however, not necessary that the pupil should have studied in the same school for three years or that the pupil should have studied for three consecutive years. All exemptions from the operation of this rule will be granted only by the District Educational Officer or the Inspectress of Girls' Schools. Night schools which are considered to be as efficient as day schools may be exempted from the operation of the rule prescribing a six-years' course in a night school for the issue of an Elementary School-Leaving Certificate of Standard VIII, but such exemptions can be given only by the District Educational Officer or the Inspectress of Girls' Schools.

4. The certificate will be issued in the numbered forms issued by the department, as shown at the end of this Appendix.

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\* The sanction of the Director should be obtained for the admission to training of candidates possessing Elementary School-Leaving Certificates issued by heads of recognized training schools under private management.

5. The certificate is meant to give (1) a brief record of the pupils' conduct and progress during his school course, and (2) the inspecting officer's opinion of his attainments at the end of the course.

6. The reverse of the certificate is to be devoted to the first object. This will be filled in by the head-teacher of the school which the pupil attends at the time of the award of the certificate for the years during which the pupil has been in that school. No entries should be made with regard to previous years even if the pupil attended a school during those years.

7. In column 2 will be entered the year or years in which the pupil studied in each standard; column 3 will contain the head-teacher's remarks on the pupil's attendance, conduct and progress in each standard. The entries in regard to these matters will be taken from the Register of Progress and Conduct or/and the Register of Record Sheets maintained in the school.

8. For the second object the inspecting officer will, ordinarily at the time of the Annual Inspection, conduct an examination of pupils seeking certificates. Those pupils of the fifth and higher standards who are about to leave school altogether will be eligible for the examination, provided they have fulfilled the conditions already stated and that their attendance, progress and conduct appear to have been satisfactory. The head-teacher will furnish the necessary particulars on behalf of such pupils.\*

9. As far as possible, the examination for Elementary School-Leaving Certificates in Standards VI, VII and VIII will be conducted at the end of the school course. If the Annual Inspection of the school is not conducted towards the end of the school year, the inspecting officer will pay a visit to the school towards the end of the school year for the purpose of examining pupils for the issue of Elementary School-Leaving Certificates.

10. Each pupil will be examined in such detail as may be thought desirable in all the subjects studied during the school course. The examination will ordinarily be conducted in writing, but pupils may also be questioned orally. A copy of the question papers set by the inspecting officer for the written examination will be given to the head-teacher of the school at the time of the examination.

11. On the results of the examination, the inspecting officer will, wherever possible, arrange the pupils in order of merit, some simple system of marking being adopted for the purpose.

12. The number of pupils examined, the individual pupil's rank, the word "good", "fair" or "poor" and the date of birth in words will be entered in the certificate. No change can be made in the date of birth unless the reasons are considered satisfactory by the District Educational Officer or the Inspectress of Girls' Schools and unless this is done before the expiry of one year from the date of issue of the certificate.

13. The name and native place of the pupil and the name of the parent, the name of the head-teacher and that of the school, the date of examination and the name of the range or division will be written

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\* See tabular form given in Chapter VIII—Reports and Returns due from Elementary Schools.

in the spaces provided for them and the certificate will be signed by the inspecting officer. The pupil should also sign the certificate before it is issued to him.

14. The certificates will be issued ordinarily within a week after the examination held for the purpose. In cases in which condonation of breaks in the pupil's school career has to be sanctioned by the District Educational Officer or the Inspectress of Girls' Schools, the certificates will be issued within a month.

15. The certificates are prescribed, as stated above, for pupils who intend to leave the school, but there is nothing to prevent a change of intention. If the pupil after being examined wishes to remain in the school, the certificate may be lodged with the head-teacher and the pupil may be re-examined at the next Annual Inspection after having studied in the next higher standard. The necessary alterations may then be made in the original certificate and attested by the inspecting officer.

16. Pupils who have failed to secure Elementary School-Leaving Certificates in one school will not ordinarily be allowed to sit for the examination in another school, without the sanction of the District Educational Officer or the Inspectress of Girls' Schools, unless the pupil has in every case put in at least six months' attendance in the new school.

17. A fee of four annas will be charged for the issue of a duplicate copy of the Elementary School-Leaving Certificate in case of its loss. Such copies will be marked "duplicate" at the top, with the original number entered in red ink after the printed serial number on the form. They will be issued only with the previous consent of the District Educational Officer or the Inspectress of Girls' Schools, as the case may be.

#### FORM OF

#### *Elementary School-Leaving Certificate.*

No.

(Granted under the orders of the Director of Public Instruction,  
Madras.)

Awarded to  
of the  $\frac{\text{son}}{\text{daughter}}$  of

This is to certify that I examined  $\frac{\text{his}}{\text{her}}$  class, being the standard  
class and placed  $\frac{\text{him}}{\text{her}}$  out of \_\_\_\_\_ pupils.

I considered  $\frac{\text{his}}{\text{her}}$  attainments to be

The date of  $\frac{\text{his}}{\text{her}}$  birth according to the school register was

$\frac{\text{He}}{\text{She}}$  bears marks of  $\frac{\text{small-pox}}{\text{vaccination}}$ .

School

Headmaster

Signature of pupil

*Signature of the Inspecting Officer,*

Date of examination

*Range or Division.*

## REVERSE OF THE CERTIFICATE.

*Register of Progress and Conduct.*

		attended this school in the
standards	during the years shown	below:—
Standard	Year.	Progress and conduct.
First		
Second		
Third		
Fourth		
Fifth		
Sixth		
Seventh		
Eighth		
Date		<i>Signature of the Headmaster.</i>

## APPENDIX 5.

## ELEMENTARY SCHOOL TEACHERS' UNIONS.

*Rules laid down in G.O. Ms. No. 416, Education, dated 24th February 1939.*

The Government consider that provision should be made for the departmental recognition of Elementary School Teachers' Unions with a view to ensure their working on useful lines. They have accordingly framed the rules set out in the annexure to regulate the working of these unions. The Director of Public Instruction is empowered to accord recognition to unions functioning in accordance with these rules, and to forbid the existence of, and dissolve, any Teachers' Union not conforming to these rules.

2. Teachers in Local Board/Municipal service should obtain the permission of the Board/Council concerned before forming unions and should apply to the Director of Public Instruction for recognition through the President of the District Board/Executive authority of the Council concerned.

3. Teachers in recognized elementary schools are prohibited from becoming members of teachers' unions or other teachers' organizations not constituted in accordance with the orders herein contained.

## ANNEXURE.

*Teachers' Unions.*

Unions may be formed separately of

- (a) teachers in aided elementary schools in each taluk;
- (b) teachers in district board and panchayat schools in each taluk; and

(c) teachers in municipal schools in each municipality.

The union shall be called Aided, Board or Municipal "Elementary School Teachers' Union," as the case may be, with the name of the taluk or municipality prefixed.

2. It will be open to the unions to make representations to the authorities concerned on such matters as the pay, prospects and other terms of service of teachers. It may also express opinions on educational matters under the consideration of Government or referred to it by the Director of Public Instruction. It shall not discuss any political subjects nor shall it take part as a union in any political or social activities.

3. While it is left to the option of the teachers (men and women teachers) to join the union, none other than teachers shall be admitted as members or take part in the meetings of the union. Teacher-Managers may also join the union of aided elementary school teachers.

4. The union may elect such office-bearers as it deems necessary. Every such election shall be made at a meeting of the union concerned.

The names of all office-bearers and of the schools in which they are employed, shall be communicated to the District Educational Officer, as soon as the elections are over. Changes in the personnel of office bearers shall also be similarly communicated.

5. The union shall hold its meetings on holidays unless the previous permission of the District Educational Officer is obtained to hold meetings on other days.

Meetings shall be open only to members, but non-members may be permitted to attend when an outsider is invited either to deliver an address or to participate in the annual celebrations of the union.

6. Minutes of proceedings of meetings shall be maintained by the Secretary countersigned by the Chairman of the meeting, and shall be submitted to the District Educational Officer, as early as possible after the meeting. A copy of the resolutions, if any, passed shall be communicated direct to the District Educational Officer or the Inspector of Girls' Schools, as the case may be, who will, when necessary, submit them to the Director of Public Instruction.

7. A brief report of the year's working shall be submitted by the Secretary of the union to the District Educational Officer, a copy being also sent to the District Board Educational Officer in the case of a Board Elementary School Teachers' Union and to the executive authority of the Municipal Council in the case of a Municipal Elementary School Teachers' Union.

The District Educational Officer shall submit an annual report on the working of all the unions in the District to the Director of Public Instruction who will devote a chapter in the Annual Report on Public Instruction to a review of these reports.

Elementary School Teachers' Unions may be affiliated to District Teachers' Guilds.

## APPENDIX 6.

## FORMS REFERRED TO IN THE MANUAL.

1. The following printed forms can be obtained free of charge on requisition from the inspecting officers:—
  - (i) Form of Application for Recognition.
  - (ii) Form of Application for Aid on behalf of an Elementary School.
  - (iii) Form of Application for Grants for Furniture, Books, etc.
  - (iv) Form of Application for Admission to the General Provident Fund for Teachers.
  - (v) Form of Application for Admission to Training Institutions.
  - (vi) Form of Application for Scholarships on behalf of Pupils.
2. The following are the forms prescribed for the registers to be kept in the school:—

## (1) Register of Admissions and Withdrawals.

(Appendix 3 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939.)

(1) Number.	(2) Name of the pupil.	(3) House or village name.	(4) Name of parent.	(5) Name of guardian.	(6) Residence.	(7) Occupati of parent or guardia	(8) Date of admis- sion.	(9) Date of birth.	(10) Whether protect- ed from small- pox or not.	(11) Religion.	(12) Caste.	(13) Class on admis- sion.	(14) Date on which application was made for the record sheet of the pupil.	(15) Date of receipt of the record sheet.	(16) Class on leaving.	(17) Date of leaving.	(18) Reason for leav- ing.	(19) The school to which the pupil has gone.	(20) Date on which the record sheet was sent or issued.	(21) Number of school- leaving certifi- cate.	(22) Old admission number in case of re-admission.	(23) Remarks.

In the case of Indian Christians of backward origin, the caste or class to which the families originally belonged, should be indicated in brackets.





## (3) Register of Attendance of Masters for the month of 19 .

(Appendix 5 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939.)

Serial number.	Names.	Date.																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	{ Morning .. Evening ..																															
	{ Morning .. Evening ..																															
	{ Morning .. Evening ..																															

NOTE.—In the case of elementary schools conducted by a single teacher, the maintenance of this register will be dispensed with. Teachers should initial in the proper places: such marks as / and / do not suffice.

(4) *Form of Acquittance Roll of Teachers in aided elementary schools.*

(Appendix 10 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939.)

.....Elementary school.

*Acquittance Roll* of teachers for the month of

19 .

Amount of teaching grant received for the school, Rs.

(1) Serial number.	(2) Name of the teacher.	(3) Designation.	(4) Whether appointed on probation or temporarily (if so, for what period) or permanently.	(5) Scale of pay according to the terms of the service register.	(6) Period of service.		(7) Amount of salary payable.	(8) Deductions on account of		(9) Net amount payable.	(10) Amount actually paid.	(11) Balance still due.	(12) Signature of the teacher with date.
					From	To		Provi- dent Fund.	Fines imposed, if any.				

Certified that a proper acquittance has been taken in respect of each amount paid in roll from the person entitled to receive it.

Date.

Manager/Headmaster.

(5) *Acquittance Roll of Teachers to be maintained in schools under local bodies for scrutiny by inspecting officers.*

(Appendix 11 to the Rules for Recognition and Aid notified in G.O. No. 1903, Education, dated 21st August 1939.)

Elementary school.

Acquittance Roll of Teachers for the month of

19

Serial number.	Name of teacher.	Designation.	Amount of salary payable.	Deductions on account of		Net amount payable.	Amount actually paid.	Signature of the teacher with date.
				Provident Fund.	Fines imposed, if any.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

\* Certified that a proper acquittance has been taken in respect of each amount paid in roll from the person entitled.

Date

Signature of the Headmaster.

\* Note.—The certificate has to be furnished only in the case of schools in which the pay of the teachers is not disbursed directly by the local body office but is disbursed through the headmasters of the schools.

(6) *Form of Visitors' Book.*

(Appendix 6 to the Rules for Recognition and Aid notified in G.O. No. 1903, Education, dated 21st August 1939.)

Name of the school.

Date of visit.	Name and designation of the visiting officer.	Number on rolls and number present by classes at the time of visit.	Number of teachers employed and number present	Any general remarks of the visiting officer.

(7) *Form of Register of fines.*

(Appendix 13 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939.)

Name of school.

Name of teacher.

Amount of fine imposed.

Date on which it was imposed.

Nature of the offence.

Signature of the teacher.

Signature of the manager.

(8) *Application for admission into a school.*

(Appendix 2 to the Rules under the Madras Elementary Education Act, Section 44, Rule 3.)

- 1 Name of school.
- 2 Name of pupil.
- 3 Religion, caste and sex.
- 4 Date of birth.
- 5 Residence.
- 6 Name of parent, with occupation and residence.
- 7 Name of guardian, with occupation and residence.
- 8 Schools previously attended by the pupil.

I certify that the information given above is correct, that the pupil has not attended any other school besides those mentioned above, and that no fees are due on his account to any school which he has attended.

Date

*Signature of parent or guardian.*

NOTE.—1. Satisfactory evidence in regard to the date of birth must be insisted upon. Headmasters will be held responsible for the accurate entry in the admission register of the date of birth.

2. The use of this form is obligatory in areas where compulsory education has been introduced, but optional in others.

(9) *Record Sheet.*

(Appendix 3 to the Rules under the Madras Elementary Education Act, Section 44, Rule 5.)

To be kept in the school and to be transferred to another school only on a requisition from the headmaster of that school and then through the Deputy Inspector.\*

Name of child (in full).

Date of birth.

Religion and caste.

Father's name (in full).

Guardian's name (in full).

Name of school.	Date of admission.	First quarter.			Second quarter.			Third quarter.			Fourth quarter.			Date of leaving.	Progress and conduct.	Remarks.
		Class.	W.	P.	Class.	W.	P.	Class.	W.	P.	Class.	W.	P.			

W = Working days.

P = Days present.

Attained the age prescribed . . . . .

Completed the fifth standard course on . . . . .

Signature of pupil . . . . .

*Headmaster.*

\* Except when otherwise directed.

(i) The date of birth should be taken from the admission application.

(ii) No record should be opened if the pupil has been in another school in a compulsory area. The headmaster should, in such cases, request the Deputy Inspector \* to secure the Record Sheet from the school in which the pupil was previously reading.

(iii) Compulsion cannot be enforced in the case of a non-Muslim boy after he has attained the age of 12 years (i.e., completed 12 years), in the case of a Muslim boy, 13 years, in the case of a non-Muslim girl after she has attained the age of 10 years, and in the case of a Muslim girl, 11 years.

(iv) The Deputy Inspector or Supervisor should sign in the remarks column whenever he scrutinizes the Record Sheet. The headmaster should also sign in the remarks column in token of the correctness of the entries made in his school when the Record Sheet is transferred to the headmaster of another school.

\* Except when otherwise directed.

### (10) Defaulters' List.

(Appendix 4 to the Rules under the Madras Elementary Education Act, Section 44—Rule 11.)

- 1 Name of pupil.
- 2 Record Sheet number and admission number.
- 3 Guardian's name and address.
- 4 Nature of default.
- 5 Has he previously defaulted? If so, how many times?
- 6 Has any penalty been imposed for the last default? Give details.
- 7 Date of report to the President, District Board.
- 8 Issue of notice by the President, District Board.
- 9 Final orders.

### (11) Register of Scholarships held in the \_\_\_\_\_ during the year 19 .

(Appendix 12 to the Madras Educational Rules).

No.	Name of scholar.	Standard of scholarship.	College or school in which gained and when.	Monthly or term value of scholarship.	How long tenable.	Purpose of scholarship.	Order sanctioning.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				RS. A. P.			

NOTE.—One page should be devoted to each student.

(12) *Scholarship Acquittance Roll.*

(Appendix 13 to the Madras Educational Rules.)

- 1 Number.
- 2 Name of scholar.
- 3 Standard of scholarship.
- 4 College or school in which gained and when.
- 5 Monthly value of scholarship.
- 6 How long tenable.
- 7 Number and date of order in which scholarship was sanctioned.
- 8 Month for which the scholarship bill was drawn.
- 9 Date of encashment of the bill.
- 10 Date of disbursement of the scholarship.
- 11 Signature of the scholar.

(13) *Register of Furniture, Books and Appliances purchased with the aid of Grants from Public Funds.*

(Appendix 15 to the Madras Educational Rules.)

Number.	Name of article.	Number of such articles.	Date of supply.	Actual cost.	Number and date of the Director's proceedings sanctioning the grant for the articles mentioned in column (2).	Amount of grant sanctioned.	Remarks.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				RS. A. P.		RS. A. P.	

3. The following is the form prescribed for Monthly Returns, amplified to provide for the necessary details :—

*Monthly Return.*

Year 19 .

Month.

1. Name of school—

2. Staff—

(1) Serial number.	(2) Name of teacher.	(3) Age.	Qualifications.		Details of certificate.			(8) Pay.	Period of service in the month.		(11) Leave during the month. Dates.	Assessment. (To be filled by inspecting officer.)				
			(4) General education.	Professional.	(5) Trained, passed or failed, or untrained.	(6) T.C., P.T.C., Rel. Certificate, T.C., or E.S.L.C.	(7) Number and year.		(9) From	(10) To		(12) Rate.	(13) Days.	(14) Fraction.	(15) Amount.	
(1)												RS.				RS. A. P.

Total assessment for the month .. ..

(1)	Standard.	Sections, with number and date of sanction.	Number on rolls on the first day of the month.				Number of admissions during the month.	Number of withdrawals during the month.	Number on rolls on the last date of the month.	Average attendance.	Weightage to be added to average attendance in Standards IV and V.	Number of under-aged pupils on rolls.	Number of overstayed (stagnating) pupils on rolls.	Number of pupils admitted without permission in other than admission months.	Net modified average attendance for assessment of grant.
			Scheduled castes.		Others.										
			Boys.	Girls.	Boys.	Girls.									
I	..	..													
II	..	..													
III	..	..													
IV	..	..													
V	..	..													
VI	..	..													
VII	..	..													
VIII	..	..													
Total	..														

Number of teachers eligible with reference to the average attendance :

4. Number of school days.
5. Number of teachers not present at the Teachers' Association meetings.
6. Holidays for the next month.
7. Details of change in accommodation, school hours or holidays, if any, during the month.

Station.

Date.

Signature of Manager.

N.B.— (i) Full particulars should invariably be given of all changes in staff or pay.

(ii) Names are not required in item No. 5. The serial number in the second column should be noted.

(iii) The return for every month should be sent so as to reach the Deputy Inspector or the Sub-Assistant Inspectress, as the case may be, not later than the 15th of the following month.

(iv) Monthly returns received after the prescribed date or inaccurate in figures and information will not be given credit for assessment without a satisfactory explanation from the management.



4. Monthly List of Deposits on behalf of Teachers subscribing to the Provident Fund should be in the following form :—

Account number as in the pass book.	Name of institution Month of	Name of subscriber.	Monthly pay of subscriber.	His contribution.	Manager's contri- bution.	Amount of ad- vance refunded.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.
		Total ..					

5. Forms for Annual Returns are supplied to schools by inspecting officers at the time the returns are called for.

6. The following form is prescribed for the certificates which should accompany applications for educational concessions to children and dependents of Indian soldiers :—

*Form of Certificate which a parent should provide himself with for the grant to his children of educational concessions.*

(Appendix 7 to the Rules for Recognition and Aid, notified in G.O. No. 1903, Education, dated 21st August 1939.)

- (1) Name of child.
- (2) Date of birth of child.
- (3) Marks of identification of child.
- (4) Name of parent (or relation in the case of Marumakkattayam families).
- (5) Date of discharge of parent from the Army.
- (6) Nature of discharge.

*Certificate.*

I certify that the above entries are correct and that entries (5) and (6) agree with the entries in the parent's discharge certificate.

*Signature.*

*Designation.*

*N.B.*—The above certificate should be signed by the Secretary to the District Soldier's Committee or by the Collector of the district, the Divisional Officer, the Tahsildar or the Deputy Tahsildar in charge of the area in which the parent resides.

7. The other forms which have been referred to in the Manual for the teacher's information, e.g., List of Recognized Elementary Schools for Boys and Girls and Bill for Teaching grants, are not required for his actual use; and any teacher who desires to know more about them may refer to the authorities quoted in connection with them in the Manual.

8. Forms which are not prescribed by the rules but are suggested for special purposes have been given in the course of the Manual itself at the respective places.

## APPENDIX 7

## TEACHERS' SERVICE REGISTERS.

*I. Instructions issued by the Director of Public Instruction in Notification No. 430, dated 27th September 1938, Part I-B, Educational, Fort St. George Gazette.*

1. Service Registers for teachers employed in elementary schools under private management will be issued by the District Educational Officers to applicants who possess the qualifications prescribed in paragraph 2 on payment of a fee of annas eight. Applications for such registers must be sent through the Deputy Inspector of Schools in the case of teachers who are, or desire to be, employed in the schools intended for boys and through the Sub-Assistant Inspectress of Schools in the case of girls' schools.

2. Applicants should possess at least the qualifications prescribed by the Madras Educational Rules for admission to a training institution of the Higher Elementary grade. In the case of women teachers and teachers belonging to the Muhammadan community or to the scheduled castes, including converts from those castes to Christianity, they should possess the qualifications prescribed by the Madras Educational Rules for admission to a training institution of the Lower Elementary grade. Applicants with lower qualifications are also eligible for a service register provided they have been exempted by a District Educational Council.

3. The service registers of all teachers in employment must be forwarded by managements immediately on the commencement of such employment to the concerned Deputy Inspector or Sub-Assistant Inspectress for countersignature and return. No grant will be assessed for a teacher unless his service register has been submitted to the Deputy Inspector or Sub-Assistant Inspectress concerned for countersignature provided that such countersignature will not be required where the period of employment is less than a month.

4. The service registers will be retained in the custody of the teachers.

5. The service registers of teachers must be produced for scrutiny on demand by the Inspecting officers of the Education Department or by managers of schools.

6. For the re-issue of a service register after loss, a fee of Re. 1 will be charged.

7. A service register may be withdrawn at any time by the Divisional Inspector in the case of boys' schools and by the Director of Public Instruction in the case of girls' schools on a report from the District Educational Officer in the case of boys' schools and the Inspectress in the case of girls' schools or from the manager of the school, if the teacher's character, conduct or attention to duty is shown to be unsatisfactory. This shall not be done until the teacher has been informed in writing of the charges against him and his explanation obtained.

8. A register of teachers' service registers will be maintained by all District Educational Officers.

9. A register of teachers' service registers countersigned will be maintained by all Deputy Inspectors and Sub-Assistant Inspectresses.

*II. Notes embodied in the Form of Service Register.*

*Note.*—(i) The Service Register is the property of the teacher and must be produced by him whenever demanded by the Inspecting Officers.

(ii) When a Service Register is withdrawn the fact should be noted in the register itself with the signature of the District Educational Officer and the register shall be retained by the District Educational Officer.

(iii) No teacher shall ordinarily leave a school without giving three months' notice to the management and no management shall dispense with the services of a teacher without giving three months' notice to the teacher except for adequate disciplinary reasons approved by the District Educational Officer.

*III. Instructions subsequently issued.*

1. Service Registers should be maintained for all teachers in aided elementary schools, whether they are trained or untrained, assessed for grant or not, probationary, temporary or permanent, class teachers or specialist teachers, except in the case of teacher-managers and honorary teachers.

2. Service Registers should also be maintained for teachers of schools under public management who work in night schools under private managements.

3. Separate Service Registers are not necessary for teachers who work in day and night schools under the same management. Particulars relating to both the schools in which such a teacher works should be shown in a single Service Register.

4. Separate Service Registers should be maintained for teachers who work in day and night schools under different private managements.

5. Applications for Service Registers should be made in the prescribed forms obtainable on request from the officer inspecting the school, and should be accompanied by a treasury receipt for their value at annas eight per register.

6. Every teacher on whose behalf a Service Register is opened is responsible for furnishing correct information regarding his total service on the date of issue of the register.

7. Unless it is specified in the column for special conditions that a teacher's pay and tenure of appointment are subject to, or to the continuance of, the teacher's eligibility for grant, a manager is liable to pay from his own funds the salary of a teacher who is not assessed for grant.

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