



RURAL
INSTITUTES
IN
INDIA

SHAM NARAYAN

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MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

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CHAPTER I

RURAL INSTITUTES—CONCEPT AND PHILOSOPHY

Introduction

The Rural Institutes, at the moment 12 in number, mark a new and comprehensive venture in educational pioneering. These were established to provide higher education after the Secondary stage to the rural youth in his own environment. Education in these institutes is linked with the needs of the community, and is designed to train and motivate rural talent for careers in the development programmes of the Government of India and the States. The pattern of education has been built to inter-link social planning with a functional type of curriculum and a richer interpretation in terms of socio-educational objectives. These institutions are not a sporadic growth; they have a history of thought behind it.

History

The Universities in India are invariably located in urban centres. Rural youth had little access to them owing to the poverty of their parents. Such rural youth as aspired to higher education had to go to the cities in quest of knowledge, where the environment transformed his mode of life to such an extent that he was loath to return to the parent community, and was often permanently lost to it. Simultaneously, the industrial revolution brought about in India, as elsewhere far-reaching socio-economic changes. It shattered the old self-sufficient economy of the villages, and compelled the villagers to migrate in a never-ending stream to the cities for work. While this movement gave the cities a new surge of life, it depleted the rural community of its intellectual resources. The rural community which is about 82 per cent of the entire population in India, deteriorated socially and economically and became a mass of inertia. This created amongst educationists and leaders of political thought a deep concern, and voices were raised in protest against the continued neglect of India's teeming millions. Public opinion was roused against the consequences of continued lack of interest in the Rural community which will lead to an extensive decline in rural life, a decay in rural culture, and a widespread social erosion. The steady disintegration of the rural community and the rise of a new slum-area-labour-community in the cities was by no means a happy augury for the newly-born sovereign state. It was realised that the changing situation was the result of a complex pattern of transition (in which the rural community was involved) caused by the technological

advancement of the world. Nevertheless, the toppling down of the old basic structure of a multiple society, socially, economically and culturally could only result in pulling the entire nation down. If the country was to be made safe for democracy, and if a socialistic pattern of society was to be evolved, these teeming millions had to be emancipated. How would this be done unless it was lifted educationally, its mind and soul saved?

This was the challenge.

Pioneering Efforts

It was this challenge that had earlier urged Mahatma Gandhi to take up his abode among the villagers, renounce the amenities of modern life, and dedicate himself to village uplift. A Sarvodaya movement was started to emancipate the millions of Indians villagers from death, disease, ignorance and poverty. Education received its own share in this movement, but while social workers took charge of activities leading to the economic and social amelioration of the masses, the moral, educational and spiritual welfare was left to educationists. They started educational centres in the rural areas, but much of this enterprise remained a labour of love. It received little or no recognition at the hands of the British Government. Independence, however, ushered in a new era of hope and aspiration. There was a new stir and confidence, a new surge of emotions and a new awakening among the rural people. The Government of India launched a massive programme of community development in which the active cooperation of the masses was indispensable. The leadership which had hitherto vested in the old city-oriented type of educated proletariat, had to be replaced by a new leadership from amongst the village people themselves. Thus arose the need to refashion education to meet rural needs.

The University Commission

The University Commission, under the Chairmanship of Dr. Radhakrishnan first gave serious thought to this problem and sounded a note of warning that "India must decide whether to aim at a widely distributed population making the villages such prosperous, interesting and culturally rich places with such a range of opportunity and adventure that young people will find more zest and interest in more cultural advantages and more opportunities for pioneering there, than in city; or whether to run to vast centralised industries, with all labour taking direction either from the State or from the private corporations. Natural drift will not change the existing trends. Definite governmental and educational policy and change of public attitude was required for the reconstruction of the Indian villages. It is necessary that the vast potential human resources should be

made ready to become alive and to spring into action, if they are to be freed and encouraged by public policy and private example”.

The Report strongly urged the need of the general advancement of rural India ‘through an increasing range of quality, skill and training supplied through a system of rural colleges and universities’. It considered further that a new beginning was desirable to create a distinctive tradition as to purposes, spirit and methods. To achieve this, the Report recommended the establishment of rural universities by which they meant “a ring of small, resident, undergraduate colleges with specialised and University facility at the centre”. With reference to the pattern of education, it recommended that rural education must evolve its own distinctive pattern. “There is no need to follow traditional forms in educational administration, but the one general policy should be observed, namely, that rural education should be administered by the persons who had been directly concerned with the rural life, and with rural education of the modern type as recognised by the basic education movement”. To guard against this new movement becoming ‘another orthodoxy with its own static dogmas’, it was suggested that “substantial minority from entirely outside its field, should be included in the administration to contribute objective judgement and criticism. Yet, the new rural education should maintain independence and self-direction, unless and until it is mature and stands with self-assurance and equality”.

Committee on Rural Higher Education

The Ministry of Education appointed in 1953, a team of experts to study the working of the Danish Folk High Schools and Colleges to find out how much India could benefit from the experience of other countries. On the receipt of its report, a Committee on Rural Higher Education was appointed “to undertake a comprehensive survey and appraisal of promising ideas, institutions and experiments, in the field of Higher Education in rural areas and to recommend a possible pattern of education so as to evolve a reasonably uniform system suited to the needs and resources of the country”. This committee was concerned to find a “deep gulf in the country between culture and work, between humanities and technology and between practical and the ideal”. “Education”, the Committee said, “should equip the rural youth to grapple with the real problems of rural life.” “This approach”, it was stated, “did not in any manner underrate the high values of the life of mind which must remain one of the chief concerns of the higher education, but it implied that the mind must find nourishment for its healthy growth from many different sources, including productive work and realistic social experience”. The Committee envisaged that through this education, rural youth may be able to take “full advantage of the energy released

through stir and confidence created among the people by the Five Year Plans". This committee recommended the establishment of Rural Institutes as experimental institutions to try newer methods and a newer approach to education; where the community should become an integral part of the institution and where campus should not be a limit for the education activities, but it should radiate life and light to the community at large.

Rural Institutes—Aims and Objectives

This trend of thought pointed to a clear direction, but the task was by no means easy. India is primarily a conservative country, and the hold of tradition is strong. In spite of unrest in the educational world, and persistent criticism against the established system, proposals to depart from the past are generally received with distrust and suspicion. Hence, the task of the educationist in evolving a distinct pattern of education for rural people becomes difficult. He has not to concentrate only on evolving a right pattern of education, but also to convince everybody of its worth to secure national recognition and acceptance. However, the aims and objectives of a rural institute as generally accepted are as follows:—

(a) To provide higher education after the secondary stage to rural youth in a rural environment, and to inculcate in him a spirit of service to the community and a sympathy for the rural way of life.

(b) To develop a pattern of education, comparable in standards with university education, but oriented to rural conditions and needs, and which may produce a person of broad vision capable of providing leadership in specialised spheres of rural service.

(c) To train rural youth for careers in the development programmes of the Central and State Governments.

(d) To accept a village-centred educational responsibility, and to function as centres for community development and planning, and as an extension agency, i.e. a demonstration centre for ideas and practices necessary to be extended to rural areas.

(e) To instil a sense of citizenship into the villager and to make him progressive in his outlook.

Curriculum and Courses

The Rural Institutes were started with this ideology, and the curriculum and courses were fashioned to provide an integrated body of knowledge with the emphasis shifted to the practical. These institutes are required to "discover rural talents, pattern their aptitudes and inclinations and guide them to proper destination.

Their achievements are to be assessed in terms of their success in providing the community a general base on which it plans its future aspiration. Rural Institutes, at the moment, are in the nature of experimental or pilot projects with the campus as an educational centre, and the villages round about as laboratories. The Rural Institute and the villages are interlinked with each other through common interests. In view of the multiplicity of village interests the following courses will be run in the Rural Institutes to touch each aspect of its life:—

- (1) Three Year Diploma Course in Rural Services.
- (2) Three Years Diploma in Civil and Rural Engineering.
- (3) Two Year Certificate course in Agricultural Science (proposed to be upgraded to a three year course after Higher Secondary in the Third Plan).
- (4) One-year Sanitary Inspectors' Course.
- (5) A three-year Diploma Course in education and Teachers Training.
- (6) Certificate Course in Elementary Teachers Training.
- (7) Post Graduate classes in subjects like Cooperation and Community Development.

At the moment only the first four courses are being run at various Rural Institutes. A distribution of courses, Rural Institute-wise is as follows:

<i>Sl. No.</i>	<i>Name of the Institute</i>	<i>Courses Started</i>	<i>Optional Groups</i>
1	2	3	4
1	Shiva Ji Lok Vidyapeeth Rural Institute, Amravati	(a) Diploma Course in Rural Service (b) Diploma in Civil & Rural Engineering (c) Agricultural Science (d) Preparatory Course	1. Cooperation 2. Social Work 3. Public Administration 4. Home Science 5. Small Scale Industries.
2	Shri Rama Krishna Mission Vidyalyaya Rural Institute, Coimbatore	(a) Diploma Course in Rural Services (b) Diploma Course in Civil & Rural Engineering (c) Agricultural Course (d) Preparatory Course	1. Social Work 2. Cooperation 3. Public Administration 4. Small Scale Industries. (under consideration)
3	Shri Mouni Vidyapeeth Rural Institute, Gargoti	(a) Diploma Course in Rural Services (b) Diploma in Civil & Rural Engineering (c) Preparatory	1. Social Work 2. Cooperation

1	2	3	4
4	Gandhigram Rural Institute, Madurai	(a) Diploma Course in Rural Services (b) Agricultural Science Course (c) Preparatory Course (d) Sanitary Inspector's course	1. Public Administration 2. Cooperation 3. Home Science 4. Village and Small Scale Industries
5	Viswa-Bharati Rural Institute, Sriniketan	(a) Diploma Course in Rural Service (b) Agricultural Science Course (c) Preparatory Course	1. Public Administration 2. Social Work
6	Vidya Bhawan Rural Institute, Udaipur	(a) Diploma Course in Rural Service (b) Diploma in Civil & Rural Engineering (c) Sanitary Inspector's Course (d) Preparatory Course	1. Public Administration 2. Cooperation 3. Social Work
7	Jamia Rural Institute, New Delhi	(a) Diploma Course in Rural Services (b) Diploma in Civil & Rural Engineering (c) Preparatory	1. Public Administration 2. Social Work 3. Cooperation
8	Rural Institute, Birouli	(a) Diploma Course in Rural Services	1. Public Administration 2. Social Work 3. General Education 4. Small Scale Industries (under consideration.)
9	Rural Institute, Bichpuri, (Agra)	(a) Diploma Course in Rural Service (b) Diploma in Civil & Rural Engineering (c) Preparatory	1. Social Work 2. Public Administration 3. Cooperation 4. Social Education 5. Small Scale Industries (under consideration)
10	Rural Institute, Lok Bharati, Sanosara	(a) Agricultural Science	
11	Rural Institute, Rajpura	(a) Diploma in Rural Services	1. Village Industries 2. Home Science 3. Public Administration 4. Cooperation

Government Assistance

The Government of India has accepted the responsibility of giving grants equivalent to 75 per cent of the non-recurring expenditure and 50 per cent of the recurring expenditure. The State Governments concerned are taking an active interest in the experiment and sharing expenditure on an agreed basis. During the Second Plan period the Rural Institutes had completed a major portion of their building programme which comprises tutorial buildings, hostels and staff quarters. The Third Plan envisages consolidation and expansion.

National Council for Rural Higher Education

In order to carry public opinion with it, and to associate eminent educationists, state governments and those already engaged in the task, the Ministry of Education has set up a National Council for Rural Higher Education to advise the Government of India on all matters pertaining to the scheme of Rural Higher Education. This Council consists of official and non-official educationists and all the Directors of Rural Institutes.

Teachers

The success of any pioneering educational experiment must finally depend on the teacher. Unless he adopts a new outlook and a new approach to education, even the best of the curriculum will not produce the desired results. For the rural institutes, therefore a set of teachers dedicated to the cause, and appreciative of the ideology of the scheme are indispensable. Since there is no institution in India which could offer the requisite training for such teachers, the rural institutes have perforce to draw on the university lectures for their needs, but in order to orientate them to the new approach envisaged in the Rural Institutes, about 20 of them were sent to Berea College, Kentucky, U.S.A. for training in the techniques of research and extension activities. This institution is the nearest to the Rural Institute in aims and objectives, and draws its students from the backward rural community in the Kentucky hills, and sends them back to the parent community. Several inter-institute seminars and workshops have been organised for the purpose of studying various common problems connected with the development of the programme of teaching, extension, research and administration. A Consultant has been invited to India from Berea College, Kentucky, to assist in strengthening the Rural Institutes by improving teaching techniques. The Ford Foundation and T.C.M. have generously contributed through funds, equipment and technical assistance.

Assessment Committee

The National Council has stressed the value of academic standards in the Rural Institutes which must be maintained with scrupulous care. They believe that high academic standards do not necessarily conflict with the community service programme at the Rural Institutes. They believe in a harmonious balance between the two where one complements the other. In the capacity of an accreditation Board, the National Council has appointed an Assessment Committee comprising eminent educationists from outside the Rural Institutes to visit them, and assess their achievements in terms of their objectives. The reports of this committee are discussed at meetings of the National Council for Rural Higher Education to suggest ways and means of improvement in standards and other matters.

CHAPTER II

DIPLOMA COURSE IN RURAL SERVICES

The three year Diploma Course in Rural services is the main course in the Rural Institute, and offers liberal education of a high order after the secondary stage. In devising this new pattern of education, the authors of the scheme were of the view that high academic standards should be insisted upon, but that emphasis should be placed in the application of knowledge to village situations, so that the students would not content themselves with theory only, but would also get the maximum opportunity for using that knowledge in practical life. This practical bias need not necessarily conflict with the maintenance of standards. On the contrary, they are adjuncts to each other, and the knowledge so gained becomes a part of the student. The pattern of education and the new approach to education will be discussed at the proper place.

Aims and Objectives

The aims of this Diploma Course are:—

- (a) to produce a better citizen and a progressive villager, and provide essential leadership for rural areas which is mostly needed for rural development work;
- (b) to produce more suitable material for absorption in the rural development services after such specialised training as may be necessary;
- (c) to maintain a good standard to qualify the Diploma holder for admission to a post-graduate course in a University, and to make him eligible for all public examinations and tests for which the minimum qualification is a Degree of a recognised University;
- (d) to breed in him an understanding and sympathy for the rural way of life, and inculcate an abiding interest in the welfare and uplift of the rural community.

Pattern of Education

In view of these aims, a curriculum was designed to place the maximum emphasis on the building up of a general competence in the students for effectively operating in the various fields of rural services such as administration, cooperation social welfare and small scale industries etc. The curriculum draws chiefly on the Applied Social

Sciences and allied educational subjects, which have been arranged into harmonious groups with specific reference to rural life and economy. The academic contents of these subjects are comparable to that of a B.A. of an Indian University. In addition to the two subjects in any selected optional group, a student is required to study four core subjects. English as a core subject has to be taken by all, for reasons stated elsewhere. The other subjects impart to students a clear grasp of the rural life, economy and culture, and promote free expression of ideas through his regional language.

The curriculum is, therefore, a fine blending of formal knowledge, extension and research. This curriculum is not narrowly conceived to make it merely a professional training course, but it aims at providing a broad-based education preparing the student, nevertheless, for a particular vocation in life.

The New Approach

The approach to education at the Rural Institute is based on modern trends in educational thought. The value of the old lecture method is not minimised. Nevertheless, emphasis is placed on new methods which encourage self-study, self-help and education through action, where a student does not remain merely a passive listener, but becomes an active participant in the entire learning process.

The curriculum may be divided into two parts, comprising the core subjects which are compulsory for all, and optional subjects, which have been grouped in accordance with the relation one subject bears to another. The Core subjects are as follows:—

- (a) English two papers (in view of the international value and intrinsic worth of this language).
- (b) Regional language and one other modern Indian language with a view to enabling the student to express himself freely in his own regional language with the rural folk.
- (c) *Story of Civilization with a special emphasis on the growth of science.*—This is a cultural subject which widens the outlook of the student.
- (d) *Rural Problems with special reference to Community Development.*—This subject is integrated with research and extension activities, and the aim is to develop in the students the faculty of observation, examination and expression; and to provide a learning experience through

action, and to enable him to understand the rural community and its problems, and to create interest in him in their solution.

Optional, Groups

The University subjects have been divided into various optional groups, eight in number.

(a) *Administration Group*: The aim of this group is to train manpower for rural administrative jobs of a subordinate category. A student has to take three papers in Sociology, and three papers in Political Science with special reference to Public Administration. In Political Science, he has to study various forms of Government, Administrative forms, and to make a comparative study of the constitutions of selected important countries, and that of the Indian Constitution in detail. Adequate attention is given to the significance of supervision, evaluation and social research in administration, and the process of internal and external coordination. Practical work is done with regard to working of conferences, staff meetings and sub-committees.

In Sociology, students have to take three papers, relating to the philosophy and techniques of social working, group approach, community organisation, social legislation, and various other fields of social work such as child welfare, tribal and backward class welfare, rural community development and rural reconstruction. The standard of achievement in these subjects is equivalent to that of a B.A., but with the body of relevant knowledge gained through the study of related subjects, this person is equipped to meet the requirements of a rural administrator better than the average B.A.

(b) *Cooperation Group*: The aim of this group is to train graduates for service in cooperative departments of the Government; to organise and supervise activities in the sphere of cooperatives. The student has to take three papers in Economics equivalent in standard to that for B.A. students in a University with emphasis shifted on rural economy. In addition he has to take three papers in cooperation. This is a new subject, and is now being introduced increasingly into Universities.

(c) *Social Welfare*: The aim is to produce qualified personnel for the social welfare departments. The students have to take three papers in Sociology, and three papers in Social Welfare, and do much practical work in their field of specialization.

(d) *Social Education*: The aim here is to produce qualified personnel to take charge of activities relating to social education in the rural areas. The students take three papers in Sociology and

three papers in Social Education and do much experimental and practical work. It is now proposed to amalgamate (c) and (d) to produce a leader of multipurpose competence.

(e) *Home Science*: The student has to take six papers in Home Science, such as Food and Nutrition, Clothing and Textiles, Home Management, Psychology of Home Relationships, Mother-craft and Child Development, and not less than four handicrafts. This course is meant chiefly for the education of rural women, who can join the teaching department for which there is great need.

(f) *Small-Scale Industries*: The recent investigation conducted by the National Samples Survey show that among rural families as many as 50 per cent have not the wherewithal to spend more than Rs. 14/6 per month i.e. more than 8 as. a day for the entire family consisting roughly of five persons. The number of those who can spend a rupee or a little more does not exceed 10 per cent of the total number of families. Seventy per cent of the rural families are dependent on agriculture for their livelihood which have work for 218 days on an average per year. Eighty-five per cent of the agricultural labourers have only casual work, related mostly to harvesting, weeding, ploughing, etc. About 16 per cent of the agricultural workers have no wage earning employment at all during the year. With consolidation in land holdings and the application of improved and scientific means of tilling, the load on agriculture may be reduced to 30 per cent., releasing thereby several millions from land to something else. If, therefore, this surplus labour is to be provided for, the only solution is the establishment of Small-Scale Industries. One Optional group, therefore, is the Village and Small-Scale Industry group. The aims of this group are:—

- (a) To develop in the student a well-reasoned conviction that village and small-scale industries have a vital role to play in national reconstruction and also to enable him to understand the relationship between them and the rest of the programme of national reconstruction including industrialisation.
- (b) He should realise the importance of balancing production with employment under all heads, and develop a scientific attitude which would welcome changes in the techniques of production of cottage, village and small-scale industries to make them more efficient in the light of modern technological developments consistent with the imperative need for these to remain as cottage, village and small-scale industries under village conditions.

- (c) He should also master the techniques of more efficient production in one such principal and two subsidiary industries.
- (d) He should be able to organise such industries on a co-operative basis, learn the techniques of marketing the product and realise the implication of technological changes in relation to cultural and social values connected with the older technological patterns, and also new cultural and social values which will emerge in the country as a result of coordinating centralised large-scale industries with the decentralised village industries.

The student is, therefore, required to take three papers in Economics, one principal industry and two subsidiary industries. He can fit in the development programme as an Extension Officer.

The duration of this course is three years after Higher Secondary examination and the admission is open to the students holding:

- (a) Matriculation Certificate of a recognised Board/University and a pre-university Certificate from a University or Preparatory Course from a Rural Institute,

OR

- (b) Higher Secondary Examination Certificate.

Rural Services Diploma vis-a-vis University Degree

This course compares favourably in standards with the first degree of a University, and the similarity between these two courses is as follows:

- (a) Both courses are of three years' duration after the Higher Secondary, and so a student is required to put in at least 14 years of study in each case.
- (b) The number of University subjects is three in each case. The minimum academic qualifications for lecturers in both the Universities and the Rural Institutes are the same except that a lecturer in the Rural Institute is required to possess, in addition, an experience or training in the technique of application of the knowledge in his subject to the practical situations in the rural areas, and also skill in integrating the classroom study with extension and research activities.
- (c) Diplomas are awarded to the students after they pass a final public examination held by the National Council for Rural Higher Education through a Board of Examinations which contains on it eminent educationists, and a

Vice-Chancellor of a University, and so on. The examiners and paper setters are drawn from the experienced professors in the Universities and elsewhere.

There are the similarities, but this Diploma Course, as has been explained above, is by no means a replica of the degree classes of a University. In its aim, approach and contents, it marks a departure from the conservative system. The merits of the new approach have received national recognition, and there is an increasing awareness amongst educationists of the advantages of the restriction of choice of university subjects.

Recognition

This Diploma Course has been recognised by the Union Government in consultation with the Union Public Service Commission for employment on posts for which the minimum qualification is a Degree of a University. The State Governments, likewise, have accorded recognition in consultation with their Public Service Commissions. The Inter-University Board appointed in 1958, a committee of four Vice-Chancellors to pay a personal visit to all rural institutes to assess standards. On the Report of this Sub-Committee which visited all the Rural Institutes, the Inter-University Board recognised the Diploma as equivalent to B.A. for purposes of admission to post-graduates classes. The major Universities have by now accorded this recognition and the others are in the process of doing it.

Examinations

After a period of three years' study, the students of the Rural Institutes are required to take the final examination conducted by the National Council for Rural Higher Education through a Board of Examination, which at present functions under the Chairmanship of a Vice-Chancellor of a University. Eighty per cent of the marks in each paper are assessed through external examination in theory and the remaining 20 per cent through internal assessment on the basis of records and terminal examinations conducted by the Rural Institute itself. Thus, each day in the Rural Institute is a day of examination for the students. This is an improvement on the traditional system of examination, and the possibility of cramming at the end of the period has been eliminated. The results are encouraging. With the success of this experiment, it may be possible gradually to increase the quota for internal assessment.

Medium of Instruction

Since these students are trained to fill positions in the development programme of their own States, the regional language is permitted as medium of instruction. A few Rural Institutes have

adopted the regional language as the medium of instruction, but a majority consider it worthwhile to retain English for various reasons.

In view of the acute poverty of the rural people and their inability to afford higher education, the Government of India has constituted a scheme of stipends under which 20 per cent of the boys on the rolls in each Rural Institute can be awarded stipends of the tune of Rupees 60 each. In order to benefit the maximum number, the Directors have been empowered to split these stipends into halves. This assistance has been instrumental in making education accessible even to the very poor student if he has an aptitude for higher education.

CHAPTER III

PREPARATORY COURSE

Admission to the Three-Year Diploma Course is restricted to those who pass the Higher Secondary or equivalent examinations of recognized boards and universities. In most States, the change-over to the eleven-year secondary schools will take time and in the meanwhile most students available for admission to the Rural Institutes will be from the ten-year high schools. Accordingly, provision has been made for a preparatory course of one year's duration for the matriculates or High-School-passed students.

The objective of the preparatory course is to give adequate education to a High School student to bring him up to the level of a Higher Secondary student, and to prepare him for admission to the Three-Year Diploma Course. The curriculum of the preparatory course comprises subjects which lead to the Three-Year Diploma Course and also subjects which raise his academic standards to the requisite level. The syllabus for the preparatory course is divided into two groups, core and optional. Core subjects are to be taken by all students. Optional subjects are again sub-divided into art and science groups. The scheme of studies is, therefore, as below:—

ARTS GROUP

Core Subjects

<i>Subject</i>	<i>Marks</i>	<i>Time (in hours) to be allotted in the Year</i>	<i>Number of Papers</i>
1. English	200	200	2
2. (a) Regional language	100	100	1
(b) Hindi for non-Hindi areas and any other Modern Indian Language for Hindi areas	50	50	1
3. General Science	200	200	2
4. Craft Subjects One of the crafts from the following or any other craft approved by the National Council:—	100	100	Practical and Viva
(a) Agriculture, (b) Carpentry, (c) Smithy, (d) Spinning & Weaving			
	650	650	

OPTIONAL SUBJECTS

Any three of the following subjects in addition to the above Core Subjects: 200 marks each and 200 hours of work in each:—

Total marks: 600

- (a) History
- (b) Geography
- (c) Elements of Economics & Civics
- (d) Home Science
- (e) Fine Arts
- (f) Music
- (g) Hindi (Advanced) for students in Non-Hindi regions only
- (h) Elements of Sociology & Psychology

Total marks: 1250
Total hours of work : 1250

SCIENCE GROUP

<i>Core Subjects:</i>	<i>Marks</i>	<i>Time (in hours) to be allotted in the Year</i>	<i>Number of Papers</i>
1. English	200	200	2
2. (a) Regional language	100	100	1
(b) Hindi for Non-Hindi areas and any other Modern Indian language for Hindi areas	50	50	1
3. Special Studies	200	200	2
4. One of the following crafts approved by the National Council:—			
(a) Agriculture			
(b) Carpentry			
(c) Smithy	100	100	Practical and Viva
(d) Spinning and Weaving			
	650	650	

5. Science Subjects: (Total marks : 600)
Each subject will carry 200 marks in two papers and 200 hours of work:—
- (a) Physics
 - (b) Chemistry
 - (c) Mathematics or Biology

Total marks: 250
Total hours of work : 1250

CHAPTER IV

POST-DIPLOMA COURSES

The Post-Diploma Course is a logical culmination of the Three-Year Diploma Course in Rural Services at Rural Institutes. No system of education is perfect unless it works towards the highest specialization. The Third Plan period is an era of expansion and consolidation of educational programmes at Rural Institutes, and these two are facets of the same problem. Expansion and consolidation always go hand in hand and expansion on the upward side provides the maximum opportunity for consolidation at the lower. For one thing, good students do not join an institution which provides a half-finished education. The Three-Year Diploma Course is only an undergraduate course to a certain purpose, but many brilliant village students have ambitions for Higher Education after this stage. To meet their legitimate ambitions, the Rural Institutes could either provide suitable education at a higher level themselves, or send the students to the Universities. The latter course would have defeated the very objective of the rural institutes because to get the rural students after Higher Secondary level, and then send them back to the University would have converted these institutions into a half-way house between school and the University. The Rural Institutes were started for the reason that education in the universities did not suit the needs of the rural community and, therefore, a special type of education more responsive to their needs had to be designed in Rural Institutes. The second plea was that in Universities, the students generally change their mode of life, and develop an aversion for the rural way of life, and so the Rural Institutes should provide education in rural surroundings and orientate the students to the rural way of life. If the Rural Institutes send the Diploma holders back to the universities, the training given to them in the Rural Institutes will be lost. Obviously higher specialized education was inevitable at Rural Institutes.

Next the absence of the postgraduate course deprived the Rural Institutes of the opportunity of availing themselves of highly qualified people for postgraduate teaching. With the addition of Postgraduate Diploma Courses, the standards in Rural Institutes would also improve under the guidance of well-qualified staff, and there should also be an incentive for the better lecturers to join the Rural Institutes, as better opportunities are available to them.

Third, the Post-Diploma Courses of the type the Rural Institutes have introduced are in response to the pressing need of the times. India is passing through an era of vast economic and social change. The Third Plan envisages a new social order based on co-operative principles and the decentralization of administration through *panchayati raj*. The Planning Commission has recommended that Cooperation should be developed and promoted as an important sector of the national economy apart from the public and private sectors. The Ministry of Community Development and Cooperation has also recommended that in view of this changing social order, increasing emphasis should be placed on the teaching of Cooperation at all educational levels. Simultaneously, the country needs administrative officers who should have a thorough background of the village situation and their needs, possess a specialized knowledge to provide effective leadership in these areas, a sympathy for rural aspirations. They should be ready to devote their mind and soul to the community development programme. The holders of Diplomas in Rural Services do receive training in consonance with these requirements but not at a higher level. A superstructure which should provide the fullest opportunities for specialization in community development and cooperation programmes was badly needed. Accordingly, it was decided to start a Post-Diploma Course in Cooperation and Community Development at Rural Institutes. Such a training does not exist either in the universities or elsewhere. These Post-Diploma Courses will neither duplicate nor run in conflict with the academic programmes of universities.

Post-Diploma Course in Cooperation

The cooperative development of the country as visualized by the Government would require a large number of men and women who could have adequate specialized knowledge and training in the theory and practice of Cooperation, Cooperative Laws and allied subjects. A Special Committee, appointed by the Government of India to draw up a scheme of study and syllabii, considered this question from all angles and reached the inevitable conclusion that a Post-Diploma in Cooperation should be started at least in the States of Rajasthan, Uttar Pradesh, Bihar and Maharashtra. It was the Committee's considered view that Rural Institutes, by virtue of having accepted the responsibility for a village-centred higher education, were the suitable places for starting these courses, especially because they were permeated with a rural atmosphere, and had already given a rural bias to the entire education. They believed that graduates coming out of these institutions would be the most suitable persons for positions in the Rural Development Programme.

The Diploma Course in Cooperation, therefore, is proposed to be started from 1961 at the Sri Ramakrishna Mission Institute, Coimbatore and Vidya Bhavan Rural Institute, Udaipur.

The duration of this course will be two years and admission will be open to students holding either a Three year Diploma Course in Rural Services with Economics or Cooperation as optional subjects or a B.A. with Economics or a B.Com from the universities. The medium of instruction at the Post-Diploma level will be English in view of the fact that an adequate number of books is not available in regional languages, and because the staff will not be available to teach these subjects in regional languages. The scheme of studies will be as follows:—

	<i>Marks</i>
Paper I—History, Theory and Practice	100
Paper II—Cooperative Law and Administration	100
Paper III—Agricultural Economics and Legislation	100
Paper IV—Economic Theory and Planning	100
Paper V—Banking	100
Paper VI—Accountancy (50) and Auditing (50)	100
Paper VII—Rural Sociology	100
Paper VIII—Methodology of Social Research	100
Paper IX—Project Report	100
Paper X—Practical Record (50) and Viva Voce (50)	100
TOTAL:	1000

The above curriculum will show that it is a happy blending of the subject of cooperation with the allied disciplines. There is a balance between theory and practice and the diploma holders will provide suitable material for absorption in the Cooperative Banks, Reserve Bank of India, Agriculture Credit Cooperative Societies, Marketing Societies at various levels, Land Mortgage Banks, Farming Societies, and other Institutions at Apex level. To give the maximum time to the theory of the curriculum, practical training will be given to students during holidays and the summer vacation and will in no case be less than four months. During this period, the students will have to maintain a record of their work with various bodies and managements and their experience of working with them. This practical training will be conducted under proper supervision and in cooperation with the various departments of Government.

The libraries are being enriched in order to make them worthy of the Post-Diploma Courses.

Post Diploma Courses in Community Development

The other Post-Diploma Course that is being started at Rural Institutes, is a specialised course in Community Development. The large programme undertaken by the Government of India and the State Governments in the decentralization of power will create opportunities for specialized jobs such as District Welfare Officers Organizers and Inspectors. Simultaneously, there may be new openings under Community Development Organizations, Social Welfare Boards, and scope for jobs may increase after more intensive programmes of development are taken in hand in rural areas. The Committee felt that to meet these needs the Post-Diploma Courses in Community Development might be started as an experimental measure in selected Rural Institutes.

The duration of this course will be two years and admission will be limited to the diploma holders from Rural Institutes with relevant groups, and graduates from recognized universities in Sociology and Social Welfare.

The aims and objectives of this course will be to meet the requirements of the rural community organizers, to qualify post-graduates for rural investigation surveys and rural research work in general. The provision in the curriculum has been made to keep abreast of the progress of rural social welfare so as to adjust the training to new opportunities arising in the rural areas. The medium of instruction will be English for the reasons stated above, and as in the Cooperation group, methodology in social research will be studied during the summer vacations. In the first summer vacation the students will collect data and in the second, field placements will be made under the supervision of field guides and block agencies for research work. For the collection of data the students will decide upon research topics before the first term, and then will be approved by the faculty as a whole. The general curriculum will be as follows:—

A. Compulsory Papers

	<u>Marks</u>
1. Rural Sociology	100
2. Social Psychology	100
3. Rural Economics	100
4. Principles of Local Administration and Democratic Decentralization .	100
5. Community Development and Organisation	100
6. Social Work—Philosophy	100
7. Methods of Social Research	100

B. Optional Papers:

1. Rural Cooperation—2 papers	. . . . .	200
2. Rural Social Welfare	„	200
3. Social Education	„	200
4. Rural Manpower & Industries—2 papers	. . . . .	200
C. Project (Thesis)	. . . . .	200

Note.—The Project will be based on field work in the area of one of the optional papers.

While the starting of the Post-Diploma Courses is a move in the right direction, it would be unrealistic to minimise the handicaps and the struggles which are in store for the Rural Institutes to make these courses a success. Indian opinion does not readily accept a change and a new system. National acceptance and respectability has to be won over after hard labour on the part of the staff and those engaged in the task. The employer will easily accept the material produced from the Rural Institutes. The Rural Institutes will have to establish their reputation, and the post-graduates to prove their usefulness in the actual field of operation before the public mind is impressed. The initial stages may be trying, but persistent efforts, high standards and fulfilment of the objectives should ultimately triumph and the Rural Institutes should occupy a place of pride in Indian society.

CHAPTER V

DIPLOMA COURSE IN CIVIL AND RURAL ENGINEERING

Introduction

The villages in India have remained a place of dust, dirt, death and disease, but with the ushering in of an era of independence, the village has become a centre of attention for the Government and the Social Workers. If the village life is to be made worth living and its economy put on sound lines, the old ill-ventilated slums should give way to airy, commodious and well-ventilated healthy houses. The villages have to be connected with the market place for the disposal of its produce. Wherever possible, electricity should be provided. The old tools must be replaced by modern implements. Water pumps and small machines have to find their way to the remotest village. For such a tremendous progress, a properly qualified leadership at village level is indispensable. The need is for a multi-purpose village overseer who could deal with the construction of cheap rural houses, roads, small tanks and culverts, and could also handle small machines and electric devices. It was with a view to producing such a person that a three-year Diploma Course in Civil and Rural Engineering was introduced in the Rural Institutes. The aims and objects of this course are as follows:—

Aims and Objectives

- (i) To train persons as full-fledged overseers in Civil Engineering, and also to equip them fully to deal with all other aspects of engineering in relation to the life and needs of the rural community.
- (ii) To emphasize elementary training in Rural Health Engineering, Rural Soil and Water Conservation, Rural Water Supply and Rural Housing as an integral part of the training of overseers, who might be required for rural development.
- (iii) To develop a practical appreciation of Rural Extension Service among the technical personnel employed on rural development projects.

2. The authors who laid down the syllabus stated as follows:—

“The above aims and objects can only be adequately realised by having a course whose contents fulfil the minimum standards of education and training in general civil engineering as envisaged in the National Certificate Course in Civil Engineering of the All-India Council for Technical Education, and integrated training in the different aspects of engineering in relation to the rural life and needs, in the course to be offered by the Rural Institutes of higher education. Such a combination is essential not only from the point of view of the needs of the field as such, but also in the interest of the persons to be trained. Fundamentally, the education and training of overseers for rural development is not different from the education and training of general Civil Overseers. The Overseers for rural development will have to have in addition special training in the subjects of special importance not only in the field of civil engineering, but also in general electrical and mechanical engineering for dealing with the day to day rural problems.

The framework of the course in Civil and Rural Engineering will have to be based primarily on the National Certificate Course in Civil Engineering of the All-India Council for Technical Education. It should cover the same ground in all respects as the latter and in addition should have other subjects of special importance integrated in a suitable manner. These additional subjects will be (i) Soil and Water Conservation; (ii) Rural Health Engineering, particularly Drainage and Sewage; (iii) Protected Water Supply; (iv) Rural Housing; (v) Rural Road Development; (vi) General Electrical and Mechanical Engineering with particular reference to rural needs; and (vii) Rural Extension Service.”

3. The Course has so far been started in 6 out of 11 Institutes, and in each case, an expenditure of about Rs. 7.5 lakhs was approved for building, equipment and workshops. Money has also been sanctioned for staff quarters and hostels for the students, which is in addition to the above.

4. The minimum qualification for admission to this course is a Certificate of Matriculation with Physics, Chemistry and Mathematics as subjects, or the technical group in the Multi-purpose Higher Secondary School. The duration of this course is three years. The admission in each Rural Institute starts in July, each year.

Scheme of Examination

The following is the detailed scheme of examinations:—

Sl. No.	Subject	No. of Papers	Time	Written Paper (Marks)	Year's Work & Sessional (Marks)	Total Marks
1	Applied Mechanics (Theory & Structure, strength of materials)	1	3 hrs.	70	30	100
2	Drawing & Detailing	1	4 hrs.	70	30	100
3	Estimating & Costing	1	3 hrs.	70	30	100
4	Surveying	1	3 hrs.	70	30	100
5	Details of Construction & Overseers' Duties and Accounts	1	3 hrs.	70	30	100
6	Public Health	1	3 hrs.	70	30	100
7	Irrigation	1	3 hrs.	70	30	100
8	Roads, Railways and Bridges	1	3 hrs.	70	30	100
9	Electrical Engineering, Mechanical Engineering, and Workshop Technology	1	3 hrs.	70	30	100
(a)	Electrical Engineering—Marks: 23					
(b)	Mechanical Engineering, Heat & other Engines—Marks: 23					
(c)	Workshop Technology—Marks : 24					
<i>Practicals</i>						
10	Field Surveying		6 hrs.	70	30	100
11	Project Work		one month	..	..	200
GRAND TOTAL						1,200

Examinations

The examination for the three-year diploma course in Civil and Rural Engineering shall be held once a year in the month of April on such dates as may be fixed by the Board of Examinations of the National Council and no candidate securing less than 40 marks in the year's sessional is allowed to sit for the examinations.

5. Each candidate has to submit an application on a prescribed form through the Director or Deputy Director of the Rural Institute

by the 25th December preceding the year of the examination with the following fees:—

(i) Whole Examination	Rs. 32	(including Rs. 2/- as fee for supply of detailed marks sheet).
(ii) Part Examination	Rs. 12	Do.
	(for one subject)	
	Rs. 17	Do.
	(for two subjects)	

Internal Examinations

The internal examinations are conducted by the Rural Institutes themselves on the completion of two years of study, and the external examination by the National Council on the completion of three years of study. Each student must have successfully completed the internal examination at the end of the second year in order to entitle him to take the final examination.

CHAPTER VI

CERTIFICATE COURSE IN AGRICULTURAL SCIENCE

Background

According to the report of the "Educational Survey of India (1959)", total area of the country is 11,35,475 sq. miles, of which 96.67 per cent is rural. There are 525,383 villages 314,670 hamlets and only 2812 cities and towns. The number of persons living in rural areas is 83.35, of which 81.06 per cent live in villages and hamlets with a population below 5,000 and only 0.07 per cent in villages with a population of five thousand or so. The problems of the rural people are the problems of India.

Agriculture

Agriculture is India's most important industry giving partial employment to more than 70 per cent of the people consisting of a minority of landlords and a majority of agricultural labourers who have only casual work mostly in connection with harvesting, weeding and ploughing. *Nearly 15 per cent of agricultural labourers are attached to land owners and work for them on an average of 326 days, while the casual labourer has work only for 200 days in a year. About 16 per cent of the agricultural worker has no wage earning employment at all during the year.

Agriculture shall remain the towering economy of the people for a long time to come, and no village uplift is possible, unless the village farmer is educated and brought up to the level of his contemporaries in other countries.

The Problems

There are many problems to which a solution has to be found. The first is the continued fragmentation and parcelling of land, second, the increasing exhaustion of the soil of its mineral salts through continued cultivation without proper manuring; third, tremendous increase in the population and intolerable pressure on land; fourth, a wide gap between production and requirements of food; fifth, the continued use of primitive methods of tilling the land; sixth, wasteland not under cultivation. What is needed is to bring more land under cultivation through irrigation and a scheme of re-afforestation, and by encouraging each village to plant as many trees

*Reference; India—A Reference Annual:—page 272.

as possible; readjustment of the land tenure system in favour of the farmer; improvement of soil through artificial fertilizers which have to be produced and supplied on a commercial basis to the tiller; evolving of a profitable marketing system through cooperative selling societies; and reduction of indebtedness in rural areas through the expansion of cooperative credit societies. All this is easier said than done. Unless awareness is created amongst the villagers through social education, and opportunities are created for them for higher education to produce leaders conscious of their problems and their responsibilities, and the introduction of mechanised system of tilling the land. This has placed a demand on the farmer for new skills, new techniques, and new scientific knowledge which should be provided in the rural institutes and other agricultural institutions.

Vocational Agriculture in Rural Institutes

Sir John Russal, while assessing the work of the Imperial Council of Agricultural Research aptly observed that the Government activities have been much more adequate in the field of agricultural research and experimentation than in the extension of valuable findings to the rural people. In view of the practical needs, emphasis has now to be shifted to the side of vocational agriculture. This can be done through education of the right type. The rural institutes which were specifically started to provide a well-rounded education to the rural people could not, therefore, neglect giving agricultural education of a vocational and applied nature.

Curriculum

The agricultural education in the rural institutes is, therefore, designed to give the student a better command of the fundamental processes in Agriculture, Health, Citizenship, Home Membership, vocational efficiency and ethical character. Emphasis has been placed on the practical work in the farm, and dissemination of the knowledge gained in the rural institutes to the rural people outside the campus. The aim is to produce agricultural students who should take delight in farming and its management, or fill positions in the development programmes of the Government. The curriculum presents an integrated educational programme which includes humanities, cooperation, forestry, animal husbandry, dairying, public health and rural economics and extension, with agriculture of the applied nature as the base.

The duration of this course is two years after passing Matriculation with science subjects.

The Scheme of Studies

A student seeking admission to the course of study and examination for the Certificate Course in Agricultural Science in Rural Institutes has to satisfy the following conditions:—

(a) He must have passed:—

- (i) Matriculation or High School Certificate Examination of a recognised University or Board with Physics and Chemistry as its subjects.
- (ii) Post-Basic examination recognised as equivalent to Matric by the State Government with Science subject with English as an optional subject.

(b) He must have completed a continuous course of two years in a rural institute or in various institutes without a break.

Examinations

(a) The students have to take two kinds of examinations to qualify for the Certificate, one internal, in the subjects of Public Health, Village Industries and Humanities conducted by the Rural Institutes themselves after the end of one year; and the other, external in the remaining subjects conducted by the Board of Examinations of the National Council for Rural Higher Education at the end of two years.

(b) The final examination (external) is held between 1st April and 30th April, or on the dates fixed by a Board of Examinations constituted by the National Council for the purpose.

(c) Each candidate has to submit his application on a prescribed form together with fee to the Board of Examination through the Director/Deputy Director of the Rural Institutes with the following certificates:

- (a) That he bears a good moral character
- (b) that he has attended not less than $\frac{2}{3}$ th of the total hours for practical and field work
- (c) that he has successfully passed the internal examination conducted by the Rural Institute
- (d) that he had made satisfactory progress during his study in the rural institute.

The medium of examination is either English or the language of the region where the Rural Institute is located, except in the case of the language in which the language of the subject is the medium of examination.

(e) The papers are set in English, but the Superintendents of the centres are authorised to translate them into regional languages, if required.

(f) Each written paper is of three hours' duration.

Subjects for Examination and Their Distribution into Papers

FOR EXTERNAL EXAMINATION

(1) AGRICULTURE

PAPER I	Part I	Theory	Practical	Total
		Soil and Soil Management	Part II	50	50	100
Crop production tillage implements		50	50	100
		100	100	200
PAPER II				
Plant protection	Part I	50	50	100
	Part II			
	Part III			
Farm Accounts		20	20	40
Survey, Irrigation and drainage		30	30	60
		100	100	200

Students are required to answer specified questions from each part. In practical also, a number of questions are put from each part.

(2) ANIMAL HUSBANDRY & DAIRYING:

PAPER I : Animal Husbandry	100	50	150
PAPER II : (a) Veterinary Science	30	20	150
(b) Dairying	50		
TOTAL:	180	120	300

(3) RURAL ECONOMICS AND COOPERATION

PAPER I : Rural Economics & Agricultural Legisla- tion	75	25	100
PAPER II : Cooperation	75	25	100
	150	50	200

(4) HORTICULTURE & FORESTRY:

PAPER I : (a) Horticulture	50	50	150
(b) Forestry	25		

(5) AGRICULTURE EXTENSION

PAPER I	100	50	150
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FOR INTERNAL EXAMINATION

(1) *PUBLIC HEALTH* (Internal)

(Marks not to be counted in the final examination for purposes of giving class) 50 50 100

2) *HUMANITIES* (Internal Examination)

PAPER I : Civics and Administration 75 25 100
 PAPER II : Languages 100 .. 100

175 25 200

(3) *VILLAGE INDUSTRIES* (Internal)

PAPER I
 (Marks not to be counted in the final examination) 50 50 100

Classification of subjects for Internal and External Examinations

INTERNAL EXAMINATION	MARKS
(a) Public Health—one paper	100
(b) Village Industries—one paper	100
(c) Humanities—two papers	200

EXTERNAL EXAMINATION

Subject	No. of Papers	Theory	Practical	Total
(i) Agriculture	2	200	200	400
(ii) Animal Husbandry and Dairying	2	180	120	300
(iii) Rural Economics and Cooperation	1	150	50	200
(iv) Horticulture & Forestry	1	75	75	150
(v) Agricultural Extension	1	100	50	150
	7	705	495	1200

The marks in internal examination are not counted in making gradations, but each student has to pass these examinations to qualify for the external examination. The fact of their passing in these subjects is mentioned in the Diploma/Certificate.

Classification of Results

(A) A candidate securing 40 per cent marks in the aggregate in each paper in the internal examination is declared to pass that examination provided he secures the same percentage of marks in the practicals.

(B) A student who secures not less than 40 per cent in each subject and 45 per cent in aggregate is declared to have passed the examination. Those who obtain between 50 per cent and 60 per cent marks are declared to pass in II Division and those securing

60 per cent or above in the aggregate are declared to have passed it in the 1st class. Students who get not less than 75 per cent marks are deemed to have passed with distinction.

(C) The Practical Examinations are conducted by the External Examiners who associate with them an Internal Examiner nominated by the Director of the Institute concerned. 20 per cent of the marks are assessed on the sessional work done by each student.

(D) The Examination fee is Rs. 15 per student payable through Treasury Chalan in favour of this Ministry.

CHAPTER VII

SANITARY INSPECTORS' COURSE

Introduction

The unsanitary conditions prevailing in Rural India result in a heavy death toll. The top-priority problems are (a) the unsanitary water-supply, (b) excreta disposals and (c) unhygienic living. These result in illness, tremendous economic loss, and chronic intestinal diseases. An effective check can be applied by very simple and cheap environmental sanitation activities, but the main difficulty in widely applying these activities in the rural areas is that adequate number of village-level-sanitation-workers is not available. The existing Sanitary Inspectors are over-loaded with other duties, and also lack skill in educational techniques and knowledge of simple sanitation construction methods. This problem was considered carefully by the National Water Supply Sanitation Programme authorities, who initiated many improvements. The Rural Institutes which were started mainly with the function of raising the life standards of the community and also to make them conscious of their problems in all aspects of life, could not ignore these vital problems. A Committee representing the Ministries of Education, Health and Community Development and the Planning Commission which was constituted to consider the contribution which these institutes could make in solving the problem of qualified leadership in this direction, recommended the establishment of a Sanitation Faculty at at least two of the Rural Institutes, as an experimental measure.

Sanitary Inspectors Course: Its Aims and objects

The main objectives of this course are:

- (a) To train personnel who will be especially well equipped for rural environmental sanitation work.
- (b) To establish a service programme in the village area around the Institute for demonstration.
- (c) To develop a research programme which will improve rural sanitary science in India.

The two Institutes where these courses will be started from July 1960 are (1) Vidya Bhawan Rural Institute, Udaipur and (2) Rural Institute at Gandhigram. The State Governments concerned were sounded on this experiment, who readily agreed in response to the crying need of the rural India.

Training Activities

(1) During the period of nine months the student will receive training and education in environmental sanitary and allied subjects. Emphasis, as usual will be laid on the extension-cum-education of the work.

(2) In class-room teaching, the lecture method of teaching will be minimised and discussion, problem-solving and field work will receive the maximum attention.

(3) The student will be particularly required to learn aspects of environmental sanitation and will coordinate classroom teaching with the sanitation activities.

(4) They will also learn the functions of other types of community Development personnel, and about how to make maximum use of these in the field.

Job Eligibilities

The trainees will be qualified for the jobs of Sanitary Inspectors or any job of equivalent category, where the requirements are for full time environmental sanitation work.

Duration and Admission Qualifications

The admission qualification of a student is Matriculation, High School Certificate, or any equivalent certificate issue by a Board or a University established by the law of the land. The duration of the course will be one year, including 3 months for practical work

Scheme of Studies

EXAMINATION SCHEDULE FOR SANITARY INSPECTORS COURSE IN RURAL INSTITUTES OF HIGHER EDUCATION

Total working hours: 908
PAPER I 3 hours

Total examination hours—2
Marks 100

	Classroom hours	Prac. hours	Total
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Biological Sciences and Personal Health

(a) Elementary and applied physiology and anatomy	15	15	
(b) Climate and health	5	0	
(c) Personal hygiene	5	0	
(d) First aid	10	10	
(e) Elementary bacteriology and parasitology	25	15	
(f) Elementary entomology	15	15	
	75	55	130

PAPER II	3 hours	Marks 100	
<i>Communicable Disease</i>			
(a) Communicable diseases		30	15
(b) Epidemiology		20	40
(c) Drugs and Public Health		10	10
		60	65
			125
PAPER III	3 hours	Marks 100	
<i>Central Environmental Sanitation</i>			
Environmental Sanitation : water supply, its treatment, waste and its disposal, excreta disposal, disposal of the dea, plumbing		50	75
			125
PAPER IV	3 hours	Marks 100	
(a) Engineering in relation to disease control		15	15
(b) Health Education		38	60
		53	75
			128
PAPER V	3 hours	Marks 100	
<i>Special Sanitation Problems</i>			
(a) Housing		10	20
(b) School sanitation		10	20
(c) Industrial health and sanitation and of trade (including food handling)		15	35
(d) Miscellaneous problems		5	10
		40	85
			125
PAPER VI	3 hours	Marks 100	
<i>Public Health Administration</i>			
(a) Public health administration		25	40
(b) Documentation		5	5
(c) Statistics		10	10
		40	55
			95
PAPER VII	3 hours	Marks 100	
<i>Maternal and Child Health</i>			
(a) Food and nutrition		10	15
(b) Maternal and Child welfare		10	15
(c) Family Planning		10	15
(d) School health		10	30
		40	75
			115

CHAPTER VIII

EXTENSION IN RURAL INSTITUTES

Aims and Objectives

The purpose of extension in an educational institution is to provide a well-planned programme of extending knowledge beyond the campus, which is calculated to contribute the maximum to the educational progress of the students, and results in worthwhile benefits to the community.

Extension, therefore, is a process of education, and makes it richer more real and effective. Since it relates to life, it makes Education a life-centred process. The extension programme in the Rural Institutes is planned in terms of its organic relationship to its programme as well as to the village life which surrounds the campus. Its salient features are first its educational value, and second its effectiveness in village improvement. While its impact on the educational growth of the student may be easily discernible, it may not always be possible to assess the improvement in rural life which, while it may not be visible in concrete shape, may nevertheless result in a general change in the outlook and habits of the community. The rural people may have become conscious of their role in making their own destiny, but if the soil has been proposed by the Rural Institute, the business of sowing it, nourishing the seedlings and harvesting may well rest with other permanent departmental agencies.

The development of the life of mind is and ought to be the principal concern of the extension programme in the Rural Institutes, leaving it to a large extent to the development agencies to accept responsibility for their physical growth in the economic, social and cultural spheres. The change wrought by the activities of the Rural Institute in creating newer values and attitudes, though hardly perceptible physically, is the biggest achievement for an educational institution. This, in turn, is bound to accelerate the pace of growth and the development of the rural society. Educational extension work cannot be divorced from the service programme altogether. Service is, a by-product but, nevertheless, one is an adjunct to the other.

The Extension Programme

The extension syllabus for the Rural Institute is divided into two parts. The first is the core part which aims at imparting knowledge

of community Development Programmes and the theory of Extension and, its concept. The second part aims at promoting an understanding of general problems of the rural people in all spheres of life. The activities centre round collection of data. The next step is the analysis of this data, followed by an interpretation of it. This helps in finding solutions through the application of the knowledge gained in the classroom to the real situations outside. The second part is Extension related to subjects of specialisation. Here, the work is more thorough. The aim is Education and Service. The student becomes an active participant in the village uplift programme by grappling with the village problems related to his particular field of study.

Core Curriculum and Community Development

The core part of the curriculum, that is the theory, is finished in the first session, and is compulsory for all students belonging to various departments and faculties, but in the subsequent sessions, there is a branching off into activities related to the specialised subjects or courses. During the first session, the student will acquire some basic knowledge about the concept of community development and the genesis of the community development programme in India. He will acquire an adequate basic knowledge about the planning of the programme, and the technique of integrating local with regional and national planning. This will give him a body of knowledge and experience, which will equip him to discharge his duties in the Community Development Administration in the specialised subjects of his training.

Extension and Field Work

During the subsequent sessions, the students of various courses take to specialised programmes. For the three year Diploma Course students, there are a number of study camps organised for the purpose of understanding various aspects of rural life. Each camp should not ordinarily last for more than three days at a time, and there should be one camp during each month. The subject for study in the camps will bear a close relationship to their specialised courses. The student is required to develop an understanding of the problems of the area in his special field, establish some sort of relationship with the villagers and will work with them. In addition to his activities in the camps, he has to carry on certain activities in the campus which take the form of his internal field work. Here, he may try to understand through experience the principle of organisation and self-help. Emphasis must be placed on the fact that there is a fundamental similarity between the work of the students in the villages and their way of living in the rural institutes.

Extension for Specialised Courses of Study

In the next three sessions, the programme for the students of the optional groups of the three Year Diploma Course will vary according to the requirements of the theories and principles laid down in the various specialisation groups. The students will now work with some organised agency under the supervision of his teacher. In the latter part, he may work independently in the field of his specialisation under the guidance of an agency.

Preparation of Reports

In the sixth term, which is the last session, the student will write a comprehensive report on the field work undertaken by him during the last four terms. In this report he will link up his theory with the practical work. The idea is to develop his faculty of observation, examination and expression.

Extension Department in Rural Institutes

In each Rural Institute, an Extension Department has been set up where one competent officer coordinates the activities of students in all the courses, but the subject teacher has to play his own part in guiding the students in activities relating to his field of specialisation.

Problems

Extension in Rural Institutes opens up a two-way traffic between itself and the villages surrounding it. The students take knowledge out from the campus, and bring in problems for solution that may vary from place to place. Some of the problems are listed below but they are merely suggestive, and each Rural Institute will have to list its own problems as they are related to the immediate regional condition.

The various student groups will study not more than one problem from each group of subjects given below. Each sub-group will study merely an aspect of a particular problem and prepare notes. These notes will then be discussed in the camp seminars at the Institute as follow up conferences.

(a) *Economic Problems*

1. Determination of price structure its causes and remedies.
2. Rural Credits Cooperative agencies and their functions and problems.
3. Transport system.
4. Trade in the village.

5. Taxation in the village.
6. Study of Public Revenue Expenditure.
7. Land Tenure.

(b) *Sociological Problems*

1. Study of Institutions (a) Their Social Structure and relationship among a few individuals in a limited manner.
 - (b) Points of culture contact in a village.
 - (c) Concept of culture change in an elementary way people's ideas.
2. Social and Economic Institutions of the village, their past history and present functions.
3. A short review of some of the social problems of the village.
4. A survey of the needs of children, adolescents and youth, of the village.

(c) *Educational Problems*

1. Study of the Educational Institutions, their constitutional structure, finance and function.
2. A survey of educational needs of the community.
3. Organisation of discussion groups in villages to find out the way to meet these needs and drawing up working plans.

(d) *Administrative Problems*

1. Public Administrative agencies in the village a study of their constitutions, structure, function and finance.
2. Attending meetings of these bodies.
3. Study of their records.
4. Acquaintance with their leaders.
5. Finding out the problems and the needs of the people. How to meet them. Drawing out working plans.

(e) *Agricultural Problems*

1. Use of improved seed.
2. Preparation and application of compost manure and the use of green manure crops.
3. Use of commercial fertilizers.
4. Adoption of soil and water conservation practices.
5. Increasing irrigational facilities and better water utilization.
6. Use of improved implements and better tillage practices.

7. Use of better harvesting and better tillage practices.
8. Problems connected with Control of weeds, insect-pests, and diseases of crops.

(f) *Engineering Problems*

1. Problems in rural housing.
2. Problems in village roads and culverts.
3. Problem of rural electrification including the use of power for small scale industries and irrigation.
4. Use of oil engines for small scale industries and irrigation.
5. Village Planning.

CHAPTER IX

RESEARCH IN RURAL INSTITUTES

Aims

In Research, as in Extension, the teacher and the students are joint partners in action. The purpose of research in Rural Institutes is not to take in hand a complex and fundamental sort of research, which can be suitably done by a highly qualified staff under most favourable conditions, and with a highly expensive equipment and Library. This type of research is the function of scholars and not of undergraduate students. The aim of research in Rural Institutes is to strengthen the teaching programme, and to enrich the student's knowledge consistent with his mental development at the undergraduate level. The programme envisages a study of rural life in its various aspects. In Rural Institutes, therefore, it takes the shape of action research that involves investigation, education survey, collection of data, its analysis and interpretation and finally compilation of a report. The idea is to develop in the students the faculty of study, thinking and expression.

The Type of Research in Rural Institutes

Closely related to extension, research in Rural Institutes may take the form of a survey and investigation of a particular aspect of rural life under the expert guidance of the teacher. In each case, this particular aspect will relate to the area of specialization group in the three-year Diploma Course which the student has taken. A student of Economics may select an economic problem; a student of Cooperation a problem of cooperation and a student of Small Scale Industries a problem of cottage or small industries, and during his extension trips, study that phase of rural life. Under suitable guidance, he may learn the technique of approach to the villagers to elicit relevant information, learn the art of tabulating it. There may be a discussion on this information leading to interpretation of the data in terms of socio-economic position, arrangement of data, and streamlining the problems arising out of it. The student will then apply his theoretical knowledge to the solution of these problems, and a further discussion may lead to some conclusion. The compilation of this Report would represent the research work of the student. It may not be of material importance or an authentic piece of guiding material in all cases, but will, nevertheless, produce in the student

a sense of coherence and significance, and thus enrich his study. It will also develop relations between the institute and the community. This type of research work would mainly integrate field-work with classroom studies, and give students the technique of acquiring facts, skills and concepts.

The other activity in this field is the collection of research findings of various organisations; their study and dissemination of essential knowledge to the village people through demonstration.

The Committee on Rural Higher Education listed number of problems for research, which could be taken up with advantage at Rural Institutes. The Seminar at Srinagar however, listed a few more problems of a suggestive nature, but the final choice lies with a discriminating teacher as one uniform set of problems cannot be made applicable to the different regions in India which differ widely in topography, climate and relief.

Training of Personnel

Research is a highly specialised art, and requires adequate training. To equip the teacher for this work, a group of ten selected teachers, one each from a Rural Institute was sent to the U.S.A., to receive a year's training at Kentucky University and Berea College. This college has traditions similar to those at Rural Institutes. These teachers have now come back and are in position at the Rural Institutes.

Research Department

To assist the staff in the organisation of research work a small Research Department has been set up in all Rural Institutes to co-ordinate and guide activities in various spheres. A nucleus of staff has been attached to this organisation. The subject teacher has, a big part to play in research activities.

Central Research Committee

A Research Committee has been set up at the centre by the National Council for Rural Higher Education to receive research projects from each Rural Institute, and to scrutinize them before they are approved. The Committee at the moment consists of Shri B. N. Jha, Ex-Vice Chancellor Gorakhpur University; Shri A. C. Joshi, Vice Chancellor, Panjab University; Shri K. C. Naik, Chief Agricultural Education Officer, I.C.A.R.; Shri Dube, Principal, Research Institute of the Ministry of Community Development, Dehra Dun, Dr. Luther Ambrose, Consultant, T.C.M. and Shri Sham Narayan, Assistant Educational Adviser.

CHAPTER X

SCHEME OF STIPENDS

Purpose

The Government of India has constituted a scheme of stipends for the benefit of poor and deserving students from Rural areas who are admitted to a recognised course in the rural institutes affiliated to the National Council, and have undertaken to complete a particular course. The aim of these stipends is to assist financially those students who:

- (a) come from the rural areas.
- (b) are good in studies.
- (c) cannot be supported by their parents or guardians on account of their poverty.

The Value of the Stipends

(a) The following are the rates of full stipends as noted against each course:

	Rs.
(i) Preparatory	40
(ii) Diploma Course in Rural Services	6
(iii) Diploma course in Civil and Rural Engineering	50
(iv) Certificate course in Agricultural Science	4

(b) These stipends would be admissible to bonafide students not exceeding 20 per cent of the total number on rolls in a class in a Rural Institute on 30th August of each year.

(c) It is, however, open to the authority competent to make awards to split these full stipends into halves to benefit a maximum number of students.

(d) Students belonging to Scheduled Castes, Scheduled Tribes and other Backward classes are permitted to apply also for the Government of India Scholarships for such categories of persons and if they are successful in obtaining an award, the money disbursed to them under this stipendary scheme will be deducted from the new grant, and disbursed to those who are placed on the waiting list.

Mode of Award

1. Each student will apply for a stipend to the Director of the Rural Institute on a prescribed form, if any, clearly indicating the following information:

- (a) Parents/guardians profession, and his income with documentary proof.
- (b) A certificate testifying to his domicile.
- (c) Authentic copy of a certificate indicating marks obtained by him in the previous public examination.
- (d) An affidavit by the parent/guardian solemnly declaring that his statement of income from all sources is true, and that he is unable to support his son/ward.
- (e) A declaration that the stipend will be refunded, if the above statements are found incorrect or false later on.
- (f) A statement that he has read the rules and regulations and the stipends could be withdrawn on unsatisfactory progress, failure to pass examination, irregular attendance, or indiscipline.
- (g) Each student shall have to execute a deed signed by two solvent guarantees with the Rural Institute, that in case the student leaves the rural institute without the completion of studies, he/they shall have to refund the entire amount to the Government.

2. (1) Each Rural Institute will constitute a Committee consisting of the following:—

- (i) A member from the management.
- (ii) Director.
- (iii) Heads of the various Departments.

(2) All applications, complete in every respect, will be placed before this Committee for scrutiny and award. The list of the selected persons will be forwarded for formal approval to the Ministry of Education.

Basis for Award

(1) The stipend shall be awarded on the basis of poverty and merit.

(2) In determining the poverty of the applicant, the Committee will take into consideration, the number of dependents that the parents have to support, the different levels of education at which the dependent children are studying and the cost of living in the locality.

(3) No stipend will be granted to a student, the income of whose parents from all sources exceeds Rs. 3,600 per annum.

(4) In the case of new entrants, merit will mean marks obtained in the last public examination except in the case of students who come after passing the First Year of the Intermediate class, and in whose case the admission test conducted by the Institute will form the basis of selection.

(5) In the case of students who come from post-basic schools, their relevant merit will be determined on the basis of a test.

(6) After one year of successful study by a student in an institute, the following further factors will be taken into consideration, while considering the continuance of stipend during the following year:—

- (a) Attendance.
- (b) Progress in studies.
- (c) Participation in Institute's activities.
- (d) Discipline and sense of responsibility.

(7) Every stipend holder shall put in not less than 85 per cent of the attendance held at the institute except in case of illness certified by approved Doctors; failing which he will be liable to forfeit the stipend.

Tenure of Stipend

A stipend will be admissible to a student from the date of admission or the date of award whichever be the later, provided that the first award by the Committee takes effect from the date of admission.

In subsequent cases of replacement, if any, the stipend will be admissible from the date of the award only.

Lapse of Stipend

A. A stipend will lapse, if it is not taken up within a month of its award; or if the Scholar is absent without leave for six consecutive school days, or with ordinary leave for more than a month, or with sick leave for more than three months at one time, provided that the awarding authority is satisfied that the delay was unavoidable.

Forfeiture of Stipend

B. A stipend shall be forfeited for gross misconduct, unsatisfactory progress or irregularity of attendance on the part of the scholars, and the head of the Institution in which the stipend is held shall

immediately discontinue payment to a scholar who has thus forfeited it.

Mode of Payment

(1) The amount of the stipend will be sanctioned and paid to the Rural Institute by the Government of India in quarterly instalments in advance. For this purpose, the year will be divided into four quarters:—

- (i) July to September.
- (ii) October to December.
- (iii) January to March.
- (iv) April to the last day of the public examination, or 30th June whichever is the earlier.

The amount of stipend will be disbursed in arrears to the students on the 1st of the month, and stamped receipt obtained from them, and forwarded to the Ministry by the 5th of the month.

(2) The award will be made initially for a year unless it is withdrawn earlier under Rule 7-B.

(3) All amounts un-disbursed during this quarter will lapse to the Government and the Rural Institute should deposit in the Treasury, or intimate the Ministry for adjustment in the new quarterly grant. A Student who fails to pass in the annual promotion examination shall not be entitled to a stipend in the following year. He shall cease to be a stipend holder from the date of the completion of the course, which would mean the last date of examination.

(4) The Rural Institutes will maintain progress reports of the stipend holders and such progress reports will be forwarded to the Government of India once every year.

Explanation of Para 2(b)

Stipends will be awarded to 20 per cent of students admitted at the beginning of the course and those who continue in subsequent years will continue to get stipends provided they satisfy the usual conditions. At any time there may therefore be more than 20 per cent of the total on the rolls of the institution.

CHAPTER XI

RURAL INSTITUTES IN INDIA

(1) The Rural Institute, Amravati

On the outskirts of Amravati, by the roadside of the National Highway, is situated the Shri Shivaji Lok Vidyapeeth Rural Institute, which was started in July, 1956. The surrounding villages are inhabited by farmers for centuries. The Parent body of the Institute is the Shri Shivaji Education Society, Amravati, which is running as many as 162 institutions, such as colleges, secondary schools for boys and girls, elementary schools, night schools, medical-aid society, hospitals, workshops, physical culture institutions, research schemes, Gram Sevak and Gram sevikas training centres. The total number of students studying in these institutions is 21,149 and budget estimates of the Society for the year 1960 are to the tune of Rs. 77,28,023. The Society draws inspiration from the untiring and ever-zealous personality of Dr. P. S. Deshmukh, its President, and Minister for Agriculture, Government of India. The Rural Institute was started under the Directorship of Shri S. R. Londhe and is running the following courses:—

- (1) Preparatory Course.
- (2) 3-Year Diploma Course in Rural Services with Cooperation, Social Work, Public Administration, Home Science and Small-scale Industries groups.
- (3) 3-Year Diploma Course in Civil and Rural Engineering.
- (4) 2-Year Certificate Course in Agricultural Science.

The admission starts in the month of July and the following fees are charged:—

	<i>Tuition Fee</i>	<i>Admission Fee</i>	<i>Games and Library</i>	<i>Medical Fee</i>	<i>Laboratory fee</i>
	Rs. p.m.	Rs.	Rs.	Rs.	Rs.
Preparatory	10	5	15	2	..
Rural Services	12	5	15	2	..
Civil & Rural Engg. . .	12	5	15	2	10
Agricultural Science . .	6	5	15	2	..

The Institute has hostel accommodation for about 250 students. It has constructed the Rural Services block, which is at present the main building of the Institute, and also an Engineering workshop. Quarters for the teaching staff have been provided. The Engineering Block is nearing completion. Lower Grade Staff Quarters and Class IV Servants Quarters, Director's Quarters, Principals' Quarters, Agricultural Faculty Building and an attached hostel for 50 students are all approved projects expected to be completed in the immediate future. The Rural Institute has become very popular and draws an ever increasing number from the rural area round about.

The medium of instruction is English.

(2) Balwant Vidyapeeth Rural Institute, Bichpuri, Agra

Balwant Vidyapeeth, Agra, owes its origin to the Jubilee Boarding House established in 1885. The princely gift of 35 acres of urban land, with a complete set of buildings and cash worth about a crore of rupees put the institution on a solid foundation. Today the parent Body has developed into one of the leading colleges of the Agra University with Post-graduate teaching in 16 Departments under four faculties, a college of education, a school of economics and sociology, a higher secondary school and two primary schools.

The Rural Institute has been set up under the management of this Body at Bichpuri, about 10 miles from Agra, is situated on 433.38 acres of land. It has completed the construction of the building for the Rural Institute, Workshops for the Engineering students, hostel for 300 students, and 36 staff quarters. They are running the following courses:—

- (1) Preparatory Course.
- (2) 3-Year Diploma Course in Rural Services with Co-operation, Social Work, Public Administration and Social Education groups.
- (3) 3-Year Diploma in Civil and Rural Engineering.

Admission starts in the month of July each year and the following fees are charged:—

	<i>Tuition Fee</i>	<i>Admission Fee</i>	<i>Games Fee</i>	<i>Library Fee</i>	<i>Medical Fee</i>
	Rs. p.m.	Rs.	Rs.	Rs.	Rs.
Preparatory	6	5	6	3	3
Rural Services	10	5	3	3	3
Civil & Rural Engg.	10	5	3	3	3

This Institute is working under the Directorship of Dr. R. K. Singh.

The medium of instruction is English.

(3) Rural Institute of Higher Studies, Sundar Nagar, Birouli

Inspired by the noble ideal that education should, on the one hand, develop the personal qualities and talents of the individual and, on the other, inspire the youth with a sense of social responsibility—a regard for the life, liberty and rights of other persons, the Rural Institute of Higher Studies, was established at Birouli, by the State Government of Bihar, with a view to making higher education accessible in the rural areas. This Institute was first started in Turki in 1954, but in 1956 the State Government adopted this scheme of Rural Higher Education of the Government of India, and transferred its location to Sundar Nagar on 16th November, 1956.

Sundar Nagar is a typical rural Institute situated near Darbhanga in Bihar.

It serves as a central agency in coordinating a large number of Government, semi-Government and non-Government Institutes in an area known as Pusa-Sakara-Hansa Coordination Committee Area covering 600 sq. miles and having a population of 4 lakhs.

The admission to the Rural Institute starts in the month of July each year and the following courses are run by it:

- (1) Preparatory Course.
- (2) 3-Year Diploma in Rural Services with Public Administration, Cooperation and General Education groups.

A fee of Rs. 5 is charged in each class.

Some of the tuitional buildings have been completed, and others are under construction.

The medium of instruction is Hindi.

(4) Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore

Sri Ramakrishna Mission Vidyalaya is situated amidst nearly 300 acres of land in beautiful rural surroundings about 11 miles from Coimbatore City on the Coimbatore-Ootacamund road. The Vidyalaya came into existence in 1930, at the crest of the freedom movement and has grown into a big residential institution with a Basic Training School, a Physical Education College, a Multi-purpose High School, a Senior Basic School, a Teachers' Training College, an Industrial Section, and Research and Extension Department, and lastly in 1956 came the Rural Institute.

Shri Avinashilingam Chettiar is the Founder and Director of the Vidyalaya. In addition to being one of the prominent fighters in the freedom movement, he was the first Minister of Education in Madras in Independent India. The admission to the Rural Institute starts in the last week of June and early July each year, and the following courses are being run:

- (1) Post Diploma Course in Cooperation.
- (2) 3-Year Diploma Course in Rural Services with Social Education, Cooperation, Public Administration and Home-Science groups.
- (3) Preparatory Course.
- (4) 3-Year Diploma in Civil and Rural Engineering.
- (5) 2-Year Certificate Course in Agricultural Science.

The following fees are charged:

	<i>Tuition Fee</i>	<i>Admission Fee</i>	<i>Games Fee</i>	<i>Library Fee</i>	<i>Medical Fee</i>	<i>Laboratory Fee</i>	<i>National Council</i>
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Preparatory	33	5	3	3	5	..	2
Rural Services	40	5	3	5	5	..	2
Civil and Rural Engineering	60	5	5	5	5	10	2
Agricultural Science	10	1	2	1	..	..	2

The tuition fee is collected on a term basis in three terms. The entire atmosphere is impregnated with simplicity, devotion and a sense of self-help. The Rural Institute has completed its tuitional building, quarters for the staff, and hostel for 300 students.

The medium of instruction is Tamil in the Preparatory Rural Services, Diploma and Agricultural Service Courses. It is English in the Engineering Course.

(5) Gandhigram Rural Institute of Higher Education

Gandhigram with a campus of more than 350 acres of land and innumerable little buildings, nestles in the enclave of two off-shoots of the Nilgiri hills. It is 7 miles from the Dindigul railway junction on the Southern railway and 32 miles from the Temple City of Madurai.

Gandhigram was started in 1947 under the direct guidance and blessings of Gandhiji who commissioned Shri G. Ramachandran and his wife, Dr. (Mrs.) Soundram Ramachandran, to make a second Sevagram somewhere in South India. From very small beginnings consisting of a Basic school and a Rural Medical Unit, it has now grown into a kind of village University consisting of a Children's Home, a Pre-Basic school, a Senior Basic school, a Post-Basic school, a Basic Teachers' Training Institute, a Khadi and Village Industries Department, and an Institute of Women's Adult education, the Kasturba Maternity Hospital with an Auxiliary Nurses Training School, a Social Organisers' Training Centre and now the Rural Institute of Higher Education. The Rural Institute thus came into being as a result of natural development of a programme based on Gandhian ideals of integrating learning, productive work and village service into one educational process. There are now nearly 1,200 students, teachers and workers resident inside the campus, and Gandhigram is in touch with nearly 60 villages round about.

The Rural Institute runs the following courses:

- (1) Post-Diploma Course in Community Development.
- (2) Three-Year Diploma Course with Public Administration, Cooperation, Village Industries, Fine Arts and Home Science groups.
- (3) Preparatory Course.
- (4) Two-Year Certificate Course in Agriculture.
- (5) One Year Sanitary Inspectors' Course.

The admission started in the month of July, and the following fees are charged:—

	<i>Tuition Fee</i>	<i>Admission Fee</i>	<i>Games Fee</i>	<i>Library Fee</i>	<i>Medical Fee</i>	<i>Laboratory Fee</i>
	Rs. p.m.	Rs.	Rs. p.a.	Rs. p.a.	Rs. p.a.	Rs. p.a.
Diploma . . .	10	5	2	3	6	4
Agricultural Science	6	5	2	3	10	4
Preparatory . . .	6	3	2	3	10	4

The Major industries started in the three Year Diploma Course are Khadi, Hand-made Paper, Card-board making and Book-binding and Soap making.

Minor industries are Poultry and Apiary.

The atmosphere in Gandhigram is impregnated with service, discipline and activity. It is also a cultural and demonstration centre for the rural life surrounding it.

The medium of instruction is English.

(6) Jamia Millia Rural Institute, Jamia Nagar, New Delhi

The Jamia Millia was established near Okhla on the banks of Jamuna Canal, in 1920 as a result of the national struggle for freedom, and with the main object of exploring the methods by which education could be made truly national. It represented a symbol of revolt against the past and aspirations for the enlightened attitude and a spirit of toleration and respect for others. Very soon, it grew into a big educational centre running a Nursery School, a Primary School, a Higher Secondary Multi-purpose School, a Degree College, a Teachers' Training School and a Teachers' Training College, an Arts Institute, an Institute of Adult and Social Education (Idare-Talimo-Taraqui), an Institute of Agricultural Economics and Rural Sociology and an Institute of Rural Education. In view of the Jamia's extensive activities in urban and rural areas over a long period and the opportunities available for students to come in contact with a variegated and idealistic pattern of education, the Union Ministry of Education sponsored the establishment of the Jamia Rural Institute in July, 1956.

The Institute offers the following courses:

- (1) Preparatory Course.
- (2) Three-Year Diploma Course in Rural Services with Public Administration, Social Work and Cooperation Group.
- (3) Three-Year Diploma in Civil and Rural Engineering.

The admission starts in July, and selection is made on the basis of written tests and oral examinations.

Instructional fees consist of Rs. 10 for admission, Rs. 10 (annually) for games and Rs. 10 p.m. for tuition. For those who reside in the Jamia hostel, the expenditure for boarding and lodging amounts to an additional Rs. 40 to 50 p.m. It is expected that as soon as hostel accommodation is available all students will be expected to stay in the hostel.

The salient features of the Rural Institute are self-help and self-management by the students who run their own kitchen, their own bank and their own cooperative stores. At least for one day a month, the school is run by the students themselves, who work as their own teachers, peons and office staff.

The medium of instruction is English.

(7) Kasturba Rural Institute, Rajpura

Rajpura is situated about 15 miles from Ambala city on the main road from Delhi to Amritsar. This is a newly built colony for displaced persons, where Kasturba Seva Mandir, under the leadership of Bibi Amutas Salam started its activities. This Society has now become a part of the life of the surrounding villages, and employs thousands of villagers and displaced persons on fruitful vocations. Kasturba Mandir specialises in Small-Scale Industries and Cottage Industries, such as Khadi, Ceramics, Paper making, Match making and Oil pressing etc. A spirit of simplicity and work permeates the atmosphere of the campus. The Rural Institute was started from July, 1959. It is now running the following courses:

- (1) Preparatory Course.
- (2) Three-Year Diploma Course in Rural Services with Small Scale Industries, Cooperation, Public Administration and Home Science as optional groups.

Admission starts in middle of July each year. The following fees are charged:—

Tuition fee for 3-Year Diploma Course	Rs. 10/- p.m. payable for 12 months.
Admission Fee	Rs. 5/-
Medical Fee	Rs. 10/- per annum
Library Fee	Rs. 3/- „ „
Games Fee	Rs. 6/- „ „
Registration Fee	Rs. 2/-
Preparatory Course	Rs. 8/- p.m. payable for 12 months.
<i>Hostel:</i> Establishment charges towards room, lighting, water, etc.	
	Rs. 5/- p.m.
<i>Library:</i> Caution money	Rs. 10/-
Security:	Rs. 40/-

An important feature of the Institute is that the students work in various industries set up in the institution and are able to earn a substantial portion of their educational expenditure.

(8) Lok Bharati Rural Institute, Sanosara

Lok Bharati is a typical Rural Institute doing really useful work for rural reconstruction. It is situated on the bank of a rivulet in the village Sanosara on the highway between Bhavnagar and Rajkot. The parent body, Lok Bharati, originally organised a three-Year Shikshan Course, a three-year Agricultural Course, a Teachers' Training College, a Krishived Course, and later on adopted the course prescribed by the National Council for Rural Higher Education.

Higher education in this Rural Institute has a threefold aspect: namely (1) Teaching, (2) Practice and (3) Extension. It is now running only a 2 Year Certificate Course in Agricultural Science.

Extension is one of the important activities of the institution. It is conducted as part of teaching as well as separate extension activity. The following programmes are covered under this scheme:—

1. Adult Education Centres.
2. Occasional Camps in nearby villages by the students and the staff where the villagers are given all available help in adopting improved agricultural methods.
3. Fairs and festivals (arranged by the students under the guidance of teachers) where, besides entertainment programmes, simple sanitary methods are demonstrated.
4. Subsidised agriculture farm and demonstration farm.
5. Animal husbandry.
6. Cooperative Societies.
7. Intensive area scheme.
8. Sarvodaya Yojana.

At present facilities for research work are available only in the field of agriculture and animal husbandry.

The residence at the campus is compulsory for all the trainees. All the boys are expected to put in about two hours of productive manual labour which gives them small income.

The following fees are charged for this course:

Admission Fee	Re. 1/-
Deposit	Rs. 20/-
Library	Rs. 5/-
Games Fee	Re. 1/-
Medical Fee	Rs. 2/-
Boarding & Messing	Rs. 300/- per annum.

The Rural Institute has a tuitional building, staff quarters and hostel accommodation. The admission starts in the middle of July each year.

(9) Shri Mouni Vidyapeeth Rural Institute, Gargoti

Shri Mouni Vidyapeeth was founded on the Vijay-Dashmi day in 1945, by Shri V. T. Patil, after the name of Shri Mouni Maharaj, at the village Gargoti, about 31 miles from Kolhapur and about 180 miles from Poona, in a beautiful mountain landscape. From a

Middle English school set up in June, 1946, it grew up to a big educational institute with a Teachers' Training Centre, a Research Department and a Multi-purpose High School. It is a typical rural place surrounded on all sides by small villages. The Rural Institute was started in 1956.

Admission to the Courses in the Rural Institute start in the month of June and the following courses are being run:—

- (1) Preparatory Course.
- (2) Three-Year Diploma Course in Rural Services with Social Education and Cooperation groups.
- (3) Three-Year Diploma Course in Civil and Rural Engineering.

The following fees are charged:

Rates of Fee per term

	<i>Tuition Fee</i>	<i>Admission Fee</i>	<i>Games Fee</i>	<i>Laboratory Fee</i>	<i>Hostel rent per term</i>
	Rs.	Rs.	Rs.	Rs.	Rs.
Preparatory	60	5	5	..	15
Rural Services	60	5	5	..	15
Civil & Rural Engg. Diploma	100	5	5	20	15

The academic year consists of two terms—15th June to 15th October and 1st November to 20th April.

The Institute is working under the leadership of Shri J. P. Naik. It has constructed its tuitional buildings, quarters for the staff and hostel accommodation for about 200 students.

The medium of instruction is Marathi

(10) Vidya Bhawan Rural Institute, Udaipur

Vidya Bhawan Rural Institute is situated at a distance of 4 miles from the famous city of Udaipur in a picturesque place surrounded by villages all round. Vidya Bhawan began its life as a small school and grew into a big education centre, with a Nursery school, Multi-purpose Higher Secondary School, a Teachers' Training College up to Post-graduate Level, a Handicrafts Institute for the training of Crafts Teachers, a Social Organisers' Training Centre etc. The Vidya Bhawan Society also runs a Basic School about a mile from the Rural Institute. The activities of this school are coordinated with the work

of the Rural Institute. The Institute was added in August, 1956. It is running the following courses:

- (1) Post Diploma Course in Cooperation.
- (2) Three-Year Diploma Course in Rural Services with Social Work, Public Administration, Cooperation and General Education groups.
- (3) Preparatory Course.
- (4) Three-Year Diploma Course in Civil and Rural Engineering.
- (5) One year Sanitary Inspectors' Course.

The admission starts in the month of July and the following fees are charged:

	<i>Tuition Fee</i>	<i>Admission Fee</i>	<i>Games Fee</i>	<i>Library</i>	<i>Medical</i>	<i>Drawing Fee</i>
	Rs. p.m.	Rs.	Rs. p.m.	Rs. p.m.	Rs. p.m.	Rs.
Preparatory . . .	5	5	0.50	0.50	0.50	..
Rural Services . . .	5	5	0.50	0.50	0.50	..
Civil & Rural Engineering . . .	10	5	0.50	0.50	0.50	10 p.a.

They have got hostel accommodation for about 150 students and quarters for all teachers; and a commodious tuitional building.

It is progressing under the Directorship of Shri K. L. Bordia.

The medium of instruction is English and Hindi.

(11) Institute of Higher Education, Sriniketan

Sriniketan came into existence in 1922 as a centre for rural reconstruction. Its founder, Dr. Rabindranath Tagore, preached a new education in which the cultural traditions of our country were infused into the Western education to make it an instrument for rural awakening and reconstruction. The Institute of Higher Education under the supervision and guidance of Visva-Bharati was started in October, 1956 after it adopted the scheme of Rural Higher Education approved by the Ministry of Education.

The classes are held under trees in harmony with the tradition of Visva-Bharati, but hostel accommodation exists for about 150 students and quarters have been built for the staff; some covered rooms for the classes have also been sanctioned.

The admission starts in the month of July and the following courses are run:—

- (1) Preparatory Course.
- (2) Three-Year Diploma in Rural Services with Public Administration, Social Work and Cooperation groups.
- (3) Two-Year Certificate Course in Agricultural science.

The following fees are charged:

	Tuition Fee	Admission Fee pay- able at the time of admission.	Games Fee	Medical Fee	Library Fee	Seat Rent
	Rs. p.m.	Rs.	Rs. p.a.	Rs. p.a.	Rs. p.a.	Rs. p.m.
Preparatory	5	5	3	6	3	5
Rural Services	10	5	3	6	3	5
Agricultural Science	6	5	3	6	3	5

The Rural Institute works in cooperation with the other institutions in Sriniketan.

The medium of instruction is English and Bengali. Ultimately English will be eliminated as medium of instruction.

The atmosphere at Sriniketan is impregnated with enthusiasm and zeal for rural reconstruction.

(12) The Rural Institute, Wardha (Started from July 1961)

Wardha, with its associations with Gandhiji's educational programmes, has earned a name for experimenting in new ideas and new thoughts. It was the Central Head Office of the Nai Talimi Sangh. There are a number of educational institutions of various orders catering to the needs of Rural Community.

The Rural Institute, Wardha, was started by the Shiksha Mandal on the 15th July, 1961 in cooperation with several Gandhian institutions in Wardha and Sevagram. The Institute was formally inaugurated by the Union Minister of Education, Dr. K. L. Shrimali on 19th August. Shiksha Mandal, Wardha, which runs the Institute, was founded 50 years ago by the late Shri Jamnalal Bajaj.

To begin with, the Wardha Rural Institute has started the Diploma courses in Cooperation and Village Industries. In addition to the first-year class of the diploma course, the Institute has admitted students to the Preparatory class also.

For the present, the Institute is located in the spacious campus of the Seksaria Commerce College, Wardha, on the circular road. It is proposed to shift the Rural Institute to another site in the rural surroundings a few miles away from Wardha.

The Institute is expected to start the Agricultural and the Engineering courses during the next two years.

(13) Gram Seva Mantap Rural Institute, Hanumanamatti, Mysore State (to be started from July, 1962)

The Gram Seva Mantap, Hanumanamatti is a registered Institution in Ranebennur Taluka of Dharwar District in Mysore State, and is situated on Bangalore-Poona Road. It presents a fine panoramic view with hills in the background and a forest of Ashoka and Casuarina trees spread around for miles together. The nearest railway station of Devargud on the Southern Railway is at a distance of only six furlongs from the place. The area is electrified, and has about 12 villages within a radius of six miles.

The Mantap is active in encouraging small scale industries, and provides education for the rural people. It has much rural education work to its credit. It is already running a model high school, a boarding house, small-scale industries and a dairy. It proposes to start a Three-Year Diploma Course in Rural Services, Diploma in Civil and Rural Engineering and a Certificate Course in Agricultural Science. It has about 300 acres of land and some buildings.