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L. & P. H. (1947) Department.

Hls. SERIES.

G.O. NO. Hs. 1798 Edn.,

Dated the 11th August 1947

(8)

[Despatch Abstract.]

Basic Education, - Deputation of teacher to Bombay for training -
Grant-in-aid - Sanctioned.

EDUCATION DEPARTMENT.

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Received 25 JUL 1947 19 Registered 19



Subject.

TRAINING OF TEACHERS IN PREBASIC EDUCATION - Deputation of teachers to Bombay.

60304

Back Papers.

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

Further Papers.

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

ENCLOSURES.

No.
Spare copies.....

Re. No. 1016 K/47 & a

Station MADRAS., Dated the 17th July 1947.

From (Name) Sri D.S. Reddi, M.A. (Oxon), M.B.E.
(Designation) Director of Public Instruction.

To The Secretary to the Government of Madras,
Education and Public Health Department.

Sir,

I have the honour to report that under the auspices of the All India Women's Conference a course for training of teachers in Pre Basic Education is given at the Secondary teachers Training College, Bombay. The course is for a period of about 3 months from 1st July to 23rd September '47. A copy of the prospectus relating to the course is herewith enclosed for information of Government.

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info

2) The management of the Nursery training school, Vepery has deputed one of their staff viz. One Miss Peter to undergo the training and have requested me to recommend to Government the sanction of a stipend of Rs. 25/- p.m. for the teacher during the period of training and for sanction of grant-in-aid.

P.T.O.

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towards her salary during the period of her absence from Madras.

3) As I consider that the training in Pre Basic Education will be of use in dealing with children of the Pre Basic age group, I request that Government may be pleased to permit me to pay grant-in-aid towards the teacher's salary during the period of her absence from Madras while under training.

P. M. i.
For Director of Public Instruction.

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24/7

ANNOUNCEMENT OF
COURSE FOR THE TRAINING OF TEACHERS OF PRE-BASIC SCHOOLS

Under the auspices of the All India Women's Conference there will be offered at the Secondary Teachers Training College a course for the training of Teachers of Pre-Basic Schools from July 1 to September 23, 1947

The Course is open to recognized leaders in the field of Pre-Basic Teaching who have had at least one year's experience in a Pre-Basic School.

Applicants from all parts of India are eligible for consideration.

The choice of those accepted will be made by a Committee consisting of the President of the All India Women's Conference, the Director of the Course, the staff participating in the Course and any others they may invite to act with them.

The number of applicants accepted is limited to fifty persons and open to both men and women. If the number of applicants exceeds the number fixed for registration their applications will be placed on a waiting list and will be given the opportunity of attending in case a selected applicant is unable to attend.

Primary and Secondary Schools in India, if they are offering classes on the Pre-Basic level may ask that a representative of their teachers attend.

Those registered for the Course for the Training of Teachers of Pre-Basic Schools will be expected to enroll for the full program offered and no exception will be made to this requirement except with the consent of the staff.

Fee for registration will be Rs.25-0-0 payable on admission unless otherwise arranged for.

The Course lectures and laboratories will be held Monday through Friday. The hours for lectures, discussions, conferences and laboratories will be decided by the staff after conferring with the Nursery schools which will be co-operating.

The Courses offered will be an integrated program dealing with the Growth and Development of the Young Child from birth to five or six years of age. It will consider their development physically, mentally, morally, socially, and emotionally. Special emphasis will be placed on the educative processes, habit formation, training of children within the traditions and culture in which he will live, preparing him for participation in a Democratic Society.

The courses which are to be given are as follows:

1. Physical Growth and Development of Children:

This will include discussions, reports, readings and lectures on the development of the human body, its capacity for growth and development factors affecting its growth and the interrelatedness of physical development and mental and emotional development, also of physical health and mental. The care and feeding of the growing child, what constitutes an adequate diet for growth and what occurs when the diet is deficient. Animal experiments that have proven the causes and prevention of deficiency diseases. Indian researches in the field of diet and the conclusions reached by the investigators. Food problems in India and their effect on children of the masses. Remedial measures being taken. Education of children in desirable food habits. School lunch as a part of the educational program of the school. Reports from the field observations of students.

Problems

Problems of the midday lunch in the Nursery school. Solution for the problems. Relation of parent education to the physical health of the young child.

Students will be expected to make observation of children on various age levels, to observe conditions under which growth and development is taking place and to report same and in connection with the course in Mental, Social and Emotional Growth to make a study of an individual child which will reflect all the factors that have reacted upon the child during his or her life. Studies of programs offered in Nursery Schools will be studied by the students in relation to their opportunity for physical development, their development of skills and from the view point of their contribution to the health of the child.

2. Mental, Social and Emotional Growth and Development of the child:

This course will present to the student the developmental processes involved as the child achieves intellectual and personality maturity and which change him from a helpless uncoordinated infant into a "Self-assured, conforming citizen in his small world" at five years. Learning involved in the control of the body in general, motor skills such as walking, and the finer motor skills, correlation of the skill with the use of the hands to growth of the intellect. The development of language, the question-asking stage, studies of the content of children's speech, the question-asking stage, studies of the content of children's speech at these age levels and the relation of environment to the content and use of language. Studies made in the Indian Schools which give evidence of this relationship. Experience of Nursery School Teachers with children in different groups. The importance of stories and causes for language retardation. The development of the reasoning powers and problem solving with the young child, learning to make decisions and its relation to mental health. The development of imitation and imagination and the measurement of intelligence in young children.

The inner factors in personality development and their relation to family life, developing desirable attitudes toward authority, obedience. Relation of parental attitudes and practices to the social and emotional development of the young child. Methods of studying social and emotional development. Studies reported that have been making a contribution to educators' thinking. Studies that have been made in India. Discussion of patterns of personality and the influence of economic conditions, cultural patterns, traditions and social pressures upon the growing child's development. Children's play, its importance and significance in understanding them. Parent's part in the development of their children's social and emotional characteristics. Reports of case histories illustrative of this influence.

Students will make observations of children in nursery schools, their stage of maturity, their interests and their behavior, they will observe mental tests and will make some case histories of the growth and development of normal and retarded children. In cooperation with the Course in Physical Growth of the Young Child they will make a complete study of an individual child, which reflects consideration of all the factors involved in growth and development. Studies of programs offered by nursery schools will be made and evaluated from their contribution to the development of the children, mentally, socially, and emotionally. A basic set of criteria by which teachers may judge their programs will be developed.

3. The Family as a Background for the Growth and Development of the Young child:

The study of the organization of the present day Indian Society (1) and the contribution to human thinking and behavior of Indian culture and traditions. (2) Historical review of the factors that have influenced the habits and traditions of the present day family (3) Indian economic system and its influence on standards of living; (see notes accompanying memo)

memo) 4; impact of present day conditions on the Indian home (see notes) 5; forum discussion of the problems of the Indian villager (see notes 6); influence of industrialization on urban life, now and in the future (see notes 7); health problems of the industrial worker and its relation to home life (see note 8); public problems that reflect the problems of parents in villages and cities (see note 9); situation facing the present day family in India on various economic levels (panel discussion) 10.

There will be discussions of the family as the unit of society, its great significance in national development; the composition of family life and its effect on the development of the pre-school age child. The advantages and dis-advantages of the joint family system from the point of view of economics, society, social pressures and security, with a class discussion of case histories which have been definitely known to the students. The effect of the present transition period on the pre-school and school age child. Class discussion of their observations; what can education do at this time to stabilize the life of the child and what is the responsibility of the nursery school to the young child. Discussion of the larger aims of education and the social responsibility of government and the relation of industry to the educational program.

The relation of teachers, parents, and the community in making an environment in which children can grow normally. Teachers as seen by parents; parents as seen by teachers, methods found satisfactory in establishing cooperation between the school and the home. What in the opinion of the administration can be done (see note) What are the commonest family patterns with which the teacher comes in contact where the child is not developing normally and how have the teachers dealt with them successfully. Citing of case histories.

Educational methods in Pre-Basic School Teaching:

History of early childhood education in England, Italy, Russia, United States, and India. Philosophy behind the movement. Research which has been done in the fields contributing to our understanding of children: Reports by the students of studies which have been made in India. Conditions affecting the study of children at these ages. Integration of various sciences in the study of children, medicine, physiology, psychology, analytical psychology, nutrition, sociology, nursing, education.

Basic Principles that should be observed in developing a program for Pre-Basic education and what conditions would have to be considered in the present situation in India. What should be the educational objectives of the program for Pre-Basic Program for children and development of criteria for judging a sound program. Discussion of what should constitute the training and experience of an adequately trained teacher, and the difficulties involved in securing the training.

Discussion of content of a satisfying program for the Pre-Basic Schools and how they are related to the child's physical health, his intellectual development and his social growth. Building of program for morning hours only. Discussion of whether the program should include midday meal, nap and afternoon program.

Relative value of different kinds of equipment to fulfill the function of the program, minimum amount desirable and what is essential. Outdoor equipment and out-of-door play, the importance of, to the health and development of the children. Working out of a score card by which the teacher may evaluate the equipment. Studies of children's use of equipment both indoor and out-of-doors. Housing of the Pre-Basic School, what conditions should be considered as essential. The problems which will be faced in housing at the present time. What conditions must be met that are part of India's other problems.

If a midday meal is served that equipment and personnel and needed what constitutes an adequate midday meal for young children, both qualitatively and quantitatively. Experience in the planning of midday meals, buying of food and ways of meeting differences of food habits.

Number of children which should be enrolled in a unit in the Pre-Basic group, factors influencing the minimum and maximum limits, budget required for developing a unit, reports from teachers; kind of personnel needs; the desirability of having students in training participating in the program, the kind of training and experience these students should have

The function of the Pre-Basic School in the education of parents, methods of securing parent cooperation, contacts with parents, organizing study groups, parent meetings, parent observation and participation. Getting the young child ready for entrance into the regular kindergarten.

Experiential Laboratory in Collaboration with Educational Methods in Pre-Basic Teaching:

All students will spend four full weeks working during the morning in a nursery school or schools to which they will be assigned. They will make a study of the community from which the children come, the families and economic and social conditions under which the children live, a study of the school, the methods of teaching, equipment, personnel, the program and build up a program for it. They will spend half of their time working with the children under supervision of members of the staff, and their associates. Conference will be held every week when the student is working and a prepared plan will be expected from each student advising changes in program, equipment, methods of teaching or other aspects.

Once a week all students working in laboratory will meet to discuss practical problems which develop in their teaching these may deal with equipment, behavior, discipline, play, games, art, music, etc.

Class Schedule:

Since an important part of the Course is the observation of children at younger age levels and the opportunity of working with them in a nursery school the hours for class meetings will be governed to a certain extent by the hours at which the children are at the nursery schools. Either before or after the Nursery school session several of the lecture and discussion periods will be for two hours in order to use the students' time most effectively and to permit visiting lecturers to have adequate time to present their subject or panels to discuss pertinent questions.

Applications for Admission:

Applications will be sent on request and should be obtained from the office of Lady Rama Rau, President of the All India Women's Conference, Gilder Tank Building, Lamington Road, Bombay.

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E. & P. H. Deptt. (B2)

Sub: Basic Education--Deputation of teacher to Bombay
for training grant-in-aid--S A N C T I O N E D.

From the D.P.I. No. 1016 K/47 dated 17-7-1947.

ORDER: Ms. 1798 Edn. Dated 11.8.47

The Government authorise the D.P.I. to sanction a grant-in-aid towards the salary of the teacher that may be appointed in the Nursery Training School, Vepery, in the place of Miss Peter, deputed by the management to Bombay for training in ^{pre} basic education.

To

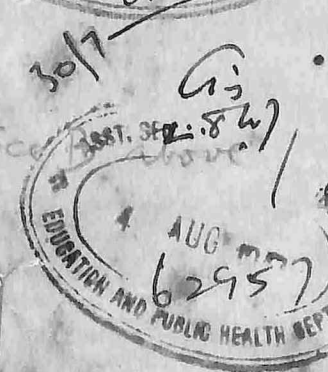
The D.P.I.

Sub: Deputation of teacher to Bombay for training in Pre Basic Education.
From the D.P.I. No. 1016 K/47 dated 17-7-47.

The D.P.I. reports that the management of the Nursery Training School, Vepery has deputed one Miss Peter, to undergo training for 3 months in the course organised by the Secondary teachers Training college, Bombay, in Pre-Basic Education. The management requests that a stipend of Rs. 25/- per mensem may be granted to the teacher from Provincial funds for the period of training and that a grant may also be sanctioned towards the salary of the teacher during the period of deputation. The Director recommends only the latter request. Presumably the Director's intention is to sanction a grant for the substitute, as a grant is ordinarily payable on behalf of the teacher deputed as she will be borne on the permanent staff of the school. The extra expenditure on account of the proposal has not been reported by the Director. Perhaps it may be rather to be Rs. 200/-* It is for consideration whether the proposal may be accepted. Finance may see for remarks before circulation.

Pay Rs 80 a month
D.A. " 18
Total 98 for a month
For three months 300
Grant of 2/3 cost 200

Est. No. 60304 B2/47-1
29.7.47



W. No. 45253 EA-1
4-8-47

28/7/47 S/T W/ 28/7/47

Fin (ExpA)

The proposal of E.P.H. at A may be accepted. (The extra cost on account of the sanction of the grant is Rs 200/-.)

As it was given to private institutions in connection with Basic Education it should not be treated as a new service



A draft order is submitted for approval. The bill may now be circulated

28/8/47

28/8/47 S/T W/

28/8/47 S/T W/

28/8/47 S/T W/

Ed P. H. Dept
B2

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Telephonic Message

From.

The Secy to Govt,
Ed P. H. Dept, Secretariat
Door St George, Madras.

To.

✓ The D.P.O.

Subj:- Education - Deputation of
teachers to Bombay for training -
assessment of grant

Ref:- your T.M. dated 27.8.47

The implication of the go. no 1782
of 11.8.1947 is that a grant may be

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22/9

27/9
24/9

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22.9.47

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(Р.с. 590)

From the Director of Public Instruction, Madras.

To the Se

29 AUG 1947

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69545

Ref: G.O.No.Ms.1798 Edn.. dated 11-8-1947.

R. S. Vannambal
2884
for Director of Public Instruction.

Koh. 28-8.

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