

**A REVIEW
OF
EDUCATION IN INDIA**

1954-55

Submitted to the XVIII International Conference

on

Public Education, Geneva

July, 1955



MINISTRY OF EDUCATION - GOVERNMENT OF INDIA

1955

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CHAPTER I

THE FINANCING OF EDUCATION

Education is a State subject in India and the State Governments are primarily responsible for its expansion and reconstruction. The Union Government is, however, deeply concerned about educational progress, and is anxious to initiate—in cooperation with State Governments—measures that will pave the way for the eventual reform of the entire educational system. There are two equally urgent aspects of the educational problem that have to be faced in this connection—the need for large-scale educational expansion that may bring educational facilities within the reach of millions of children and adults who are at present denied the opportunity, and the need to improve curricula methods, techniques and materials of education to make it more satisfactory and adequate.

Anyone who is conversant with the magnitude of the problem, as well as the resources available, will realise that neither the Centre, nor the States—nor the two put together—have resources at present adequate to the establishment of a system of free, universal and compulsory education from six to fourteen years throughout the country, as envisaged in the Constitution, or to organise Social education for adults on a nation-wide scale. Without, therefore, minimising the importance of educational development in our democratic State, the Ministry of Education have been of the view that immediate steps must be taken to ensure a perceptible improvement in the quality of education imparted in schools and other educational institutions.

With this end in view, a number of educational schemes and projects have been worked out by the Centre as well as by the State Governments under the first and second Five-Year Plans of Educational Development. It is true that a radical reconstruction of education on a national scale is bound up, to a large extent, with the social, economic and industrial development of the country and will take time. But the need for educational reform is so urgent that we cannot afford to wait till the other conditions are fulfilled, but must take the steps that, within our present limitations and resources, will contribute to the improvement of educational methods and techniques and bring educational aims into harmony with national needs and aspirations.

Financial Responsibility of Administration

The Committee on the Ways and Means of Financing Educational Development in India, appointed by the Government of India in 1950, recommended that "a fixed percentage of Central and Provincial Revenues—about 10% of the Central and 20% of the Provincial—should be earmarked for education by the respective Governments" and that "about 70% of the expenditure on education should be borne by the Local Bodies and Provinces and the remaining 30% by the Centre." There are, however, no legislative Acts or regulations concerning the distribution, among the various administrations of the Central and the State Governments, of financial responsi-

bility for education or fixing a separate ratio between expenditure on education and total expenditure. Some State Governments like *Madras* have, however, passed Education Acts whereby it is obligatory for a local authority to contribute from its General Funds to a specific Education Fund, such amounts as may be fixed by the State Governments.

The Central Government is directly responsible for the financing of only those Universities that have been set up by Acts of Parliament, though it also gives grants to Universities incorporated by Acts of State (Provincial) Legislature in respect of specific projects. As regards Primary, Secondary, Social and other types of education, the primary responsibility rests with State Governments and Local Bodies, but in view of its overall constitutional obligation for the welfare of the country, the Central Government have voluntarily accepted a limited responsibility in this regard, particularly in matters concerning the general economic development of the country and training for citizenship.

Sources for Financing Education

Funds for financing education are mostly secured from the State Governments' budget. An education cess can, however, be imposed by local bodies under permissive power given to them by State Governments. It is levied on land revenue, or as part of the profession tax or of property tax in urban areas. The rate of cess varies and although the local bodies can levy the maximum educational cess permissible under the Act, in many cases this has not been done. The Secondary Education Commission has recommended an Industrial Education Cess as a source of support to Technical and Vocational education at the Secondary school stage, bearing in mind the need of each industry.

Tuition and examination fees play a very important part in financing education at Secondary and University levels, especially for non-government institutions. In *Madras* for instance, about 49% of the direct expenditure on Secondary education is met from this source, while about 57% of the expenditure in respect of University education is met out of fees.

Among other sources for financing education in this country, mention may be made of the various Trusts and other philanthropic institutions that give financial assistance to students and educational institutions, foreign missionaries who maintain educational institutions with a portion of expenditure as grant from the State Government, and international organisations that contribute to various types of educational activities. The statement at Appendix 'A' gives an idea of total expenditure on education in India and the percentage of it met from each source.

Main Items of Receipt and Expenditure

The main item of receipt of the education budget of the Central Government is the amount sanctioned for it out of the national budget. The main heads of expenditure are :

Maintenance of Central universities and other institutes under the control of the Central Government ; Scientific and Cultural

Departments, like Departments of Anthropology, Archaeology and National Archives; Educational Statistics, Libraries, Museums and Educational Exhibitions; Publications; Youth Welfare, Social Welfare and Sports Membership of International organisations (Educational and Cultural); Assistance to State Governments and Voluntary Organisations in educational progress at all levels; Scholarships (vide Appendix 'B').

The main items of receipt and expenditure of State Governments and local authorities are as follows :

State Governments

<i>Receipts</i>	<i>Expenditure</i>
1. Government Grants	1. Grants to Universities (Part A and B States only).
2. Grants made by Municipal and other local bodies directly or through an educational cess	2. Grants to Government institutions of all types.
3. Private benefactions and grants made by private managements; and	3. Grants-in-aid to non-Government institutions.
4. School Fees.	4. Grants-in-aid to local bodies for Primary and Secondary education.
	5. Expenditure on Direction and Inspection.
	6. Scholarships
	7. Miscellaneous.

Local Bodies

<i>Receipts (Ordinary)</i>	<i>Expenditure (Ordinary)</i>
1. Tuition and Examination Fees.	1. Staff.
2. State Government Grants.	2. Contingencies and Equipment
3. Education Tax.	3. Prizes and Scholarships
4. Income from investments.	4. Repairs to buildings.
5. Endowments and contributions.	5. Interest on and repayment of debt.

<i>Receipts (Capital)</i>	<i>Expenditure (Capital)</i>
1. Government Grants.	1. Lands and buildings.
2. Endowments and contributions.	2. Equipment.
3. Loans.	3. Investments made.
4. Contribution from the General Account of the Local Authority.	
5. Investments realised.	

Modes of Payment

The Central Government grants subsidies to the State Governments for specific educational schemes approved by the Central Government. The subsidy is either a fixed sum or a sum equal to the amount expended by the State or a percentage of the sum expended by the State—the percentage in the case of recurring expenditure being usually lower than that in respect of non-recurring expenditure. The basis on which a Central Government grant is made available to State Governments or institutions may be summarised as follows :—

(i) State Institutions

After the assessment of the Central grant and issue of the sanction letter for the amount approved as Central contribution, the State Governments are directed to draw upon the sanctions in "arrears". The State Governments are required to furnish to the Accountant-General concerned details of the actual expenditure incurred by them, necessary adjustments for payment of the Central share then being made by the Accountant-General.

Under this system the State Governments had to make necessary provision for their part of the expenditure. Last year since the Government's Scheme in regard to the implementation of the Secondary Education Commission was launched in the middle of the year, and since most State Governments had not made provision for their part of the expenditure, the system of "On Account" was adopted. Under this system a State Government could utilise the Central share and make provision later on for its part of the expenditure.

In future, however, the payments to State Governments will be made on a quarterly-instalment-system, the instalment for the first quarter being paid in advance and the subsequent instalments when that State submits a statement showing that the previous instalments have been utilised.

(ii) Voluntary Institutions

(a) Matching Grant System : Applications for Central assistance are considered only when such requests have been duly recommended.

by the State Government concerned. The payment is made direct to an institution if it is of an all-India status; for others the grants are routed through the State Governments concerned. The balance of expenditure is borne by the State Government or the institution or by both. The payment is made in instalments, the first instalment being paid in advance and the subsequent instalments released only when the previous instalments have been utilised for the purpose for which they were sanctioned.

(b) *Ad hoc Grants*:—Here, assistance is made available on an *ad hoc* basis and paid to the institution in one or more instalments, e. g. grants made out of the Minister's Discretionary Fund.

With regard to the subsidies granted by State Governments, local bodies are assisted in the maintenance and development of Primary and Secondary education. Some States like *Hyderabad* and *Madhya Bharat* do not grant any subsidies to the regional or local bodies but give grant-in-aid to institutions direct. The percentage of subsidies granted by the State Governments to local bodies varies from State to State and from one local body to another, depending upon the nature of the schemes under which the grants are made. In the *Punjab*, for example, the percentage ranges from 60 to 90 for District Boards and from 33 to 50 for Urban Committees. A cent per cent grant is also made to local bodies in respect of some schemes. In *Andhra*, fixed annual subsidies are sanctioned by the Government to local bodies for the general maintenance of Elementary schools run by them. Subsidies equal to half the cost incurred on the provision of equipment of playgrounds for schools are also sanctioned by the Government to local bodies. In short, the general tendency is to grant a larger percentage in respect of recurring expenditure in the form of fixed annual subsidies, and about half the cost of non-recurring expenditure limited to a certain fixed amount.

Financing of Various Categories of Public Education

Appendix 'C' shows the amount spent on various types of educational institutions and indirect expenditure on education in India during the year 1952-53. Below is a brief narrative of financing of the various categories of public education by the Centre, the State Governments and Local Bodies.

(a) Primary and Basic Education

The Central Government have initiated a number of projects for the expansion of Primary and Basic education and for improvement in its quality and standard. The State Governments are given Central assistance at different rates under various Schemes of development of Primary and Basic education, under the Five-Year Plan. Under one of the schemes which aims at the expansion of facilities for Basic education, the Government of India have agreed to pay 30 per cent of the additional expenditure incurred by the State Governments. The Government of India have also recently decided to pay to the State Governments the Central Government's share without insisting on the matching grants to be provided by the

State Governments. Under the scheme to relieve educated unemployment by recruiting 80,000 educated persons as Primary school teachers in rural areas, Central assistance will be accorded for the first three years. This will include 75 per cent, 50 per cent and 25 per cent of the recurring expenditure on teachers' salaries during the first, second and third year respectively and non-recurring grant of Rs. 200 per teacher for school equipment.

The State Governments and the local bodies (in the case of schools maintained by them) are responsible for financing school buildings, equipment and materials. Salaries of Primary teaching and auxiliary staff etc. under local bodies are also paid by the local bodies, but they receive some percentage of the grant from the State Government for the maintenance of these schools and to meet a part of the salaries of the staff.

(b) Secondary Education

In accordance with the recommendations of the Secondary Education Commission, both the Central and the State Governments are deeply concerned with quantitative expansion as well as with qualitative improvement in the field of Secondary education. The Central Government have formulated schemes for the implementation of the recommendations of the Secondary Education Commission and the State Governments have undertaken them as part of their First Five-Year Plan in collaboration with the Central Government. Central assistance for these schemes is available at 66 per cent of the approved non-recurring and 25 per cent of the approved recurring expenditure. An amount of approximately Rs. 3 crores is estimated to have been spent on these schemes during the year under report. For next year, an amount of about Rs. 4 crores will be required.

To implement the recommendations of the Secondary Education Commission that the State or Central assistance should be given to Public schools on a gradually diminishing scale, the Government of India have decided to institute a scheme of merit scholarships in these schools and to make certain *ad hoc* grants to Public schools where there is enough justification or where there is a commitment by the Government. These grants are not given as a matter of course and in no case to schools that are able to meet their expenses. A detailed scrutiny of the audited accounts of the schools is made and no grant is paid if the Government are not convinced that there is enough justification for the grant. Grants are usually given on a "half-the-deficit" basis on the understanding that the school will raise the necessary amount to cover the balance of the deficit, and also that it will take steps to wipe out its recurring deficit within a few years. During 1954-55 *ad hoc* grants of Rs. 90,000 have been given to three Public schools. For the year 1955-56 a budget provision of Rs. 2,00,000 has been made for such grants.

The Central Government also renders financial assistance to States in regard to the provision of buildings and equipment for the Secondary schools. For example, under the Five-Year Plan of educational development, Central assistance is offered to States for

the improvement of selected Secondary schools in the matter of provision of better equipment etc. Each State is allowed to improve one school per district per year and a sum of Rs. 15,000 has been fixed as the ceiling of expenditure on each school. Under the scheme, the Central Government meet 66% of the expenditure, the balance being met by the State Government. The amount paid out to States under this scheme during 1954-55 was Rs. 17.16,968.

(c) *Higher Education*

The Central Government gives Block Grants to the four Central universities to cover approved expenditure on all items minus approved income from fees. Special grants are also given to these universities for construction of buildings and laboratories, purchase of equipment, books, etc. and also for such scholarships schemes, as are sponsored by the Government.

In regard to universities set up by the Acts of State (Provincial) Legislature, the responsibility for maintenance rests with the respective State Governments. There are 27 such universities in India. However, the Government of India also pay grants to State universities for specific projects under the Five-Year Plan, etc. These include grants for construction of buildings, laboratories, libraries and for purchase of equipment, books, etc.

With the setting up of the University Grants Commission on the 16th November, 1953 all grants to universities whether Central or State are paid through the Commission who have been charged to consider the financial needs of the universities and to advise the Central Government on the allocation of funds to them and also to take all necessary executive action in disbursing grants-in-aid to universities out of the funds placed at the disposal of the University Grants Commission.

The Commission has so far sanctioned Rs. 1,94,20,036 to the various universities as grants including the sum Rs. 13,00,000 to the Nagpur and Saugar Universities. This amount includes (i) Rs. 13,28,500 for the purchase of books for Science (ii) Rs. 4,80,000 for the purchase of books for Humanities, (iii) Rs. 74,57,300 for the equipment of Science departments and (iv) Rs. 17,29,500 for buildings.

Under the U.S. India Wheat Loan Educational Exchange Programme, an amount of roughly one million dollars is likely to be available each year for five years commencing with the year 1954-55, for educational purposes. A major portion of these funds is being utilised to give assistance to universities to build up their libraries and laboratories that were not well looked after during the war and the post-war period.

Some voluntary organisations in the country have set up and maintained universities and institutions of higher learning.

Grants to All-India Institutions of higher learning are given from the Consolidated Fund of India on different bases, depending upon the merit of each case.

(d) *Technical and Professional Education*

So far as Technical education is concerned the Central Government finances the three following types of institutions :—(i) Institutions under the direct administrative control of the Central Government, (ii) institutions under the administrative control of State Governments, (iii) other institutions run by Educational Trusts, Societies etc.

For institutions under the first category, all expenditure on buildings, equipment materials, salaries of staff etc. is borne entirely by the Central Government and for this purpose necessary provision is made in the Central Budget. The policy of the Central Government regarding Technical education is that all institutions imparting instruction at first degree and diploma levels should be assisted in order to bring them up to the required standards in accommodation, equipment and staff. The standards are laid down by the All-India Council for Technical Education. The normal expenditure both non-recurring and recurring, of State Government institutions is met by the State Governments concerned. In most States, Technical and Vocational schools are under the control of State Departments of Commerce, Industries and Agriculture etc. In regard to developmental expenditure to raise the standards to the required level the expenditure is shared between the State Government concerned and the Central Government in agreed proportion.

As regards non-government institutions, the major part of the normal non-recurring expenditure is borne by the private bodies administering these institutions. In some States a part of the recurring expenditure is met by the State Government. Non-Government institutions are also included in the scheme of development of technical institutions and a major part of the developmental expenditure on them is borne by the Central Governments. The proportion in which the developmental expenditure on State Government and non-government institutions is borne by the Central Government and State Government/institutions concerned is given in the statement (Appendix 'D').

Teacher's Training

In addition to financing the schemes to implement the recommendations of the Secondary Education Commission to improve teacher training, the Central Government have initiated a scheme for establishment, in each State, of a group of experimental and closely integrated Basic institutions from the Junior Basic school to the Post-graduate Basic Training college. The Central Government assistance for this scheme is based on a system of matching grants on a sliding scale, the balance of expenditure being met by the State Government concerned. During the year 1954-55 the Central Government

shared 66 per cent of the non-recurring and 50 per cent of the recurring expenditure and sanctioned to the States Rs. 13,93,637 as grants and Rs. 4,50,000 as loans.

The Central Government also runs at Delhi the Central Institute of Education with graduate and post-graduate courses in Teacher Training and facilities for educational research. For the year 1954-55 a sum of Rs. 2,78,000 has been provided for the Institute.

Other teacher training institutions in the country are managed either by the State Governments in which case the entire expenditure on all items is met by the State Government concerned, or by private bodies, in which case, a part of the expenditure towards either construction of buildings or salaries of teaching and auxiliary staff is met by the State and the balance by the management concerned.

(e) *Social Education*

With a view to encouraging the production of suitable literature for children and adults and to provide libraries with such literature, the Government of India have instituted a number of prizes for books of outstanding merit. They also assist agencies that work in the field and share expenditure with the State Governments on the production of books and on initiating production programmes of the Ministry. The Ministry have so far spent Rs. 57,500 on the development of literature for adults and children during 1954-55.

Under the scheme to relieve educated unemployment which aims at the appointment of 8,000 educated persons as Social education workers in urban areas, the Government of India will share with the State Governments 50 per cent of worker's salaries and contingent expenditure of Rs. 100 per annum per centre.

Realising the importance of Audio-Visual education in Primary, Secondary as well as Social education, the Government of India provided for the year 1954-55 a sum of Rs. 90,000 for the acquisition of Audio-Visual aids and equipment and to cover salaries of staff, etc. Sums of Rs. 12,000 and Rs. 1,05,000 respectively were also provided under the various Basic and Social education schemes in the Five-Year Plan for a mobile cinema van etc. and purchase of duplicate prints, children's entertainment and selected feature films, etc.

In the States, Adult education activities are conducted both on part-time and full-time bases. Since Adult education centres are generally held in the existing school buildings, the question of financing buildings for these centres does not arise. Expenditure on equipment and teaching staff is met by the State Governments that run the Adult education centres. In some States these centres are also run by local bodies, in which case expenditure is shared by the State Governments and local bodies,

(f) *Education of the Handicapped*

Last, though not least is the education of the handicapped which is an important item in the Government of India's schemes of financing education. A number of substantial grants are being made by the Central Government to various institutions for the maintenance and administration of blind schools, for the construction of school buildings and production of textbooks for blind children and adults and for the promotion of education for the handicapped in other fields.

The State Government Education Departments are responsible for financing buildings, equipment, etc. and for salaries of teaching staff in respect of schools for handicapped children under the direct management of the Department. For such schools as are maintained by local bodies and private managements, the responsibility for financing rests initially with the managements concerned. Grants-in-aid, both recurring and non-recurring, are however paid by the Education Department of the local bodies and private managements.

The figures of overall expenditure on education during the seven to eight years of independence show that the foundations have been laid for a truly national system of education. A brief account of these has been given in the Ministry's publication entitled *Seven Years of Freedom* and a few of the salient facts may be mentioned here. On 31st March, 1947, the major States and Centrally Administered Areas together spent about Rs. 205 million on education. The Central Budget was considerably less than Rs. 20 million. The figures for three recent years, 1951-52, 1952-53 and 1953-54 show that the total budget provision for education by the Central and State Governments together were Rs. 741, Rs. 826 and Rs. 934 million respectively, so that even in the course of these three years, the amount has increased by about 25 per cent. In 1953-54 the amount provided for education was nearly 8.5 per cent of the total national budget. The total national expenditure on education from all sources, governmental or otherwise, has also increased considerably. This was about Rs. 551 million on 31st March, 1948 and rose to Rs. 1350 million in 1953. This is, undoubtedly an appreciable increase, but in view of the estimate of Rs. 4,000 million that is needed to finance a truly national system of education, it is also an indication of the gap that remains to be bridged.

CHAPTER II

THE TEACHING OF THE VISUAL ARTS IN PRIMARY AND SECONDARY SCHOOLS

Uncharted territory in child education a century ago, the Visual Arts are today a significant field of study and research for educationists interested in the growth of the child. Not every child who draws or paints is likely to be an artist any more than every child who learns to write is likely to be a writer. But Art is an essential element in his education because it is an essential medium of self-expression for him. Encouraged to express himself in various media, the normal child will seek spontaneously to express his imagination and his observation in the Visual Arts, and particularly in drawing and painting.

Aim of Art Teaching

The main purpose of Art teaching is now pretty generally accepted in India, namely that it is an important aid in the development of child emotion and helps the growth of other aspects—intellectual, aesthetic and spiritual—of the child's personality. At the Primary stage of education, the function of Art teaching is to create in the child artistic and aesthetic sensibility, to stimulate the power of observation and self-expression, as also to enhance originality and initiative and to improve skill of a constructive nature. At the Secondary stage, in addition to being an important part of the child's intellectual and imaginative training, Art teaching seeks to develop the twin techniques of drawing and painting and to mirror forth the child's growing understanding of a widening world.

The function of a true Art teacher is, therefore, initially to stimulate, guide and direct and, at a later stage to teach techniques whereby satisfying results can be obtained. As in writing, so in painting, drawing and crafts, the "watering pot" is much more important at the Primary and Secondary stages of Art education than the "pruning hook." The main business of the teacher should be to release the child's creative impulses through the provision of a congenial environment and stimulating materials. An Art teacher cannot, and generally does not need to confer upon children a sense of colour, but he can often cultivate in them a sense of form and of balance. He can gradually improve the sense and technique of craftsmanship and, where the child's interest is in natural things, he can teach perspective and accuracy of reproduction.

Most children are not, however, just naturalists or observers. They are dreamers, and the objective world is reflected in their art only to the extent that it is bound up with dreams or images that are the substance of child life. For this reason a child's picture of a seemingly straightforward object—a table, a chair, a boat, a tree, a human figure—is often quite different from an adult's. A child generally takes in fewer objects than an adult does, and his observation of

related objects is governed by his predominant interest at the moment and his stage of development. It is, therefore, unwise to speak of all child drawings as if they were phenomena of great artistic excellence. It is equally unwise to dismiss them as bearing no meaningful relation to the theme or subject with which they are supposedly concerned. A child's drawing is valuable as an indication of what he thinks and how he sees and paints it, rather than as a manifestation of his artistic capacities.

Place of Visual Arts in the Curriculum

Handicrafts (*Kala Kaushal*) and drawing are the names given officially in India to the Visual Arts in Primary and Secondary school curricula. In Primary schools, Art is a compulsory subject and is taught for about three to four hours a week. In Secondary schools it is still an optional subject in the higher classes and is taught for about four to five hours a week in each class. In *Uttar Pradesh*, the largest State of the Union, the number of periods devoted to the teaching of Art in each class is as follows: In Classes I and II—three periods per week, Classes III, IV and V—four periods per week, Classes VI, VII, and VIII—six periods per week and Classes IX to XII—six to ten periods per week, as both a subsidiary and a main subject. Generally, Art is taught as a separate subject and serves to illustrate and illumine such subjects as Science, History and Geography. Examinations are held in the subject but the marks obtained by students are not generally taken into account for purposes of promotion, for it is generally feared that to introduce a strong element of competition into Art may, in the last analysis, be to harm the child's spontaneity in this direction.

Art in Basic Schools

In Basic schools throughout the country (and Primary schools in India are increasingly being given a strong Basic bias) Art is taught to children in the age-group 6-11. It includes the crafts of spinning, gardening, book-making, clay-work and home-craft, the last being of special interest and importance to girls. The Basic system of education is craft- rather than child-centred. The number of hours devoted to the teaching of Art is not fixed and no rigid time-table is followed. In Basic education knowledge is treated as a unified whole and its division into a number of unrelated subjects is not favoured. Children learn by doing and through activity methods. Craft, which is a form of Art, is the means whereby all knowledge is acquired. In these schools Art is not taught as a separate subject, but occupies an even more important position as a medium of instruction. With the creative urge of the child predominantly in view, Basic teachers seek to turn the Visual Arts into the most profitable channels. They explore the educational richness of crafts and try to plan schemes of correlated instruction. No examinations are held, but the cumulative record of the individual child is the basis of his promotion to the next higher grade.

Besides using a basic craft as a means of education, certain specific aims are constantly kept in view in this type of education. The child is enabled to coordinate his sensory activities and to apply his experience to real situations. He is trained to appreciate the value of

honest labour. The aim is not to produce an expert craftsman but training in the craft is nevertheless such that the child may, if necessary, soon acquire sufficient skill to earn his living by his craft.

Art Syllabuses

The Primary school syllabus generally contains the simple drawing of fruits and flowers and geometrical representation, clay-modelling of easy articles and paper folding and cutting. Appendix 'E' contains a summary of the Art syllabus followed by Primary schools in *Delhi State*.

In the Secondary school syllabus are included free-hand drawing, modelling, sketching of natural scenery, paper-work, painting designs and architectural drawing. *Andhra State*, for instance, have prescribed the following topics in the Art syllabus for Secondary schools :

- (a) Free illustration or picture making, scenes from home, street, bazaar, daily life etc. literature, religious story, legend.
- (b) Nature drawing, plants, animals.
- (c) Figure study, human beings (in action).
- (d) Design making and colouring of patterns.
- (e) Poster work and lettering, advertisement.
- (f) Art and crafts.
- (g) Cartoon and caricature
- (h) Outdoor sketching and landscape, enlargement of photo, frescos, public events.

Teaching Methods and Materials

In some Indian States official instructions have been issued on the teaching of the Visual Arts at the Primary stage. For example, *Mysore State* has issued the following directive on methods of teaching drawing : "Complete independence should be given to the child to imagine and reproduce on the blackboard what it knows. There should be no hindrance in the way of the child's doing so. The stories narrated by the teacher and interesting episodes in daily life may be selected as subjects for drawing, but the most essential thing to remember is that children do not develop the habit of mere imitation through either the teacher or others."

The recognition that the 'audacity' that is so characteristic of the work of small children, must not yield to the sense of 'propriety' in Art is one of the most encouraging signs of Art education in India. It is this recognition that has inspired and maintained activities, not directly organised by schools, such as Shankar's International Art Competitions for children. These competitions are of all-India significance, have helped to draw out the latent talent of Indian children and have enabled them to give expression to their unspoken thoughts and feelings. What is even more important, they have brought about (for the competition is international) a happy comradeship in the field of Art where communicative interest and talents can transcend purely accidental and local differences,

In Secondary schools, generally no official instructions as to how the subject should be taught are issued to teachers, but suggestions are constantly made in textbooks and in the course of printed syllabuses. With these suggestions at the back of his mind, the teacher chalks out his own plan in accordance with the environment of a child and the practical work that must be done under his (the teacher's) guidance.

In the lower Primary classes, the main emphasis is on self-expression so that children may try their hands at figures or articles that they see in their immediate surroundings. In the Higher Primary classes more emphasis is placed on handicrafts and students often work from memory. They are also required to make articles of clay and paper. In Middle schools they acquire a more practical idea of technique and the preparation of designs plays a most important part in Applied Art. At the Higher Secondary level, craftsmanship and some degree of naturalistic accuracy is demanded where children are allowed scope in design, model drawing and criticism of works of Art.

The materials used in teaching the Visual Arts in Primary schools include sheets of paper, brushes made of branches and twigs, slates and chalk, earth colours, crayons, card-board and other inexpensive aids. At the Secondary school level large sheets of paper, water colours, coloured pencils, pastels, compasses, scales and oil-paints are used. Some of the material is provided by the school but most of it is bought by the children themselves.

Children in the villages of India, who form the majority of all children taught, do not yet have much opportunity of seeing works of Art, except a few specimens of folk-art designed by women either on walls or floors of houses on certain festivals such as Deepavali, Jhanji or at marriages. Children also decorate the schools with folk-art specimens, pictures and other available objects of Art. In cities, students are, however, given every opportunity to study Art books in their school library. Mobile libraries and excursions to and within cities also provide them with some opportunity of seeing works of Art. They are shown reproductions of famous paintings and are encouraged to decorate classrooms with drawings and arts and crafts. They also compete in regional or all-India drawing and painting competitions.

Art exhibitions and competitions are held by local bodies, such as The Fine Arts Society, Trivandrum (*Travancore-Cochin*), the School of Arts and Crafts, *Madras* and Arts associations in *Bombay* State. The Department of Technical Education with the cooperation of the All-India Fine Arts and Crafts Society and the Hyderabad Art Society, has established the first International Gallery of Child Art at *Hyderabad*. Paintings from about 15 foreign countries (above 400 in number) were collected for the purpose. This Gallery is visited by students regularly. International Child Art Exhibitions and Local Children's Art Competitions are also held here successfully. Local Children's exhibits are sent out of the country on an exchange basis.

Conditions of Work of Art Teachers

In Primary schools in India, Art is taught by the general class-teacher, but at the Secondary level it is taught by especially qualified teachers known as Drawing Masters. In most of the States the status of Art teachers in regard to such matters as appointments, salaries, etc., is more or less the same as that of other teachers. The teaching of Art is a part of the training for Primary teachers. The Secondary school teacher receives training in Drawing and Art in professional schools and colleges. There are, however, few opportunities for practical or further in-service training for Art teachers. The States of *Himachal Pradesh*, *Punjab* and *Uttar Pradesh* occasionally organise refresher courses for Art teachers. There are no associations exclusively for Art teachers, though in *Andhra*, *Bihar* and *Travancore-Cochin*, there are some Art associations and some of their members are Drawing Masters. There is also no Journal of Art of any standing to impart further training courses to Art teachers except a few illustrated Weeklies, that provide features of this kind in their regular columns.

Art education in India is still in its infancy and much leeway has to be made up in the introduction of a more highly developed syllabus, in obtaining better trained staff with a higher status and more attractive emoluments. The appointment of Art teachers in the more important schools of the capital and in the big cities of the country—notably Calcutta and Bombay—is a sign that we are moving in the right direction. The Government of India realise the importance of Visual Arts in school curricula. As the Secondary Education Commission has so aptly pointed out: "These subjects demand expression and achievement with as much importance in their own way as the purely intellectual subjects, and they can be used for the education of the human mind as easily and effectively as the so-called intellectual subjects. Who could deny the intellectual and aesthetic value to a student in the creation, undertaking and completing of a piece of art or music or hand-work? No apology is needed today for including art, music and craft as essential elements in the school curriculum."

CHAPTER III

A BRIEF REPORT OF THE MINISTRY OF EDUCATION'S ACTIVITIES 1954-55

The year under review has seen increased activity and expansion in almost all fields of education. In the field of Basic and Social education, the Ministry rendered every assistance to the State Governments in setting up a number of educational institutions in compact selected areas in order to improve the quality of education. Future programmes for the expansion of Basic education cover the establishment of new Basic training colleges, the conversion of existing training institutions into Basic institutions, the opening of Basic schools, the conversion of existing schools into Basic schools, the training of craft teachers, the introduction of crafts into schools and the preparation of teaching aids in Basic schools. Many of these programmes are already under way.

In the sphere of Social education, considerable headway has been made. Under the scheme of publishing Social education literature in Hindi, initiated by the Government in 1950, nearly 175 pamphlets have so far been brought out. To encourage the production of suitable literature for children and neo-literate adults, the Ministry has instituted a scheme of prizes for books of outstanding merit. During the year under review, 35 books for neo-literates were awarded prizes in various Indian languages. Further, to improve the quality of literature for adults, a research project in vocabulary and reading matter has been organised.

In cooperation with the Ford Foundation, the Government of India organised four literary workshops in India during the last two years. The object of these literary workshops is to train promising writers in producing reading material specially suited to neo-literates. Another project in hand is the preparation by the Ministry of a popular Encyclopaedia for neo-literates and adults.

To encourage the increased use of audio-visual aids in educational institutions, the Ministry organised a two-month seminar on Audio-Visual education in Delhi from May to July, 1954, with the special object of training persons nominated by the States and associated with organising and planning Audio-Visual education in the States. The National Board of Audio-Visual Education was reconstituted during the year. The Board approved and recommended 18 subjects for films to be produced by the Government of India. Twelve of these subjects will be taken up during 1955-56. To encourage the production of indigenous projection equipment, the Central Institute of Education has produced a model of a 16 mm filmstrip projector made entirely at Delhi, with materials, including the lens, available at Delhi.

The Central Social Welfare Board, functioning under the aegis of the Education Ministry since 1953, continued its activities successfully in the year under report. In addition to giving financial assistance to voluntary social welfare organisations in the country and to coordinate their activities, the Board has undertaken the establishment of Welfare Extension Projects in every district of the country. It is proposed to establish 350 projects by the end of the first Five-Year Plan period, the cost of each project being estimated at Rs 50,000.

Secondary Education

The most important event during the year was the agreement of Vice-Chancellors and Chairmen of Boards of Secondary Education at a conference, held in January 1955, to re-model the existing system of Secondary education. It was agreed that Secondary education would be a self-contained and complete stage and provide instruction up to the age of 17 plus. It has also been agreed that this will be followed by a three-year degree course, thus eliminating the present two-year degree course in many universities.

In pursuance of the recommendations of the Secondary Education Commission, the Government of India have initiated a scheme for the establishment of 500 multi-purpose schools. In addition, measures have been taken to improve existing facilities for the teaching of science and social studies in 1,500 schools, introducing crafts into 2,000 Middle schools, affording greater opportunities for the training of teachers and upgrading library equipment in 2,000 schools (500 multi-purpose and 1,500 ordinary High schools).

Encouraged by the success of the Headmasters' Seminar held in 1953, the Government of India with the cooperation of the Ford Foundation, held ten more seminars in various parts of India during 1954-55. The object of eight seminars was to secure the active co-operation of practising teachers in the implementation of the recommendations of the Secondary Education Commission and the recommendations of the Secondary Education International Team. Two seminars were devoted to specialised groups, one to consider the question of organising extension courses in Secondary Training colleges and the other to discuss the workshop method in schools in the light of the participants' personal experience.

In May, 1954, the Central Bureau of Textbook Research was set up by the Ministry at Delhi, with the object of assisting in the improvement of school textbooks.

The Central Educational and Vocational Guidance Bureau was also set up during 1954. Ten State Governments have accepted the invitation of the Government of India to set up bureaus in their regions. The main function of the bureaus will be to provide educational and vocational guidance and to compile and publish, in co-operation with other agencies, information relating to occupation and training facilities open to students. The Central Bureau will serve as a clearing house to the regional bureaus.

University and Technical Education

The University Grants Commission, constituted in 1953, took up many problems relating to the universities. One important recommendation it made was on the need to raise scales of pay in respect of two categories of university teachers. For professors the scale laid down is Rs. 800-1,250 and for lecturers, Rs. 250-500. This recommendation has been given effect to. Scholarships have also been instituted to encourage the study of important foreign languages of the world.

In order to promote the development of Higher education in rural areas, a team of 18 Indian educationists was deputed to Denmark on a three-month study tour from June to September, 1954. Their programme included a study of the Danish social and educational system with the object of incorporating relevant items into our own national programmes. A high powered committee was set up to study the report of this team and prepare a blueprint for the development of Higher education in rural areas. The Committee's report, "Rural Institutes" is now being examined by the Government with a view to early implementation. Both these projects were financed by the Ford Foundation.

Progress in the field of Technical education has been fully sustained. The All-India Council for Technical Education at its meeting held on October 30th, 1954, considered the question of formulating the second Five-Year Plan in Technical education and appointed a special Committee for the purpose. Some of the items suggested for special consideration are: provision of integrated schemes of apprenticeship training and Technical education in the age groups 14-17 for artisans and craftsmen, and 16-21 for supervisory personnel, provision of part-time Technical education facilities for adult workers, establishment of Western Higher Technical Institute; provision of Summer schools for technical teachers and short-term refresher courses; and institution of scholarships and free places in partnership with State Governments.

On the recommendations of the Council, the Government have decided to establish four regional schools of printing in the country for training technicians for the printing industry. It has also been decided to establish a school of Town and Regional Planning at Delhi as a joint enterprise of the Central Government and the Institute of Planners (India). In pursuance of the Council's further recommendations facilities for advanced training and research in many branches of engineering and technology, have been and are being provided.

On the recommendations of the Board of Management Studies, the Government have approved a scheme for organising courses in Industrial Engineering, Industrial Administration, and Business Management in certain selected institutions.

The Indian Institute of Technology, Kharagpur, has made substantial progress during the year. New courses have been introduced at the post-graduate level, and the undergraduate courses further expanded.

At the Indian Institute of Science, Bangalore, an experimental model wind tunnel has been constructed and essential equipment procured and installed in the Aeronautical Engineering Department.

Youth Welfare

Since independence the Government of India has been paying increasing attention to youth welfare and youth activities. In 1953, the Ministry set up a Youth Welfare Unit to draw up a programme of Physical education for students all over India and to coordinate such youth activities. During the year under report, the All-India Council of Sports was set up for promotion of sports and athletics and improvement of standards. Grants were sanctioned to various educational institutions to construct swimming pools and open-air theatres, provided the manual labour needed for these is supplied by the students themselves. About 400 Youth Camps were held in different parts of the country under the scheme of Youth Camps that came into operation in June, 1954. The main idea of these camps is to encourage students to participate in projects of community welfare like the construction of roads and canals, clearance of slums and farms, repairing of school buildings and tanks, etc. The first Inter-University Youth Festival was organised in November, 1954 to offer students an opportunity of meeting their compeers from different parts of the country and to promote a sense of unity among them. A new activity, chiefly to encourage dramatic talent among young students, was undertaken by the Ministry in June 1954 when a dramatic camp was organised at Andretta, Kangra Valley.

Education of the Handicapped

The education of the handicapped is a major item in the Ministry's schemes of education. An event of special note is the seminar convened about the middle of April, 1955 to consider the education of blind children. The Training Centre for the Adult Blind, Dehra Dun, provides vocational training to about 150 adult blind men from all parts of the country. During the current financial year, a small sheltered workshop has been established as an adjunct to the Centre to provide remunerative employment to a limited number of ex-trainees of the Centre. A small workshop for the manufacture of special appliances used in the education of the blind has been set up during the year as an adjunct to the Central Braille Press, Dehra Dun.

Publications

The Publications Section of the Ministry has continued to expand both in publication and sales. The outstanding publications of the period are "Student Indiscipline" by Humayun Kabir in Hindi and in English; "Seven Years of Freedom" also in Hindi and English; "The Five-Year Plan: Schemes of Educational Development".

“Headmasters on Secondary Education”, “Proceedings of the First Conference of the Indian National Commission for Cooperation with Unesco”, “Understanding Basic Education”, by T.S. Avinashilingam, “Provisional Lists of Technical Terms in Hindi (Defence, Transport, Agriculture, Railways and Posts and Telegraphs); “The Five-Year Plan : A Brief Review of Progress”, “A Plan for Secondary Education” and “Rural Institutes”. The important publications of the Statistical Unit of the Ministry are (i) Directory of Institutions for Higher Education in India, 1954 and (ii) A set of 12 well designed and colourful charts depicting important aspects of Education in India.

Development of Hindi

The Hindi Shiksha Samiti was reconstituted during the year to include nominees of all non-Hindi speaking and Hindi speaking States and organisations in India. On the recommendations of this body, an *ad hoc* scheme for the propagation of Hindi in the South, is being implemented through the Dakshin Bharat Hindi Prachar Sabha, Madras. A grant of Rs. 125,000 was sanctioned to the Nagari Pracharani Sabha, Banaras, for bringing out a revised edition of the Standard Hindi Dictionary and publishing reasonably priced editions of Hindi classics.

The compilation of scientific and technical terminology in Hindi has made substantial progress. The first volume of the People’s Encyclopaedia in Hindi is in press. During the coming year, the Government propose to introduce an advanced course in Hindi for non-Hindi knowing Central Government employees.

Art and Culture

The most outstanding event in the field was the establishment of the Lalit Kala Akadami during the year. The Sahitya Akadami and Sangeet Natak Akadami were established earlier. These three Akadamis complete the establishment of a National Cultural Trust for India.

A comprehensive scheme for the reorganisation of museums in India has been prepared for which a provision of Rs. 50,000 has been sanctioned for 1955-56.

It is proposed to establish a well equipped National Theatre at Delhi in the near future.

Cultural Relations with Foreign Countries

Under this head, the activities of the Ministry fall broadly into two divisions—(i) Institution of scholarships for the promotion of cultural contacts and (ii) General Cultural Activities.

Under the first head may be mentioned the Government of India’s Reciprocal Scholarships Schemes, Fellowships to French Nationals, the Modified Overseas Scholarships Scheme, and the Indo-German Industrial Cooperation Scheme. These schemes were

continued during the year. During 1954-55, the Government of India instituted the Foreign Languages Scholarships Scheme, for a period of three years in the first instance, for the award of 30 scholarships every year to qualified Indians for specialisation in important languages of Asia and Europe.

Under General Cultural Activities, mention may be made of a delegation of Indian artists that visited the U. S. S. R. and the delegation of artists that was received from the Republic of China during the year under review. Assistance was given to the Museum of Modern Art, New York to organise an exhibition of Indian art and handicrafts. An exhibition of Indian art has also been sent to certain European and Middle Eastern countries. A cultural agreement has been signed between India and Iraq.

The Indian Council of Cultural Relations organised an education-cum-recreation summer camp for foreign students at Kodaikanal during the year.

Unesco

During the current year, India has participated in all important projects of Unesco. The Indian National Commission for Unesco has participated in the programme for the translation of Indian Classics into Western languages, the Unesco Coupon Scheme, Technical Assistance Programme and the Arid Zone Research Programme. The Government of India and the Indian National Commission are considering the question of establishing, in cooperation with Unesco, an International Centre for Research on Social Problems of Industrialisation in Asia. A proposal for setting up a National Fundamental-cum-Basic Education Centre with assistance from Unesco is also under the active consideration of the Government. A sum of Rs. 1,700,000 has been provided to pay for India's share of the annual contribution to Unesco for 1955.

The Government of India participated in the Seventeenth International Conference on Public Education, held in July 1954 at Geneva to discuss problems connected with the training and status of Secondary teachers. In addition, it sent a delegation to the Eighth General Conference of Unesco held at Montevideo in November-December 1954. Resolutions sponsored by India on the peaceful utilisation of atomic energy, study of race relations and peaceful cooperation among different nations with different systems and ideologies were accepted by the conference. The Government of India's invitation to hold the Ninth Session of the General Conference of Unesco at New Delhi, was accepted. During the year the Government participated in five educational conferences sponsored by Unesco and held in different parts of the world.

Scholarships

The democratisation of education is a basic objective of the Indian Constitution. One important aspect of democratisation that is taking place is the introduction of scholarships on a large scale at

all stages of education. These scholarships are awarded on grounds of merit and need.

The scheme of *Merit Scholarships* in Public schools is proposed to be liberalised in some aspects to include clothing and travelling allowance for children of parents whose income falls below a certain minimum. All State Governments were requested to institute such scholarships in their Public schools. The Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme has been considerably expanded. During the current year, over 20,000 scholarships have been awarded. In addition, six Overseas Scholarships were given to students of these classes during the current year and it has been decided to increase the number to 12 from the next year onwards.

APPENDICES

APPENDIX 'A'
Expenditure (by Sources) on Education in India, 1952-53
(In thousands of Rupees)

State	From Government Funds		From District Board Funds	From Municipal Board Funds	From Fees	From Endowments etc.	From Other Sources	Total
	Central	State						
1	2	3	4	5	6	7	8	9
Assam ...	311	20,140	859	162	5,279	220	2,806	29,777
Bihar ...	3,686	46,746	2,985	1,421	18,345	2,095	6,568	81,846
Bombay ...	4,311	136,293	5,951	18,084	55,845	3,989	20,668	245,141
Madhya Pradesh ...	706	36,731	6,780	4,249	9,636	957	2,956	62,015
Madras ...	3,395	135,022	25,453	10,298	46,785	22,265	907	244,125
Orissa ...	270	16,269	569	124	3,160	199	3,613	24,204
Punjab ..	897	25,169	5,078	2,527	19,033	1,613	7,331	61,648
Uttar Pradesh ...	10,160	82,660	11,850	8,071	57,765	3,924	27,788	202,218
West Bengal ..	15,421	55,974	4,758	2,813	44,852	5,019	8,172	137,009
Hyderabad ...	265	51,123	81	2	2,877	350	2,707	57,405
Jammu and Kashmir ...	...	5,234	...	...	61	36	112	5,443
Madhya Bharat ...	9	17,393	...	20	2,197	218	741	20,578

1	2	3	4	5	6	7	8	9
Mysore ...	5,359	31,318	183	730	4,737	276	2,426	45,029
Pepsu ...	310	6,214	...	9	3,340	365	124	10,362
Rajasthan* ...	115	22,812	113	66	1,498	1,353	1,166	27,123
Saurashtra ...	8	12,145	...	3	1,263	321	1,024	14,764
Travancore-Cochin* ...	229	27,250	...	...	9,763	20	5,142	42,404
Ajmer ...	262	5,016	24	152	1,253	223	21	6,951
A. and N. Islands ...	...	148	...	...	5	...	...	153
Bhopal ...	...	2,266	...	...	59	20	12	2,357
Bilaspur ...	...	402	...	...	20	...	...	422
Coorg ...	56	1,068	137	30	219	2	106	1,618
Delhi ...	9,394	9,972	89	4,457	6,292	471	2,836	33,511
Himachal Pradesh ...	...	2,482	28	15	176	3	49	2,753
Kutch ...	...	963	...	...	90	47	130	1,230
Manipur ...	5	763	...	6	372	169	55	1,370
Tripura ...	44	2,206	...	...	276	...	64	2,590
Vindhya Pradesh ...	198	5,323	...	...	84	18	10	5,633
India ...	55,411	759,102	64,938	53,239	295,282	44,173	97,534	1,369,679
Percentage to Total ...	4.0	55.4	4.7	3.9	21.7	3.2	7.1	100.0

* Figures relate to 1951-52

APPENDIX 'B'

Government of India Scholarships Schemes, 1954-55

Name of the Scheme	Persons eligible for scholarship	Courses for which scholarships are available.	Number of scholars selected for the award during 1954-55	Amount spent by the Central Government.	Percentage of Expenditure	
					met by Central Government.	met by other organisations.
1	2	3	4	5	6	7
Government of India Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme.	Persons belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes.	Post-Matriculation Courses.	20,700	Rs. 10,700,000	Rs. Total expenditure	Nil
Government of India Overseas Scholarships Scheme.	Teachers of Universities and other comparable institutions.	Post-Graduate Study/Research.	25	165,000	50 per cent	50 per cent by sponsoring authority/institution.
Central State Scholarships Scheme.	Persons belonging to Part 'B, and 'C States.	Post-Graduate Study/Research.	3	57,400	Total expenditure	Nil
Government of India Foreign Languages Scholarships Scheme.	Suitable candidates.	Specialisation in certain languages of Asia and Europe.	13	16,000	Total expenditure	Nil

1	2	3	4	5	6	7
U.N. Social Welfare Fellowships and Scholarships Programme.	Qualified Social Welfare personnel.	Social Welfare through observation & study.	11	32,000 (including U.N. share of Rs. 16,000).	Rs. * Inland travel cost, actual expenses of securing passport, visa and medical examination plus 50 per cent of the cost of return air travel.	A monthly maintenance allowance, a specified amount for purchase of books and equipment, essential travel allowance in the country of observation and 50 per cent of the cost of return air travel.
London Institute of Education Fellowships.	Suitable candidates.	Special investigation into current educational problems.	2	7,333	50 per cent	50 per cent by the London Institute of Education.
Indo-German Industrial Cooperation Scheme.	Suitable candidates.	Practical Training and Post-Graduate Studies.	53	36,000	Total expenditure	Nil

* The expenditure is met by the Government of India or the sponsoring authority.

APPENDIX 'C'

Expenditure on Educational Institutions in India, 1952-53

Type of Institution	Amount
1	2
	(Rs. in millions)
Universities	60
Colleges for General Education+	96
Colleges for Professional and Special Education	55
Secondary Schools	383
Primary and Pre-primary Schools	443
Schools for Professional and Special Education ..	64
Boards of Secondary and Intermediate Education	10
Total (Direct)	1,111
Indirect	259
Grand Total	1,370

+ Includes teaching-research institutes.

APPENDIX 'D'

Expenditure on State Government and Non-Government Technical Institutions

Courses of Study	Amount of recurring expenditure met by		Amount of Non-recurring expenditure on buildings, equipment, etc. met by	
	Central Government	State Government	Central Government	State Government
State Government Institutions				
Post-Graduate Courses	66½%	33½%	75%	25%
Under-Graduate Courses	...	100%	†33½%	66½%
Research and Specialised Courses††	..	...	...	...
Higher Scientific Education and Research	...	100%	50%	50%
Non-Government Institutions				
Post-Graduate Courses	66½%	33½%	75%	25%
Under-Graduate Courses	33½%	@66½%	66½%	@33½%
Research and Specialised Courses††	..	...	...	...
Higher Scientific Education and Research	50%	@50%	66½%	@33½%

† Up to 50% in case of Backward States, the balance to be met by the State Governments concerned.

†† No definite rules have been laid down on the question of sharing development costs and the Central Government may give full non-recurring grants for buildings and equipment wherever necessary.

@ To be shared by the State Government and/or Institution concerned.

APPENDIX 'E'
Visual Arts Syllabus in Delhi State

rade	Drawing	Colour	Modelling	Paper Folding and Cutting	Arrangements
I	Children may be set to draw or paint anything according to their fancy, to illustrate a fable or fairy tale, the subjects of the reading lesson or things around them.	Rainbow colours. Let children pick out and name colours in the classroom. Allow them to dye pieces of paper or reeds without bark in various colours.	Making of simple objects, animals and birds based on ball form.	Flowers and baskets, etc.	Discuss with the children orderly arrangements, keeping things in order.
II	Children may be encouraged to draw or paint anything they like, scenes of play-ground, fields or streets.	Colour families, matching and mixing of colours. light colours and dark colours.	Making of objects based on ball form square form and triangular form, such as apple, box and temple.	Fence, mats, cut-out borders.	Discuss with the children table setting, flower arrangement. Encourage them to help mother by being neat and orderly, picking up and putting away their clothes and playthings.
III	Drawing or painting of stories and lessons from reading books and objects based on simple geometrical forms, such as circle, square and triangle.	Values of colour, such as light medium and dark.	Making of bowls or simple baskets from clay coils.	Baskets, house, paper cut-outs.	Discuss with the children good arrangements in their homes, a place for everything and everything in its place when not in actual use. The children may be asked to arrange papers, pictures on the class bulletin board or on the walls of the room.
IV	Drawing of things in and outside the school. Drawing from dictation of objects based on circle, square, rectangle, triangle, ellipse oval.	Properties of colours, such as hues, values and intensities.	People, birds, animals in group.	Boat, bird house and paper cut-outs.	Keeping things in order such as things in the school cupboard and planting a garden, etc.
V	Silhouette Brush drawings of simple, objects, birds, animals with which pupils are familiar. Drawings from dictation of objects and scenes.	Anologons	Common objects and trees, hills.	Cube cylinder and common objects based on geometrical models	Discuss with the children other art forms such as chairs, dishes, water pots etc.