(1)

Sectt. II-29—27,004—25-11-25.

Edu. (1926) Department.

mis SERIES.

G.O. No. 1619

DATED 25 · 8 · 1926

17

[Despatch Abstract.]

Agriculture - Teaching of - Ordinary schools - Director of Public Instruction asked to submit detailed proposals.

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

---

②

A 19/12

Dev. Depth.

Letter No. 4367 III/25-1 d 18-12-25

To

The Secretary to the
Govt. of Bombay
Development Depth.

18/12

Sir,

19/12

Subject: Vocational education in Agriculture in Secondary Schools.

I am directed to ~~inform you~~ state that the Govt. of Madras ~~are anxious to introduce Agriculture as one of the vocational Subjects in Secondary Schools.~~ ~~It is understood~~ understand that a scheme of agri. education has been ~~promulgated~~ introduced in the Bombay Presidency, ~~and~~ in conjunction with which an alternative agri. course for the started in the last three standards (V to VII) of certain selected schools. ~~Situated in good Agri. tracts.~~

DESPATCHED
19 4 DEC 1925

p. 467 of the Mys. Ec. Journal Nov. 1925 put up

I am to request

that if there be no objection, this Govt may be supplied with
~~you to forward~~ all
available literature ~~on the~~
Subject. with ~~full details~~ special reference to
~~of~~ the cost of the ~~introduction~~ scheme
of ~~the course~~ instruction. the Syllabus, and
the Success ~~of its working~~. so far attained

I have etc.

18/12/25

3

Dn 147 III
15.1.26

No.S.D.- 53

3

Development Department.

Bombay Castle, 11th January 1926.

From

H. St. C. Smith, Esquire,
Deputy Secretary to the Government of Bombay,
Development Department.

Government Development Department & Under Secretary
15 JAN 1926

To

The Secretary to the Government of Madras,
Development Department,
Fort St. George.

Subject:-Vocational education in Agriculture in Secondary Schools.

Sir,

p 1 ante

I am directed to state that your letter No.4367 III/25 I dated the 18th December 1925, on the subject noted above, has been forwarded for disposal to the Revenue Department, -- Secretariat, Bombay, as this Department is not concerned with the subject thereof. Any further correspondence may, therefore, be addressed direct to that Department.

I have the honour to be,
Sir,
Your most obedient servant,

For Deputy Secretary to the Government of
Bombay, Development Department.

K.9/1.

4

D863 III
6.3.26

(4)

No.1199/653/F,
Educational Department,
Bombay Castle,
Dated the 3rd March 1926.

From

A. H. Dracup, Esquire,
Under Secretary to the Government of Bombay,
Educational Department;

To

The Secretary to Government,
Development Department,
Fort St. George.

UNDER SECRETARY TO THE GOVERNMENT DEVELOPMENT DEPARTMENT
6 MAR 26

Subject.- Agricultural Training in Schools.

Sir,

I am directed by the Government of Bombay (Transferred Departments) to refer to your letter no.4367 III/1-25, dated the 18th December 1925, on the above subject, and to forward herewith for the information of the Government of Madras the papers entered in the accompanying list which supply the information required.

p. 1 apli

p. 5 infra

Lap ②

I have the honour to be,
Sir,
Your most obedient servant,

For Under Secretary to the Government of Bombay
Educational Department.

C.G.
2/3.

2.3.26.

Secy. A.S. [illegible] 26/11/13

Vocational education in carpentry is being imparted in a very satisfactory manner in the Municipal High School at Cuddapah. The Chairman and the Hd master are anxious to ~~have~~ include Agriculture as one of the Vocational Subjects. They have got about 30 acres of good arable land belonging to the School and adjoining the School. There is also a good well on the land and more can be dug as the sub soil water is not low. What can we do to further this desire? [illegible]

Dev. Dept.

To Under Secretary

Vocational education in Agriculture which will prepare the boys for a profession at the end of the course cannot possibly be given in ordinary Secondary Schools. Only a form of manual training in Agriculture which would create a bias or bent for higher technical training ~~is cap~~ is possible ~~can be given in the Secondary Schools~~. This kind of training in Agriculture is being given in some of the Secondary Schools in the presidency, and there are also proposals for its introduction in the high schools at Palkonda and Poonamallee under consideration in the Law (Edn.) Dept.

The Director of Agriculture has been opposed to the teaching of this subject in ordinary schools under the control of the Educational Dept. He has suggested that the teaching of the subject should be entirely left to the Agri dept., the only dept. suitable for handling the subject, ~~[illegible]~~. His proposals for agricultural education are under separate consideration and the subject will be discussed at the next meeting of the advisory Committee on Agriculture.

Manual training in Agriculture may be introduced at the Municipal High School, Cuddapah, as there are about 30 acres of arable land adjoining the School. The Municipal council, Cuddapah, may be requested to apply officially on the subject, stating the financial assistance that would be forthcoming from them. However, the matter is one for consideration ~~with~~ of the Law (Edu.) Depts.

P.B.
1/12.25
RR
1-12

S.K.
3/12/25

A scheme of agricultural education appears to have been promulgated in Bombay Presidency recently. We had better get full & authentic details about it from the Bombay Govt. before proceeding further with this.

MA
7.12.25

– See the latest issue of the Mysore Economic Journal.
MA

M3

Yes. I am very anxious to make a start.

M.K. 9-12-25.

Circ
9-12-25
Ch 10/12

MA
10.12.25

A draft letter to the Govt. of Bombay is submitted.

P.B.
16.12.

Issued as Letter No. 4367/III/25-1 d 18-12-25

⑦

pp 1-2 CF

C.No. 147 III – From the Govt. of Bombay No. S.D.-53 d 11-1-26.

To U.S.

Please see letter from the Govt. of Bombay at p. 2 cf. We may await further report.

15-1-26.

RR
15.1

MAR 1926
LAW DEPARTMENT

C.No. 863 III – From the Govt. of Bombay No. 1199/653/F.A. 3-3-26

To U.S.

Please see the letter from the Govt. of Bombay at pp 4-5 CF. The papers ~~at flag A~~ are submitted for perusal. The scheme of rural education is explained briefly in the last of the Govt. Resolutions dated 16-7-1925 ~~at A~~. The papers may be forwarded to Law (Edn) Dept ~~for~~ remarks as to whether the reform of rural education which the Bombay Govt is now experimenting has ever been tried here and if not, whether they will have any objection to asking the D.P.I. and D.A. to collaborate [redacted] ~~for the [illegible]~~ in drawing up a similar scheme for trial in select centres in [redacted] the Presidency. The cost seems trifling as compared with that required for [redacted] regular agrl. Schools.

pp 57-62 CF

12.3.26.

L. Ed 78/13
23/3/26
22/3

Fund may be provided.

RR
15.3.26

Dev. No. 4367/III/25-2
20.3.26

Law (Edn) No

MA
18.3.26

Law (Edn.) Dept.

Attention is solicited to paragraphs 2, 3, 9, 10, 12 and 14 of G.O. No. 1302 Home (Edn.) dated 6.11.20 wherein the Govt. have recognised the need for the ~~teaching~~ teaching ~~in which [illegible]~~ ~~attempts to introduce into the system pursued in certain Elementary Schools in the Bombay Presidency [illegible] Nature Study as a definite part of the curriculum [illegible] endeavours are made to bring the children in rural areas in closer touch with the conditions of agricultural life partly by means of country walks and partly by practical work on small pieces of land attached to school premises~~. It will be seen from the Bombay Govt. Resolution dated 16.7.25 on pages 57-62 ~~of the papers at~~ CF. 'Q' that in some of the Vernacular Middle Schools (corresponding to the higher elementary Schools of this Presidency) the curriculum in the three higher Standards has been given an agricultural bias, the chief features of the Syllabus being (1) the closer correlation of Arithmetic, Nature Study, Geography and Drawing with rural life (2) the definite study of the elements of agriculture both in theory and practice, and (3) practical work in the fields together with carpentry and smithy work. The aim of the course is not purely vocational but rather 'pre-vocational' education for agriculture ~~rather than education in agriculture~~. The special work done by the boys who choose this course does not occupy their whole day; they continue to work with other boys in general subjects of education. In Bombay there are 23 Schools imparting

(D) of Nature study in elementary schools and the introduction of some form of manual training in higher elementary schools

bottom of p. 60. CF ~~Q~~

para 3 at p. 62 of ~~Q~~ CF

C-231-71/26
12 APR 1926
MADRAS

such instruction, the number of pupils being about 550. It is also proposed to extend the Scheme to 20 more Schools, by training 20 more teachers specially for the purpose. The D.P.I. may be requested ~~to~~ to state whether a similar scheme may ~~not~~ be tried in selected centres in this Presidency.

L. Edn. 1425 A
15.4.

Law (Edn.) no. 1425 A-1
15.4.

AS 30/3/26

MK 7/4/26

[illegible] 9.4.26

V.T.K. 10.4

D.P.I. [illegible]

L. Edn. 1891 A
19/5/26.

TO GOVT. OF MADRAS
15 MAY 1926
LAW DEPARTMENT

U.O. Reply No. 2317/26 dated 16-5-26

It may be remarked at the outset that pre-vocational classes in Agriculture are not new to this presidency. Government have already sanctioned classes in Agriculture and Horticulture in 8 schools and according to the report of the Adviser all these classes are working satisfactorily. It might therefore be argued that instead of trying a new experiment, development on the existing lines might be preferable. A consideration of the results obtained in the Panjab and in Bombay, however, lead me to the view that the adoption of an experiment in this presidency is desirable. I refer to the Panjab as well as Bombay as the Bombay scheme is largely modelled on a scheme which originated in the Panjab. Consequently in the note which follows the Panjab scheme will be referred to where necessary.

omit in copying

The scheme is summarised in sub-para 2, para 3 of the note on page 60 of the Secretariat letter file and syllabuses are given on pages 21 and 40.

p 60 CF

For the teaching of Agriculture which includes nature study, agriculture proper, carpentry and smithy work smithy work trained teachers of the higher elementary grade are deputed to an Agricultural college for a year's training. They are afterwards appointed to selected higher elementary schools where agriculture is taught in the class room and practised on land rented for the purpose.

In the Panjab the scheme is alternative to a scheme for the opening of separate agricultural schools which were found to be too costly, (vide page 12 paras 35 and 36.) In Bombay the agricultural course is alternative to the ordinary higher elementary course.

p.12 cf

In Bombay the scheme is described as pre-vocational (page 60 cf note para 3 sub-para 2) and in the Panjab the scheme aims at giving an agricultural bias to the general teaching (page 12 cf para 35). Actually the scheme is vocational in that it provides for the cultivation by the pupils of some of the staple crops of the locality. It is pre-vocational in that it does not provide for a course in agriculture and that in the case of the Panjab the teaching of agriculture occupies only 6 periods a week.

omit

The Bombay D.P.I. describes the scheme as being a most important development in elementary education and as having worked satisfactorily (page 51 cf para 2). Throughout the correspondence he expresses himself enthusiastically about the scheme. The Panjab Government are also satisfied with the results. This being so, the scheme calls for very serious consideration in Madras.

omit

3/ The following features deserve special mention:-

(1) In Bombay the scheme applies to standards IV to VII of primary schools (page 57 cf) and in the Panjab to vernacular middle schools (page 19 cf para 14). These correspond to the higher standards of higher elementary

p.19 cf

omit

---

(9)

19 MAY 1926 LAW DEPARTMENT

elementary schools in Madras. It is for consideration whether, if the scheme is introduced in Madras, it should apply to the higher standards of higher elementary schools or to middle schools or to both. At first sight, rural middle schools would appear to be a much more suitable medium for the scheme than higher elementary schools. Generally the latter attract pupils only in the absence of middle schools; and the number of pupils in the higher standards of these schools is comparatively small, and thus offers little scope for the selection of schools in case the scheme is introduced. In the Bombay Presidency much importance is attached to the Vernacular Final Examination (pages 28 cf para 1 and 62 cf para 5) which, I infer, attracts pupils in considerable numbers to the higher standards of these higher elementary schools. On the whole, I am inclined to suggest that the scheme, if introduced in Madras, should apply in the first instance to selected higher elementary and middle schools.

(omit

It would probably be necessary to satisfy parents that pupils taking the agricultural course would have the same opportunity of proceeding to higher studies as pupils taking the ordinary (non-agricultural) course (vide in this connection page 28 cf para 1 and page 17 bottom).

[ ] omit

(2) In both the Panjab and Bombay, existing schools are used for the purpose of the scheme. I anticipate that any proposal to introduce anything in the nature of agriculture into existing schools in Madras will meet with objections from the Director of Agriculture and Director of Industries, the view of both being that agriculture and other vocational subjects can be taught only in ~~separate~~ separate technical schools. Against this view, it may reasonably be argued that agriculture can be taught

be taught in existing schools provided that (1) it is a type of agriculture within the mental and physical capacity of the pupils (2) qualified teachers are available, and (3) the necessary land and apparatus are available. All these conditions are present, or can easily be made so, in the scheme under reference. Again, the scheme provides, not for a complete course of technical agriculture, but only for a limited, elementary course, in which sense it is pre-vocational, not vocational; and does not therefore come essentially within the purview of the Agricultural Department, but only incidentally, so far as this Department is required for consultation and advice. Lastly, the scheme can easily be established, or in the case of failure withdrawn, if introduced into existing schools. Unless existing schools are used, agricultural education of grades lower than the collegiate will never make any appreciable headway.

(3) A novel feature of the scheme is that the teaching of agriculture is done, not by an agricultural specialist, but by an ordinary trained teacher. [(pages 9 and 10 cf para 5 for Bombay and page 12 cf para 35 for Panjab). [Tamil

This subject was discussed at length by a committee for the improvement of Rural Education and it was held that, as a teacher's knowledge of his subject is more important than his knowledge of the methods of teaching that subject, agriculture should be taught only by persons educated at the Coimbatore Agricultural College and holding a diploma in Agriculture. Hence the employment of agricultural pecialists for the teaching of agriculture in the overnment Agricultural Middle School, Taliparamba. Up to he present I have agreed with this view, and I believe hat it is still held strongly in the Agricultural Department. The fact remains that in both the Panjab and Bombay is elementary agriculture is taught by teachers who have een given only a year's training at an Agricultural llege [(page 20 para 4)]: these are indeed specially selected

selected as being agriculturists by birth or belonging to agricultural classes and accustomed to village life, and thus having a special aptitude for the work [(page 18 cf para 5, and page 20 cf para ~~4~~ 5(d))]. Such persons have by upbringing some knowledge of practical farming, but beyond that the teachers selected have received no training in agriculture. Judged by its results, this method of staffing is eminently satisfactory [(page 20 cf paras 2 and 3)]. [Tamil

To restrict the selection of teachers to agriculturists means that the cost of the scheme is prohibitive. The employment of ordinary trained teachers who draw an allowance of Rs.10 as the result of their additional year's training in agriculture [(page 19 cf para 14)] makes the scheme at once a practical possibility.

A I recommend that in Madras teachers of the higher elementary grade be chosen for agricultural work in higher elementary schools and teachers of the secondary grade for middle schools, provided that such teachers should be agriculturists by birth, accustomed to village life, and have a natural aptitude for the work. B In the first instance a batch of 20 Tamil teachers may be trained at the Coimbatore Agricultural College. If this is successful, separate training schools for the various language areas may be attached to Government Agricultural Farms. The Director of Agriculture would have to be consulted in regard to the training.

(4) Another novel feature in both Bombay and the Panjab is that the land required for the teaching of agriculture is leased and not purchased [(page 12 cf para 35(ii) and page 44 cf)]. So far as I know, any consideration of the subject in Madras has always been

has always been based on the assumption that land should be purchased. Purchase at once makes the cost of the scheme prohibitive except on a very limited scale, while to lease land makes an inexpensive scheme. I would recommend that agricultural classes be opened only in those schools where suitable and conveniently situated land is available for moderate rent. C

(5) In both the Panjab and Bombay a special inspecting officer has been appointed to supervise the work. I regard this provision as an essential feature of the scheme. The work will need careful supervision from the outset, not only with a view to ensuring that it is properly done, but looking to its development and expansion. There is also the fact that a book on nature study and school gardening has been written for elementary schools. The course contained in this book should be linked up with the scheme under reference. I do not think that much progress will be made in nature study in the lower classes of elementary schools or in agriculture in the higher classes, if the work of supervision is entrusted to inspecting officers of the Educational Department, most of whom have no rural interests. I think that what is needed is a special Deputy Inspector recruited from the Agricultural Department. D

(6) The scheme originated from and is run by the Educational Department (P.S. to letter on page 17 Cf and page 15 bottom).

It is to my mind obvious that an educational scheme of any kind has a much greater chance of success if initiated and run by the Educational Department than by any other Department. The Educational Department alone has the necessary experience in, knowledge of, and facilities for the establishment, organization, and management of schools. What is perhaps more important is, the Educational Department ~~alone~~ is in touch with local school authorities: and as elementary and secondary education is almost entirely in the hands of local (including private) managements, any scheme for elementary or secondary education on more than a very limited scale must be run by these local managements.

RAG
16/5/26.

Recd. 19/5

Law (Edn) Deptt

The Suggestions of the D.P.I. at 'A' 'B' 'C' 'D' on pages 10-11 ante may be accepted and he may be asked to formulate detailed proposals in consultation with the Director of Agriculture. The remarks of the Development deptt may be limited to.

As observed by the D.P.I. the scheme requires serious consideration. There has been for a long time a persistent desire to correlate education in village to rural life. The inability of the Agricultural Departt to agree to cooperate & help in the undertaking ~~that~~ has stood in the way hitherto. Vigorous action in this direction will naturally lead to greater interest on the part of the rural population in agriculture & in the activities of that Departt also. Devo. Departt. may then ~~refuse~~ be requested to consider ~~deptt~~ the proposals of the D.P.I. above.

CR

AP
21.5.26

21/5

Through 'B' Section
23.5.26.

UNDER SECRETARY TO GOVT OF MADRAS
27 MAY 1926
LAW DEPARTMENT

The D.P.I's note gives a resumé of the points ~~at~~ to be considered & decided in introducing ~~into our schs~~ in selected schools a system ~~of~~ ~~such as~~ like the one ~~that~~ in force in the Punjab & Bombay.

~~The~~ ~~bes~~ 2. I agree with the main propositions put forward by the D.P.I — (i) that the system should be introduced in selected higher elementary schools & middle schools ii) that the agricultural ~~sch~~ course should be an "optional", parallel course with a 'certificate' at the end of it iii) that the instruction should be imparted by a trained teacher of the higher el.y or secondary ~~type~~ grade who has received special training in this subject & iv) that land should in all cases be ~~ne~~ leased & not bought. It is essential that the whole "experiment" should be under the control of the Edn. Dept.

3. The ~~essential~~ main point is about the teacher. Can the Coimbatore agr.l College train a batch of teachers — page 10 of the notes?

4. The best ~~way~~ thing perhaps is for the D.P.I & the D.A. to ~~bes~~ meet and put up a detailed scheme.

5. Dev will please circulate to M2

V.T.K.
28/5.

Dev 1781 III
1 6 26

Edn 40/425 A-2
31 5-26

ASSISTANT SECRETARY TO GOVERNMENT DEVELOPMENT DEPT.
1 JUL 1926

Dev u.o

Dev. Dept.

To Under Secy.

The file may be sent to the D.A. u.o for remarks + p. 1 NF containing M3 note may be kept back

The DA might perhaps be asked — if he has no fundamental objection to the proposals outlined by the ~~D~~ DPI — to meet the DPI & ~~prepare~~ prepare a detailed scheme with him before returning this file. This would save time

W
4.VI.26

AR
7/6

S.A.R.
8.6.26

We are agreed generally ~~[illegible]~~

---

that Agricultural Education should be extended & encouraged. We have, however, to decide before the DPI can proceed any further (i) whether ~~the~~ the objection to Agricultural Instruction by any but fully trained Agriculturists should be waived and (ii) if so, whether the Agr. Dept. can train the teachers required ~~according~~ according to the DPI's proposals.

10/6/26

S.

It must be clearly understood at the very outset that this file deals only with one aspect of agricultural education, viz. — agricultural instruction as part & parcel of ordinary Elementary education in rural tracts, or in other words, the place which agriculture should occupy in the system of rural education. It has nothing to do with ~~the~~ agricultural ~~education~~ instruction proper — viz., the training of future leaders of the industry of agriculture such as teachers, officials, investigators, farm managers ~~etc~~, or the practical & theoretical training of farmers & sons of farmers to fit them for the ~~occup~~ practice of agriculture, or the work of demonstration whereby the results of agricultural research is circulated & distributed among agriculturists. ~~The file is~~ ~~the~~ subject dealt with in this file is therefore one within the ~~[illegible]~~ province of Law (Education).

A.

Technical knowledge of agriculture is not intended to be imparted in rural elementary schools; the objection that agricultural instruction should not be given by any but fully trained agriculturists cannot therefore be raised to this present proposal. The problem of applying scientific knowledge & methods to the business of agriculture is not ~~con~~ fully solved by imparting technical instruction alone; the nature & extent of general education is also a very important factor. ~~His~~ The value of this asset is shown by the history of Denmark & Scotland. Though the rural schools in these countries are not vocational, nevertheless the farmers in these countries eclipse farmers elsewhere because the standard of general education in the rural schools is higher. The interest of the ordinary elementary school is increased by making rural life studies a part of the school curriculum, and in this country ~~of~~ where agriculture & agricultural interests ~~are~~. ~~the~~ form centres round which the lives of the great majority of the people revolve, it ought to be as easy as ~~and~~ it must be ~~more~~ desirable to stimulate interest in agriculture & agricultural life in the minds of the rising generation. What is wanted is ~~the~~ a strengthening of a reasonable agricultural element in the instruction given in ordinary elementary schools at least in the rural tracts, and this object can be achieved by ~~the~~ free and unstinted cooperation between the Director of Public Instruction and the Director of Agriculture.

× agriculture is a compulsory subject in all rural elementary schools in the agricultural states of U.S.A.

As observed by the Law Secretary, the

para 2, p. 13 ante

main point is to get hold of the right type of teachers. Unless this is done ~~the~~ what ought to be a subject of living interest will become a text book subject, devoid of life and interest. The help of the Director of Agriculture & his staff is absolutely essential ~~for~~ if ~~the~~ Education Dept is to succeed in getting the right type of teachers.

If H.Ms (M_2 & M_3) ~~agree, the~~ approve the principle underlying the D.P.I.'s proposal, the Dir. of Agriculture will be asked to cooperate with the D.P.I. in drawing up a detailed scheme to be carried into effect next year.

As H.M. (M_3) is away, the file will be circulated to H.M. M_2 first.

17.6.26

M_2

Cir 19/6
No 177

M_3

In the lucid note above the Sy. Development has brought out the main idea underlying this proposal. The right type of teachers indicated in the D.P.I.'s note at A & B is very essential for the success of the proposal. In the Edn. Department the experiment is being carried on but in order to expand it further, the Cooperation of the Agricultural Dept is highly necessary. Unless there is Coordination I think we may not be able to produce right type of teachers. Other details can be easily worked out by the D.P.I. and D.A.

I am glad my Hon. Coll M3 ~~the~~ whose sympathies are with rural Education will agree that to stimulate interest in this manual training in Agriculture, the proposals of D.P.I. should be introduced in selected schools and the existing schools will be a better means of organising Agricultural Education not with a view to prepare the boy for ~~Edn~~ a profession immediately but to create an interest in him for the ~~work~~ industry.

A

17/6.26

I agree.
1-7-26

1.7.26
recd. on 3.7.26

To A.S.

With refce. to Secy's note at A on p. 14 ante and HM2's note at A above the Law (Edn.) Dept. may, it is submitted, be requested to ~~address~~ ask the D.P.I. to formulate a scheme ~~on the lines~~ of rural education (in consultation with the D.A.) on the lines obtaining in the Bombay presidency

---

~~A copy of the orders to the D.P.I. may be sent to the D.A. and Dev. Dept.~~

The file may be sent to Law (Edn.) for issue of orders.

6.7.26.

S/ 12.7.26

SAR
9.7.26.

13.7.26

14 JUL 1926
LAW DEPARTMENT

Dev. no. 4367 III/25-3

Law (Edn) no.

C no 2704 A Edn
14.7.26

Law (Education) Department.

In communicating the orders on this file to the Director of Agriculture ~~D.A.~~ it seems necessary to forward for his information a copy of the D.P.I.'s ~~own~~ note on pages 6-12 n.f.× It is submitted that the note may be edited and read at the top of the order. A draft order is submitted for approval.

× References to pages of the current file will be omitted.

2. The D.P.I. considers that the experiment should be tried first in selected higher elementary and middle schools. With reference to the Development Department note on p.3 ante, it is submitted that the question of introducing the proposed scheme in the Municipal High School, Cuddapah, may be considered on receipt of the detailed scheme called for in the draft order put up.

3. The draft order ~~D.O.~~ may be sent to Finance u.o. for acceptance ~~remarks~~ ~~issue~~

Info B.

Edn 1425 A-3
27 7 26

23/7/26
S.A.

23.7.26.

26.7.26

V.TK
27.7.

27.7.26

Fin u.o

Fin 21506 E.T.

Finance (E.T.)

This file deals with the question whether agricultural instruction shall form part and parcel of ordinary elementary education in rural tracts. The main propositions put forward by the D.P.I. have been approved by ~~Law (Edn.) Dept.~~ Hon. M2 + M3. It is now proposed to ask ~~request~~ the DPI to frame, in consultation with the D.A., detailed proposals for giving effect to the scheme. The proposals when received will have to be considered as Part II scheme for the next year's budget.

⑦ pp 16-17 supra

para (iv) of draft.

2. Submitted that the draft order may be accepted and the file returned to Law (Edn.) U.O.

31.7.26.

2-8-26

V.S.L. 3.8.26

4/8.

Thro' Exp.

2.8.26.

D.S.

S.

The order accepts generally the proposal to adopt a scheme of giving agricultural instruction in elementary + secondary schools. This will involve considerable expenditure in the special training of teachers + in the lease of land. Will Law please let H.M. C4 see the case before the order issues?

4/8/26

Law

SECRETARY TO GOVT. OF MADRAS
4 AUG 1926
LAW DEPARTMENT

Ldo 3068A
4.8.26.

Fin. No. 21506 E.T.
4.8.26.

---

(15)

Law (Edn.) Dept.

For orders as to circulation with reference to the Finance Secretary's note on p. 19 ante

4/8/26

4/8

5/8

V.T.K. 6/8

M 2
~~M~~ M 3
C 3

The question was very carefully discussed with the D.P.I. & the Dept of Agriculture. It is intended to try the scheme as an experimental measure. The agricultural course shd be optional. Selected Schools where ~~all that~~ ~~afford~~ facilities exist will be taken up for experiments.

14/8.

16.8.26.

SECRETARY TO GOVERNMENT MADRAS
24 AUG 1926
LAW DEPARTMENT

I am not responsible for the policy adopted in these matters & I refrain from comment. I can say nothing as to the financial issue until the D.P.I. submits detailed proposals.

21/8/26

Education 21 **DEPARTMENT.**

116

Sectt. II-5 (b)—6,004—25-11-25. (6)

	Date.	Initials.
When received for Fair-copying.		
When copied ..		AK 26/8
When examined ..		
When signed ..		20/8
When despatched ..		26/8

Agriculture - Teaching of - Ordinary schools - D.P.I. asked to submit detailed proposals.

READ AGAIN G.O. No. ...., dated .... 192 .

" " " " .... " .... 192 .

READ ALSO:—

C. No. 2704 A. From the Note by the D.P.I. Pp. 6-12 of, No 231 F/26, dated 16-5-1926.

" " .... " " .... " .... " .... 192 .

" " .... " " .... " .... " .... 192 .

ORDER.

Mis.

No. 1619, dated 25 . 8 1926

Pap. 6-12 of C.1

Notes File

In his note read above the D.P.I. has offered his remarks on the question of the feasibility of introducing a scheme for imparting instruction in the elements of agriculture in elementary and secondary schools in this Presidency on the lines of similar schemes introduced in the Punjab and Bombay. The Director considers ~~that~~

(i) that the scheme should be tried as an experimental measure in selected higher elementary and middle schools;

(ii) that the agricultural course should be an "optional" parallel course with provision for the grant of a 'certificate' at the end of the course;

(iii) that the instruction in agriculture should be imparted by a trained teacher of the higher elementary or secondary

(1) 22

-2-

grade who has received special training in that subject; and

(iv) that the land required for demonstration purposes should in all cases be leased and not bought.

The Government agree generally with the above views of the Director. They consider that the scheme should be under the control of the Educational Department and that there should be free co-operation between this department and the Agricultural Department in carrying out the experiment. The Director of Public Instruction is requested to frame, in consultation with the Director of Agriculture, detailed proposals for giving effect to the scheme and submit them to Government as early as possible.

8/x
26.7.26.

CR
26/7

V.TK
27.7

DESPATCHED
27-AUG

To

The Director of Public Instruction ✓

The Director of Agriculture ✓
through the Dev. Deptt.

The Development Department. ✓

Copy for Stockfile

[One of the points to be considered on receipt of the D.P.I.'s reply is the question of providing teachers of middle schools where agriculture is taught, special training for a period of one year at the Agricultural college — vide Leg. council Question No. 829 recorded in G. No. 980 d/ 16-5-27]

When given for copying
When copied
When examined
When signed
} 192 .

Read again G.O. No. 192 . Dated

Current No.

Enclosures to C. No.

Order of Government .. .. .. A A A A A A A

Letter of Government.

Statement with ditto.

Papers not filed on, being meant for despatch in original.

N.B.—
A = Copy in full.
B = Not to be copied.
P = Copy abstract only.
Q = Copy heading only.