

PART IV

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APPENDICES

Excerpt from the report of the Committee,
All India Women's Education Fund Association;
Delhi, 1927.

1. Research Bureau :

A Research Bureau to direct the study of the life of Indian child and its relation and response to environment; to unify their findings in an education that should consolidate on immediate lines the educational outlook in India.

This Research Bureau would from its inception be concerned with psychological and sociological research with special reference to the immemorial heritage of India's philosophy, religion, literature, art and culture, and with all research connected with Home Science.

It would be equipped with the requisite laboratories and its work would be applied to, and tested at, every possible point in the experimental school.

The research work would be conducted by the staff and special research students who in the initial years would be trained graduates. The research training should be such as to inspire and send forth initiators of similar work all over India who would thus become pioneers of a new method of education. It should lead to the emergence of a new outlook which would give the key to the right type of education and result in the publication of a new literature based on the life,

conditions and history of India.

2. Experimental School :

An Experimental School where of the Research Bureau must be based on the study of the child. Practical considerations necessitate that this non-residential school should at first be for children from three to seven years, some of whom should desirably be residential for the purpose of whole time care and observation. The maximum number of pupils should be 100. The medium of instruction should be the mother tongue of the place where the experimental school is situated. With the passage of time this school would develop into a complete Experimental Secondary School.

The effect of environment is all powerful, though unconscious, in affecting the character, the habits of life and thought of the child. So the environment should be beautiful, orderly and simple, with such educative apparatus as would gradually prepare the child through the refining of its senses and the coordinating of its activities, for the more complex intellectual education and bring about that steadying of the mind which is called concentration.

3. Home Science Training :

The findings of the Committee made it obvious that the subjective method of research through the Research Bureau and the Experimental School should be extended to

indigenous conditions of life and Home so that a science of living (Home Science) might become a fundamental in an educational plan covering all stages of school life and continuing to post-graduate research and training. This fundamental is imperative to enable Indian women to liberate the Power of Science in the Home, to add the beauty of Art to the Home, to conserve the best of tradition and culture in life and religion, and in so doing, to realise a fuller, freer and happier life, and to raise the society to a higher standard of life and thought.

Home Science, the general term that covers the study of all the problems connected with the home and family, offers a group of courses in the field of human activities in which the subject matter is not strictly limited. To gain an intelligent understanding of the problems of the modern family and its setting in the home, with the more intensive study of the problems involved in its relation to the community, demands a wide background of study in the natural and social sciences.

For these purposes the formation of character will be an essential of the Home Science training, and will be sought by the inclusion of moral training based on spiritual ideals, and a course on Religion and Philosophy, which will comprise a study of Comparative Religion and the lives of

great spiritual personalities. The committee's view on this aspect is elsewhere well expressed thus :

"Call it moral, spiritual or religious teaching, whatever you like. No education can be complete if it is dissociated from the daily life of the people and if it takes the pupil away from the cherished thoughts and ideals of his ancestors; and no education can fulfil its chief purpose if it is not going to train patriotic, useful and selfless citizens to serve humanity." (Dr.Muthulakshmi Reddi's Note appended to Hartog Auxiliary Committee's Report p.174).

4. Rural Education :

Rural Education is the first extension of the correlated Research Bureau, Experimental School and Home Science training. It will be the application of the new outlook, method and science to the basic need for a recreation of Rural Education which will be developed through a Rural Centre and school in the immediate vicinity to be started at the earliest possible moment by the Central Institution and conducted by the outgoing students under supervision of the central staff. This Rural School will be an integral part of the work of the Central College with special reference to the solving of the problem of Rural Primary Education. The ideal will be to make this an Experimental School which will fulfill the need of mass education of the agricultural population which makes up 87 per cent of the whole people of India. There is no need so great as this, no need which has been so little considered and which involves so much investigation and supply of sound

education on indigenous lines.

"It is essential to the happiness and efficiency of children in the villages that their upbringing should be in harmony with their environment and to this end it is most desirable that every element in the education they receive in their village schools should draw strength and inspiration from the life of the countryside." (Report of the Royal Committee on Agriculture, Page 513).

5. Training of Teachers :

The training of specialised teachers is coincident with the work of the above four components of the Central Institution. There will arise an order of teachers in general subjects of varying grades with a new attitude which will enable them to create a new method applicable to all conditions.

The actual lectures of the training course will in the beginning have to be in English with a view gradually to replace it by the vernaculars, and it will be one of the conditions of entry into the College that the entrants know their own vernacular.

Teachers should have facilities for practising in other schools of the locality in various vernacular. Importance to practice teaching and intelligence tests. Teaching practice in village schools. The teachers to be so trained so as to be sent to any part of the country as guides and advisors to those eager to help Indian child grow.

Degrees and Diplomas :

The Central College would grant degrees and diplomas in teaching Home Science.

Courses for the Degrees the Teaching and Home Science, Diploma courses of varying grades for specialised subjects in H.Sc. short courses in H.Sc. suitable for undergraduates for 1 to 4 years according to the qualification.

The Committee decided that :

1. A course should be provided in H.Sc. The first set of teachers should be graduates preferably with Science qualifications and training degree.
2. Preparation of non-graduates for a Diploma, Degree or its equivalent in H.Sc.

Admission for the latter course should be by the Institute's own examination. The idea was that a two years course should qualify for the Diploma, 4 years of the degree in H.Sc. and students should take a 5th year for a teaching degree. The students should be admitted for vocational and Refresher Courses of varying lengths and kinds. Graduates of H.Sc. department in addition to becoming home makers may become teachers, nurses, bacteriologists, superintendents of Institutions, secretaries, social service workers.

in
Courses Home Science

1. Psychology and Child Study
2. Food and Nutrition
3. Health and Sanitation

4. Clothing and Textiles
 5. Home Economics
 6. Rural Reconstruction
 7. Fine Arts and Crafts
 8. Religions and Philosophy
 9. Secretarial, Commercial and Publicity Training
 10. Family and Social Relationships.
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