CHAPTER IV

EDUCATIONAL ADMINISTRATION OF PRIMARY EDUCATION

PART I : Historical Development of Primary Education Administration from 1854 to 1966

PART II : A Brief View of the Present Administrative Set Up at Different Levels

EDUCATIONAL ADMINISTRATION OF PRIMARY EDUCATION

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PART I

Introduction

This chapter is going to deal with the administration of primary education, and is divided into two parts - Part I is going to discuss the historical development of primary education administration from 1854 58 to 1966, and Part II will give a brief view of the present administrative set up at different levels as to how actually the administrative set-up Primary Education administration work at the centre , state and local levels.

Sources

The following are the main sources from which data for this chapter is derived as : Charter Act of 1813, Wood's Despatch 1854, Report of the Indian Education Commission - 1882, Government Educational Policy - 1904 and 1903, Hartog Committee-1929, Report of Post-War Educational Development in India - 1944, B.G.Kher's Report - 1954, Balwantrai Committee Report - 1957 and Education Commission - 1964-66, Government Publication, Reviews, and concerned and related books to the subject.

Definition and Importance of Primary Education

There is a saying that, 'Well begun is half done,' this suits to primary education, because the entire super-structure

of the educational set up of a nation rests upon primary education. It is on the start that the entire growth, development and enrichment of mental as well as physical potentialities of the child depends. If the child is well looked after at the primary stage, the secondary education automatically gets a success is a natural consequence of the foundation laid.

The Indian Education Commission of 1882 defined Primary education in very specific terms :

'Primafy education be regarded as instruction of the masses through vernacular in such subjects as will be best fitted to them for their position in life, and be not necessarily regarded as a portion of instructions leading upto the universities.'[1]

As in the Government Resolution of 1904, defined elementary education has been ' as the instruction of the masses through the vernacular, in such subjects as will best stimulate the intelligence and fit them for their position in life.'[2]

'Education is the birth right of every individual, and democracy has to guarantee for right of educational opportunities for all irrespective of race, caste, creed and sex etc.'[3]

So primary education is the very basis of mass education and primary education ' is the real foundation of all further

[1]Report of the Indian Education Commission - 1882. Printed by the Superintendent of Government Printing, India, 1883, Calcutta, p.174.

[2]Indian Educational Policy - 1904, Calcutta, Office of the Superintendent, Govt. Printing, India, 1904, p.14.

[3]B.P.Lulla and S.K.Murti : Essential Problems of Indian Education, Laxminarain Agarwal, Agra-3, 1971.p.9.

education and thus requires a very careful consideration and proper attention. If the base is weak, we cannot erect a strong edifice upon it.'[1]

And even the Hartog Committee Report said primary education is a fundamental as a 'national building service', and even our constitutional directive to strive toward universal education of all children between the ages of six and fourteen implies and eight year course.

Before we actually go through the historical development of primary education administration, it is better to know the present pattern or meaning of primary education and its control and or management prevailing at present in the country.

Pattern of (or System) School Classes at the Primary Stages

'The duration of the primary stage during the year was not uniform in all the regions of the country. As in previous years, it was either 5 years (in 12 states and 7 union territories). In Maharashtra, it was 5 years, in Marathawada region and 4 years in other region. In Goa, Daman and Diu, the primary stage was made to consist of classes I - IV instead of classes I - V existing earlier. In State and Union Territories, the system of classes at the primary stage remained the same as in the previous year.'[2]

The scheme of school classes with the names of the classes at primary stage and duration of stages are indicated in the Table

1S.N.Sewak : Current Problems of Indian Education, Punjab Kitab Ghar, Jullunder City, 1964,p.55.

2Report - Education in India - 1965-66, Vol.I, Ministry of Education and Social Welfare, Government of India,971,1973,p.36.

in chapter II on Pattern of Education. The constitutional directive to strive towards universal education of all children between the ages of six and fourteen implies an eight year course. The trend of our five years plans has been to divide it into stages e.g. (1) A five year course comprising of age group of six to eleven, (2) a three year course comprising age group of eleven to fourteen. But this eight years course does not emphasize differentiation between primary and secondary education, the two stages in which the school education is generally divided. The 1944 Sargent Report also recommended the ages of six and fourteen for primary education in 1952-53 Secondary Education Commission suggested the 8 year, junior or middle and in 1964-66 that the Kothari Commission has given a concept of seven year Primary education to be divided into two sub-stages as : (i) Lower primary of four years duration, i.e. comprising of age group six to ten, and (ii) Higher Primary of three years duration - age 11 - 13. Elementary education is another term used for primary education.

Administration and Control of Primary Education

'As in previous years primary schools continued to be managed by the control - government, state governments, local bodies (See secondary education) and private organisation and aided and unaided. Among the states, Government management cent percent in Nagaland, while in Jammu and Kashmir, Madhya Pradesh, Mysore and Punjab. The respective State Governments managed the majority

of primary schools, private aided bodies predominated in Bihar and Kerala. In the remaining nine States local bodies had the lion's share in the management.'[1]

The management-wise distribution of primary schools is given in the Table below :

Table :4.1: 'Number of Primary Schools by Management[2]

Management	1964-66		1965-66	
	Number	Percentage	Number	Percentage
Government	73,950	19.2	75,234	19.2
Local Bodies	2,50,810	65.1	2,53,916	64.9
Private Bodies :				
Aided	55,817	14.5	57,444	14.7
Unaided	4,472	1.2	4,470	1.2
Total	3,85,049	100.0	3,91,064	100.0

Apart from the number of primary schools, many middle, high and higher secondary schools in India have primary classes.

The above table shows that more than 65 percent are management by local bodies in the country.

Periodical Organization of the Chapter

Periodically or historically, this chapter is divided in the following period according to the development of primary education administration from 1854 to 1966.

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[1]Education in India, 1965-66. Vol.I, Report, Ministry of Educatio and Social Welfare, Government of India, Pub. No.971, New Delhi,p.36

[2]Education in India - 1965-66, Vol.I,Report, Ministry of Educatio and Social Welfare, Government of India, No.971, New Delhi, p.38.
Ibid. p.38

(i) Early development, before Wood's Despatch - 1854

(ii) 1854 to 1882 - Wood's Despatch - 1854 to Indian Education Commission - 1882.

(iii) 1882 to 1919 - Indian Education Commission - 1882 to Montagu Chelmsford Reform - 1919

(iv) 1919 to 1966 - Montagu-Chelmsford Reform 19 to Education Commission - 1964-66 (Kothari Commission)

Historical Development of Primary Education Administration

This section is going to deal with the historical development of ~~primary~~ administration of primary education from 1854 to 1966.

(i) Early Development Before Wood's Despatch 1854 : Elementary or primary education had existed since, when man had begun to institutionalise education to recognition of such ~~sch~~ education as a distinctive 'stage' of education in a man's life was a later phenomenon. But the modern system of primary education administration in India existing at present originated with the Charter Act of 1813, under which the East India Company accepted responsibility for the education of India. But 'the concept of universal education of providing a minimum standard of education to every boy and girl is, in India, as old as the first beginning of her civilization. In the educational system evolved by the Vedic Aryans, a fairly long period of education was prescribed for all children, not on all basis of any state legislation the concept of the State itself did not then exist but through the more a religious practice.'[1]

In ancient India education was oral and it aimed at enabling

[1]The Indian Year Book of Education - 1964, Second Year Book-Elementary Education, NCERT, New Delhi, 1964, p. 3.

the child to live a noble and useful life for themselves and the society. The centre shifted from Gurukuls to temples. The main aim of education was to impart knowledge of 3 R's and to teach religion. During the Muslim period mosques became the centresof education for the Muslim children. So primary education of the recognised indigenous types existed in India since the medieval days. Evidently, these were schools of the masses. 'Both the Hindu and the muslim systems of elementary education existed side by side throughout the middle ages; and inspite of the decay caused by the unsettled conditions which prevailed in the country in the seventeen - the end of the eighteen centuryes where the foundations of the modern educational system in India were still fairly vigorous at the opening of the nineteenth century when the foundations of the modern educational system in India were laid by the British administrators.'[1]

During this period Indian rulers or monarchs, both Hindu and Muslim, were great patrons of learning. But their patronage favoured only higher intellectual education. The ordinary man of the rural society was the real patron of the Pathsala and the Maktab. These schools actually belonged to the teacher who secured accommodation, admitted pupils, drew up the school time table and calender to suit his advantage or that of the local community. There was neither any state grants or financial aid nor any state control on education or administrative set up.

[1]The Indian Year Book of Education 1964, Second Year Book - Elementary Education, NCERT, New Delhi, 1964,p.7.

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And when the East India Company occupied this country, it did not find a system of education, but a number of educational institutions established in a well developed national system of both high and elementary institutions.

But the modern system of primary education started by missionaries schools in Madras, Bombay and Bengal, with main objective was to convert the Hindus and the Muslims to christianity. The medium of instruction in these schools was vernacular. The lower classes were attracted towards these schools. 'Their earliest activities were confined mainly to elementary education. Whatever might have been the character of the early missionary schools in general, there is no doubt that they introduced a new educational system in this country.'[1]

The East India Company did not show any interest for the education of the masses. It was only after the Charter Act of 1813 a education Clause 43 was inserted that company was required to spend one lakh of rupees on the education of people of India. The Clause 43 compelled the East India Company to accept responsibility for education of the Indian people, but they have not suggested any policy or agency or official set up) for spending this grant or money. Only the missionary activities were greatly accelerated. A variety of missionary society opened schools in Orissa, Bengal, Travencore, Madras, Bangalore, Surat, Mysore etc. Some of these missionaries were receiving government

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[1] S.N.Mukerji : Education in India - Today and Tomorrow, Acharya Book Depot, Baroda - 1964, p.63.

grants, indicate that the officials of the East Indian Company and missionary had to come to a compromise and neglected the indigenous schools. As J.P.Naik mentioned that 'and missionaries began to land in India in large numbers and establish English should thereby by laying the foundation of the modern educational system.'[1] And due to the lack of direction, policy, method and agencies etc. arise the controversies on the subject on distributing grants. And in a Resolution dated 17th July, 1823 the Governor-General-in-Council appointed a General Committee of Public Instruction, and the grant of lakh of rupees placed at it disposal. But the half-hearted policies of the company did not further the cause of primary education significantly. Only missionary school benefitted.

The problems of Indian education before Wood's Despatch of 1854 dealt by Governor-in-General of Council or Governor or by the Education Boards, Council and Committee established in the British Province.

During this period, each province of the British evolved its own method of dealing with the problems and some of military or civil officers and Indian those were interested in education established e.g. Bengal, General Committee of Public Instruction, Bombay, Bombay Native Education Society, and Madras - Board of Public Instruction. They established the primary schools and their own system of administration and appointed Inspectors and visitors etc. with the help of Government officials e.g. Munro in

[1] S.Nurullah and J.P.Naik : A Student's History of Education in India (1800-1961), Macmillan and Co. Pvt. Ltd., Bombay, 1962, p. 4

Madras (1822-24), Mount Stuart Elphistone in Bombay (1823-25), William Adman in Bengal and Bihar (1833-38), and Thomason in North-Western provinces. All these tackled their educational problems in their own way. These are the pioneer of mass education in this country. But most outstanding work was done by Thomason, try to solve financial matter for primary education. He did the pioneer experiment of levying a cess of one-half percent on land revenue from the Zaminders; and its proceeds were utilized, along with an equal grant from the Government, to established departments of elementary schools. The results were very encouraging - taken all in all, therefore, this was a period of small beginning. The difficulties in the way of the more rapid pace of expansion were twofold.'[1] So during this period not much was done for primary education. There was not established any administrative system, and even on expansion side, in this period government adopted a policy to encourage indigenous elementary schools through the financial help. But these aims were not achieved due to the following reasons :

'(i) adoption of the downward filtration theory as an official policy of Government - so the government not to make any attempt to educating the masses directly, but to concentra their efforts on educating the upper classes only,

(ii) Sources given to the Education Department were meagre.

(iii) Lack of education policy,

(iv) There was not any administrative agency to administrate the primary education.

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[1]The Indian Year Book of Education - 1964 - Second Year Book - Elementary Education, NCERT, 1964, p.11.

(ii) 1854 to 1882 : From Wood's Despatch to Indian Education Commission : For the first time in the history of primary education during the British period a clear-cut policy was declared by Wood's Despatch of 1854. In short, the policy adopted by the despatch was :

(a) To improve the indigenous schools.

(b) To open new Government Schools

(c) To provide grant-in-aid to private agencies.

(d) To adopt vernacular language, as the medium of instruction.

The recommendations are discussed in the following paragraph.

It was already mentioned in the chapters on Pattern of Education, Secondary Education and University Education about the recommendation of Wood's Despatch for establishment of a network of graded schools all over India. At one end of this gradation came university and at the bottom came the indigenous primary schools - suggested instruction through a modern Indian language or English. Also made the recommendation for the creation of Education Department in provinces with Inspectorate staff. And through these education Departments the Despatch proceeds to explain the next of graded schools which the Directors desired to spread all over the country.

Regarding the indigenous systems of schools Munro, Adam and Thomason recommended before the Despatch that, ' It would obviously have been to the best interest of the educational development in the country if these indigenous elementary schools could have

adopted as the foundation of a national system of education and improved through proper guidance and adequate financial aid.'[1]

The same policy regarding indigenous school adopted and made the recommendations as follows :

'At the time, the system for promotion of general education throughout the country, by means of inspection and encouragement of indigenous schools, has laid the foundation of a great advancement in the education of the lower classes, Mr.Thompson ascertained, from statistical information the lamentable state of ignorance in which the people were sunk, while the registration of land, which is necessary under the revenue settlement of the North-Western Province, appeared to him to offer the stimulus of a direct interest for the acquisition of so much knowledge, at least of reading and writing of the simple rules of arithmetic, and of land measurement, as would enable each man to look after his own right.'[2] and 'He therefore, organised a system of encouragement of indigenous schools by means of constant inspection by Zilla and Purgaunah visitors, under the superintendence of a visitor-general ~~of each~~ while at the hea quarters of each tahsilder, a school was established at ~~each~~ the headquarters for the purpose of teaching, reading and writing the vernacular languages. A certain sum is annually alloted to each Zilla for reward of deserving teacher and scholars and attention of the Visitor-General was expressly directed to the preparation of elementary school-books in the vernacular language which are sold through the agency of Zillah and Pargannah visitor.

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[1]The Indian Year Book of Education in India - Second Year Book-Elementary Education, NCERT, 1964,p.10.

[2]M.R.Paranjape : A Source Book of Modern Indian Education (1798-1902), Macmillan and Co. Ltd., Bombay, 1938,(Wood's Despatch, Para 9 p.102.

[3]Ibid., p.102.(Para 3).

Secondly the Despatch rejected the downward filtration theory. As already mentioned previously, it was the official policy regarding education, the Despatch 1854 accepted that 'Attention should now be directed to the consideration if possible still more important, and on which has been hitherto, we are bound to admit, too much neglected, namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name of their own unaided efforts, and we desire to see the active measures of government more specially directed, for future to this object for the attainment of which we are ready to sanction a considerable increase of expenditure.'[1]

The Despatch also suggested that the Department of Education should also start primary school under their supervision and help.

As looking to the above recommendations, 'the Despatch of 1854 had urged the need for extending mass education. It was neither desired that the State would directly provide schools everywhere, but it was hoped that the schools would be improved through state inspection and would receive government grants.'[2] And made the following recommendation regarding grant-in-aid as :

'The system of grant-in-aid, which we propose to establish in India will be based on an entire abstinence from interference

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[1] M.R.Paranjape: A Source Book of Modern Indian Education (1797-1902), Macmillan and Co. Ltd., Bombay 1938 (Wood's Despatch, 1854 - Para 41), p.39.

[2] S.N.Mukerji : History of Education in India (Modern Period), Acharya Book-Depot, Baroda, 1961, p.147.

with the religious instruction conveyed in the school assisted. Aid will be given (so far as the requirements of such particular district, as compared with other, and the funds, at the disposal of government; may render it, possible) to all schools which impart a good secular education, provided that they are under adequate local management (by term - 'local managements we understand one or more persons, such as private patrons, voluntary subscribers, or the trustees of endowments)'.[1]

Regarding the administration of these schools, the Despatch had not suggested or recommended separate systems for primary education, particularly, but for all types of schools, they suggested the creation of the Department of Education with inspection staff and also for the distribution of grants. Various state governments, no doubt framed certain rules, but they were applicable to all types of institutions. For recommending the grant and distribution the grants were done by the Education Department's Inspectors.

Recommendations and implementation about the establishment of Department of Education and Inspection were discussed in detail in chapter III - Part II and chapter VII,

Implementation of the Despatch (1884) Recommendations

According to the recommendations of the Despatch nothing much was done for the mass education - reasons were,

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[1]M.R.Paranjape : A Source Book of Modern Indian Education (1797-1902), Macmillan and Co. Ltd., Bombay, 1938 (Wood's Despatch 1854, Para 53), p.93.

'(i) The advice was not accepted by the officers of the Education Departments, some of them had nothing but contempt for everything Indian, including indigenous education.'[1]

(ii) Educational grants were utilized for the extension of higher education and indigenous schools were considered inefficient.

(iii) Department of Education impose a monthly fee and demand for public scriptions for maintaining schools.' These measures were, however, resented by the people, because of their general poverty. The State system of primary education was also not very popular.'[2]

(iv) Officers' unsympathetic attitude toward indigenous school, they were fairer in establishing new schools, as a means of spreading western knowledge through the medium of the Indian language under their direct control and supervision.

But as early as 1859, another Despatch known as Stanley's Despatch 1859 reserved these orders directed to the local rates should be levied for educational purposes, and observed that the Department should rely mainly on government schools for the spread of mass education.

Because less financial resources were put under the Government and vast country like India to provide grants to indigeneous school is difficult as 'situation was reviewed by the Secretary of State in 1859 it was found that the progress had not been satisfactory, and Lord Dery Despatch declared that : 'On the whole, Her

[1]The Indian Year Book of Education - 1964, Second Year Book-Elementary Education, NCERT, New Delhi, 1964,p.10.

[2]S.N.Mukerji : History of Education in India (Modern Period), Acharya Book Depot, Baroda, 1961,p.147.

Majesty's Government can entertain little doubt that the grant-in-aid system as hitherto in force, is unsuited to supply of vernacular education to the masses of the population; and it appears to them, so far as they have been able to form an opinion that the means of elementary education should be provided by the direct instrumentality of the officers of Government.'[1] And Lord Stanley in 1859 'suggested the abolition of grant-in-aid system for primary education and stressed the need for levying a local educational rate'[2] to defray the cost of primary schools. Obviously, the establishment of local bodies and their association with the administration of education of primary schools follow, as corollary from this order although the Despatch makes no specific reference to them.'[2]

Due to the recommendation conflicting recommendations of both the Despatches give rise to some controversies, because some provincial governments or department of education preferred to follow the instruction of Wood's Despatch 1854 and other like follows the recommendation of Stanley's Despatch 1859. So different provinces had adopted different policies regarding primary education and administration e.g. some states 'encouraged private enterprise through a system of grant-in-aid; and made some government schools as models.'[3]

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[1]Progress of Education in India1897-98, 1901-02, Vol.I, Calcutta:Office of the Superintendent of Government Printing, India, 1904, Para 433, .p.136.

[2]Report of the Committee on the Relationship Between State Government and Local Bodies in the Administration of Primary Education, Ministry of Education, Govt. of India, No. 151, 1954, p. 2

[3]S.N.Mukerji: History of Education in India(Modern Period), Acharya Book Depot, Baroda, 1961, p. 148.

And same other levying local or local taxation according to the recommendations of 1859. And as Stanley's Despatch of 1859 admitted that it was apparently impossible to provide funds for a system of direct instruction and that it was necessary to levy a compulsory local rate for defraying the cost of primary education.

As a result of this recommendation as described in the Review in 1897-98 - 1901-02 that, 'the general revenue or recourse of the country could not afford large grants for educational purposes or found for local needs. Recourse was then had to local taxation. Municipalities created in all large and many small towns with the power of levying local cess and Acts were passed authorizing the levy of a cess on the land to be - to local improvement in rural areas. Funds were thus secured both for the maintenance of state schools and for the grant of aid to indigenous schools. The municipal Act of 1868. But it was not until same years later that Municipal funds were devoted to any considerable extent to education purposes. The rural Acts had a greater and more immediate effect on educational expenditure.'[1] And in 1870 Lord Mayo introduced the system of administrative decentralization under which the provincial government were made responsibl for all expenditure on certain services - inclusive of education- further about the implementation of these changes and result

[1]Progress of Education in India 1897-98 - 1901-02. Calcutta: Office of the Superintendent of Government of Printing, India, 1904,p.137.

were discussed in chapter III in Part III on local level.

(iii) 1882 - 1919 : From Indian Education Commission to Montagu-Chelmsford Reform - 1919 :

So from 1854 to 1882, there were two opinions in regard to to provision of administration of primary education. The one school favoured the continuance of voluntary efforts, while the other favoured the establishment of public schools maintained by adhoc bodies set up by the government, so due to these controversies, the different developments, therefore, occured in different provinces. And also 'during the period the management of state schools and the grant of state did to private schools remained generally under the direct superintendenc of government officials, although Municipal Corporations undertook a part of the work in the towns. This condition of affairs was altered in pursuance of Lord Ripon's policy of Local Self Government.'[1] All these controversities about control and administration were tackled in the (i) Indian Education Commission 1882 gave particular emphasis to the development of primary education very greatly. It made one radical recommendations that the control and administration of primary education should be transferred to local bodies - District Council in rural areas and the Municipalities Boards in urban areas - recommendations and implementation regarding control and administration of primary education through local bodies

[1]Progress of Education in India 1897-98, 190-62, Vol.I: Calcutta, Office of the Superintendent of Government Printing, India, 1904, p.137.

and Lord Ripon's policy of Local Self Government were discussed in detail in Chapter III in Part III on Educational Administration at Local Level.(ii) Regarding the encouragement on indigenous schools the Commission recommended as follows :

Definition of Indigenous Schools : Defining an indigenous schools as one established or conducted by natives of India on native methods, we recommend that -

(1) All indigenous schools, whether high or low, be recognised and encouraged, if they serve any purpose of secular education whatso ever.

(2) The best practicable methods of encouraging indigenous schools of a high order, and devising recognition be ascertained by the education departments in commission with Pandits, Maulavis, and other interested in the subject;

(3) Preference be given to that system which regulates the aid given mainly according to the result of examinations.

(4) Indigenous schools, receiving aid be inspected in situ, and, as far as possible, the examinations for their grants-in-aid be conducted in situ.

(5) Aided indigenous schools, not regisbeered as special schools, be understood to be open to all classes and castes of the community, special aid being, if necessary, assignable on on account of low caste pupils.

(6) Such a proportion between special and other elementary indigenous schools be maintained in each town and district, as to ensure a proportionate provision for the education of

all classes.

(7) Where Municipal and Local Boards exist, the registration, supervision, and encouragement of indigenous elementary schools, whether aided or unaided, be entrusted to such boards; provided that the boards shall not interfere in any way with such schools as do not desire to receive aid to be subject to supervision of the boards.

(8) The aid given to elementary indigenous schools be a charge against the funds at the disposal of local and municipal boards where such exist, and every indigenous schools, which is registered for aid, receive from such boards.

(9) Such boards be required to give elementary indigenous schools free play and development, and to establish fresh schools of their own only where the preferable alternative of aiding suitable indigenous schools cannot be adopted.

(10) The local inspecting officers be ex-officio members of municipal or district school boards.

(11) The officers of the Education Department to keep lists of all elementary indigenous schools, and assist the boards in selecting schools to be registered to aid and in securing a proportionate provision of education for all classes of the community.'[1]

The above mentioned recommendations were unfortunate that except for adoption of 'payment by result', other recommendations

[1]Report of the Indian Education Commission - 1882, Printed by the Superintendent of Government Printing, India, 1883, Calcutta, pp.78-79.

of the commission were not generally adhered to. Consequently the indigenous schools languished outside the official system of education, some completely absorbed in the system of board schools after being divested of their indigenous character or disappeared almost completely by about 1900.

And about the downward filtration theory, the view adopted by the Wood's Despatch of 1854, and more emphatically, by the commission of 1882 also as pointed out that or suggested that.

(1) 'Primary education, be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading upto the university.

(2) The upper primary and lower examinations be not made compulsory in any province.

(3) While every branch of education can justly claim the fostering care of the state, it is desirable, in the present circumstances of the country to declare the elementary education of the masses, its provision, extension and improvement; to be that part of the educational system to which the strenuous efforts of the state should now be directed in a still larger measure than heretofore.

(4) An attempt be made to secure a full possible provision for an extension of primary education by legislation suited to the circumstances of each province.'[1]

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[1]Report of the Indian Education Commission - 1882. Printed by the Superintendent of Government Printing, India, 1882, Calcutta, p.174.

Implementation of the Recommendations of the Commission - 1882

As mentioned previously that the policy of 1854 and the recommendations Stanley's Despatch - 1859 created controversies regarding grant-in-aid, so the recommendations of the Despatch of 1854 had not been implemented in all the provinces, the reasons e.g. 'the questions of government attitude to indigenous schools, imposition of education cess or tax, primary education education's claim to state finances and the status of the missionaries caused conflicts.'[1] To overcome the problems the commission suggested the above mentioned recommendations. (See local level also).

I, Legislation of Primary Education : According to the recommendations of the Commission in 1882, Lord Ripon took a very important step in the form of introducing a real element of Local Self Government in the local bodies which had been formerly Lord Mayo Decentration Acts official committees full of Government nominees and presided over by official chairman. So two important Acts were passed by Lord Ripon's e.g. The Minicipal Act and the Local-Self-Government Act. These Act introduced Self-Government in India on the lines of the British system of County Council and Rural District Boards (See Chapter III, Part III Local Level in detail)

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[1] ~~Report of the Indian Education Commission --- 1882, Printed by the Superintendent of Government Printing, India, 1882, Calcutta~~ J.P.Benerjee : Education in India - Past : Present : Future, Vol. I. Sm.S.Choudhary, Chakravorti, Para,P.O.Haltu, Bengal, 1974,p.176.

And it was to these newly constituted bodies according to Acts, that the responsibility for primary education was transferred in keeping with the recommendations of the Indian Education Commission. Rules were also framed in almost all provinces, fixing the minimum percentages of their total income that the local bodies were expected to spend on primary education. But there was, however, be it noted, that extent of the transfer of control to local bodies varied from state to state, but it was decided that local bodies should not spend any money on higher education till the claims of primary education were fully satisfied because commission condemned the policy of downward filtration theory.

Though these recommendations, the primary education was declared to be obligatory duty of local Boards and Municipal Boards of Council in rural areas in urban areas through legislation.

2. The Commission suggested that the measure should be taken for the encouragement but except for adoption of payment by result other recommendations were not generally adhered to. This led to their decay, and by the end of the century most of them were, either completely absorbed in the system of board schools after being diverted of their indigenous character, or completely wiped out of existance at the end of 1900. This method of payment by result was abolished in 1906.

Inspite of these few weaknesses, the fact remained that the ~~local~~ real beginning of modern primary education in India was heralded by the Commission of 1882 the fact remain that the administration of primary education was decentralised and local control was established, there is, of course, no denying that adequate resources were not available. And whatever available, they were spend on secondary and higher education, and primary education had to strave (for more detail see Ch.III, Part III /Local Level).

Lord Curzon's administration pursued a general policy of qualitative improvement through administrative control. 'But for primary education he emphasized expansion side by side with improvement. On the first of the issue, held the view (a) that the need for expansion of primary education was greater than that any time in past. (b) That the expansion of primary education had always been slow and if anything, the pace of expension had become slower still that since 1882; and (c) that the principal cause of the slow progress of primary education was the inadequacy fronts from Government funds. He therefore, sanction large non-recurring grants to primary education.'[1] This central government grants enabled the provincial governments to increase their grants to local boards, And also Lord's Curzon's administration abandoned the system of payment by results to improve the quality of primary education.

[1] S.Nurullah and J.P.Naik : A Students' History of Education in India (1800-1961), Macmillan and Co., Ltd., Bombay, 1962, pp. 228-29.

Although efficiency was Lord Curzon's battle cry, the authority of local bodies was not substantially curtailed. But the responsibility and initiative of the State was much increased. And even the National Movement and Gokhale's Primary Education Bill of 1910 demand free and compulsory primary education etc. laid to the reform of 1919. During this period, with the creation of the Central Department of Education, the activities of government were also accelerated. But no administrative measure was taken to improve primary education administration.

(iv) 1919 to 1966 : From Montagu-Chelmsford Reform 1919 to Education Commission - 1964-66 (Kothari Commission) :

The Montford Reforms introduced duble rule in provincial administration. The Reforms entrusted primary education entirely to local bodies and large powers of control over primary education were transferred to the newly constituted local bodies.' This transfer, it may be pointed out, was very different, both in extent and character, from the transfer of control made on the recommendations of the Indian Education Commission - 1882. In earlier case, the transfer of control was mostly an act of administrative decentralisation. The local bodies of this period were neither fully democratic nor autonomous. In the beginning, these were no elections and all members were nominated. Later on, elections were introduced, but the elected members were in minority. When in course of time, these were given the majority.'[1] (Administration and control over primary education

[1]The Indian Year Book of Education - 1964, Second Year Book: Elementary Education, NCERT, New Delhi, 1964, p. 25.

through local bodies were discussed in detail in chapter III Part III on Local Level or Authority). The control or administration of primary education shifted from the centre to the province. And the year 1921 is a significant landmark in the history of elementary education in India. It was in this year that control of primary education was transferred to Indian ministers who were responsible to a legislature with a large elected majority. It became possible to pass a series of compulsory primary education Acts in the different provincial legislatures between 1918 to 1930 (given in detail in chapter Local Level).

These Acts transferred large administrative powers to local authorities regarding primary education. As described by J.P. Naik :

'(i) These Acts transferred large powers of administration and control over primary education to the local authorities, i.e. to the local Self-government institution which were entrusted with the responsibility of making adequate provision for primary education in their areas.

(ii) All the Acts made it a duty of the local authorities to study the needs of their areas and to prepare schemes for the expansion and development of primary education within their jurisdiction.

(iii) In all the Acts, the initiative in the matter of introducing compulsion is left with the local authorities; and in some Acts, as in Bombay, power is reserved to government in certain circumstanc

to take the initiative in producing and enforcing compulsory education.

(iv) In all provinces, the local authorities are given the power to levy an educational cess in order to meet their own share of the cost of providing primary education, whether on a compulsory or on a voluntary basis.

(v) In all provinces, government undertakes to assist the local authorities financially in order to enable them to introduce compulsory education.

(vi) The age of compulsion for elementary education varies from province to province. In provinces with a four years' course, it is generally fixed at 6 to 10 except in the Punjab where the optional age - period of 7 to 11 is also provided, on the other hand, in provinces with a five years' course, the age of compulsion is generally fixed at 6 to 11.

(vii) The Acts make provision for presecuting parents for failure to send their children to school, and all Acts, except those of Madras, penalise the employment of children within the age period of compulsion in areas where compulsory education is enforced.'[1]

These Acts transferred large powers to local authorities. They were asked to provide primary education. The duty of the local authority was to study needs and prepare schemes. The initiative to introduce compulsion was left with the local bodies who were nearest to the people. They were given powers to levy education cess. The government undertook to assist the

[1] S.Nurullah and J.P.Naik : A Students' History of Education in India (1800-1961), Macmillan and Co., Bombay, 1962, p.301.

the local bodies. The age of compulsion differed from province to province - 6 to 10 or 6 to 11 or 7 to 10. Almost all the acts include specific enforcement clauses. The constitution of local self government bodies was de liberalised and they were vested with additional powers of taxation Administrative power, those transferred to the local authorities to administrate the primary education in 1882, 'the circumstances of the transfer during the present period were, however, very different. Under the Montagu-Chelmsford Report; the local bodies were wholly recognized. They had a fairly broad-based franchise and large elected majorities.'[1] (For detail see chapter III - Part III on local level (or authorities).

According to this Act also dual control - local authorities and Department of Education regarding the administration of primary education was were the same as before : e.g. 'the important post of president or chairman was made non-elective and was held by government-officers in their ex-officio capacity (e.g. the collector or Deputy Commissioner was the ex-officio President or Chairman of the District Board or Council.) Moreover, inspection of elementary schools were done by Government officers (Deputy/ Assistant Inspector), and District Education Officers, who acted as Secretaries of local bodies exercised very large administrative powers.'[2] And on the other side, 'The local bodies were, therefore, concerned with only a few matters of policy; and even in the making of such policies, the officials of the Department had a

[1]The Indian Year Book of Education - 1964 - Second Year Book-Elementary Education, NCERT, New Delhi, 1964,p.25.

[2]Ibid., p.24.

a large voice and their advice was usually sought and accepted by the non-official members. The Education Department, therefore, did not lose much when the so-called 'transfer' of elementary education to local bodies took place after 1822.'[1]

Already a mention was made in Chapter III, Part II about the Government of India Act - 1921. According to this Act, education was divided into two parts 'Reserved' and 'Transferred'. Education should be provincial subject and transferred to the control of the Indian Ministers. And as mentioned in the Montague-Chelmsford Report it was suggested that the 'guiding principle should be to include in the transferred list those departments which afford most opportunity for local knowledge and social service, those in which Indians have shown themselves to be keenly interested, Those in which mistakes may occur though serious, would not be irremediable, and those which stand most in need of development.'[2] And as commented by Prem Kirpal, that, 'In pursuance of this principal, it was but natural to expect that education would be classed as a transferred subject, although one does not feel very happy to be told that mistakes in education are not really very important.'[3] It was, therefore, decided to transfer the local authorities dealing with primary education administration to Indian Ministers under 'transfer subject'. But under this arrangement administration of primary education was not free from dual control as described in the Progress of Education 1922-27 that, 'In each province the Director of Instruction is the

[1]The Indian Year Book of Education 1964; Second Year Book - Elementary Education, NCERT, New Delhi, 1964, p.25.

[2]Montague-Chelmsford Report - Para 238, as quoted by : Prem Kirpal (Editor): Educational Studies and Investigation; Vol.I. NCERT, No.565, p.7.

[3]Ibid.p.7.

administrative head of the Department of Education and as already stated acts ~~as~~ as an adviser to Education Minister. He controls the inspecting staff and the teaching staff of government institutions and is generally responsible for the right allotment of grants and for the enforcement of educational ~~measurement~~ rules and regulations; in these matters he acts as the agent of the provincial government and in all important affairs, he has to secure the approval of the local government. His proposals to the local government are made through one of the secretaries to the government, who is ordinarily a member of the Indian Civil Service.'[1]

So after the Reform Report primary education administration was largely in the hands of the local bodies who were responsible for provision, maintenance and aid of both primary and middle vernacular schools. In addition to these they were also empowered to grant recognition to private or voluntary primary schools.

Administration and Control : During the years 1918 to 1920 the Government of India were busy formulating of India Act, passed in 1918, During these years the provincial governments in India felt the need for universal education and passed measures giving powers to the local authorities to introduce a compulsory system of primary education in their respective areas though these Acts (See Chapter III, Part III) differed in different provinces with regard to the power and control given to the local authoritie

[1]Progress of Education in India - 1922-27, Ninth Quinquennial Review, Vol.I, Calcutta : Government of India, Central Publication Board, 1929, p.17.

the control over primary education was transferred to the local bodies, e.g., District or Municipal Boards or ad hoc bodies like the ~~distinct~~ district education council.

Since 1928, all the powers, duties and function of the local bodies in regard to educational matters of these boards, the Education Committees consisted of members elected by the board and a few nominees of the government. The chairman was elected from among the members of the committee. Secretary of the Board or Deputy Inspector of schools was to be the Secretary of the Committee.

The local educational authorities were to maintain and provide middle varnacular and primary schools, and gave grants in aid to privately managed schools. They had under their control teachers' appointment, leave and salary subject to the rules laid down by the government.

All primary schools were inspected by subordinate inspecting staff of education Department.

The Reform fail~~ed~~ to produce the satisfactory result to introduce compulsion and even there are so many other reasons of failure of local bodies in the administration of primary education, one of the reasons was that Mahatma Gandhi launched his movement of non-cooperation with the Government and Indian Ministry resigned. Other reasons are discussed in detail in chapter III - Part III.

Even the financial limitation and difficulties of the Indian Ministers for education did the best of the situation, and expansion

of primary education was very rapid. The following statistics tell in the table.

Table :4.2: General Results[1]

	1921-22	1926-27
1. Number of Primary Schools	1,55,017	1,84,829
2. Number of pupils in primary schools	61,09,752	80,17,923
3. Expenditure on primary education (Direct)	4,94,68,080	6,75,14,802

During this period more expansion of primary education took place in the urban areas, more attention was paid and more money spent in urban areas comparatively in rural areas.

Hartog Committee - 1929

Hartog Committee criticised devolution of authority to local bodies regarding primary education, and drew attention to the problems of rural areas and backward areas, unsatisfactorily distribution of schools. It condemned hasty expansion and recommended consolidation and improvement. The committee also thought there had been excessive devolution of authority as given in J.P.Naik :

'The devaluation of authority in primary education to local bodies has been excessive. Primary education is a subject of national importance and hence it is the duty of government to assume necessary powers of control and improve the efficiency.[2]

[1] S.Nurullah and J.P.Naik : A Students' History of Education in India - (1800-1961), Macmillan and Co., Bombay, 1962, p.302.

[2] Ibid., p.304.

And the committee, therefore, recommended that suitable check would have to be imposed upon the local bodies and that large powers would have to be assumed by the provincial governments as said below :

'We have not suggested, nor do we suggest, that the responsibilities of Ministers in the provinces should be reduced. On the contrary, we are of the opinion that they have been reduced too much already by a devolution on local bodies which has taken the control of primary education to a large extent out of their hands with unfortunate results. The relation between provincial government and local bodies demand further consideration and adjustment. Under recent legislature, powers have been devolved on local bodies in such a way that the Ministers responsible to the legislature have no effective contr vested on the expenditure of money ~~voted~~ for mass education; and some cases, owing to inadequate inspection, they have little information as to the results of that expenditure. It is clear that the new factor of ministerial responsibility has been taken sufficiently into account.'[1] As stated about no basic changes were made in the pattern of administration of primary only the induction of provincial Autonomy in 1937, under the Government of India Act 1935, removed the handicap under which the Indian Ministers had to function in dyarchy. The provincial list included all other matters related with, with the province, the division between reserved and transferred subjects was abolished And the larger powers, financial and administrative regarding

[1]Report of Indian Statutory Commission - Interm Report of the Indian Statutory Commission - 1929, Calcutta: Govt. of India, Cent: Publication Branch - 1929, pp. 346-47.

education were placed in the disposal under Congress Minister. It was, therefore, hoped that education as a whole, and elementary education in particular would make more rapid progress; And almost every province prepared programmes for large scale expansion of primary education and increased the allocation of funds. But this ministries resigned in 1939. And upto 1945, Governments functioned in the provinces and their responsibility was restricted merely to continuing and maintaining the programmes already started. So after 1935 no basic change was made in the pattern of administration primary education under provincial autonomy, with the exception of some amendment acts passed in various legislatures. Some attempts were made in this period to modify and limit the powers given to local bodies under dyarch e.g. 'In Bombay Primary Education Act of 1923 was amended in 1938 and powers of inspection were taken over fully by the Government.. (According to Hartog Committee recommendation). The Administrative officer, who functioned as the Secretary of the District School Board, was made a government servant. The power of appointing and transferring teachers was withdrawn from the School Board, and vested in administrative officer; and government assumed right to give specific directives to the School Boards on any matter it felt essential.'[1]

With the attainment of independence in 1947, the same pattern of primary education was continued. Even the new Constitution of India in 1950 'did not envisage an overall

[1]The Indian Year Book of Education - 1964, Second Year Book-Elementary Education, NCERT, 1964,p.29.

change in the administrative policy of education in the country and education continues to be the prime responsibility of State Governments. Education is, however, administered by three distinct bodies, viz.,

(1) Central Government
(2) State Government, and
(3) Local Bodies.'[1]

Under the Constitution, adopted in India in 1950, as mentioned in chapter III that, education has been made a state subject that is to say, 'that State Governments are responsible for the administration and finance of education at all levels in their respective states areas. This is true so far a secondary and university education and other fields of education are concerned. But regarding 'Primary education, the responsibility is not of the State government only but the governments at all levels i.e. of the Central Government, State Government and Local Bodies and other authorities also. This would be clear if Article 45 of the Constitution is read in the context of the Article 36 and Article 12 of Part III of the Constitution which would show that the word 'State' as used in the Article 45 includes 'The Government and Parliament of India, the government and legislature of each of the States and all local or other authorities within the territory of India or under the central control of India.'[2] So Constitutionally primary education is the responsibility of government at all levels . Part II of this chapter will be dealing with the administration of Primary

[1] S.N.Mukerji : History of Education in India (Modern Period), Acharya Book Depot, 1962, p. 265.

[2] S.N.Mukerji : (Editor), Administration of Education in India, Acharya Book Depot, Baroda, 1962, p. 153.

Education at different level, their responsibilities and functions in detail.

After Independence two committees were appointed to define the exact rate of the local authorities in education due to the different tradition was prevailing in the British India province and the princely states. With these two different traditions naturally the local bodies could function as efficiently to administrate the primary education. So B.G.Kher was appointed in 1954, to define the relationship between State Governments and local Bodies in the administration of Primary Education. The Committee suggested that, so far as urban area is concerned, municipalities are responsible for the administration of primary education. In rural areas a two-tier system of administering primary education prevails and the district is the principal unit and the taluka is lower unit (For details see the Chapter III - Part III Local Level).

And in 1957, the Balwantrai Mehta Committee suggested the three-tier system for rural e.g. Zilla Parishad at district level, Panchayat Samiti at Taluka level and Village Panchayat at village level - the recommendations and their implementations were discussed in detail in chapter III - Part III. Even the recommendations of the Education Commission 1964-66 (Kothari) regarding the administration of Primary Education are given in Chapter III in Part III.

The next section is going to discuss the present system of primary education administration at different levels - central, state and local level.

PART II

EDUCATIONAL ADMINISTRATION OF PRIMARY EDUCATION AT DIFFERENT LEVEL AT PRESENT

Introduction

The Part II is going to deal with the present set-up of educational administration of primary education at different levels i.e. at Central, State and Local level. As already described in Chapter III - Part II in Section II that administrative control over primary education was delegated to local bodies or authorities. But constitutionally primary education is the responsibility of government at all levels. Eventhough under the Constitution, education has been a State subject, the same Constitution specially directed that Universal Compulsory Primary Education must be achieved within a specified time period. Due to such a vital responsibility, local bodies cannot shoulder alone, such big responsibility. So the responsibility of primary education administration in the country rest with Central, State and Local bodies.

Administration of primary education at local is already discussed in chapter III - Part II in Section II in detail, the following paragraphs will discuss the administrative set-up at central and state level, their authorities and functions etc.

Central Level

Union Ministry of Education provides the 'leadership, guidance and advice to the State Government, local bodies in the field of primary education and the (plan) and to co-ordinate the

scheme of improvement and expansion of different States,'[1] the Government of India discharge these responsibilities in primary education through Ministry of Education and through advisory bodies.

'The Government of India had appointed a special advisor (Primary education) who is in charge of this division in the Education Ministry. The Education Secretary also directly supervises the work done in this Division.'[2]

Advisory Bodies : There are two important advisory bodies related to primary education are : (i) The Central Advisory Board of Education - the CABE has one standing Committee on Elementary Education which reviews, examines and reports on issues coming before the Board in respect of primary education and other body is (ii) All-India Council for Elementary Education (AICEE) set up in 1957, its main functions give expert advice to central Government regarding primary education.

The purpose of establishment, constitution, functions etc. are discussed in detail in chapter VIII on Advisory Bodies.

But excepting the centrally administered territories, the Central Government is no where directly responsible for management, administration and control of primary education.

State Level

Primary Education is distinctively a State subject. The State Government, has wide responsibility in respect of primary education in every state viz., 'defining a policy, legislation, responsibility

[1] S.N.Mukerji (Editor): Administration of Education in India, Acharya Book Depot, Baroda, p.154.

[2] Ibid., p.154.

to legislature evolving an educational pattern etc.'[1] It has larger control on administration of primary education. It exercises control and supervision through the State Department of Education - it carried out the administrative duties through the District Educational Inspector and Deputy Educational Inspector and Assistant Deputy Educational Inspector under the Director of Education. He is the permanent administrative head of the Education Department.

There are some of the States in which there are Primary Education Boards to advise, the State Education Department on all matters regarding formulation of educational policy regarding primary education enforcement of the State Law on Compulsory Primary Education. The establishment, composition and functions etc. are discussed inch chapter VIIIth on Advisory Bodies.

State Department of Education : The State Department of Education exercise the administrative control and supervision on primary education through their subordinate staff as mentioned above as following ways :

'(i) Recognition of private schools,

(ii) Prescription of curricula, framing syllabi and sanctioning of text-books,

(iii) Fixing hours of instruction,

(iv) Training of teachers,

(v) Preparation of Schemes of Compulsion

(vi) General Control of local bodies, and

(vii) Deciding appeals of school teachers, etc.[2]

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[1] S.N.Mukerji : Secondary School Administration, Acharya Book Depot, Baroda, 1963, p.32.

[2] S.N.Mukerji: Secondary School Administration, (Its Principles and Functions in India,) Acharya Book Depot, Baroda, 1963, p.32.

As already mentioned earlier the State Department of Education has two wings as : (i) The State Secretariate, which is a policy making and an applelate body and the other is the (ii) Directorate of Education, which is an executive body and implement the State policy regarding primary education. It is, in fact, a connecting lunk between hundreds of educational institutions in the State and Government. It keeps government well informed about the development of education and people's opinion etc. The establishment, staff and functions of the Secretary and Director of Education are already discussed in chapter III - Part II in Section II on administration at State level.

The Deputy Director of Education is incharge of the administration of primary education in the State, he exercises the control over primary education (Local authorities) through the District Educational Inspector (D.E.I.) and Deputy Educational Inspectors and Assistant Deputy Educational Inspecto in the following way.

1. The District Education Inspectors : The Deputy Education Inspectors and Assistant Deputy Education Inspectors are mainly responsible for inspecting, controlling and administering primary schools in the district, but still the District Education Inspectors exercise control on primary education in following :-

'(i) Election of Chairman and ~~Vice-chancellor~~ Vice-chairman of the District Boards.

(ii) Boards Meetings,

(iii) Power of Supervision or inspect any improvable property occupied for any purpose connected with primary by a school boards,

(iv) Selection of staff - he is a member of District and municipal school boards, stall election Committee, which selects candidates for appointments - Assistant Administrative Officers, supervision and teacher etc.

(v) Power to decide appeal against attendance order,

(vi) Power of appointing member of primary school Panchayat

(vii) The members of primary school panchayat are also nominated by the District Inspector of Education.'[1]

(vii) He also supervises and controls the primary teachers' training institutions in the district.

Other functions of the D.I.E. are discussed in detail in chapter VII.

The Deputy Education Inspectors and Assistant Education Inspectors are mainly responsible for inspecting and controlling the primary schools in the district.

2. Deputy Education Inspectors: Have to perform the following functions regarding primary education schools as -

'(i) To be responsible for ~~agging~~ arranging the inspection of all approved school in the district;

(ii) frequently visit areas backward in education and make his suggestion from time-to-time to the School Board concerned.

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[1]D.M.Desai : Administration and Control of Planning of Primary Education, Acharya Book Depot, Baroda, 1956, p.51.

(iii) Submit to the school Board concerned his recommendations regarding the recognition or withdrawal of recognition of a private primary school.

(iv) Forward to the administrative officers concerned the inspection reports submitted by the A.D.E.I. under him for approved schools under them - detail reports on individual teachers serving in schools conducted by the School Board and inspected by the Assistant Deputy Educational Inspector and make such remarks or suggestions as they consider necessary for the proper administration, management and control of such schools for the improvement in the efficiency or standard of work of such teachers.

(v) Hold conferences of primary school teachers in different areas of the district for improving the quality of work, explaining them the new ideology or methodology.

(vi) Be responsible for collecting the annual statistical and other information about approved private schools;

(vii) Write annual report on the progress of primary education in the district.'[1]

(viii) Other work assigned by Director of Education or the Educational Inspector regarding primary education

3. Assistant Deputy Education Inspector : He is the very important officer, as far as the control and supervision of primary education in the state and he plays very important role in improving the range of quality of primary education. The deputies' or functions, he have to perform as follows :

(i) Inspect every year all approved private schools and such public schools in his areas, submit his report on the work, attendance and administration to the Deputy Educational Inspector.

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[1]D.M.Desai : Administration and Control of Primary Education, Planning of Acharya Book Depot, Baroda, 1956, p.54.

(ii) Check the accounts, assess the grant-in-aid admissible to approved private schools in his areas, and send the report to the Deputy Educational Inspector along with the inspection report on such schools, a statement showing the details of the grant-in-aid assessed by him;

(iii) pay surprise visits to every approved school in his area at least once a year in addition to the annual inspection;

(iv) 'Visit and inspect new primary schools seeking recognition or grant-in-aid for the first time and submit his Inspection report on the schools together with his recommendations as regards the approval of and grant-in-aid to such school to Deputy Education Inspector.

(v) While on tour, arrange for interview with the Municipal or village school committees, as the case may be, discuss with them the requirements of the school and need for the expansion of primary education.

(vi) Do such other work connected with primary education as may be entrusted to him by the Deputy Educational Inspector.'[1]

As discussed above in brief, the functions of inspectorate in each district regarding primary school, these functions are pertaining more to supervision and control as the primary schools administration is in hand of the Education Committee of the Zilla Parishads or the Municipal Boards or Nagar Panchayats.

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[1]D.M.Desai : Administration and Control of Planning of Primary Education, Acharya Book Depot, Baroda, 1956,p.55.