

Revenue (1899) Department.

MISCELLANEOUS SERIES.

G.O., No. 1004

DATED 10th March 99

[Despatch Abstract.]

Stating that the subject of Agricultural Education being one of great importance the Govt would be glad of the views of the Full Board on it.

BACK PAPERS.

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

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REVENUE DEPARTMENT.

1899.

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Board of Revenue

(Revenue Settlement, Land Records and Agriculture),

MADRAS.

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Enclosures

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1899.

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Printed February th.

Proceedings, No. 47, 9th February 1899.

Re. Mis. No. 100A of 10th March 99.

FEBRUARY.

The subject of agricultural education being one of great importance, the Govt. has had the views of the full Board on it.

Des. 14-3-99.

To The Board of Revenue (R.R.) copy to — (R.R. R.R.)

Des. 14-3-99.

Education.—Submitting a report suggesting measures for the improvement of primary and the extension of agricultural — in the Presidency.

Draft. 8/2/99

So. 44 of 8th March 1899.

To Rev. Dep't. C.O.

To. Under Secy.

Submitted that the order may now be issued to the Board. 10/3/99

PROCEEDINGS OF THE BOARD OF REVENUE

(REVENUE SETTLEMENT, LAND RECORDS AND AGRICULTURE).

RESOLUTION—No. 47, dated 9th February 1899.

With reference to paragraph 12 of its Proceedings, No. 362, dated 28th September 1898, the Board begs to submit the following report on the matters referred to in paragraph 7 of G.O., No. 413, Revenue, dated 27th July 1898. It has been prepared in consultation with the Director of Public Instruction.

2. The questions referred for consideration were first, how the principles laid down by the Government of India as to reform in primary education, the improvement of readers and text-books, and the training of teachers so as to provide men competent to give instruction in elementary agriculture may best be given effect to, and in addition the following specific questions, stated at paragraph 39 of the sixth of the series of resolutions dated 20th March 1897:—

(1) What, if any, further action is necessary to enable agricultural degrees, diplomas or certificates to be placed on the same footing as corresponding literary or science degrees, &c., in qualifying for admission to Government appointments, particularly those connected with Land Revenue administration.

(2) What appointments should be included in the category of those for which the agricultural diploma should be eventually compulsory.

(3) How the practical instruction in agriculture of candidates for certain subordinate appointments at a school-class or an experimental farm could best be arranged for.

(4) How a special school course leading up to the agricultural diploma, degree, or certificate could be provided.

(5) Whether the scheme of a Government farm could be arranged so as to provide for schoolmasters passing through a course of a few months' instruction either before or after appointment.

A consideration of the last question is involved in the problem of improving the training of teachers in primary and lower secondary schools in agriculture.

3. In regard to primary education, the Government of India lay down three principles, viz.:—

(i) That elementary science should not be taught as a separate subject, but in school readers illustrated by object lessons.

(ii) That some plan under which instruction in village maps and land records and instruction in simple commercial accounts could be given should be included in the curriculum of education for schools of all classes.

(iii) That it should be considered at what stage "agriculture" and the sciences ancillary thereto should be made optional subjects of the school curriculum.

4. (a) In regard to the first point, the Board would point out that in this Presidency under the system at present in force, all lessons given in primary schools that refer to natural objects must be illustrated by the object referred to, either as a model or by specimens. New readers have, in most standards, been issued since 1895 for use in primary schools, and these contain a number of lessons on natural objects. The tables of contents of the two series of readers principally used throughout the Presidency are given as an appendix.

(b) As to the second point raised, the introduction into the readers of lessons involving the explanation of maps or plans can, if required, be carried out when the readers are next revised, but it must be noted that the demands as to the subjects to be treated in the readers show a steady tendency to increase and that the number of lessons must always be limited.

In the present curriculum, simple household accounts and bazaar bills are already included under a compulsory subject—arithmetic—for the fourth standard in primary schools.

(c) It should be stated with reference to the third recommendation of the Government of India that already the optional subject—elementary science—is included in the curriculum for all standards from the infant to the fourth, and that this forms an introduction to the study of agriculture and the sciences ancillary thereto; in these standards the subject is taught by object lessons. From the fourth to the sixth standard specially-prepared text-books have been introduced and in the seventh standard the scheme of study is controlled by the technical examination scheme.

5. It will thus be seen that, in this Presidency, the principles laid down by the Government of India have, for the most part, already been adopted.

6. Regarding the next subject, the Government of India record their opinion that readers and text-books dealing with agriculture and allied sciences should not only be brought up to an equally high standard of arrangement, clearness and simplicity throughout India, but should not fall in these respects below the best standards in Europe. On this point, the Director of Public Instruction states that the objects of the Government of India have been and are held in view.

7. *Training schools.*—The Government of India request the Local Government to consider the advisability of instructing schoolmasters how to teach by means of object lessons and readers and to develop training schools in this direction, and commend the policy adopted in the Central Provinces of attaching schoolmasters, after they have passed through the training schools, for a course on the Government Farm at Nagpur. This latter question is again mentioned in the fifth question referred to at paragraph 7 of G.O., No. 413, Revenue, dated 27th July 1898.

For the training of teachers in giving object lessons, elementary science, which is specially taught thereby, has recently been prescribed as one of the two optional subjects that must be taught in the practising section of all Government training schools, and thus the teachers will become familiar with the method of giving object lessons. It would, no doubt, be advisable to attach to each district training school a school garden or farm, and this should be done wherever it is possible.

The Board also considers that it would be advisable to prescribe, after a certain lapse of time, that one at least of the teachers in the normal schools should be a trained agriculturist who holds the agricultural diploma and has been regularly trained in the method of teaching. This measure, whilst improving the teaching staff of these schools would, in time, improve the subordinate inspecting agency also by introducing into it a number of men whose education had been partially agricultural, and thus make them better qualified for inspecting the rural primary schools.

As will be seen below the Board sees no obstacle in the way of carrying out also the policy adopted in the Central Provinces of making primary and lower secondary schoolmasters attend a special course on such Government farms as may be started.

8. Regarding the points raised in paragraph 39 of the Government of India Resolution, the Board begs to report as follows:—

(i) Diploma holders, for whose training alone provision exists at present, are already placed on an equal footing with graduates, so far as admission to the Land Revenue Department is concerned, as they are now permitted to appear for the Revenue and Criminal Higher Special Tests. If the measure of reserving one post of teacher at each district training school advocated above be accepted, the value of the diploma will increase.

(ii) The Board considers that eventually the possession of the diploma in agriculture should be made compulsory for Land Record Deputy Collectors and Head Revenue Inspectors, if appointed; and also for—

Native Assistants to the Director of Agriculture.

Agricultural Inspectors and Farm Superintendents.

Supervisors, Assistant and Deputy Commissioners in the Settlement Department.

One teacher at each Government Training school.

Teachers of Agriculture for classes of the Intermediate standard.

The Board would also suggest that, if a course working up to an intermediate group certificate be provided, such certificate may ultimately be demanded from candidates for the post of Stock Inspector and also from a proportion of the candidates for the post of Revenue Inspector.

(iii) It appears advisable to consider the third and fourth points specified in paragraph 7 of G.O., Mis. No. 413, Revenue, dated 27th July 1898, together, and in reference thereto the Board would remark—

(a) That the provision of a special one-year course on practical agriculture at Saidapet is advisable and can be carried out if the full sanctioned staff of the college be maintained.

(b) That a similar course may be provided elsewhere in connection with the proposed experimental farms, provided an adequate teaching staff be supplied.

(c) That in such cases the plan originally suggested of spreading the course over a long period and combining it with a course in general education should be abandoned in favour of a one-year special course similar to that proposed at Saidapet.

(d) That it is advisable in connection with such classes that the students should live on the farm, and that it is not essential that such farm should be close to any large town, and in fact the reverse arrangement would have considerable advantages.

(e) That for each such class, the teaching staff—probably two masters—should be entirely educational, and the management of the farm be under the Agricultural Department which would provide thereon for the practical work of the students.

(f) That such classes or farm schools might be established in connection with each experimental farm that may hereafter be established commencing with two and working up to a possible eight in different districts. The only special provision that would be necessary would be a class-room and a hostel in two or three sections.

(g) That the standard of teaching in such special classes should lead up to a special certificate of the intermediate group standard of the technical examination scheme.

(h) That practical instruction in a school class without a farm for demonstration and practice is impossible.

(iv) As to the training of schoolmasters in agriculture, the Board considers that it may be arranged for at any of the special classes above proposed provided that they are called upon to attend the full course after their period of training in the training school is finished.

9. In a separate proceedings the Board is submitting its proposals regarding the organisation and work of the Agricultural Department, in regard to the starting of experimental farms in connection with which it is suggested above that special classes should be organised.

(True Extract.)

R. V. Srinivasan
Secretary.

To the Secretary to Government, Revenue Department,

with appendix in Manuscript. (in original to be returned)

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Exd, P. Soetharam.

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