

CHAPTER XV.

MISCELLANEOUS.

(i) *Visual Education.*

1. As long ago as 1905, Mysore had a Visual Education Scheme of Magic Lantern lectures for the benefit of the people, especially in the rural areas, and also of students. Later, the scheme was extended to include cinema shows. A lecturer and a cinema operator toured the districts by turns. But this scheme was abolished in 1922. A modified scheme was however sanctioned, by which a Magic Lantern was provided in each High School and the Science Assistant was placed in charge of it.

2. A new scheme of visual education was sanctioned in 1948 at a cost of Rs. 1,25,000 recurring and Rs. 51,000 non-recurring. Eighteen High Schools were selected as centres of visual education in different areas. Each school was provided with a cinema projector and films were provided by a system of circulation. The science teachers who were placed in charge, were given a course of training in the Occupational Institute, Bangalore. One hundred films are now being purchased every year for the circulating film library.

3. The Mysore Adult Education Council also has a Visual Education Scheme as a part of its many-sided activities.

4. Visual Education in schools must be such as to aid class-room teaching, especially in subjects like science, history and geography; the shows should not degenerate into mere entertainment.

5. We recommend that a pilot project be started, (i) to examine the need for Audio-Visual materials at different levels of teaching, (ii) to produce the required materials, (iii) to train the teachers to use the materials, and (iv) to assess the effectiveness of the materials used.

6. We recommend further that in order to implement the scheme, a committee for Visual Education comprising of the representatives of the Education Department, the University, the Rural Development Department, the Health Department, the Adult Education Council and experts in the field may be formed.

7. We recommend that a special officer for Visual Education be appointed. He may act as Secretary, *ex-officio* of the Committee. Till the Committee comes into being, the Mysore State Adult Education Council may be requested to carry on Visual Education, exhibiting instructional films in Primary Schools.

(ii) *Text-Books.*

8. There have been two views about the publication of text-books. One is that Government should undertake their publication and the other is that it should be left to private publishers. It has been pointed out that many text-books published by Government years ago have remained without improvement and in some cases have remained unrevised. It is argued that when Government takes up publication, it becomes a sort of monopoly, shutting out other agencies and therefore, there is no scope for improvement. On the other hand, it is pointed out that Government publications are very much cheaper than those published by private agencies, as publication by Government is not done with the profit motive. Further, competition among different publishers sometimes creates undesirable situations. It is also pointed out that some of the best men do not write text-books and that if Government undertakes the publications it will be in a position to use their experience and knowledge. Usually a private publication is prepared by a single author, whereas, a Government publication would normally be prepared by utilising the knowledge and experience of a number of persons working in a committee.

9. Good text-books form the most important equipment for pupils. Improved, and still more improved text-books must be brought out. Bad text-books kill the interest of children.

10. We have, therefore, recommended the establishment of a Bureau of Education one of whose functions

will be to organise educational research which will help to produce better text-books and other general books for students' use.

11. Besides text-books, there is great need for Handbooks for Teachers, for giving them guidance and suggestions with the object of improving teaching methods. Especially when new curriculum embodying new ideas is introduced, such Handbooks become exceedingly necessary. The preparation of these will be a part of the work of the Bureau.

12. We do not intend that books published by private publishers should be precluded from prescription as text-books. Our whole idea is that the Education Department must make a direct effort to bring out good text-books at very reasonable prices. Any profits made should be utilised for further improvement of the text-books.

(iii) *Teachers' Associations.*

13. The Mysore State Education League is a well organised body having as its members, teachers in all grades of institutions. It affiliates Teachers' Associations, runs a high class educational journal, and carries on banking activities on co-operative lines for the benefit of its members. We recommend that the League be adequately aided by grants in order to encourage the literary and out-of-school educational activities of its members. Grants may also be given to its representatives to attend conferences and seminars in order to widen their outlook and enrich their contacts with workers elsewhere.

(iv) *Educational Propaganda.*

14. Education is a stupendous undertaking requiring the understanding of its purposes and its methods not only by the teachers but also by the people who are the ultimate beneficiaries. Their whole-hearted co-operation is essential for its success and every effort should be made to enthuse them, in the cause.

15. Our recommendations touching the scheme of State-wide Compulsion, Basic Education, Manual Labour and Social Service, Language Scheme, Moral Instruction,

development of schools as community centres, re-organisation of courses, re-organisation of working hours and holidays, medical inspection, mid-day meals, etc., embody many new ideas and a new approach to the educational problem. We consider that much good will result by carrying on an effective and State-wide propaganda among the people, explaining to them the objective of the educational reform that is being attempted on this comprehensive scale. Of course, this should not involve much cost but even so, any expenditure incurred on this behalf is worthwhile. We would suggest the formation of a committee for propaganda for this purpose in order that work may proceed on a planned basis.

(v) *Teachers.*

16. No scheme of Educational Reform can be a success unless it has the whole-hearted understanding and support of that body, most intimately concerned, *viz.*, the teachers, who hold, to a large extent the destinies of the future generation in their hands. If teachers have a sense of their mission and feel that they have a significant role to play in the shaping of the future citizens of the State, the happiness of our younger generation is assured. We are deeply conscious of the fact that the conditions of the teaching profession need amelioration. We have made recommendations, modest though they may be, for their improvement. But nothing can be adequate recompense to the work of devoted teachers, in any country. Education demands continuity of effort and devotion to lofty purposes and unwearying enthusiasm. The ideal teacher finds his way to a happiness that no one can take away from him and there can possibly be no suitable reward for his noble service.
