

19  
Law (Edn) (1926) Department.

mi SERIES.

G.O. No. 1709

DATED 4.9.1926

[Despatch Abstract.]

Agriculture - Teaching of - in middle  
schools - resolution of the Board of  
agriculture - Recorded



# BACK PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|------|-----|-------------|-------|
|      |     |             |       |      |     |             |       |

# FURTHER PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|------|-----|-------------|-------|
|      |     |             |       |      |     |             |       |

No. 1174-Agr.

Government of India.

Department of Education, Health & Lands.

Simla, the 22nd June, 1926.

From

M.S.A. Hydari Esq., I.C.S.,

Under Secretary to the Government of India,

To

The Secretary to the Government of Madras,

Development Department.

Proceedings of the 14th Meeting of the Board of  
Agriculture in India held at Pusa in December 1925.

Sir,

I am directed to forward, for information, a copy of the  
Proceedings of the Fourteenth Meeting of the Board of Agriculture  
in India held at Pusa in December 1925.

2. Any observations which the Government of India may have  
to make will be communicated separately, but in the meantime the  
local Governments and Administrations will no doubt take such  
action as they may think necessary on the various recommendations.

3. I am to add that the Government of India have read the  
Proceedings of the Board with interest and that their acknowledgments  
are due to the various officers who contributed to the success of  
the Meeting.

I have the honour to be,

Sir,

Your most obedient servant,

Gd. M.S.A. Hydari

Under Secretary.



2

Resolution III.

In Middle schools under the Education Department in which agriculture is taught, no attempt should be made to give a vocational training but the object should be to give to the boys such an outlook on rural life that they will return to the land with minds better prepared to receive agricultural training and with interest aroused in agriculture and its possibilities.

To Under Secretary.

The note furnished to the Board of Agriculture on the subject by Mr. Hilson will be found at pages 91-94 of the Proceedings. The question of Agricultural education was considered by the Advisory Committee and it was decided that the consideration of the general question of agricultural education might be deferred pending the report of the Secondary Education Committee and that the existing agricultural middle schools at Taliparamba and Anakapalle should continue for the present. Orders to that effect were issued in G.O.No.271, dated 24-2-26. The Govt. have since issued orders for starting a school at Kalahasti. Applications are being received for more schools in other tracts.

The report of the Secondary Education Committee has not yet been received. In the meantime the question of imparting education in agriculture in secondary schools is under the consideration of Law (Education) who were requested to address the D.P.I. to formulate a scheme in consultation with the Director of Agriculture for introduction of agriculture as one of the subjects in the syllabus of rural education in schools.

In this connection it may be stated that the Government (Law (Edn)) have sanctioned the introduction of agriculture as manual training in a few secondary schools under the management of Local

Dev. Sec.  
not put up

Order issued  
in G.O. 1619  
- 27/2/26 (I)

27/2/26  
27/2/26



3/

Boards.

Submitted that the resolution pertains more to the Law (Edn) Department.

S.A.R.  
4.8.26.

The Education Department does not attempt to teach agriculture as a vocation.

This subject is taught as a vocation only in the specially opened agricultural middle schools. These schools are under the management of the agricultural department. The only useful suggestion in regard to these schools that has been made by the Board of Agriculture is that these schools should not aim at producing men for subsequent employment under Govt. This is not our aim; and we have said so definitely in the orders instituting these schools.

The Resolution passed by the Board is one for consideration by Law (Edn) Dept.

R.R.  
11.8.26.

A copy of this resolution and a copy of the Government of India's letter may be sent to Law (Edn) U.O. for necessary action.

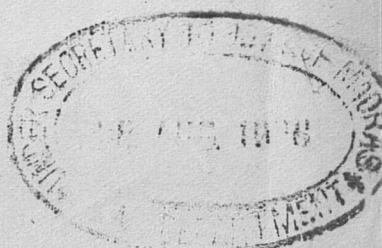
T.N.S.  
19.8.26.

V.P.R.  
13.8.26.

Law (Edn) no.

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25/8/26.

2002B  
L. Law 1992B  
25/8/26  
Dev. no. 1973 III/26-2  
26.8.26.



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U  
Education Department.

The resolution on page 2 ante states that no attempt should be made to give a vocational training in agriculture in middle schools. <sup>In this Presidency</sup> The introduction of agriculture as a form of manual training has been ~~introduced~~ <sup>introduced</sup> in a few secondary schools. The training imparted in these classes cannot be classed as 'vocational'.

2. The D.P.I. has recently been requested to frame, ~~and submit to Government~~ in consultation with the Director of Agriculture, a scheme for imparting instruction in the elements of agriculture in higher elementary and secondary schools in this Presidency on the ~~lines~~ <sup>lines</sup> of a scheme introduced in Bombay. The aim of the course in Bombay "is not purely vocational but rather prevocational - education for agriculture rather than education in agriculture." The scheme to be introduced in this Presidency will also be of the same name ~~and~~ and is not likely to contravene the principle embodied in the resolution of the Board of Agriculture on page 2 ante. The papers may be "RECORDED".

C.P.A.  
SK  
1.9.26.

CR  
1.9.26  
V.TK  
3.9

M2



1709 2/4.9.26  
Order / Recorded.  
His

Agriculture  
Teaching of — in middle school.  
Resolution of the Board of Agriculture.  
Not recorded



1807-1  
23/2B-1

DESPATCHED  
18 OCT 1907

1807-1  
23/2B-1  
18 OCT 1907



4/2/10

DESPATCHED  
18 OCT 1907

23/2B-1  
1807-1  
Letter to

The Secretary to the Govt of  
the Punjab,  
Education Department

Sir,

I am directed to request  
that, if there be no objection,  
this Govt may be supplied  
with a copy of the orders of  
the Punjab Govt with connected  
papers on the subject of the  
teaching of agriculture in  
vernacular middle schools  
in the Punjab.

I have etc;

8A  
16.10.26

CR  
18/10



No. 13904 G.

Lahore, the 14<sup>th</sup> November, 1926.

From Sir George Anderson, Kt., C.I.E., M.A.,  
Director of Public Instruction, Punjab.

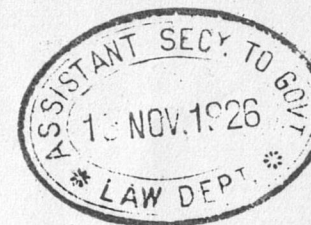
To The Secretary to the Government of Madras,  
Education Department,  
Fort St. George, Madras.

Sir,

With reference to your letter No.2312-B.1, dated the 18th October, 1926, I have the honour to send herewith a copy of C.M. No.77, dated the 19th February, 1919, and of 1125-G.S., dated the 20th September, 1923, on the subject of Agricultural Education in the Punjab.

I have the honour to be,

Sir,  
Your most obedient servant,



Inspector of Vernacular Education,  
for Director of Public Instruction, Punjab.

K. G.



2/8  
C. M. No. 77.

FROM

THE HON'BLE MR. J. A. RICHEY, M.A.,

Under-Secretary to Government, Punjab,  
Home (Education) Department,

TO

ALL COMMISSIONERS, DEPUTY COMMISSIONERS  
AND INSPECTORS OF SCHOOLS IN THE PUNJAB.

Dated 19th February, 1919.

SIR,

I AM directed to address you on the subject of Agricultural Education in the Punjab.

The resolutions of the All-India Conference on Agricultural Education held at Simla in June, 1917, were considered by the Punjab Agricultural and Education Departments, and tentative proposals were submitted to a provincial conference on Agricultural Education held in April, 1918, under the chairmanship of the Hon'ble Mr. H. J. Maynard, C.S.I., and attended by leading representatives of the agricultural community. This conference dealt primarily with elementary and vernacular agricultural education. A second conference held in Simla in July under the chairmanship of the Hon'ble Mr. C. J. Hallifax, C.B.E., after considering the question further in its relation to Anglo-vernacular education, submitted a complete scheme for agricultural education in the Punjab, together with an estimate of its initial cost.

The Punjab Government accepted the recommendations of the two provincial conferences and forwarded them to the Government of India, with a request for financial assistance towards the introduction of the scheme.

The Government of India signified its approval of the scheme, which is described in this letter, by sanctioning a grant from imperial revenues of Rs. 4,69,000 to enable it to be brought into effect.

2. It will be convenient to deal with the scheme under the three heads, Primary, Vernacular Secondary and Anglo-vernacular Secondary Education.

I.

*Primary Education.*—The Local Government accepts the recommendation of the provincial conference, which is also that of the All-India Conference, that no attempt should be made to teach technical agriculture and horticulture in primary schools. Universal experience has shown that experiments at this early stage are likely to do more harm than good.

On the other hand, the Lieutenant-Governor agrees with the views of the conference that—

(a) nature study should form an essential part of the teaching in primary schools; and that

(b) the text-books in use in rural primary schools should be adapted to the environment of the pupils.



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The following changes in the existing system are involved in the acceptance of these proposals—

- (i) the attempt to teach practical agriculture in normal schools, no use of which is made by the students on their subsequent employment in primary schools, will be definitely abandoned;
- (ii) the present series of object-lessons for primary schools being of little use, a revised course of nature study, drawn up by the Education and Agricultural Departments in consultation, will be substituted. Students in normal schools will be trained to teach this course; and
- (iii) the Punjab Text-Book Committee will be asked to revise the books in use in rural schools in order to incorporate in them lessons dealing with rural life, *e.g.*, the arithmetic books should contain problems such as may arise in the ordinary course of agriculture.

## II.

3. *Vernacular Secondary Education.*—The Punjab Conference agreed with the All-India Conference that it is at the secondary stage that the practical and technical teaching of agriculture should be introduced, but differed from the All-India Conference in the method proposed for its introduction.

The All-India Conference had recommended the institution of a number of agricultural middle schools, somewhat on the lines of the school maintained by the Bombay Government at Loni. The Punjab Conference was of opinion that the number of boys willing to attend such special agricultural schools would be small, and their intellectual quality probably poor, since attendance at such a school would mean the definite renunciation by the student of any hope of higher education. For these reasons the conference recommended that the ordinary vernacular middle schools of the Punjab should be utilised for the diffusion of agricultural education. There are 148 of these schools in existence at present with an enrolment of 26,894 and it is contemplated ultimately to raise the number of schools to 443. The number of boys thus receiving practical instruction in agriculture, though small in comparison with the rural population of the Punjab, would be very much larger than the probable attendance at special agricultural schools. The conference considered that, since vernacular middle schools are primarily intended for the agricultural community, it would be justifiable to make agriculture a compulsory part of their curriculum, provided that no boy should thereby be precluded from pursuing his general studies further in a high school and college should his parents so desire. "The committee, however, would for the present give discretion to each district board concerned to adopt either the compulsory or the voluntary introduction of agricultural teaching as it thought fit. This will doubtless furnish such practical experience of the working of both systems as will enable a definite conclusion to be arrived at later, if necessary, as to which system should be ultimately prescribed."

4. The Punjab Government has accepted the views of the provincial conference, and proposes to make use of the vernacular middle schools of the province as the vehicle for the spread of agricultural education.

In order to carry out this policy it is necessary—

- (i) to provide teachers capable of giving instruction in agriculture in middle schools;
- (ii) to provide land for practical work in proximity to the school, and necessary equipment; and
- (iii) to modify the curriculum of these schools in order to work in the new subject.

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5. The Punjab Government consequently proposes to take the following steps to fulfil those objects; certain steps indeed it has already taken:—

- (i) The most urgent need being teachers, the Local Government, without waiting for the detailed scheme, opened a class for agricultural teachers at Lyallpur in June last to which twenty S. V. (senior vernacular) teachers were admitted. This was in accordance with the decision of the first provincial conference that for the agricultural teachers of middle schools it would be better to take well-trained vernacular teachers and send them for a year's course in agriculture than to take men with agricultural qualifications and give them a course in pedagogy. Men of the former class, many of whom are agriculturists by birth, have definitely adopted teaching as their profession, and will not therefore be discontented, as the agricultural expert might be, with the life of a teacher. The inducement of an additional allowance of some Rs. 10 per mensem for agricultural teaching should be sufficient to attract the best senior vernacular teachers to this branch of vernacular education. A much higher salary might be asked by a man claiming to be an agricultural expert.

The present arrangement is, however, only temporary. It is intended to establish at Lyallpur a second Training College for senior vernacular teachers [where a course for English agricultural teachers (*vide* paragraph 10) will also be provided]. The senior vernacular classes will be removed from Lahore to the new college, which will be in close touch with the Lyallpur Agricultural College, and a selected number of teachers, after taking their senior vernacular certificate, will be put through an agricultural course similar to that conducted this year at the Agricultural College. A sum of Rs. 1,00,000 has been given by the Government of India towards the cost of this project.

- (ii) For practical agricultural teaching, schools must have land. It is therefore essential to provide land for the twenty schools in which such teaching will be introduced next year, and the committee was of opinion that provision should immediately be made for at least 30 schools, for, if any measure of success is secured in the schools in which it is first introduced, practical agricultural teaching will in the immediate future undoubtedly be extended to at least one school in each district.

The committee was of opinion that each school would require on an average 3 acres of land. This much must be taken up out of the cultivated land in the immediate neighbourhood of each school. The average price of cultivated land in the Punjab is now about Rs. 220 per acre. An addition of 15 per cent must be made for compulsory acquisition. Therefore an expenditure, say, of Rs. 250 per acre is likely to be incurred in the provision of land. For the purchase of 90 acres for 30 schools an allotment of Rs. 22,500 will be necessary.

On account of bullocks, implements and plant for the working of the lands, the expenditure required, though excessive from the point of view of the economic farmer, is unavoidable from the educational point of view. To provide sufficient facilities for practical training each school should have two pairs of bullocks and duplicate sets of ploughs, harrows, drills and other implements. Each school will also require a shed for its bullocks and chaff-cutter, with accommodation for implements, a store-room and quarters for a *chaukidar*. Finally, expenditure will be necessary in some schools on the provision of well water and in all schools on miscellaneous requirements.

It was estimated by the conference that the cost of a pair of bullocks would be about Rs. 200, that Rs. 200 per school would be required for imple-



ments and Rs. 2,000 for buildings, while some Rs. 150 should be provided for miscellaneous expenditure.

The annual capital cost for each school is therefore calculated to be—

|                          | Rs.          |
|--------------------------|--------------|
| Land ... ..              | 750          |
| Bullocks (2 pair) ... .. | 400          |
| Implements ... ..        | 200          |
| Buildings ... ..         | 2,000        |
| Miscellaneous ... ..     | 150          |
| <b>TOTAL</b> ... ..      | <b>3,500</b> |

A sum of Rs. 1,05,000, sufficient to equip 30 schools on the above scale has been received from imperial revenues.

(iii) As regards the curriculum, much will of course depend on whether the board decides to make agriculture a compulsory, or an optional, subject.

The committee suggested that, since in the first year only 20 schools would be affected, it would be possible to select for the experiment places where agriculture could be easily introduced as a compulsory subject.

A modified curriculum for middle schools, allowing both for the introduction of agriculture and of optional English will be found in my note on school courses forwarded with Chief Secretary's letter No. 1382-S., dated June 19th, 1918.

### III.

6. *Anglo-vernacular Secondary Schools.*—The conference which met in July noted that there is a material difference in the aim of agricultural education in vernacular middle schools and in Anglo-vernacular secondary schools. In consequence the character also of the agricultural education appropriate in these two classes of schools is materially different. The students of vernacular middle schools for the most part end their education on leaving school. For those who are drawn from the agricultural classes—a large proportion—it is feasible to provide in such schools a course of practical teaching in agriculture which will be complete in itself and will help to equip those who undergo it for work as practical agriculturists in so far as this is possible in the period and with the material available. But the course at an Anglo-vernacular middle school is, as a general rule, followed by two years' study in a high school. A complete course of practical agriculture cannot be given in the middle department. Its curriculum has been arranged to meet the requirements of the majority of its students, viz., preparation for the high department, and in consequence practically all subjects except languages have been made compulsory. The time available in the middle department for optional subjects will not therefore suffice for an adequate course of practical agriculture. The two years spent in a high school are not long enough for the efficient teaching of practical agriculture. A complete course extending over the whole period usually spent in Anglo-vernacular secondary schools could, it is true, be arranged by undertaking a more or less radical revision of the current curriculum. But the class of students in these schools is not the same as in vernacular middle schools. Their ambition is ordinarily not a return to the land; they are not therefore likely to appreciate a course of practical agriculture; and little good would result from providing one for them. In this connection the conference noted that the efficient teaching of practical agriculture could

of course be introduced in Anglo-vernacular secondary schools if circumstances justify a change of policy in respect of secondary education that would amount practically to a revolution. The Lieutenant-Governor agrees with the conference that this is at present out of the question. An interest in agriculture as a profession does not exist and cannot be created in the students who comprise the majority of the students of Anglo-vernacular secondary schools. To compel these to undergo agricultural teaching would arouse opposition and discourage education. On the other hand the conference was advised that there is no serious objection to a change in the present science teaching of these schools so as to convert it into a teaching in agricultural science. The conference therefore recommended that, instead of the present science course, a course of agricultural science should be made general and compulsory in Anglo-vernacular middle schools, and should be so devised as to lay the foundation of agricultural knowledge which the student can develop by taking a further course of agriculture when he proceeds to a high school. This measure is all that in the existing circumstances is practicable, and it should, the conference thought, be introduced at once.

7. The preceding paragraphs outline the policy accepted by Government so far as the middle departments of Anglo-vernacular schools are concerned.

The course in elementary agricultural science to which reference is made will be prepared by the Agricultural Department in consultation with the Education Department.

8. About 50 high schools already teach agriculture, but not in a practical form. In the opinion of the conference some practical instruction is essential. Most of the students who go through a high school course of agriculture will probably do so with the intention of qualifying themselves for a degree in science or agriculture. Therefore the agricultural teaching of a high school must not be purely vocational, as in vernacular middle schools, where many of the students intend on leaving to adopt farming as a calling. It must be optional, and it should aim at turning out men who, even if they do not adopt practical agriculture as their means of livelihood, will still have the ability and interest to diffuse sound agricultural knowledge.

The main lines of agricultural teaching in high schools should be the inculcation of sound principles of agriculture. But, as already noted theoretical teaching by itself is not sufficient for this. The conference therefore recommended for high schools a course of theoretical teaching accompanied by some practical training, and that all students in the agricultural classes of high schools should spend a reasonable number of their study periods in practical work on land set apart for the purpose and in observing agricultural processes and experiments practically demonstrated on that land.

9. It may be objected that the conference has so limited the scope of its recommendations as to fall far short of securing from Anglo-vernacular secondary schools an outturn of practical farmers. But it is not a function of secondary education to equip ploughmen with degrees, and the recommendations made are calculated to secure the inculcation of sound agricultural ideas in the minds of a large number of students, which will in itself be a great advance. The conference was of opinion that the system of agricultural education in secondary schools recommended by it would be very valuable in leading a student up to a point from which he can either become a practical farmer or go on for a university degree. If he prefers the former alternative, it will be open to him to proceed to Lyallpur or some other similar institution, which, if the demand arises, will no doubt be created, to finish his education as a practical farmer. All that he will require will be a short practical course to supplement the knowledge that he has already acquired. Thus the system recommended by the conference avoids the pitfall of rendering an agricultural student unfit for anything but the life of a farmer.



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10. To carry these proposals into effect it would be necessary, as in the case of vernacular schools —

- (i) to provide the teachers ;
- (ii) to provide the land and equipment ; and
- (iii) to modify, if necessary, the curriculum.

As regards (i), it was recommended by the conference that for the middle department selected junior Anglo-vernacular teachers should undergo a course of agricultural science at the new Training College at Lyallpur. It is possible that this may be arranged during the ordinary second year of the junior Anglo-vernacular course for teachers who elect to specialise in science.

For the high department the system of taking trained teachers (in this case with senior Anglo-vernacular or B. T. qualifications) and giving them a course of agriculture at the Agricultural or new Training College at Lyallpur would no longer be suitable. Such men, even if agriculturists by birth, would have been too long divorced from the land to be competent to teach agriculture practically.

The instructors should clearly be graduates of Lyallpur Agricultural College who have undergone a fifth year's training in practical pedagogy. It is proposed to arrange for this fifth year at the new Lyallpur Training College.

(ii) For the present, and as a beginning, the conference recommended that in Anglo-vernacular secondary schools arrangements for the practical teaching of agriculture should be made only in places where there are two or more high schools having agricultural classes. The students of the different high schools would attend their own schools for tuition in all subjects other than agriculture, but in this subject they would receive tuition in a centre common to them all. The teachers, land and other requirements of the centre should, in the opinion of the conference, be provided at the expense of Government. This would be much more economical and efficient than to require each high school with agricultural classes to make its own arrangements for its agricultural teaching with the aid of grants from provincial revenues. This is the system which is already being introduced in connection with manual training, which may naturally form an alternative subject to agriculture.

It was reckoned that six agricultural classes, each containing not more than 20 students, could be taught at an agricultural centre by a teacher specially selected and certified as competent to teach practical agriculture.

The conference considered that not less than five acres of land would be required for practical work at each centre. As this land would be in proximity to large centres of population, it would be considerably more expensive than that to be acquired for vernacular middle schools.

An average rate of Rs. 1,000 per acre was estimated by the committee as the cost of acquiring such land.

The other expenses, e.g., bullocks, tools, etc., necessary for establishing each high school centre, would be the same as for a vernacular middle school.

The total cost of a high school agricultural centre is therefore estimated to be—

|                   |       |     | Rs.   |
|-------------------|-------|-----|-------|
| (i) Land          | ...   | ... | 5,000 |
| (ii) Bullocks     | ...   | ... | 400   |
| (iii) Implements  | ...   | ... | 200   |
| (iv) Buildings    | ...   | ... | 2,000 |
| (v) Miscellaneous | ...   | ... | 150   |
|                   |       |     | —     |
|                   | TOTAL | ... | 7,750 |
|                   |       |     | —     |

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(iii) Since agriculture would continue to be as at present an optional subject in the high department, no alteration in the curriculum is necessary. But the conference "appreciated the necessity of recommending to the University that it should make changes in its matriculation test in agriculture so as to eliminate the advantage now enjoyed by the students, who have only a theoretical knowledge of agriculture, and to substitute a test, including the elements of practice as taught in high schools".

This, however, will only be practicable when the arrangements proposed for the practical teaching of agriculture have been brought into force and it is not a matter of immediate moment.

11. The Punjab Government has not only accepted the foregoing recommendations, but has received a grant from the Government of India of Rs. 1,55,000 to cover the initial cost of opening twenty such agricultural centres.

12. There will remain, however, a certain number of isolated high schools which will not be able to avail themselves of instruction at any agricultural centre, although desirous of teaching agriculture in their high departments. The conference recommended that, till trained teachers are available, certificates should be awarded and staff grants should be given by the Education Department to teachers in these schools recommended by the Agricultural Department as qualified to give the instruction required.

The conference further recommended that Government should give assistance to such aided schools towards providing them with land required for practical teaching by—

- (a) the use of the Land Acquisition Act for the purchase of the plots ; and
- (b) by capital grants not to exceed half the cost of the land required, provided the area is reasonable, in view of the number of agricultural students in the school.

The Punjab Government has accepted these recommendations of the conference and—

- (i) staff grants will be given for agricultural teachers fulfilling the requisite conditions ;
- (ii) rules for the acquisition of land for the use of aided schools have been recently published in the *Punjab Gazette* ; and
- (iii) a sum of Rs. 50,000 of the Government of India grant is set aside for capital grants to aided schools for the purchase of land and equipment for practical agriculture.

13. In order that the agricultural work in vernacular middle schools and at the high school agricultural centres should be efficient, it is necessary that it should be subject to supervision and inspection such as the Education Department cannot supply. This supervision in the case of vernacular middle schools will be exercised by the teacher in charge of the nearest high school centre, who will, as a trained graduate of the Lyallpur College, be quite competent to undertake this work. The inspection of the high school centres will be entrusted to the agricultural staff of the new Lyallpur Training College.

14. The policy of Government having thus been described, it remains to indicate the action which is required from local officers to give effect to this policy.

(a) *Vernacular Middle Schools.*—The district boards who have supplied the 20 senior vernacular teachers now under training at Lyallpur should at once select the vernacular middle schools in their districts to which the teachers will be attached after training, i.e., in June next.

These teachers are entitled to an allowance of Rs. 10 per mensem for their agricultural teaching after successfully completing their course.



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District boards should also make arrangements for the purchase of the land required for practical teaching at each school, and for the necessary buildings and equipment. Application for the Government grant to meet these charges (Rs. 3,500 in each case) should not be made till all arrangements are complete.

Where a larger area than three acres can be obtained within the provision sanctioned, or where the board desire to add to that provision to increase the area, there need be no hesitation in acquiring a larger area.

(b) *Anglo vernacular Schools*.—Inspectors of Schools should suggest suitable sites for the establishment of high school agricultural centres. (The marginally-noted towns were suggested by the conference as likely to prove successful centres.) At the centres suggested suitable plots of land of some five acres in extent should be chosen by the Inspector, in consultation with the Deputy Commissioner, and estimates made of the cost of acquisition. But, if a demonstration farm is suitably situated at a selected centre, the purchase of additional land may be unnecessary; where the opening of a new demonstration farm is under consideration, the possibility of its being used for educational purposes under this scheme should not be overlooked when the site is selected.

In the case of isolated high schools where agriculture is taught, enquiry should be made as to the need for land for practical teaching and, where necessary, a grant towards its purchase suggested.

I have, &c.,

J. A. RICHEY,

*Under-Secretary to Government, Punjab,*

*Home (Education) Department.*

Rohtak.  
Ambala.  
Hoshiarpur.  
Jullundur.  
Ludhiana.  
Ferozepore.  
Lahore.  
Amritsar.  
Gurdaspur.

Sialkot.  
Gujranwala.  
Gujrat.  
Shahpur.  
Rawalpindi.  
Lyallpur.  
Jhang.  
Multan.

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GOVERNMENT OF THE PUNJAB.  
(Ministry of Education).

FROM

G. ANDERSON, ESQUIRE, C.I.E., M.A.,

*Under-Secretary to Government, Punjab,*

TO

ALL COMMISSIONERS, DEPUTY COMMISSIONERS AND  
INSPECTORS OF SCHOOLS IN THE PUNJAB.

C. M. No. 1125 G. S.

*Dated Simla, the 20th September 1923.*

SIR,

I AM directed to refer to Mr. Richey's C. M. No. 77, dated February 19th, 1919, in regard to agricultural education in the Punjab.

2. The main proposals of that circular were as follows:—

(a) *Primary Education*.—No attempts should be made to teach technical agriculture and horticulture in primary schools. In consequence, efforts to teach practical agriculture in normal schools (in which the primary teachers are trained) were abandoned. But it was resolved that nature study should form an essential part of the teaching in primary schools; and that text-books in use in rural primary schools should be adapted to the environment of the pupil.

(b) *Vernacular Secondary Education*.—A very important departure from prevalent practice was agreed upon in this respect. In the first place, it was decided to include, and to provide for, teaching in agriculture in the ordinary vernacular middle schools rather than to start agricultural middle schools of a special type. The aim was therefore to enrich the middle course in rural areas by the inclusion of agricultural teaching and thus to bring it more in keeping with the lives of the pupils, rather than to provide a purely vocational course at this early stage. The object was to use agriculture as a means of mental discipline and training and as an accessory to the general subjects taught in these schools. In the second place, having declared its educational objective in inaugurating the new scheme, the Punjab Government decided that the training should be of a practical as well as of a theoretical nature. For the fulfilment of this object, it was proposed to attach to thirty vernacular middle schools of the province school farms of about three acres each. It was estimated that the average initial cost of each farm (including the purchase of the land) would approximate Rs. 3,500. In the third place, the aim being mainly educational rather than agricultural, it was decided that the teaching should be conducted by specially selected and trained teachers of the senior-vernacular grade rather than by men with agricultural qualifications who had received a course in pedagogy. In consequence, plans were prepared to provide annually for the training of twenty teachers at the then proposed senior-vernacular college at Lyallpur, who would be eligible for an allowance of Rs. 10 per mensem for teaching agriculture in the schools.



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(c) *Anglo-vernacular Secondary Education.*—It was resolved to substitute, in anglo-vernacular middle schools, a course of agricultural science for the present science course; and that it should be succeeded by teaching during the high school stage, whose main object should be the inculcation of sound agricultural principles. This theoretical teaching was to be accompanied by some practical training. For this purpose it was proposed to open twenty agricultural high school centres, at an estimated cost of Rs. 7,750 each. The farm of each centre was to approximate an area of five acres; and the centre was to be available to all high schools in the vicinity.

3. The Minister is of opinion that the time has now arrived to review the results of these experiments and to make such modifications in the original proposals as seem necessary in the light of experience and in view of the existing financial stringency. It may here be remarked that the Government of India sanctioned a grant of Rs. 4,69,000 from Imperial revenues to enable the several proposals to be carried into effect. It is also important to note that the scheme of agricultural teaching in vernacular middle schools was discussed and generally approved by a conference of agricultural experts at Pusa in the early part of 1922, at which the Director of Agriculture and the Director of Public Instruction, Punjab, were present.

4. *Primary Education.*—The Minister is still of opinion that no attempt should be made to teach practical agriculture in primary schools. Indeed, the experience of the past few years has indicated the advisability of a further simplification of the primary course, a matter which has recently been discussed and reported upon by a committee appointed for that purpose. It is not therefore considered desirable to emphasise the practical aspect of nature study as a separate subject because the efforts of teachers in primary schools must necessarily be mainly directed for some time to come to instruction which has for its chief object the removal of illiteracy. On the other hand, the Minister endorses the policy of adapting the material of the readers to the environment of the pupils, and hopes, when the report of the Committee referred to above has been examined, to indicate lines along which more suitable readers may be prepared. It will then be necessary to train the teachers so to teach that pupils shall not only learn to read but also to understand and to assimilate the material thus placed before them in the readers. The object in view should be that, on leaving a primary school, the pupils shall have learnt not merely to read and write, but also to take an intelligent interest in things around them.

5. *Vernacular Middle Schools.*—Very considerable progress has been made in carrying out the original policy, as many as 23 vernacular middle schools having school farms attached to them; and there are proposals for other farms which are denied completion merely by the financial stringency. There are also several schools in which temporary arrangements of a more or less satisfactory nature for practical training have been made. The reports which have been received on the working of the system have been, on the whole, most satisfactory. Some of the farms have achieved most excellent results and are self-supporting. Some, again, have attracted the favourable attention of the farmers in the vicinity. The pupils have shown considerable interest and have been in no way reluctant to undertake the practical work of the farm. The courses and readers which have been prepared by the Inspector of Agricultural Training, have supplied a long-felt need; and the teachers who have been trained at Lyallpur have shown marked aptitude for the work. The theoretical side of the training has also stimulated an intelligent interest by the pupils in the phenomena of nature. The Pusa Conference was well satisfied by this experiment.

6. The success and the experience that have attended this important experiment can now be used to indicate both modifications and expansions of the original scheme. The most important modification, however, has been dictated by the financial stringency. It is not possible, in the first place, for Government to include a large sum each year in the budget; and, indeed, Rs. 20,000 only were included in the Budget for the current year. Thus,

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taking the average estimate of each farm for initial expenditure at Rs. 3,500 (as laid down in Mr. Richey's Circular, paragraph 5), it is not possible to start more than a few farms each year. Moreover, though considerable reductions are possible through the hire instead of the purchase of bullocks and through a reduction in the cost of the farm buildings, the cost of acquiring the land is now found to be far more than was originally estimated. It has already been suggested that the land might be leased instead of purchased. In the second place, district boards find it increasingly difficult to afford the allowance of Rs. 10 per mensem for the teacher and to meet the deficit that often results on the working of the farm in its initial stages.

7. The Punjab Government (Ministry of Education) does not desire, in view of the success of many of these farms that they should be abandoned. Indeed, it hopes that, with increased experience, these farms will play an even more important part in future in indentifying rural education with rural requirements. But, in view of the financial stringency, it is able to contribute towards the creation of only two new farms in the province next year and, in selecting these, will give preference to those for which complete proposals have already been forwarded to this Department. In order that these 25 farms can be continued without serious embarrassment to district boards, Government is prepared, subject to budget provision and the vote of the Legislative Council, to meet the allowance of Rs. 10 for each approved teacher who has satisfactorily completed the Lyallpur course, and also to contribute towards the loss on the working of an efficiently worked farm up to a maximum of Rs. 100 per annum for a period of five years from the date of the institution of each farm. It is hoped that this maximum of loss will rarely be reached, but it is realised that farms which are intended for demonstration of agricultural processes are often debarred for this very reason from becoming paying propositions. Special forms will be provided for keeping the farm accounts. These accounts, after scrutiny by the inspecting staff and approval by the inspector, should be forwarded by the latter officer to this Department. All expenditure on account of farms (including the allowances, but excluding the salaries of the teachers) should be kept entirely separate from the expenditure on vernacular education in accordance with the five-year programme.

8. It is also felt that considerable advance can be made, in the promotion of agricultural teaching, alongside of the schools with three acre farms, by the use of small garden plots (up to a maximum of half an acre in area) attached to other vernacular middle schools, especially in view of the changes in the curriculum which are discussed below. This should result in a largely decreased initial expenditure. The miniature farm or garden might be provided in the school compound or acquired at little or no expense. Bullocks will not be required; and the necessary implements will be few in number and small in cost. Subject to budget provision and to an approved maximum which will be communicated each year, Government is willing again to meet the allowance of Rs. 10 per mensem for each teacher employed who has successfully completed his course of training at Lyallpur, to contribute towards initial expenditure up to a maximum of Rs. 300 per plot, and towards the net deficit on the working of the plot up to a maximum of Rs. 30 per annum for a period of five years from the date of commencing work.

9. The Minister is also of opinion that the school courses should be reviewed. The Committee referred to above has recommended that the present teaching of agriculture might well be expanded into a new subject of Rural Science, which would include the existing course in agriculture (theoretical as well as practical), would substitute agriculture for pure science, and would embrace subjects such as elementary civics, hygiene, sanitation, physical geography and the principles of co-operation. A revised course along these general proposals is under consideration. It is hoped that this new course will be successful not only in maintaining interest in agriculture, but also in adapting the teaching of rural pupils to rural needs and associations.

10. In regard to the training of teachers in agriculture, a departure has been made from the original proposals discussed in Mr. Richey's Circular. The class has been attached directly to the College of Agriculture at Lyallpur; and not to the senior vernacular college in the same place, the proposals for



which have been abandoned. This change was effected mainly in the interests of economy, but it is thought that it has also been beneficial in associating the teachers more intimately with agricultural surroundings. It is now intended so to expand the course of training that the teachers shall become competent to undertake the revised course explained in the previous paragraph. Teachers who successfully complete this revised course will also be eligible for the allowance of Rs. 10 per mensem, when they return to work in the schools and provided that they are placed in charge of the teaching of Rural Science.

11. *High Schools.* Very little advance has been made in the completion of this part of the scheme. In very many cases the cost of acquiring a farm of five acres in a large urban centre has proved prohibitive. It has also been most difficult to find suitable teachers. The main objection to the scheme, however, has been that vocational training of this nature is out-of-place in a high school, while the theoretical training in most schools is of an indifferent nature. For those pupils who desire to proceed to a professional college, it is the province of a high school to provide that basis of general training which should precede all professional training. No new high school agricultural centres should therefore be started. In existing centres strict accounts should be kept and submitted to the inspector. If and when intermediate colleges, comprising the two high and the two intermediate classes are started, the intention is that these colleges shall provide, alongside of the ordinary courses in arts and science, a suitable foundation for professional training not only in agriculture but also in other subjects.

I have the honour to be,

Sir

Your most obedient servant,

G. ANDERSON,

Under-Secretary to Government, Punjab.



U.O. Note No. 1973 III/26-5 dated 2nd October 1926.

To Under Secretary.

A copy of the proceedings of the Board

of Agriculture, 1925, since received from the Superintendent,

Government Printing, Calcutta, may be forwarded to the Law (Edn)

Department in continuation of Development u.o. note No. 1973

III/26 dated 26th August 1926.

T.V. Gopal Rao Nayudu,

Under Secretary.

To the Law (Education) Department.

with one copy of proceedings.

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*Edu Dept*

*A.S.*

No action necessary. May be lodged.  
(Pages 34-38 relate to the teaching of agriculture in schools).

*C.P.A.*

*7.10.26*

*8th*

*8.10.26*

*CA*

*9/10*

Thanks. Please put up reports on the Punjab Scheme described by the Committee - teaching of agriculture in ord<sup>4</sup> middle schools. V-TK

*9.10*



Please see pages 88-90 of the volume which contain a description of the Punjab scheme. The reports of the Punjab Educational & Agricultural departments available in the Sect Library are not up-to-date.

SLA  
12.10.26.

Q  
14/10

V.TK  
15/10

I saw this ✓TK  
Please get the latest available:  
also ask the Punjab Govt for papers  
✓TK

a.s

The latest reports available are ~~relating to the year 1922-23~~ put up. A draft letter to the Govt of the Punjab is ~~also~~ submitted for approval.

15/10

⊗ These relate to 1922-23.

CPA  
16.10.26  
SLA  
16.10.26

Q  
18/10

P.C.F.

[Issued as letter No. 2312-B-1 of 18.10.26]  
C.No. 2783B From the D.P.I., Punjab No. 13904G of 14.11.26.

~~Submitted~~

The papers received from the Punjab Govt are placed below.

CPA  
23.11.26  
SLA  
23.11.26

Q  
24/11

Seen & ret'd with thanks

Q  
12.2

When given for copying  
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192

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