Sectt. IX-27—60,004—17-11-48

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(194) Department.

MS. SERIES.

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G.O. NO. 2536 (Edn.)

Dated 26. 11. 1947.

→ p. 156 CF

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Subdt.

M.

[Despatch Abstract.]

BASIC EDUCATION – Syllabuses – Basic Schools & Basic Training Schools – Approved.

Back Papers.

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

Further Papers.

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

C.F. 32.

In reply, please quote number, date and short title.

ASST. SECRETARY TO GOVERNMENT
12 SEP 1947
EDUCATION AND PUBLIC HEALTH DEPT.

72588

ENCLOSURES

SPARE COPIES

B✓ 6

EDUCATION DEPARTMENT.

Received *Registered*

From (Name) DR. S.R.U. SAVOOR, M.A., D.Sc., I.E.S.,

(Designation) DIRECTOR OF PUBLIC INSTRUCTION,

POST Box, (STATION) M A D R A S.

Telegraphic Address

To

The SECRETARY TO GOVERNMENT,
EDUCATION & PUBLIC HEALTH DEPARTMENT, MADRAS.

RC *No.* 1653-B1/47, *dated* 9th September 1947.

Sir,

SUB: BASIC EDUCATION - Syllabuses - Basic School and Basic Training School - Approval - Requesting.

REF: 1) Your D.O.No.36355-B2/47-1 Edn. dated 5-5-47.
2) My D.O.No. 1204-B1/46 dated 10-5-1947.

The Basic School Syllabus for grades 1 to 5 and Basic Training School Syllabus were considered by the Board on 24-5-1947 when the Hon'ble Minister for Education presided. Sri Aryanayakam said that the revised Basic School Syllabus might be accepted and adopted. A Committee was appointed to go through the Revised Training School Syllabus and to suggest suitable modifications for their adoption in the Training Schools of our Province. This Committee met on 10-6-47 and resolved that the Training School Syllabus should be taken as the working basis, ample discretion being given to the Headmasters to amplify it, keeping in view the ideology and the efficiency of the method. In para I(ii) of the same Proceedings it is stated that this Committee will be the standing Committee and decide all issues relating to syllabuses that may crop up in practical working. Hence it is considered that both the revised syllabuses (for Basic Grades 1-5 and for Training Schools) have been accepted by the Board and adopted in the respective schools.

the syll

may be referred to the standing committee mentioned above for its advice.

2. The syllabuses are being communicated to the concerned officers and heads of training schools for adoption as required by the Hon'ble Minister for Education in his note dated 28-4-47, I request that the revised syllabuses for Basic Schools and for - Basic Training Schools may kindly be approved by Government.

V. Natarajan

for DIRECTOR OF PUBLIC INSTRUCTION.

Ram.10/9.

SH 1979

Edn & P.H. Deptt (B2)

The papers ~~required~~ referred by the Director required for the disposal of his current have been put up in another file dealing with the appointment of an Basic education officer * (submitted for the same this may therefore lie over till they become available or till 1-10-47 whichever is earlier.

Since received from Finance.

23-9-47

SH 1979 22/7/47

C.F. 32 (a).

B2 (3) B

EDUCATION Department

From (Name) Dr.S.R.U. Savoor, M.A., D.Sc., I.E.S.,
Designation Director of Public Instruction,
Station Madras.

Received ..... Registered .....

To

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

Enclosures:

R.C.No.1653 B1/47, dated 15th October 1947.

Sir,

Sub:- Basic Education - Syllabuses - Basic Schools and Basic Training Schools - Approval by Government.

Ref:- My letter R.C.No.1653 B1/47, dated 9-9-1947.

I request that early orders may kindly be passed on my reference quoted above.

ASST. SECRETARY TO GOVERNMENT 17 OCT 1947 EDUCATION AND PUBLIC HEALTH DEPT.

812 888

for Director of Public Instruction

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16/10

MEETING OF THE SUB COMMITTEE OF THE BASIC EDUCATION ADVISORY BOARD HELD AT THE OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION ON THE 17TH DECEMBER 1946

ect

PRESENT:
1. Mr. Aryanayakam.
2. Mr. G.Ramachandran.
3. Mr. Arunachalam.
4. Mr. L. Rajagopal Rao
5. Mr. G.L. Lobo (Secretary).

Mr. Aryanayakam .. President.

BUSINESS: The committee makes the following recommendations:-

1. In regard to the opening of Basic Training Schools:
   (a) Out of the 11 candidates returning from Wardha, 5 should be utilised for opening a training school in Tamil Nad and 1 should be given to Periyanayakanpalayam.
   (b) The two Andhra candidates should be employed in the Vinayagharamam Basic Training School where the staff at present is not considered satisfactory.
   (c) The 3 candidates from Kerala and one from South Kanara should be utilised to open a training school for Kerala and Kannada combined. This school will have a Kannada section in which most of the work will be entrusted to the Kannada teacher. The additional candidate now being sent to Wardha will also go to this school when he returns from training.

NOTES: Mr. Aryanayakam is definitely of the opinion that training schools should not be started unless a complement of 5 teachers trained at Wardha are available for work in the school.

It is only as a special case that the school for Kerala is recommended for the next year with a complement of 4 teachers trained at Wardha. No basic training college should be started until and unless we get graduates who have undergone a two years course of training at Wardha.

Mr. Aryanayakam has stated definitely that he cannot take more than one person for training at Wardha now. At the special request of the Committee he has agreed to look into this matter once again and to let us know whether he would be able to take 5 instead of 1. If it is possible for him to take 5, 2 candidates from Andhra, 2 from Kerala and 1 from South Kanara may be deputed.

11. PAY OF STAFF: As the teachers in Wardha training schools will have undergone one year's additional training after being trained as ...rs as they will be full time teachers in a residential school and as ...hey will have no income from private tuition it would be reasonable ... pay them an initial salary of Rs.100/- if the pay for school ...istants and Deputy Inspectors in Government service is to be Rs.80/- ...s.240/- and it is also recommended that Headmasters and Headmis... ...ses should be given an allowance in addition to their scale of pay. ... also recommended that the teacher's previous service and period ...aining may be taken into account in fixing the initial salary of ...ew recruit from non-Government service.

...eriod of training: The period of original training should not ...than 2 years.

...committee feels that the suggested course of 7 months at ...amam will not be sufficient and therefore recommends that the ... be extended upto 31-12-1947, consequential arrangements ...otipends, staff and expenditure being made by the Depart-

... the course at Periyanayakanpalayam and Vinayagharamam will ... one year at present the men trained should come back for ...r of training after 3 years of service in a School

IV. SYLLABUSES FOR TRAINING; The syllabuses recommended by the Hindustani Talimi Sangh will be followed.

V. ADMISSION FOR TRAINING; As the candidates selected for training at Periyanaickenpalayam and Vinayashramam will be able to take up teaching of grade I in the respective schools and as teachers will be necessary to take up grade II a year, later, the next batch to be admitted for training in the training schools should as far as possible be from the schools from which the men for the first batch were selected.

(b) It is desirable that the candidates should be selected from compact areas such as a Firka or utmost a Taluk and not from a large number of districts as has been done in case of admissions for Vinayashramam school.

VI. EQUIPMENT; (For Basic Schools)

A Sub-Committee consisting of the following persons may be appointed to see to the complete requirements in equipment for craft work in Basic Schools:-

1. Mr. Seetharama Sastri.
2. Mr. S.Venkatachalapathy.
3. Mr. Seetharama Rao.
4. Mr. R.V.Rudrappaswamy.
5. Secretary of the Basic Advisory Board.

The committee fears that the Government should have a Central Equipment stores on which the schools can indent for their requirements. The committee will submit to Government a complete list of the equipment that will be required by the Schools. This equipment can with the advantage be manufactured in industrial schools and later on in the higher grades of the basic schools.

VII. GRANTS FOR BASIC TEACHERS: In the case of basic teachers, who have not got the departmental qualifications viz. Higher Grade T.T.C. or Secondary Grade T.T.C. the Committee recommends that those who held certificates of the Hindustani Talimi Sangh after training at Tiruchengode, Konatipuram or Mysore may be given trained teachers' grants either as higher grade T.T.C. or Secondary Grade T.T.C. according to their general educational qualifications.

VIII. In order to make all Headmasters of the existing training schools basic minded, it is recommended that all the Headmasters may be given refresher courses for 2 to 3 weeks at Vinayashramam or Periyanayakanpalayam, the headmistresses who prefer to go to a girls school being sent to Seethanagaram.

IX. As it is the ultimate aim of Government to introduce basic education in the Presidency and as spinning is going to be the main basic craft for all schools, it is desirable that Government makes a recommendation to the managements of all elementary schools to introduce spinning as early as possible. It may be made clear that this is only a recommendation and there is no compulsion suggested in it.

cof

RVR 23/7/-

Second Meeting of the Advisory Board for Basic Education held on 24th May 1947 (at the Committee Room, Secretariat, Fort St. George).

(6)

P R E S E N T.

1.	The Hon'ble Sri T.S.Avinashilingam Chettiar Minister for Education:	Chairman
2.	Dr. S.R.U. Savoor ...	Member
3.	Sri E.W. Aryanayakam ...	"
4.	Sri L. Rajagopal Rao ...	"
5.	Srimathi Vidya Devi ...	"
6.	Sri K. Arunachalam ...	"
7.	Sri G.V. Venkatachalapathi ...	"
8.	Mr. A.M. Abdul Kadir ...	"
9.	Mr. H.S. Hussain ...	"
10.	Miss G.R. Samuel ...	"
11.	Sri B.S. Murthy ...	"
12.	Sri V. Natarajan ...	"
13.	Sri G. Ramachandran ...	"
14.	Sri R.V. Rudrappaswamy ...	"
15.	Sri D.S.Reddi, Deputy Director of Public Instruction, Madras.	
16.	Rao Bahadur Sri V.R.Ranganatham Mudaliar, Divisional Inspector of Schools, Coimbatore	
17.	Dr. Soundaram	
18.	Sri R. Narasimhulu, Personal Assistant to the Director of Public Instruction in charge.	Secretary.

Sri D.S.Reddi, ~~Sri~~ Rao Bahadur V.R.Ranganatha Mudaliar and Dr. Soundaram attended the meeting on special invitation.

In welcoming the members of the Board, the Hon'ble the Minister for Education, the Chairman of the Board addressed as follows:

"We have very important matters to discuss in the meeting to-day. The opening of new schools in Basic Education as well as how Training Schools are under consideration to-day, We have sent 12 L.Ts. to Wardha. They are almost from all the linguistic Provinces comprising this Province and we have to plan to utilise them in the best possible manner. The proposals of Government have beengiven to you in the note circulated to you and we shall be glad to have your advice in the matter.

Out of the teachers trained in the Ramakrishna Mission Vidyalaya Gandhi Training School, a belt of about 20 schools is proposed to be taken for Basic Education. The teachers trained in the Vinayasramam School will be employed to the best advantage as soon as their training is over which is expected to be in another few months.

The syllabus both for Basic Schools and the Basic Training Schools are also under consideration in this meeting. The syllabus for the Basic Training Schools that has been submitted to you is the one adopted at the Gandhi Training School. This has been specially drawn up for a brief 9 months course for teachers who have already undergone training for two years. But the syllabus for the training school which we have to consider is a syllabus for two years which we have to introduce in our normal Basic Training Schools. The Hindustani Talimi Sangh, after its experience of 6 years in Basic Education has put its suggestions in the publication of a new syllabus for Basic Training Schools. The Government will be glad to consider your suggestions in these matters.

In the matter of Basic Education, I would like to impress one matter before you and through you to all those who are interested in Basic Education and that is efficiency. Mahatma Gandhi, who has been the founder and the Originator of this scheme of Basic Education has never been tired of repeating that efficiency in craft as well as in other things is the very essence of Basic Education.

In fact no education is worth the name unless we teach our children to do whatever they may take up efficiently and well. Half heartedness and inefficiency are the very bans of life in whatever direction it may be. If we are to create a new nation and a glorious future for this great country, efficiency shall be our watchword.

Efficiency in Basic Education will mean learning the craft which is the centre of Basic Education well; it means less waste; it will also mean doing all our work, whether it be in the kitchen or in the courtyard, whether it be in the school room or at home, doing everything neatly and efficiently. Such a man or woman will for that reason itself be a greatly useful to Society and this aspect of doing everything well and efficiently is an outlook to be developed in all our institutions; especially in our schools for the young wherein are laid the foundations of our future.

I have no doubt that you will your large experience, will help the Government to lay the foundations for such an Education in this Province."

There was considerable discussion over the question of allotment of the teachers trained in the Sri Ramakrishna Mission Vidyalaya Gandhi Training School for the various schools selected for the introduction of basic education in the belt area, Coimbatore. Sri Aryanayakam pointed out that a compact area for introducing basic education should be 30 schools as the minimum and that two teachers should be posted in each of the basic schools of whom one must be the Headmaster, the actual introduction of basic education being at the lowest grade. He also suggested that the Headmaster might be in charge of Grade I. There would thus be 100% basic education in the I Grade. The number of teachers should be increased from year to year from the bottom so that ultimately all the grades are handled by basictrained teachers. Sri Arunachalam pointed out that the full complement of teachers should be posted to each school so that there might be 100% basic education in the I Grade and the II and the remaining grades might also take in basic education as much as they could imbibe so as to have a homogeneous atmosphere for the efficient working of the basic school. Sri Aryanayakam pointed out at this stage that the economic unit is one or two teachers for a school to begin with and that extra teachers should not be wasted in other grades where they might not be useful in making the school a truly 100% basic school in all grades. He therefore suggested that the services of the remaining teachers available should be utilized for the other - schools in the compact area.

It was finally resolved that 3 teachers might be appointed to each school bearing in mind the important principle that a Basic school should aim at efficiency. If more trained teachers were available, they should be appointed in the new basic schools to be opened. It was also suggested that the Training Schools should advise render necessary help/and supervise in the matter of actual allotment of trained teachers in the Basic Schools.

2. With regard to the opening of new Basic Training Schools, it was decided that the new school proposed to be opened in Tamil Nad near Koilpatti, during 1947--48; should be a co-educational

training school utilising also the services of the three Wardha Trained ladies in that school.

It was also decided that one Basic Training School should be started for the Kerala Area and another training school for the Kannada area, during 1947--48. The Kannada school should be staffed with Sri Ramakrishna Shetty and the three teachers suggested by him, if their services could be secured. Sri G. Ramachandran said that he would also extend his help in supplying the staff for the school.

The Women candidates of the Andhra Desa might be deputed for Basic training in the Seethanagaram Basic Training School.

The suggestions of Sri Arunachalam for a five months' course for the staff of the existing training schools were also accepted.

3. As regards literature on Basic Education the Board was of opinion that a few experienced educationists on basic education should be called upon to write books in the various languages.

4. Regarding syllabuses, Sri Aryanayakam said that the syllabus for basic schools (Grades I to V) recently revised and published by the Hindustani Talimi Sangh might be accepted and that the revised training school syllabus, recently prepared by the Sangh was in print, and that it would be circulated to the members of the Board shortly through the Secretary of the Board. He also said that it might be followed in the basic training schools of this province. He also suggested that the guidance and inspection of the basic schools in the compact area be left to the Basic Training School. The Board resolved that a Committee might be appointed consisting of the following members, (1) to go into the revised syllabus for training schools and organize it in such a way as to be readily adopted in our training schools; and (2) to evolve a proper type of test at the end of the training school course.

(1) Sri Aryanayakam
(2) Sri G. Ramachandran
(3) Sri Arunachalam
(4) Sri L. Rajagopal Ra
(5) Sri V.Natarajan
(6) Sri Raghavan Nair
(7) Miss Samuel
(8) Rao Bahadur Sri V.R.Ranganatha Mudaliar
Chairman of the T.S.L.C.Board.
(9) The Secretary, Basic Education Advisory Board
(Convener)

N.B. This Committee should also evolve a similar scheme for Higher Elementary Grade training and also frame a suitable syllabus for the training of teachers, who were already trained.

The Chairman requested the Committee to submit their report before the 15th of July.

5. The Board also resolved that as far as possible in the earlier stages, all basic schools should be taken over by Government.

6. The Chairman expressed the view that 10 candidates might be deputed to Wardha for training during 1947--48.

7. With regard to Vinayasramam School, the Board was of opinion that the period of the Course should be for one year as originally decided upon by the Sub=Committee, unless they are able to finish the course earlier.

sd. T.S.Avinashilingam,
Chairman,
Advisory Board for Basic Education.

KAN.10/6

(10 to 17)

Minutes of the Meeting of the Sub-Committee of the Advisory Board for Basic Education held on 10th June 1947 at 2 P.M., in the Office of the Director of Public Instruction, Madras.

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PRESENT.

1. Sri E.W. Aryanayakam
2. Sri L. Rajagopal Rao
3. Sri K. Arunachalam
4. Miss G.R. Samuel
5. Sri V. Natarajan
6. Sri G. Ramachandran.
7. Sri R.V. Rudrappaswami
8. Sri R. Narasimhulu (Convener)

Sri Rao Bahadur V.R. Ranganathan and Sri Raghavan Nair were not present. Sri R.V. Rudrappaswami, Basic Education Officer attended the meeting on special invitation.

In the absence of Sri Rao Bahadur V.R. Ranganathan, Sri E.W. Aryanayakam presided.

(I) The President pointed out that the syllabus for training schools supplied to this Province by the Hindustani Talimi Sangh was the syllabus for a 2 years' Training course and as i was accepted by the Sangh, it might be adopted in the Basic Training Schools of this Province. He further stated that this syllabus might be taken as a whole and used in all Basic Training Schools with the modifications that the subsidiary crafts might be worked out according to the circumstances of the case and the availability of the material for any particular craft, at the discretion of the head of the training -- institution.

The following resolutions were passed in this connection

(i) That the Training School syllabus should be taken as the working basis, ample discretion being given to the Headmasters to amplify this syllabus keeping in view the ideology and the efficiency of the method; and

(ii) That this Sub-Committee appointed to go into the question of syllabus might be considered as a standing Commi which would decide all the issues arising from the practical working of the syllabus.

(II) The decision of the Advisory Board on Basic Educati regarding the re-training of the L.Ts. in two batches at - Perianaickenpalayam was reconsidered in connection with the framing a syllabus for the same. The view of the Committee on this question was that the training of L.Ts. with a view to their becoming Instructors in the Basic Teachers' Trainin Schools should be for a period of one academic year instead of 5 months as was originally decided upon and that the numb of trainees for this one years' course should be limited to 20 L.Ts. and that for the year 1947--48 two such training centres should be opened - one at Perianaickenpalayam and th other at Vinayasram with 20 L.Ts. in each of the centres.

(III). With regard to the syllabus suitable for the training of trained graduates the following resolution was passed:

"The Committee requests the Secretary of the Hindustani Talimi Sangh to supply, if possible before the end of August a suitable syllabus for the training of trained graduates whose services would be utilised as Instructors in Basic Training Schools. The training course for such trained - graduates would be for a period of 1 academic year."

(IV). It was also decided that as far as possible the candidates for training should belong to one honogeneous group of either trained teachers or untrained teachers without any limitations as regards their educational qualifications. The Committee felt that it would be difficult for the training schools to undertake the work of re-training the already - trained teachers side by side with the work of training the fresh men.

(V). In regard to the matter of testing the teachers under training the Committee decided that the special Officer(s) for Basic Education should prepare these tests in consultation with the Heads of training schools and the Hindustani Talimi Sangh. A report on the work done in this regard should be made available to the members of the Sub-Committee by the end of August.

R. NARASIMHULU,
Convener.

KAN.14/6

20 Copies.

17/12/46

REVISED SYLLABUS.

(Grade I to V.) CG.0.2536d/26.47.

Training in personal and collective cleanliness, health-teaching and social training for the chief part of the education of young children. Where there is a pre-basic class attached to the basic school, the foundations can be laid in the pre-basic stage and the work carried on and developed in Grades I, II. Where the school starts at Grade I, these three things should occupy the chief place in the school programme. This educational programme should be carried out not only in the school but also in the homes in co-operation with the parents.

The syllabus in Cleaniliness, Health and Social Training may seem heavy for Grades I, II, III. But it is to be remembered that this syllabus will be carried right through the seven years of the basic course, and only the foundations will be laid in the first years of school life. For the children from five to nine the objective will be the establishment of right habits and attitudes rather than the giving of information. The knowledge may be given in very simple words where required by the children.

The correlated knowledge will be developed from grade to grade as the children grow in age and experience.

GRADE I.

I. Cleanliness:

(i) Personal:
- (a) Leaning to answer calls of nature in a clean way in appropriate places and at proper times. (If this is neglected in childhood, it is nearly impossible to change bad habits later). When, How and Why?
- (b) Cleanliness in the process -- Proper use of Water, mud and utensils.
- (c) Cleanliness of hands, legs, head, eyes, nose, mouth, teeth and ears. How to gargle. Collection of materials for tooth-cleaning. How and Why?
- (d) Spitting and cleaning the nose. How, Where and Why?
- (e) Cleanliness of the head. How and Why? What to do about lice.
- (f) Bathing. How and Why?
- (g) Washing of clothes -- How and Why? Locally available materials.
- (h) Cleanliness and arrangement of clothes and bedding.
- (i) Cleanliness and arrangement of utensils and personal possessions.
- (j) Cleanliness and arrangement of drinking water. Straining and covering.
- (k) Cleanliness in eating, washing of hands before and after food.
- (l) Cleaning utensils and the place of eating, before and after food. Why should not flies sit on food?
- (m) Increasing familiarity with cleaning agents like mud, ash, ata, dhall-powder, Imli, soap etc. How to use them and to keep them neatly.

(ii) Cleanliness of Environment:
- (a) Classroom and Compound. (b) Classroom Almirah.
- (c) Cleaning and proper arrangement of equipment for craft work gardening, art, sanitation and play.
- (d) Proper use of refuse and waste material.
- (e) Sharing in the making, storing and repairing of all equipment for cleanliness.

II. HEALTH.

(i) Personal: (a) Eating, When, Why, How, How much? Why no roti or rice in illness?.

NOTE: If possible arrangements should be made in every basic school for a meal to supplement the difficiencies in the home diet. These meals will also be valuable for giving the necessary health education and social training.

- (b) Drinking water. How much, when and why? Why it should be clean? How to keep drinking water clean?

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(c) Elimination. How, When and Why?
(d) Sleep and rest, How, When and Why? How long? Why with the face uncovered? Why not in a closed or crowded room?
(e) Breathing. How? Why through the nose and not the mouth?
(f) Weighing. Why? Why should the weight increase. The meaning of decrease, in Weight?

(ii) Ordinary Illness: Indigestion, fever, cold, boils, skin diseases, sore eyes, running nose, Why? How to prevent?

(iii) Infectious diseases: Sore eyes, skin disases, smallpox, etc. How they are passed on? How to prevent.

(iv) First Aid: Scratches, cuts, burns: Why should one not run when burnt? Danger of putting things in ears and nose.

III. SOCIAL TRAINING:

(i) General: (a) Methods of greeting older people; younger people and casual visiters and guests.
(b) How to treat younger brothers and sisters at home and younger children at school.
(c) How to stand, sit and talk in a meeting, in a crowd.
(d) Not to interrupt when others are speaking.
(e) Not to pass between two people when they are talking to one another.
(f) Not to block the way. (g) Not to shout when talking.
(h) Not to use bad language. (i) Asking and answering questions politely
(j) Waiting for one's turn in speaking. (k) Making use of the queusys-
(l) Not to take other people's thing without asking. (tem.

(ii) In eating: If there is provision for a meal in the basic school, all the processes connected with cooking and serving of the food, cleanliness of the place of eating, cooking etc., can be used for giving social training.
e.g.,--(a) Sitting in an orderly and peaceful manner for eating.
(b) Waiting for one's turn. (c) Taking only as much food as is
(d) If there is only a little, sharing fairly. (required.
(f) Eating nicely. (f) Cleaning and putting away eating and serving utensils.

(iii) In Craft: (i) Proper use of craft materials and equipment.
(ii) Sharing material and equipment with others.
(iii) Waiting for one's turn. (iv) Working in groups (v) Leaving the class room clean and replacing the material and equipment in proper order after work.

(iv) In Play: (a) Fair Play. (b) Not to take advantage of another's weakness.
(b) Inviting other children to come and play.
(d) Honesty.

(v) In the Home:-(a) Helping parents.
(b) Looking after younger brothers and sisters.
(c) Helping to keep house and environment clean.
(d) Helping to look after family cattle and poultry.
(e) Helping to look after and guard fields.
(f) Looking after guests.

(vi) Taking of Responsibility:

NOTE: Taking responsibility, individual and collective is one of the main aims of Basic Education and foundations should be laid from the very beginning of the school life. This can best be done by a children's Assembly and the election of Ministers to take responsibility for various tasks. With the help of the teacher children of Grade I can take responsibility for:-
(a) Cleanliness of classroom and school compound.
(b) Cleanliness and arrangement of material for craft work, gardening and games.
(c) Serving cleaning in connection with the school meal.
(d) School Prayer. (e) Arrangement for drinking water.
(f) Helping in school entertainments and festivals.
(g) Helping the new pupils.

IV. CRAFT WORK:

In areas where cotton can be grown, children can, with the help of the teacher, learn all the processes from the picking of cotton to

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to the preliminary processes of weaving-with the exception of carding, which should be done by the teacher or older pupils of the basic school.

Processes:- (a) Picking of Cotton.
(b) Where cotton is not grown, cleaning and preparing the lint for carding should take the place of picking and ginning.
(c) Making slivers from carded cotton. (d) Takli Spinning.
(e) Twisting of yarn an takli or charkha.(f) Winding (g) Reeling.

Standard of Work.

Working days.	-- 200.
Average hourse of craft work	-- 2 per day. 1 hour spinning and 1 hour for other processes.
Total hours of work.	--400 hours.
Average Production.	-- 40 rounds per hour.
Production for the year.	-- 12½ hanks (equal to 6 hanks of twisted yarn) per child.

Quality required:

Average Count.	-- 8 to 10.
Strength.	-- 40%
Evenness.	-- 60%
Wastage.	-- 5%

In the first year the child should pay attention to the quality rather than the quantity of yarn. Special attention should be paid to the strength and evenness of yarn.

Knowledge required in connection with craft work:---
(a) ~~Acquitance~~ Acquaintance with all processes connected with production of ~~khx~~ cloth, from the growing of cotton to the finished cloth.
(b) Ability to count and add the yarn spun.
(c) Recognition of a good takli.
(d) Recognition of good yarn.

V. GARDENING:

The children at this grade will mainly observe and help according to capacity in the gardening and agriculture of the elder children at school and ~~other~~ their parents at home. But they should also have a seperate plot of their own for growing flowers and vegetable with the help of the teacher. Gardening tools should specially be prepared according to the size and capacity of the children.

Practical Work:(a) Preparing land already ploughed or dug.
(b) Sowing of seeds. (c) Care of seedling:-
(i) Watering.(ii) Weeding. (iii) Mulching.(iv)Picking insects
(d) Collecting Manure.
(e) Manuring.

Correlated Knowledge:- (a) Recognition of the plant and its different parts roots, stemps,leaves,flowers,fruits and seeds.
(b) How a plant develops from the seed--seed,root,stem,leaves, flowers and fruits.
(c) What the plant needs for its growth--soil,water,food,light and air.
(d) Birds and animals -- friends to Man.

VI. Language and Literature: The chief objective in language training at this stage should be stimulation and development of free self expression in children. The children should be encouraged to speak freely,describe their experiences,tell stories, and recit ryhems, simple songs, and poems.

Oral Self-Expression.(a) Capacity to speak clearly, fully and with ease about their life in school, home and village.
(Special attention should be given to correct pronunciation.)
(b) Increasing vocabulary about life in school,home and village.
(c) Stories from both teacher and children.
(d)Mythology,folk tales,nature stories of all kinds,funny stories and non-sense stories,stories of children in other lands.
(e)Poems, simple of good literary standard.
(f) Dramatisation. (g)Beginnings of reading and writing in correlation with the activities of the school life.

VII. MATHEMATICS: 1. Counting up to 100.
2. Weights and Measurements:-
(a) Weights: Seer,Paw,chatak, tola in connection with:-
(i)Picking of cotton,(ii)Ginning--Weighing cotton Lint and seeds.(iii)Spinning the yarn.(iv)Gardening--Weighing the vegetables produced in the garden.(v)Health Regular

(v) Health Regular taking of the weights of the children.
(b) Measurements: Foot, inch, span, finger, in connection with
(i) Health--Children's weight and chest measurements.
(ii) Cleanliness -- size of Class-rooms, doors etc. compound.
(iii) Gardening -- size of plots.
(iv) Spinning -- Length of yarn, tar, pati, lati.
(c) Measurements of grain by local methods.
(d) Measurement of time - minute, hour, day, night, week, month, year., should be read out by the teacher to the children in the class.
(e) Simple addition and substraction in connection with:-
(i) Picking. (ii) Silver Making. (iii) Spinning. (iv) Gardening.
(v) Weighing.
3. Money - Rupees, annas, pies, in connection with school or family market
4. Acquitance with simple geomatrical forms in connection with /ing. Gardening, straight lines, curved line, square, circle.
5. Ability to read and write - their own rounds of yarn.

VIII. GENERAL SCIENCE.

1. The objectives of the syllabus of general science are:-
i. To stimulate in the children the spirit of enquiry.
ii. To form the pupils a habit of accurate observation.
iii. To give the pupils an intelligent understanding of the life of nature around them.

2. These objectives cannot be fulfilled by classroom teaching. The teaching of general science therefore, should not be restricted, to a period but should be correlated to other activities and the life of nature and man round them.

3. All activities in connection with the programme of gardening, cleanliness health and craft work should be specially subjects of general science. Refer to why and wherefore of the different items.

4. Observation: The children should be taken out frequently on excursions to study the life of nature and man round them. A few instances are suggested here for the guidance of the teacher:-
(a) Crops and plants and the part played by the insects, worms and other creeping things.
(b) The different parts of the plant.
(c) The different stages of growth in a plant.
(d) The different seasons and their effects on plants and crops.
(e) Sunrise and sunset. (f) Dark, and bright parts of the month.
(g) Eclipses. (if any) (h) Animals in the villages.
(j) Crafts and industries in the village.

IX ART: Self-expression should be the main object of art teaching at this stage. Children will paint from their daily experience and imagination, and draw picutres connected with their activities and the things round them. The following material may be used. Slate and Pencil per and colours.
Correct names of colours -- Comparison of one colour with another: e.g. Black with white, red with green, yellow with black. Seeking colours in nature, collecting things of the same colour from nature. Blue sky and grien fields. First with colours, then cut with coloured paper to give the children an idea of form and proportion.

Form: Comparison of different forms, e.g. Mango leaves with bannana leaves, Mango leaves with peepul leaves - Arranging coloured seeds on the traced outlined of leaves--drawing picutres on the floor by arranging coloured seeds.

NOTE: All this should come naturally in connection with the children's activities and self-expression. Care should be taken that the children acquire habits of correct posture, correct way of holding the pencil, cleanliness and arrangement of their material and equipment and necessity for moving the whole arm in the drawing.

MUSIC: 1. To be able to sing in unison.
2. Simple hymns, folk songs marching songs, nature songs, funny songs.
3. Listening to good music. 4. Keeping time together.

NOTE: The aim of music education should be to creat taste and joy in music. If the teacher does not know music himself, he should invite a good singer or musician from his own or a neighbouring village.

to visit the school from time to time. He should also take children when possible to place where they may hear good music. Every school should have a few simple instruments, e.g., flute, cymbals, and drums in the village. (No harmonium should be used in a basic school.)

XI. PHYSICAL EDUCATION: 1. Free: Posture (Sitting and standing) running, jumping, climbing up and down, skipping, swimming.
2. Organised: Games-Simple group dances, excursions.
3. Formal : Falling in, walking and running in line, right and left turn, halting promptly and with balance.

GRADE II.

1. Clealiness, Health, Social Training:

The programme of work under these three heads will be the same as Grade I. The objective should be that the habit and attitudes whose foundations were laid in Grade I should be further developed in this grade, The children of Grade II should be able to take a greater share in their personal cleanliness, and the clea liness of their classroom and school, be a greater help in their home and make a greater contribution to the social life of their school and class. The sense of cleanliness and the sense of individual and collective responsibility should be further developed at this stage.

Craft:

The programme of work would be in general the same as that outlined for Grade I. The standard of attainment and the understand of the why and wherefore of the different processes should be higher in this grade.

Carding: Carding should only be taken up after the child has attained the necessary physical development and not accoring to his grade or age. If the child has attained the physical standard required it may be given the small light bow towards the latter half of the second Grade.

~~S~~PINNING: Average standard of work -- 1 toha in half an hour.

S. I. NING. In general Taklis should be used by the children for spinning. Any child who is sufficiently physically developed may be given a charkha towards the latter half of the second year.

Standard of attainment at the end of the year

Quantity:
Takli -- 80 rounds per hour.
Charka --120 rounds per hour.
Quality: -- (of yarn).
Average count. -- 10 to 12.
Minimum strength-- 50%
Evenness. -- 60%
Maximum wastage.-- 5%

NOTE: The teacher should give his special attention to the evenness and strength of the yarn and an intelligent understanding of the process. The child should be able to maintain its daily record in craft work, from this grade.

III. GARDENING:

PRACTICAL. 1. Sowing of seeds.
2. Preparation of small Seed beds.
3. Preparing areas to plant seedlings--garden beds of small sizes - (a) Digging (b) Manuring (c) Kurpi work.
4. Transplanting of vegetable and flower seedlings: (a) spacing. (b) Handling. (c) Planting. (d) watering. (d) protection.
5. Mulching and Weeding with Khurpies.
6. Manuring:- (a) Top-dressing. (b) Mixing.
7. Collecting manure.
8. Picking insects.
9. Picking of vegetables when ready - weighing, selling and keeping accounts.

Correlated Knowledge: 1. Soil and manure required for gardening.
2. Recognition of good and bad seeds. The effect of good and bad seeds.

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3. The different parts of the plant and their work(tobe treated very simple).
4. Proper time of planting.
5. Collection of seeds - when and how.
6. Common insects, harmful and useful insects.

IV. MOTHER-TONGUE:

The syllabus in mother tongue will be practically as in that of Grade I. Oral self-expression,peoms,stories,dramatisation and recitations should occupy the main part. But the children at this stage should have made the following progress:-

(1)Oral self-expression should be developed further;they should be able to discribe easily,clearly and fully objects,people and happenings withing their experience in school home and village.
(2) Extention of vocabulary--children's vocabulary relation to their life in school,home and village should be further developed this year.
(3) Reading: The children should be able to read small simple books,
(4) Writing: The children should be able to write simple words and sentences.They should begin to write a daily diary from this year.
(5)Appreciation of literature: The teacher should read out to the children simple literary pieces to lay the foundations of appreciation of literature.

V. ATHEMATICS: (1) Counting--counting,reading and writing upto 160.
(2) Simple addition, substraction in connection with class activities in cleanliness,gardening, craftwork and games.
(3) Weights and measurements: Further practice in weights and measurements in connection with the activities of the class in cleanliness,gardening craft-work and games.
(4) Acquaintance with simple geomatrical forms in connection with gardening. Square, Rectange, Triangle, Circle.
(5) Maintaining daily craft record.

GENERAL SCIENCE, ART, MUSIC, AND PHYSICAL EDUCATION AS IN GRADE I.

GRADE III.

1.CLEANLINESS:

Personal: The programme of work should be the same as that outlined for grades I and II.The habits and attitudes formed in grades I and II should be so developed that the children in grade III could begin to take responsiblity for the younger children in school and younger brothers and sisters at home.

Environment: The children of grade III should be able:
1.to take responsibility for the cleanliness of their class-room.class-almirah,the educational equipment without the help of the teacher.
2.to share the programme of collective cleanliness of the school as a whole.
3.to take responsibility for the cleanliness of their home and courtyard.
4.to share in programmes of collective cleaning of the village.
5.Care of the equipment of cleanliness,repairing and making of simple equipment.
6.Proper use of refuse and waste--understanding of how this is converted to manure-planning.

II. HEALTH: A further development to the programme of work outlined for grades I and II --the children at this stage should begin to understand the scientific principles underlying the rules and programmes for the maintenance of personal health. They should be able to help in the health programme of the younger children,at home and school.

III. SOCIAL TRAINING.A further development of the syllabus outlines for grade I and II.The children of grade III should take a greater share in the social training of the school and village.The children of grade III can begin to take responsibilities in the collective life of the school, specially in programmes connected with school cleanliness,school meals if any, school entertainment and festivals.

IV .Craft work: In areas where cotton is grown all the progesses from the picking of cotton to the preliminary processes of weaving can be inteliigently practised by the children. In areas where cotton is not grown the craft work will begin with the preparation of the lint for carding. The children in this grade can begin carding with

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with the small bow, but the guiding factorx should be the physical development of the child and not his grade placement.

The main instrument for spinning at this grade will be the charkha, either the local charkha or Yervada Charkha or Dhanush Takli whichever is easily available in the locality, but the children should maintain their efficiency on the Takli by devoting at least half an hour to the Takli.

The children of this grade should also keep their own class records daily, weekly and monthly, in craft work. By the end of the year they should be able to calculate the count of yarn.

Standard of Work:
Craft Working days -- 200.
Hours of working. -- 400.

Production per pupils during the school year:-
Yarn spun on the Takli - 5 Hanks.
Yarn spun on the Charka. 60 hanks.

Standard of attainment at the end of the year:-
Carding with the small bow
(Including making of slivers) -- 1½ tolas per hour.
Speed: Spinning on the Takli -- 80 rounds in hr.
Spinning on the Charkha. -- 160 rounds in hr.
Spinning on the Dhanush Takli. -- 120 rounds in hr.
Quality of Yarn: Evenness. -- 70 %
Minimum strength. -- 60 %
Maximum wastage. -- 4 %

Spinning: Correlated Knowledge:
1. Recognition of properly carded cotton.
2. Calculating the count of the yarn.
3. The different parts of the Charkha and their functions.
4. The different parts of the carding bow and their functions.

V.GARDENING: In this class all the operations in the vegetables and flower garden will be done by the pupils themselves with gardening tools specially made for children.

Practical: 1. Preparing the soil. 2. Manuring.
3. Weeding. 4. Watering. 5. Prevention of insects, and other pests. 6. Protection of the drop
7. Harvesting. 8. Weighing, selling and accounting.
9. Cleaning and preparing the ground for the next crop.
10. Selection of storing of seeds.
11. Rearing of caterpillers.

Correlated Knowledge: 1.The syllabus for grades I and II carried further.
2.Food of plants. 3.Function of roots, stems, leaves, flowers and seeds.
4.How seeds germinate. 5. How seeds are scattered.
6. Manures and their work. 7.Crop pests and the harm they do.
8. Life history of the butterfly.

VI.MOTHER TONGUE:

Oral self-expression:Continuation of the work detailed for Grade II.

Reading: Reading of simple books--Reading alound with special attention to clearness of pronunciation and expression-silent reading.

Writing: 1.Maintaining a daily diary.
2.Original composition, description and short stories.
3.Writing of short sentences from dictations.
4. Recitation and dramatisation.
5. Appreciation of literature--The teacher should read out to the children specimens of good literature, suited to the understanding of children of grade III.The children from this grade can also organise their class literary meetings where they can redit, produce short dramas and read their own compositions.

VII. Mathematics:1.Understanding, reading and writing of numbers upto 2000.
2. Multiplication tables upto 30x 10, 12, 16. /2000.
3. Practice in the four simple rules in connection with activities in gardening, spinning, cleanliness and school meals, festivals and games.

4. Practice in compound addition and substraction in connection with the above activities.
5. Indian system of Rs. As. Ps and mds. sears, chataks.
6. Idea of fraction: ½, ¼, ¾. 7. Recognition of common solids.
8. Tables of weight, length, capacity and time.

VIII. General Science: In correlation with the syllabus of cleanliness, health and craft work.

Social Studies: Geography: Making of plans - Plans of the class-room the school building, the school compound school garden and one's own field. A detailed study of one's Own village.
A general knowledge of the surrounding villages and the district.
The shape of the earth--land and water on earth.
Descriptive introduction of India.

Civic Life: Observation: of live in the village: Food, clothing, housing, occupations, watter supply, the village bazaar, places of worship-entertainments, fairs and festivals.

Practical: Practical civic training under the following heads:-
(a) the Child in his school. (b) the child in his home.
Under these two heads there will be a continuation of the work outlined in the syllabus of Grade I.
(c) The child and his village.
(i) Keeping the immediate neighbourhood of the home clean.
(ii) Keeping the village roads clean (if possible, the children should put up simple dust-bins in different parts of the village and persuade their family and friends to use them.)
(iii) Refraining from dirtying the village well.
(iv) Entertainning the village by participating in school celebrations.
(v) Kindness to animals.

I. ART. The Chief objective should be free-self-expression as before. Children will draw freely from their imagination of experience things relating to school life in the home.
Illustrations of stories.
Mixing of colours - red with blue, blue with yellow.
Design and decoration: From this grade children will decorate their class-room or help in the decoration of the school by turn with flowers, leaves and designs on the floor (Rangoli and alpona).

II. All this should come naturally in connection with the children's activities and self-expression. Care should be taken that the children acquire habits of correct posture, correct way of holding the pencil, cleanliness and arrangement of their material and equipment and necessity for moving whole arm in drawing.

MUSIC. In Addition to the syllabus suggested for grades I and II, Children can begin formal lessons in mucic from this grade.

PHYSICAL EDUCATION: In addition to the programme of grades I, II, necessary life activities, such as washing of one's clothese, programmes of school shd village cleanliness, gardening, pushing hand crafts etc.

GRADE IV.

I. CLEANLINESS:
Individual: Continuation of syllabus of grades I, II and III.
Collective: 1. Continuation of the syllbus of the grades I, II, III.
a. Cleaning of the roads and wells.
b. Cleaning of the channels for water.
c. Cleanliness of the latrines and urinals.
d. Cleanliness of cow-sheds.
e. Cleanliness of the kitchen and the dining place.
f. Village cleaning- specially places that breed mosquitoes and flies.
g. Conversation of night soil and urin into manure-making of compost.
2. Making and repairing and care of equipment for cleanliness.
3. Planning cleanliness.
4. Preparing reports of cleanliness.

II. HEALTH. Individual: 1. Keeping individual and Class records of weights understanding of reasons for increase or decrease of weights-understanding of the principle that growth is the law of life.
2. Arrangements for clean drinking water-sources of water-sources. sources unclean water - methods for cleaning water and keeping water clean.

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3. Healthy living -- Necessity of cleanliness.
   a. Necessity of clean air for health.
   b. Necessity of clean water for health.
   c. Necessity for work rest and proper diet for health.
   d. Necessity of mental happiness for health.
4. First Aid - Snake and scorpion bites.
5- Ordinary illnesses.

Maleria, itches, boils, sore eyes, indigestion--their cases, preventive measures, treatment (In connection with the illness in class)
N.B. If possible, there should be a small health centre in school where children can,with the help of the teacher, take practical training in health work).
6. A General knowledge of the human body, its parts and their functions.

Social Training:Continuation of the course outlined for grades I,II &III.

IV. CRAFT WORK:

In areas where cotton is grown,all the proceesses from the picking of cotton to the preliminary processes of weaving.

1. Ginning. a. with red and plan. b. with the hand gin.
2. Carding - with the small bow and the Yuddha Pinjana
3. Spinning - On local or Yervada Charkha or on the Dhanush Takli which ever is locally available.

Standard of work:

Spinning on the Charkha:

Average speed	300 rounds per hour.
Average count.	16 to 20.
Strength.	60 %
Evenness.	80 %.

Carding.

Average speed	3 ½ tolas per hour.

Average production per pupil:-

Yarn spun on the takli.	7 hanks.
Yarn spun on the charkha.	60 hanks.

Standard of attainment at the end of the year:

Speed.	640 rounds in 3½ hours
Count.	20.

4. Cloth Self-sufficiency: The children from this grade onwards should be able to spin for their personal needs and stich their simple garments by hand with the help of the teacher, and also mend their clothes.
5. Correlated Knowledge: 1 Calculation the count of the yarn.
   2. Maintaining, daily, weekly and monthly records(individual and class)
   3. Calculating the average speed and average count of the class.
   4. Preparing graphs of individual and class speed in spinning.
   5. Recognition of the different kinds of cotton and their relation to the quality of the yarn produced.
   6. Elementary geography of cotton in India.

GARDENING:

Practical work: Cultivation on an economic basis of Vegetables according to season and soil.

1. Preparation of land for the seedlings.
2. Manuring, weeding and watering of ~~xxxxxxxxxx~~ the plants.
3. Protection and harvesting of vegetables.
4. Picking, disposal and sale of vegetables when ready.
5. Keeping of simple farm accounts.
6. Study of different ploughs.
7. Visits to the neighbouring hills if possible to under the formation of the soil.
8. Poultry farming wherever possible.

KITCHEN WORK:

Work in the kitchen should be organized as a part of the educational programme wherever a hostel is attached to a basic school or where there is provision for a school meal.

Practical work: 1. Cleaning of grain.
2- Arrangements of water for the kitchen.

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3. Cleaning of smaller kitchen utensils.
4. Cleanliness of the kitchen and the dinning place.
5. Preparation of the simple meal.
6. Serving.
7. Milk and milk products.

Correlated Knowledge:

1. Organisation of the work in the kitchen, planning and distribution of work.
2. Cleanliness in the kitchen - cleanliness in serving.
3. Preparing daily and monthly kitchens accounts.
4. What is a balanced diet? -- What is a bad diet?
5. Planning a meal.
6. Preparation reports of work in the kitchen.

MOTHER-TONGUE:

1. Oral Self-expression; In addition to work outlines for grades I, II and III.
   (a) Making short speeches on given subjects in class and school assembly.
   (b) taking part in group discussions.
   (c) Giving oral reports of work.
2. Reading:- 1. Reading of simple books correlated to school work.
   2. Reading of children's xxxxx news papers.
   3. Reading of general books and story books from the library.
3. Writing:- 1. Creative writing.
   2. Writing from dictation.
   3. Writing of simple and business letters.
   4. Maintaining daily diary and monthly diary of work.
   5. Contributing to a class magazine, or ax school magazine for the younger children.
   6. Organising literary meetings.
4. Appreciation of Literature:-

   a. Listening to good pieces of literature read by the teachers.
   b. Voluntary reading of literature according to age, taste and under tand.
   c. Organising entertainments for class and school.

VIII. MATHEMATICS: 1. Understanding, reading and writing of small number correlated to the activities in school, home and village.
   2. Simple and compound rules as required in calculation relating to class activity.
   3. Average.
   4. Groups.
   5. Beginning of book-keeping in connedtion with craft-work and gardening.

Practical Geometry: -- In connection with gardening.

(a) Area of a square and a rectangle.
(b) Making of parallel lines.
(c) Finding the centre of a circle and drawing a circle with given centre.

IX. GENERAL SCIENCE. 1. Life of plants- different parts of plants and their (functions.
   2. Beginnings of the study of the human body.
   3. Insect life --life history of the mosquitoes-maleria and filerial fevers (Whereeverx prevalent) and mosquito preventive measures.
   4. Spiders, scorpions and snakes -- Spidors and snakes as helpers of man
   5. Recognising Principal constellations and planets.
   6. Day and night -- the seasons.

X. SOCIAL STUDIES: 1. Introduction to the history of the village, district province and India through --

   a. The celebration of religious, national and local festivals.
   b. Excursions wherever possible.
   c. Work in the basic craft.

   2. Geography.

2; Geography:-
(i) Geography of the district with special references to its industries and handicrafts. This may be initiated by visits to the weekly market, fairs, pilgrimages or a small tour wherever practicable, through visitors, pilgrims gypsies and beggars.
(ii) An introduction to the geography of the province.
(iii) Current events - the main news should be read out to the pupils by the teacher from this grade onwards with the help of a map.

3. Civil Training: In School.
Children from this grade onwards can take responsibilities for the following class or school activities through their class or school assembly:-
(a) School cleanliness.
(b) Drinking Water.
(c) School Meal. d. School Health.
(e) School garden and agriculture.
(f) Games and excursions.
(g) Programmes of entertainment for the schools and village.

In Village:: Children of this grade can begin to share in programmes of village welfare like village sanitation, adult education and cloth self sufficiency.

1. Drawing of landscapes with colours.
2. Shades of colour - different shades of the same colour'- for instances the shades of green in different leaves.
3. Study of form - greater detail.
4. Decorative design - decoration in proper arrangement of classroom and environment.
5. Mounting drawings and harmonising background.
6. Designing of borders with colours.

I. MUSIC: In addition to the work of the grades I, II & III:
Beginning of formal music.
Acquaintance with the Swaras, simple experiences in six Ragas.
N.B. No syllabus is specified here as the syllabi will be different in North and South India.

II. PHYSICAL EDUCATION.
1. Necessary life activities in addition to the work outlined for grades I, II and III.
a. drawing Water.
b. grinding. c. carding.
2. Non-equipment deshi games.
3. Jumping, running, climbing, asans, drills and folk dances.

GRADE V.

MESS:
Individual: Continuation of the course outlined for the first four grades, with the understanding that the programme of personal cleanliness is both a basis of healthy living and a duty to society.
Collective:1. Continuation of the programme of the first four grades.
2. Cleanliness of the village roads, places of worship and Dharmasalas cleanliness of latrines and urinals, preparing soak-pits.
(* N.B. If there is a farm attached to the basic school, cleanliness of the cow-shed, shed for the bullocks, preservation of * cow-dung and urine for manure will be included).
a. Different types of ~~books~~ and their uses.
b. Where and how to collect the material.
c. Different types of dust-bins, how to make them, where to place them.
d. Different types of baskets.
e. Storing, numbering and distribution of cleaning instruments for the ~~entry~~ entiry school.

3. Disposal of waste material and rubbish, conversion into manure.

4. Planning a programme of collective clealiness; preliminary survey, distribution of work, selection of equipment.
5. Preparing reports, charts, posters etc. of cleanliness of work.

XI. HEALTH: 1. Continuation of the programme outlined for Grades I to IV with an understanding of the importance for the maintenance of one's own health both as a spcial and personal obligation. They should also begin to understand the scientific basis of physical well being. The children should begin to assume responsibility for the health of the community. If there is a small health centre in the village, children from this grade can help the teacher in simple treatments and preventive measures. They can also take part in the health programmes in village.

Infectious and contagious diseases - smallpos, cholera, plague influenza, typhoid - causes, treatment and preventive measures (when ever an infectious or contagious illness occurs in the village or there is an epidemic in the area.

2. Preparing reports, charts and posters relating to health.
3. Maintaining records of individual, class and school health.

BASIC CRAFT: SPINNING:

In areas where cotton is grown, all the processes from the picking of cotton to the weaving:

(a) Picking of cotton, (b) Storing cotton or lint for the year's work.
(c) Ginning:
  (i) with rod and plank
  (ii) with hand-gin
  (iii) by the Andhra method.
(d) Combing of cotton
(e) Carding, average standard of work being 5 tolas in an hour.
(f) Spinning.
  (a) On the local or Yervada Charka or the Chanush Takali
  Average standard of work: Speed--1 Hank of 640 rounds in an hour.
  Count 16 to 20.
  (b) On the Magan Charkha.
  Average standard of work: Speed - 1 hank of 640 rounds in 2 hours.
(c) Fine Spinning by preparing Cotton by the Andhra method . Average standard of work
(g) Beginning of weaving
(h) Preparing mal both big and small Speed-160 rounds per hour.
(j) Maintaining store of craft equipment and material for the whole family.

Cloth Self-sufficiency:-

1. Preparing estimates of the necessity of cloth for one's half and family.
2. Spinning for one's own cloth for the year.
3. Preparing estimates for the necessity of cloth for the village
4. Helping in the programme for cloth self/sufficiency in the village.

Correlated knowledge:

1. Calculation of the count, strength and evenness of yarn
2. Maintaining daily, monthly and yearly craft records for class and school in craft work.
3. Comparative study of different types of Charkha, carding-bow and ginning equipment.
4. Study of cotton in the province, in Indian and the World.
5. Study of the different types of cotton and estimating the account of yarn which can be produced from each different type of cotton.
6. Calculations necessary from cotton to cloth, percentage of wastage.

7. Mechanics of ginning, carding and spinning.
8. Simple calculations of weaving.
9. History of the textile industry in India from the earliest times to the present day.

Sewing:

1. Drafting, cutting out, stitching by hand of simpler garments for self or younger children.
2. Patching or mending. 3. Simple embriodery.
4. Preparing buttons out of wastage of yarn.

Correlated knowledge:

1. Calculating cloth necessary for a given garment with regard to the width of material.
2. Economy in dress making.
3. Drawing pattern of garment to be made
4. Designing for embriodery.

GARDENING AND AGRICULTURE:- Pupils should be, in this grades able to grow all the year round, and help in the cultivation of the field crops if there is a farm attached to the school with agriculture as the main industry.

Practical work:-

(a) Preparation of the soil, laying out of beds, plots and rows.
(b) Barring and harrowing
(c) Preparation of compost
(d) Manuring
(e) Watering
(f) Weeding
(g) Care and protection of the crops.
(h) Harvesting.
(i) Stering, disposal and selling of the produce of the school garden.
(j) Selection of storage of seeds.
(h) Field experiments to be carried out in special small plots, set aside in the garden for observation purposes to note the effects of manuring, weeding and mulching.
  (a) Manured versus unmanured plots with the same crop and uniform treatment in other respects.
  (b) Weeded versus unweeded plot.
  (c) Crop weeded and heed versus weeded only.

Correlated knowledge:

1. Study of soil.
   (a) Formation of soil. Agencies which bring about the weathering and tearing of rocks viz., Air, Water, Heat
2. Recognition of soils of the locality.
3. Recognition by:-
   (1) Feel, granulation, colour, weight.
   (2) Mechanical analysis of each
   (3) Physical characters of each
   (4) Correlated between texture and structure of a soil Presenee of air and its effect on absorption, percolation and capillary rise.
   (5) To deduce from the above the suitability of soils for Kharif, Rabi and Garden crops.
4. Forms of soil moisture.
5. The control of soil moisture.
6. The classification of soils into sandy, loamy and clay
7. Necessity of manures and their functions.
8. More detailed study of the different parts of a plant and their functions:
   (a) Study of germinated seeds (a) Embryo, (b) Cotyledons. Embryo grows into plumule and radical. Contents of cotyledone - Growth of plumule upwards and of radical downwards, Fare of cotyledons as a plant grows.
   (b) Study of roots:- (a) Tap root. (b) Fibrous root.
   (c) Study of stem, division into bark and wood, nodes internodes, buds, branches and leaves.

Differences between a root and a stem.
3. Crop pests and how to control them.
4. Kinds of weeds and weeding:.
   (a) Kinds of weeds.
   (b) Necessity of weeding. When and how to weed.
   (c) Effect of cultivation on weeds.
      a. Deep for parennials
      b. Shallow for annuals.
   (d) Utility of mulching during the after-rains.
      The effects on:
      (1) Obsorption and retention of soil moisture for rabi crop.
      (2) Weeds.
   (e) Country and iron ploughs to be compared. Difference in:
      1. Make. 2. Work. 3. Advantages of monsoon plough over the country plough.
   (f) Kind of work a bahkar does. The difference between the working of a plough and a bakhar. Effect of bakharing rabi land during the breaks in rains.
   (g) Formation of roots and their division into two root systems
   (h) Modification of roots and stems. Tap & fibrous.
   (i) Observation of roots such as the radish, sweet potato and carrot, and stems such as potato, arun, ginger and their distinguishing characters.
   (j) Adevntitious roots such as on banyan tree, jowar, wheat and creepers.
   (k) Study of flowers, as regards the arrangement of parts, colours smell and the time of opening.
      1. Method of preparing manures. Cow-dung manure and urine earth.

N.B:- Pupils will be required to work in the fields and carry out all operations in growing crops.

MOTHER TONGUE AND HINDUSTANI.

Oral: In addition to the syllabus of grades I to IV
1. Presenting an oral report of a piece of work completed.
2. Giving an oral plan of a piece of work to be undertaken.

Reading:
1. General reading from the school library under the guidance of the teacher.
2. Reading necessary selections from technical literature.
3. Reading daily papers, magazines and journals.
4. Beginnings of study of the literature in mother-tongue.
5. Use of the dictionary, list of contents and the index.

Writing:
1. Creative writing
2. Maintaining daily diaries, monthly quarterly and yearly report of work.
3. Writing plans and reports of work in connection with class and school antivities in cleanliness, health, gardening, spinning and carding, school meals, school excursions and entertainments.
4. Preparing short summaries of the days' news.
5. Preparing whather reports.
6. Preparing charts and material for class and school exhibition atleast twice a year.
7. Editing a class weekly or magazine.
8. Dramatisation of one's mother-tongue atleast one drama every year.

Study of grammer:

This should be begun in this grade. The study should be initiated through the correction of grammatical mistakes in the pupil's own writings or the writings of younger children in School.

An introduction of Basic Hindustani:

An introduction of Basic Hindustani, and its relation to the child's own language. Learning of the Urdu and Hindi script whichever is not known to the child (in Hindustani speaking areas) or one of them at his or her option (in other areas).

Simple conversation -- Premer and first reader in Hindustani.

KITCHEN WORK: In the basic schools with attached hostels where school meals are provided to the children, work in the kitchen should also form part of the educational programme.

In addition to work outlined for grade IV, pupils of grade V should be able to:

1. To take responsibility for the management of the kitchen for a definite p eriod.
2. To take charge of the kitchen store, issue daily ration, keep accounts, maintain stock-book and ledger, and
3. to plan to cook and to serve a complete meal for a given number of persons.
4. to plan balanced diets.

Correlated Knowledge:

1. Proper storing of grains, vegetables and fruits, milk and milk products, oils, and fats.
2. Proper method of cutting vegetables, to preserve their food value.
3. Proper way of cooking rice, roti, dal and vegetables to get the maximum food value out of them.
4. Food requirements for the body -- quantity and quality.
5. Planning balanced diets: -- with regard to both economy and nutrition.
6. Preparing monthly estimates and maintaining daily and monthly (Kitchen accouts.
7. Geography of India; through their daily food.
8. Preparing reports, charts and posters regarding work in the kitchen.

MATHEMATICS:

I. In connection with the class and school activities in Cleanliness, health and gardening, spinning and weaving and school celebrations -- the pupils should have knowledge of the following processes:--
   1. Four fundamental rules -- simple and compound.
   2. Simple f actions.
   3. Decimals.
   4. Practice.
   5. Unitary method.
   6. Rules of three.
   7. Percentage.
   8. Averages.

II. Preparing statement of accounts concerning,
   1. Family expenditure.
   2. Income and expenditure in a. Agriculture and gardening.
      b. Kitchen.
      c. Spinning and carding.
   3. Expenditure involved in celebrating festivals.

III. Keeping records of equipment and work in the class.

IV. Cash book and ledger. Cash transactions of goods and money rlating to craft, School and home.

V. Monthly statement of accounts - receipts and disbursements.

VI. Profit and loss account, where no stock is left at the end of this year.

VII. Area of the field where the pupils work. Drawing areas to scale.
Bigha and Acre compared. Measurement of fields by the Patwari method.

VIII. Graphical representation of work done.

GENERAL SCIENCE:

In connection with cleanliness. Different forms of disposal of night soil - trench latrines -- and their advantages -- how deep should the trenches be and why? How night soil converted into manure.
Bacteria and their work.
How and why to make soak-pits.
Flies, mosquitoes and life, their life history.
How to prevent them?

Health and Hygiene:

Air. Value and need of fresh air.
Physical properties of fresh air.
Impurities in air and its purification.

Functions of trees in purifying air.
Air in a crowded room.
Need for ventilation.
Method of ventilation.
Draughts.
Process of breathing.

WATER: Pure Water, impurities in water,
Its importance to plant, animal and human life.
Composition of water.
Common infection carried by water.
Diseases caused by impure water.
The village well, tank or river.
Methods of purifying and disinfecting impure water.

Food: Different kinds of food and their nutritive value.
The digestion of food.
The digestive system.
How, when and what to eat?

1. Solar system - the mutual relationship of sun, moon, and the planets. How are eclipses caused?
2. Phases of the moon - bright half and dark half of the month.
3. Acquaintaince with the main stars and constellations. The milky day.

SOCIAL STUDIES:

India: (History and Geography)

Food: The problem of food in India.
The different diets in different parts of India and their result on health. The different crops in India.
Necessary soil, water and weather conditions for these;
Problems of famine in India and how to prevent them.

Cloth: Cotton in India and the world.
History of the cloth industry in India.
Cloth problem in India.
Foreign cloth, Mill cloth and Khadi.

Industries: Principal crafts and industries in India.
Mineral wealth.
Population of India.
Transportation.

Religion: The Principal religions in India - their founders and history - how India has become the home of all the main religions of the world.
How religious unity has been preached and practised by saints, rulers and the masses in India.
Lives of saints who have preached religious unity.

Language: The main languages and scripts of India -- the need of a common language. Why has Hindustani been chosen as the National language. The history of the two scripts.

Political: Political divisions of India to-day.
Why and where they need change.

Practical work: 1. Charts and maps, illustrations a. Main food crops in India.
b. Cotton.
c. Languages of India.
d. Main industries of India.
2. Celebrations of the main festivals of the principal religions.
3. Acting of historical dramas or pageants.
4. Learning Hindustani.
5. Reading the newspapers daily with the map of India.

CIVIC TRAINING:- 1. Study of current events through group reading of newspapers.

2. Practical: In addition to the work outlined for grade I to IV.

a. teaching children in lower classes in the absence of the teacher.
b. Organising entertainments, festivals and literary meetings.
c. Helping in the programme of adult education in the village.
d. Helping in the programme of cloth self-sufficiency.

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6. helping in the programmes of village cleaning and another health-programmes.

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DRAWING:

Art: Beginnings of perspective, proportion, and arrangement of pictures.
Repetition of the work done in the previous grades with greater thoroughness.
Mutual relationship of colours.
Warm and cool colours; matching and contrasting colours.
Development of good taste.
Preparation of landscape sketches for book covers.
Illustrations of work in social studies and general science.
Design and decoration, specially for festivals, or school-celebrations.

N.B. The children of this grade should prepare colours and other necessary material and equipment for Art, for themselves and the younger children.

MUSIC.-- Religious songs, songs for meetings, celebrations and festivals.
National songs, marching songs, songs in connection with different school activities.
Classical music, (children with special gifts in music can begin their study of classical music from this grade) The syllabus for North India will be Book I by Bhatkhande.
Folk-music.

PHYSICAL EDUCATION:-

Continuation of the syllabus for grades I to IV, with advanced work in drill corporate games, folkdances and excursions.

END.

Sewagram,
Dated 17-12-1946.

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REVISED SYLLABUS FOR THE TRAINING OF TEACHERS.

I N T R O D U C T I O N.

The objective of Nai Talim is the preparation of a new type of individual, all whose faculties = Physical, intellectual, - aesthetic and spiritual = have been harmoniously developed into an integral personality and the creation of a new social order based on co-operative work.

The teachers of Nai Talim, therefore, must themselves be harmoniously developed individuals and must have understanding of the social objectives of Nai Talim and a practical working knowledge of Community-life on co-operative basis before they can assume responsibility of educating children.

This objective can best be fulfilled if the training centre is organised as a self-sufficient community based on co-operative work which as far as possible produces its necessities as regards balanced diet and adequate clothing and which has also all necessary facilities for cultural life.

Another main objective of Nai Talim is the training of the future citizens in the principles and practice of true democracy. It is desirable, therefore, that the training centre should be organized as a democratic institution where the pupil-teachers are trained to assume responsibility for the activities of their community life.

It is also expected that the training centre will be in close contact with the surrounding rural area and will function as the centre for all programmes of rural reconstruction.

The accompanying syllabus is based on the assumption that the training centre will function as such a democtatic community based on co-operative work; and the educational programme both practical and theoretical, of the training centre will be developed round the activities of this educational community - such as, the production and preparation of food, and clothing, programmes of personal and community cleanliness, health and hygiene, programmes of rural service

and other cultural activities.

There should be at least one model school attached to the training centre as practicing school. It would be better if there were a small compact area of basic schools of which the training institutions forms the centre. When the pupil-teachers have entered into the spirit of this new system of education, have assimilated its fundamental principles, have attained sufficient mastery over the craft and the technique of correlated teaching, only then should they be introduced to the work in the practising school. Every pupil-teacher should spend atleast a fortnight in observation and practising teaching in each grade of the practising school.

The course of training will centre round the following activities and studies:

(1) Understanding the objectives of Nai Talim and the Psychological, Social, Economic and educational aspects.

(2) Organisation of the community life as a self governing democratic society based on co-operative productive work.

(3) Cleanliness - personal and community.

(4) Health and Hygiene, personal and community.

(5) Production and preparation of good.

(a) Gardening and Agriculture
(b) Kitchen work.

(6) Cloth-making - spinning and weaving.

(7) Any other craft which may be considered suitable for any particular locality.

(8) Study of village problems and programmes of rural service.

(9) Cultural activities including:

(a) Programmes and studies to acquaint the pupil teachers to the principal master-pieces of Indian Literature with special reference to the literature in the language of the locality.

(b) A study of Indian History with a background of world history with special reference to the social and cultural development of man - the history of education.

(c) Revenential study of the different religions of the world showing how in essentials they meet in perfect harmony - religion of men.

(d) A study of Indian Geography with a back-ground of world Geography with special reference to economic geography;

(e) Study of current events.

(f) Celebration of National, Religious, Social and Cultural festivals.

(g) Organization of cultural programmes such as - lectures, discussion groups and dramatics.

(h) Organisation of educational exhibitions.

9. Child-study: Should begin with practical work in studying children in the practising school and community and develop into child psychology.

10. Work in the Practising School:- Including practice-teaching care of children; if a hostel attached - planning and preparation of serving of balanced meals to children - organisation of games, and cultural activities for children and preparation of literature for children.

N.B. All theoretical study regarding methodology or school administration and organisation should evolve out of this practical work with the children.

11. Curriculum construction.

12. Preparation of educational literature.

13. Art.

14. Music

15. Physical education.

16. National language:- A study of national language and an ability to read and write both the Nagari and Urdoo scripts.

BASIC PRINCIPLES AND OBJECTIVES OF NAI TALIM.

1. What is education? Difference between education and literacy.
2. What is the meaning of education through work for life? What are the necessary conditions to be fulfilled before work can be organised as a medium of education?
3. Nai Talim as integral education as opposed to compartmental subject teaching.
4. Self-sufficiency in Nai Talim. What does Gandhiji mean when he says True Education is that which is self supporting.

5. The new individual as envisaged by Nai Talim.

6. The new social order as envisaged by Nai Talim. The ideal of Citizenship in Nai Talim. The place of the teacher in the peaceful social revolution as envisaged by Nai Talim.

7. Democracy as envisaged by Nai Talim.

8. What is the meaning of true discipline in Nai Talim? The philosophy and technique of discipline through work.

9. The place of rewards of punishment in Nai Talim.

10. Co-education in Nai Talim.

11. The place of religious instruction in Nai Talim.

12. The place of cleanliness in Nai Talim. Its intellectual and moral aspects - the increasing importance attached to the teaching of cleanliness in the educational programme of all countries in the world - emphasis in the social and moral aspects of this training.

13. Health education in Nai Talim.

14. The place of the kitchen in Nai Talim.

15. Gardening and Agriculture in Nai Talim.

16. The place of spinning and weaving as a basic craft in Nai Talim.

17. Other crafts or industries as centres of education in the programme of Nai Talim.

18. The place of science in the modern world. The place of science in education through work. Development of the scientific mind... the scientific attitude....scientific approach to problems.

19. The new approach to history in Nai Talim.

20. "Whereas generally history is a chronicle of kings and their wars, the future history will be the history of man."

21. The new geography in Nai Talim.

22. The new civics in Nai Talim.

23. The place of art in Nai Talim.

24. Music in Nai Talim - classical and folk music.

25. Physical education; Reorientation of physical instruction in Nai Talim. Development of productive work and necessary activities, such as, Saphayi, grinding, drawing water from the wells, etc., as part of physical education.

26. Study of national language in Nai Talim.

27. The significance of festivals - Religious, social, national and seasonal in Nai Talim. Re-orientation of old festivals and creation of new festivals - educational, national and religious.

28. The place of exhibition and museums in a programme of national education. The development of exhibition and museums as instruments in popular education in western countries, specially Russia.

29. Community and School:

(i) Relationship with the local communities - sanitation, health work, adult education and entertainments, revival and reorientation of local culture (see foot-notes).

(ii) Relationship with the different departments catering to the needs of the villagers, such as, agriculture, veterinary, public health co-operatives etc.

In,

Revival and reorientation of local culture: Folk literature, folk-games, folk-songs, folk-dancing and local festivals and fairs.

(a) Collecting necessary material for local history
(b) Collection of local tradition from the old people.
(c) Collection, classification and putting on scientific basis of the deshi remedies for adults.

ORGANIZATION OF COMMUNITY LIFE:

The first task before a training centre of Nai Talim will be the explanation of fundamental principles and objectives of basic education and the organization of the community life on the basis of these principles as a democratic society based on cooperative productive work. Both the processes should go on simultaneously.

The pupil-teachers will be products of the existing system of education, where education means acquirement of book knowledge in terms of different subjects, such as, mathematics, science, history and geography. They must, therefore, first understand that the development of an integrated personality as opposed to compartmental subject teaching. They must also understand why work has been selected as the medium of education in Nai Talim, and the true meaning of education through work.

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The pupil teacher will also be members of the existing social order, based on the class system where all manual work is despised and derogated to the uneducated masses. It is essential, therefore, that these pupil-teachers at the very commencement of their training should have a clear understanding of the new social order and the ideal of citizenship inherent in Nai Talim. They should also understand the ideal of democracy and the meaning of true discipline in Nai Talim.

This should be done primarily through the organization of the community life into a democratic society based on cooperative productive work. All work connected with the community, in the Kitchen, the farm and the work shop or the work room, are to be considered integral parts of the educational programme. . There should be ample scope for the talks and discussions on problems arising out of the various activities.

The community should also organise itself into a democracy, frame its own constitution, and make its own laws and assume responsibility for carrying efficiently all the necessary activities in accordance with the principles of Nai Talim.

SYLLABUS IN SOCIAL STUDIES FOR BASIC TRAINING SCHOOLS.

Objectives:

1. To give a clear understanding of the new social order as envisaged by Nai Talim with an understanding of the historical back ground of the evolution of human society from the earliest times to the present day.

2. To give pupil-teachers both theoretical understanding of and practical training in the principles and practice of true democracy.

3. To acquaint pupils with the cultural heritage of our country.

4. To develop and bring into daily life a rational morality free from superstitions and religious dogmas.

5. To develop respect for all religions of the world.

6. To develop the ideal of world citizenship.

I.(a) Understanding of the new social order as the ultimate objective of Nai Talim.

1. The place of productive work in the new social order.
2. Co-operative work instead of competition in the new social order.
3. Classes and castes in the new social order.
4. The place of women in the new social order.
5. Morality in the new social order.
6. The place of religion in the new social order.

(b) Understanding of the different stages in the evolution of human society:

N.B:- This study should be taken as occasion arises in the organization of community life.

1.) General Assembly:- Duties and responsibilities - principles and practice of Adult Franchise - election of ministers - the departments of community life - duties and responsibilities of ministers their tenure of office - cabinet and its functions meeting both orginary and extraordinary of the cabinet.

Distribution of work in a Nai Talim community:

Maintenance of discipline in a Nai Talim community;

The Laws of traditions of a community of Nai Talim. Observance of their laws, self-imposed discipline versus discipline enforced from outside.

How to deal with breach of discipline, evolution of a technique and organisation to deal with breaches of discipline.

ACTIVITIES OF COMMUNITY LIFE.

1. The place of community kitchen in a Nai Talim community - social, moral and economic aspects of the community kitchen, Functions of kitchen committee (See syllabus of Kitchen for details).

2. The place of individual and community cleanliness in community life. Cleanliness as a social and moral obligation. (For details see syllabus in Saphayi).

3. Place of individual and community health in social life (see syllabus in Health for details). Physical and mental health as a social and moral obligation. (See syllabus in health for details).

4. Gardening and Agriculture:- Social and moral aspects of gardening and agriculture as centre of educational programme. The present position of farmer - and his future position in the new social order. The food problem in India today - production of food

food as a civic duty - production of food as a national objective and how Nai Talim can help to fulfil this objective (For details see Syllabus in Agriculture).

5. Spinning and Weaving:- Social, moral and economic aspect of spinning and weaving as basic crafts. Cloth self-sufficiency for an individual, family and village. The history of the textile industry in India and the world. The production of cloth as a means of exploitation in the world today and as a means for social and moral revolution through Nai Talim (See syllabus in spinning and weaving for details).

Religious life:- Evolution of a rational moral order based on justice. Truth and cooperation, Respect for all religions - Study of the principal religions of the world - their founders and teachings. Study of the saints and servants of men in the world throughout the ages, individual and community worship.

Cultural Activities:- Acquaintance with the cultural heritage of India through:

1. Celebration of festivals and observances - National, religious, political, social and cultural.
2. Revival and reorientation of folk poetry, folk-music, folk-dramas, folk-dances.
3. Literary meetings, dramatic performances and musical evenings.
4. Excursions.
5. Organisation of exhibitions and museums
6. Organisation of Library work and study circles.

Family life:- Reform in customs and institutions of family life in view of the social objectives in Nai Talim.

Social Service:

1. Rural Reconstruction:- The pupil teachers of a basic training school must take turns in programmes of service to the villages round about:

(i) Village Survey
(ii) Understanding of the problems of village life--Social, Political, Economic and cultural.
(iii) Village cleaning.
(iv) Programmes for raising the standard of village health. Spreading of health knowledge - preventive measures.
(v) Study of the village handicrafts, efforts to raise the standard of work and productive activity.
(vi) Organising cooperatives in the village.
(vii) Organising healthy entertainments for the villagers.
(viii) Arranging games for village children and Adolescent.

2. Volunteer work in the case of epidemics fair and pilgrimages.

Understanding of the principles of cooperation, and practical working knowledge through cooperative productive work and organising and running cooperative stores.

Study of the current events and the problems in India and the world to-day.

Through gropu reading newspapers with maps.

Through lectures and group discussions on current problems.

Through study of books on country problems.

Development of the Ideal of World-citizenship:

Through reverential study of all the great world religions in order to understand the common truth.

Through a study of the trends in the world history with special reference to individuals and institutions that have striven towards brotherhood of man.

CLEANLINESS - INDIVIDUAL AND COMMUNITY.

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OBJECTIVES:

It must be remembered that the word cleanliness has been used here not only in its physical sense but to denote the intellectual and moral training that is inherent in it.

(1) A knowledge of the scientific principles underlying cleanliness in personal and community life.

(2) The development of the sense of cleanliness in individual and community life.

(3) Formation of right habits and attitudes to cleanliness in personal and community life.

(4) Understanding of the intellectual and moral aspect of training in cleanliness.

PROGRAMME OF WORK:

I. Personal cleanliness, habits of clean living.

(1) Cleanliness of the hands, legs, eyes, nose, ears and mouth. Why and How?

(2) Cleanliness of the hair - problem of lice - Dandruff and how to cure it.

(3) Care and cleanliness of the nails - Why and how?

(4) Care and cleanliness of the gums and teeth - Why and how?

(5) Answering calls of nature - When, where and why? - cleanliness in the process, utensils and cleansing agents used.

(6) Spitting and cleaning the nose - Where and how? How to cover them?

(7) Cleanliness of the body and the skin - bathing - How and Why? - Oiling and massage. Why and how?

(8) Cleanliness of clothes - Washing, Drying and folding.
(9) Cleaning the bed - Shaking and airing, washing and sunning.
(10) Cleaning in eating - washing of hands before and after eating and utensils used.
(11) Cleanliness of drinking water.
(12) Cleanliness of personal possessions articles used for personal cleanliness - clothese, bedding.
(13) Sex-hygiene (separately to be taught to men and women students).

II. ENVIRONMENTAL CLEANLINESS.

(1) School and Hostel:

Class room:- Cleanliness of the class room before and after classes with special reference to the cleanliness of the floor where classes are held on floor.

(2) Cleanliness of the school equipment both before and after classes.

(3) Cleanliness/round the school building, school, well, play-fields and compost pit.

** of the school, compound, roads, the space immediately

(4) Cleanliness of the Hostel:- Each person's own room or corner, clean floors and clean walls.
Cleanliness of the mats, beds and clothes, arrangements of the personal belongings in the Almirah, arrangements of the clothes, beds and craft equipment and books.
Utilisation of waste water from the well and the kitchen - to be drained to the vegetable garden.
Manure pit - disposal of refuse, night soil and urine.
Cleanliness of the urinals and latrines.
Keeping of gardens, making artistic and geometric designs.
Creepers on buildings.
Lining the roads with plants, clipping and cropping.

(5) Cleanliness of the kitchen and dining hall:- Cleanliness of the vessels used for cooking and serving.
Cleanliness in the cooking of food.
Cleanliness of the food prepared.
Cleanliness of the dining hall before and after food.
Cleanliness in keeping milk, ghee, and butter-milk.
Cleanliness of the store-room.
Arrangement of the food stuffs - preserving the food stuffs and vegetables from rotting.
Cleanliness in serving the food.

(6) Cleanliness of the home: Cleanliness of the kitchen, dining room, store-room.
Cleanliness of the rooms - floor, walls, windows and doors bedroom - ventilation and beds.
Arrangements of books and articles of furniture.
Cleanliness of the cow-shed.
Cleanliness of the bath-room.

Arrangements of the one room house.
Utilisation of the waste water and kitchen water, vegetable garden or trees in the backyard.
Manure-pit for rubbish and cow-dung.
Cleanliness of the urinals and the latrines - disposal of urine and the night soil.

III. SOCIAL CLEANLINESS.

(1) Village Sanitation:

Cleanliness of the village pond or tank and common well.
Cleanliness of the public places, roads, public urinals and common latrines.
Disposal of the refuse and night soil.
Drainage of rain water.
Waste-water, sewage water.
Clearing the bushy growths - Destruction of the filthy and foul spots.
Making path ways and construction of small roads.

(2) Cleanliness in cases of emergency:

(i) Death and diseases. Washing the house, use of disinfectants, destruction of the infected clothes and bedding.
(ii) Epidemics:- Isolation, use of the disinfectants, washing of clothes, cleanliness of utensils, cleanliness of the villages during epedemics, cleanliness of the village tanks and common wells - purifications of drinking water.
(iii) Cleanliness during feasts:- Cleanliness during large scale cooking, Cleanliness of the vessels used for cooking, Cleanliness of the vessels used for cooking and for serving.
Cleanliness of the dining place, before and after food
Cleanliness of the water used for drinking and cooking
Disposal of refuse.
(iv) Fairs and Festivals:- Construction of temporary latrines and urinals, bathing facilities, supply of pure drinking water, cleanliness of the roads and bazaars, provision of extra dust bins, disposal of refuse.

IV. CLEANLINESS IN NURSING THE SICK.

Clean clothes, clean hands and legs of the person who nurses.
Uses of soap and disinfectants.
Utensils like bed pans and sputum cups.
Disposal of the stools, vomitting and urine.
Cleanliness of the bed clothes and clothes of the patient.
Cleanliness of the food given to patients.

V. DISPOSAL OF REFUSE AND PREPARATION OF MANURE.

Types of refuse, rubbish waste matter, waste papers, sweepings, night-soil, urine, vegetable remains, cow-dung, etc., their chemical composition.

(i) In the School:

The manure pits or compost pits, waste water from the well, kitchen for irrigating the vegetable beds.
Night soil and urine - manure for the fields.

(ii) In the Home: As given above.

(iii) In the village: Sweeping of the village roads not to be used for raising level of places - large scale conversion into manure - methods.
Compost-making, different methods - from night-soil, from refuse, action of bacteria, temperature, moisture, best use of cowdung.
Natural and artificial manures.

VI. ORDER AND ARRANGEMENTS.

(1) In the School and Hostel:

Orderliness in ones' own room or corner.
Arrangements of personal possession in Almirahs or common places.
Neat folding of clothes, bed and their arrangements.
Arranging the books in shelves or almirahs, in the library and reading room.
Classroom arrangements, seating arrangements for different purposes and on special occasions. Writing materials and blackboard.
Arrangement of Craft Equipment - arrangement of play equipment and art equipment - arrangement of shoes before entering the class.
Arrangementin the kitchen - vessels, cooked food, arrangement of food before and after serving and during serving.
Arrangement in preserving milk and milk products.
Store room arrangements. Arrangements of vegetables and fruits and food stuffs. Lids for the tin containers.
Arrangement of cleaning equipments. Order in distributing and receiving.
Formation of Queue Habits.

(2) Arrangement in the Homes:- One room houses - kitchen corner dining corner, slpeping corner.
Arrangements of furniture and things.
Two or three roomed houses - arrangements in the kithhen, store-room, cowshed - storing of hay - arrangements used.
Arrangement of the courtyard.
Arrangement of the grain-store
Principles of arrangement.
Everything must have a place and everything must be in its place.

VII. ORGANIZATION OF CLEANLINESS.

1. Approach:

(i) In the School:- Cleanliness as a group activity. The teacher as a participant and as an example in children's work.

(ii) In the Home:- Sharing of work with the other members of the family.

(iii) In the Village:- Correct approach to the villager as a friend and co-worker, the individual initiative, the will to carry out even alone in the beginning, united effort of the villagers, collective responsibility, from the school to home and from the home to the community.

2. Method of Organisation:

i. Planning - time, place, raw-material, equipment and workers.
ii. Preparation - place, raw-material, equipment, cleanliness and arrangement. Mental and Physical preparation, of the worker. Understanding the why and wherefore joy in the work.
iii. Actual work.
iv. Finishing.
v. Record.
vi. Assessment - how far the work has been done according to plan.
vii. Formation of habits and attitudes.

3. Equipment:

Preparation, care and repair of necessary equipment:- Preparation of different kinds of brooms, dust bins, waste-paper-baskets and ropes with the locally available cheap materials.
Uses of the different kinds of brooms for different forms of cleaning, dusting, sweeping, clearing, collecting.
Use of cleaning equipments for purposes other than cleanliness, e.g. Agriculture.
Repairing, sharpening of instruments, minor repairs in carpentry.
Maintaining a store, distribution and collection and arrangement of equipment.

VIII. EDUCATIONAL EXHIBITIONS.

Exhibitions as part of Educational programme in Cleanliness.

In schools, in villages, during conference, fairs and festivals and pilgrimages.

The Three aspects of Exhibitions:

1. The actual demonstration of sanitary work and groups
2. Exhibition charts, types of latrines and urinals, their construction, location and proper use. Different types of cleaning instruments their comparative values, preparation, care and the repair-materials used. Conversion of waste-matter and dirt into manure.
3. Popular talk, dramas, folk-songs.
   Explaining the importance of cleanliness in individual and community.

PHYSOSOPHY OF CLEANLINESS:

1. The meaning of cleanliness (cleanliness as destruction of dirt and creation of beauty)
2. Cleanliness as a basis of healthy life both for individual and community.

(3) Social and Moral aspects of cleanliness.

(a) Cleanliness as a social obligation
(b) Cleanliness as a moral obligation
(c) The close correlation of external and inner cleanliness.

(4) Intellectual aspect of cleanliness -
Development of alertness and sensitiveness of mind as a result of training in cleanliness.
Habits of planning - co-operative work as a result of group work in cleanliness.

(5) Cleanliness as an instrument of knowledge:

In general science, social studies, hygiene and health language and literature. Mathematics and art.

SYLLABUS IN HEALTH EDUCATION FOR BASIC TRAINING SCHOOLS.

OBJECTIVE:

In a Country like India where the general standard of Health and living are so low, the general ignorance regarding matters relating to health and hygiene so great and the services of State and private agencies so inadequate = the objective of health education for a teacher of Nai Talim will be much wider than that of other countries with higher standards of living. He will not only have to conduct the routine health and hygiene programme of the school, but in remote villages, where medical facilities are not available - he will also have to be general adviser to the village on matters relating to health, hygiene and sanitation and also to be amateur doctor to the school children, when required, until professional help is available. He must also by his personal and family life set an example of healthy and clean living to the villagers.

1. The first objective of health education for a teacher of Nai Talim, therefore, will be an understanding of importance of one's physical and mental health as an integral part of one's ~~physical and mental~~ professional equipment and the development of right attitudes and habits for the maintenance of this healthy condition.
2. Capacity to observe, recognise and interpret the physical, mental and emotional manifestation of health and illness specially in children.
3. Capacity to carry out the routine school programme in health and hygiene.
4. Capacity to treat minor ailment of the children.
5. Knowledge of institutions and agencies serving the programme of health and hygiene in rural areas and to co-operate in their work.
6. Capacity to organise programmes for the raising of the health standard in the village, prevention of disease and immunisation.
7. Knowledge of where to refer in cases of serious illness and the capacity to help in the transport of patients.
8. Capacity to organise and develop educational programmes centering round personal and community health and hygiene in school.
9. Capacity to assess health habits, health attitudes and health knowledge of children.

In the teacher's training institute, the Basic School teacher should have the benefit of:

(a) A programme of healthful living that will make personal and community health and reality and that will involve health supervision with proper physical examination, balanced diet, suitable physical and recreational activities and wholesome environment.

(b) A sound subject-matter course in personal and community health and hygiene including - a thorough course in Health education methods.

The teachers' Training School, should, it is desirable, have a qualified medical person on the staff called the Professor of Health and Hygiene in charge of both the practical work and theoretical teaching of this subject.

It is desirable that the practising school should give at least one balanced meal to the school children under the direct supervision of the Professor of Health where all the practical work should be done and records maintained by the pupil-teachers. It is also recommended that the Training Institute should maintain a well equipped child clinic. The professor of Health should be in charge of the Community Kitchen and the programme of personal and community higiene of the Training School and the practising school and the theoretical course should develop out of the practical problems in health and hygiene both physical and mental of this community.

OUTLINES OF SYLLABUS.

I. Rules of healthy and clean living with an understanding of the reasons.
II. Elementary anatomy and Physiology.
III. Science and Nutrition.
IV. Rural Hygiene and Sanitation.
V. Knowledge of ordinary ailments, their recognition, causes and simple treatment until medical help is available.
VI. The art of Science of nursing ordinary diseases.
VII. Common communicable diseases - in rural areas.
VIII. Treatment of emergency cases and first aid.
IX. Health programme in School.

I. Habits of healthy and Clean living - PERSONNEL.

1. Personal cleanliness including sex hygiene (see syllabus of personal cleanliness).
2. Development of healthy habits, early rising, regular action of the bowels, physical exercise, healthy postures, regular and sufficient rest and sleep in good environment. Rest two types - (1) Change of work. (2) Complete rest or sleep. Sleep:- the bedroom, ventilation, cleanliness of bed, clothes, how to sleep, mouth shut, lying on one side, not covering the face, why?
3. Proper adequate food - dietetics and application of the principles of dietetics in Community Kitchen. Healthy and clean habits in preparation, serving and eating of food. Drugs, intoxicants, tea and coffee, their effect on health.
4. Work as an important factor in physical and mental health. The function of different activities in Nai Talim for the healthy living of an individual and community.
5. Healthy clothing to suit the different seasons and the different types of work.
6. Rules of life to suit the different seasons of the year.
7. Close correlation between mental and physical health. A knowledge of one's own physical and mental limitations as necessary condition efor health
8. Signs of mental and emotional disorders and how to control them.
9. Hysteria - its causes and its cure.
10. Importance of recreational activities and relaxations.

COMMUNITY HEALTH.

Cleanliness: 1. Cleanliness and tidiness of the environment as an essential factor in community health (see syllabus of cleanliness on Environment).

Food: 2. The place of the community kitchen in the community health.

Work: 3. Organisation of the different activities in an institution ~~in~~ of Nai Talim for healthy community life.

Mental and Emotional Health. 4. The necessary mental and emotional adjustments for a healthy community life.

Co-ordination of Activities. 5. Co-ordination of work, studies, recreational activities and rest and sleep for the healthy working of community life.

SCHOOL HEALTH:

School Building. 1. Necessities for healthy school life, minimum and maximum floor space, ventilation, light, facilities for drinking water, latrines, urinals, accommodation for schools meals, health activities and free play.

School Equipment: 2. Adjustment of school equipments to children's sizes and capacities. Minimum equipment necessary for healthy School life.

School Programmes 3. How to organise the school time table to assure the optimum health in children and teachers. Importance of free games and recreational activities in School life.

Rules of health to be observed in the different activities like spinning, carding, weaving, sweeping and dusting, cooking, grinding, lifting of weights and digging.

4. The health of the school teacher as a necessary factor of school health.

II. ELEMENTARY ANATOMY AND PHYSIOLOGY:

1. Human Body:- Definition of cells, tissues and organs. Body cavities, their contents.
2. Locomotive System: Skeleton, muscles, joints, tendons and lingaments.
3. Outline of Digestive System:- Various digestive juices and processes of digestion.
4. Circulatory System: Structure and functions of heart and pericardium, arteries, veins, capillaries, definition and maintenance of blood pressure, process of osmosis and tissue nutrition, lumph and lymph glands, spleen.
5. Respiratory System:- Larynx, trachea bronchi, lungs, pleura, gaseous exchange, tissue respiration.
6. Excretory System:- Kidneys, ureters, bladder. Functions of the skin, detoxicating function of liver.
7. Nervous System:- Brain, Spinal cord, nerves, censory and motor, sympathetic and pra-sympathetic nervous system reflex action.
8. Outline of anatomy and physiology of reproductory system, ductless glands.
9. Topography of various organs.

III. Science of Nutrition:

Aim:- Teaching of nutritional needs of the body at various ages and for people in various occupations; construction and preparation of simple balanced and attractive meals for children and adults with local foods available at different seasons, emphasising the need for cleanliness of hygienic practice in handling food.

Principles of human nutrition linked to the functions of the body. Chemical constituents of various foods, study of the common articles of food with regard to their food value. Food values of vitamins and salts

salts - their requirements and uses.

Energy requirements of individuals and modified by age, sex, climate and occupation.

Other important factors to be considered in connection with normal nutrition, sleep, rest, physical and emotional conditions.

Normal Nutrition of infants. Emphasis on breast feeding, difficulties and dangers of artificial feeding in homes without hygienic knowledge - need for expert assistance. Balanced diet for growing child - ~~Dixxxx~~ Diet in adolescence. Balanced diet for normal adult.

Planning of adequate meals for a family or community of given number.

Preparation and serving of food. Cleanliness and protection of food.

Family and community budget and its relation to growing and purchasing of food. Planning diets for rural people where money is not regularly available to supplement food supplies. Results of nutritional deficiencies; recognition of deficiency conditions. Listing of common foods available in the locality and working out their food values.

General principles of feeding the sick. Invalid cookery.

IV. RURAL HYGIENE AND SANITATION: The physical, economic, social and moral factors in the solution of all the problems of rural health and hygiene must be approached.

The problem of village water-supply.
Drinking and cooking water, water for bathing and washing clothes.
Village houses, - construction, ventilation, arrangements for light, air, latrines, urinals, Storing of food and agricultural equipment, manure-pit, dung-heap, disposal of rubbish and waste-water.
Village roads and lanes.
Village latrines and Urinals, their location, construction and disposal.
The various types of latrines and their comparative uses.
Common communicable diseases in the village - their preventive measures, immunisation.
Village feasts, fairs and pilgrimages.
The village diet. How to make use of it with locally available materials.

V. KNOWLEDGE OF ORDINARY AILMENTS = THEIR RECOGNITION AND SIMPLE TREATMENT.

1. Constipation - its causes, effects of constipation - special diet and other treatment.
2. Indigestion - symptoms and treatment.
3. Dirty mouth and bad teeth, causes - complications and treatment.
4. Dirty head with lice - causes - usual complications treatment with cleansing and special applications.
5. Sore eyes and discharging ears - causes and simple treatment in the very beginning so that it does not develop.
6. Skin diseases: the different common diseases - their causes - complications and the treatment in each case with cleaning of the body and of the special site of disease, the application of ointments, and other treatments. Special diet to skin disease. Hygienic precautions necessary to be

taken in regard to isolation and sterilisation of clothes and bedding.

N.B. The student should have simple practice in the treatment of the skin and skin diseases of all kinds are very common in every village.

7. Infected wounds - sores, boils, and glands - causes and complications = simple treatments.
8. Diseases caused by deficiency in diet. Treatment and special diet.
9. Fevers - theoretical and practical knowledge of the different types of fever - the symptoms and signs that accompany fever. Ability to distinguish whether the fever is likely to be due to local cause such as inflamation of any part of the body, throat or ears or chest condition, dysentry or to one of the specific fevers - typhoid, measles or to malaria. (The teacher should be aware of the possibilities so that he may not be too sure).
10. Diarrhoea, vomiting and dysentry. The usual causes and treatment pending the arrival of medical aid.

N.B. The teacher should realise his own limitations and should refer to technical experts whenever necessary.

VI. COMMON COMMUNICABLE DISEASES IN THE VILLAGES AND THEIR PREVENTION:

Common communicable diseases - their mode of transmission - Maleria, Influenza, (Small Pox) chickpox, measles, mumps, plague, cholera, typhoid, dysentry, scabies, ring-worm, conjuctivities, trachoma. Causes of the above diseases. Mode of transmission, prevention, disposal of excretions, disinfection of soiled linen and utensils. A short description of special nursing in each case. Concurrent disinfection. Disinfection of the room and its contents at the end of the illness. Isolation.

The problem of leprosy, tuberculosis, in villages.

Insects and other pests:- Flies, mosquitoes, bed-bugs, fleas, rats cockroaches, possible harm from pet animals like dog, cat, hens lice, their prevention and destruction.

VII. N U R S I N G:

1. Choice of sick room or the corner for the sick bed with special reference to ventilation, light etc.
2. General nursing of a patient in bed: sponging, giving of bed-pans and sputum cup, cleansing of urinals - changing personal and bed clothes. Care of pressure points in the skin.
3. Noting the general condition of a patient - changing of bed clothes with the patient in bed. Hygiene of the room with spotless cleanliness of all utensils. Regular feeding at appointed times. Care for his comfort and happiness. Anticipating the needs of the patients and providing for it.
4. Special treatment:- Giving of different kinds of enemas, hot and cold sponging. Hot and cold fomentations. Dry heat (Hot water bath), Looking after eyes, nose and mouth. Simple massage-limitations of massage, Gargling and painting the throad. Steam inhalation. Feeding of the child and the helpless patient in bed.
5. Theoretical and if possible, practical knowledge of the nursing of a case of malaria and the case of diarrheao, cholera, small-pox and chiken-pox in bed.
6. Special diets in illness: Fever, anaemia, indigestion, dysentry, diarrhoea and knowledge of invalid cooking including vegetable and liver soups, whey, and the quantities of nourishment required especially in children.
7. A working knowledge of simple weights and measures and the making of lotions. The giving of medicines.

Simple house-hold remedies:- Castor oil, kurchi, Tr.Iodine, Potassium Permanganate, Boric Powder, Sulphur and boric ointment, Amritdhara, Trifala, Ajwain, Phitakri, Navasardar Mulathi, Phenyl, Cotton, Wool? Bandages, lint, spirit, Crude oil, Soda Bicarb, sodium Salycylate, Asafoteda, Ginger Dried Ginger (Soot) Haldi (Turmeric Powder) and other Ayurvedic medicines.

VIII. EMERGENCY AND FIRST AID.

1. Accidents:- Cuts, wounds, bleeding: External-arterial, venous, capillary, epistaxis, bleeding after extraction of the tooth. Internal, haematemesis, haemoptesis etc. Emergency treatment to stop the bleeding tourniquets, pressure points and treatment of a case whos has lost much blood.

   Shock:- Causes, treatment.

   Blows, falls, concussion, emergency treatment in each case.

   Fracture:- A short description of the varieties, signs and symptoms of fracture. Simple, compound, green stick, depressed, spontaneous. Emergency treatment including removal of the injured person to the nearest doctor or hospital.

   Dislocation: Signs and symptoms of various dislocations and their treatment.

   To improvise methods of transporting the sick and the injured.

   (a) Burns and scalds; various degrees of burns, their treatment.
   (b) Stings of poisonous plants and insects.
   (c) Wounds by poisoned weapons.
   (d) Snake bites.
   (e) Bites of rabit animals
   (f) Drowning. Asphyia due to other causes. Treatment Artificial respiration.

   Insensibility and fits, causes and symptoms and signs, emergency treatment of;

   (a) Fainting: (b) Convulsions: (c) Hysteria: (d) Epilepsy. (e) Eclampsia.

   Poisons and intoxicants; Food poisoning, opium, arsenic, datura, Oleander seeds, drunkenness, etc.

   Bandages and bandaging:- Roller bandage, triangular bandage, many tailed bandages, slings.

   Knowledge of Institutions that serve the programme of Health and Hygiene in rural areas; Specially, Leprosy, Tuberculosis, Rabies.

IX. OUTLINES OF THE SCHOOL HEALTH PROGRAMME:

1. Health Protection:
   (a) School Sanitation: (b) Communicable Disease Control.
   (c) Examinations = Physical and Mental.
2. Health Promotions:
   (a) Hygienic arrangement of the school programme.
   (b) Health Education: (c) Correction of physical defects.
   (d) Programmes of health education.
3. Routine Procedure:- I. Weighing and Measuring.
   II. Morning Health Review.
   (a) Daily inspection of personal cleanliness
   (b) Checking of health habits regarding elimination, food, rest, sleep and exercise and postures.
   (c) Corrective exercises - where necessary.
   (d) Observing symptoms of illness.
   (e) School Meals. (f) Recreational activities.
   (g) Maintaining a small school dispensary for ordinary ailments
   (h) Helping in the work of the child clinic, if there is one.

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Assessment of Results:

(i) Assessment of health attitudes.

(ii) Assessment of health habits.

(iii) Assessment of health knowledge.

(iv) Assessment of health status of children.

Syllabus in Gardening Agriculture for
the Basic training centres.

INTRODUCTION.

Food is the first necessity of life. Ours is a country which has pioneer in the art of agriculture and for more than 90% of the lation it is the main occupation.

Formerly our villages have been self-sufficient at least so far food was considered. But gradually our production is getting less and population is increasing. The agriculturist is not able to balance budget. The country has to depend more and more on other countries its food.

OBJECTIVES.

1. To creat interest among the educated in agriculture.
2. To develop the spirit of self-sufficiency in food and give the necessary knowledge.
3. To make every individual know and be able to grow more vegetables and food crops and thus supplement his or her agriculture.
4. To teach more scientific methods of cultivation and to increase the fertility value of the land.
5. To use gardening and agriculture for an all round development both for children and adults.

SOME IMPORTANT ~~XXXX~~ HINTS.

1. As far as possible the various activities included in the syllabus should be studied practically and the experience gained on every day practical life should be correlated with the various subjects such as Agriculture theory, Drawing, Mathematics, Geography, General -science, Language, Social Studies, History etc, whenever occasions arise.
2. The cropping scheme should include mainly the cultivation of cotton fruits, vegetables and other local food-crops.
3. Excursions should be arranged to visit the cultivators Farms, Govern- Farms. co-operative societies, Markets, cattle breeding farms, Poultry farms, Dairy Farms etc., and study their working.

PLANNING.

The whole area of the farm should be devided into the following type plots:-

1. Individual plots.
2. Co-operative plots.
3. Experimental plots.
4. Nursery plots.
5. Crop museum.

INDIVIDUAL PLOTS:

Each trained should be given one plot measuring about one guntha (33' x 33'); in this plot the trainee should grow successfully two vegetable crops throughout the year. He should do all the operations necessary from the preparation of land to the harvesting of the crop. The trainee should keep records of observations and works done from time to time. At the end of the year he should calculate the cost of cultivation of the crops grown.

CO-OPERATIVE PLOTS:

These plots should be about one or two acres in size. The whole class as a unit should grow successfully three to four crops other than those gown in the individual plots. All operations from start to finish

p.t.o.

finish of the crops should be carried out on the principles of cooperation Each trainee should maintain records of observations and works done from time to time. At the end of the year the whole class should calculate the cost of cultivation of the crops grown from the records maintained.

EXPERIMENTAL PLOTS.

These types of plots should be very small just to show the effects of such as:

1. Thin vs thick sowing.
2. Tilled vs untilled field.
3. Manured vs unmanured crops.
4. Local vs improved crops.
5. Weeded vs Unweeded crops etc.

The whole class as such should work in these plots and record their observations from time to time and find out conclusions themselves.

NURSERY PLOTS:

In the nursery plots the whole class should work from the point of view of maintaining a good nursery and maintain records of observation and works done. In the nursery beds seedlings of vegetable crops, flower plants, grafts etc., will be grown successfully. Every pupil teacher should take active part in all the necessary operations.

CROP MUSEUM:

A piece of land about 5 gunthas should be reserved for crop-museum. In this plot the whole class should grow one in each row all the crops and vegetables of the locality and study their seeds, roots, stems, leaves, flowers, fruits, growth etc. practically.

ACTIVITIES.

Ploughing :-

1. Name of the implement used, its various parts and functions with accessories.
2. Measurements and diagrams of the important parts of the implements used.
3. Advantages of ploughing.
4. Best time for ploughing.
5. Methods of ploughing.
6. Types of ploughs used, their advantages and disadvantages.
7. Care of the ploughs when in use and when not in use.
8. Work turned out by the various ploughs.
9. Rac materials used for various types of ploughs.
10. Costs of various ploughs.
11. History of ploughs.

Clod Crushing:-

1. Name of the implements and accessories used, their different parts and functions.
2. Measurements and diagrams of the different important parts of the implement used.
3. Why to crush clods.
4. When to crush clods.
5. How to crush clods.
6. Types of clod crushers used, their advantages and disadvantages.
7. Care of clod crushers when in use and when not in use.

8. Work turned out by the different types of cidd crushes.
9. Raw materials used for different types of cidd crushes.
10. Cost of different cidd-crushers.
11. History of cidd-crushers.

Harrowing :-

1. Implements used, their various parts and functions and accessories.
2. Measurements and diagrams of the important parts.
3. Why, when and how to harrow?
4. Different types of harrows used, their davantages and disadvantages.
5. Care of harrows when in use and when not in use.
6. Work turned out by the different horrows.
7. Different uses of harrows.
8. Raw materials used for different harrows.
9. Costs of different horrows.
10. History of harrows.

Collecting stubles of the previous crops :

1. Why, when and how to collect subles.
2. How best to dispose them off (feeding to cattle and composting).
3. Assessment of work.

Levelling and Bunding :

Various

1. Implements used, their parts and functions and accessories.
2. Measurements and diagrams of the important parts.
3. Why and when, how to level and bund.
4. Different types of implements used, their advantages and disadvantages.
5. Care of implements when in use and when not in use.
6. Work turned out.
7. Cost of implements.
8. ~~Cost of implements.~~ Raw materials used for implements.
9. **History of the levellers.**

Manuring:

1. What is Manure?
2. Objects of manuring.
3. Times of manuring.
4. Mathos of manuring.
5. Kinds of manures and their special utility.
6. How to prepare best compost, Farm-yard-manure, night soil etc.
7. Cost of different manures.
8. Manurial requirements of different crops of the locality.
9. Manurial nutrients in different manures.
10. Recognition of different manures.
11. Mixing of manures (different).
12. History of manures and manuring.

Sowing :

1. Implements used, their various parts functions and accessories.
2. Measurements and diagrams of the important parts.
3. Different methods of sowing used in different crops and their advantages and disadvantages.
4. Time of sowing of different crops.
5. Depth to be sowed in different sized seeds.
6. Distance of seeds in the same line and in between two lines while sowing.
7. Assessment of work.

Hoeing or Interculturing :

1. Name of the implement used, itsx various parts and functions.

2. Measurements and diagrams of the important parts of the implements used.
3. Objects, time and methods in the right kind of hoeing or interculting.
4. Different types of hoes used, their advantages and disadvantages.
5. Care to be taken on hoes when used and not used.
6. Work turned out by different types of hoes.
7. Cost of various hoes.
8. Raw Materials used for hoes.
9. History of hoes.

Weeding :-

1. What is a weed?
2. Common Local weeds and their classification.
3. Propogation of weeds.
4. How weeds damage the crops.
5. Best time for removing weeds.
6. Method of weeding.
7. Care while weeding.
8. Best disposal of the removed weeds.
9. Botanical study of different weeds.
10. Assessment of work.

Irrigation :

1. Different sources of irrigation water.
2. Different kinds of water lifts used under different conditions.
3. Methods of field and orchard irrigation, their advantages and disadvantages.
4. Irrigation requirements of the different irrigated crops.
5. Cares while irrigating crops.
6. Study of different water movements in different kinds of soils.
7. History of irrigation in India in particular and world in general.
8. Costs of different water-lifts.

Control of crop posts and diseases :

1. Recognisation of the affected parts of the plants by the different crop pests and diseases.
2. Names of the common crop pests and diseases that are found in the loqality.
3. Life history of the crop pests and diseases of the locality.
4. Preventive and curative measures used against controlling the crop pests and diseases.
5. Names of common insecticides and fungicides used, how to prepare them and when and how to use them.
6. Collection and preservation of the affected parts by the crop pests and diseases, useful and harmful insects, common insecticides and fungicides and arranging the same in a suseum.

Harvesting and Threshing :

1. Sings and recognition of different crops for harvesting.
2. Time of harvesting in different crops.
3. Different methods adopted in harvesting different crops.
4. Equipment used in harvesting different crops.
5. Care to be taken while harvesting different crops.
6. Selection of site for the threshing yard and method of preparing the same.
7. Different methods of threshing adopted for different crops.
8. Different methods of winnowing.
9. Different types of winnowers, their descriptions, costs etc.

Storing of the produce :

1. Different methods of storing the various types of farm produce such as grains, fruits, vegetables, etc., for the various purposes such as for sowing in the next year, own consumption, marketing etc., as followed in the locality. &
2. Arrangement care of the farm produce in the store.
3. Common enemies such as rats, insects etc., found in the store and methods of preventing and controlling the same.
4. Idea about the ideal store room.

Marketing :

1. Practice in grading the farm produce into different grades according to the size, shape, colour, weight etc.
2. Different methods of selling the produce.
3. Advantages of grading.
4. Keeping accounts of the sale proceeds.

Study of soils and soil fertility :

1. Local rocks and the minorals found in them.
2. Rock weathering and soil formation.
3. Difference between the soil and subsoil.
4. Soil constituents and their properties.
5. Physical properties of soils.
6. Classification of soils - different methods.
7. Local names of the soils and the crops grown in them.
8. Texture and structure of soils.
9. Ideal soil tilth.
10. Study of air, water, heat, organic matter, humus, organisms, and colloids in the soils.
11. Barren soils and vergin soils.
12. Factors governing soils fertility.
13. Methods of improving soil fertility such as tillage, manuring, rotations, mixtures, fallowing, weed control, levelling, bunding, rabbing, irrigation, drainage etc.,

N o t e :

The knowledge regarding the soils and soil fertility should be given while doing the various activities in the fields. The trainees should be encouraged to collect different types of soils, rocks and arrange the same in the museum in proper order.

Poultry keeping:

1. Fowls in the locality, their egg laying capacity and size.
2. Improved poultry, their egg laying capacity and size.
3. Natural and artificial incubation; their advantages and disadvantages.
4. Feeding, housing, and care of fowls in different stages.
5. Common ailments - prevention and treatment.
6. A model poultry farm.

Animal Husbandry :

1. Collecting statistics of the live-stock of the villages and their importance to agriculture.
2. Study of important local breeds of cattle, sheep, goats etc.,
3. their main characterstics, merits and drawbacks.
4. Feeding, housing and care of live-stock.

4. Milch cattle of the locality - a special study.
5. Study of different dary products.
6. Methods of cattle improvement followed in the locality.
7. Common ailments and practids of cattle-prevention and treatment.

Weather study :

1. Study of different weather instruments.
2. Recording of daily temperatures and rainfall.
3. Study of clouds and winds and weather conditions in different seasons.
4. Knowledge of the weather forecasts.

Plant study :

The different plant parts should be studied while growing and observing the different crops from the following points of view:-

Seeds :

1. Study of different kinds of seeds, their parts and functions.
2. Good and bad seeds - germination percentage.
3. Conditions necessary for the germination of seeds.
4.

Roots:

1. Different kinds with diagrams and examples.
2. Different functions with experiments if any.
3. Uses.

Stems :

1. Different kinds with diagrams and examples.
2. Different functions with examples if any.
3. Uses.

Leaves :

1. Different kinds with diagrams and examples.
2. Different functions with experiments if any.
3. Uses.

Flowers :

1. Different kinds and parts and functions with diagrams & examples.
2. Pollination and fertilisation in flowers-various agencies.
3. Different uses.

Fruits :

1. Different parts and their functions.
2. Different kinds with examples and diagrams.
3. Uses.

Surveying :

1. Measuring the fields, plotting and calculating the area of the same.

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Ghani :

1. Food value and necessity of oils - fats, application of oils to the body.
2. Sources of fat.
3. Oils used in different parts of India - Why?
4. History of oil extraction resulting in the ghani and mill.
5. Superiority of the ghani oils over the mill pressed oils.
6. The plance of ghani in the village economies.
7. The machanics of ghani.
8. Use of oils in industries.
9. Oil-seeds grown in different parts of Inda - world statistics.
10. Different kinds of oil seeds their fat contants and food values.
11. Imports and exports of oil seeds and oils.
12. Types of ghanies in different parts of india, their merits and demerits.
13. Diagrametic representation of the Maganwadi ghani.
14. Purification of oils.

Bee-keeping :

1. Bees as pollinating agents.
2. Bee keeping as a village industry.
3. Different kinds of bees, the bee family - queen, workers, drones.
4. Capturing the bees and transfering the same to bhe behive.
5. Working of the bee colony inside the bee hive and outside the bee hive.
6. Care of the hive; protection of the bees from the enemies.
7. Methods of collecting the honey from the combs and extracting the same.
8. Honey- its various uses.

Gur Making :

1. Different plants such as sugarcane, Beetroot, datepalm etc.
2. Methods adopted in the preparation of gur from different plants
3. Food values of different kinds of gur.

Carpentry and Smithy :

1. Simple repairs to agricultural tools and implements.

Rope Making :

1. Raw materials used in preparing ropes.
2. Different methods of preparing ropes.

Basket making :

1. Raw materials and methods used in basket making.

Pisc culture :

1. Whever possible.

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SYLLABUS IN KITCHEN WORK FOR BASIC TRAINING SCHOOLS.

Objectives :

1. Necessary skill and scientific knowledge relating to the different processes in the preparation of food.

2. Understanding of the intellectual, moral and social aspects of kitchen work, as kitchen is the Laboratory of Nai Talim.

3. Ability to educate children in and through the prepration of food as a centre of Educational propaganda.

Note:

1. The training course will consist of two portions - The practical work and the minimum scientific knowledge will begin immediately with the opening of the Training school. Full practical training and the scientific knowledge will be completed in two years' time.

2. Each activity will commence with Safai and end with Safai.

. There will be proper planning before each activitiy.

PURCHASING AND STORING OF FOODSTUFFS.

When and Why ?

1. Grains, cereals and pulses - necessity for collecting at certain seasons.
. Vegetables - seasonal vegetables of the place.
. Fruits.
. Oil.
Processed foodstuff - sugar, Jaggery etc.
. Spices.
Fish and Meat.
. Fuel.

A knowledge of the current market rates essential.

Storing of food.

Necessity for preservation on large scale and in small quanities of the articles of food, Effect of air and dampness on grains, cereals and pulses. Raw rice and boiled rice - merits and demerits.
2. Fresh vegitables.
3. Fruits - artificial methods of making fruits ripe.
4. Preservation of fruits and vegetables - drying, salting, sugaring, pickling, tinning and refigerating.
5. Preservation of flour and Dalia.
6. Preserved foodstuffs.
7. Spieces.
8. Fuel.

Animal Food :

Milk and milk products, meat and fish. The milche animals, the relative food value of their milk, Preservation of milk by boiling temperature up which it should be boiled.

Necessity for covering milk when being boiled.

Value of the sediment at the bottom of the vessel.

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Milk a perfect food.

How to make curds - action of bacteria on milk.

Butter and Ghee - adulteration of Ghee.

Comparative merits of pure ghee and Vanaspathi or other Vegetable oils.

Milk products - Curds, butter, butter milk, cheese, condensed milk etc.

The various preparations of milk and of the different parts of India-How prepared and preserved?

Mechanism of the Curd churning Machine.

Preservation of meat and fish.

Merits and demerits of preserved foods.

II. CLEANING OF GRAINTS AND PULSES :

Methods of cleaning - winnowing, seiving, hand cleaning, cleaning by washing.
Use of Wastage.
Harm from stones and surface matter.
Cleaning of salt.

III. Grinding and pounding :

Pounding of rice - grining of flour and dalia.
Advantage of hand pound rice or hand ground flour over mill made ones.
Disposal of waste.

IV. Oil Pressing :

Its situation in the school.
Advantages of Ghani pressed oil over mill pressed oil.
The relative values of gingily, coconut, linseed and mustard oils.
Use of oil cakes as articles of food.

V. Cutting of Vegetables:-

Necessary implements.
Washing of Vegetables in water treated with potassium permanganate or any other substitute before cutting for use as salads.
Hard and soft skinned vegetables.
Necessity of tasting of some vegetables before cutting.
Vegetables to be cooked in water when cut.
Action of air on vegetables cut.
Metallic effects.
Artistical cutting - size of bits.
Proper disposal of waste of vegetables.
Cutting of meat and fish.
Cleaning of cutting implements and the place after cutting.

VI. Storing of Water:

Sources - wells, ponds, tanks and rivers.
Impurities found in water - suspended and dissolved - Organic and inorganic.
Methods of purification - filteration - Kinds of filters.
Boiling.
Addition of chemicals.
Drinking water and cooking water.

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Drinking water to be kept in mud pots. Why?
Mechanics offixed pulleys, water pumps, water sheel and the wheel and axle.

VII. Lighting the fire.

Fuel, solid - wood - kinds of wood (Cheapest, economical and available)- Use of cowdung cakes (to be discouraged - Why?).
Charcoal, coal.
Liquid - Kerosene, Spirit etc.
Gasses - carbon monoxide etd.
Electricity.
The three states of matter - solid, liquid and gaseous. Only solid fuel available in villages.
Comparative merits of wood, charcoal and coal as fuel with regard to their heating capacities and their effect on articles cooked.
Coal - how obtained.
Difference between coal and charcoal.
History of fire and the development in the heating appliances.
The match box - match making industry - chemicals required - where from obtained.
Fire place - size - kinds of ovens prevelent in India. The ideal oven.
Direction of the fire place with regard to the direction of the wind.
Use of waste materials - wood shavings, wasted cotton, dry grass and twigs for lighting fire (Kerosene to be discouraged).

Smoke:-

Its composition.
Burning without smoke - necessity for air - necessity for the proper arrangement of fuel.
Blowing instrument - varieties.
Need for chimney - convection currents - principle of ventilation.
Conduction and radiation.
Dissipation of energy - use of fuel energy to a maximum in the ideal hearth.
Uses of Ash.

VIII. Cooking:

History of the art of cooking - Foods of the different parts of India and the World.
Cooking - its advantages and disadvantages.
Methods of cooking - boiling, steaming, stewing, baking, roasting and frying.
Merits and demerits of each.
The method best suited in a large institution.
Community cooking and family cooking.
Preparation of Rice and Dhall -Methods of washing rice and dhall - proportion of water to rice or dhall - principles to be observed.
Preperation of Roti - Need for kneading the flour, an hour before.
Rot-making - contrast Bhakri.
Reason for the puffing up of Roties.
Preperation of vegetables - various dishes - Care to be taken to keep in the nutritive value - necessity for covering the vegetables while being cooked. Too much addition of spices to be discouraged.
Cooking of meat and fish. Different dishes.
Preperation of raw salads and chutnies.
Disposal of food left over.
Storing of food that can be used at a subsequent meal.
Sick-diet - common types and preprations.
Utilisation of food that cannot be used again into manure or food for animals.

Effect of cooking and digestion.

Functions of food - essential food constitues - place of vegetables in diet - the food values of the available vegetables.

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Balanced diet - the calaries - the calorie value of food - how to calculate the caloric value.
The staple diet of the villagers in the different provinces of India- their food value - how to improve them.
Diet and individuals - diet differs with age,six,climate,seasons and temparament.
The digestive system - digestion - obsorption and assimilation of food.

IX. Serving :

Qualifities of a server - personal cleanliness - neat drass -cleanliness and appearance of serving vessels - order, art, and discretion in serving Community serving - and family serving Order in keeping back the remains.

X. Eating :

Cleanliness of the eating vessels - cleanliness of person eapecially the hands and mouhhh
Prayer.
Method of sitting.
Rules of courtesy to be observed while eating.

XI. Washing Utensils and Jhootan.

Materials used for washing.
Use of ash and fine earth.
Costly materials like soda or soap should not be used.
Saphai of the courtyard and disposal of Jhootan.

XII. Saphayi :

Sphayi of kitchen, store-room, Ghani, Chakki-room, water-room, Dinning hall, court-yard, etc., essential.

XIII. Organisation : of the family as well as the community-kitchen.

Planning:

The dimensions of the kitchen - the situation of the wood with relating to the situation of the kitchen - arrangement for fuel, water vessels, stores, cutting vegetables,preserving milk and its products and dining. Situation of the grinding and pounding place, the chakki and the courtyard.

Grinding and Pounding :-

Number of grinding and pounding stones required - kinds of stones, types of grinding stones - ordinary, adjustable and ball-bearing.Cheap earthern-ware grinding stones, how to make - mechanism of the same.

Oil-Pressing:-

Position of the Ghani in the school. Study of the different parts kinds of ghanies in various parts in India. Best and cheapest-organisation of Ghani work.

THE STORE-ROOM : The ideal store-room. Neat arrangement of the store-

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room. Necessity for almirahs, earthen-ware vessels and tins with proper lids, Maintenace of proer accounts of daily receipts and issue The stock-book, redeipts, issues, Issue register, Cash-book - receipts and expenditure. Register for Milk. Register for attendants - Register for vegetables - Register for guests and extras.
Simple weights and measures. Principle of the common balance - the different orders of levers.

Kitchen - Utensils :

Types of vessels for rice, dhal, vegetables, milk and serving.
Vessels of different metals and alloys - their reaction towards milk alkalies, and acids.
Preparation of a list of Utensils, by the students.
Reactions of different metals towards light, air, water and fire.
How to distinguish them?
Need for tinning vessels.
Earten-ware vessels.
Planks and rollers for roti-making.

Organisation of work:

Proper distribution of duties to the members of the community in the several departments of kitchen work.

Planning:-

The quantity of food-articles required - need for measuring and keeping ready.

Cleanliness:

The vessels should be clean, the kitchen in order, the vegetables cut and the water filled.

Preperation for cooking:

Arrangement of dining place before and after meals.

Difference between using leaves and plates - the hygienic principles.

Organisation of public dinners:

Organisation of feasts and festivals.

Receiption of guests.

The Family budget and the community budget, for a day, a week, and a month.

Place of the community kitchen in the new social order as envisaged by Nai Talim.

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THE SYLLABUS IN SPINNING AND WEAVING FOR BASIC TRAINING SCHOOLS.

Objects :-

1. The mastery of the skill and the scientific understanding of the different processes in the craft from the growing of cotton to finished cloth.

2. To enable the teacher to educate children upto grade V through the basic craft-spinning and weaving.

3. To show how every person in the community, either individual ly or collectively, can be self sufficient regarding his or her necessity in cloth, which is next in importance only to food.

Course of study:-

Total working days in the year	.. ..	200 x
Number of hours of craft work	.. ..	2½ hours every day. (Craft work include correlated teaching).

Besides the above, half an hour every day may be devoted for spinning for self-sufficiency in cloth. The takli, charkha (either local or Kisan) or Dhanush Takli whichever is being taught in the class being used for this part of the daily work.

Note:-

The syllabus is intended for teachers who are to be in charge of grades upto the fifth in schools where spinning is a basic craft. It is desirable that every training school should grow its own cotton. However, if the place is not suited for cotton cultivation to the required extend earnest efforts should be made towards this end. Special attention should be paid to the various processes connected with spinning with regard to its educational and self-sufficient aspects. Practical work should be begun right from the first day of the course.

Correlated aspects of the craft are touched upon at the end of each activity but these are only in the nature of hints to the teacher which he is expected to develop with his own initiative.

S Y L L A B U S.

A - Spinning and Weaving.

1. Cotton-Growing :

The spinning in consultation with the agricultural teacher will arrange for the actual cultivation of cotton by the trainees. Experiments are to be made to grow cotton of different varieities and the results observed.

The acreage for cotton cultivation in a training school is worked out below:

30 Sq. Yards of cloth is taken as the average requirements of an individual per year.

30 Sq. Yards of cloth required 1.20 hanks of yarn of cout 10. For the above 480 tolas of 12 lbs. of Lint are needed. Taking the strength of the training school as 60, total lint required for the year for the

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[illegible] the school will work out as 720 lbs. i.e. cotton required for the [illegible] works out to 2400 lbs. (percentage of line in cotton is taken [illegible]). Taking the average yield of cotton per acre as 300 lbs. which is [illegible]mate estimate, the year of land on which cotton is to be cultivated [illegible] a training school of strength 60 comes to 8 acres.

Visits to local cotton fields, study of the local soil and climate, cotton growing centres in India and in the world, Recognition of the different varieties of cotton.

The different varieties of cotton in the work and the places where they are gorwn, the climatic conditions suitable for the growth of each variety, results, of experiments made in India to grow different varieities, the maximum yield to each variety for acre.

Chief cotton-trade centres of India and the world.

Present condition of the cotton trade, cotton as a factor in slavery, exploitation, cpmpletion, and wars; The reorientation of the trade in cotton and its products on a moral basis as a part of the programme of Nai Talim.

Correlation :

Mathematics : Calculations pertaining to the cultivation of cotton and growth of the plant.

Geography : Seasons, climate and soil in connection with the growth of cotton, Cotton trade centres in India and the world and their growth.

General Science: Plant life, all the processes in the growth of the cotton plant from seed to pod, culture of the tree-cotton, its possibilities in the programme of self-sufficiency, pests.

N.B. The above aspects will be common to spinning and Agriculture.

Social Studies:- The effect of the cotton on the economic and social life of the people in the several countries. slave-trade, exploitation, competition and its evils on the social life of the people, how these led to greed and wars among the nations.

2. Picking of Cotton:-

Proper time for picking, number of pickings for the different varieties of cotton, correct method of picking.

Correlation :-

Mathematics : Calculation of man power and wages.

General Science: Effect of humidity on cotton in relation to picking.

Social Studies: Difference between cotton picking as an educational process and as against hired labour, The story of the slave-trade in America in relation to cotton picking and how this has led to exploitation and the Negro problem in America.

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5. Collection and storing of cotton:-

Separation of good and bad cotton, drying of cotton, disposal of bad cotton, estimate of cotton needed for the whole year.

Correlation:-

Mathematics:- Calculation of the produce, assessing waste and usable cotton.

4. Cleaning of Cotton:-

Necessity for and correct method of cleaning.

Amount of work:- Each trainee before the end of the 2 years course should clean 12 seers of cotton. (worked on the self-sufficiency basis).

Standard of attainment:-

1 lb., of well-picked cotton per hour at the end of the course.

3. Ginning :-

(1) By the Hand-gin:-

Necessity of drying cotton before ginning, kinds of hand-gins used in different parts of India, their cost, the mechanism involved in that, the advantages and disadvantages of each type, disposal of seeds for cattle-feed and for conversion to vegetable products.

Amount of work:

Each student should given 8 seers of cotton during the course.

Standard of Attainment:-

Drying 20 tolas in half an hour at the end of the course.

(ii) By Road and Plank:

Drying of cotton before ginning, measurement of and mechanics involved in this apparatus, a comparative study of it with the hand-gin.

Amount of work:

Each trainee should gin 4 seers of cotton during the course.

Standard of Attainment:-

4 tolas in half an hour.

Correlated knowledge :-

Mathematics : Calculation of wages, ratio between seeds and lint in cotton, percentage of wastage.

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General Science: Mechanics involved in the apparatus, evaporation process in drying cotton different metals that can be used for the rod, their densities and other properties.

Social studies: Acquaintance with geometrical forms, place of ginning in village economy.

6. Combing : (Tunayi)

Its meaning, need for cobing cotton, three types of combing.

(i) Dhanush-Tunayi - (Combing with the small hand-bow).

[illegible] in handling lint, the different parts of the instrument [illegible] measurements. The mechanism involved in its working, where to strike the bow, the places where the cotton should touch the string, testing the tension of the string by its sound during vibration, preparation of the Dhanush.

Amount of work :

Each student should preparate slivers weighing 40 tolas.

Standard of attainment:

Speed : 2½ tolas per hour.

Quality: The carded cotton should be of such fineness as to enable the spinner to spin even, strong, well twisted yarn up to 20 counts on the charkha the attainment going up to 140 rounds in half an hour. This attainment is required to be achived only after the spinning course in spinning course in Charkha is finished.

Correlated knowledge:

General Science : The mechanism of the Dhanush and its action in loosening the fibres of Cotton.

(ii) New Combing (Nai Tunai~~cabion~~).

The trainees should have practice in combing both by the fingers and the bamboo knife. Comparative study of 'Fine-combing' and 'New-combing'.

Amount of work:-

Each trainee should prepara slivers of 40 toalss weight.

Standard of Attainment:-

Speed : At the end of the practice, the speed without carding should be 2 tolas of slivers from line in an hour.

Quality. These slivers should lend themselves to spin even, well-twisted, strong yarn of counts 12 to 16 on the charkha, the rate being at least 140 rounds in half an hour.

(iii) Punayi :

The importance of Punayi for self-sufficiency and a knowledge of this process.

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Amount of work :

Each trainee should prepare slivers of 40 tolas weight.

Standard of Attainment :

Speed : 4 tolas of slivers an hour from lint.

Quality: These slivers should lend themselves to spin 12 to 16 counts of even, well-twisted, strong yarn on the Charkha, at a speed of 120 rounds in half an hour.

7. Carding :-

Its purpose, the right method of carding, importance of covering the nose, correct posture, correct method of holding the carding bow and the gotila, right type of striking, the correct method of moving the dhunkiwhile striking taking care to see that the gut touches the cotton at the required places only. Picking out bad cotton and waste, recognition of well-carded cotton, carding for the purpose of spinning different kinds of yarn. Three types of carding bows used-the Bal dhunki, Hand Dhunki and the Madhyam Dhunki-their measurements, the stages in their development. Parts of the dhunki-matha, dandi, panka, thanth, chanda, kankar, atma and gotila-the function and necessity of each, fitting of the carding bow for work, its testing by finding the tension of the string, its vibration and sound, kinds of wood suitable for making carding-bows, preparation of cuts in India and abroad, qualifies of a good gut, how to avoid the sticking of cotton-fibres to the gut; the necessity for carding in a dry atmosphere, the nature of the floor, the needs for mats on which the card and the necessity for cleaning lint before carding.

Amount of work :-

The students should card one seer of lint including making of slivers with the Bal-Dhunk and 2 seers of lint including making of slivers with each of the Hand Madyam Dhunk.

Standard of Attainment :

(i) With the Bal dhunki:

Speed : 1½ tolas in half an hour including making of slivers.

Quantity:- to enable the spinner to spin yarn of count 16 to 20 on the charkha, the speed being 120 rounds in half an hour.

(ii) Hand Dhunki:-

Speed:- 2½ tolas in half an hour.
Quantity:- To enable the spinner to spin with this either on the takli or on the charkha at a speed of 60 and 120 rounds respectively in half an hour, the count being 10 to 16 on the takli and 16 to 20 on the charkha.

(iii) The Madhyam Dhunki:-

Speed:- 3½ tolas in half an hour.
Quality:- To enable the spinner to spin yarn of count 12 to 16. Spinning can be either on the takli or on the charkha the speed being 60 to 120 rounds respectively in half an hour.

In allthe above three cases the yarn should be even, well twisted and strong and the yarn should hot break more than three times during the period of half an hour.

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Correlation:-

Mathematics:- Costing of the materials, calculating of wages weights and measurements, acequitance with Geometrical forms.

Geography:- Placeswhere the required varieits of wood are produced, gut making centres in India and abroad, relation of humidity to carding.

General Science:- Effect of carding on the lungs, lung-diseases mechanics of the carding bow, principles of the monochord and the propagation of sound.

Social studies: The place of the carding bow in human civilisation the place of the carder in society carding as an educational process and as hired labour. Dadoo the carder saint of Northeren India.

Drawing :- The different kinds of carding bows.

8. Making of Slivers:-

Correct method of preparing slivers, Requesites of a good sliver - length, weight and form. Correct packing of slivers careful stoking of slivers, Equipments used - punipat, hatta and rod.

Correlation -

Mathematics : Calculating the number of slivers from a given weight of cotton, calculating the weight of each sliver and wastage in preparing slivers from lint. Percentage and averages. Geomatrical forms.

9. Andhra Method of ginning, combin , carding, and preparing slivers:-

The two methods of combing - With the jaw-bone of the fish and without it-the different processes the quality of two yarn, the limitations of this process.

Amount of work: Each student, if possible, should comb, five tolas of cotton by this method.

Standard of Attainment:-

Speed: Half a tola of slivers from cotton in two hours.

Quality: Count of the yarn spun from these slivers should range from 40 to 60 with a speed of 120 in half an hour on the charkha.

Correlated Knowledge:-

Geography:- Geography of Andhra Desa and the fine fabrics of Andhra, the muslim (Masulipatam).

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Method - 24:

Spinning on the calf-muscle with the left hand.

Joining and Piecing:

Adequate practice in these.

(ii) By Charkha :

Spinning by the local Kisan or Yervada Charkha, both by right and left hands Fitting the charkha for use, precautions to be taken for the smooth running of charkha-oiling, smooth thread on the grooves on the back of the modia, and the vertical position of the media, position of the pulley with relation to the media fitting of the big belt, and the relation to the clockwise & the anticlockwise twist to the yarn and the direction of the big wheel. The fitting of the ' Bitak' how to hold the knob, the main wheel and the sliver. Proper posture, how to keep the disc in position by winding yarn behind and before it. Methods of finding whether the twist is correct, correct method of winding yarn on the spindle, changing the spindle, winding the yarn on the charkha winder.

The different parts of the charkha, their measurements, forms and uses - the bitak, the handle, main wheel, the knob, the circumference and the groove of this wheel (V shaped and U shaped) the small wheel - its stand (Khodi) and its repair; modia, its parts the spring, the plank, the hinge ring at the top. Big and small belt and their preparation, preparation of oil for charkha, wood and other materials,used. The provincial charkha - its construction, its comparative study with the Yervada charkha and its importance in the educational programme.

(iii) By Dhanush Charkha:

Spinning by this. The method of striking the bow on the spindle, necessary position, holding the sliver and winding the yarn on the spindle. Requisites for gaining good attainment - good rotation of the spindle, smooth surface on the outer side of the bow leather the proper fitting of the spindle on the frame, oiling.

Winding the thread on the winder, the measurements of the winder, mechanism of the Dhanush Charkha and its parts, the uses and measurements of its parts, their fittings and repair. The materials from which the parts are made. How to prepare rosin, the correct proportion of rosin to oil, application of rosin to the leather. A comparative study of the Dhanush charkha with the charkha and takli.

Amount of work:

Five hanks of yarn should be spun on this by each trainee.

Standard of attainment:

100 rounds in half an hour.

(IV) Nagan Charkha:

Its construction and working, its history and a comparative study of this with the Kisan Charkha and the provincial Charkha.

Spindle :- Its parts, their shape, measurements and uses the U and V grooved pulleys, their advantages and disadvantages, the materials from which the parts are made, truing the spindle, the hooked spindle and its use, the ratio between the circumferences of the wheels and between these and that of the takuva, finding the count and strength of the yarn and the twist per inch.

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10. Spinning :-

(i) By Takli : Spinning with right and left hands, the 24 methods of spinning, use of the ash and card boards or substitutes. Joining and piecing methods of the winding of the Takli, measurements of the winder, making of hanks, parts of the takli and their measurements, recognition of a good takli ~~xxx xxxxx~~ its truing, taklies for fine and coarse yarn, kaing of a bamboo takli. History of the takli and takli spinning. (Among other details contribution of Maganlalji Vinobaji, and the Nalvadi Ashram). Different materials from which taklies are made.

Takli - its potentialities with special reference to self-sufficiency, recognition of good yarn - twist, evenness, and strength, their testing, calculation of count and strength, different qualities of yarn from different kinds of cotton.

Correlation :-

Mathematics : The four simple rules in relation to the makin of slivers and yarn, calculation of wages, time and work, calculation of count and strength.

General science: Properties of different Materials from which taklis are produced, principle of rotation and air resistance - friction.

Social studies: History of the takli, civilisation of ancient India and other countries, place ~~place~~ of takli in self-sufficiency.

Drawing : Drawing the different kinds of taklies.

Standard of attainment :

Speed : By methods nine and twelve - 60 rounds in half an hour, by methods 21 and 23 or 22 and 24 - 60 rounds in half an hour.

Quality: The count of yarn to be between 10 and 16 as specified by the teacher and the minimum strength of the yarn to be 60.

N.B. Method - 9:

Spinning by right hand, sitting, rotating takli between the thumb and the pointing finger, keeping the takli on the ground, the winding of yarn to be done with the taklion the ground.

Method - 12 :

Same as above, but instead of the right hand the left hand is used, and instead of the pointing finger the middle finger is used.

Method - 21 :

Spinning on the thigh with the right hand.

Method - 22 :

Spinning on the thigh with the left hand.

11. Doubling:

Transferring the hank yarn to the charkha wheel and doing the doubling. The need for doubling, methods for transfering the hank yarn ofthe charkha or takli on to the charkha spindle, the position of the small belt while doing doublin , fitting the spindles on the doubling frame and how to hold the latter while in action, construction of the doubling stand, different types of equipment for doubling.

Amount of work:

Each trainee should double 10 hanks of yarn.

Correlation -

Mathematics : (H) Calculation of the yarn, single and doubl..

12. Weaving :

During the two years' course, the trainees will only be introduced to weaving. Weaving as a basic craft : ll be taken up in the third year of the course. During the first two years course the trainees will be introduced to the following processes :-

Piecing, knotting, boblin/winding, wraping, beaming, spreading and distributing, siezing, drafting, weaving with double thread in the fly-shuttle or by hand. An elementary working knowledge of the different apparatus used in the above processes should be got by the trainees. By the end of the course the trainees should know how to calculate the particular count of yarn necessary for a particular kind of punjam. The trainees should weave at least eight yards of cloth from doubled yarn during the two years' course.

B - Class organisation and management.

1. Class-Management :

Construction of the class room floor space per student, arrangement for light and ventilation, arrangement of the class for the different activities, position of the teacher, arrangments for keeping the equipment.

Correlation -

Mathematics : Calculations in connection with the floor space and construction of the room.

General Science : Lighting and ventilation.

2. Store Management :-

Each trainee student should be given experience to run the craft store by turns. Proper storage of raw-materials, equipment and finished products, area of the floor-space and wall-space for a training school strength 60 and for a practising school with specified strength, construction of the store, arrangement for keeping the different articles orderliness in keeping things, protection from rats and other harmful agencies, store saphayi, records pertaining to the stores; sorting; numbering, and labeling of yarn; classifying, labelling and numbering of equipment; maintaining accounts of raw materials, equipment and finished products, maintaining the stock book, ledger, daily cash-book.

Correlation:-

Mathematics: Calculations pertaining to the floor, wallspace and record maintenance.

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Geography : The effect of climate on the storage of cotton and its products.

General Science: The life and habits of the rat, white ant and other harmful agencies referred to above.

3. Preparation, repair, and sale of craft equipments :-

As far as possible all the necessary equipments should be prepared and repaired in the carpentry and metal work sections of the Training school. Besides, efforts should be made to prepare, repair, and supply the necessary equipment for the local Basic Schools also, otherwise, the necessary equipments should be got prepared locally as far as possible, disposal of the products.

An elementary knowledge of carpentry and smithy necessary for the above.

Correlation:

Mathematics : Calculations regarding the equipment.

4. Maintenance of Records :

The maintenance of daily, monthly quarterly and annual records of craft-work for each trainee and for each child of the basic school standard wise. Specimen forms of these. Consolidation of these records monthly, every term and yearly. Maintenance of craft-diary showing time work, and correlated knowledge etc. with necessary illustrations. Graphical representation of the work of children of the Basic school and the trainees.

Correlation:-

Mathematics: Time and work, percentages, averages, graph work.

Language : Writing of the craft diary, knowledge of technical terms, relating to spinning and weaving both in Hindustani and the respective mother-tongue.

5. Saphayi :

Cleaning the class-room before and after each process with special reference to the carding room, the need for it. How to dispose the waste in the different processes, cleanliness of the storeroom cleanliness and care of the materials and equipment.

6. Organisation of Exhibitions -

Value of and when to organise, kinds and arrangements of exhibits - models, articles produced, charts, graphs, posters, proper storing of the exhibits.

7. Organisation of Museum:

Its necessity, arrangement of articles activity-wise, chronological order, on provincial basis. Proper labelling and description. Preservation of thearticles, steps to be taken to see that the museum is up-to-date, organistion of the museum for educational purposes.

8. Preparation of Literature :-

Preparation of technical literature, both for Basic School teachers and children.

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The sinder, its measurements and use.

The history of charkha, its chronological evolution from the earliest one, comparative study of the different charkhas the provincial charkhas, the potentialities of the charkha and its place in the development of the political, economic, and social life of the people.

Amount of work:

Five hanks of yarn by the provincial charkha and 16 hanks by the Magan charkha using both spindles should be spun by each trainee.

Standard of attainment:

Speed : 160 rounds in half an hour by the provincial Charkha. 240 rounds in half an hour by the Magan charkha.

Quality: The trainees should be able to spin any count of yarn with a margin of 4 counts (2 above and 2 below) the yarn being of the required standard. Spinning can be by either hand, but both hands should be given practice.

Correlation :

Mathematics: Calculation of the yarn spun. Time and work wages, measurements of the parts, ratio and proportion, calculation of count, revolution of thewheels and the pulleys.

General Science: Mechanism of the charkha, lubricants, friction and slippage, pulleys and springs, specified gravity, preparation of mixtures in connection with charkha oil and preparation of rosin, difference in the movements of the charkha and Dhanush Charkha.

Social studies: Economics of Khaddar, cloth self-sufficiency and the philosophy behind it, sacrificial spinning and its objective, the annual average cloth consumption in India, the normal cloth requirements of a child, an adult, a family and a village. Achieving cloth-self-sufficiency personally and assisting in making one's family and village self-sufficient. Stitching and mending one's own cloth, the political, social, and economic aspects of khadi; the place of the wheel in the growth of human civilisation e.g. the potter's wheel, the cart-wheel etc. The history of spinning in the revolution of human civilisation.

The history of Indian cotton, textile industry from the earliest times to date, its development in other countries in brief, scope for its future development, the roll played by the textile industry in the economic social, cultural and political life of India and other countries. The charkha sangh how khadi work was carried on before its establishment, its establishment, objectives, constitution, and work turned out by it from its inception, the reorientation of the charkha Sangh during the last two years.

Drawing: Drawing the charkha and its parts.

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SCHOOL WORK.

Practical work in the school : should consist of :-

1. Observation of school programmes including, play, excursions, school-meals, health programmes etc.
2. Participation in school activities with the co-operation of class teachers.
3. Actual work with the children:

   (a) Previous discussion with class teacher, training school staff.
   (b) Planning
   (c) Actual teaching.
   (d) Recording of work.
   (e) Assessment and discussions with the class teacher and training school staff after work with the children.

4. Preparation of the literature and material for children. All necessary training in methodology and school-organisation should evolve out of practical work with the children in the school.

1. The technique of education through work -

How to help the child towards an all-round growth through the activities of the school-education through work as an integral ed' .ational process - the development of intellect and character through this method - formation of right social habits and attitudes - knowledge of subject matter.

2. How to organise an educational unit centred round work?

   (a) Planning - time, place, raw-material, equipment, and workers.
   (b) Preparation - place, raw-material, equipment, cleanliness, and arrangement. Mental and physical preparation of the workers - understanding the why and wherefore joy in work.
   (c) Actual work.
   (d) Finishing.
   (e) Recording.
   (f) Assessment - how far the work has been done according to plan.
   (g) Correlation with the different subjects.
   (h) Formation of habits and attitudes.

3. How to organise school life on the lines of a self-governing community:-

   The school assembly, election, the school court.

4. How to prepare educational programmes - for a week.
   ,,, ,,, - for a month
   ,,, ,,, - for the whole term.

5. How to conduct a class average, number of students - 20 to 30.

6. How to prepare educational equipment - teaching aids, maps, charts, graphs and illustrations.

7. How to conduct teachers' meetings.

8. Educational records to be maintained by (1) Students.
   (2) Staff.

9. How to use (1) reference books (2) Dictionaries.
   (3) Technical literature.

10. How to prepare lessons, lessonnotes, lesson-records, etc.

11. How to prepare time - tables.

12. How to plan and carry out cultural programmes such as, festivals, meetings, study circles, debating societies etc.

13. How to organise games.

14. How to plan and organise educational excursions.

15. The proper use and selection of the Library.

16. The proper use of the newspapers and other journals and selection of books, provision of books for collateral reading, supervised reading in class, guilding and testing the reading of pupils - teachers' library, professional and general.

17. Tests and measurements in education - their values and limitations.

18. Supervision in Nai Talim - its technique.

19. The technique of assessment of work - in place of the present examination system.

20. How to formulate standards of attainment.

ELEMENTS OF EDUCATIONAL PSYCHOLOGY:

The study of educational psychology in Nai Talim should not be logical but physhological, i.e., it should evolve out of actual problems arising in the community life in the training school and handling of the children in the practising school.

The objectives of this training should be :-

(i) to help the future teachers to form the habit of psychological approach to all problems arising from individual and community life in the training school and practising school.

(ii) to develop in them the capacity to handle those problems through the phychological method.

(iii) Understanding of the true function of psychology as diognostic and remedial and not an abstract science of mind.

COURSE OF STUDY :-

1. Educational psychology as a science :- Study of the needs, nature behaviour, mental and emotional states.
2. The psychological method.
3. Different states of growth - Development and maturation of human being and different stages of education corresponding to it.
4. Relation of body and mind.
5. Importance of the unconscious.
6. The place of instincts in the life of man and higher animals - as it is the ground work on which the structure of the mind rests.
7. The emotions - signs of emotional disturbances and lack of balance specially in adolescence - how to achieve emotional equilibrium.
8. Psychology of sex-manifestations of sex-instinct in children and adolescence - how to develop a normal attitude towards sex in children and adults.

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9. The psychological basis of education through work - education through work as a means of integration of personality.

10. The process of learning - the place of motivation.

11. The component factors in the attainments of skill.

12. The place of imagination in child and adjult life.

13. Normal and abnormal behaviour - the dividing line.

14. Problem of fear and how to solve it.

15. Problem of jealousy.

16. Problem of rewards and punishment.

17. Psychology of competition.

18. Psychology of play and recreation.

19. Psychology of - lying, stealing, thumb-sucking, nail-biting, bed-wetting, assertiveness - fidgotiveness, shyness and how to solve them.

N.B. The above list is merely indicative and not exhaustive.

ART STUDY:

1. Drawing and Painting.
2. Decoration and ornamental art.
3. Artistic handicrafts.
4. Festivals and celebrations.
5. Art teaching in schools and syllabus for children.
6. Art history.
7. Formation of taste.

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1. Drawing and Painting :- Knowledge of colours - Primary colours - Warm and cold tones.
Colour combinations - good and bad combinations - colour harmony - harmony of opposite colours - analogous harmony.
Colour mixing - earth and stone colours.
Chemical colours - necessity of binding medium in colours.
Form - Difference in forms - similarity - comparison - proportion- spiral in nature - Finding out forms from nature and utilising them in painting and in making things of daily use - form in classical art.
Painting : Original Painting - copying from old master - posters - decorative handwriting - composition - proportion, perspective - nature study - studying objects coming in original pictures - model drawing of things used in daily life, including craft equipments cubical forms and circular forms in home - memory drawing. Tempora and wash technique.

2. Decoration:-

Ornamental drawing, its grammar and finding out ornamental form and making designs with them.
Alpona and Rangoli - collecting designs from old art.

Home Decoration :- Festival decoration - Stage decoration - decorating with flowers - leaves, alpona etc. - making flower garlands and ornaments - making a central place for festivals - designing for textile needlework etc. - organising and decorating exhibitions.

3. Artistic Handicrafts:-

Papier-mache, designing earthen pots - clay work - research work in local crafts and reviving the dying ones.

4. Festivals and celebrations -

Seasonal - national - social - religious festivals. Their place in Nai Talim. - Old way of celebrating them - how these festivals can be celebrated in our schools - planning and organising festivals.

5. Art teaching in schools and syllabus for children. Place of art in Nai Talim.
Child's art - child's art experiences - different stages of child development in art.
Syllabus - how to prepare syllabus for different grades.

6. Art History :-

Introduction to the history of Indian art - beginning from palaeolithic times to the recent times with the help of actual works. Photographs or prints - short introduction with works of other countries, if possible. Shadanga ; six limbs of Indian Painting - with reference to the chinese and Western aesthetics.

7. Taste : National taste, to form it.

M U S I C.

Theoretical :

1. Music and its place in Nai Talim.
2. The ideal music teacher and his equipments.
3. Aims and methods of music teaching.
4. Methods of developing Svar gnan and tala gnan.
5. Aids to the teaching of music.
6. Team-singing and group singing.
7. Group activities:-
   1. School concerts.
   2. Music festivals.
   3. Excursions to places of musical importance.
   4. Organisation of music competition.
   5. Staging of operas.
   6. Music exhibition.
   7. Development of schoolchoir and orchestra.
8. Lessons in Music appreciation.
9. Outlines of the history of Indian music.
10. Folk-music and folk-dances and their place in education.

Practical :-

1. Fundamental technical terms.
   Swara - nomenclature. The important meals (Melakartas) and thatas. Acquaintance with common ragas their Avarohana and arohana.
   Raghas and Talas common to both Karnataki and Hindustani music.

2. Acquaintance with important musical forms and their characteristics both in Karnataki and Hindustani music.

3. Important concert instruments of the stringed, wind and percussion groups.

4. Outlines of notations.

5. About 40 songs of all Indian character to be covered.

(The idea being that in a school year about 30 songs can be taught - 10 from the All India list and 20 songs locally known and current.)

PHYSICAL EDUCATION.

The Object:- 1. Physical education does not merely help to build up a strong, sturdy and healthy body, but also to evoke and foster such virtue which would make the individual a better citizen.

2. Physical education and intellectual education are complimentary and should be so integrated as to make the harmonious development of the individual.

Hence while preparing the syllabus in physical education, it is necessary to take into account the phychological, physiological and sociological and educational aspects also.

The syllabus to psychologically sound must be in harmony with the growth of the individual. From the physiological aspect it should include the development of the whole muscular and nervous system to give the individual of both the sexes the best of health and organic vigour. The sociological and educational aspects should inculcate the qualities such as discipline, self-sacrifice, sportsmanship, courage, presence of mind, endurance, initiative, leadership, civic sense, national consciousness and patriotism.

The various centres of activities in Nai Talim cater for the harmonious physical development of the individual.

(a) Agriculture :-

Preparation of the plot-taking up of the implements by standing in a line, marching with implements to the plot and returning, grouping in tolies, digging, mulching, bunding, manuring, levelling, sowing, collecting, transplanting, watering, weeding, reaping, harvesting, picking, weighing, storing.

(b) Spinning :-

Cleaning the cotton, removing the seeds, carding, making of slivers, spinning, different asanas, carding, using different charkhas, different processes underlying weaving.

(c) Cooking:-

Filling up of water, cutting of vegetables, husking, grinding cooking different dishes, cleaning up of vessels, serving.

Safayi:- Latrines, - trench digging, latrine shifting, filling up the earth in tins etc. Urinals - lifting, carrying, washing.

...d and well Safayi.
...hing clothes and personal hygiene.

...ocial life and celebrations :-

Celebration of different festivals and playing different games - ... Panchami - Zimma - Swings - Kojagiri - folk dances, Hanuman Jayanthi ...stling; jumping; throwing - running etc.

Picnics, educational excursions and hiking.

All these activities of the community life in Nai Talim form an integral part of physical education. However, the syllabus will not be complete if games and sports, which also contribute to the development of the whole muscular and nervous system and inculcating of good qualities, are not given due place in the syllabus :-

The general plan of physical activities:-

1. Free play.
2. Simple imitation.
3. Story play and dramatization.
4. Minor games.
5. Calisthenics.
6. Rhythmic activities like folk-dances.
7. Lazim.
8. Indian Clubs.
9. Dumb-bells and wands.
10. Asanas.
11. Astang Dands (Surya Namaskaras)
12. Dand and Baithaks.
13. Balance Exercises.
14. Team games and sports - Hututu, Langdi, Atyapatya, Khoko, Vitidandu, Lagori etc. Fugdi, Zimma etc.
15. Athletics.
16. Wrestling.
17. Swimming.
18. Climbing the tree.
19. Cycling.
20. Climbing with the help of the rope.
21. Skipping.
22. Scout games.
23. Girl guide games.

Theoretical :-

1. Understanding of the intellectual and moral aspects of physical education.

2. The place of physical education and the standard of physical attainments in different nations at different times.

3. Physical education with special reference to the development of children in rural areas.

4. **Play grounds and rules of different games.**

5. **Organisation of sports meet.**

6. Different methods of conducting tournaments.

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SCHEME FOR TRAINEES IN BASIC TRAINING SCHOOLS.

Periodical tests may be conducted by the school staff council three times a year, preferably in Spetember, December and 4pril on the following 8 items:

		Marks:
1. Spinning and Weaving		100
2. Garden and Kitchenwork.		100
3. Cleaning and Health habits and health service.		100
4. Community training, Art and Music		100
5. Work in the Basic School		100
6. Records		100
7. Written Tests	I. Child study and principles & methods of Basic Education	100
8.	II. Rural service - community training and theory of the school activities.	100
	Total	800

Items 1 to 8: will be tested by the school council and proper records maintained. The Dt. Educational Officer or the Inspectress of girls schools as the case may be may check up ~~xx~~ samples of these records with reference to the actual achievements of individual trainees at the time of inspection and visits. The examination in items 7 & 8 at the end of the training course (in April of the 2 year course) will however, be conducted by the Commissioner for Government Examinations:

Standards of attainment: Spinning:

Speed:	1. Takli spinning including winding	80 rounds in half an hour.
	2. Charka spinning including winding.	160 rounds in half an hour.

(Note: While taking a test in spinning, candidates should use slevers proposed by themselves).

~~2x~~ 3. Carding with the handbow including slevering. ~~2½~~ 2 totals in half an hour.

The total production in the year should be 48 hanks of strong even weavable yarn. Cleaning of kapas, ginning, carding and spinning must be considered as a continuous process and ordinarily, the trainees should be given kapas and they should return k hanks of yarn. Wastage allowable may be 6¼%.

With respect to activities other than spinning definite common standards may be laid down only after all necessary facilities for gardening etc. are provided. For the present every Basic Training school may be allowed to maintain its own standards, taking into consideration the standards suggested in the syllabus.

MINIMUM REQUIREMENTS FOR A PASS:

In items 1 to 6 a candidate should secure 75% in each item for a pass. For a pass in items 7 & 8 a candidate should secure not less than 40% of the marks.

PTO

G.O. 2356
26.11.42.

Edn. and P.H. (B2) Deptt.

Sub:- Basic education- Syllabuses - Basic schools and basic Training schools - Approved.

Ref:- From the D.P.I. No. 1653-B1/47 dated 9th Sep. 1947.

G.O.Ms. 2636 Edn. dt. 26 nov 47

The Government approve the revised syllabuses for ~~the~~ Basic ~~elementary~~ schools (Grades 1-5) and Basic training schools adopted by the Sub-Committee of the Advisory Board of Basic Education at its meeting held on 10th June, 1947.

The syllabus should be followed in the training schools which train teachers for the Higher Elementary grade. In the case of training schools which train teachers for the Lower Elementary grade, the teaching of English may also be included in the syllabus.

To

The D.P.I.

SECRETARY, EDN. AND P. H. DEPTT. 25 NOV 1947 GOVERNMENT OF MADRAS

The revised syllabus for the Basic Training Schools submitted by the Hindustani Talimi Sangh may be approved. It is for Higher grade Training Schools. But, for Second grade Training Schools, to that syllabus of teaching En may also be included.

