

CHAPTER VII

***** INSPECTION OF SCHOOLS

- PART I : Introduction and Historical Background
- PART : : The Present Set-up of Inspection
System in India

INSPECTION OF SCHOOL

PART I

=====

Introduction

As the Kothari Commission has pointed out, 'Supervision is, in a sense, the backbone of educational improvement.'¹ And also there is a growing awareness of the vital role that healthy school inspection plays in educational development of a country on sound lines, and earnest desire, to remove its outstanding defects as speedily as possible is felt time-to-time and it was shaped and suggested improvement through the recommendations of Commissions and committees from 1854 to 1966. And existing system of educational inspection in the country has slowly grown during the last one hundred years.

The inspection of schools or educational institution generally started when a central state agency begins financing education. It has to take care that public money sanctioned for educational institutions is utilized properly. This responsibility is generally entrusted to its agencies; viz., the inspectors. The inspectors had to see that the grants given were properly spent and the standards were properly maintained.

~~The importance of inspection is to exercise a careful watch over private aided effort, so that public money is not~~

¹Report of the Education Commission - 1964-66, Ministry of Education, Government of India, New Delhi, 1966, p.264.

The importance of inspection is to exercise a careful watch over private aided effort, so that public money is not misused, a particular level of efficiency is maintained, the quality of instruction is taken care of and the school system can keep to certain norms and standards. Thus, eventually, the importance of inspection is to maintain high standards, and guiding, helping and encouraging teachers in improving the classroom practice under inspection.

Definition

Inspection-in-the

The control through inspection fund and mutually aims at guiding the teachers in administrative, academic, non-academic and professional task of the teacher.

Definition

Inspection in the broadest sense of the term includes supervision, guidance, direction and control,¹ in educational institution. In schools, the inspector is the main coordinating authority so far as the school system is concerned. He has to make changes in organisation and administration fulfil so as to fulfil the aims.

To fulfil the above mentioned objectives the inspection system had set-up in the country, its origin in the country through the recommendations of the Wood's Despatch in 1854, which is going to be discussed in the Historical background section.

This chapter is going to deal with the Inspection or

¹Dolly Mehra : (Dissertation) - M.Ed.), A Study of the System of Supervision and Inspection Schools in International Perspective, M.S. University of Baroda, 1973, p.3.

educational Inspection system. The chapter is divided into two Sections or Parts as follows.

- I : Historical Development of Inspection System; and Part
- II : with the actual Inspection system, set up at present in the Country.

Sources

The main sources of data collected for this chapter are the reports, e.g. the Wood's Despatch (1854), the Indian Education Commission (1882), the Calcutta University Commission (1917-1919), Secondary Education Commission (1952-53), Kothari Commission (1964-66), Indian Educational Policies (1904, 1913), Review, Government Publications, Reports of the different Committees and important books related to the subject.

Periodical Organisation of the Chapters

Periodically this chapter is divided into the below mentioned periods, according to the present system of Educational Inspection gradually developed. They are as the following :

- (i) 1813 to 1854 : From the Charter Act of (1813) to the Wood's Despatch (1854).
- (ii) 1854 to 1904 : From the Wood's Despatch (1854) to Indian Educational Policy (1904).
- (iii) 1904 to 1952-53 : From Indian Educational Policy (1904) to the Secondary Education Commission (1952-53)
- (iv) 1953 to 1964-66 : From the Secondary Education Commission to the Education Commission (1964-66).

Historical Background

The following sections are going to deal with the historical development of the Inspection system according to above mentioned periodical organisation.

Introduction

To have a correct perspective of the system it should be necessary to trace the origin and development of inspection in India. In the beginning of the introduction of the schools there were no formal agencies to inspect and supervise them. As stated earlier that a State administrative machinery of the modern type did not exist to control the educational institution. Before the British rule in India, even though royal patrons built universities and other educational institution, and liberal grant and donation were given for the promotion of education. But they neither claimed any authority or inspection of these educational institutions over them nor interfered with their management. Similarly in the earlier period of the British rule, the East India Company had not accepted the responsibility of educating the people of India. Even in England such a responsibility was not accepted by the British Parliament. This explains why a private body was selected in India as the principal agency to provide, aid, supervise and control educational institutions. Only at the renewal of the Charter Act of 1813, a sum of one lakh of rupees was granted for education, which is the turning point in the history of

Indian education.

I - From Charter Act of 1813 to Wood's Despatch 1854 -
1813 to 1854

As already mentioned one lakh of rupees sanctioned for education in the Charter Act of 1813 were not spent on education upto 1823. Only when in a Resolution dated 17th July 1823, the Governor-General-in-Council appointed a general committee of public instruction for the Bengal Presidency... The grant of one lakh of rupees provided by the Charter Act of 1813 was also placed at the disposal of the Committee.¹ And gradually the grant for education increased from one lakh to ten lakhs of rupees upto 1833, and side by side the work of organising a state system of education inspection was begun almost simultaneously in all the presidencies before the recommendations of the Wood's Despatch of 1854.

In the beginning of the introduction of the schools there were no formal agencies to inspect and supervise them. Although some provinces like Bengal, Assam, North Western provinces, Oudh and Bombay started introducing the inspection system during the years 1843 to 50.

The inspection system had its origin in the country in the Madras Presidency where the missionaries under the guidance of Stewards did very useful work in the field of education. The

¹Syed Nurullah and J.P. Naik : A Students' History of Education in India (1800-1961), Macmillan and Co. Ltd., Bombay, 1962, p.53.

schools were inspected regularly. Then education received a new direction in this presidency under the guidance of Sir Thomas Munro who was its Governor from 1820 to 1827. The inspection work was merely incidental as the government had no formal agency for the purpose.

After 1840 a change was brought about in structure and jurisdiction of General Committees of Public Instruction in every presidency in India.

By the end of 1841, the General Committee of Public Instruction was abolished in Bengal, and a 'Council of Education was constituted in its place by a Government order on January 12, 1842. Inspection was introduced in 1844 and two Inspectors for schools and colleges - one for Bengal and the other for Assam were appointed in 1852.¹

In 1840, the Bombay Native Education Society was abolished and was substituted by a Board of Education. In April 1840, the new Board took charge of all the institution. The Board continued to function till 1855. The Board made a very important development in the organisation of the Inspectorial Machinery in the province. Till then the Bombay Native Education Society performed inspectorial duties but its scope was very limited and its principal function was the distribution of grants to its own schools and those conducted by other missionary bodies. The Board of Education, however, assumed a direct role of inspection. In 1842, it divided the province into three educational divisions

¹S.N.Mukerji: History of Education in India (Modern Period), Acharya Book Depot, Baroda, 1961, pp.104-05.

and placed a European Inspector with an Indian Assistant in charge each.¹

In North Western Provinces, Mr. Thomson was the first officer in India to levy a local rate for schools and to pay it a grant-in-aid from government treasury'.² 'His plan for the inspection and improvement of indigenous schools, which was first introduced as an experimental measure in eight districts in 1850, is thus explained.

'There will be a government village school at the headquarters of every Tehseeldar. In every two or more Tahseeldarees, there will be a pergunnah visitor. Over these a Zilla Visitor in each District, and over all a Visitor-General for the whole of the Province.'³

As pointed out by J.P. Naik, 'it can be easily seen that the above arrangements were the precursor of the Education Department as it was organised after 1854,⁴ as recommended in the Despatch of 1854.

Functions of the Inspector during this period is to maintain a high standard of inspection and discipline in schools and introduced uniform courses in schools.

But apparently the present system of Inspection has its roots in the Wood's Despatch of 1854.

¹ Syed Nurullah and J.P. Naik : A Students' History of Education in India, Macmillan and Company Ltd., Bombay, 1962, p. 70.

² Ibid., p. 90.

³ Syed Nurullah and J.P. Naik : A Students' History of Education in India (1800-1961): Macmillan and Co., Ltd., Bombay, 1962, p. 91.

⁴ Ibid., p. 91.

Through the grant-in-aid and inspection of the educational institution, the idea or reason of the British rulers was regulating and controlling the private effort in education. The underlined idea was that the education development should through inspection and supervision keep under watch the growing educational enterprise in such a way that education cannot, pose any threat to the security of British rule of India.

Another reason is that, by 1854 the system of inspection in England had been sufficiently developed and its work had been more or less consolidated. The Despatch 1854 seem to have a model at home on which they proposed to build up the inspectorate in India with slight variations. These underlying ideas and currents shape the future course of event in supervision and inspection.

~~Indian Educational Policy~~ === 1904 === 1913 :

(ii) Wood's Despatch of 1854 to Indian Educational Policies
1904 - 1913 :

The school inspection system in India began with the Education Despatch of 1854 which sought for the first time to provide a comprehensive scheme of National education in India and adopted the grant-in-aid system and responsible for the origin of the inspectorate in the country. And Wood's Despatch of 1854 made the following recommendations regarding the inspection as :

(1) ' An adequate system of inspection will also for the future, become an essential part of our educational system, and we desire that a sufficient number of qualified inspectors be appointed, who will periodically report upon the state of those colleges and schools which are now supported and managed by government, as well as of such as will hereafter be brought under government inspection by the measures that we propose to adopt. They will conduct, or assist at the examination of the scholars of these institutions, and generally, by their advice, aid the managers and school masters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institution which they will be employed to visit, but we need hardly say that, even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgement of such employment. A proper staff of clerks and other officers will, moreover, be required for the Educational Departments.'¹

About the functions of the Inspectors the Despatch recommends that, 'Report of the proceedings of the inspectors should be made periodically and these, again, should be embodied in the annual reports of the heads of the Education Departments

¹M.R. Paranjape : A Source Book of Modern Indian Education - (1797 to 1902), Macmillan and Co. Ltd., Bombay, 1988, pp.79-80. (Wood's Despatch - 1854 - Para - 18).

in the annual reports of the heads of the Education Departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), an other information of a general character relating to education).¹

'We shall send copies of this Dispatch to government of Fort St. George and of Bombay, and direct them at once to make provisional arrangements for the superintendence and inspection of education in their respective presidencies. Such arrangements as they will be reported to for sanction. You will take similar measures in communication with the Lieutenant Governors of Bengal and Agra, and you will also provide in ~~such~~ such manner as may seem advisable for the wants of the non-regulation provinces in this respect. We desire that your proceedings in this matter may be reported to us with a little delay as possible, and we are prepared to approve of such an expenditure as you may deem necessary for this purpose.'²

For the introduction of a general system of education, such a measure necessitated the setting up of an efficient administrative machinery. It, therefore, recommended the abolition of the former Boards of Education and their place, creation of Education Department in every province, including the appointment of a 'sufficient number of Inspectors.

For the selection of the Inspectors and the heads of the Education Departments, the Despatch suggested that, 'In the

¹M.R. Paranjape : A Source Book of Modern Indian Education (1797-1902), Macmillan & Co., Ltd., Bombay. (Woods Despatch), Para-19, 1854) p.80.

²Ibid., p.80-89 (Para-20).

selection of the heads of the Educations, the inspectors and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position and acquirements, to carry our objectives into effect, but who may command the confidence of the natives of India. It may perhaps be advisable that the first heads of the Education Departments as well as some of the inspectors, should be members of our Civil service, as such appointments in the instance would tend to raise the estimation in which these officers will be held, and to show the importance we attach to the subject of education, and also, as amongst them. You will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any other connected with education, shall be considered as necessarily to be filled by members of that service, to the exclusion of others. Europeans or Natives, who may be better fitted for them; and that in any case, the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.¹

The Despatch also recommended a system of grant-in-aid for private schools and colleges. It laid down certain conditions for grant-in-aid.

The following functions of inspection officers became evident from the above recommendations of the Despatch of 1854.

¹M.R. Paranjape, A Source Book of Modern Indian Education (1797-1902), Macmillan and Co. Ltd., Bombay, 1938, p.81 (Wood's Despatch, 1854-Para-21).

(i) The inspectors should periodically visit schools and report to government the educational conditions obtaining in schools.

(ii) They should also perform the role of a guide and a helper to the managers and teachers of schools.

(iii) The inspectors should also recommend the grant-in-aid to be given to private schools. In basing their recommendations for grant-in-aid to schools, they must see that the schools have a stable management, impart a good secular education and are amenable to the discipline of the Education Department.

Implementation of the Recommendation of the Wood's Despatch accounts were given or described in the Despatch of 1859 as follows :

'The first step taken in execution of the court's instructions was the formation of the establishments by means of which the desired extension was to be given to the work of education; and under these officers a staff of inspectors and sub-Inspectors was organised, who were, in effect to act in their several spheres as the local representative of the Directors.'¹

'As regards the persons by whom appointments in the Department of Education are to be held, it was thought by the Court of Directors that the first heads of the Department, as well as some of the inspectors, should be members of the Indian Civil Service, both of the show the importance attached to the subject of education and the estimation in which it was desired that the officers of the Department should be held, and because among the

¹M.R.Paranjape : A Source Book of Modern Indian Education (1797 to 1902), Macmillan & Co. Ltd., Bombay, p.135., 1938 (Despatch - 1859 - Para 4).

members of that service the best qualified persons would not be likely to be met with. But at the same time it was directed that none of the appointments should ^{be} reserved for the members of the covenanted service, to the exclusion of others either Europeans or natives, who might be better qualified to fill them; and the great importance was pointed out of selecting persons not only qualified for the duties of the natives, the spirit of the instructions of the court of Directors with regard to the classes from which the officers of the Department were to be selected, appears to have been duly observed. In Bengal, North-western provinces, Madras and Bombay, members of Civil service were in the first instance appointed Directors of Public Instruction; and the several appointment of Inspectors were filled indiscriminately by civil servants, military and medical officers, and individuals unconnected with any of those services. In the Punjab, the office of Director has from the first been held by a gentleman who was at the time of his nomination in the military service, but retired from the army immediately on appointment. In Bombay, the first Director Mr. Erskine, has been succeeded by a gentleman ^{or} who was previously a practising barrister; and among the present inspectors it is believed that there are not in all the presidencies more than two or three members of the civil service.¹ So according the suggestion of the Despatch the Director and Inspectors were appointed in the

¹M.R. Paranjape : A Source Book of Modern Indian Education (1797-1902), Macmillan and Co. Ltd., Bombay, (Despatch of 1859. para 5,) p.136. 1938

in the provinces, and the provincial Educational Department organized.

Administrative Set-up of Inspection System established after the Recommendations of the Wood's Despatch of 1854 described in the review - 1897-98-1901-02

'At the head of the Department is the Director of Public Instruction, an officer immediately subordinate to the local Government. The unit of the inspecting system is in most provinces the same as the unit of executive administration, that is to the District. The educational affairs of each District are under the care of an officer styled the Deputy Inspector, he is assisted by a number of subordinate inspecting officers whose main functions lie with the lower grade schools. The work of the Deputy Inspectors is supervised by Inspectors who are the principal educational representative of the government in the circles under their charge. The circle of the Inspector comprises, as group of districts and is often counterminous with the administrative division. The actual arrangement differ considerably from province, but the above summary is typical of the general system.'¹

The Education Department continued to control primary and secondary education through its inspectorial staff during the period under review. In 1882, the Indian Education Commission was appointed. The commission recommended the creation of school Boards, in areas of District Local Boards and municipalities.

¹Progress of Education in India, 1897-98-1901-02 by R.N.Nathan, C.I.E. Vol. I, Pub : Calcutta, Office of the Superintendent of Govt. Printing, India, Years - 1904, p.4.

They were responsible for the control of primary education in their respective areas. The Commission disapproved the dual control in respect of the elementary schools, in an area by the local bodies and the Education Department, it seemed to the Commission that there should be controlling agency, the school Boafds, which would have full financial and administrative control in the specified area. It would disburse the subsidy sanctioned by government for educational purposes to the local body and it would distribute the grants earned by aided schools.

The recommendations of the Commission of 1882 thus marked a devaluation of control in primary education. But even the inspection of schools continued to be with Education Department.

The Commission of 1882, did not bring any changes in the scope and nature of the work of the educational Inspectors. They continued to perform the same function which they used to go since the establishment of 1856. It made some suggestions in improvement in the work of Inspector. And made recommendation for the appointment of Inspectoresses for the girls' schools. And made the following recommendations as :

'(1) That, when an educational officer enters the higher graded service of the education department, his promotion should not involve any loss of pay.

(2) That Conferences (i) of offices of the Education Department and (ii) of such officers with managers of aided and unaided schools be held from time-to-time for the discussion of questions affecting education, the Director of Public Instruction being in each case ex-officio president of the conference. Also that Deputy Inspector occasionally held local meeting of the school masters subordinate to them, for the discussion of questions of school management.

(3) That all schools managed by the department or by committees exercising statutory powers and all other schools that are regularly aided or inspected, or that regularly send pupils to the examination of the university or of the Department (other than examination which are conducted by the Department for admission to the Public Service), be classed in as Public school and subdivided into departmental aided, and unaided.

(ii) that all other schools furnishing return to the department be called as private schools; and (iii) that all of other details of classification be referred to the statistical committee appointed by the government of India.

(4) That ~~no~~ attempt be made to furnish financial returns for private schools.

(5) That negative and other local energy relied upon to foster and manage all education as far as possible, but that the result be tested by department agency, and that therefore the inspecting staff be increased so as to be adequate to the requirements of each province.

(6) That the remunerations of subordinate inspecting officers be reconsidered in each province with due regard to their enhanced duties and responsibilities.

(7) That, as the general rule transfers of officers from professorships of colleges to Inspectorships of schools, and vice-versa, be not made.

(8) That it be distinctly laid down that native gentlemen of approved qualification are eligible for the post of Inspectors of schools; and that they be employed in that capacity more commonly than has been the case hitherto.

(9) That Inspectoresses be employed where necessary for the general supervision of Government aided, and other girls' schools desiring inspection.

(10) That in every province a code be drawn up for the guidance of inspecting officers.

(11) That it be recognised as the duty of Revenue officers to visit the schools within their jurisdiction; communicating the executive officers or Board to which each school in subordinate any recommendations which they may desire to make.

(12) That voluntary inspection by officers of government and private persons be encouraged, in addition to the regular inspection of departmental and revenue officers.

(13) That the detailed examination of scholars in primary schools be chiefly entrusted to the Deputy Inspectors and their assistants; and that the main duty of the Inspectors in connection with such schools be to visit them, to examine

into the way in which they are conducted, and to endeavour to secure the cordial support of the people in the promotion of primary education.'¹

As already mentioned that the recommendations of the Commission 1882 did not bring any changes in the working of the educational inspectors and in the administrative set up of the inspectorate office. But due to facilities of the grant-in-aid to private enterprise, and the policy of laissez faire of the Department of Education. 'A school that did not ask for aid was not controlled and inspected at all by the department. Even in these cases aided schools the control of these Department was far from rigorous and only restricted to inspection.'² And the grant easily available on the basis of results, which system was known as payment by results. This policy of Government effect the quality of education, only qualitative and rapid expansion of the educational institution took place from 1854 to 1902.

Changes took place in the Inspection Staff During 1854 to 1902

Soon after the recommendations of the Despatch 1854, the Department of Education established in 1856. The office of the inspectorate also.

'All the superior posts were held by Europeans in spite of the fact that a demand for Indianization was continually being put forward (especially after 1885 when the Indian National Congress was founded).'³

¹Report of the Indian Education Commission-1882; Printed by the Superintendent of Govt. Printing, India, 1883, Calcutta, pp. 348-49.

²S. Nurullah and J.P. Naik: A Students' History of Education in India (1800-1961), Macmillan and Co. Ltd., Bombay, 1962, p. 151.

³Ibid., p. 133.

Inspector's post was held by Europeans and Assistant and Sub-Assistant Inspectors posts were held by Indian. Before the Despatch of 1854 'the Government preferred to appoint missionaries as inspectors of school, yet later on, and especially after the great Munity of 1857, it turned its back almost entirely upon them, no doubt out exaggerated religious neutrality and close with prediction Englishmen indifferent to religion or christian Brahmin for these positions.'¹ Because the Munity of 1857 rocked) the very foundation of Indian empire, ~~due to this~~. British Government adopted the policy of strict neutrality in religious, and started appointing Indian for the post of Inspectors.

After the recommendations of the Commission of 1882, the women Inspectresses (Europeans) were appointed for Inspecting of girls' institutions.

Before 1896 the Educational service as described in progress of Education - 1897-98 - 1901-02, were organised as 'The Education Deparmment of the local government which are under the control of the Directors comprise the managing of National staff of the government institutions and the inspecting staff. Members of the government establishment are also occasionally lent to local bodies.'² But after the Resolution of the Government of India of the 23rd July 1896. The educational services were organised according to that, 'the officers of Indian Service are mainly employed as Inspectors and as principals and professors of colleges.

¹S.Nurullah and J.P.Naik: A Students' History of Education in India, Macmillan and Co. Ltd., Bombay, 1962, p.135.

²Progress of Education in India - 1897-98-1902-02, Vol. I, Calcutta, Office of the Superintendent of Govt. Printing, India, 1904, p.16.

The officers of the provincial services are employed in similar posts and also as assistant inspectors and professors and sometimes as head masters of collegiate, high and training schools.¹ The general principles upon which appointment recruited from the India are class and in the provincial or subordinate service are as follows :

'Inspectors and Joint Inspectors are to be included in the provincial service, and Deputy Inspectors, headmasters of District schools and officers of lower rank in the subordinate service.'²

As regards other officers, 'that these carrying less pay than Rs. 200 a month should not except for very special reasons be placed in the provincial service; and that, on the other hand, offices on higher pay than 200 (such as the Senior Deputy Inspectorships in Bengal) at the discretion of the local Government be classed in the subordinate service (according to the Resolution of the 23rd July 1896).'³

Another important development took place according the recommendations of the Commission of 1882 about grant-in-aid, which had its effect on the inspection and supervision system. The commission recommended that 'that preference be given to that system which regulates the aid given mainly according to the result of examination.'⁴ This system was known as payment by result, the adverse effect of the payment by the result system

¹Progress of Education in India, 1897-98 - 1901-02, Vol.I. Calcutta, Office of the Superintendent of Govt. Printing, India, 1904, p.16.

²Ibid. p.16

³M.R.Paranjape: A Source Book of Modern Indian Education, Macmillan & Company Ltd., Bombay-19, (Hunter Commission Recommendation), p.189.

⁴Progress of Education in India, 1897-98 - 1901-02, Vol.I. Calcutta, Office of the Superintendent of Govt. Printing, 1904, p.16.

was that the examination result it focal point and thus the examinations became the main object of though both pupil and teachers. The system of payment by result was prevalent in many provinces during the time of Lord Curzon, when it was condemned and discontinued. And this system was pressed into service to determine the qualitative result of educational institutions and ^{to} the fix up accordingly the grant-in-aid of primary and secondary schools. In this period main objective or function of the Inspectors were :

(i) It should measure the quality of instruction imparted in an educational institution; and

(ii) To determine the size of the government grant payable to an educational institution.

Another reason was, 'the Department of Education followed a policy of Laissez-faire. A school that did not ask aid was not controlled at all. Even in these cases of aided schools the control of the Department was far from rigorous and was mostly restricted to a general inspection, examination of pupils and an enquiry as to whether the grant-in-aid from government was properly sept. This lenient attitude led, of course, to the existance of many an inefficient institutions.'¹

Due to these reasons quality of education deteriorated so Lord Curzon adopted the strict policy of the government control. He was a great champion of quality in education. He, therefore, used inspection for the improvement of quality in

¹Syed Nurullah and J.P.Naik : A Students History of Education in India, Macmillan and Co. Ltd., Bombay, 1962, p.151.

schools colleges and universities. He also believed that, 'As India can never have the same efficiency as Englishmen, all superior posts in the Education Department must continue to be held by the British people.'¹ To put in practice, the policy 1904 of Lord Curzon, the government Resolution on Educational Policy issued on the 11th March 1904. And made the following recommendation about the improvement in education through inspection as :

Under the lead given by Lord Curzon, the doctrine of State - withdrawal was officially abandoned and it held to be the duty of the State to maintain a few institutions as stated in the policy that, 'the Government of India at the same time recognise the extreme importance of the principle that in each branch of education government should maintain a limited number of institutions, both as models for private enterprise to follow and in order to uphold a high standard of education. In withdrawing from direct management, it is further essential that government should retain a general control, by means of efficient inspection over all public educational institution.'²

Even in the Education Conference in Simla in 1901, Lord Curzon in Simla in 1901 emphasized the doctrine of State withdrawal adopted till then was official abandoned; the inspection staff was strengthened; and a vigilant policy of inspection and supervision of private school was adopted in lieu of old policy

¹S.Nurullah and J.P.Naik : A Students History of Education in India. Macmillan and Co., Bombay, 1962, p.216.

²Indian Educational Policy - 1904, Calcutta : Office of the Superintendent, Government Printing, India, 1904 (p.14).

of Laissez-Faire.'¹

Above mentioned suggestions were implemented, and Inspecting staff was increased as described in the Progress of Education - 1902-07 that 'Increases to Inspecting staff:

'The causes have required the inspecting staff to be reviewed. First it was found in some provinces to have been allowed to sink to a strength inadequate for the performance of its duties; second, the abolition of system of payment by results have required a strong inspecting staff; thirdly, the increase of schools and pupils have called for some proportionate increase in the number of inspectors. The secretary of State, on receiving some of the earlier proposals for an increase in the inspecting staff, requested that they might be considered with reference to common standard; and therefore, so far as the different circumstances of the several provinces permit, some principles have been tentatively put forward and acted upon for determining the standards upto which the strength of the inspecting staff in its higher and lower branches should be kept.'²

According to the Commendations, the Inspector's staff were increased and their jurisdiction, ranks and arrangement were defined as described in the Review 1902-07 as follows :

1. Inspector : (For High Schools) - Circle or Divisional Level

'Inspectors of schools in all provinces are in charge of

¹S.N.Mukerji : Administration of Education in India : Acharya Book Depot, Baroda, 1961,p.10.

²Progress of Education in India, 1902-07, Vol. I, Calcutta, Superintendent, Government Printing, India, 1909, pp.329-30.

defined areas, within they carry out and control the inspection of nearly all schools. At the beginning of the quinquennium these areas were coterminous with commissioners' divisions in the Presidency of Bombay, and in the Provinces of Bengal and the Punjab, but in all other provinces the areas assigned to inspectors were larger. The following table shows by provinces the number of Commissioners' divisions and the number of Inspectors' circles, as in 1902.

		Commissioner's Division	Inspectors' Circles	
Madras	..	-	4	
Bombay	..	4	4	
Bengal	..	9	9	
United Provinces	..	9	5	
Punjab	..	5	5	
Burma	..	8	4	
Central Provinces	..	4	3	
Assam	..	2	-	1

And the numbers of Inspectors were increased in 1907 as follows :

		Sanctioned	Appointed	
Madras	..	7	7	
Bombay	..	5	5	
Bengal	..	13	7	
U.P.	..	9	6	
Punjab	..	6	6	
Burma	..	5	5	
Eastern Bengal and Assam		8	5	
Central Provinces and Berar	..	5	5	
Total		58	46	2

¹Progress of Education in India - 1902-07. Vol. I, Calcutta, Superintendent Govt. Printing, India, 1909, p. 330.

²Ibid., p. 331.

The number of posts sanctioned, and those posts were divided between the Indian Educational service and provincial educational service :

	Indian Edul. Service	Provincial Educational Service	Total
Madras	5	2	7
Bombay	4	1	5
Bengal	7	6	13
United Province	5	4	9
Burma	3	3	6
Eastern Bengal and Assam	5	-	5
Central Province and Berar	4	4	8
	4	1	5
Total	37	21	58

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2. Assistant Inspectors : (For Middle Schools) - District Level

The next rank comes as Assistant inspectors, 'who are always natives of India and are classed in the Provincial Educational service,... whose general duties are to assist inspectors in the inspection of secondary schools and in the supervision of the deputy inspectors and whose more specific duties are to inspect middle schools. The numbers of these officers have been increased in each province where they are employed, the total number employed being following :

¹Progress of Education in India - 1902-07. Vol. I. Pub. Calcutta, Superintendent, Government Printing, India, 1920, p.332.

Province		1902	1907	
Madras	..	9	12	
Bengal	..	6	12	
United Provinces	..	8	11	
Punjab	..	8	12	
Burma	..	4	5	
Total		35	52	1

3. Deputy Inspectors and Sub-Inspectors : (For Primary Schools) - Taluka or Tehsil Level

'Over the greater part of India the unit for the inspection of primary schools is the district; but in Madras and in Assam smaller are taken, viz., the taluka and the sub-division.'²

'The number of inspecting officers of the grades mentioned in the last two paragraphs were as follows in 1902 and 1907 respectively.

Provinces		1902 : 1907					Total
		Deputy- ties	Sub-Deputy- ties	Deputy- Total ties	Sub-Deputy- ties etc.		
Madras	..	65	-	65	119	-	119
Bombay	..	25	51	76	24	83*	107
Bengal	..	52	212	264	58	356	414
U.P.	..	47	57	104	48	104	152
Punjab	..	26	1	27	28	24	52
Burma	..	38	1	39	51	12	63
Eastern Bengal & Assam		5	23	28	64	206	270
Central Provinces and Berar		29	2	31	35	4	39
North-West Frontier Provin.		4	-	4	5	1	6
Total		291	347	638	432	790	1222

¹Progress of Education in India, 1902-07, Vol. I. Calcutta, Superintendent, Govt. Printing, India, 1909, p.332.

²Ibid., p.332.

* Include 8 assistant deputy inspectors and other subordinate inspecting officers employed in Native States. (Source: No.1, p.333.

'Thus there has been an increase of 144 in officers of the rank of deputy inspector, district inspector and sub-Assistant inspector; and an increase of 434 in the officers of the lower rank and or a total increase of 578.'¹

(4) Other Inspecting Officers :

These inspecting officers were pandit, teachers. 'These men can hardly be included in the inspecting agency and they have no responsibility in recommending grants to schools.'²

(5) Inspectresses :

'Whose duties are to inspect girls' schools and to assist in the organisation and spread female education, ... The staff in 1902 and 1907 stood as follows :

Provinces	1902				1907			
	Inspec- tresses	Asstt.	Sub	Total	Insp. tress	Asstt.	Sub	Total
Madras	3	-	6	9	3	3	7	13
Bombay	-	-	-	-	2	-	-	12
Bengal	1	-	-	1	1	6	-	7
U.P.	1	-	-	1	5	-	-	5
Punjab	1	-	-	1	2	2	-	4
Central Province	-	-	-	-	1	2	-	3
Total	6	-	6	12	14	13	7	34

So the recommendations of policy of education Lord Curzon were implemented as mentioned above. This added further dimensions to facts and aspects of inspection, Inspection now meant vigorous

¹Progress of Education in India, 1902-07, Vol. I, Calcutta, Superintendent, Government Printing, p.333.

²Ibid., p.336.

³Ibid., p.337.

observations of the work of an educational institution. In details, it meant the checking of quality of building, furniture, equipment, exactness and precision of records, regularity and correction of accounts, observation of teachers' work in the class-room and outside, the observance of syllabus and textbooks prescribed by Education Department and followed in the schools and several such other details, all these factors and forces that contribute to quality of Instruction emerge. And this system continued upto 1919.

(iii) Development : Indian Education Policies (1904, 1913)
to Secondary Education Commission (1952-53)

Under the government of India Act 1919, Education became a transferred subject, and it was put under the control of Indian Minister. During this period Primary Education Act were passed, and power of appointing inspecting officer for primary schools were transferred to local bodies. In secondary schools the powers of inspection continued to be vested in Government.

This position was severely criticized in the Hartog's Report (1929) Because the primary and secondary education being divided into two unrelated branches - Local Authorities and government authorities respectively, there was hardly any coordination maintained between these two stages of education. The teaching at both the stages should be interlinked and correlated but this peculiar position of the inspectorial branches made it impossible. It resulted in wastage and overlapping. But after 1937 the power and appointing and maintaining inspectorial staff was transferred from the Local Bodies to

government. The position continue^{in 1929, the Hartog Report}/right upto now, ^{as} described the position of Inspectorate staff and suggested adequate number of well qualified should be increased. In the word of Committees as below :

'In each province, the inspecting agency consists of men and women, the inspectorate generally forms a hierarchy with divisional inspectors assisted by deputy or assistant inspectors, in each division; and with deputy or district inspectors, assisted by a number of Assistant district inspectors or sub-inspectors in each district.

In addition to the inspecting staff described above, there are, in several provinces, various inspecting posts for special purposes, schools, inspectors of vernacular education, inspectors of training schools, inspectors for Muhammadan education, inspectors of Sanskrit schools, Medical Inspectors and Supervisors of manual training, domestic Science, Music, etc.¹

And Hartog Committee suggested that, 'the absence of an adequate number of well-qualified and experienced inspectors and inspectresses, and to the waste and ineffectiveness in the system of education which we believe to be due in large part to that inadequacy.'² And they pointed that, 'It is not only for the making of plans and policy for the future but for the schools that a good inspectorate is essential.'³

As Hartog Committee complained and emphasised the inadequacy and well-qualified staff, the same complaints was frequent upto

¹Hartog Committee Report 1929 (Indian Statutory Commission), Calcutta, Govt. of India Central Publication Branch, 1929, pp. 291-92,

²Report of Ibid. pp. 292-306

³S. Nurullah and J.P. Naik: A Students History of Education in India, Macmillan & Co., Ltd., Bombay, 1961, p. 310.

1952, also, because, 'on the one hand, the number of educational institutions, particularly those under private management, was increasing very fast. On other hand, financial stringency (coupled with that large 'overhead expenditure', on direction and inspection was unnecessary) was preventing a corresponding increase in inspecting establishment. This often resulted in educational inefficiency.'¹ The same position was continue after the independence also. And in these circumstances the Secondary Education Commission was appointed in 1952-53.

In view of the increasing load to which the machinery of supervision, guidance and inspection has been subjected after the attainment of independence on account of the great extension of educational facilities, affected the inspection system, and created several defects as pointed out in the Secondary Education Commission 1952-53. that, 'inspections were ^{very} perfunctory, that time spent by the Inspector at any particular place was insufficient that the greater part of his time was taken up with routine work like checking accounts and looking into the administrative aspects of the school. There was not enough time devoted to the academic side, and contacts between the Inspectors and teacher were casual.'² And even as Commission¹⁹⁵²⁻⁵³ commented that (ii) 'It occasionally happend that Inspector instead of being 'the friend, philosopher and guide of the school, behaved in such a critical and ynsympathetic way that his visit was

¹S.Nurullah and J.P.Naik : A Students' History of Education in India, Macmillan and Co. Ltd., Bombay, 1961,p.310.

²Report of the Secondary Education Commission, (1952-53), Government of India, p.183, Ministry of Education, New Delhi.

looked upon with some degree of apprehension, if not of resentment,'¹ for the improvement of the attitude the Commission suggested that, 'The true role of an Inspector should be to study the problems of each school and view them comprehensively in the context of educational objectives, to formulate suggestions for improvement and to help the teachers to carry out his advice and recommendations.'²

Another defect looked by the commission is, 'the number of schools entrusted to a supervisor is too large to leave him free to guide the teaching staff in improving the work of the schools.'³ Because till then an educational Inspector was in charge of a regional unit called a division so it is difficult for him to ensure constant and closer contact with educational problems of each district, better coordination and effective supervision, improvement in quality and frequency of inspection, so the commission suggested that,

'Special Inspectors or panels Inspectors should be appointed to inspect the teaching of special subjects like Domestic Science, music, etc.'⁴

About the selection of the Inspectorate the Commission made the following recommendations :

'Persons selected as Inspectors should possess high academic qualifications, adequate teaching experience as head-

¹Report of Secondary Education Commission-1952, Govt. of India, Ministry of Education, New Delhi, pp.183-184.

²Ibid., p.204.

³Ibid.,p.183.Ibid., p.204.

⁴Ibid.,p.204.

masters of high schools for a maximum prescribed period. In addition to direct recruitment Inspectors should be drawn from-

- (i) Teachers of ten year's experience,
- (ii) Headmasters of High schools, and
- (iii) duly qualified staff of training colleges who may be allowed to work as such for a period of three to five years after which they may revert to their original posts. In initial stages, fifty percent of such posts may be reserved for recruitment on this basis.¹

Another recommendation made by the Commission about increased in the Assistant staff to assist in the work of Inspectors, because Inspector have to perform two functions, administration and academic, due to this, most of his time, attention and energy he had to spend for administrative 'duties related to annual inspection of records, accounts, office routine, etc.,² either in file work or in making inquiries and settling disputes among teacher and the heads of the institutions. So the greater part of the Inspector's time is spent in checking accounts and looking into the administrative aspects of the school. Supervision of instructional work in school has not been properly looked after because lack of time and competent staff. So the Commission suggested that 'For this purpose he must have the assistant of a competent staff. With the increase in the number and types of schools, this duty will require a considerable amount of his time if

¹Report of the Secondary Education Commission, 1952-53, Govt. of India, Ministry of Education, New Delhi, p.184.

²Ibid., p.184.

he is to discharge these functions properly and efficiently. The time needed for the purpose has necessarily restricted the scope of his activities on the academic side.¹ So the Inspectors should have a competent staff to help them in the discharging of their administrative duties.²

And another reason is, 'the multiplicity of the subject in the school by specially qualified staff now make it very difficult for any single officer, however, qualified to inspect them thoroughly and to advise on all their problems.'³ The ~~recommendation~~ Commission recommended that, 'In order to evaluate the academic side of activities of a school there should be a panel of experts with the Inspector as Chairman to inspect the schools.'⁴ Lastly the commission suggested that, 'three persons may be chosen from senior teachers or headmasters to visit schools in the company of the Inspector and to spend two or three days with the staff, discussing with them all aspects of school life - the library, and laboratory facilities, the curriculum, the organization of extra-curricular activities, the use of the holidays and all other problems connected with school activities.'⁵

About the college inspection, the commission had not made any new suggestion. It only suggested that 'Colleges affiliated to universities are visited by commissions of experts who

¹Report of the Secondary Education Commission - 1952-53; Government of India, Ministry of Education, New Delhi, p.184 205,

²Ibid., pp. 205, 235.

³Ibid., p. 205 184-85

⁴Ibid., p. 205

⁵Ibid., p. 185.

who inspect their working, discuss their problems and report to the University.¹

Implementation of the Recommendations of Secondary
Commission - 1952-53 :

Some of the recommendations of the Commission (1952-53) were implemented by some of the State government, and reorganised the inspection system, e.g. Till then an educational inspector and he was in charge of a regional unit called a division (Comprising several districts. He would now be in charge of one district and known as the District Educational Inspector.

As we have seen in the foregoing pages after the Wood's Despatch, several commissions and committees gave their recommendation for the improvement of the inspection system of the schools in India. But in spite of all these recommendations, the basic administrative structure of the Inspectorate office is the same as suggested in 1854 by the Wood's Despatch.

But due to the growing awareness of the vital role that a healthy school inspection plays in the educational development and a sympathetic and imaginative system of supervision and administration initiate and accelerate educational reform on sound lines, and earnest desire to remove its outstanding defects as speedily as possible was felt. So in 1964-66, the Kothari Commission suggested the new type of administrative set up of the Inspectorate's office and made the following recommendations as mentioned in the next section.

The Report of the Secondary Education Commission 1952-53,
Govt. of India, Ministry of Education, New Delhi, p.185.

(iv) Lastly in 1964-66 the Kothari Commission suggested the following measures for the improvement of supervision and Inspection :

As in the Commission's view that 'supervision is, in a sense, the backbone of educational improvement.'¹ But as commission pointed out that unfortunately the programme of supervision of school has largely broken down in most states for several reasons as :

'(1) The large expansion in the number of institutions has not been accompanied by corresponding increase in the number of inspecting officers;

(2) The combinations of administrative and supervisory functions in the same officer affects supervision adversely because administrative work, which has increased greatly in recent years, always a priority ;

(3) The use of supervisory officers, when they are members of the block development team for non-educational work leaves them very little time for their own responsibilities ;

(4) Continuance of old techniques of supervision oriented to control rather than to development; and

(6) Lack of adequate competence in the inspecting staff.'²

As the commission pointed out or emphasised that supervision being in a sense the backbone of educational improvement, it is imperative that the system of supervision should be revitalised

¹The Report of the Education Commission. 1964-66. Ministry of Education, Government of India, New Delhi, 1964, p.264.

²Ibid., p.265.

And to overcome the above mentioned defects in supervision and inspection in schools it pointed that, one of the major programmes in the reform of school education is to overcome these difficulties and create the new system of supervision, and the Commission suggested that, 'administration should be separated from supervision, the District school Board dealing with the former and the District Education Officer with the later, but in close collaboration,'¹ that means District School Board be largely concerned with administration and the District Education Officer, his staff to concentrate on supervision properly i.e. on improvement of instruction, guidance to teachers, organisation of their in-service programmes and provision of extension service to schools. Schools should be given recognition on the basis of periodical inspection, supervision should be flexible, so as to ~~improve~~ ~~su~~ improve support and guidance to the weaker schools, lay down guidelines of progress for average schools and give freedom of experiment to the schools. The qualification of inspecting officer should be upgraded and specialists should be appointed, supervisory officer should be provided in service training. And Commission made the following recommendations as : 'Recognition should not be a matter of course but should be continuously earned by every school, irrespective of its management.'²

Two types of Inspection : About the inspection commission suggested that, 'Every school should have two types of inspection,

¹The Report of the Education Commission (1964-66), Ministry of Education, Government of India, p.644.

²Ibid., p.644.

(i) An annual inspection by the officers of the District School for primary schools and by officers of the State Education Department for the Secondary Schools, ' and

(ii) A triennial or quinquennial inspection organised by the District Education Officer for the primary school and by the State Board of School Education for the Secondary Schools. ' ¹

In-service Training to School Staff : ' The provision of guidance and extension service to schools one of the major responsibilities of the new supervision. ' ²

In-service Training for the Supervisory Staff : ' In-service training should be provided for all supervisory and administrative officers by State Institutes of Education and the National Staff College for Educational Administrators. ' ³

The District School Board should be largely concerned with the former and the District Education Officer and his staff, with the latter. These two wings should in lose collaboration, when differences arise the word will be lie with the District Education Officers, who will have a higher status, or with the Director of Education. Under this arrangement, it will be possible for the District Education Officer and the staff to concentrate on supervision proper, i.e. on improvement of institution, guidance to teachers, organization of their in-service programmes and provision of extension services to schools.

¹The Report of the Education Commission, 1964-66; Ministry of Education, Government of India, New Delhi, p.649, 644

²Ibid., p.644

³Ibid. p.644

To carry out the new supervision scheme the commission suggested that :

Role of the School Complex in the New Supervision :

- '(1) The District Education officer will be in touch with each school complex and as far as possible, deal with it as a unit. The complex itself will perform certain delegated tasks and deal with the individual schools within it. Adequate powers and responsibilities should be delegated to the complex so that better methods of teaching and evaluation are made possible, facilities are shared, in-service training programmes are tried out.'
- (2) To scheme should be first introduced in a few selected districts in each state as a pilot project before being implemented on a large scale.
- (3) The school complex should not only encourage experimentation enbloc but also foster individual experimentation within the unit.'¹

The Commission also suggested the improvement of pay and qualification of the Inspectors, and recommend that, 'Scales of pay and qualifications of inspectorial staff at the district level should be upgraded.'²

1 The above mentioned recommendations of the Kothari Commission about Inspection of the educational institution yet to be implemented.

The next section or Part II of this chapter will be dealing in detail the present set-up of the educational Inspection system in India.

¹The Report of the Education Commission - 1964-66, Ministry of Education, Government of India, New Delhi, p.644

²Ibid., p.643.

INSPECTION

PART II

The Present Set-up of Inspection System in India

The Part II of this chapter is going to deal with the present set-up of Inspection system in India. Keeping in view the historical background of modern system of education and inspection under Wood's Despatch 1854, and some developments which have taken place in the educational era of free India through the Commissions and Committees upto 1966, as described in Part I of this chapter.

Introduction

It will have been seen from the foregoing pages in Part I of this chapter that, the present system of inspection of schools in India has its origin in the recommendations of the Wood's Despatch 1854. In pursuance of the recommendations of which steps were taken to establish the Department of Public Instruction in each of the five provinces into which the company were divided at that time, and before the end of 1856, the new system was fairly at work, according to the instruction of the Despatch 1854. A Director of Public Instruction was appointed for each province with a staff of Inspectors and Deputy or Assistant Inspectors under him. This organisation of control and inspection set-up remains substantially unchanged to the present day. Later, at different intervals, several commissions and committees gave the suggestions and made recommendations for the improvement of

the inspection system of the schools in this country. But in spite of there recommendations, hardly any change and improvement could be affected in the inspection system.

In fact, today in many cases, the Inspector of schools has remained very much like the Inspector whose main function was still remains to ensure that the rules and regulation of the Department of education are followed properly in the schools and that they get the recognition and the grant-in-aid according to merit, a review in the Part I, Next Section is going to deal with the actual Inspection system prevailing in India at present, e.g. State level, District level and Taluka level, and the duties and the functions of the inspectorate office at district level.

Organisational Set-up at State Level

'The educational policy of a country is defined by the State, it also prescribes regulations for educational institutions and their employees. The responsibility of implementing the policy of the State Department of Education. But it does not carry this entire load on its own shoulders. While the responsibilities of college education is shared with the universities the responsibility of school education is entrusted to the educational inspector.'¹

Before we start to understand the working of the District Educational Inspector's office, it would be better if we start

¹S.N.Mukerji : Administration of Education, Planning and Finance, Acharya Book-Depot, Baroda, 1970, p.156.

from the Head of the Education Department. The Director of Education is the administrative Head of the Department of Education. He is responsible for carrying out the educational policy of government.

The Director of Education is assisted in the work of administration by Deputy Directors and an Inspecting staff who are controlled by and are directly responsible to the Director of Education.

For the purpose of administration and inspection of the educational institutions the State is divided into divisions or circles or into District (After the recommendations of the Secondary Education Commission 1952-53. Some of the State made a District as the administrative unit for the Inspection purpose). The nomenclature of the inspectorate staff varies from State to State, the organisation is more or less the same in all the States of India. For the purpose of inspection of boy's educational institution or schools, each state is divided into a certain number of divisions or circles being incharge of an educational inspector, who is generally assisted by an Assistant Inspector. The Divisions are further divided into the Districts. Each of these Districts is under the control of a District Educational Inspector and his assistant district inspector (sometime sub-assistant). The number of Assistant District Inspectors depends on the number of Talukas or Tahsils in each district. Inspectors have their offices in the chief town of their division, district, taluka or Tahsil and as the case may be.

Division Between Education Inspector and His Functions

The divisional education inspector is responsible for the inspection of all recognised educational establishments in his division (with exception of colleges, the girls' and women's institutions). He is required to inspect each secondary school at least once a year (in some cases twice a year). The District Education Inspector is responsible for the inspection of primary and middle schools in his district once a year, primary schools being concerned of the Assistant or sub-assistant inspectors.

In some states the inspectional work of educational institutions is carried out at District level. In each District an educational Inspector is in charge of District Inspectorate.

District Educational Inspectress

For the inspection of girls' educational institutions there is a woman inspectress for each educational division or for the whole state. In some states she is assisted by a woman District Inspectorate.

The Establishment of Inspectorate office and Its Functions :

For the day to day administration the Educational Inspector's office normally consists of the following staff :

1. District Educational Inspector,
2. Deputy Educational Inspector
3. Assistant Deputy Educational Inspectors.
4. Junior Superintendent (Big district)
5. Head Clerk
6. Senior Clerk
7. Junior Clerk
8. Class IV employees.

In carrying out his duties of inspection and control of primary, secondary and other institutions, the educational Inspector is given an Assistant Educational Inspector in bigger Districts. An inspecting staff consisting of one Deputy Educational Inspector and several Assistant Deputy Educational Inspectors is provided under the Educational Inspector for the Superintendent and inspection of primary schools in the District.

Appointment and Qualification of the Educational Inspector

Inspectors are appointed from among the teachers and by direct recruitment. They must generally possess a bachelor's degree in arts, science or commerce and also a teaching diploma or degree. They receive no special training, certain measures are, however, taken to increase their competence. All the inspectors are eligible for promotion to the higher grades of inspectorate service.

So far we have dealt in general about the organisation, control and inspecting agencies. Now the following sections will deal in details with the functions and responsibilities of the District Inspector and his staff at district level as below :

1. District Educational Inspector :

(a) The Educational Inspector is responsible in his District for (i) the supervision of primary education; (ii) the administrative control of all government primary and secondary schools and Training Institutions; (iii) The control and inspection of

all secondary schools including English (teaching) schools, Commercial and Technical Schools (and Agricultural, Training Institutions for primary teachers and such special schools are under the control of the Educational Department.

For all above mentioned educational institutions, the Educational Inspector is assisted by Deputy and Assistant Inspectors for different branches, e.g. Physical Education Inspector, Technical Educational Inspector etc. But often an inspector may have to inspect schools more than one types.

Functions or Duties of the Educational Inspectors :

As according to government policy the institution for secondary school education are mostly run by the private agencies which must have registered under the Bombay Public Trust Act etc. These institutions are allowed to be opened by the Director on the recommendations of the Educational Inspector, if they fulfill all the requirements of a secondary school. They are recognised and paid grants as per rules in this behalf.

Below are in brief the duties of the Inspector :

(i) Inspection of government as well as Non-government secondary schools, vocational high schools, agricultural high schools and important special institutions and submission of reports to Director upon their efficiency.

(ii) To inspect all primary Training Institutions for men, including practising schools attached to them and submit reports to Director upon their efficiency.

(iii) To recognise non-government secondary schools and sanction grants to them and also to non-government special institutions (other than primary Training Institutions) and to make recommendations to the Director regarding withholding or withdrawal of and or the cancellation of recognition in the case of such institutions.

(iv) To make such recommendations as will assist the Director in deciding Building grants to recognised institutions in his district.

(v) Visiting schools and checking that the school-laws and regulations are being followed properly and writing up his report with regard to suitability of the staff, time-table, library, laboratory etc.

(vi) Distributing the grants to schools.

(vii) Appointing government teachers, clerks and attending to to their transfers, leave, promotions etc.

(viii) Making an inquiry wherever there is any complaint about teacher or against any management, verification of service books and sanction of pensions, passing salary bills of government educational institutions.

(ix) To conduct and or supervise the examinations such as Primary Teachers' Certificate examination, Primary School Certificate Examination, Secondary Teachers' Certificate Examination, Scholarship examination etc.

(x) To submit an annual report to the Director with statistical return and submit such other returns as are required by the Director.

(xi) (a) Organising periodical meetings, seminars to discuss educational methods and problems, (b) giving advice to his assistants and the managements of schools in forming educational goals, objectives and the diagnosis of children.

(xii) (a) Checking up the work done by the assistants. (b) Contacting other departments through District Development Councils, (c) Co-ordination of activities of various schools and launching experiments and programmes.

(xiii) To implement the development schemes as are allotted to his District under the plan budget.

As in short in the words of S.N.Mukerji about the 'administrative duties of the inspector is a group or related tasks ; each of which require special knowledge, information, concept, abilities and skill. These cannot be easily defined or classified. They however, generally fall into a few main categories : purely executive - visiting schools and seeing that the schools laws and regulations are being followed. The distribution of state grants, and attending meetings of various State Boards and Coalescing the various educational elements within his jurisdiction, advisory - giving advise to his assistants and to managements of schools ; Statistical - compiling data on the schools under his jurisdiction ; and departmental - appointment

of government teachers and clerks, and their transfers, leave, promotion, and disciplinary measure, etc.¹

Deputy Educational Inspectors :

As mentioned earlier the Deputy Educational Inspector, with the help of the Assistant Deputy Education Inspectors, manages to inspect all primary schools, village libraries. The Dy. Edu. Inspector and the graduate A.D.E.Is. also helps the Educational Inspector in carrying out the inspection of secondary schools.

Among the A.D.E.Is. there are the A.D.E.Is. for Girls' Schools and for Physical Education, all of them are either trained graduates or the trained primary teachers.

Office Establishment of the Inspectorate as below :

1. Superintendent : is mainly responsible for the plan work and such other work as may be entrusted to him by the Educational Inspector (in big district).

2. Head Clerk : Responsible for the office administration work. Head Clerk assisted by several clerks who are distributed among the following branches :

1. Establishment Branch
2. Secondary Branch
3. Primary Branch
4. Endowment Fund Branch
5. Accounts Branch;
6. Economically Backward Class Freestudentship Branch;
7. Despatch and Typing Branch.

¹S.N.Mukerji : Secondary School Administration - Its Principles and Functions in India. Acharya Book Depot, Baroda, 1963,p.52.

Above is given in brief an idea of the working of the Educational Inspectors offices, their qualification, appointment, responsibilities, duties and functions, and the administrative set-up of the Inspectorate's office.

The following chart presents the existing departmental arrangements for the inspection of secondary and primary schools :

