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E.&P.H.

(194 9) Department.

MS SERIES.

G.O. NO. 3824 Edn.,

Dated 14-12-49.

*101-378
101-428
101-518*

[Despatch Abstract.]

EDN., Secondary - Audio Visual Edn., Scheme suggested by the Spl.
Officer for Provl. Broadcasting - Papers - Recorded.

Back Papers.

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

Further Papers.

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

Number.	Date.	Department.	Signature of Clerk putting up the paper.	Signature of Clerk removing the paper.

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C. No.

List of records put up

Department.

Sectt. II-74

Number.	Date.	Department.	Signature of Clerk putting up the paper.	Signature of Clerk removing the paper.

[P.T.O.]

GOVERNMENT OF MADRAS.
Public Works (Information & Publicity) Department.

No. 3842/48-1

From

Kasipati Esq.,
Special Officer for Provincial Broadcasting.

The Secretary to Govrenment,
Public Works Department,
Fort St. George, MADRAS.

Fort St. George, dated 28th December, 1948.

Sir,

Sub:- Report on 'Audio Visual Education.'

The Hon'ble Minister for Education has asked me to submit my views on the use of Visual aids in the class rooms in the schools of the presidency. In one connected file he also minuted that I should submit a report on "Educational Broadcasts." I am herewith submitting both the reports. They may be forwarded through the proper channel. The reports are meant to be read together as one on "Audio Visual Education".

Yours faithfully,

Enc: two reports.

RS. 28/12.

SPECIAL OFFICER FOR PROVINCIAL BROADCASTING

P.W. (F)

~~Feb 4 91~~

Education through Broadcasts is a new innovation, not yet generally popular all over the world and much less accepted in India as something worthwhile and useful. When broadcasting was newly introduced into the Country, most people felt it was more a menace than a new medium of communication full of potentialities. The nationalist minded people till recently had a prejudice against broadcasting as in India it was and is still a completely government controlled organisation. Even Mahatma Gandhi did not realise the potentialities of the microphone until his last days, when he began to let his prayer meetings broadcast. It was on one of those occasions that he said "there is God's power in it". Broadcasting thus secured the praise and support of the father of new India.

✓ In America and Europe, Universities and other educational bodies are making use of broadcasting for widening the scope of education and for bringing the student into contact with the outside world. Some Universities run their own broadcasting services for educational purposes. In the United Kingdom, the British Broadcasting Corporation has a huge establishment of 200 officers to run the Educational Department of the Corporation. In the United States recently, a nation-wide educational broadcasting experiment was conducted to systematise the present educational broadcasting system.

3 In India, it was the Madras Station of All India Radio that pioneered educational broadcasts. This was ten years ago. Since its inception, the Tiruchirapalli Radio Station has also been conducting Educational Broadcasts. The plan of these broadcasts has recently been revised to suit the reorganised set up of the Educational system in this Province.

4 There are at present three classes of educational Broadcasts. They are, one series for colleges, one series

P.T.O.

T.M.

From The Asst. Secy. to Government; -
E + P.H. Department.

To The Dy. S.P.O.

Subj: Report on 'Audio-visual edn' by the
S.O. for Provincial Broadcasting.

Please arrange to send a copy of the
proceedings of the last meeting of the Provincial
Advisory Board of Edn, as it is required in for
~~consideration~~ consideration of the report
referred to above.

Issued

18/6/49

Sub
18/6/49
P.C. Secy.

11/6/49

10/6/49
10/6/49

for Secondary Schools and another series for Elementary Schools. The broadcasts are in English, Tamil and Telugu.

MADRAS.

5. The Madras Station of All India Radio in all devotes on an average about one hour a day for Educational Broadcasts of all the types. More correctly 1780 minutes of the transmission time in a month is devoted to these broadcasts.

6. For the colleges the broadcasts are in English and are given once a week for a duration of 15 minutes each. In addition to this there is a fortnightly feature in English for 30 minutes' duration in which University students themselves take part. It is called QUIZ and is helpful to improve the general knowledge of the students.

7. For the Secondary Schools there are two broadcasts every working day of the week (excluding Saturdays and Sundays) of 30 minutes duration each. Two of these are in English and four each in Tamil and Telugu.

8. For elementary schools there are four broadcasts per week of 30 minutes' duration, two in Tamil and two in Telugu.

Tiruchirapalli.

9. The Tiruchirapalli station of All India Radio has similar programmes for University and Secondary Stages of Education in English and Tamil. These programmes are intended for two categories of students and will be on air from 2-15 to 2-45 daily, except on Saturday and Sunday. Fifth and sixth form students form the first category, while the third and fourth form students form the second. Except on Wednesday when the programmes will be in English (ON THE OTHER four days, namely Monday, Tuesday, Thursday and Friday) the programmes will be in Tamil.

10 Thus on the whole there are about 550 minutes broadcasts each month.

B E Z W A D A .

11 The Bēzwada Station has not yet started Educational Broadcasts.

12 Both at Madras and Tiruchirapalli Stations there are what are called consultative committees including prominent headmasters and Educationists and a representative of the Education Department to advise A.I.R. on the planning of the programmes. As far as possible the services of experienced teachers are utilised to conduct these broadcasts.

13 The contents of these broadcasts include lessons in general knowledge, **Science**, Literature, Music, Social Studies (Geography, History and civics) and current affairs. The broadcasts are planned in accordance with the curriculum of the College and School studies.

14 But it cannot be said that during these ten years All India Radio has succeeded in arousing sufficient interest among the teachers or the students of the Province. All India Radio's part was played thoroughly in planning and producing the broadcasts. The success of these broadcasts depends upon the ~~the~~ results, that is, ~~that~~ use they are made in the schools. There are about 50 technical and non-technical colleges in the Province, about 1000 secondary schools and certainly a greater number of Elementary schools. Of these only 141 Secondary Schools are equipped with Radio sets. All India Radio spend considerable sums in running these educational broadcasts and as transmission facilities increase, there is every likelihood of increasing the time devoted for these educational broadcasts and for bringing more languages into the programme.

15 The first step that has to be taken to take advantage of these broadcasts is to increase the number of radio sets in the educational institutions. A radio set

There on the whole there are about 800 minutes

Programs each month.

REMARKS

The Mysore Station has not yet started broadcasting.

Broadcasts.

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and non-technical colleges in the Province, about 1000 secondary

and primary schools and certainly a larger number of elementary

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sums in running these educational broadcasts and in trans-

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and for making more interesting the programs.

It is hoped that the time devoted to these educational broadcasts

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should be made part of the equipment of a school as

scientific instruments, etc. The purchase of a radio

set by a school should be an approved item of expenditure

for purposes of grants in aid. Wherever there is electric

power supply, schools should be encouraged to purchase radio

sets. Where there is no power, Battery operated radio sets

can be installed. For purposes of installation, maintenance

and general servicing, the assistance of the Provincial

Broadcasting Department can be taken. The Department has a

wide-net work of service stations all over the Province and

trained staff who are already in charge of maintaining 1000

sets in villages all over the Province. Richer schools and

Colleges can have wire-broadcasting systems by means of

which every class room can have a loud speaker. The school

set can safely be located in a suitable place and tuned

whenever necessary.

6. The main difficulty in equipping the educational

institutions with radio sets is finance. But after all,

in places where there is electric power the expenditure

involved will not be more than Rs.300/- which is not

difficult to raise. Any rich parent of one of the students

or a few of them jointly can donate a radio set to a school.

Government can also permit schools, as in the case of

visual education, to levy a terminal fee spread over some

period to recover the cost of the set. Government in the

Education Department can purchase suitable radio sets in bulk

and give them to all schools on a hire-purchase system.

The installation and maintenance can be left in charge of

the Provincial Broadcasting Department. The recurring

and non-recurring charges can be recovered in instalments.

What the schools need is an easy method of acquiring the radio

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P.T.O.

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 in places where there is electric power the expenditure
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 difficult to raise. Any rich parent of one of the students
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 The installation and maintenance can be left in charge of
 the Provincial Broadcasting Department. The recurring
 and non-recurring charges can be recovered in instalments
 but the schools need to be in a way of recovering the radio
 sets.

1) In places where there is no electricity, the schools
 have to incur a more heavy expenditure. A battery
 radio set costs, about Rs. 350/- Two batteries will cost
 about Rs. 200/-. All told a school may have to spend Rs. 600/-
 non recurring and Rs. 100/- recurring annually if the set
 is installed and maintained by the Provincial Broadcasting
 Department. This expenditure can also be spread over a
 period by the hire purchase system.

2) I suggest that the education department have a five
 year plan for the installation of radio sets in all schools.
 All the schools in the Presidency can be ranked in
 five classes and equipped with radio sets by the end of
 these five years. The hire purchase system will be the
 best in case Government do not want to make a free grant
 of sets.

3) While, the equipping of schools with sets is going on
 arrangements should be made to utilise the broadcast lessons
 to the greatest advantage.

4) The recent order passed by the Government that broad-
 cast lessons should be made part of the curriculum is in
 the right direction. After this order was passed, A.I.R.
 stations in Madras and Tiruchirapalli are conducting a
 survey to investigate how far schools have responded to it.
 The results have yet to be assessed. But from data so
 far available it seems only a few of 141 schools having
 radio sets had made it part of their curriculum.

5) The main difficulties for the school authorities
 in adopting the G.O. seems to be that the present curri-
 culum is very heavy. There are 30 to 35 periods a week
 and that the scope of the subjects to be covered is very
 wide. At least this appears to be the ~~main~~ argument
 advanced at recent conference in Tiruchi. There may be
 some weight in this argument. In view of the Government's
 policy to encourage the introduction of audio-visual methods
 of education, the curriculum has to be adjusted to suit the

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in places where there is no electricity, the schools have to incur a more heavy expenditure. A battery radio set costs, about Rs. 350/- Two batteries will cost about Rs. 200/- All told a school may have to spend Rs. 550/- non recurring and Rs. 100/- recurring annually if the set is installed and maintained by the Provincial Broadcasting Department. This expenditure can also be spread over a period by the hire purchase system.

I suggest that the education department have a five year plan for the installation of radio sets in all schools. All the schools in the Presidency can be divided in five classes and supplied with radio sets by the end of these five years. The hire purchase system will be the best in case Government do not want to make a free grant of sets.

While the equipping of schools with sets is going on, arrangements should be made to utilise the broadcast lessons to the greatest advantage.

The recent order passed by the Government that broadcast lessons should be held part of the curriculum is in the right direction. After this order was passed, A.I.R. stations in Madras and Tiruchirappalli are conducting a survey to investigate how far schools have responded to it. The results have yet to be assessed. But from data so far available it seems only a few of the schools having radio sets have made it part of the school curriculum.

The main difficulties for the school authorities in adopting the A.I.R. seems to be that the present curriculum is very heavy. There are 30 to 35 periods a week and that the scope of the subjects to be covered is very wide. At least this seems to be the main difficulty advanced at recent conference in Tiruchirappalli. In view of the Government's policy to encourage the installation of radio sets in schools, the Government should consider the following suggestions:

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new methods of teaching. The indifference and reluctance of the teachers, who are not acquainted with these new methods has to be overcome if school broadcasts should really be useful. This can be done only by educating the teachers to the advantages implied in them. For this there should be some refresher course for teachers in utilising broadcast lessons. ^{Subject, namely} The use of broadcast lessons in class rooms should be made part of the curriculum of the training Colleges and schools in the Province. The course can be a joint course in audio/visual education. I am dealing with the Visual part of this separately.

21. To adjust the time-tables to suit the broadcast lessons the school hours in the Province should be standardised. This is one of the important steps that has to be taken immediately.

23. The school terms should also be standardised in due course so that educational broadcasts can be properly planned. Then there should be a proper liaison machinery between the educational section of the A.I.R. stations and the Education Department. A committee of the representatives of A.I.R., the Department of Education and one or two educationists may be set up to discuss from time to time problems arising in this connection. The recommendations of this Committee should be implemented by A.I.R. as well as the Provincial Government. This Committee may also consider whether it is desirable in the interests of economy and efficiency, ^{whether} there should be two sets of educational programmes from the two stations in the Province. All schools should be instructed to promptly reply to all communications from A.I.R.. This will facilitate A.I.R.'s work in assessing the reaction of the students. Teachers can also send their suggestions for improving the content of broadcasts to suit the requirements of the students.

copies of all directions of the Education to educational institutions

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copies of all directives of the Education Department to Educational institutions should be sent to A.I.R. so that they can plan their broadcasts to suit Government policy.

To quote one instance, the directive asking schools to practice community singing of "Gana Gana mana" was not sent to A.I.R. All India Radio however, took it up and started community singing programmes. They supplied the text and notation of the song to schools and has started work in right earnest.

Copies of syllabuses should also be supplied to all India Radio in time.

As this is to be a permanent affair, I suggest, some permanent arrangement should be made to assist All India Radio in arranging their school programmes. There should at least be one Officer of the Education Department who can look after these matters. Perhaps there may be an Inspector of Audio-Visual Education. The moment some such arrangement is made, things will show a definite improvement and the educational broadcasts will be of real use to students.

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The use of Visual aids in teaching or more popularly called "Visual Education" is more easily discussed than implemented with any satisfactory results. In all countries where visual education is now in vogue, it is more the producers of film and film strips than the teaching profession that educated public opinion. After a considerable amount of agitation, the Governments came to realise its importance and are slowly taking steps to graft visual education into the teaching system of their countries. It is generally agreed that the most successful results have been obtained in Soviet Russia and that the Russian visual teaching system is one of the most efficient. But beyond this nothing much is known of the Russian methods. One advantage in Russia is that the production of films, commercial as well as instructional and educational is completely controlled by the Soviet Government. Central control facilitates co-ordination and success is guaranteed.

In other parts of the world, the earliest experiments in Visual Education were carried on in Scotland and useful results of these experiments have been published. Here, the initiative came from the teaching profession which was encouraged by the British Film Institute and the Scottish Education Department. On the basis of the Scottish experiments and the successful use of the film and film strip during the war in the training of war personnel engaged on the battle fronts as well as the home fronts of industry, the British Government decided to introduce organised visual education in the schools in the United Kingdom. It was in pursuance of this decision that the National Committee for visual aids in Education was established by the National Association of Local Education Authorities and Teachers in England and Wales to plan the policy of visual education in the United Kingdom. The Committee has laid down a number of general principles for the supply and use of visual material for the primary and the Secondary Schools. But it

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cannot be said that any progress has been achieved in actually implementing the recommendations of this Committee, which is still working. The only result is that a visual education section ^{has been} opened in the British Ministry of Education and the new section is trying to advise the teachers. The main difficulty seems to be the lack of teachers trained in the advanced visual media and more particularly the lack of equipment in schools. With a highly subsidised and privately ~~owned~~ endowed public education system even the schools in the United Kingdom are finding it difficult to secure the necessary projecting equipment for the use of films and film strips. The difficulties other countries may have to face can be imagined.

Important film producers like the Gaumont British and Pathe have opened separate sections for the production of educational films and Gaumont have also manufactured up-to-date film and film strip projectors in co-operation with Bell and Howell of U.S.A. Visual education experiments were conducted by the Visual Education Centre at Exeter and Public opinion educated by business institutions like Selfridges with the co-operation of newspapers like the Daily Mail, which has a visual education section.

In America, apart from the experiments conducted by professors in colleges and teachers in schools the film producing companies and newspapers have carried on extensive experiments on the educational film in the technical, scientific and non-scientific fields. The great bulk of educational films are available only in America through commercial and non-commercial libraries. In the United Kingdom too, there are at least 70 film libraries of a national, regional and local character. But in spite of all these facilities in both these countries, the two main difficulties namely, the lack of trained teachers and the equipment in schools are militating against the general acceptance and propagation

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of visual education. Also, the enormous number of private and public experiments has resulted in confusion and contradicting theories and therefore real authoritative scientific knowledge on these subjects is not available.

Experiments were also conducted in Australia and Canada and the data of these experiments are available.

I had opportunities of studying the Scottish, the English, the French, the German, Australian, Canadian and American experiments and practices.

In Scotland, I had long discussions with the Members of the Scottish Film Council and the Scottish Educational Film Association on this subject. I have also discussed the problem with Dr. Frizell, Director of Education Edinburgh. I studied the production, distribution and the actual use of these films in class rooms.

In England, I had discussions with the Members of the National Committee and with Mrs. R. Mac Rouse of the Ministry of Education. I worked at the Gaumont British Instructional Films and had long talks with Miss. Mary Field, the most outstanding Instructional Film Director in Europe. I also studied the Pathe Production and have, in all, seen a few hundreds of educational films on various subjects. While it cannot be said that films are available on all subjects of education, the English speaking world including the states has at present at least two to three thousand short films on education. The subjects in order of importance are Geography, Biology, Botany, Physics, and Chemistry, Engineering, Agriculture and Medicine. The generality of the films will be useful in India only in higher stages of education. Film strips are available on a variety of subjects and these can be made use of in the earlier stages of education with great benefit.

After a close study of the Visual Education systems in Europe, my general impression is that every country

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has to develop its own policy of visual education and hence its own production of educational films and film strips.

The peculiar circumstance in India is that it is the Government that is taking the initiative and not the public or the teaching profession as in all other countries. Secondly in India, we start from scratch. These two factors are in ~~the~~ ^{our} sense very favourable for the introduction of visual education into our educational system.

In the first place, there is no need to persuade the Government or to convince them as to the need for visual education in schools. What is needed, therefore, is public ~~education~~ ^{educational} education. Education is primarily a matter for the educationist. The use of visual aids in class rooms is ~~is~~ ^{essentially} a sphere of the teacher himself. It is for him to decide how much of the new visual aid, namely, the mechanical projection of visual material he has to make use of in his teaching. Teachers have always found it necessary to illustrate their lessons. The black board, their main resource, is supplemented by maps, diagrams, charts, models and specimens. Mechanical aids like the magic lantern and the Epidiascope have been used while to provide further material teachers have taken their classes to museums and historic places.

The invention of the film provides a new means of illustration. Its use was made possible by the development of 16 mm. non-inflammable film. It has certain characteristics. It can illustrate a subject more vividly than any other medium. It can show movement, growth or the development of a process. It brings into the classroom the knowledge and experience of specialists in a easily assimilable form as well as information of other places and other countries.

If films are to be used effectively in Education, they must be adapted to the needs of the teacher and to the age range and mental ability of the children for whom they are made

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The invention of the film provides a new means of illustration. Its use for teaching was made possible by the development of 16 mm. projectors and of the non-inflammable films. It has certain unique characteristics. It can illustrate a subject more vividly than any other medium. It can show movement, growth or the development of a process. It brings into the classroom the knowledge and experience of specialists in an easily assimilable form as well as information of other places and other countries. If films are to be used effectively in education, they must be adapted to the needs of the teacher and to the age range and mental ability of the children for whom they are made.

This necessitates a very large number of films, if all age ranges and types of education are to be catered for. Then there must be facilities for production, distribution and projection.

These again are essentially problems for the teaching profession. Therefore, if Government are anxious to popularise visual education they must first popularise visual education among teachers. It is the teacher, the existing one and the one that is being trained for the profession, that has to be educated in the implications of visual education. When there are a sufficient number of teachers with knowledge of the advantages of visual education they will themselves carry on experiments on the subject even in the production of films.

If confusion and waste of money are to be avoided, visual education should not be suddenly grafted into the present system of education from the top. The enthusiasm, the awakening and the demand have to come from the teaching profession itself. This does not mean that the advantages of visual education are under-rated. Certainly, it has advantages particularly when we are passing on from the old to the new basic system of education on the Gandhian principles which insist on activity and dynamism of the mind as well as body.

Any experiment in visual education has therefore to be confined in the initial stages to training the teachers and creating opinion in favour of it amongst the teachers. This experiment has to be confined as small an area as possible and must be located as near as possible to the headquarters of the Education Department so that the results can be properly assessed.

At present the initiative in visual education is being taken in the Provincial capital alone by a few interested commercial men with projectors and foreign films for sale or hire. It is the salesmanship of these commercial men, who are after money, that has obviously persuaded the Government to pass an order that schools can levy a special fee for meeting the cost of projecting a visual lesson most often unrelated to the

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curriculum and the cost of each lesson for one hour is about Rs.40/- charged to the children and, therefore, to the already overburdened parents of the City. A few enterprising firms have also started similar work in the moffussils. The charges made by these are heavier. Such a haphazard system can result in more damage than benefit to the schools as well as to the school children. There does not seem to be any effort at preparing the class for the film show and of revising the lesson after the show. It is at best a recreation and occasional entertainment unrelated to the curriculum, an entertainment to the teacher as well as the children. This is not scientific visual education. This has to be stopped if the results of visual education experiments have to be assessed, and further steps taken with benefit to the growing children.

Broadly speaking there seem to be two main ways of using films in class rooms. Firstly, the film may be used as an integral part of illustrating the lesson directly and dominated by the teacher's presence. Secondly a film may be shown in a separate cinema period. Probably the most valuable educational method is the first. But the provision of separate cinema periods is suitable for the showing of what may be termed 'back-ground' films and also for practical reasons connected with projection, black-out etc. it may be convenient to show films in that way.

The educational value of a film is clearly greatly increased if its subject matter is considered in preparatory lessons before hand. Some teachers adopt the practice of showing the silent version of a film first and then the sound version after some reflection or explanatory remarks. The question whether sound films or silent films should be used has been the subject of controversy and many experiments have been conducted. The consensus of opinion seems to be that children upto thirteen are keener with their eyes than ears and therefore remember what

curriculum and the cost of each lesson for one hour is about Rs. 40/- charged to the children and, therefore, to the already overburdened parents of the City. A few enterprising firms

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they see much better. But it is really doubtful whether any real class room films other than background films are now available to be shown to ^{Indian} children below 13 unless produced in this country. At present films are available for higher classes and colleges. Colleges whether art or technical can benefit by these a good deal. For grown up students, a sound film has to be preferred to a silent one.

In the smaller classes, however, all background films, and films made specially in this country can be used. The use of the film strip is considered very useful for the younger children. The film strip though it may not have animation can clarify a lesson equally well. Also, the teacher can take as much time as he likes on every frame and explain the lesson in his own way to suit the type of audience before him. All good producers of educational films usually prepare wall charts, films and film-strips on all the subjects under production. The preparatory lesson is given with the aid of wall charts. Then the film is shown. The revision is made with the aid of film strips. Any one of these is in fact a visual aid. It is advisable to straightaway introduce the use of film strips in all schools as this is cheaper and more economic.

The practical part of the proposition resolves itself into this. That we must first have an idea of what films and film strips are available? What is the equipment available? The Education Department has to equip itself with knowledge and information on these subjects if they do not want to fall a prey to the increasing advances of salesmen with patents and catalogues. To protect the teachers and the Education Authorities from such attacks and incidental losses, there are a number of organizations abroad to provide the necessary information, from time to time. Some of them are: The British Film Institute, 164, Shaftesbury Avenue, London, W.C.2; The Scientific Film Association, 34, Soho Square, London W.C.1; The Scottish Film Council, 2, Newton Place, Glasgow. The Director of Public Instruction

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31 18

join these organizations as a Member and get all the literature available from them. All these organizations publish journals reviewing new educational films and film strips and back-ground materials. They supply catalogues of films available on subjects and give any other necessary guidance on matters of visual education. The Director of Public Instruction may also secure a copy of the Informational Film Year Book, Albyn Press, 42, Frederic Street, Edinburgh-2. This book gives all addresses of educational producers and the manufacturers of projecting equipment.

After a study of the literature available the education Department should select the films to be placed in the Central Film Library. The selection should not be what is called "blind-bookings". The Indian Embassies in the Capitals of the World, particularly in the United Kingdom and the United States have educational advisors. These Officers are in touch with film producers in those countries. They can be entrusted with the work of securing useful educational films.

Secondly, it is not enough if one copy of a film is secured. Technically speaking, one film, if very carefully handled, will not last more than 200 shows. Also a library has to meet different needs at one and the same time ^{and} should therefore have at least four copies of each film, film-strip and set of wall charts. In the initial stage, a list of one hundred films may be made and secured. I am enclosing herewith a spare copy, I have of the latest catalogue of Gaumont British Instructional Films. I have marked some sections in them. I have seen all those films and can safely recommend them for inclusion in the list. The catalogues of Pathe Instructionals as well as some American firms may also be secured.

Then comes the question of housing these films. While all 16 mm. films are fire proof the building should still be away from such dangers and well provided with fire extinguishing equipments. There is a need in India to protect the films during the

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hot season and special arrangements must be made for keeping the films in cool places. The construction of film vaults can be studied from any of the local film studios or film companies. They can be entrusted with the construction of such a vault. A simple method of cataloguing and distribution has to be evolved based on local experience and demand. In this respect I recommend the Educational Authorities should see a British Government Film explaining the work of the Central Film Library in London. It is available with Mr. Heap.

It is necessary that there should be a theatre, for showing these films and for training the teachers in the initial stages. The construction of a theatre, which for obvious reasons should have 16 mm. as well as 35 mm. projectors can be done through local technicians. The theatre should also be equipped with film strip projectors and apparatus like epidiascopes.

This leads us to the question of what type of projectors should be secured for Government purposes. One of the most important considerations is service. There are two types of service. One is dealers' service and the other manufacturers' service. But this is only in relation to individual buyers. In the long run most of the schools and colleges may have to equip themselves with projectors and therefore a services section will have to be provided for. Machines purchased have to be very carefully selected so that cheapness alone should not be the main consideration. Because it is cheap to buy a silent projector the Government should not go in for a bulk purchase of silent projectors alone. There are projectors which are useful for silent as well as for sound pictures. Secondly most of the cheap machines ~~will~~ damage the films. Therefore only standard equipment should be purchased.

Manufacturers compete with one another over such obvious characteristics as price, portability, ease of operation,

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Manufacturers compete with one another over such obvious characteristics as price, portability, ease of operation.

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quietness, illumination, and quality of sound. The demonstrators and salesmen also compete with one another in slick manipulation and glibness of tongue. All these factors vary more or less, but the degree of variation is not great and all that we need worry about are reliability and service. The Provincial Broadcasting Department, which has a wide provincial net-work and is now maintaining the mobile vans and equipment may be entrusted with this task. The Supervisors may, however, have to be given some initial training. My views are in favour of the Gaumont British Equipment as this was found to be the latest and the best by the Engineers of the Central Office of Information in London. Also Gaumont is in a sterling area, which facilitates purchase by us.

To summarise, I recommend a five year plan for the introduction of visual education by stages. Here are the points:

1. Visual education is an ancient subject in which the modern films and film strips play an important part as an aid and not a substitute for the teacher.

2. There are very few people in India who have any scientific knowledge or experience of the subject.

3. In the initial as well as the final stages it is essentially for the teacher to decide how much of this aid he has to take in relation to his teaching technique and in relation to the type of subject or class he is handling.

4. In the first place, therefore, it is the teacher that has to be acquainted with it and educated in it. The rest of it will evolve naturally.

5. In Madras now one or two commercial distributing organizations with small libraries of films produced in West are allowed to exhibit films in schools able to afford a payment which is charged to the already overburdened parent. These commercial projectionists have no teaching experience and their main purpose is money-making. The present system therefore, is working only as an extra-culular entertainment to the children as well as the teachers and no more.

6. It is necessary to gain local experience and extend it all over the Province by stages.

7. To start with the experiment and experience of the use of the film and film strip in schools must be confined to the City, so that results can be properly assessed and further steps taken.

8. The start must be made with the teachers. A free course in visual education must be instituted. This must include the use of the apparatus, study of the literature on the subject and actual application of the experience. The course may be for two months with at least eight Saturday sessions. Fifty teachers can be taken for a batch and at least four batches trained in one year.

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9. A central place in the City must be selected for locating the training centre. A library of films and books relating to visual education must be part of the training centre. Film and film strip projectors and an epidiascope and other apparatus should also form part of the equipment.

10. The course will be open to working teachers as well as students undergoing training in the first year. They must be taken from as many schools in the City as ~~are~~ possible.

at least 11. Thus the first year of the scheme will produce 200 teachers trained in ~~the~~ visual education.

12. In the second year while the City scheme can be continued, training in ~~audio~~ visual education must be made part of the curriculum of the teachers colleges all over the Presidency. This will mean only, the provision of the equipment to those institutions and not films and film strips as the Central library in Madras will provide these.

13. In the third year the scheme can be extended to all the training schools in the Province.

14. In the fourth year, all the colleges in the Province technical and otherwise will have to be provided with projectors and equipment if in the meanwhile they have not acquired them.

15. In the fifth year a start can be made for providing projectors for all the Secondary Schools in the Province by stages.

16. By the end of this five year period there will be three to four thousand teachers trained in audio visual education and they will be in a position to make further progress in the line by even taking to production which is essential if the scheme should succeed.

17. There is no need to duplicate the taking of films on standard subjects of a world character but certainly a number of Indian subjects have to be tackled independently here and ~~the~~ therefore in the long run production of educational films in India is essential. Preparations must be made for this even from now on.

18. At least one woman and one man teacher should immediately be sent ~~to~~ to United Kingdom and the States for training in ~~visual~~ visual education so that they can be put in charge of the training scheme after their return.

19. There is no use ~~in~~ allowing non-educationists to tinker with the subject as thereby more harm than good can come.

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OFFICE OF THE _____
Date _____ 194 .
Hours _____ Minutes _____

TELEPHONIC MESSAGE.

From A.S. Logan To The Deputy D.P.I.
E & P. M.

Sub: Report on Audio-visual Education under the S.O. for Provincial Broadcasting.

Please arrange to send a copy of the proceedings of the last meeting of the Provincial Advisory Board of Edn, as it is required for consideration of the report referred to above.

V.M.
13.6.49.

(Please write on both sides.)

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Re-transmitted

2) A copy of the minutes of the meeting of the Provincial Advisory Bd. of Education held on 21.3.49 is furnished.

ASST. SECRETARY TO GOVERNMENT
Joint Director of Public Instruction
1 Dec 49
EDUCATION AND PUBLIC INSTRUCTION

The Assistant Secretary to Govt.
E & P. H. Dept.

46512

G. no. 4479 B1/49.

60/28/1

E & P H (B1) 24/49

Audio-Visual Education.

23

page 10

From the Special Officer, Provincial Broadcasting, no. 3842/48-1 dated 28.12.1948.

120/28/6
24/6/49

Memo. no 4479-B1/48-1 E & P H 24/6/49.

pp 3-37

A copy of the letter cited above from the Special Officer for Provincial Broadcasting together with a copy of his report (in orgl) on the above subject is forwarded to the Director of Public Instruction. He is requested to offer his remarks in the matter with reference to the conclusions arrived at on the subject by the Provincial Advisory Board given at its meeting on 21.3.49.

12 + 14
21/6/49

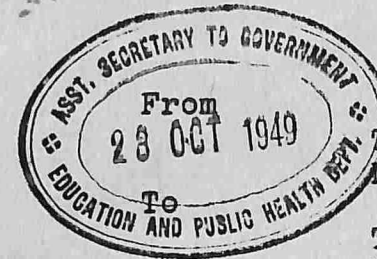
To the DPO with a copy of p 1 & pp 3-37 in orgl to be vetted with reply. 21/6/49

22/6/49

24/6

RC.No. 19-P/49.

Office of the
Director of Public Instruction,
Madras-6, dated 22nd October '49.



The Director of Public Instruction,
Madras.

The Secretary to Government,
Education & Public Health Department,
Fort St. George, Madras.

Sir,

Sub: Audio Visual Education.
Ref: Govt. Memo. No. 4479-B1/49-1 Edn. dated
24/6/1949.

**

With reference to the Government Memorandum
cited, I have to state that the suggestions made therein
are of important character, and detailed remarks on them
will shortly be submitted.

G+PH(CRM)

Yours faithfully,

J. Nilakantan
22.10.49
for Director of Public Instruction.

The app's reply may be
awaited till 10/11/49.

24/10/49
25/10/49

26/10/49

22/10/49

RC.No. 19-P/49.

Office of the
Director of Public Instruction,
Madras-6, dated 12th November '49.

From

The Director of Public Instruction,
Madras.

To

The Secretary to Government,
Education & Public Health Department,
Fort St. George, Madras.

Sir,

Sub: Audio Visual Education - Use of films and
Radio Broadcasts - Scheme suggested by
Special Officer for Provincial Broadcasting -
Remarks - Offered.

Ref: Government Memorandum No. 4479-B1/49-1 Edn.
dated 24/6/1949.

**

I furnish below my remarks on the suggestions
made by the Special Officer for Provincial Broadcasting
referred to me for remarks.

Regarding Educational Broadcasts the Special Officer
has ~~ear~~ correctly stated their importance in education.
The School broadcasts given by the All India Radio
are very much appreciated by schools which have their receiving
sets. As was pointed out at the Provincial Advisory
Board meeting of March 1949 a closer co-operation between
the All India Radio and the Education Department will be
productive of better results. This would enable the
broadcasts to be built round the school topics more
closely than now, and the utilisation of the services of
experienced teachers. Radio sets are not in use except
in a very small number of the schools. Though the cost is
not very excessive many schools are not able to go in
for them unless Government can give them a grant. And
some schools are not able to make use of wireless
receiving sets at all because their town has no electric
supply. The Department is giving every encouragement
possible under the circumstances.

As regards visual education, the Special Officer
has made very correct and very helpful observations. The
schools are encouraged to provide themselves with their
own projectors, and to make use of films now available
at the Central Film Library in this office. Three points
were decided at the meeting of the Provincial Advisory
Board held in March 1949-- namely (i) that Teachers must
be trained in the use of films and filmstrips for class room
purposes, (ii) that Government should be moved to provide
grants for purchase of Projectors and (iii) that the Film
Library should be made available for schools as soon as
possible. Under these three heads the necessary action have
been taken to the extent possible. Provision is made in
Part II for 1950-51 for the Training of Teachers and for
the giving of grants for purchase of Projectors by schools;
and the Film Library is being made available. As regards the

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The Scheme is ~~returned~~ ^{resubmitted}.

Yours faithfully,

Spullheim

for Director of Public Instruction.

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Broadcasting- Audio Visual Education- Report.

From Sri K.Kasipati, Letter No.3842/48-1 dated 28-12-1948.

With reference to the minutes of H.M.(Edn) at page 3 n.f. of G.O.No.4561 P.W. dated 26-11-1948 Sri K.Kasipati, Ex-Special Officer for Provincial Broadcasting has submitted a report on 'Educational Braodcasts' and it will be found at pates 3-15 c.f. He has also submitted a report on 'Use of Visual Education' and has remarked that both the reports may be read together as one 'On Audio Visual Education'. - vide also 'A' p34 and 'R' p94 & R

2. The subject matter in the reports is one for consideration in E & P.H.Department. The file may ~~therefore~~ therefore be transferred to that Department for necessary action.

3. It may incidentally be stated here that the figures given at 'M' on page 11 c.f. regarding non-recurring and recurring charges payable to the P.B.Dept. for the installation and maintenance of battery radio sets by that Dept. are only approximate and that they require slight revision. In regard to the purchase of radio sets in bulk by the Govt. for supplying them to schools referred to at 'A' on page 9 c.f. it is submitted that this Dept. have separately under consideration a proposal to procure cheap community radio receivers for use in the P.B.Dept. and a decision on this will be taken on receipt of further particulars due from the C.E.(H). These points will be noted on in detail when E & P.H. send the case to this Dept. after examining the merits of the proposals in the report.

P1cf

(R) / p34

PP 17-37 cf

Page 1 cf

On 17/12/48

R

Separate file
not put up

24 JAN 1949

4479

Rm
11.1.49

Rev 17/1

P.W.O. 5284/48-1

20.1.49

17/12/48

19.1.49
B & P.H.

Edm + PH (B1) Department

Please see the notes of P.N.D. on page
ante. With reference to the minutes of HM (Edm) on
page 3 of 9 of So. m. 4561 PW D 26.11.48, the Special
Officer Provincial Broadcasting has now forwarded his
report on 'Educational Broadcasts' and on 'Visual
Education in this Province'. The recommendations
of the Special Officer on the educational broadcasts
are on pages 7-15 and on visual education on
pages 35-37. ~~In the first instance before~~
~~making any decision in the matter, it is necessary~~
~~that the DPO should be consulted on the re-~~ com-
mendations in the first instance

2. The file may be circulated to
HM (Edm) with reference to his minutes on
page 3 of 9 of the report referred to above before
issuing a reference to the Director.

I am putting up this matter before the Provincial
Advisory Board of Education. The recommendations of the
Special Officer about Visual Education has been circulated
separately.

Please see the minutes of HM (Edm)

above. It is presumed that the intention was
that this file should be over P.T.O.

(R)

pp 3-15 of

pp 17-37 of

(R)

Report given to
G.T. Baskin & H.R. for removal
of the last two suggestions



All the recommendations of the Provincial
Advisory Board in the matter are sent to Govt

3737/49
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4.3.49

5-349

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S
W
H

The proceedings of the last meeting
of the Provincial Advisory Board of Edm has not
been received. A copy of the proceedings may be
obtained from the DPO. The draft T.M. on p 2 of
is for approval.

1074/49
1082
10/6/49

11/6/49

By page 2 of

page 39 of

[T.M. to the Dy. D.P.O., dated 11.6.1949]

From the Jt. DPO, no vid dated nil.

A copy of the proceedings of the
meeting held on 21.3.49 of the Provincial Advisory
Board of Education is put up at 'T'. The Con-
clusions arrived at that meeting on the Andhra
Visual Education are at 'M' on page 12 and
is on page 14 of the proceedings. The report of the
Special Officer for Provincial Broadcasting may
now be sent to the DPO and he may be
requested to give his remarks in the matter
with reference to the conclusions of the Advisory
Board.

2. The draft memo below is for
approval.

21/4/49
1082
21.6.49

21/4/49

AS I / S / 24
23/6/49

4
Memo. no. 4479. B1/49. 1 Etn. dated 24/11/49. p 399

from the D.P.G., R.C. no. 19-P/49 dt 12.11.49. p 1019

Please see the letter from the P.G. on pages 41-42 cy. In the circumstances stated therein, no further action seems necessary in the file. The papers may be recorded after perusal by HM (E+L).

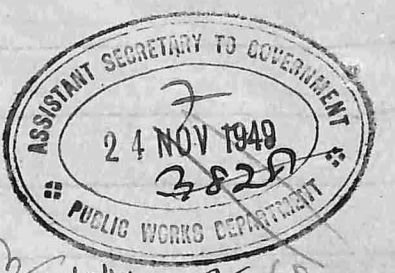
P.W.D may see - 24/11/49
19-11-49

(This Dept. note at p. 1 ante)
The note above of E & P.H. Dept. above may be perused and the case returned to that Dept.

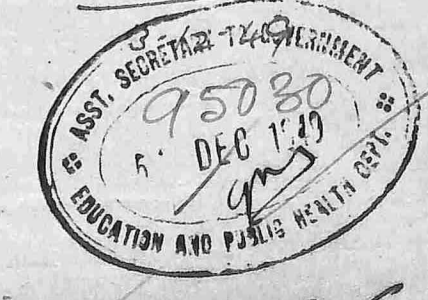
1-12-49
2/12/49
3.12.49

E & P.H. (B1) Dept.
Please see the note above P.W.D. above. The file may now be circulated to HM (E+L) with reference to the note at 'M' above.

6-12-49
14.11.49 (E+L)
5/7
10/12/49



3897 F/49-1
30/11/49



5
Please see the orders in circulation on page 4 ante. The papers may now be Recorded.

Go. Ms. no. 3824 Etn. dt 14.12.1949.

13/12/49
47 1
14/12
19/12/49
16/12/49
P.W.D.

29
Copy to the P.G. (with ref to this letter R.C. no 19-P/49 dt 12/11/49)

Education - Secm.
Lary. Audio-Visual
Etn. Scheme suggested
by the Spl. Officer for
Publ. Record Keeping.
Papers - Recorded.

10/12/49

11.12

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11.12.68
11.12.68

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