



GOVERNMENT OF MAHARASHTRA

**REPORT**  
OF THE  
**BASIC EDUCATION REVIEW COMMITTEE**  
1962



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1963



**Report of the  
Basic Education Review Committee  
1962**

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## CHAPTER I.

### INTRODUCTION.

In pursuance of the directives from the Central Government, Basic Education Scheme was accepted by the then Bombay State, in the year 1938. Government decided to introduce this new pattern in some selected compact areas in each region. As there was no training college in the State at that time to train teachers working in compact area schools, some selected teachers were trained at Wardha under the guidance of the Hindustani Talimi Sangh and some at Jamia Millia, Delhi. The work of the experimental Basic Schools in the compact area was entrusted to these teachers and the inspecting staff.

The Bombay Government with a view to giving proper guidance to the teachers and officers working out the plan, and also with a view to advising Government on matters of policy and administration, constituted a Board of Basic Education in the year 1939. It consisted of some eminent educationists and experienced social workers from the State who were associated with Gandhiji in conducting this scheme of Basic Education.

The Board recommended to Government that with the object of giving adequate and efficient training to primary teachers, the primary teachers in the training colleges should be trained by members of the staff who have themselves undergone thorough training in Basic Education. With this object in view the Board advised Government to start a Graduates' Basic Training' Class with very efficient and highly qualified staff. Such a class was first started in Belgaum in the year 1947-48 with English medium. Then it was decided by Government to establish three Graduates' Basic Training Centres in three different linguistic areas. Accordingly one centre with Marathi medium was started at Bordi in June 1948. Only trained graduates were admitted to this Centre. These graduates trained in this Graduates' Basic Training Centre were expected to be entrusted with the work of conducting Primary Teachers' Training Colleges and of supervising the work of Basic Education.

So gradually all the training colleges in the State were converted into Basic Training Colleges. The expansion of the programme of Basic Education was related to the number of teachers trained in such primary teachers' training colleges. As a result all the primary teachers' training colleges, Government as well as non-Government in the State numbering 133 are at present Basic Training Colleges.

Occasionally Basic Education conferences at the national level were being held at different places in the country. The delegates consisting of educationists, Social workers and Government Officers submitted their reports and discussed their programmes and difficulties. Two such conferences were held one in Poona in the year 1939, and another at Sewagram in the year 1945.

The Basic Education Advisory Board in the year 1950 made a comprehensive survey of the working of all the schools in the compact areas all

over the State; and being satisfied with the result of the experiment, recommended to Government to extend the Basic Education pattern all over the State as a phased programme.

The Government of India appointed in the year 1956 an Assessment Committee of some experts to review the progress of Basic Education in the whole of the country and evaluate the success achieved. The report of this Assessment Committee is a valuable document. The Assessment Committee has studied the working of the pattern in different States all over India, and inspite of many defects observed in understanding the fundamentals and implementing them, has expressed its conviction that "when a few generations of children pass through such a process of productive work, of love of work and therefore, the joy of work, then what might happen may well be invaluable in terms of the Nation's growth in every direction."

The old State of Bombay was bifurcated in the year 1956 when Karnatak was separated from the Bombay State, and formed a part of the Mysore State. Four additional areas of Saurashtra, Cutch, Marathwada and Vidarbha were merged in the bilingual Bombay State. The policy adopted by the old Bombay State in respect of Basic Education, however, was continued, and efforts were made to expand the scope of Basic Education on the lines laid down previously. In the year 1960 the bilingual Bombay State was divided into two separate States, namely, Maharashtra and Gujrat.

The number of ordinary schools converted into Basic Schools upto 31st March 1961 was 4,027 and the enrolment of pupils in these schools was 784,324. Out of the total number of 4,027 basic schools, there are 2,869 basic schools with spinning and weaving as the main craft, 851 with agriculture as the main craft, and 307 with wood work as the main craft. The number of basic schools has increased considerably during the last 8 years.

Government of Maharashtra is keen on continuing the policy of Basic Education. However Government is aware that there is dissatisfaction among the people and educationists also about some aspects of the scheme, and is also aware of some defects and difficulties in the execution and administration of the scheme. Hence Government wanted to take a review of the progress made in Basic Education ever since it was introduced in this State, and to suggest ways and means to improve the present standard of Basic Education and to minimise complaints from the public regarding the teaching of various crafts in the Basic Schools. So Government appointed a committee under G.R., E. & S.W.D., No. BEN-1061-A of 14th November 1961 and directed the committee to submit a detailed report in the matter.

The members of the Committee are as follows :—

- (1) Shri S R. Bhise, Bordi, district Thana ... Chairman.
- (2) Shri B. M. Thoke, Rayat Shikshan Sanstha, Satara ... Member.
- (3) Shri S. R. Londhe, Director, Rural Institute, Member.  
Amaravati.

- (4) Shri D. S. Jagtap, Chairman, District School Board, Member.  
Satara.
- (5) Shri S. K. Vaishampayan, Secretary, Maharashtra Member.  
Shaikshani Sankalan Samiti, Aurangabad.
- (6) Shri B. R. Patil, Officer on Special Duty, Secretary.  
Director of Education's Office, Poona.

Shri S. R. Bhise, the Chairman of the Committee, saw the Director of Education on 16th December 1961, and discussed with him the plan of the work to be undertaken by the Committee as per Government Resolution referred to above. He also discussed with Shri B. R. Patil, Secretary of the Committee, the future plan and the mode of the work of the Committee.

The first meeting of the Basic Education Review Committee was held on 17th and 18th January 1962, at Poona in the Director of Education's Office. The Committee discussed and prepared the questionnaire to be issued to all persons and institutions interested in Basic Education and educationists both official and non-official. The Committee also discussed and formulated the programme of work.

In pursuance of the plan, the committee paid visits to Basic Schools and Basic Training Institutions, and interviewed educationists and persons interested in Basic Education in all the regions of the State.

The details of the programme of the tour of the Committee are given below :—

- 3rd March to 10th March 1962 ... Vidarbha Region.
- 6th April to 14th April 1962 ... Eastern part of Bombay Region and  
Marathwada Region.
- 18th April to 26th April 1962 ... Western part of Bombay Region  
and Poona Region.

The Committee held discussions at different places with some very prominent persons connected with Basic Education, and was much benefited by these discussions. The Committee takes delight in expressing its gratitude to Kumari S. Panandikar, Shri S. R. Tawade, Shri V. D. Ghate, Shri V. A. Apte, Shri T. A. Apte, Shri S. M. Thigale, Dr. S. V. Kelkar, Shri U. R. Seolekar, Shri C. G. Sahasrabudhe, Shri M. T. Vyas, Shri L. N. Chhapekar, Shri V. T. Tatke, Shri S. S. Desnavi, Shrimati Madhuri Shah, Shri B. G. Jagtap, Acharya V. P. Limaye, Dr. D. V. Chikkarmane, Shri B. M. Save, Shri N. R. Parasnis, Miss. Kapila Khandwala, Shri Shamrao Kadam, Shri D. G. Rasal, Shri V. T. Bhilande, Mrs. Rajkuwar Kabra, Shri B. B. Khedgikar and Principal Kanbarkar.

The procedure adopted by the Committee to collect the material for the report was as follows :—

- (1) The Committee issued the questionnaire to :—
- (i) The heads of Post Graduates' Basic Training Colleges.
- (ii) The Heads of the Primary Teachers' Training Colleges.

(iii) Social Workers.

(iv) Educationists.

(2) Another questionnaire was issued to :—

(i) Administrative Officers.

(ii) District Inspectors of Schools.

(3) The Committee visited some Basic Training Institutions, Basic Primary Schools, some secondary schools and some Ashram Schools. Representative institutions were selected for visits with the object of getting the correct picture about the working of the various types of Basic Schools and Training Institutions.

(4) The Committee had interviews with educationists and persons interested in Basic Education, and held discussions with the members of the staff of the Training Institutions and of Basic Schools.

The questionnaire issued by the Committee is given in Appendix I. It is made as exhaustive as possible having 44 questions. The second questionnaire issued to the Administrative Officers of the District and Municipal School Boards and the District Inspectors of Schools consisting of 9 questions and 3 *Pro formas* is given in Appendix II. The printed questionnaire was sent to about 1500 persons and the cyclostyled questionnaire was sent to all the Administrative Officers and District Inspectors of Schools. In all 441 replies to the questionnaire were received. Of these 192 are persons interested in Basic Education including educationists, guardians, social workers etc., 166 are from Basic Training Colleges and Basic Schools and 83 are from trainees. The names of persons and Institutions are given in Appendix III.

The cyclostyled questionnaire was replied by 23 Officers. The list of the Administrative Officers and the District Inspectors of Schools who sent replies to the questionnaire is given in Appendix IV.

Besides collecting information contained in the replies to the questionnaire, the committee tried to get first hand knowledge by paying actual visits to some Basic Training Institutions and Basic Schools. For this purpose the committee toured throughout the State of Maharashtra.

The members of the Committee visited all the 3 Post Graduates' Basic Training Colleges situated at Dhulia, Amravati, and Gargoti, 42 primary training colleges and 12 Basic Schools. The list of Institutions visited is given in Appendix V.

At each institution the committee interviewed the members of the staff of the Institutions and persons interested in Basic Education, and discussed with them the problems of Basic Education.

The members of the Committee also utilised these visits for discussion with officials and non-officials connected with the working of Training Institutions and Basic Schools at each place. In some Training Colleges the members of the Committee had discussions with the trainees also with

the object of getting acquainted with the opinions and experiences of those who are to be entrusted with the actual work of teaching in the Basic Schools. The list of persons interviewed is 499 which is given in Appendix VI.

Thus it will be seen that the committee has put in serious efforts in carrying out a comprehensive survey, and in collecting sufficient material for its report.

The views expressed in this survey are based on the long and close associations of the Members of the Committee, with this scheme of Basic Education, strengthened by their conviction and faith that the scheme has immense potentialities, if properly worked out, of meeting the growing educational demands of the nation. At the same time the Committee has respected the views of the people even when they were in disagreement and has also observed the defects in the working along with its good features.

Thus while affirming its faith in the potentiality of the scheme to meet the Nation's demands for the fullest development of the young generations, and accepting the fundamentals of the scheme, the committee taking a realistic view and with the good intention of making the scheme universally popular and applicable has tried to show the ways and means to improve the present standard of Basic Education and to minimise the complaints from the public regarding teaching of various crafts in Basic Schools.



## CHAPTER II.

**HISTORICAL SURVEY OF BASIC EDUCATION.**

Mahatmaji first gave out his ideas on Basic Education in the issue of Harijan in 1937. Then a conference of educationists in India was called at Wardha under the presidentship of Mahatmaji. Mahatmaji explained his scheme of the new education before the conference. In order to implement the scheme and to prepare the syllabus the conference appointed a committee under the chairmanship of Dr. Zakir Hussain. The committee after discussions drafted the scheme of education, prepared suitable syllabii and submitted its report on 2nd December 1937 to Mahatmaji. The report was approved by him. In 1938 the All India Congress Session was held at Hariipura. This scheme was put before the Congress Session and was accepted by it.

In order to spread this new scheme of education throughout the country the All India National Education Sangh and the Hindustani Talimi Sangh were established. Now the immediate need was to train teachers in the new scheme. So training Institutions were opened at Wardha, Delhi and some other places. In 1938 Government of India appointed a Sub-Committee under the presidentship of late Shri Balasaheb Kher, the then Chief Minister and Education Minister of Bombay State to consider the scheme of Basic Education in all its aspects, and to send its recommendations. The Sub-Committee recommended Basic Education as a pattern of National Education.

It was in 1938 that the Government of Bombay decided to introduce Basic Education as an experiment in some schools in the State, and in the same year appointed a special officer to organise the work of Basic Education.

A scheme was prepared in consultation with some members of the Hindustani Talimi Sangh and submitted to Government for approval. Accordingly Basic Education with Spinning and Weaving as the Basic craft was to be introduced gradually starting with Standards I and II during the first year in the then existing primary schools in the four selected compact areas. It was intended to extend the experiment to the other standards progressively year by year so that the whole plan was to be completed during the course of 6 to 7 years.

To prepare teachers for work in these schools a few selected trained graduate teachers working in training institutions and secondary schools were sent to Wardha for three weeks and Jamia Milia, Delhi, in 1938-39 for a week, where a short course of training was organised by the Hindustani Talimi Sangh and the Jamia Milia. On return, these teachers started three short term training courses of about three months' duration at different places and trained about 130 primary school teachers. After completion of these courses these teachers started work in June 1939 in the various primary schools in the selected compact areas. Along with Government some private agencies also started this experiment and Government agreed to help them financially.

With a view to supplying suitable trained teachers for the extension of Basic Education to upper standards independent Basic Training Centres were started at three places in the three linguistic areas in June 1939. Out of these one was located at Loni-Kalbhori (Poona District) in Maharashtra. In July 1939 an independent Basic Training Centre for Urdu teachers was started at Jalgaon, which was subsequently closed in 1940.

The experienced trained graduates who had attended the short course of training at Wardha were appointed as Basic Supervisors for all the compact areas to supervise and guide the work in academic subjects. In addition to these Officers experts in craft work were appointed for each compact area to supervise and organise the work in the basic craft.

To advise Government on all matters relating to Basic Education in the State an Advisory Committee called "Basic Education Advisory Committee" was appointed by Government in January 1939. The first All India Basic Education conference was held at Poona in 1939. This was attended by Mahatma Gandhi who participated in the discussion. The discussions at the conference gave great impetus to Basic Education in the State of Bombay.

This progress in the spread of Basic Education was possible due to the support of the popular ministry. But in 1939 the popular ministry resigned in response to Nation's call, and an administration under section 93 of the Constitution was set up. This section 93 Government carried on the experiment in Basic Education from 1939 to 1945.

With a view to examining the achievement of Basic Education during the first five-years of the experiment, the Government of Bombay requested the Central Advisory Board of Education to appoint a committee to enquire into the experiment of Basic Education in the State and to offer suggestions for its future working. Following the recommendations of this Committee Government of Bombay continued the experiment for another period of five-years. A class I post of special officer for Basic Education was created from 1st June 1944 for a period of five-years and was later on converted into the post of Deputy Director of Public Instruction. During the year 1945-46 Government decided to treat all Agricultural Bias Schools in the province as Basic Schools and ordered to introduce the Basic syllabus gradually in them.

The cotton craft introduced in the schools of Khandala compact area was not found suitable owing to scanty rains and shifting population, and hence it was replaced by wool craft in 1944.

The second All India Basic Education conference was held at Delhi in 1941, and some modifications were made in the syllabus prepared by the Zakir Hussain Committee. The modifications were in respect of daily routine in the schools, organisation and execution of crafts, technique of correlation, training of teachers etc. The third All India Basic Education Conference was held at Sewagram in 1945 when the plan of complete course of integrated Basic Education-Samagra Naye Talim-consisting of three different stages viz., (1) Pre-Basic, (2) Basic and (3) Post Basic was accepted.

Popular Ministries came in power in 1946. Immediately a conference of Education Ministers and workers in the field of Basic Education from various States was held at Poona. It was decided in the conference that the experimental stage of Basic Education being over, the provincial Governments should make efforts to introduce the scheme of Basic Education in their provinces. Since then the scheme of Basic Education began to prosper in the country.

As a first step towards the introduction of Basic Education on a large scale Government decided to introduce crafts in as many primary schools as possible. Government deputed some selected teachers to Hindustani Talimi Sangh, Sewagram, and Jamia Milia, Delhi, for training in Basic Education in 1946. Government sanctioned the starting of training courses in crafts for the primary teachers. Accordingly short term training courses in spinning and weaving were organised by the District School Boards themselves or through the agency of local Khadi workers or workers of All India Spinners' Association. The courses in Agriculture were organised with the help of the Agricultural Department in the Agricultural Schools run by that Department or with the help of the well established private Agricultural Schools. Courses in wood work were organised by the private agencies in the first instance, but since 1949 primary teachers were deputed to the combined Centre for Industrial Training at Aundh organised by the Labour Ministry under the Central Government. In addition to these short term courses batches of primary teachers were trained at Sewagram by the All India Spinners' Association. Short term courses of five weeks' duration in Basic Education were organised for the assistant masters in Training Colleges and Inspecting Officers.

All craft schools were treated as an intermediate stage of conversion of ordinary schools into Basic Schools. Simultaneously all training institutions were converted into Basic Training Centres.

With the policy of Government to introduce Basic Education in all the primary schools it was necessary to convert all primary training institutions gradually into Basic Training Institutions. To provide basic trained graduate teachers to these training colleges Government started Graduates' Basic Training Class in 1947 and this was attached to the Secondary Training College at Belgaum. English was the medium of instruction in this Class.

With a view to giving an insight in the principles of Basic Education and knowledge of crafts to the Inspecting Officers of the District, short term training courses of three months' duration were organised at different places during 1948-49 and 1949-50.

After one year's experience and in consideration of the difficulty with regard to the language in the practising schools, it was decided by Government to establish three Regional Graduates' Basic Training Centres from June 1948 and to admit only trained graduates. The Regional Centre for Maharashtra was opened at Bordi in Thana District.

The Divisional Inspecting Officers and Inspectresses of Girl's Schools were deputed to Sewagram in the year 1949-50 for a short period of 10 days to watch and observe the working of the Institutions conducted by the Hindustani Talimi Sangh, Sewagram.

With the help of the trained teachers it was possible to introduce craft into more and more primary schools, and secondly to convert the craft schools gradually into Basic Schools.

To step up the programme of teachers training Government encouraged the private agencies to start basic training colleges on Grant-in-aid basis. In 1954 Government appointed a committee under the chairmanship of Kumari S. Panandikar to suggest ways and means to improve training programme of basic training colleges. On the recommendations of this Committee, Government introduced 2 years' teachers training course for Matriculates as well as the primary school certificate holders. The courses for S. S. C. and P. S. Cs., are different. S. S. Cs. are trained for teaching upper classes and P. S. Cs., are trained for teaching lower classes of primary schools. Grant-in-aid given to private training colleges was increased from 50 per cent to 66 $\frac{2}{3}$  per cent. In addition to this 50 per cent grant on Dearness Allowance is given to training colleges. Grant on hostel rents is 100 per cent. At present there are 133 basic training colleges of which 58 are Government and 75 private. Normal output of trained teachers of two years' course is annually about 8,000. There are in all 3 Post Graduate Basic Training Colleges in Maharashtra State. They are located at Gargoti, Dhulia and Amravati. These colleges give composite training courses including theory and practice of education included in the B. T. courses as well as basic craft, correlated method of teaching and community living which form the integral part of Basic Education. Out of them the college at Amravati has been affiliated to the University of Nagpur. Other colleges award Diplomas in Education. Basic trained graduates are given preference for appointment in Government Secondary Schools and primary training institutions, and basic training is regarded as an essential qualification for appointment on the staff of Primary Training Colleges.

The short term courses of 4 weeks' duration were annually held at Basic Training College at Loni-Kalbhori, for graduate teachers and Inspecting Officers trained as per old pattern. Besides this four weeks' training course in spinning and weaving was run for craft teachers of training colleges at Trimbak Vidyalaya, Nasik by the All India Khadi Commission. Camp-cum-seminars of six days' duration were held every year in each district in the winter vacation for primary teachers. 50 teachers from each district attended such seminars. Primary Basic Training Colleges have a scheme of extension services for schools in the neighbourhood. This scheme is in operation in 12 Basic Training Colleges in the State.

Literature of Basic Education for the guidance of teachers working in basic schools has been prepared by the Department. Till now four books have been published; (1) An Activity Scheme of teaching of different subjects in standards I to IV; (2) General principles of Basic Education,

(3) Activities in Basic Schools and (4) Teaching of academic subjects in Basic Schools.

Till 1955 the Department had framed the separate syllabii for Basic and non-basic schools. There were separate examinations at the end of the 7th year in basic and non-basic schools. But in 1955 Government got the syllabus revised through the joint committee of Basic and Primary Education Boards, and introduced a common syllabus in all types of schools. Consequently on introduction of a common syllabus for primary schools, certificate examination for basic and non-basic schools came to be amalgamated into one examination. Since June 1956 the syllabus included training in health and community living as an integral part, so that even non-basic schools could be oriented to Basic School Pattern. At present community living is a compulsory activity for all schools. Every day the first period is utilised for safai, health-drill, prayer, newspaper reading, etc. Schools have their own ministers selected for different activities, and a council of ministers for the whole school. The number of cultural programmes, celebrations, projects like manuscript magazines, dramatics, form a part of school work in all basic and non-basic schools. Since 1957 the syllabus in craft for basic schools was also modified. It divides the craft work in 3 stages namely, preparatory stage in standards I and II, elementary stage covering standards III and IV and advanced stage in standard V to VII. No targets have been fixed in the preparatory stage. Crafts such as gardening, clay work, paper work have been introduced in the preparatory stage. Craft quota has been reduced. The proper type of equipment of good quality is supplied to the schools. Another important step taken in this direction is the construction of craft sheds. The standard plans and designs of craft sheds have been prepared and Government sanctions full grant of Rs. 4,400 to the School Boards and some private agencies. About 300 craft sheds have been sanctioned for different schools in the State.

The first batch of trained graduates from Vidarbha was deputed by the former M. P. Government to Sewagram for undergoing one years' course in Basic Education in 1946-47.

The first batch of the graduate teachers from Marathawada was deputed by the former Hyderabad Government to Sewagram for training in Basic Education in the year 1951-52. The first attempt to train the primary teachers in the principles of Basic Education was undertaken in the Basic Training College at Mominabad. This college with Agriculture as its main craft trained the Matriculate teachers only. There were two other colleges at Parbhani and Aurangabad teaching non-basic courses. During the year 1955-56, the above colleges namely at Mominabad, Parbhani and Aurangabad were brought under Secondary Teachers' Basic Training Certificate course. In the same year two more colleges of the same type one at Nanded and other at Osmanabad were started.

Since 1957-58 the need for uniform course was felt and hence the courses of the Basic Training Colleges that were introduced in Old Bombay State were also introduced in all the Colleges of Vidarbha and Marathawada,

Additional Government Training Colleges were started in all the regions of Maharashtra under the Government of India Scheme and private Training Colleges also were allowed to be started for training the primary teachers.

A scheme of simple crafts has been introduced in non-basic schools in the year 1960-61 with a view to orienting them towards Basic Pattern. Under this scheme an amount of Rs. 36,900 was sanctioned for orienting 2388 single as well as multi-teacher schools in Western Maharashtra as per demand of various School Boards. So also an amount of Rs. 14,000 was sanctioned under this scheme for 733 schools in Marathwada region. The cost under the scheme pertains to the purchase of necessary equipment only. It is however obligatory on the part of villagers to provide free raw material to the schools.

Since the year 1953, Basic Education was introduced by the former Hyderabad Government with spinning and weaving as the main craft in the primary schools. Accordingly the conversion was undertaken on broad principles. No systematic and extensive efforts were made to convert the schools into full fledged basic schools. Neither any specific syllabus was prepared at this stage. The equipment for the craft of spinning and weaving was supplied to the schools during the First-Five-Year Plan period. The result of these efforts was that at the end of the year 1955-56, as many as 113 primary schools were converted into Basic Schools.

As regards Vidarbha Region, modified syllabus has been introduced by former M. P. Government since 1955. Accordingly crafts have been introduced in as many schools as possible depending upon the availability of funds. Regionwise number of schools where simple crafts have been introduced upto 31st March 1962 is as follows:—

Region	Bombay	Poona	Aurangabad	Nagpur	Total
N. of Schools	1978	1344	1469	1246	6037

Regionwise number of Basic Training Colleges as on 31st March 1962 is given below :—

Region.	Spinning and Weaving Craft.		Agriculture Craft.		Wood Work Craft.		Total.
	Govt.	Non-Govt.	Govt.	Non-Govt.	Govt.	Non-Govt.	
(1) Bombay ..	8	22	2	1	2	2	37
(2) Poona ..	7	23	4	6	3	1	44
(3) Aurangabad ..	9	1	2	1	1	..	14
(4) Nagpur ..	13	16	6	2	1	..	38
Total ..	37	62	14	10	7	3	133

Out of the total of 133 Training Colleges there are 25 Training Colleges for Women. Out of which, 23 are with spinning and weaving as the main craft, 1 with Agriculture as the main craft and 1 with wood work as the main craft.

## REGIONWISE BASIC SCHOOLS IN MAHARASTRA STATE.

1959-60

Name of the Region.	Basic Schools with Spinning and Weaving as a basic craft.	Basic Schools with Agriculture as a basic craft.	Basic Schools with Woodwork as a basic craft.	Total of Basic Schools
1	2	3	4	5
1. Bombay .. ..	1,183	152	124	1,459
2. Poona .. ..	804	425	137	1,366
3. Aurangabad ..	181	15	1	197
4. Nagpur .. ..	346	40	1	387
Total .. ..	2,514	632	263	3,409

1960-61

Name of the Region.	Basic Schools with Spinning and Weaving as a basic craft.		Basic Schools with Agriculture as a basic craft.		Basic Schools with Woodwork as a basic craft.		Total Number of basic schools.	
	Stds. I to IV.	Stds. I to VII.	Stds. I to IV.	Stds. I to VII.	Stds. I to IV.	Stds. I to VII.	Stds. I to IV.	Stds. I to VII.
1	2	3	4	5	6	7	8	9
1. Bombay .. ..	455	763	53	141	16	147	524	1,051
2. Poona .. ..	258	763	....	555	17	125	275	1,443
3. Aurangabad ..	147	44	47	18	1	....	195	62
4. Nagpur .. ..	292	147	4	33	1	....	297	180
Total .. ..	1,152	1,717	104	747	35	272	1,291	2,736
Grand Total ..	2,869		851		307		4,027	

1961-62

1. Bombay .. ..	458	760	51	143	16	147	525	1,050
2. Poona .. ..	258	753	....	555	17	125	275	1,433
3. Aurangabad ..	173	85	98	17	26	8	297	110
4. Nagpur .. ..	333	166	4	33	1	....	338	199
Total .. ..	1,222	1,764	153	748	60	280	1,435	2,792
Grand Total ..	2,986		901		340		4,227	

PROGRESS OF BASIC EDUCATION IN M                      HTRA STATE.  
1959-60

1	2	3	4	5
	Basic Schools with spinning and weaving as a basic craft.	Basic Schools with agriculture as a basic craft.	Basic Schools with woodwork as a basic craft.	Total.
(1) Number of Schools ..	2,514	632	263	3,409
(2) Number of Pupils ..	4,11,423	1,33,618	55,471	6,00,512
(3) Expenditure on raw material Rs.	1,30,850	53,890	28,018	2,12,758
(4) Income from the crafts ..	Rs. 1,50,683	85,795	28,361	2,98,204
(5) Rebate ..	Rs. 33,365			

1960-61

(1) Number of Schools ..	2,869	851	307	4,027
(2) Number of Pupils ..	5,33,862	1,74,669	75,793	7,84,324
(3) Expenditure on raw material Rs.	1,48,549	83,230	76,975	2,63,754
(4) Income from the crafts ..	Rs. 1,31,176	1,21,510	48,980	3,15,797
(5) Rebate ..	Rs. 20,131			

1961-62 (upto 31st December 1961).

(1) Number of Schools ..	2,986	901	340	4,227
(2) Number of Pupils ..	5,83,019	2,46,997	88,197	9,18,213



## CHAPTER III.

**SOME POPULAR NOTIONS AND SUGGESTIONS.**

In the previous chapter a short history of the progress made in the field of Basic Education in the State has been given from which it will be seen that there is rapid expansion of Basic Education. However, criticism has slowly grown about the working of the scheme.

Criticisms are of different types. But mainly an impression has grown that Basic Education is equivalent to learning the craft of spinning and weaving. There is a criticism against insistence of quota. Pupils have to sit in the school and also at home to complete the quota; and thus they do not get adequate time for the attainment of knowledge in the academic subjects. It has been also found that this craft does not find place in the day-to-day life of people around and that there is no continuation of the craft in secondary education. Educationists are of the opinion that teaching of the crafts is not profitably taken advantage in correlating various subjects, and hence the time spent on craft work is considered to be a waste. Simultaneously with the expansion of primary education and the conversion of ordinary schools into Basic Schools proper planning of accommodation, equipment, adequate basic trained staff should have been made. But such a planning is found to be unsatisfactory and inadequate and hence Basic Education is not being imparted in keeping with the original objectives. Further whatever small percentage of basic trained teachers is available, even they have no proper background. They are also not properly trained and capable enough to impart education through correlated method. The attention of the Committee has also been drawn to the fact that Primary Teachers' Training Colleges which prepare the personnel to man the basic schools are themselves not fully and properly equipped. These are some of the important criticisms that the Committee have received through replies to questionnaire and through interviews and discussions.

In trying to analyse the criticisms about Basic Education the Committee finds that some of these are based on misunderstandings about the concept of Basic Education. Wrong notions have grown due to the defective working of the scheme as a whole.

Fundamentally Basic Education does not envisage learning through one craft only and that too spinning and Weaving. In the draft syllabus prepared by Dr. Zakir Hussain Committee three crafts, namely (i) spinning-weaving, (ii) kitchen, gardening—Agriculture, (iii) paper work leading to wood work have been suggested, and it was expected that any one of these crafts should have been chosen for introduction in Basic Schools according to the local requirements and environment. After experimentation it was found that spinning and weaving is a complete craft in as much as it can be the centre of education as well as it can provide for productive activity. This craft is also found to be a multi-process craft. Equipment and trained personnel were available in large number even in the initial stages,

and thus spinning and weaving was proposed for introduction as a basic craft, when Basic Education was first introduced. This does not mean that other two crafts could not have been selected nor was it the view of the sponserers. The main object of introducing a craft as a centre of Education is to train the senses of the pupils, to develop their skill in productive activity, and thus to obtain knowledge arising out of the same. Usefulness of the craft in life at the same time has to be considered and it cannot be overlooked. But while selecting a craft in keeping with its usefulness in life it should be seen that the craft fulfils the criteria visualised in the scheme of Basic Education.

Now turning to the criticism that attainment of academic knowledge in the non-basic schools is higher than that in the Basic Schools the Committee wishes to draw the attention of those really interested in Basic Education to the observations of Dr. V. V. Kamat. Dr. Kamat has observed in his report, "I cannot, however, resist the temptation of drawing the general conclusion that the children of several age and grade groups seem to attain the same level in whatever way they are taught, provided they get sufficient opportunities to learn in the right way. It is also possible that the craft work which is like childrens' play activity keeps their minds more alert and removes the sense of drudgery which may probably be manifesting itself in the non-basic schools, and thus in a shorter time the boys of Basic Schools pick up as much of the 3 Rs. as the boys in non-basic schools. Supposition, therefore, that the non-basic children may be found superior in three Rs. and basic children in manipulative ability is not borne out by these statistics". The Committee, therefore, considers this criticism as incorrect. However the Committee is aware of the fact that the minds of trainees are at present weighed with the undue burden of craft work and insistence on quota; but that is not the case with the pupils in primary schools at present. The notion that all the quantum of knowledge in all the academic subjects is to be imparted through the craft alone is also not correct. The knowledge of all the subjects is to be given as much through craft as through activities arising out of social and natural environments. But at the same time the Committee has found that over emphasis is given on correlation through craft by the teachers in Basic Schools and Basic Training Institutions. This emphasis is wrong.

During our discussions and interviews and from the replies received a suggestion was made to introduce a craft suitable for girls according to their aptitudes and requirements in future life. The suggestion is worth consideration.

But with all these criticisms and misunderstandings and wrong notions the Committee is glad to note that the people are broadly in agreement with the principles of Basic Education and that they have found many good features in the Scheme. This is clear from many of the replies given to the questionnaire and from discussions at the time of interviews.

It is, therefore, necessary that efforts be made through parent teacher meetings, shibirs, talks and discussions to remove these misunderstandings and wrong notions. But this alone would not be enough. Certain

defects have entered in the working of the scheme which need correction. A rigidity of approach is there which has to be removed. In order, therefore, to implement the scheme in the proper way the Committee recommends that :—

*Re. 1—*

- (i) A wider choice of crafts be given.
- (ii) The condition of quota in craft work be relaxed.
- (iii) A balanced technique of correlation with crafts and social and natural environments be introduced.
- (iv) The working of Basic Primary Schools, Basic Training Colleges and Post Graduates' Basic Training Centres should be improved.
- (v) The Inspectorial staff be properly trained.

## CHAPTER IV

### BASIC CRAFTS

From the replies received to the questionnaire and from the interviews it was revealed that wider choice of crafts should be given according to the local needs. The Committee is in full agreement with this view. The Committee, therefore, suggests the following seven crafts to be adopted as Basic crafts for introduction in the primary schools. Out of this list the first three were proposed in the draft syllabus of Basic Education prepared by Dr. Zakir Hussain Committee. We suggest now four new and additional crafts. The crafts newly suggested have educational potentialities and satisfy all the criteria for selecting a craft :—

- (1) Spinning and Weaving of cotton or wool.
- (2) Kitchen gardening—Agriculture.
- (3) Paper work—Wood work.
- (4) Home Craft.
- (5) Clay work—pottery.
- (6) Coir work.
- (7) Bamboo and canework.

The Committee, therefore, recommends that—

*Re. 2—*

Besides the three crafts originally suggested by Dr. Zakir Hussain Committee namely Spinning-Weaving, Kitchens-gardening—Agriculture and Cardboard modelling-Woodwork, the following crafts should be added to the list :—

- (i) Home Craft.
- (ii) Clay work-pottery.
- (iii) Coir work.
- (iv) Bamboo and cane work.

It is necessary to point out that Mahatma Gandhi never envisaged spinning and weaving as the only craft. Basic Schools could have selected any one of the other two crafts. But as stated earlier spinning and weaving had attained certain perfection through experimentation, and hence spinning and weaving was accepted in the initial stages. Let it now be clear that there is a full option and freedom in the selection of the craft from the beginning. The same has now been widened further. It would be, therefore, up to the Gram Panchayats and School Committees to see that they choose a craft suitable for their environment and useful for the life of the community. Even a change of craft in the present basic schools is possible and if proposed may be allowed.

The Committee, therefore, recommended that—

*Re. 3—*

“The management of Schools may be allowed if they so desire to change the existing craft and introduce any one of the remaining six crafts.”

## (i) Spinning-Weaving.

Having thus given a wide choice of basic crafts and freedom of selection, we would like to turn towards the working of each one of them. The first three crafts having been already adopted by the Basic Schools, it would be possible to suggest improvements in their working in more details. However we shall try to state our views with regard to the other additional basic crafts newly suggested from the suggestions received by us and from the experiences of institutions working at them.

Now taking spinning and weaving as the basic craft the Committee found that certain defects have entered into its working. There is also a rigidity which has grown into the system. If serious efforts are made to remove these defects and take up a flexible approach spinning and weaving can continue to be an educative craft and also prove useful in cotton growing areas of the State particularly where handlooms are still the means of livelihood of many of our countrymen.

At present Spinning and Weaving craft is not practised systematically. There is no proper planning. Craft periods are not daily used properly. The craft equipment is sometimes out of order. Good deal of yarn spun is lying in stock in many schools. It is observed that the cloth prepared in the schools is of an inferior quality. The Committee thinks it necessary to pay attention to the quality of the finished articles, and development of skills among the pupils. The Committee also suggests that no quota in craft work should be fixed for any of the classes. The craft work should be done systematically and honestly with a view to developing skills and improving quality. Day-to-day record should be properly maintained.

The Committee, therefore, recommends that—

*Re. 4—*

“No quota in craft work should be prescribed and emphasis should be given on quality rather than on quantity.”

The assessment of craft work should depend on day-to-day work and the quality of the finished articles. Finished articles in craft work should be prepared in the same class. That is, yarn spun in any of the classes should be fully utilised up to the end of the year in the same class, and standardwise articles as given below should be prepared. Then no yarn will remain unused. This will also give joy of creation to the pupils :—

Std. III—Weaving tapes of small width.

Std. IV—Weaving tapes of different widths and preparing belts.

Std. V—Weaving seating mats (Asan).

Std. VI—Weaving spreading mats and scarfs.

Std. VII—Weaving towels and napkins.

This classwise list is only suggestive.

Weaving shirting and fine cloth requires skill and is not within the reach of the pupils studying in upper primary classes, whose age is only 12 to 13 years.

The Committee, therefore, recommends that—

*Re. 5—*

“Finished articles should be prepared in each and every class ; and no yarn should be left unwoven”.

Each Inspecting Officer should make strenuous efforts to improve the tone of at least some group schools to start with by paying frequent visits to these schools and creating confidence, giving guidance, and encouraging teachers to improve the quality of craft work.

There are good many basic schools with Standards I to IV which are manned with one or two teachers. Such schools generally have no adequate accommodation. They are held in temples or in open verandas and there is no safety. If charkha is introduced in Std. IV the teachers of these schools find it very difficult to take care of these charkhas, pupils also find it difficult to practice on the charkhas.

The Committee, therefore, recommends that—

*Re. 6—*

“Spinning on takali only should be practised in Stds. III and IV, and spinning on charkha should be introduced from Std. V onwards.”

#### (ii) Kitchen gardening leading to agriculture.

Though the number of Basic Schools with kitchen gardening leading to agriculture is at present less than those with spinning and weaving craft, still Agriculture Basic Schools are attracting the attention of both the parents and pupils particularly in rural areas. In its visits and interviews the Committee found that there is a large volume of opinion which favours agriculture as the basic craft. From different points of view it was considered that agriculture is a more congenial, suitable, and useful craft for Basic Schools situated in rural areas. It was also stated that this craft provides for more natural and effective correlation and interests both the pupils and the villagers. Further the farm produce is also easily saleable.

The Committee entirely agrees with this view and, therefore recommends that—

*Re. 7—*

“Wherever a demand is made for the adoption of agriculture as the main craft the same be accepted and all facilities be given for the introduction of the same.”

But for effective and successful working of this craft availability of land to the school is most essential. With the voluntary co-operation of the villagers, such lands have been made available at certain places

Committee wishes to express its appreciation of these efforts of Education Officers and villagers in the interests of education, but these efforts still fall short of the growing demand for Agriculture Basic Schools.

The Committee therefore, strongly recommends that—

*Re. 8—*

“Government should make lands available to the Schools, from bhoodan, forest land, gairan, deosthan, waste lands, etc. wherever there is demand for the same.”

In this connection the Committee was informed that transfer and registration of land takes a long time and lengthy procedures have to be adopted in securing the land for the school.

*Re. 9—*

The Committee, therefore, recommends that—

“Government should avoid lengthy procedures regarding transfer of lands and expedite registration of lands in the name of the management of the schools”.

As desired in the type plan a lower primary school should ordinarily have one acre of land, and, a full fledged primary school four acres. This land must be within a distance of nearly four furlongs from the school and it should have irrigation facilities for cultivation of portion of this land. Wherever possible schools may be provided with electric pumps or wells and water lifting arrangements.

The Committee, therefore, recommends that—

*Re. 10—*

“The schools should be provided with electric pumps, and water lifting arrangements wherever there is such a demand”.

It was pointed out that it may not be possible to secure this standard size of land at some places. At such places this condition may be relaxed and such schools may be allowed to introduce agriculture as a Basic Craft even with 5 Gunthas of land for each single teacher school or a full class of 40 pupils.

The Committee, therefore, recommends that—

*Re. 11—*

“Single teacher schools may be allowed to introduce agriculture as a basic craft if even 5 gunthas of land is available. So also other schools may be allowed to introduce agriculture as a main craft if at least 5 gunthas of land is available for each class of 40 pupils.

Besides the above major difficulty of securing land there are certain procedural difficulties with regard to the crediting of income from the farm, the contingent expenditure and the surplus produce of the farm. These difficulties not only cause delays but also dishearten the pupils, teachers and the villagers.

It was found in our tour that the contingent expenditure for preliminary operations and purchases of seeds and manures is not made available to the Head Master in time. Such administrative delays should be avoided.

The Committee, therefore, recommends that—

*Re. 12—*

“Requisite amount of contingent expenditure should be placed at the disposal of the Head Master of the school well in advance at the time of the introduction of the craft”.

Another practice which disheartens the pupils, teachers and the villagers is the practice of crediting all income from the farm to the Primary Education Fund.

The Committee, therefore, recommends that—

*Re. 13—*

“All income from the craft should be allowed to be deposited in the Postal Saving Bank in the name of the Head Master of the school.”

A very valuable suggestion was made to us that the surplus produce of the farm after replenishing the amount towards the contingent expenditure be utilised for the common use of the pupils for mid-day meals, etc., and for the school.

The Committee, therefore, recommends that—

*Re. 14—*

“The surplus produce of the farm after replenishing the amount towards contingent expenditure be allowed to be utilised for the common use of the pupils for mid-day meals, etc., and for the school.”

If this is done the pupils and teachers will put their heart into the scheme and villagers will come forth to help the school. The Committee considers that this suggestion be acted upon without any hesitation.

According to the modern idea of education the school is to become the centre of the village community. Hence it is necessary to develop the agricultural farm into an ideal experimental farm, where different crops are grown in a systematic and efficient manner by adopting modern methods of farming. To achieve this it is necessary to take help of the Agricultural Extension Officer working in the Block, who should supply selected seeds, fertilisers and guide the teachers in growing the different crops systematically and efficiently. This agricultural farm should be used as a demonstration farm for the villagers. By doing so the Agricultural Extension Officer will have a model farm to show to the public. The seed produced in the farm should be sold to farmers.



The Committee, therefore, recommends that—

*Re. 15—*

“The Agricultural Officer working in the Block be instructed to give special attention to the working of the Agricultural Basic Schools and extend co-operation in developing the agricultural farms of the school into model experimental farms”.

As per type plan the non-recurring grants sanctioned for introducing the different crafts are as follows :—

Craft.	Amount of non-recurring expenditure.
	Rs.
(1) Spinning-Weaving ... ..	2,713
(2) Paper work-Wood work ... ..	3,000
(3) Kitchen gardening-Agriculture ... ..	800

It will be seen that the non-recurring grant required for Basic School with agriculture as the main craft is the least. Moreover Rs. 4,400 are sanctioned for the craft shed where spinning-weaving craft is introduced. The Committee is of opinion that it would be beneficial for the village if Government sanctions some extra amount on purchasing land for introducing agriculture as the main craft in a Primary School where there is pressing demand of the villagers and where no land is easily available for the school, and villagers are willing to contribute for the purchase of land.

The Committee recommends that—

*Re. 16—*

“In exceptional cases where there is pressing demand for Agriculture Basic School and no land is readily available for the school, Government should sanction 50 per cent. of the amount for purchasing land for the school.”

With a view to developing aesthetic sense among pupils in Basic School the Committee thinks that every school should develop a beautiful garden in front of the school. The garden should be used for nature study. The leaves and flowers may also be used for decoration purposes on important occasions.

The Committee, therefore, recommends that—

*Re. 17—*

“The Heads of Basic Primary Schools should develop a school garden on the premises of the school”.

In order to show to the pupils different good crops and those that do not grow on the school farm it is necessary to take them on excursions to the neighbouring good farms and afford the opportunities to observe various crops and get first hand information about them.

The Committee, therefore, recommends that—

*Re. 18—*

“The Basic Schools should organise visits to the neighbouring fields and Demonstration Farms wherever possible”.

Given facilities and encouragement as pointed above Agriculture as a basic craft has rich potentialities of becoming the centre of education and productive activity in rural areas.

**(iii) Paper Work—Wood work.**

It is found that good many persons are in favour of introducing this craft in the primary schools. This craft consists of paper work, cardboard work and wood work. Paper work for Standards I and II, Cardboard work for Standards III and IV, and wood work for Standards V to VII. The craft is easy, simple and interesting. Pupils get joy of finishing the article within a short period. This craft is more in demand in Kolaba and Ratnagiri Districts and in urban areas. This craft may be introduced in the schools where there is a local demand.

As far as the paper work is concerned the teacher should guide the pupils in preparing simple and interesting toys by folding, cutting and pasting out of the collected waste paper, used match boxes, post cards, envelopes, cigar covers, bamboo sticks, etc. Articles so prepared may be used in teaching different subjects. With a view to developing aesthetic sense among children classwise exhibitions should be arranged occasionally and at the end, the children may be allowed to take these articles home for their personal use or for presenting them to their friends.

As far as card board work is concerned pupils prepare different kinds of envelopes, files, port folios, case boards, toys, models, etc.,. But it is found that the articles prepared by the pupils accumulate in large numbers and there is no local demand for these articles. So the problem of sale of these articles will have to be solved satisfactorily. In this respect the Committee suggests that all the envelopes and card board articles should be got prepared as per specifications given by the Government Stationery Depots and supplied to the Stationery Department at reasonable rates. This procedure will encourage the pupils to prepare articles of superior quality and the pupils will get confidence about their work.

The Committee, therefore, recommends that—

*Re. 19—*

“Government should direct its Stationery Department to get supplies of paper, cardboard and wood work articles as per its own specifications prepared by Basic Schools at reasonable rates.”

As far as wood work is concerned the pupils should be encouraged to prepare different articles as per local demand and as per samples supplied by the Stationery Department. The tools supplied to these schools are not suited to the age of the school children. They are not also of good quality. Hence the pupils find it difficult to work with these tools. The Committee thinks that suitable tools of standard quality should be supplied to the schools.

The Committee, therefore, recommends that—

*Re. 20—*

“Government should supply through reliable agency at the district level tools and equipment suited to the age group of the pupils.”

**(iv) Home craft.**

During discussions with the heads of Women's Training Colleges, trainees and educationists, it was observed that a craft suitable for girls according to their aptitudes and requirements in future life may be suggested for introduction in Basic Primary Schools for girls. The suggestion appeared to be worth considering, and so the Committee thinks that home craft would be a suitable craft for girls. This craft should include laundry, cooking, needle work, embroidery, tailoring, etc. Girls have natural aptitudes for such activities and these are certainly very useful for girls in their future life. It is suggested that this craft may be introduced in Women's Training Colleges to train women teachers in this craft for manning the Girls' Basic Schools.

This craft is sure to prove a good centre for correlating the various subjects and it can be continued even in the Secondary Stage of Education. This craft will also create and develop community feeling among the girls.

This craft will be helpful in organising community “Swavalambi Bhojan Scheme” in the school occasionally. Some girls will occasionally bring food stuffs according to their means for preparing simple dishes in the school for community meals, and the school will carry out the project in co-operation with the various groups. Each group being given the responsibility of one item such as cleaning corn, getting the corn grinded, decorating the dining hall, cooking, serving, sweeping the dining hall and kitchen, washing the utensils, etc. This project should be undertaken by the upper classes in rotation and carried out systematically under the guidance of the teachers. The girl pupils from the lower classes will observe the whole project, carry out petty works and prepare their minds for carrying out such a project in future.

The Committee, therefore, recommends that—

*Re. 21—*

“Home craft be introduced in Girls' Primary Schools wherever there is a demand for that craft.”

**(v) Clay work leading to Pottery.**

This craft of clay work leading to pottery is very interesting and is liked very much by the pupils in childhood. Pupils always like to play with clay and while playing they prepare different articles. Such a habit can be developed into good art under the guidance of the teachers. This has also got educational potentialities from the point of correlation. The syllabus in this craft can be spread over from Stds. I to VII.

This craft involves activities such as observation of different kinds of earth available in the locality, selection and collection of suitable earth, preparation of clay by mixing necessary material, preparation of various forms such as toys, fruits, animals, pots, tiles, decorative articles and models, preparation of different moulds and models, and using them for preparing models on a large scale, processes such as drying, baking, colouring, painting and decorating will have to be carried out. Thus the pupils will get opportunities to learn a lot through this craft.

#### (vi) Coir Work.

Palms, cocoanut trees and fibre plants are grown in plenty in different areas of the Maharashtra State. While discussing with educationists and persons interested in basic Education it was observed that the raw material available from these trees and plants can very well be used in developing the craft of coir work for that area.

This craft will include activities such as collection of leaves, preparation of fibre out of leaves and stems of fibre plants; preparing mats, fans, toys and brooms; collection of outer parts of cocoanuts, preparing fibre, making ropes and twines; preparing different kinds of brushes, preparing decorative articles; preparing bags, baskets, boxes, nets, etc.; collection of cocoanut shells and preparing articles such as pots, decorative articles, toys, buttons, etc. A graded syllabus for Stds. I to VII based on the above and such other activities provide ample scope for correlation.

#### (vii) Bamboo and Cane work.

Bamboo is grown in abundance in some parts of Maharashtra, and the craft of Bamboo and cane work can be suitably introduced in the schools in these areas as per the local demand. The following activities can be included in this craft :—

(i) Cutting bamboo and cane in different pieces and splinters as per requirements.

(ii) Giving different shapes.

(iii) Preparing articles such as Walking sticks, handles, house-hold articles, hangers, curtains, photo frames, mats, toys, baskets, chairs, stools, tables, book racks, containers, etc.

(iv) Colouring, painting, lacquering and decorating the various articles.

(v) Projects such as constructing urinals, trench-latrines, bath rooms, temporary shelters, sheds and house partitions, etc.

Pupils will be delighted to prepare the various articles mentioned above and to undertake various projects. A graded syllabus for Stds. I to VII can be prepared. Activities mentioned above will provide ample scope for correlation. The problem of sale of these articles will easily be solved as all these articles are useful for every day life.

All the four new crafts suggested are found to satisfy all the requirements of Basic crafts as enuciated in the original scheme of Basic Education. They are all connected with the social environments of large section of the community of the State and are found to possess educational potentialities for different age groups and also are found to possess potentialities for the development of skills. The Committee thinks that the expenditure both recurring and non-recurring for any of the new crafts suggested herein will not be more than the expenditure, both recurring and non-recurring, that is being incurred for any of the existing crafts.

The Committee, therefore, recommends that—

*Re. 22—*

“Arrangements be made to include all the seven crafts in the syllabus of both Basic primary schools and Basic Primary Training Colleges.”

The Committee, further recommends that—

*Re. 23—*

“Committees of experts should be appointed to prepare the syllabii relating to all these different crafts and also to prepare estimates for recurring and non-recurring expenditure required for each of these crafts for Primary Schools, Training Colleges and Post Gradates' Basic Training Colleges.”

## CHAPTER V.

**CONVERSION OF PRIMARY SCHOOLS INTO BASIC SCHOOLS.**

The Plan of Government is to convert all the primary schools both in the urban and rural areas into Basic Schools. It is, therefore, necessary to take steps to convert them into Basic Schools gradually. For this purpose it is necessary to prepare a plan and designate every school as a Basic School. There should be three stages of growth as given below :—

- Stage I       ... Training in health and community living.
- Stage II       ... Training in health and community living and introduction of one of the seven Basic Crafts.
- Stage III      ... Training in health and community living, introduction of the Basic craft and teaching the subjects through correlated teaching methods.

All education from Std. I to Std. VII should be considered as Basic Education and all primary schools should be named as Basic Schools at any one of the stages mentioned above.

In most of the schools training in health and community living has been introduced. However, in big cities like Bombay and in Marathwada this is yet to be done.

The Committee, therefore, recommends that—

*Re. 24—*

“Where training in health and community living has not been introduced the same should be introduced forthwith and all such schools should be named as stage I Basic Schools.”

The schools where training in health and community living has already been introduced should be considered as stage I Basic Schools.

Uptil now there were only three crafts namely spinning-weaving kitchen gardening-Agriculture and cardboard modelling leading to wood work. Now we have suggested four more Basic Crafts, namely, Home Craft, Clay work leading to pottery, coir work including matting and bamboo and cane work. Thus there are now seven basic crafts and the school management from the rural or urban area can select any one of these crafts suitable to the environments. So there should be no difficulty in selecting a suitable Basic craft for the school. Necessary arrangements to train the teachers in these crafts should also be made.

The Committee, therefore, recommends that—

*Re. 25—*

“Institutions to train the teachers for the newly suggested crafts should be started immediately.”

With a view to expediting the conversion of Stage I Basic Schools into Stage II Basic Schools it is necessary to start short term training courses in the newly selected crafts of at least three months' duration. When such trained teachers to teach these crafts are available, steps should be taken to introduce any one of these crafts, in stage I Basic Schools and such schools should be named as stage II Basic Schools.

The Committee, therefore, recommends that—

*Re. 26—*

“Steps should be taken to introduce one of the Basic Crafts in stage I Basic Schools and to turn them into stage II Basic Schools.”

When the Primary Training Colleges with these crafts are started and when the teachers come out fully trained from these colleges and are appointed in the Stage II Basic Schools then correlated teaching will be possible and these schools will be fully converted into Stage III Basic Schools.

The present Basic Schools have introduced training in health and community living, a Basic Craft and correlated methods of teaching. However it was observed that very few schools are teaching the academic subjects through correlated methods. As these schools are already converted into full Basic Schools it is essential that they should follow the correlated teaching method in all the classes and improve the tone of Basic Education.

#### *Single Teacher Schools.*

With a view to lighting the lamp of knowledge in each and every village and even in hamlets Government have decided to open schools in these places. But the population of such villages and hamlets being very small the number of children attending the school is very small and hence one teacher has to conduct three to four classes i.e. from Stds. I to III or Std. IV. At present the total number of single teacher schools in the Maharashtra State is 16,126 as against 34,594 aggregate total number of Primary Schools in the State. From this it will be seen that the percentage of single teacher schools in the State is 46.6. At present majority of teachers working in the single teacher schools is untrained. This is not a happy position.

With a view to improving the tone of education the Committee thinks it necessary to pay attention to these single teacher schools and recommends that—

*Re. 27—*

“A trained teacher should be appointed in each and every single teacher school.”

Most of the single teacher schools are held either in temples or in open varandahs available in the villages. At present in majority of schools one untrained teacher has to teach all these four classes. Some untrained teachers do not understand their responsibility. If such a teacher goes on leave or remains absent then the school remains closed and the pupils remain

without schooling for a pretty long time. During the period of leave of that teacher there are instructions to the Head Masters of the group schools, to depute one of the teachers to run the school. The deputed teacher is generally unwilling to go and work there and hence the work in the single teacher school suffers badly. To improve such a state of affairs the Committee is of the opinion that if a trained teacher is not available for appointment in a single teacher school then two part time teachers should be appointed in a single teacher school in place of one untrained teacher. Then the problem of an untrained teacher teaching three or four classes at a time will automatically be solved and there will be very rare chances of the school remaining closed. The education of the children will receive better attention and there will be improvement in general attainment of pupils. The question of eradicating illiteracy from the village will also be easy. The part-time teachers will be considered as candidate teachers. Such teachers will ordinarily be untrained and hence it is necessary to give them an orientation course for about a month before they actually go to work in single teacher schools. The selection of such candidates should be made well in advance and training course completed before the opening of the schools for the new academic year. It should also be borne in mind that the academic year of some of the schools situated in heavy rain fall areas commences from 1st May. Each candidate-teacher should be given Rs. 50 per mensem as fixed pay without any allowances. The untrained candidate teachers after three years of continuous and satisfactory service should be deputed to training course and after completing the training successfully they should be absorbed as a regular teacher and their previous service as candidate teachers should be counted. This will improve the tone of the single teacher schools. It will also be possible to convert the single teacher schools into Stage II Basic Schools.

If the attendance of pupils in a single teacher school exceeds 40 then one trained teacher and one candidate teacher should be appointed. The candidate teacher will get proper guidance from the trained Head Master and this will help a good deal in converting such schools into Stage III Basic Schools.

To improve the tone of the single teacher schools it is desirable to hold healthy competitions both at Beat or Circle level and Taluka level. Merit certificates should be awarded as a token of good work to the first three schools in the Taluka, District and State according to their merits.

The Committee, therefore, recommends that—

*Re. 28—*

“The system of appointing part time teachers should be introduced in single teacher schools and arrangements for their orientation training be made before they actually join the duties. Such teachers should get Rs. 50 per mensem as fixed pay from the date of their appointment. They will get Rs. 50, even during the training period.”



The Committee further recommends that—

*Re. 29—*

“If the number of pupils in a single teacher school is less than 40 then two candidate-teachers should be appointed, and if the average attendance of pupils exceeds 40 then one trained teacher and a candidate-teacher should be appointed.”

#### *Shift System.*

In big schools where there are about 80 pupils either in Std. I or II or in both then shift system is introduced. In this shift system one teacher teaches one division or one class in the first session for a period of about three hours and the remaining division or the class during the second session. It is experienced that almost all the pupils try to attend the first session and continue in the second session also and hence the purpose of introducing shift is defeated. As the number of pupils attending is large, the class remains crowded, the teacher finds it difficult to pay personal attention and the teaching is not effective.

To remove these difficulties experienced under the present condition and to facilitate better education in Stds. I and II where the shift system is in vogue, the Committee desires that two part-time teachers may be appointed instead of one full-time teacher and both the divisions or classes should be held simultaneously. The villages where the shift system is in existence are pretty big and it is just possible to get competent part-time local male or female teachers. The untrained candidate teachers should be given one month's orientation training before they actually resume the service.

The schools are held in two sessions i.e. morning and evening or continuously at one time say from 11 a.m. to 5-30 p.m. When the part-time teachers are appointed then it is possible to hold the present shift classes simultaneously during the period from 11 to 2 where the school is held in morning and evening sessions and from 8 to 11 a.m. where school is held from 11 a.m. to 5-30 p.m. This will solve the problem of accommodation considerably. This will also facilitate the conversion of schools into stage II or stage III Basic Schools. The teaching in these classes will also be improved.

The Committee, therefore, recommends that—

*Re. 30—*

“Part-time teachers should be appointed to do away with the present shift system.”

Such a part-time service will be a boon to the competent as well as trained ladies and males residing in that village.

## CHAPTER VI.

**ORGANISATION OF BASIC SCHOOLS.**

The policy of Government is to convert all the traditional schools into Basic Schools. It is, therefore, necessary to find out ways and means of convincing the public about the good results to be obtained from Basic Education, and of securing their co-operation for its rapid development. For this purpose it is imperative to organise the work in the existing Basic Schools efficiently and successfully.

*Accommodation.*—A full-fledged Basic School should have Stds. I to VII. There should be a separate class room of the standard size for each class if the number of pupils in each class is adequate. There should also be a separate office room for the Head Master and the assistants. Each school should have a craft shed of the standard type with a store room for craft equipment and material and a spacious play-ground adjacent to the school for playing different games and conducting various activities in physical education. Adequate sanitary arrangement should be provided. At present there is no adequate accommodation for different classes. All the classes are crowded. No sanitary arrangements are provided.

The Committee, therefore, recommends that—

*Re. 31*—

“Each School should be provided with adequate accommodation and sanitary arrangements by constructing temporary sheds through co-operative efforts of the villagers.”

*Staff.*—There should be as many teachers in the school as there are classes if the number of pupils in each class is adequate. There should be a separate Head Master if the number of pupils in the school exceeds 250. All the teachers working in the Basic Schools should be full Basic Trained. The Head Master of the Basic School should also be a full Basic Trained man and also trained in the main craft which is introduced in the school, and he should take at least 10 periods in a week and supervise the work of the Assistants. Majority of teachers working in the school should be trained in the same main craft. If English has been introduced in the upper classes on an optional basis then at least one of the Basic trained teachers should have passed S.S.C. examination with English. This teacher should have undergone at least the short-term course in teaching English. The teachers working in a Basic School should be sincere and enthusiastic. They should also be conversant with the craft and the knowledge of correlated teaching methods. It will be better if a sufficient number of teachers had completed the Scouters' course. For the efficient and successful running of the Basic School it is necessary that all the teachers stay in that village and keep close contact with the villagers.

With a view to fostering good qualities among teachers, the Committee recommends that—

*Re. 32—*

“Scouters’ Training should be given to the teachers working in Basic Schools.”

At present suitable quarters for teachers are not available in the village and hence good many teachers do not stay in that village. Some times they come to school from their native places daily and go back for night halts. This is not a happy situation.

The Committee, therefore, recommends that—

*Re. 33—*

“Temporary quarters for teachers should be constructed through co-operative efforts of the villagers.”

*Craft.*—There should be one of the seven main crafts introduced in the school according to the local demands. There should be adequate equipment suited to the age groups of pupils. All the equipment should be in good order. Each pupil should handle the craft equipment carefully. Timely repairs of equipments should be carried out. The craft should be practised regularly and systematically in the school under the guidance of the teacher. Record of craft work should be maintained daily by all the class teachers in the lower classes, and pupils in the upper classes. Attention should be paid to quality rather than quantity. The teacher should appreciate good work and encourage the pupils to develop sufficient skill in the craft work.

The object of introducing the craft in the Basic School was to impart all education through the medium of craft along with two other centres, namely, social and natural environments. The crafts selected for introduction in the school are closely related to the life of the children and the society at large. The second objective of introducing the craft was to attain self-sufficiency to the extent of recovering a part of the pay of the teachers from the sale of the products. But later on this objective was modified and it was decided not to insist on this aspect. But if the craft is practised regularly and systematically it is sure to bring income which can exceed the expenditure on the raw material used for craft work. The quota of craft work was found to be ambitious in the beginning, but later on it was reduced taking into account the capacity of pupils and the time allotted for it. Now it is proposed that there shall be no insistence on quota in craft work. Hence there should be now no difficulty in developing necessary skills and in improving the quality of craft work.

The Committee, therefore, recommends that—

*Re. 34—*

“Since there is no insistence on quota in craft work care should be taken to develop necessary skills and to improve the quality of craft work.”

*Syllabus.*—Even after 24 years since the introduction of Basic Education it has not been possible to frame an ideal syllabus based on correlation. It was necessary to establish some experimental schools with ideal conditions to frame the classwise syllabus on the experiences gained in these schools. The ideal syllabus cannot be divided into different academic subjects. When the syllabus in academic subjects is given the activities through which the different topics of the syllabus are to be taught are required to be searched out. Ordinary teachers with their limited knowledge and in the absence of proper guidance, find it difficult to choose suitable activities for correlating the academic subjects, and they are naturally tempted to teach the subjects in the old traditional method, or to adopt unnatural correlated methods. It is now high time to discard the subjectwise syllabus and to prepare a syllabus based on activities arising out of the three main centres of correlation.

The Committee, therefore, recommends that—

*Re. 35—*

“Syllabus based on activities arising out of the three main centres of correlation be prepared and the subjectwise syllabus be replaced.”

Such a syllabus can only be prepared by establishing some experimental basic schools with ideal conditions. These schools should be run with thorough planning under the guidance of experts in Basic Education. It is also necessary that heads of such schools and the experts should periodically come together and discuss the achievements and plan for the future. From the day-to-day records a draft syllabus for the first standard should be prepared and introduced in some neighbouring Basic Schools, and it should be observed how far the syllabus is being successfully implemented. In the light of the experiences a final syllabus for Stds. I to VII should be framed and introduced gradually in all the primary schools.

The Committee, therefore, recommends that—

*Re. 36—*

“Regionwise experimental Basic Schools with ideal conditions be established.”

Day-to-day experiences gained in these experimental basic schools while following the syllabus should be noted down carefully and systematic classwise hand-books for teachers should be prepared, published and circulated for guidance of the teachers working in the basic schools.

The Committee, therefore, recommends that—

*Re. 37—*

“Classwise hand-books for teachers be prepared, published and circulated for the guidance of teachers working in Basic Schools.”

Refresher courses for the Inspecting and Supervisory Staff should be organised and the principles underlying the syllabus as well the ways and means of implementing the syllabus effectively in the primary schools should

be thoroughly discussed. After these short term courses the Inspecting Officer should organise short term courses of a fortnight's duration for the guidance of the Head Masters in the beginning at the circle or beat level, and then for teachers for about a week at the group level.

The Committee, therefore, recommends that—

*Re. 38—*

“Short term courses be organised both for teachers and Inspecting Officers for giving up-to-date knowledge of the syllabus and teaching methods.”

**SHIBIRS.**—With a view to creating proper atmosphere for Basic Education it is necessary to organise monthly groupwise rotating shibirs of 1½ days' duration, when all the teachers in that group should come together, organise exhibitions, make survey of the village, discuss with the villagers, visit the Basic Schools, Mahila Mandals, Social Education Classes, and give model correlated lessons based on the activity closely related with the life of the local people. The villagers will also attend all the activities and take part in discussions. In the evening educative and instructive variety entertainment programmes should be organised when good many men and women will attend in large number from the surrounding villages. At the end there should be some instructive talks. On the next day there should be a *prabhat feri* and *shramdan*. Then after discussions on methods and matters of Basic Education they should have community meals; then the teachers should leave the place.

Such shibirs would help in removing the doubts and misconceptions of the Villagers and in creating good opinion about Basic Education. Similarly villagers would come forward to remove the various difficulties coming in the way of running the Basic schools on right lines. If there is a Basic School of the first stage in the village then proper atmosphere is created in the village, for converting that school into a full basic school. These rotating shibirs of primary teachers are very useful in developing contacts with the teachers, officers and villagers, and in improving the tone of general education in the villages. They would also help in liquidating illiteracy from the village.

The Committee, therefore, recommends that—

*Re. 39—*

“Groupwise monthly rotating shibirs of primary teachers of 1½ days' duration should be started.”

**TIME TABLE.**—In almost all the Basic Schools it was observed that the time table is based on different subjects. Specific time is allotted for the various subjects and the teachers follow the same without attempting to resort to any activity. Activities in craft or Social and natural environments are done independently as per time table, and these activities are not taken advantage of in teaching the academic subjects. This is not in keeping with

the ideals of Basic Education. The present notion of correlation is that four knowledge lessons are to be based on one activity lesson. It has become stereotyped. The original idea of correlation is now no more in existence. To try to correlate four different knowledge lessons with one activity is not natural and it becomes far-fetched.

It will be most natural and easy to correlate the knowledge lesson with an activity such as visit to the school garden, market, post office, poultry farm, observation of clouds, rains, rainbow, animals, birds, plucking vegetables, weighing vegetables, preparing a paper boat, kite, etc. in the background. Ordinarily one knowledge lesson may immediately follow the activity and thus form one compact unit of correlation. In that case the memory of the activity is quite fresh and the subject of correlation is more lively and the impressions are permanent. Pupils in the lower classes generally like to do some activity rather than remain inactive. The time spent in doing an activity should be short say about 10 to 15 minutes in Std. I and II, and about 20 to 30 minutes in Stds. III and IV. However with a view to organising the activity systematically especially in the lower classes, the teacher will have to prepare the minds of the pupils for the activity and then carry out the same along with the pupils. As the pupils advance in age the teacher should try to get the activity done independently under his personal guidance. So while framing the time table in the Basic School it is necessary to give place to any one of the activities from the three centres and a suitable subject thereafter. For example after carrying out the daily routine activity (pari-path) or an excursion one lesson either in general science, civics or language can be very well correlated. Then some other activity from the three centres should be undertaken and another subject based on it for correlation should be taught. Thus one activity followed by a knowledge lesson will form a complete unit. In this way the whole time table for the class should be framed. It should also be remembered that in Stds. I to IV alone there is possibility of maximum correlation. If the knowledge in different subjects is imparted through correlated teaching methods in the lower primary classes, then the pupils will be interested in education, and thus a sound foundation of education will be laid down. It will also help to solve the problem of wastage and stagnation.

The Committee, therefore, recommends that—

*Re. 40—*

“ Present practice of correlating four knowledge lessons with one activity should be discontinued and instead one activity followed by a knowledge lesson arising out of that activity should be considered as a unit of correlation.

Some times it is necessary to give a knowledge lesson first and then to undertake the activity such as preparing a compost pit, constructing urinals, going on a picnic or hike etc. Some times a knowledge lesson can very well be correlated with another knowledge lesson. Say the route going from Poona to Panipat and actual account of the battle of Panipat. Here Geography and History lessons will be effectively correlated. So there should

be no rigidity of any kind. Care should be taken to see that the teaching is interesting and effective.

In the upper primary classes English has been introduced in almost all the schools on an optional basis. Pupils have to learn Hindi as a new subject and the scope of the academic subjects is widened. Hence it will not be possible to teach each and every item of the syllabus through correlation. Hence it is better to teach as much portion of each subject through correlation, as is possible and practicable and the remaining as formal lessons.

In a Basic School the time table should not be rigid; instead it should be elastic. If there is heavy rain then all the agricultural operations will have to be stopped and the periods in the time table will have to be utilised for some other important activities. If there is a rainbow in the sky then the pupils should be given opportunity to observe the same and to study the different colours, etc.

The Committee, therefore, recommends that—

*Re. 41—*

“The daily time table of a Basic School should have units consisting of an activity out of the three centres of correlation and topic from the academic subjects.”

**HAND BOOKS AND TEXT BOOKS.**—To guide the teachers working in the lower primary classes properly it is necessary to prepare suitable hand-books based on the day to day working in the experimental Basic Schools under the guidance of the Principal of Post Basic Training College and also the experts in Basic Education. These hand books should give clear idea about the activities to be undertaken and the topics to be covered daily through these activities. Each unit consisting of an activity and knowledge lesson based on it should be thoroughly discussed, giving the details as to how the activity is to be organised and which contents of the academic subjects are to be covered. All the activities given in these units and the subject matter taught through them will form the whole syllabus for each of the lower primary classes.

The text books to be prepared for the lower primary classes should contain the core of subjectwise knowledge taught through these activities. The sequence of lessons in different subjectwise text books should be as per sequence followed in the class-room teaching. This sequence will be based on seasons and natural phenomena. In addition a set of about 40 interesting books containing pictures suited to the age group of pupils should be prepared and provided to each class. The teacher should see that all these books from the class library are read by pupils in rotation during the year.

The Committee, therefore, recommends that—

*Re. 42—*

“Classwise text books based on correlated teaching methods should be prepared and a set of 40 interesting books suited to the age group of pupils should be provided for the class library.”

Teachers should encourage the pupils in the lower classes to come forth and tell in short before the whole class the contents of the books that they had read. This will help in creating liking among pupils to read different books.

The pupils in the upper classes should be encouraged to write down in short the summary of the books read by them and to commit to memory at least two good passages from these books.

*EXAMINATION.*—While assessing the attainments of pupils stress should be given on the record of day-to-day work and occasional oral and written tests. The Inspecting Officer should occasionally test the pupils in different subjects during their visit and see whether the progress of the pupils is satisfactory. He should also give the necessary guidance to the teachers.

In the upper primary classes there should be four written examinations in various subjects during the year covering the portion done during the previous quarters. In addition there should be oral or written test in one of the subjects per week. The record of these tests should be maintained carefully and systematically. Arrangements should be made to communicate the monthly progress of pupils to their guardians.

The promotion of the pupils to higher classes should depend on the yearly record and aggregate progress of pupils in the three quarterly examinations.

The Committee, therefore, recommends that—

*Re. 43—*

“Promotion of pupils should depend on the record of day-to-day work and oral and written tests.”

*COMMUNITY LIVING.*—At present democratic system has been introduced in all the primary schools and the pupils elect their own ministers periodically to shoulder various responsibilities of the school activities. However it was seen that very little scope is given to these pupil leaders. It is suggested that monthly elections of these pupil leaders should be held and the monthly reports of the pupil leaders working in the previous month presented to the school assembly. Records of the reports should be properly maintained and shown to the Inspecting Officer at the time of his visit. The whole scheme should not remain as a paper scheme but should be properly executed with a view to training the pupils in the qualities of leadership.

The Committee, therefore, recommends that—

*Re. 44—*

“Monthly elections of pupil-leaders should be held and reports presented to the school assembly at the end of the month.”

#### **Cultural activities and celebration of days and weeks—**

It was observed that the pupils are required to go in procession through all the lanes of the village while celebrating different days and weeks. At present the number of such occasions is great and it has become a subject of criticism in the public.



The Committee, therefore, recommends that—

*Re. 45—*

“The Pupils should be asked to participate in processions, only on few important occasions such as 15th August, 2nd October, 14th November and 26th January.”

The project of organising community meals should be undertaken on these days wherever possible. The pupils and the teachers should in co-operation carry out all the activities such as cooking, serving, washing the utensils, etc. Some villagers may be invited on these occasions. At present there is the practice of celebrating the cultural activities collectively by all the classes. This does not help in any way to fulfil the object of correlation. It would be better if all these days are celebrated classwise and utilised for effective correlation. Each class then will try in its own way to celebrate the function under the guidance of the class teacher in the most benefitting manner. The pupils in the class will get knowledge of chalking out the programme, preparing and distributing the invitations, preparing small speeches suited to the occasion and organising the programme within the reach of the pupils say in story form, dialogue form, ballad form etc. All these items will appeal to all the children in the class and will keep them busy throughout the functions. The class teacher can also easily take advantage of this activity in correlating the various subjects.

So the committee recommends that—

*Re. 46—*

“Classwise celebration of cultural programmes should be insisted upon for effective correlation.”

**COCURRICULAR ACTIVITIES.**—Good many pupils either bring their mid-day meals or go home for the same. With a view to strengthening the relation of the pupils and to create family feeling among them it is necessary to persuade pupils coming from well-to-do families to bring some extra food for the use of those that cannot afford to bring the same. Then the Head Master should see that all the pupils sit together in rows and arrange to distribute the extra food brought by some pupils to those who had not brought any, and allow the pupils to take food in a jolly atmosphere. If possible the vegetables cooked in the school may also be supplied. Arrangements to supply water should also be made.

The Committee, therefore, recommends that—

*Re. 47—*

“Swavalambi Bhojan (Mid-day meal) Scheme should be introduced in Basic Schools.”

Classwise excursions and camps of short duration should be organised systematically under the guidance of the teacher. Qualities such as self-help, self-reliance, co-operative spirit etc. can be developed among pupils through these activities, and opportunities to develop innate qualities are afforded.

If such excursions and camps are organised at places of historical and geographical importance then the pupils get first hand knowledge of the subject and inspiration to do many good and great things. Night camps are useful to study the stars and planets through observation.

Every primary school should have at least one cub or Bulbul pack and a scout troop or a guide company. Majority of teachers should get themselves trained in scouting raise Bulbul, cub packs and scout or Guide troops in the school. Training in scouting is very useful in future life and making Basic Education a success.

Talukawise and Districtwise self-reliant Scout and Guide rallies should be organised every year and scouts earning adequate amount for travelling expenses, meal charge and other sundry expenses by doing some odd jobs or working in the fields should only be allowed to participate in the rallies. Each troop will pitch the tent, cook the food, clean the premises, prepare for the camp fire and participate in various group activities. Responsibility of receiving the guest, showing him round, giving orders and conducting mass drill, giving the report, making speeches, thanks giving etc., should be entrusted to the pupil leaders. The District Scout Commissioner and other officials should only guide the young scouts. This helps a lot in fostering qualities of leadership among scouts.

The Committee, therefore, recommends that—

*Re. 48—*

“Scouting should be introduced in Basic Schools and self-reliant Taluka and District Scout and Guide Rallies should be organised”.

The Head Master should establish “Past students’ Association” in the school. This helps to bring all the educated persons from the village together forgetting their individual and political differences. Various groups such as Youth Clubs, Bhajan Mandal, Dramatic Club, Farmers’ Union, Village Guard, Social Education Committee, Rovers Troops, Village Development Committee, etc., should be formed and efforts should be made to bring about all sided development of the village. This association will be helpful in solving the various difficulties and draw backs of the Basic Schools.

Names of eminent persons from the village, who have achieved reputation should be written on a Board placed at a conspicuous place. This will inspire the young generation and the eminent persons will be attracted to the school. Visits and talks of such persons should occasionally be arranged for the benefit of all the villagers.

The Head Master of the Basic School should establish a Village Education Committee, carry out survey of literate and illiterate persons within the age group of 14 to 50, encourage the literate adults to conduct social Education Classes for the illiterates, establish supervisory committees and thus undertake the work of liquidating illiteracy from the village with the help of the teachers, scouts and volunteers. This will help a good deal in making the whole village educationally conscious and thus solve the problem of attendance, wastage and stagnation.

The Committee, therefore, recommends that—

*Re. 49—*

“The Head Masters of Basic Schools should try to liquidate illiteracy from the village in co-operation with the villagers.”

It was observed that some Basic Schools are running co-operative stores very efficiently. Capital for the store is raised by collecting shares from the teachers and pupils. Stationery articles and text books are purchased as per requirements of the school. The pupil leaders make purchases, sell the articles and keep the accounts. This gives very good experience to the pupils in carrying out the transactions. The profits are distributed to all in the proportion of shares by keeping a fair amount in the sinking fund which is used for the common purpose of the pupils. In some schools it was seen that stationery articles are kept for sale in the open. Price list and a cash box are placed. The pupils take required articles and put the correct amount in the cash box. This helps to develop honesty among pupils.

The Committee, therefore, recommends that—

*Re. 50—*

“Each Basic School should run its own co-operative store.”

With a view to developing literary habits among pupils the school should also undertake activities such as bringing out hand script magazines and bulletins occasionally.

## CHAPTER VII.

**BASIC TRAINING COLLEGES.**

Basic Training Colleges for Primary teachers have been started in the State in 1939 for training teachers required for the Basic Schools situated in the compact areas. In 1949 Government decided to convert all the remaining training colleges into Basic Training Colleges.

*SYLLABUS.*—In 1956 the syllabus of Basic Training Colleges was revised and since then two types of courses namely senior P.T.C. and Junior P.T.C. have been introduced. Senior P.T.C. course is of two years duration and is meant for S.S.C. passed candidates only. Junior P.T.C. course is meant both for S.S.C. and P.S.C. passed candidates. However the duration of junior P.T.C. course for S.S.C. passed candidates is of one year while for P.S.C. passed candidates it is of 2 years.

During discussions with the staff members and the trainees it was found that both the courses are heavy. The content of academic subjects included in the Sr. P.T.C. course is of collegiate level and the trainees have to study hard to complete the course in academic subjects. Quota in craft work is also considered to be heavy and each trainee has to work even outside college hours to complete the quota. Each trainee has to complete four chains of correlated lesson, each consisting of one activity lesson and four knowledge lessons based on it in a year. During the discussions it was made clear that trainees are not fully equipped to teach all the primary classes though included in the present syllabus. The trainees are not thoroughly conversant with the syllabus content of each and every subject prescribed for these classes. They are not given insight in teaching the various subjects properly. They are not given the idea of splitting each and every topic into various lessons, of using suitable teaching aids for these lessons, of adopting ways and means to correlate the subject content with the various activities from the three main centres of correlation. The trainees are not also acquainted with the source material that is needed for teaching the various topics. Thus the subject knowledge of collegiate level does not come to the rescue of the trainees while actually teaching the various subjects in the primary classes.

Each trainee has to spin 50 hanks of yarn and weave 10 square yards of cloth. Still he finds it difficult to teach weaving of the tape, asan, towel, etc., in the upper primary classes. He must know how to prepare a loom for tape weaving, how to handle the asan loom and how to prepare a towel. He must know the repairing work of the craft equipment.

Similarly more stress is given on academic subjects, craft work and correlated lessons included in the Junior P.T.C. course and the study of the syllabus and the methods of teaching the various subjects appear to have been neglected. The trainees are not given proper insight in the teaching methods of reading, writing, arithmetic and general knowledge in the lower classes. The trainees also do not know as to how to correlate the various

knowledge lessons with the activities arising out of the three main centres of correlation. Even in lower classes the activity lesson is of one hour's duration and four knowledge lessons are to be correlated with that activity. This is not psychologically sound. The trainees weave 10 square yards of cloth during the course but they do not know how to prepare warp and weft for weaving a tape in Std. IV or how to prepare a loom for tape weaving.

Thus the Sr. P. T. C. passed teacher is not fully equipped to teach all the primary classes and the junior P. T. C. passed teacher to teach the lower primary classes. However, due to administrative difficulties the senior P. T. C. passed teachers have to work even in lower primary classes and the junior P. T. C. passed teachers have to work even in upper primary classes. Then the object of introducing two types of courses is defeated. In practice the number of senior P. T. C. passed teachers is limited and hence good many junior P. T. C. passed teachers have to teach upper primary classes. So after good deal of discussion with the educationists and administrators the committee has come to the conclusion that there should not be two types of courses introduced in the Primary Training Colleges.

It is also found that, S. S. C. passed candidates do not like to get themselves admitted for Senior P. T. C. course but they prefer to undergo the junior P. T. C. course which they can complete within one year. However they like to appear for Senior P. T. C. examination externally with the object of getting higher pay scales.

Here the trainees have to complete the whole course in one year. There is a general complaint that the quota in craft is very heavy. The trainees are over strained and a feeling of apathy is created in them. Majority of S. S. C. passed teachers do not like to serve in the interior in rural area. They like to prosecute their further studies by staying in urban areas, appear for higher examinations and thus improve their future prospects.

Senior P. T. C. passed teachers do not get adequate salary in proportion to the time spent in training. Even the scales of S. S. C. passed clerks or S. T. C. or C. P. Ed., passed teachers are better and hence it is not possible to get adequate number of senior P. T. C. passed teachers to man the upper primary schools.

Hence the Committee recommends that—

*Re. 51—*

“Senior P. T. C. course should be discontinued.”

With a view to removing disparity among teachers the committee thinks that there should be one and the same scales of pay for all the teachers working in primary schools. Sincere, honest and devoted persons are considered to be the best suited ones for appointment of teachers in Primary Schools. They have to become one with the school, the pupils and the village where they are working. Higher qualification should be considered as a secondary thing.

It is also necessary to equip all the teachers under training with the ability of teaching all the primary classes. So there should be one and the same syllabus for training both for P. S. C. and S. S. C. passed candidates. It should, however, be possible for S. S. C. passed candidates to complete the training syllabus in one year and for P. S. C. passed candidates in two years.

The committee, therefore, recommends that—

*Re. 52—*

“There should be a common syllabus for training both for P. S. C. and S. S. C. passed candidates. However, the duration of training course for S. S. C. passed candidates should be of one year and that for P. S. Cs. of two years.”

With a view to equipping the trainees with the ability of teaching the various classes the committee thinks it necessary to include the detailed study of the primary school syllabus, methods of teaching the various subjects, teaching aids required for teaching different subjects, the activities through which each and every item of the academic subjects of each standard can be effectively correlated and thus prepare standard-wise hand books for personal use while the trainees are undergoing the course. This will give the trainees complete idea about the matter content and method of the syllabus prescribed for the primary schools. At present the syllabus of primary Training College is very heavy in respect of academic subjects and craft work. It does not take into account the requirements of the primary teachers. The stress on actual teaching practice and methods of teaching is comparatively less. Hence the trainees remain weak in methods of teaching the various subjects to the different classes. Hence with a view to equipping the trainees properly the committee is of opinion that the burden of academic subjects given in the present syllabus should be considerably reduced. Matter of all the subjects contained in the primary School syllabus and methods of teaching the same should be thoroughly taught. From this it will be clear that a trainee will have to learn all the operations and complete the quota of craft work contained in the syllabus of Stds. I to VII and know the detailed technique of teaching that craft to the various classes. Similarly he will learn all the activities in Physical Education as given in the syllabus and the technique of teaching them to the various classes and so on. However Theory of Education and Principles of Psychology should be given due stress.

The committee, therefore, recommends that—

*Re. 53—*

“The Training College syllabus should include in addition to the Theory of Education and Principles of Psychology thorough study of the matter content and method of the primary school syllabus and source material in each subject required to implement that syllabus.”

Then and then alone the trainees will get confidence of teaching any one of the classes. Unless the methods of teaching the lower classes are improved the problem of wastage and stagnation will not be solved satisfactorily.

The Committee, therefore, recommends that—

*Re. 54—*

“More stress should be given on actual teaching practice and methods of teaching the various subjects in the primary classes.”

The committee suggests that three periods per week should be reserved for demonstration, model or criticism lessons, when the staff member of the training college, the teacher from the practising school or a selected trainee should give a lesson and all the staff members and the trainees should watch it. Exhibition of teaching aids in the subject on which a lesson is to be given should be arranged. There should be thorough discussion on the matter and the method of the lesson. Finally detailed guidance of teaching that subject should be given. The class and the subject should be changed every week. In the beginning the idea of giving simple lessons in academic subjects should be imbibed and then the idea of correlating different subjects with the activities arising out of the three centres should be given. Such a practice will be helpful in improving the methods of teaching the various subjects in Primary schools and improving the tone of Primary Education.

The Committee, therefore, recommends that—

*Re. 55—*

“Three periods per week should be reserved for demonstration, model and criticism lessons when there should be thorough discussion on the matter and the method of teaching the subject.”

*STAFF.*—During our visits to the training institutions in Vidarbha it was seen that even in some Government Training Colleges the Principal was the only member on the staff who was Basic Trained. The same state of affairs existed in Marathwada also. In training colleges in Western Maharashtra it was observed that not more than half of the staff was Basic Trained. Some Government Training Colleges were also not an exception to this.

Success of Basic Training Colleges depends mainly on the enthusiasm and zeal of the staff working in the training institutions. The staff including the Principal must have thorough knowledge of the ideology of Basic Education and in addition they must be conversant with the working of the Basic Schools. These conditions are not fulfilled and hence proper guidance is not being given to trainees as regards the three important aspects of Basic Education that is community living, craft work and correlated teaching methods. Thus it is no wonder that teachers receiving inadequate knowledge of Basic Education work unsuccessfully in Basic Schools. On account of this, Basic Education has become a subject of criticism. Hence rules regarding the appointment of the staff and the Principals of Basic Training Colleges should be scrupulously observed both by Government and Private managements.

The Committee, therefore, recommends that—

*Re. 56—*

“The Principal of a Basic Training College must be fully Basic Trained and must have minimum experience of five years of teaching out of which at least three years should be in a Training College.”

Trained graduate teachers who are to be appointed in a Basic Training College should necessarily have thorough knowledge of the ideology of Basic Education and the working of the Basic Schools. For this purpose the Committee thinks it absolutely necessary to give orientation Training Course of about 5 months duration to the trained graduates.

The teachers working in the Basic Training Colleges have to work more than those working in the Secondary Schools. Moreover they do not get benefit of tuitions and hence majority of Basic trained graduates prefer to work in the Secondary Schools than in the Basic Training Colleges. Even the newly trained persons from the Graduates Basic Training Colleges are not attracted towards Basic Training Colleges.

The Committee, therefore, recommends that—

*Re. 57—*

“Basic Trained graduates working in the Basic Training Colleges be paid Rs. 15 per mensem as allowance as long as they work there.”

Such recommendation was already made by the Panandikar Committee and Government should accept this without any hesitation.

With a view to taking advantage of the meritorious services of the selected Basic Trained Primary teachers for giving demonstration and model lessons, the Committee thinks it necessary to recruit some Basic Trained Primary teachers on the staff of the training college. This will also help in creating confidence among trainees and joining the link of the trainees with the trained graduates working on the staff of the training colleges and to create oneness and family feeling among them.

The Committee, therefore, recommends that—

*Re. 58—*

“Twenty per cent. of the staff working in the Basic Training Colleges should be recruited from amongst the merited and competent Basic Trained Primary teachers working in the Practising Schools.”

The committee desires that the teaching of craft work in the training colleges should be entrusted to the Basic trained graduates. This will raise the status and standard of craft work and it will also be possible to impart the right technique of correlating the different subjects through craft.

The Committee, therefore, recommends that—

*Re. 59—*

“Teaching of craft work should be entrusted to the Basic Trained Graduates instead of the craft teacher.”



It is however, necessary to create a post of craft assistant for looking after the equipment and supplying raw material etc., to the trainees.

The committee, therefore, recommends that—

*Re. 60—*

“The post of the craft teacher should be abolished and instead a post of craft assistant should be created.”.

To minimise the expenses the Committee thinks it desirable to admit 50 trainees in each class instead of 40.

The Committee, therefore, recommends that—

*Re. 61—*

“Fifty trainees should be admitted to each class instead of 40.”.

With a view to creating proper atmosphere for Basic Education and fostering good qualities among teachers the Committee thinks it necessary to give scouters' training to the trainees just at the opening of the training college.

The Committee, therefore, recommends that—

*Re. 62—*

“Scouters' Training of 10 days' duration should be given to the trainees just at the commencement of the academic year.”

Now a days Physical Education is neglected both in the Basic Training Colleges and Basic Primary Schools. This is not at all satisfactory. The trainees should be given thorough training in Physical Education with a view to equipping them for teaching physical Education in Primary Schools.

The Committee, therefore, recommends that—

*Re. 63—*

“Physical Education should be regarded as an examination subject instead of a certificate subject and at least four periods per week should be allotted for this subject instead of two.”.

During discussion with the staff of the Government training colleges it was observed that there is discontent with regard to the pay scales. The pay scales of non-Government teachers were revised but those of Government teachers have remained the same.

The Committee, therefore, recommends that—

*Re. 64—*

“The pay scales of teachers working in Government Training Colleges should be brought on par with those of the non-Government teachers.”.

*Accommodation.*—During our visits to newly opened Government training colleges it was observed that there was no adequate accommodation for class rooms, craft work and hostels and hence there was good deal of inconvenience in running the college smoothly. All this had adverse effect on the general tone of Basic Education.

The Committee, therefore, recommends that—

*Re. 65—*

“No new colleges should be allowed to be opened unless adequate accommodation for class rooms, craft work and hostels is made available.”.

Almost all the old non-Government and some of the Government Training Colleges have no buildings of their own. The buildings taken on rent are not suitable.

Hence the Committee recommends that—

*Re. 66—*

“Building loans to the extent of 75 per cent. of the estimated cost should be paid to deserving non-Government training colleges for construction of new college and hostel buildings, so also Government should construct new buildings for their colleges and hostels.”.

*Practising School.*—Good many training colleges have no practising schools of their own. District School Board or Municipal School Board Primary Schools are used for practice teaching purposes. It is also observed that good many primary schools which are used for practice teaching purposes are non-Basic. Hence there is no proper atmosphere in the schools and the trainees are required to complete the teaching practice any how. The Practising school is considered to be a barometer where the effect of Basic Education can be read by the public. So it is necessary for each and every training college to have a Practising School of its own.

The Committee, therefore, recommends that—

*Re. 67—*

“Every training college should have a Basic Practising School of its own or take over the full control of a Basic School either from the Zilla Parishad or Municipal School Board within a period of 3 years.”

With a view to making the practising school as a model and experimental Basic School it is necessary to appoint selected and competent Basic Trained Teachers from amongst the merit certificate holders for teaching Stds. I, IV and VII excellently in the District. Then and then alone the trainees can have good model before them.

The Committee, therefore, recommends that—

*Re. 68—*

“Competent Basic Trained teachers from amongst the merit certificate holders for teaching Stds. I, IV and VII should be selected for appointment as teachers in the Practising School. They should be given an allowance of Rs. 10 per month.”

At present the minimum days of attendance in a training college is 130. This number is too small and the trainees cannot get adequate time for completing the course satisfactorily. The Committee thinks that the minimum days of attendance should be increased to 180 days from 130 days.

The Committee, therefore, recommends that—

*Re. 69—*

“The minimum days of attendance in training college should be 180 days instead of 130 days.”

At present unit of correlated lesson is considered to be one activity lesson of one hour's duration and four knowledge lessons based on that activity.

One hour's duration for the activity lesson is a pretty long time in the case of pupils studying in Stds. I to IV. The duration of activity lesson should be reduced according to the age of pupils. Secondly it is difficult and at some time unnatural to correlate 4 knowledge lessons based on the activity. Instead an activity lesson and a knowledge lesson based on that activity should be considered as a unit of correlated lesson. This will be easy even in framing the time table for the Basic School.

Duration of such a correlated lesson should be one hour. Out of which about half an hour should be devoted for a suitable activity and the remaining period for the knowledge lesson arising out of that activity. It is possible to teach almost all the topics of the academic subjects prescribed for Stds. I to IV through correlated teaching method. A P.S.C. passed trainee should give 25 correlated lessons on lower primary classes during the first year of his training and during the second year he should give 10 simple lessons, 10 correlated lessons in upper primary classes and 5 multiple class lessons. At present P.S.C. trained teachers are expected to teach only Stds. I to IV and S.S.C. trained teachers to teach Stds. V to VII. There should not be any such distinction. Every trained teacher should be equipped fully to teach all the primary classes. Not only that he must be able to run the single teacher school successfully.

Hence the committee, recommends that—

*Re. 70—*

“Every trainee should give at least 5 lessons on each class in different subjects.”

Even the S.S.C. passed teacher who has to complete the training course in one year should give 25 correlated, 10 simple and 5 multiple class lessons. He should give at least 3 lessons in each class on different subjects.

At present the teachers working in the practising schools are not allowed to observe the lessons of the trainees. But when the competent teachers selected from the District are to be appointed in the Practising Schools, then they will be the right persons to observe the lessons of the trainees.

Hence the committee thinks that in addition to the teachers working in the training college, the teachers working in practising schools should also be allowed to observe the practice teaching of the trainees.

The Committee, therefore, recommends that—

*Re. 71—*

“The teachers working in the Practising Schools should also be allowed to supervise the practice teaching lessons of the trainees.”

*Craft Work.*—The Committee is of opinion that there should be no insistence on quota in craft work instead the trainees should be encouraged to develop the necessary skills and improve the quality of craft work. The articles which are in demand in the locality should ordinarily be prepared. The trainee should learn the technique of teaching the craft in the primary classes and to repair the equipment.

The amount of contingent grants for the purchase of raw material should be made available to the institutions in good time.

Agricultural land required for the training college is very hard to be secured and hence good many institutes try to introduce spinning weaving instead of Agriculture as the main craft. This is not a happy sign.

The Committee, therefore, recommends that—

*Re. 72—*

“Even 5 acres of land for a training college having 2 classes and a practising school should be considered as adequate.”

However, irrigation facilities should be made available at least for 2 acres.

Non-recurring expenditure on items required for efficient conduct of Training Colleges should be held admissible. It was pointed out in this connection that articles like lift pumps, replacement of equipment, bullocks, type writers, duplicators, etc., are also essential. These items may also be included in the list of admissible expenditure.

Taking into account the requirements of the training institutions the Committee recommends that—

*Re. 73—*

“A special Committee of educationists should be appointed by Government for framing the syllabus of Training College both for P. S. C., and S. S. C., passed candidates in the light of the recommendations made above.”

## CHAPTER VIII.

**POST GRADUATES' BASIC TRAINING COLLEGES.**

Post Graduates' Basic Training Colleges have been started by the Government to train graduates to staff Basic Training Colleges and to provide inspecting and administrative officers.

Post Graduates' Basic Training Colleges are the institutions from where the ideal and inspiration of Basic Education has to percolate through Basic Training Colleges to the Basic Schools. Hence it is very essential that these training colleges impart right type of training to the trainees and create required aptitudes in them. These expectations can be fulfilled provided the Principals and the staff of such training colleges are Basic Trained and have initiative, imagination, resourcefulness, and willingness to do their jobs efficiently. The most ideal scheme will fail if it is administered by incompetent, illequipped and discontented teachers.

With the objects mentioned above a Graduates' Basic Training College was started in Belgaum in 1947-48 for the whole of the Bombay State. But next year it was closed, and instead three Post Graduates' Basic Training Colleges for the three linguistic areas were started at Bordi, Rajnigra and Dharwar for trained graduates. The minimum admission qualification of the trainees at Belgaum was the first degree of the University. But at Bordi and at the other two training colleges trained graduates were admitted and given intensive training in Basic Education for one full year and it was observed that they were fully equipped for Basic Training Colleges. After four years the college at Bordi was shifted to Dhulia. It continues there even today. The minimum qualification for admission to the college at Dhulia has been lowered, and graduates are admitted to this college. Another Graduates' Basic Training College was started by the then Madhya Pradesh Government at Amaravati with the same object in view. Similar college has been started by a private institution named Shri Mouni Vidyapeeth at Gargoti. The members of the Committee visited these three Graduates' Basic Training Colleges at Amaravati, Dhulia and Gargoti, and found that the colleges have to some extent deviated from the objectives mentioned above. It was observed that the trainees who are trained there don't necessarily go to the Basic Training Colleges as teachers or as A. D. E. Is., but seek employment in ordinary secondary schools; and as such they are not interested in the training of Basic ideology in the colleges, and also in the promotion of Basic Education. It was also observed that most of the members of the staff of the Graduates' Basic Training Colleges are not Basic Trained. Even some Principals, although very highly qualified otherwise are not Basic trained.

In one of the colleges it was observed that the Basic Craft has not been given its due importance; and method of correlation does not find a proper place in the methods of teaching. These observations are more or less common for all these three Training Colleges and hence the work of the Basic Training Colleges suffers to a great extent.

Thus the pupil teachers in the Post Graduates' Basic Training Colleges are not adequately equipped. They are not thoroughly conversant with the working of the Basic Schools and thus they are not quite competent to work in the Basic Training Colleges. This state of affairs is far from satisfactory. Better results cannot be expected from the Primary Basic Training Colleges where the graduate teachers trained in these colleges are appointed as teachers. Still unsatisfactory is the condition of the Basic Primary Schools where inadequately trained teachers in such Basic Training Colleges are appointed. Ultimately due to these conditions Basic Education is being criticised by educationists, parents and social workers inspite of the fact that the idea of Basic Education is sound, and has been accepted not only in this country but all over the world.

Under the present circumstances if we want to remove the defects that have entered in the working of Basic Education we have to remove them from the source; that means we have to remove the drawbacks from the Graduates' Basic Training Colleges and to improve their tone and atmosphere so that the desired results could be achieved.

Ideal Graduates' Basic Training College should be located at such a place where there will be a possibility of having a complete unit of Basic institutions, viz. :—

- (i) Graduates' Basic Training College.
- (ii) Basic Training College.
- (iii) Basic Practising School.
- (iv) Community Centre consisting of at least 5 villages having basic schools.

*Syllabus.*—The syllabus of the Post Graduates' Basic Training College should contain the study of the following subjects :—

- (i) History and ideology of Basic Education.
- (ii) Educationists and their contributions.
- (iii) Gandhian philosophy in relation to Basic Education.
- (iv) Rural planning and development.
- (v) Principles of Psychology.
- (vi) Thorough study of primary school syllabus and knowledge of the method of correlating the same.
- (vii) Methods of teaching various subjects.
- (viii) Methods of correlated teaching.
- (ix) Theory and practice of the crafts, main and auxiliary.
- (x) School management and organisation, administration and inspection and the method of orientation of primary schools towards the Basic Pattern.

*CRAFTS.*—The post Graduates' Basic Training College should make provision of teaching as many main crafts as possible. These crafts be selected from the list given below :—

- (a) Spinning and Weaving.
- (b) Gardening and Agriculture.

- (c) Paper work and Wood work.
- (d) Coir work.
- (e) Bamboo and cane work.
- (f) Home Craft.
- (g) Clay work and pottery.

Every trainee should receive training in one main and 2 auxiliary crafts.

Elementary principles and practice of the main and the auxiliary crafts should be taught by the lecturers of the college. So far as the skill in the craft work is concerned, it may be acquired by practice with the help of the craft teacher. The quota in craft work should not be insisted upon. However attempts should be made by the trainee to pay more attention to the quality of the craft work, than to its quantity and to acquire the necessary skill and technique of teaching the craft.

*STAFF.*—While selecting the members of the staff of the Post Graduates' Basic Training College, Government should see that all the members of the staff of the Post Graduates' Basic Training College including the Principal are Basic trained. Besides they have initiative, imagination, resourcefulness and liking for the job.

*QUALIFICATION OF THE TRAINEES.*—Minimum qualification for admission to this college should be the first degree of any recognised university. Applicants having special liking for Basic Education should be given preference for admission.

*Examination.*—Day-to-day work in the class room, Craft room and out door activities should be recorded and the record should be taken into account in addition to the written and practical tests.

*Correlation.*—The trainees should develop the capacity to correlate academic subjects given in Primary School Syllabus through crafts and the natural and social environments. Correlation must be natural. It should not be far-fetched. It is better to take ordinary knowledge lessons when no correlation is possible.

*Research in Basic Education.*—Competent Basic Trained Graduates should be given encouragement to undertake research in different aspects of Basic Education, under the guidance of the members of the staff of Post Graduates' Basic Training Colleges or any other competent Officer. Facilities should be given to such teachers, so that they should be able to visit Basic Training Colleges, Basic Schools and may be able to collect data required for their research projects. They may be asked to submit their research findings to the university. The Department should also give proper recognition to their research work which should include suggestions as to how to improve the quality of work in the Basic Training Colleges and Basic Schools.

*Preparation of Literature.*—Competent and qualified staff members and trainees may be encouraged to produce literature for the use of the teachers.

in Basic Training Colleges and for the teachers of Basic Schools. They may be encouraged to make a detailed list of existing source material and make it available for the use of teachers of Basic Schools. This will save time and energy of the teachers, and will give them proper information of the subject-matter they would require for the teaching in the Basic Schools. Classwise proper hand-books and suitable necessary literature should be prepared by the trainees and the staff members. If such hand-books are prepared for the teachers of the Basic Schools, conditions prevalent at present in the Basic Schools will improve and the criticism that is levelled against the achievement of the pupils in academic subjects will be reduced very much.

The Committee, therefore, recommends that—

*Re. 74—*

“Government should establish one ideal Post Graduates Basic Training College with a view to preparing competent Basic Trained teachers and Inspecting Officers.”



## CHAPTER IX.

## ORIENTATION TRAINING COURSE.

It is observed that trained graduate teachers who had undergone the Basic Training course of one year's duration either at Sewagram or at Bordi have got working knowledge of Basic Education. At present very few such persons are seen working in the Basic Training Colleges. Basic trained persons coming out of the Graduates' Basic Training Colleges are not so very competent. Even the number of such persons working in the Basic Training Colleges is inadequate. At present the number of ordinary trained graduates working in the Basic Training Colleges is more than 50 per cent. and hence the product coming out of these colleges is not upto the expectation. The inspecting staff is not also adequately trained in Basic Education and hence supervision and guidance are not effective. All this has ultimately adverse effect on the working of Basic Schools, and there is criticism on Basic Education.

With a view to improving the tone of Basic Training Colleges and Basic Schools it is necessary to give five months' orientation training course in Basic Education both to the teachers working in the Basic Training Colleges and inspecting Officers, till the Basic Trained graduates are available from the ideal Post Graduates' Basic Training College as envisaged in the last chapter.

The Committee, therefore, recommends that—

*Re. 75—*

"Orientation Training course of five months duration should be started both for teachers working in Basic Training Colleges and the Inspecting Officers separately."

*Syllabus.*—The orientation training course should be of 5 months' duration and the syllabus should be as follows :—

- (i) History and ideology of Basic Education.
- (ii) Gandhian Philosophy in relation to Basic Education.
- (iii) Methods of correlated teaching and actual practice in the same.
- (iv) Thorough study of Basic School syllabus from Stds. I to VII and the ways and means of correlating the same with the activities arising out of the three main centres of correlation.
- (v) Theory and practice of crafts main and auxiliary.
- (vi) Community living, rural planning and development.
- (vii) Orientation of primary schools towards Basic pattern.

*Location.*—This orientation training course should be attached to a renowned Basic Training College having its own Basic Practising School. There should be adequate hostel accommodation for the trainees undergoing the orientation training course. It is possible to start such an orientation course by closing one or two classes of the Government Basic Training College at

Dhulia or Poona. Non-Basic teachers working in the training colleges or the inspecting officers including those recruited even from primary cadre should be given the re-orientation course. At a time 40 trainees should be admitted. There should be separate courses for teachers working in the training colleges and Inspecting Officers.

*Staff.*—Competent Basic Trained Graduate persons who have undergone one years' course either at Sewagram or at Bordi and who are in close touch with the working of Basic Training Colleges and Basic Primary Schools should be entrusted with the responsibility of conducting the orientation course. The Basic trained graduate teacher who is good at craft should be appointed for teaching the theory and practice of craft work. He will also be able to give thorough insight in correlated teaching methods through craft activities. This will also help to raise the status of craft work and to remove misconceptions.

Before starting the orientation course it is necessary to depute at least one D.B.Ed. or Sewagram trained graduate teacher for training in each of the newly suggested crafts namely clay work leading to pottery, coir work, Bamboo and cane work and Home craft for one month at the selected centres which provide facilities of training in these crafts. While deputing the four Basic Trained graduates to these courses it should be seen that one of them is trained in Spinning Weaving the other in Cardboard modelling leading to wood work, the third in Agriculture and the fourth should be a Basic trained lady teacher who would be undergoing the course in Home Craft. After completion of these courses these Basic Trained graduates should be appointed on the staff of the Orientation Training course.

The Committee, therefore, recommends that—

*Re. 76—*

“A D.B.Ed. or a Sewagram Trained Graduate teacher should be deputed for training in each of the newly suggested crafts to the selected centres for a period of one month.”

As every Inspecting Officer is expected to inspect all types of Basic Schools in his beat or circle it is necessary to give him the working knowledge of all the crafts during the training period.

The teachers working in the training colleges should select two main crafts, one out of the old list and one out of the newly suggested list and 4 auxiliary crafts. Male teachers should not be allowed to select Home craft both as a main and auxiliary craft. Women candidates should necessarily select home craft as one of the two main crafts and four auxiliary crafts.

Each Zilla Parishad should depute at least one Basic Trained graduate inspecting Officer for training in each of the newly suggested crafts namely clay work-pottery, coir work, cane and bamboo work and Home crafts for one month at the selected centres which provide facilities of training in these crafts according to the requirements of Zilla Parishads.

The Committee, therefore, recommends that—

*Re. 77—*

“Each Zilla Parishad should depute at least one Basic Trained Graduate Inspecting Officer for training in each of the newly suggested crafts to the selected centres for a period of one month.”

The Inspecting Officers who have undergone the orientation training course of five months' duration, in co-operation with the specially trained officers in various crafts should run Talukawise short term course in craft of five weeks duration for teachers working in Stage I Basic Schools according to the local demand for the craft. During this period each trainee should be given training in one main craft and two auxiliary crafts. In addition theory of Basic Education and knowledge of correlating the primary school syllabus with various activities arising out of the three main centres of correlation should be given to the teachers. After giving training in craft Stage I Basic Schools should be converted in Stage II Basic Schools.

With a view to improving the tone of stage II Basic Schools and converting them in stage III Basic Schools it is necessary to give training in correlated teaching methods to the teachers working in stage II Basic Schools. Similarly with a view to improving the tone of stage III Basic Schools refresher courses of teachers working in Basic Schools should be organised beatwise and circlewise. Such courses should be of one weeks' duration and should be held beatwise and circlewise once in three years in vacations before opening the schools for the new academic year.

The Committee, therefore, recommends that—

*Re. 78—*

“Primary teachers working in stage I and stage II Basic Schools should be given short term training courses of 5 weeks' and one week duration respectively.”

The Committee also recommends that—

*Re. 79—*

“Beatwise or circlewise refresher courses of one week's duration should be organised for all the primary teachers once in three years.”

To maintain the proper spirit of Basic Education it is necessary to organise groupwise rotating shibirs of primary teachers of 1½ days duration as described in the chapter VI namely organisation of Basic Schools.

It is generally observed that primary teachers after training do not follow the methods of teaching the various subjects. They do not also continue their reading habits and thus they are not up-to-date with regard to modern development and day-to-day information. The Committee, therefore, thinks it necessary that departmental examinations should be started occasionally in Theory of Education, Language, Mathematics and general knowledge and the teachers who pass this examination and secure successfully three good remarks in confidential reports should only be held eligible for selection grades and for appointment in the prize post such as teachers in practising schools, teachers in the training colleges or A.D.E.Is. Such examinations will surely bring about desirable changes in the attitude of the teachers.

The Committee, therefore, recommends that—

*Re. 80—*

“Occasional departmental examinations should be started for primary teachers and teachers passing these examinations should be held eligible for selection grade and prize posts.”

While conducting thorough discussion in the various types of short term training courses about the syllabus contents and the methods of teaching the same it is necessary to prepare a list of suitable charts and equipments required to teach the various subjects in different classes. The committee suggests that the minimum number of charts and equipment required for teaching various subjects in each class should be got printed and prepared by the department and supplied to the various schools. This will help to make the teaching interesting and attractive. The pupils will also grasp the subject matter easily.

The Committee, therefore, recommends that—

*Re. 81—*

“The Department should print the minimum number of charts in various subjects required for each class and supply them to the schools.”

The inspecting Officers should see that these charts and equipments are properly used while teaching the various subjects. This will surely help a good deal in improving the tone of the schools. The confidential remarks should be based on the teaching methods, attainment of pupils and the attitude of the teacher.

During these short term training courses a list of reference books required by the teachers while teaching various subjects should be prepared and submitted to the department for supplying one set to each school. If there are costly books then instead of supplying such books to each and every school a set should be kept in the group school library. Such a reference library will help a good deal in solving the difficulties of the teachers. This will also help to add to the knowledge of the primary teachers.

The Committee, therefore, recommends that—

*Re. 82—*

“Reference books of daily use required by the primary school teachers should be supplied to each school and costly reference books which are required should be kept in the Group School Library.”

In addition there should be a Taluka Library for teachers which should supply all sorts of books for the general reading of the teachers.

The Committee, therefore, recommends that—

*Re. 83—*

“There should be a Taluka Library for teachers which should supply all sorts of books to the teachers for general reading.”

This Taluka Library should be kept open on Sundays and other holidays when the teachers can come to the Taluka place and take books from the Library.

## CHAPTER X.

## GENERAL OBSERVATIONS.

*Brilliant Features of Basic Institutions.*—It would not be proper for the Committee to close this report without making a mention of the institutions that the Committee visited. The Committee is aware that each institution is doing its best in its own way to implement the scheme of Basic Education and its objectives. The Committee found that these institutions are themselves a rich store of experience and many of the suggestions that this Committee has made from the observations of some of the good features of these institutions flow from them. But it is difficult to put them in short for want of space. The Committee, however, would be failing in its duty if it did not mention a few from many of these institutions which have shown some brilliant features of Basic Education.

From amongst the Basic Schools visited we found some good features of Community and co-operative living at Khiroda (district Jalgaon), Sevagram (district Wardha) and Upala Makadache (district Osmanabad). At Khiroda, the Basic School has developed a co-operative store. It has also developed a system of preparing manure out of night soil and thus making the school self-sufficient after getting a profit of about Rs. 500 per year. The Sevagram school has earned popularity due to the scheme of Swavalambi Bhojan. It was a pleasure to find at Upala, a village having a population of 3,400 that the pupils and teachers of the Basic School in co-operation with the villagers eradicated illiteracy completely within a period of 6 months. Another Basic School which struck us is the Basic school at Pavanar (district Wardha). The students and the teachers not only completed the quota of spinning and weaving but are self-sufficient in both production and use of clothes prepared in the school.

While this is so as regards the Basic Schools, the training colleges at Mahilashram, Wardha and Latthe Adhyapak Vidyalay, Ashta in Sangli District have their own features. The craft of spinning and weaving at Mahilashram, Wardha has been developed to its perfection. Whilst the Latthe Adhyapak Vidyalay, would be a good example for Agriculture sugarcane, bananas and vegetables. The Basic Training school at Takall, craft work. The teachers and students there through voluntary labour have turned barren and waste land into fertile land having production of district Nagpur is an Ashram school having student population from tribal areas. With all their backwardness this school has developed cultural activities particularly folk-dances to a great extent. The Committee was very much pleased to see their cultural programmes. Last but not the least the Committee would like to make mention of the Nanavati Kanya Vidyalaya, Vileparle. In our observation and tour we have found that even at primary level teaching through correlation is not satisfactory. However the scheme of teaching through correlation adopted by Kanya Vidyalaya at Vileparle at Secondary level is unique. The Vidya Mandir can be a source of inspiration for those who would like to adopt the methods of correlation in the High School stage.

*Extension to High School Stage.*—The Basic Education system was primarily meant for the integrated course of primary Education extending over a period of seven years. We found during the course of our study that in different regions now brought under one Administration there are different systems prevailing. In some areas we found that pupils after they pass the fourth primary standard join a High School or an English Middle School for further study, English is being taught in these schools from fifth standard; and the parents wish that their wards should get the benefit of studying English in the High Schools or English middle schools. Thus whatever advantages the child had obtained while in the primary school are being lost when the child joins in institution for his further studies where there is no provision for training through a craft. It is in the higher primary standards that the real advantages expected from this system can be experienced. The work in the lower standards is only elementary and preparatory. So it is very necessary that the child should go through a full integrated course of seven years of primary education.

We, therefore, recommend that the same syllabus as is adopted in the higher standards of primary schools should be prescribed for the lower standards of high schools. This will conduce to the process of integration between primary and secondary education. This will also add useful weight to the educational attainments acquired by pupils while studying in the first four standards.

The Committee, therefore, recommends that—

*Rs. 84—*

“Craft training should be made compulsory in the lower standards in High Schools, viz., fifth, sixth and seventh and the same syllabus for craft as is prescribed for those standards in primary schools should be prescribed for those standards in the High Schools.”

The rules which govern the administration of craft training in primary schools should also govern the administration of craft training in secondary schools.

According to the original plan of Basic Education training in some useful basic craft was contemplated to be introduced in the High School curriculum in course of time. Now since the Basic pattern of primary Education is accepted, and since a change in the system of Secondary Education has also been accepted and effected all over the country by offering liberal grants for starting and conducting Multipurpose schools, we are of the opinion that time has now come to extend the scheme of craft training to the secondary stage of education. There may be a variety of crafts to be selected, and suitable changes may be made in the administrative machinery related to Secondary Education. The craft training in the secondary stage may have different objectives to be achieved. The object may be to prepare pupils for some particular vocation in life; and it may also be preparation for the higher technical training.

The Committee, therefore, recommends that—

Re. 85—

“Some craft training should be introduced in the Secondary stage of Education and a Committee may be appointed to prepare the Scheme.”

*Guidance to the Officer.*—Due to the expansion of primary and secondary education in the State Government have appointed Class I Educational Inspector for each and every district and regional Deputy Director for each region consisting of five to eight districts for effective supervision and guidance. The Educational Inspectors and Regional Deputy Directors get opportunities to visit various types of educational institutions and keep close contacts with the villagers, teachers and educationists and to gather first hand information about the working of the various types of institutions and to understand the opinion of the general public about the tone of Education. In the light of these experiences the Educational Inspectors should discuss with the inspecting officers in the Common room meeting to be held every month and try to improve the working of the Basic Schools. The Regional Deputy Director should also attend and participate in the discussion of the Common Room Meetings at least once in a year and give his valuable suggestions for the improvement of the Basic Schools in the light of the experiences he might have gained during his visits to primary schools and Basic Training Colleges.

The Committee feels that with a view to evaluating the working of the primary education a conference at the State level under the chairmanship of Hon. Minister for Education should be convened once in a year. At this time eminent educationists interested in Primary Education may also be invited to participate in the discussions of the meetings. The committee hopes that the decisions that will be arrived at after due discussions in the meeting may be given due weight.

The Committee, therefore, recommends that—

Re. 86—

“A State level conference should be convened under the chairmanship of Hon. Minister for Education once in a year of the educational officers and eminent educationists interested in Primary Education to evaluate the working of Primary Education in the State.”

*Advisory Committee.*—The Committee also suggests that an Advisory Board for Basic Education for the whole State of Maharashtra may be immediately established. This Board should consist of nearly seven prominent and experienced educationists who have been very closely connected with the programme of Basic Education. The Secretary of this Board may be of the status of a Deputy Director of Education with adequate experience in organising and in directing different types of educational institutions of the Basic pattern. And now that a new Maharashtra has been established with bright visions and brilliant projects for a complete and integrated development of the people in the entire State, and that since serious attempts

seem to be made to give a new orientation to the pattern of basic education, the committee thinks that it is very necessary that there may be a body of educationists with sufficient experience and with convictions about the potentiality of this pattern of education, to advise Government and all concerned on matters of policy and administration of basic education in the whole of the State.

*An appeal to Maharashtra.*—According to the fundamental concept of making all primary education craft centred, the entire process of educating our children is very closely related to their natural and social environments. The basic idea is that education if it is to be sound and if it is to lead to the fullest development of the entire personality of the child should be imparted through some craft or productive work, which should provide the basis for all the activities and all the experiences included in the process of development called education. Modern educational thought all over the world is practically unanimous in accepting and commending this basic principle of educating children through some suitable form of productive work. Through this method knowledge becomes related to actual life experiences. The entire process of development of the child throughout the period stipulated for primary education is to be related to some form of manual and productive work, thus giving complete scope for the full development of the abilities of the child. The craft to be chosen must be rich in potentialities for the full development of the child's abilities, and must be very closely related to the life activities of a large section of the community. This system of education is not meant to prepare artisans, or to prepare children for a particular kind of vocation; though the children thus educated will be decidedly better artisans and be better equipped with skills and knowledge to follow, if they so choose, any vocation. Let all concerned, administrators, teachers, parents and social workers, understand this fundamental aspect of the scheme of Basic Education in the advancement of which some of the best educationists in the country have put in all their intelligence and ability. The object of basic pattern is not the production of craftsmen, but it is to exploit the resources implicit in craft work for educative purposes.

It must be admitted that the work done during the last 24 years in the field of basic education is not quite satisfactory, except in some centres and areas where devoted, intelligent and fully equipped workers were available. It is very necessary to study the reasons for this unsatisfactory work. In the course of our study we have found that the unsatisfactory results are not due to any intrinsic defects in the concepts of the scheme, but are due to improper selection of the craft, to inadequate and unsystematic training of teachers and the supervisory staff, and to the ignorance and indifference, and to some degree apathy or antipathy of parents and the general public. While scanning the factors leading to unsatisfactory results, we have in this report suggested ways and means to remove the defects and have placed a number of recommendations before Government. The committee earnestly appeals particularly to social workers and workers in the field of education in Maharashtra to endeavour to put in their best



efforts for a successful implementation of this scheme of Basic Education which is universally accepted as the best system for the education of our country's children, and an effective means of bringing about a peaceful, non-violent revolution in our life, by enabling us to build up a new, vigorous, self-reliant, resourceful and democratic society. When all the Marathi speaking areas are brought together under one administration, called Maharashtra, which has a brilliant record of meritorious services, inspired by a spirit of sacrifice and a sense of duty, and when bright vision of new Maharashtra is attracting the attention of all people with many useful projects intended to lead to an all round and speedy development, it is very necessary that we, administrators, and social workers and the public in general, plan out a programme of national education based on modern principles, and best suited to the traditions and environments. Maharashtra has glorious history of National Education. That ideal inspired an army of devoted, highly intelligent and cultured workers to devote all their energies to the service of the motherland by starting educational institutions inspite of tremendous difficulties, preparing our young generation for the freedom struggle, and inspiring them with great and noble ideals of devotion, service and sacrifice. The same ideal of devoted service and sacrifice still inspires the present generation of social workers and calls them for action. The committee appeals to them to organise all their best intelligent efforts in establishing new educational institutions in cities and in villages preparing our children in Free India for wider field of service. They should study the modern educational ideas and trends and devote themselves to the urgent need of implementing these new ideas and ideals.

Particularly when the new pattern of administration in the form of Panchayati Raj is being introduced in our State, it has become absolutely necessary for intelligent and devoted workers at the district level to attend carefully to this one of the most important nation building activities. A vast field is being opened before them for mobilising all their energies for the fullest exploitation of the resource for the advantage of the village communities. The committee trusts that the challenge to the constructive genius of the district and village workers will be enthusiastically responded to.

The committee also appeals to the administrators in charge of all the development projects to try to help the local workers of the education department in extending all the programmes of social service chalked out by the Basic School Teachers, and to give the teachers and pupils opportunities to put in their best efforts towards achievement of a common object—the welfare of all.

## CHAPTER XI.

## RECOMMENDATIONS.

Recommendation No.	Content.	Page No.
1	(i) A wider choice of crafts be given ... ..	16
	(ii) The condition of quota in craft work be relaxed.	
	(iii) A balanced technique of correlation with crafts and social and natural environments be introduced.	
	(iv) The working of Basic Primary Schools, Basic Training Colleges and Post Graduates' Basic Training Centres be improved.	
	(v) The Inspectorial Staff be properly trained.	
2	"Besides the three crafts originally suggested by Dr. Zakir Hussain Committee namely Spinning-Weaving, Kitchen, gardening-Agriculture and Cardboard modelling Wood-work, the following crafts should be added to the list : (i) Home Craft, (ii) Clay work—Pottery, (iii) Coir work, (iv) Bamboo and Cane work". ...	17
3	"The managements of schools may be allowed if they so desire to change the existing craft and introduce any one of the remaining six crafts." ... ..	17
4	"No quota in craft work should be prescribed and emphasis should be given on quality rather than on quantity." ... ..	18
5	"Finished articles should be prepared in each and every class; and no yarn should be left unwoven." ...	19
6	"Spinning on Takali only should be practised in Stds. III and IV, and spinning on charkha should be introduced from Std. V onwards." ... ..	19
7	"Wherever a demand is made for the adoption of agriculture as the main craft the same be accepted and all facilities be given for the introduction of the same." ...	19
8	"Government should make lands available to the schools from bhoodan, forest land, gaia, deosthan, waste lands, etc., wherever there is demand for the same." ...	20
9	"Government should avoid lengthy procedures regarding transfer of lands and expedite registration of lands in the name of the management of the schools." ...	20
10	"The school should be provided with electric pumps, and water lifting arrangements wherever there is such a demand." ... ..	20

Recommendation No.	Content.	Page No.
11	"Single teacher schools may be allowed to introduce agriculture as a basic craft even if 5 gunthas of land is available. So also other schools may be allowed to introduce agriculture as a main craft if at least 5 gunthas of land is available for each class of 40 pupils." ...	20
12	"Requisite amount of contingent expenditure should be placed at the disposal of the Head Master of the school well in advance at the time of the introduction of the craft." ...	21
13	"All income from the craft should be allowed to be deposited in the Postal Saving Bank in the name of the Head Master of the School." ...	21
14	"The surplus produce of the farm after replenishing the amount towards contingent expenditure be allowed to be utilised for the common use of the pupils for mid-day meals etc., and for the school." ...	21
15	"The Agricultural Officer working in the Block be instructed to give special attention to the working of the Agricultural Basic Schools and extend co-operation in developing the agricultural farms of the schools into model experimental farms." ...	22
16	"In exceptional cases where there is pressing demand for Agricultural Basic School and no land is readily available for the school, Government should sanction 50 per cent. of the amount for purchasing land for the school." ...	22
17	"The heads of Basic Primary Schools should develop school gardens on the premises of the school." ...	22
18	"The Basic Schools should organise visits to the neighbouring fields and Demonstration farms wherever possible." ...	23
19	"Government should direct its Stationery Department to get supplies of paper, cardboard and wood-work articles as per its own specifications by Basic Schools at reasonable rates." ...	23
20	"Government should supply through reliable agency at the district level tools and equipment suited to the age groups of the pupils." ...	24
21	"Home craft be introduced in girls' Primary Schools wherever there is a demand for that craft." ...	24
22	"Arrangements be made to include all the seven crafts in the syllabus of both Basic Primary Schools and Basic Primary Training Colleges." ...	26

Recommendation No.	Content.	Page No.
23	"Committees of experts should be appointed to prepare the syllabii relating to all these different crafts and also to prepare estimates for recurring and non-recurring expenditure required for each of these crafts for primary schools, Training Colleges and Post Graduates' Basic Training Colleges." ... ..	26
24	"Wherever training in health and community living has not been introduced, the same should be introduced forthwith and all such schools should be named as stage I Basic Schools." ... ..	27
25	"Institutions to train the teachers for the newly suggested crafts should be started immediately." ... ..	27
26	"Steps should be taken to introduce one of the Basic Crafts in stage I Basic Schools and to turn them into stage II Basic Schools." ... ..	28
27	"A trained teacher should be appointed in each and every single teacher school." ... ..	28
28	"The system of appointing part time teachers should be introduced in single teacher schools and arrangements for their orientation training be made before they actually join the duties. Such teachers should get Rs. 50 p.m. as fixed pay from the date of their appointment. They will get Rs. 50 even during the training period." ... ..	29
29	"If the number of pupils in a single teacher school is less than 40 then two candidate teachers should be appointed and if the average attendance of pupils exceeds 40 then one trained teacher and a candidate teacher should be appointed." ... ..	30
30	"Part time teachers should be appointed to do away with the present shift system." ... ..	30
31	"Each school should be provided with adequate accommodation and sanitary arrangements by constructing temporary sheds through co-operative efforts of the villagers." ... ..	31
32	"Scouters' Training should be given to the teachers working in Basic Schools." ... ..	32
33	"Temporary quarters for teachers should be constructed through co-operative efforts of the villagers." ... ..	32
34	"Since there is no insistence on quota in craft work care should be taken to develop necessary skills and to improve the quality of craft work." ... ..	32

Recommendation No.	Content.	Page No.
35	“Syllabus based on activities arising out of the three main centres of correlation be prepared and the subjectwise syllabus be replaced.” ... ..	33
36	“Regionwise experimental Basic Schools with ideal conditions be established.” ... ..	33
37	“Classwise handbooks for teachers be prepared, published and circulated for the guidance of teachers working in Basic Schools.” ... ..	33
38	“Short term courses be organised both for teachers and Inspecting Officers for giving up-to-date knowledge of the syllabus and teaching methods.” ... ..	34
39	“Groupwise monthly rotating shibirs of primary teachers of 1½ days’ duration should be started.” ... ..	34
40	“Present practice of correlating four knowledge lessons with one activity should be discontinued and instead one activity followed by a knowledge lesson arising out of that activity should be considered as a unit of correlation.” ... ..	35
41	“The daily time table of a Basic School should have units consisting of an activity out of the three centres of correlation and a topic from the academic subjects.” ... ..	36
42	“Classwise text books based on correlated teaching methods should be prepared and a set of 40 interesting books suited to the age group of pupils should be provided for the class library.” ... ..	36
43	“Promotion of pupils should depend on the record of day-to-day work and oral and written tests.” ... ..	37
44	“Monthly elections of pupil leaders should be held and reports presented to the school assembly at the end of the month.” ... ..	37
45	“Pupils should be asked to participate in processions only on few important occasions such as 15th August, 2nd October, 14th November and 26th January.” ... ..	38
46	“Classwise celebration of cultural programmes should be insisted upon for effective correlation.” ... ..	38
47	“Swavalambi Bhojan (Mid-day meal) Scheme should be introduced in Basic Schools.” ... ..	38
48	“Scouting should be introduced in Basic Schools and self reliant Taluka and District Scout and Guide Rallies should be organised.” ... ..	39

Recommendation No.	Content.	Page No.
49	"The Head Masters of Basic Schools should try to liquidate illiteracy from the village in co-operation with the villagers." ... ..	40
50	"Each Basic School should run its own co-operative store." ... ..	40
51	"Senior P. T. C., course should be discontinued." ...	42
52	"There should be a common syllabus for training both for P. S. C. & S. S. C. passed candidates. However the duration of training course for S. S. C. passed candidates should be of one year & that for P. S. C. of two years." ... ..	43
53	"The Training College syllabus should include in addition to the Theory of Education and Principles of Psychology thorough study of the matter content and method of the primary school syllabus and source material in each subject required to implement that syllabus." ...	43
54	"More stress should be given on actual teaching practice and methods of teaching the various subjects in the primary classes." ... ..	44
55	"Three periods per week should be reserved for demonstration, model and criticism lessons when there should be thorough discussions on the matter and the method of teaching the subject." ... ..	44
56	"The Principal of a Basic Training College must be fully Basic Trained and must have minimum experience of 5 years of teaching, out of which at least 3 years should be in a Training College." ... ..	45
57	"Basic trained graduates working in the Basic Training Colleges be paid Rs. 15 p.m. as allowance as long as they work there." ... ..	45
58	"20 per cent. of the staff working in the Basic Training Colleges should be recruited from amongst the merited and competent. Basic Trained Primary teachers working in the Practising Schools." ... ..	45
59	"Teaching of craft work should be entrusted to the Basic Trained Graduates instead of the craft teacher." ...	45
60	"The Post of the craft teachers should be abolished and instead a post of craft assistant should be created." ...	46
61	"50 trainees should be admitted to each class instead of 40." ... ..	46

Recommendation No.	Content.	Page No.
62	"Scouters' training of 10 days' duration should be given to the trainees just at the commencement of the academic year." ... ..	46
63	"Physical Education should be regarded as an examination subject instead of certificate subject and at least four periods per week should be allotted for this subject instead of two." ... ..	46
64	"The pay scales of teachers working in Government Training Colleges should be brought on par with those of the non-Government teachers." ...	46
65	"No new colleges should be allowed to be opened unless adequate accommodation for class rooms, craft work and hostels is made available." ... ..	47
66	"Building loans to the extent of 75 per cent. of the estimated cost should be paid to deserving non-Government training colleges for construction of new college and hostel buildings, so also Government should construct new buildings for their colleges and hostels." ... ..	47
67	"Every training college should have Basic Practising School of its own or take over the full control of a Basic School either from the Zilla Parishad or Municipal School Board within a period of 3 years." ...	47
68	"Competent basic Trained Teachers from amongst the merit certificate holders for teaching Stds. I, IV and VII should be selected for appointment as teachers in the Practising School. They should be given an allowance of Rs. 10 per month." ... ..	47
69	"The minimum days of attendance in training colleges should be 180 days instead of 130 days." ...	48
70	"Every trainee should give at least 5 lessons on each class in different subjects." ... ..	48
71	"The teachers working in the Practising Schools should also be allowed to supervise the practice teaching lessons of the trainees." ... ..	49
72	"Even 5 acres of land for a training college having 2 classes and a Practising School should be considered as adequate." ... ..	49
73	"A special committee of educationists should be appointed by Government for framing the syllabus of Training College both for P. S. C. and S. S. C. passed candidates in the light of the recommendations made above." ...	49

Recommendation No.	Content.	Page No.
74	"Government should establish one ideal Post Graduates' Basic Training College with a view to preparing competent Basic Trained teachers and Inspecting Officers." ... ..	53
75	"Orientation Training course of five months' duration should be started both for teachers working in Basic Training Colleges and the Inspecting Officers separately." ... ..	54
76	"A. D. B. Ed. or a Sewagram Trained Graduate teacher should be deputed for training in each of the newly suggested crafts to the selected centres for a period of one month." ... ..	55
77	"Each Zilla Parishad should depute at least one Basic Trained Graduate Inspecting Officer for training in each of the newly suggested crafts to the selected centres for a period of one month." ... ..	56
78	"Primary Teachers working in Stage I, Stage II, Basic Schools should be given short term training courses of 5 weeks' and one week duration respectively." ... ..	56
79	"Beatwise or circlewise refresher courses of one week's duration should be organised for all the primary teachers once in three years." ... ..	56
80	"Occasional departmental examinations should be started for primary teachers and teachers passing these examinations should be held eligible for selection grade and prize posts." ... ..	57
81	"The Department should print the minimum number of charts in various subjects required for each class and supply them to the schools. ... ..	57
82	"Reference books of daily use required by the primary school teachers should be supplied to each school and costly reference books which are rarely required should be kept in the Group School Library." ... ..	57
83	"There should be a Taluka Library for teachers which should supply all sorts of books to the teachers for general reading." ... ..	57
84	"Craft training should be made compulsory in the lower standards in High Schools viz., fifth, sixth and seventh and the same syllabus, for craft as is prescribed for those standards in primary schools should be prescribed for those standards in the High Schools." ... ..	57



Recommendation No.	Content.	Page No.
85	“Some craft training should be introduced in the Secondary stage of Education and a committee may be appointed to prepare the Scheme.” ...	... 60
86	“A State level conference should be convened under the Chairmanship of Hon. Minister for Education once in a year of the educational officers and eminent educationists interested in Primary Education to evaluate the working of Primary Education in the State.” ...	... 60

- (1) S. R. Bhise. Chairman.
- (2) B. M. Thoke.
- (3) S. R. Londhe.
- (4) S. K. Vaishampayan.
- (5) D. S. Jagtap.
- (6) B. R. Patil. Secretary.

## APPENDIX I

## प्रश्नावली

(Printed Questionnaire No. 1)

(१) मूलेद्योग शिक्षणाशी आपला कसा संबंध आला आहे ?

(अ) संस्थेचा कार्यकर्ता,

(ब) पालक,

(क) समाज सेवक,

(ड) निरीक्षक.

(२) जीवन शिक्षण पद्धतीमध्ये कोणते चांगले गुण दिसून आले ?

(३) जीवन शिक्षण पद्धतीमध्ये कोणते दोष दिसून आले ?

(४) वरील दोष दूर करण्याचे आपण कोणते उपाय सुचवू इच्छिता ?

(५) या जीवित शिक्षण पद्धतीचा जास्त प्रसार करण्याच्या दृष्टीने जनतेचे अधिक प्रमाणात सहकार्य कसे मिळविता येईल ?

(६) जीवन शिक्षण शाळेंमध्ये कोणते मूलेद्योग असावेत असे आपणांला वाटते ?

(७) आपण सुचविलेला मूलेद्योग सुलभ रीतीने शाळेंत सुरू करता येणे शक्य आहे का ?

(८) तो मूलेद्योग सुरू करण्याच्या बाबतीत कांहीं अडचणी असल्यास त्या दूर करण्याचे कांहीं उपाय सुचवा.

(९) (अ) कमी खर्चात व मुलांना आवडेल असा कोणता मूलेद्योग शाळेंत सुरू करता येणे शक्य आहे ?

(ब) वरील मूलेद्योगासाठी लागणारी साधने कोठून व कशी मिळू शकतील ?

(१०) जिल्हा शिक्षण मंडळाच्या शाळांतून मूलेद्योग सुरू करण्याबाबत आपण वरील मूलेद्योगांना गुणानुक्रमे कसे प्राधान्य देऊ इच्छिता ?

(११) सध्यां सुरू असणाऱ्या कतार्ई-विणकाम, पुढाकाम-लाकूडकाम, बागकाम व शेतीकाम असणाऱ्या जीवन शिक्षण शाळांपैकी कोणता मूलेद्योग असणाऱ्या जीवन शिक्षण शाळा अधिक यशस्वी झाल्या आहेत असे आपणांला वाटते ? कारणे द्या.

(१२) जीवन शिक्षण शाळांत सध्यां जे मूळोद्योग चालू आहेत त्यापैकी कोणत्या मूळोद्योगाविषयी पाळकांच्या विशेष तक्रारी आहेत ?

(१३) या तक्रारीबाबत आपलें काय मत आहे ?

(१४) पाळकांचा विश्वास संपादन केल्यास कोणत्या मूळोद्योगावरचा खर्च कमी करतां येईल ?

(१५) जीवन शिक्षण पद्धतीचा समाज जीवनाशी दृढ संबंध घडवून आणण्यासाठी कोणत्या योजना अंमलांत आणाव्यात असे आपणांस वाटते ?

(१६) खेडी व शहरं यांतील जीवन शिक्षण शाळांमध्ये वेगळे मूळोद्योग असावेत काय ? कां ?

(१७) वेगळे मूळोद्योग असावेत असे वाटत असल्यास ते कोणते असावेत ?

(१८) शेती मूळोद्योग सुरू व्हावयाचा झाल्यास गांवठाण, सरकारी पड, जंगल, देवस्थान, भूदान इत्यादीपैकी धोडी जमीन शाळांना मिळू शकेल का ?

(१९) शेती मूळोद्योगासाठी लागणारी अवजारे त्रिकत घेण्यासाठी जो खर्च होत असतो तो कमी करण्याच्या दृष्टीने अवजारे मिळण्याबाबत पाळकांचें सहकार्य कितपत मिळू शकेल असे आपणांस वाटते ?

(२०) हल्लीं सुरू असलेल्या मूळोद्योगाशिवाय मुलींसाठी वेगळे मूळोद्योग असावेत असे आपणांस वाटते कां ? कारणे द्या.

(२१) तसे वाटत असल्यास आपण कोणते मूळोद्योग सुचवू शकितों ?

(२२) सध्यां चालू असलेल्या मूळोद्योगाशिवाय विशेष विभागाकरतां (सागरी, वन्य इत्यादि) वेगळे मूळोद्योग असावेत असे आपणांस वाटते कां ? वाटत असल्यास त्या मूळोद्योगांचीं नांवे सुचवा.

(२३) अडचणीमुळे जेथे हल्लीचे मूळोद्योग सुरू करतां येणें अगदींच अशक्य असेल तेथे सुलभ उद्योग सुरू करावेत असे आपणांस वाटते कां ?

(२४) तसे वाटत असल्यास सुलभ उद्योगांचीं नांवे सुचवा.

(२५) एक शिक्षकी जीवन शिक्षण शाळा यशस्वी रीतीने चालविण्यासाठी कोणत्या अडचणी येतात ?

(२६) त्या अडचणी दूर करण्याचे उपाय सुचवा ?

(२७) जीवन शिक्षण शाळांतील निरनिराळ्या वर्गांमध्ये समवाय पद्धतीने शिक्षण घ्यावे असे आपणांस वाटत कां? कारणे या.

(२८) या पद्धतीमध्ये निरनिराळ्या इयत्ता व विषय यांना अनुलक्षून आपण कोणते बदल सुचवू इच्छितां?

(२९) जीवन शिक्षण कार्यक्रमाची कालमर्यादा किती वर्षांची असावी? कारणे या.

(३०) तसेंच माध्यमिक शिक्षणाशी जीवन शिक्षणाचा संबंध असावा काय? व तो कसा साधावा?

(३१) हल्लीच्या जीवन शिक्षण शाळांतून व साध्या शाळांतून बहेर पडणारे विद्यार्थी यांच्या बौद्धिक पातळीत कांहीं फरक पडतो असे आपणांस वाटते काय? कोणत्या दृष्टीने?

(३२) मुलांसाठी दुपारच्या जेवणाची आवश्यकता आहे असे आपणांस वाटते काय?

(३३) तसे वाटत असल्यास ती योजना पालकांच्या सहकार्याने अमलांत आणण्याच्या दृष्टीने आपण कोणते उपाय सुचवू इच्छिता?

(३४) मूलोद्योगावर होणारा खर्च वजा जातां बाकीचे उत्पन्न मुलांना वैयक्तिक व सामुदायिक रीतीने उपयोगांत आणण्याची परवानगी दिल्यास मूलोद्योगाचे उत्पादन वाढेल असे आपणांस वाटते कां?

(३५) साध्या जीवन शिक्षण शाळांत काम करणारे शिक्षक जीवन शिक्षण शाळा यशस्वीरीतीने चालविण्यास समर्थ आहेत असे आपणांस वाटते का? स्पष्टाकरण करा.

(३६) ट्रेनिंग कॉलेजमध्ये दिले जाणारे शिक्षण हे जीवन शिक्षण शाळा यशस्वीरीतीने चालविण्यास योग्य व पुरेसे वाटते कां? याबाबत आपले विचार स्पष्ट करा.

(३७) हल्लीची जीवन शिक्षण शाळा तपासण्याची व मार्गदर्शन करण्याची पद्धति समाधानकारक वाटते का? समाधानकारक वाटत नसल्यास आपण कोणांच्या सुधारणा सुचवू इच्छिता?

(३८) जीवन शिक्षण शाळा तपासण्यास व प्रायमरी ट्रेनिंग कॉलेजमध्ये काम करण्यास जे अधिकारी व शिक्षक नियुक्त केले जातात त्यांची त्या कामासंबंधीची पात्रता आपणांस पुरेशी वाटते का? नसल्यास, ती पात्रता वाढविण्यासाठी आपण कोणते उपाय सुचवू इच्छिता?

माकय्या जाल्ले लिहे. जखेन वाटटयस स्वतंत्र कायदे जाडा.

(४) बरीज माहितीखितीव आणखी अधिक माहिती वाक्याची असल्यस ती खालील

कोणत्या ;

(४) प्रत्युपट्टसे वासिक ट्रेनिंग कॉलेजच्या शिक्षणाची काळमध्यादी व अन्वयसकम  
वासवशी आणणस काही सुधारणा सुचवाययाच्या आहेत काय ; असल्यस त्या

(४) प्रथमरी ट्रेनिंग कॉलेजच्या शिक्षणाची काळमध्यादी व अन्वयसकम प्र-  
सवशी आणणस काही सुधारणा सुचवाययाच्या आहेत काय ; असल्यस त्या कोणत्या ;

अडचणी व्हात ;

(४) जावन शिक्षण साळा वसवशी अवशिष्टाच्या दृष्टीन आणणस कोणत्या

(४) त्या अडचणी दे करण्यकारिती आणण कोणते उपाय सुचवू दित्तल ;

अडचणी आणणस कोणत्या अडचणी अडचणी आल्या आहेत ;

(४) दृष्टीच्या जावन शिक्षण साळावेन नयार होणारि माळ विकण्याच्या

## APPENDIX II.

## QUESTIONNAIRE.

## (Cyclostyled Questionnaire No. 2).

1. Have you received any proposals from the villagers with regard to the change of existing crafts in their schools? If so from how many villages?
2. Which of the three crafts is more in demand by the villagers?
3. What difficulties do you experience in purchasing raw material and equipment for the various crafts? Suggest ways and means to remove them?
4. Do the Basic Schools in your jurisdiction experience any difficulties with regard to the storing of raw material and finished products? Suggest ways and means.
5. Which craft is most suitable for introducing in the schools from the point of correlation, interest of pupils and disposal of finished products?
6. How many short term courses in Basic Education were run and how many teachers were benefitted?

---

1956-57. 1957-58. 1958-59. 1959-60. 1960-61.

---

Number of courses .. .. .

Number of teachers attended .. .. .

---

7. Are you in favour of holding Groupwise monthly rotating Shibirs of primary teachers of one and half days' duration?
8. If so how does it help in the progress of Basic Education?
9. Give the details of Inspecting Officers in the following *proforma* :—

Name of the Officer.	Trained Graduates.		Primary teachers recruited as A. D. E. I.'s.		Total.
	Basic.	Non-Basis	Craft trained.	Ordinary.	
1	2	3	4	5	6
Assistant Deputy Educational Inspector.					
Supervisors or Assistant Administrative Officer in Administrative Officer's Office.					

Educational Inspector.....

.....  
Administrative Officer,  
Municipal/District School Board.

**PRO FORMA No. 1.**  
**Basic Schools in Urban Area.**

District .....

	1956-57.	1957-58.	1958-59.	1959-60.	1960-61.
Spinning Schools .. ..					
Spinning and Weaving Schools ..					
Cardboard modelling Schools ..					
Woodwork Schools .. ..					
Kitchen-gardening Schools ..					
Agriculture Schools; .. ..					
Schools with simple crafts ..					
Number of non-Basic Schools ..					

Total ..

Number of children in the Basic Schools.

Number of children in the non-Basic Schools.

Total ..

Number of Basic Trained Teachers working in Basic Schools.

Number of non-Basic trained teachers working in Basic Schools.

Number of untrained teachers working in Basic Schools.

Total ..

Number of Basic trained teachers working in non-Basic Schools.

Number of other trained teachers working in non-Basic Schools.

Number of untrained teachers working in non-Basic Schools.

Total ..

Number of Basic Trained Head  
Masters in the Basic Schools.

Number of craft teachers in the Basic  
Schools.

Total Expenditure on Basic Schools ..

Total expenditure on non-Basic  
Schools.

Educational Inspector.....

.....

Administrative Officer,  
Municipal/District School Board.

**PRO-FORMA No. 2.**  
**Basic Schools in Rural Areas.**  
District .....

	1956-57.	1957-58.	1958-59.	1959-60.	1960-61.
Spinning Schools .. ..					
Spinning and Weaving Schools ..					
Cardboard modelling Schools ..					
Woodwork Schools .. ..					
Kitchen-gardening Schools ..					
Agriculture Schools .. ..					
Schools with simple crafts ..					
Number of non-Basic Schools ..					
<b>Total ..</b>					
Number of children in the Basic Schools					
Number of children in non-Basic Schools.					
<b>Total ..</b>					
Number of Basic trained teachers working in Basic Schools.					
Number of non-Basic trained teachers working in Basic Schools.					
Number of untrained teachers working in non-Basic Schools.					
<b>Total ..</b>					



Number of Basic Trained Head Masters  
in the Basic Schools.

Number of craft teachers in the Basic  
Schools.

Total expenditure on Basic Schools ..

Total expenditure in non-Basic  
Schools.

Educational Inspector.....

Administrative Officer,  
Municipal/District School Board.

**PRO-FORMA No. 3.**

**Income and Expenditure of Basic Schools.**

District .....

1956-57. 1957-58. 1958-59. 1959-60. 1960-61.

- (1) *Spinning and Weaving*—
  - (a) Recurring Expenditure ..
  - (b) Non-recurring Expenditure ..
  - (c) Total Production ..
  - (d) Amount credited to Primary Education Fund.
- (2) *Cardboard—Woodwork*—
  - (a) Recurring Expenditure ..
  - (b) Non-Recurring Expenditure ..
  - (c) Total Production ..
  - (d) Amount credited to Primary Education Fund.
- (3) *Kitchen gardening—Agriculture*—
  - (a) Recurring Expenditure ..
  - (b) Non-Recurring Expenditure ..
  - (c) Total Production ..
  - (d) Amount credited to Primary Education Fund.

Educational Inspector.....

Administrative Officer,  
Municipal/District School Board.

## APPENDIX-III-A.

## LIST OF PERSONS WHO SENT THEIR REPLIES TO

## QUESTIONNAIRE No. 1.

## Poona District.

- |                            |                                  |
|----------------------------|----------------------------------|
| (1) Shri G. P. Kale.       | (13) Shrimati Krishnabai Sawkar. |
| (2) Shri V. H. Madkikar.   | (14) Dr. G. S. Khair.            |
| (3) Shri K. B. Jadhav.     | (15) Shrimati G. M. Sathe.       |
| (4) Shri S. B. Kurumkar.   | (16) Shri D. M. Banchood.        |
| (5) Shri M. M. Relekar.    | (17) Shrimati S. Dhavale.        |
| (6) Shri N. S. Sonwane.    | (18) Shri H. C. Musydge.         |
| (7) Shrimati M. Vinod.     | (19) Shri D. M. Bhor.            |
| (8) Shri M. G. Wagh.       | (20) Shri M. M. Khaladkar.       |
| (9) Shri G. K. Takawale.   | (21) Shri D. N. Kulkarni.        |
| (10) Shri J. A. Vakil.     | (22) Shri T. A. Apte.            |
| (11) Shri A. V. Jambhekar. | (23) Shri J. T. Gaikwad.         |
| (12) Shri Yadunath Thatte. | (24) Shri V. D. Chate.           |

## Satara District.

- |                           |                             |
|---------------------------|-----------------------------|
| (25) Shri B. N. Gurav.    | (30) Shri B. B. Jagtap.     |
| (26) Shri J. L. Phaltane. | (31) Shri T. B. Gadhave.    |
| (27) Shri V. P. Mahajan.  | (32) Shri G. D. Waghambare. |
| (28) Shri K. Y. Jadhav.   | (33) Shri D. B. Pradhan.    |
| (29) Shri S. H. Maldar.   | (34) Shri V. H. Jagdale.    |

## Sangli District.

- |                          |                              |
|--------------------------|------------------------------|
| (35) Shri A. A. Dangare. | (36) Shri S. B. Sukhatankar. |
|--------------------------|------------------------------|

## Kolhapur District.

- |                             |                             |
|-----------------------------|-----------------------------|
| (37) Shri D. R. Mane.       | (42) Shri V. B. Karnik.     |
| (38) Shri D. A. Shinde.     | (43) Shri N. D. Bhalwankar. |
| (39) Shri S. R. Tawade.     | (44) Shri H. N. Lale.       |
| (40) Shri S. J. Gawade.     | (45) Shri G. A. Gurav.      |
| (41) Shri J. G. Kshirsagar. |                             |

## Sholapur District.

- |                              |                           |
|------------------------------|---------------------------|
| (46) Shri D. D. Shirgaonkar. | (52) Shri S. D. Kazi.     |
| (47) Shri S. M. Mohite.      | (53) Shri B. K. Bhosale.  |
| (48) Shri N. B. Doke.        | (54) Shri G. A. Shinde.   |
| (49) Shri H. A. Jahagirdar.  | (55) Shri P. V. Kulkarni. |
| (50) Shri S. L. Kasar.       | (56) Shri S. M. Koli.     |
| (51) Shri L. K. Patil.       | (57) Shri B. P. Badve.    |

## Ahmednagar District.

- |                              |                                      |
|------------------------------|--------------------------------------|
| (58) Shri V. B. Suryavanshi. | (64) Shri V. T. Patil.               |
| (59) Shri A. L. Patil.       | (65) Shri S. D. Salunkhe.            |
| (60) Shri N. B. Diwate.      | (66) Shri T. M. Patil.               |
| (61) Shri M. P. Patekar.     | (67) Shri V. A. Gosavi.              |
| (62) Shri B. D. Deshpande.   | (68) Shrimati Leela M. Chandawarkar. |
| (63) Shri N. T. Padekar.     | (69) Shrimati Ushatai Magdum.        |

## Greater Bombay.

- |                                 |                           |
|---------------------------------|---------------------------|
| (70) Shri B. P. Save.           | (72) Shri S. S. Kohojkar. |
| (71) Shri V. S. Cajendragadkar. |                           |

## Thana District.

- |                         |                               |
|-------------------------|-------------------------------|
| (73) Shri H. C. Rana.   | (77) Shrimati Seetabai Patil. |
| (74) Shri Y. V. Mhatre. | (78) Shri M. M. Nanal.        |
| (75) Shri K. B. Thakur. | (79) Shri V. S. Nagale.       |
| (76) Shri V. Y. Kepi.   |                               |

**Jalgaon District.**

- |                            |                         |
|----------------------------|-------------------------|
| (80) Shri L. N. Chhapekar. | (84) Shri R. M. Gajare. |
| (81) Shri V. B. Argade.    | (85) Shri P. L. Nehete. |
| (82) Shri D. R. Deshmukh.  | (86) Shri D. S. Patil.  |
| (83) Shri G. R. Sanaf.     |                         |

**Dhulia District.**

- |                            |                             |
|----------------------------|-----------------------------|
| (87) Shri M. Y. Vaidya.    | (96) Shri S. S. Phalak.     |
| (88) Shri K. R. Kulkarni.  | (97) Shri A. K. Deshmukh.   |
| (89) Shri B. S. Pisolkar.  | (98) Shri R. B. Thakur.     |
| (90) Shri R. S. Wani.      | (99) Shri J. M. Gajare.     |
| (91) Shri R. A. Deshmukh.  | (100) Shri V. S. Kolhe.     |
| (92) Shri W. B. Mehendale. | (101) Shri R. D. Dhake.     |
| (93) Shri G. K. Kulkarni.  | (102) Shri M. M. Shaikh.    |
| (94) Shri A. T. Upadhye.   | (103) Shri N. G. Dixit.     |
| (95) Shri S. B. Yevalekar. | (104) Shri V. M. Chaudhari. |

**Nasik District.**

- |                                |                            |
|--------------------------------|----------------------------|
| (105) Shri B. S. Bhudhar.      | (110) Shri P. S. Pandit.   |
| (106) Shri L. R. Deshmukh.     | (111) Shri R. S. Tope.     |
| (107) Shri D. L. Sali.         | (112) Shri R. G. Deshmukh. |
| (108) Shrimati P. K. Paranjpe. | (113) Shri G. S. Gholap.   |
| (109) Shri D. K. Rane.         | (114) Shri K. A. Kale.     |

**Kolaba District.**

- |                               |                           |
|-------------------------------|---------------------------|
| (115) Shri K. G. Pathak.      | (118) Shri J. K. Patil.   |
| (116) Shri S. G. Sahsrabudhe. | (119) Shri D. V. Vaidya.  |
| (117) Shri M. V. Joshi.       | (120) Shri R. L. Mahadik. |

**Ratnagiri District.**

- |                                |                               |
|--------------------------------|-------------------------------|
| (121) Shri Y. F. M. Dhamaskar. | (127) Shri V. P. Joshi.       |
| (122) Shri S. R. Shikhare.     | (128) Shri B. S. Dhanawade.   |
| (123) Shri L. D. Chhatre.      | (129) Shri B. P. Rasal.       |
| (124) Shri A. R. H. Maruf.     | (130) Shri G. K. Bhangaonkar. |
| (125) Shri M. Y. Joshi.        | (131) Shri D. H. Dabke.       |
| (126) Shri A. B. Patil.        |                               |

**Osmanabad District.**

- |                             |                             |
|-----------------------------|-----------------------------|
| (132) Shri S. S. Awati.     | (134) Shri Y. N. Walsangkar |
| (133) Shri L. B. Deshpande. | (135) Shri B. D. Phisrekar. |

**Nanded District.**

- |                            |                            |
|----------------------------|----------------------------|
| (137) Shri G. D. Tekale.   | (140) Shri P. D. Rao.      |
| (137) Shri S. B. Juvekar.  | (141) Shri S. G. Bhogak.   |
| (138) Shri V. A. Chandale. | (142) Shri A. M. Kulkarni. |
| (139) Shri K. G. Deshmukh. |                            |

**Parbhani District.**

- |                              |                              |
|------------------------------|------------------------------|
| (143) Shri K. N. Mahadik.    | (149) Shri T. B. Deshmukh.   |
| (144) Shri G. N. Pund.       | (150) Shri S. N. Mule.       |
| (145) Shri R. P. Maindarkar. | (151) Shri P. R. Kulkarni.   |
| (146) Shri V. H. Datar.      | (152) Shri R. A. Sevekar.    |
| (147) Shri M. K. Chohe.      | (153) Shrimati Kusum Godbole |
| (148) Shri V. P. Ehale.      |                              |

**Bhir District.**

- |                         |                          |
|-------------------------|--------------------------|
| (154) Shri P. B. Panse. | (155) Shri Sayyed Ahmed. |
|-------------------------|--------------------------|

**Aurangabad District.**

- |                            |                             |
|----------------------------|-----------------------------|
| (156) Shri N. G. Yeolvi.   | (158) Shri H. M. Shirudkar. |
| (157) Shri B. K. Waghmare. |                             |

**Nagpur District.**

- (159) Shri D. B. Deosale. (160) Shri R. H. Kapadi.

**Wardha District.**

- (161) Shrimati Suman Bhang. (164) Shri V. G. Karde.  
 (162) Shri M. G. Godse. (165) Shri B. B. Singam.  
 (163) Shri S. S. Dhamangaonkar.

**Akola District.**

- (166) Shri S. N. Yadwadkar. (169) Shri S. V. Mule.  
 (167) Shri R. B. Naik. (170) Shri S. V. Raghaman.  
 (168) Shri G. D. Deshpande. (171) Shri M. J. Talokar.

**Yeotmal District.**

- (172) Shrinati Bhanumati Sinha.

**Chanda District.**

- (173) Shri D. M. Oak.

**Buldhana District.**

- (174) Shri G. M. Bawase. (177) Shri H. S. Pende.  
 (175) Shri G. V. Kale. (178) Shri L. D. Joshi.  
 (176) Shri S. R. Kolate. (179) Shri M. R. Deshpande.

**Amravati District.**

- (180) Shri P. R. Anjekar. (184) Shri V. S. Kaslikar.  
 (181) Shri B. K. Kavar. (185) Shri V. R. Kolate.  
 (182) Shri R. M. Kalore. (186) Shri N. K. Raut.  
 (183) Shri T. M. Sarode. (187) Shri G. D. Palkar.

**Bhandara District.**

- (188) Shri N. B. Kathale. (191) Shri G. B. Sagdeo.  
 (189) Shri V. L. Tapas. (192) Shri B. H. Nirvan.  
 (190) Shri S. N. Randive.

## APPENDIX III-B.

## LIST OF INSTITUTIONS WHICH SENT THEIR REPLIES TO QUESTIONNAIRE NO. 1.

## Poona District,

- (1) Church of Scotland Mission Training College, Poona.
- (2) Government Training College for Men, Bhor.
- (3) Government Basic Training College for Women, Poona.
- (4) Basic Primary School No. 1, Ghodegaon.
- (5) Basic Primary School, Talegaon Station.
- (6) Parvatibai Training College for Women, Hingane, Poona.
- (7) Sewasadan Training College for Women, Poona.
- (8) Basic Primary School No. 1, Khed.
- (9) Basic Primary School, Nira Station.
- (10) Basic Primary School No. 1, Junnar.
- (11) Government Basic Training College for Men, Poona.

## Satara District,

- (12) Training College for Men, Rahimatpur.
- (13) Government Basic Training College for Women, Phaltan.
- (14) Basic Training College for Men, Wai.
- (15) Mahatma Phule Adhyapak Vidyalaya, Satara.
- (16) Gurujan Adhyapan Vidyamandir, Patan.
- (17) Basic Primary School No. 6, Phaltan.
- (18) Basic Primary School, Kaledhon.
- (19) Basic Primary School No. 11, Wai.
- (20) Basic Primary School, Bhujinj.
- (21) Basic Primary School, Gondawale Budruk.
- (22) Basic Primary School No. 2, Karad.
- (23) Basic Primary School, Kshetra Mahuli.
- (24) Basic Primary School, Kudal.
- (25) Basic Primary School, Patan.
- (26) Basic Primary School, Kendra Shala, Nagthane.

## Sangli District,

- (27) Jagruti Adhyapika Vidyalaya, Tasgaon.
- (28) Lathe Adhyapak Vidyalaya, Ashte.
- (29) Basic Primary School, Chavanwadi.
- (30) Basic Urdu Primary School No. 3, Islampur.
- (31) Basic Primary School No. 2, Islampur.
- (32) Central-cum-Community Centre-School, Nandre.
- (33) Basic Primary School No. 1, Budhgaon.
- (34) Basic Primary School, Belanki.
- (35) Basic Primary School No. 1, Ashta.
- (36) Government Basic Training College for Men, Budhgaon.

## Kolhapur District,

- (37) Primary Training College for Men, Kurundwad.
- (38) Shri Mauni Vidyapeeth, Gargoti.
- (39) Basic Primary School, Wadgaon.
- (40) Adarsha Basic School Kumar Kannad, Akiwat.
- (41) Graduates' Basic Training Centre, Gargoti.
- (42) Tararani Adhyapika Vidyamandir, Kolhapur.
- (43) Basic Primary School, Halkarni.
- (44) Basic Primary School No. 1, Ichalkaranji.
- (45) Basic Primary School, Madilge Budruk.
- (46) Gramsevak Training Centre, Kolhapur.

## Sholapur District.

- (47) Basic Primary School, Modnimb.
- (48) Government Basic Training College for Men, Mohol.
- (49) Central Primary School, Akkalkot.
- (50) Shankarrao Nimbalkar Adhyapak Vidyalaya, Barsi.
- (51) Basic Primary School for Girls No. 2, Pandharpur.
- (52) Government Basic Training College for Men, Karmala.

## Ahmednagar District.

- (53) A. E. S's Primary Training College, Ahmednagar.
- (54) St. Monica's Training College for Women, Ahmednagar.
- (55) Government Basic Training College for Men, Sangamner.
- (56) Basic Primary Training College, Shevgaon.

All the trainees from the Basic Training College, Sangamner.

## Greater Bombay.

- (57) Marathi Training College, Parel, Bombay.
- (58) Vanita Vishram Training College for Women, Bombay.
- (59) Kapadia Training College, Vile-Parle, Bombay-56.

## Thana District.

- (60) Government Basic Training College for Men, Bordi.
- (61) Basic Primary School No. 4, Thana.
- (62) Gujarathi Primary Basic School, Dahanu.
- (63) Basic Primary School, Bordi.
- (64) St. Alvishias Primary Training College for Women, Papdi.
- (65) Basic Primary School No. 1, Thana.
- (66) Basic Primary School No. 2, Shahapur.
- (67) Central School No. 1, Wade.
- (68) Government Basic Training College for Men, Jawhar.
- (69) Basic Primary School, Kelwe.
- (70) Basic Primary Training College for Men, Vikaswadi.
- (71) Primary Training College, Manickpur, Bassein Road.
- (72) Basic Primary School, Dombiwali.

## Jalgaon District.

- (73) Basic Primary School No. 1, Dharangaon.
- (74) Basic Primary School for Girls, Erandol.
- (75) Basic Primary School, Chopade No. 1, Chopade.
- (76) Basic Primary School No. 1, Parole.
- (77) Basic Primary School No. 1, Raver.
- (78) Basic Primary School, Chinawal.
- (79) Basic Primary School, Sawner.
- (80) Basic Primary School No. 1, Faizpur.
- (81) Basic Urdu Primary School, Bhadgaon.
- (82) Basic Primary School, Warangaon.
- (83) Basic Primary School, Kanlade.
- (84) Basic Primary School, Asode.
- (85) Basic Primary School, Jamner.
- (86) Basic Urdu Primary School, Jamner.
- (87) Basic Primary School, Anturli.
- (88) Basic Primary School, Umbarkhed.
- (89) Primary Training College for Men, Khiroda.

## Dhulia District.

- (90) Basic Primary School No. 1, Songir.
- (91) Basic Primary School No. 1, Shahada.
- (92) Government Basic Training College for Men, Dhulia.
- (93) Basic Primary School, Pimpalner.
- (94) Basic Primary School, Phagane.
- (95) Basic Primary School, Borkund.
- (96) Basic Primary School, Kusumbe.
- (97) Basic Primary School, Kapadne.
- (98) Basic Primary School, Ranale.
- (99) Basic Primary School, Nijampur.
- (100) Basic Primary School, Thalner.
- (101) Graduates' Basic Training College, Dhulia.

## Nasik District.

- (102) Primary Training College, Nandgaon.
- (103) Basic Primary School No. 1, Satane.
- (104) Primary Training College, Malegaon Camp.
- (105) Basic Primary School, Saundane.
- (106) Basic Primary School, Dindori.
- (107) Basic Primary School, Dabhadi.
- (108) Basic Primary School, Khedgaon.
- (109) Basic Primary School, Khakurdi.
- (110) Basic Primary School, Kasbe Wadi.
- (111) Basic Primary School, Chatori.
- (112) Basic Primary School, Devale.
- (113) Government Basic Training College for Women, Nasik.

## Kolaba District.

- (114) Basic Primary School No. 1, Panwel.
- (115) Government Basic Training College for Men, Saswane.
- (116) Basic Primary School No. 1, Nagothane.
- (117) Government Basic Training College for Men, Panwel.
- (118) Basic Primary School No. 1, Tale.
- (119) Basic Urdu Primary School, Morambe.
- (120) Basic Primary School, Khalapur.
- (121) Basic Central School, Goregaon.
- (122) Basic Primary School No. 1, Mahad.
- (123) Basic Primary School No. 1, Alibag.

## Ratnagiri District.

- (124) Basic Primary School No. 1, Varad.
- (125) Basic Primary School, Palshen.
- (126) Government Basic Training College for Men, Shirgaon.
- (127) Basic Ismail Urdu School, Majgaon.
- (128) Basic Primary School, Kandalgao.
- (129) Basic Primary School No. 1, Ubhadanda.
- (130) Basic Primary School No. 1, Mithbav.
- (131) Sunitadevi Topiwala Adhyapika Vidyalaya, Malgaon.

## Osmanabad District.

- (132) Central Primary School, Osmanabad.

## Nanded District.

- (133) Government New Basic Training College for Men, Nanded.
- (134) Government Basic Training (Old) College for Men, Nanded.

**Parbhani District,**

- (135) Government Basic Training College for Men, Parbhani.  
 (136) Government Basic Training College for Women, Basmatnagar.

**Bhir District.**

- (137) Government Basic Training College for Men, Neknur.  
 (138) Junior Basic School, Ashti.  
 (139) Yogeshwari Nutan Vidyalaya, Memnabad.

**Aurangabad District.**

- (140) Government Basic Training College for Women, Aurangabad.  
 (141) Government Basic Training College for Men, Vaijapur.

**Nagpur District.**

- (142) Government Basic Training College for Men, Nagpur.  
 (143) Government Basic Training College for Men, Kamathi.  
 (144) Government Basic Training College for Men, Katol.  
 (145) Providence Primary Basic Training College, Nagpur.  
 (146) Sewasadan Basic Training College for Women, Nagpur.  
 (147) Ravindra Basic Training College for Men, Nagpur.

**Wardha District.**

- (148) Yeshwant Basic Training College for Men, Wardha.  
 (149) Government Basic Training College for Men, Wardha.

**Akola District.**

- (150) Government Basic Training College for Women, Akola.  
 (151) Government Basic Training College for Men, Washim.

**Yeotmal District.**

- (152) Government Basic Training College for Men, Yeotmal.

**Chanda District.**

- (153) Government Basic Training College for Men, Chanda.  
 (154) Government Basic Training College for Men (Old), Chand.

**Buldhana District.**

- (155) Government Basic Training College for Men, Buldhana.

**Amravati District.**

- (156) Government Old Basic Training College for Women, Amravati.  
 (157) Government Post-Graduate Basic Training College, Amravati.  
 (158) Government Additional Basic Training College for Women, Amravati.  
 (159) Shri Shivaji Training College for Men, Amravati.  
 (160) Gurudeo Basic Training College for Men, Amravati.  
 (161) Senior Basic School, Yeola.  
 (162) Kasturba Buniyadi Vidyalaya, Amravati.  
 (163) Government Basic Training College for Men, Achalpur.  
 (164) Praghad Shikshan Vikas Shala Nawsari.

**Bhandara District.**

- (165) Government Basic Training College for Men, Bhandara.  
 (166) Government Basic Training College for Men, Sakoli.



## APPENDIX IV.

LIST OF ADMINISTRATIVE OFFICERS AND DISTRICT INSPECTORS OF SCHOOLS  
WHO SENT REPLIES TO CYCLOSTYLED QUESTIONNAIRE (No. 2).

## District School Boards.

- (1) The Administrative Officer, District School Board, Satara.
- (2) The Administrative Officer, District School Board, Thana.
- (3) The Administrative Officer, District School Board, Nasik.
- (4) The Administrative Officer, District School Board, Kolaba.
- (5) The Administrative Officer, District School Board, Ratnagiri.
- (6) The Administrative Officer, District School Board, Ahmednagar.
- (7) The Administrative Officer, District School Board, Kolhapur.
- (8) The Administrative Officer, District School Board, Poona.

## Municipal School Boards.

- (1) The Administrative Officer, Municipal School Board, Satara.
- (2) The Administrative Officer, Municipal School Board, Amalner.
- (3) The Administrative Officer, Municipal School Board, Jalgaon.
- (4) The Administrative Officer, Municipal School Board, Sholapur.
- (5) The Administrative Officer, Municipal School Board, Kolhapur.
- (6) The Administrative Officer, Municipal School Board, Barsi.
- (7) The Administrative Officer, Municipal School Board, Dhulia.

## District Inspector of Schools.

- (1) District Inspector of Schools, Nagpur District, Nagpur.
- (2) District Inspector of Schools, Buldhana District, Buldhana.
- (3) District Inspector of Schools, Akola District, Akola.
- (4) District Inspector of Schools, Amravati District, Amravati.
- (5) District Inspector of Schools, Bhandara District, Bhandara.
- (6) District Inspector of Schools, Wardha District, Wardha.
- (7) District Inspector of Schools, Yeotmal District, Yeotmal.
- (8) District Inspector of Schools, Chanda District, Chanda.

## APPENDIX V.

## LIST OF INSTITUTIONS VISITED.

## Name of the Graduates' Basic Training Colleges.

- (1) Graduates' Basic Training College, Dhulia.
- (2) Graduates' Basic Training College, Amravati.
- (3) Graduates' Basic Training College, Gargoti.

## Names of the Basic Training Colleges.

- (1) Basic Training College for Men, Bela.
- (2) Basic Training College for Men, Sakoli.
- (3) Government Basic Training College for Men, Kamptee.
- (4) Sewa Sadan Training College for Women, Nagpur.
- (5) Hindustani Talimi Sangh, Sewagram.
- (6) Government Basic Training College for Men, Wardha.
- (7) Government Basic Training College for Men, Amravati.
- (8) Shri Shivaji Basic Training College, Amravati.
- (9) Kasturba Buniyadi Vidyalaya, Madhan.
- (10) Government Basic Training College for Men, Achalapur.
- (11) Basic Training College, Washim.
- (12) Government Basic Training College for Men, Washim.
- (13) Basic Training College for Men, Khiroda.
- (14) Basic Training College for Men, Jalgaon.
- (15) Basic Training College for Women, Jalgaon.
- (16) Aghav Training College for Men, Dhulia.
- (17) Basic Training College for Men, Malegaon.
- (18) Government Basic Training College for Men, Manmad.
- (19) Government Basic Training College for Men, Nanded.
- (20) Government Basic Training College for Men, Parbhani.
- (21) Government Basic Training College for Men, Aurangabad.
- (22) Government Basic Training College for Men, Mominabad.
- (23) Government Basic Training College for Men, Osmanabad.
- (24) Sewa Sadan Training College, Sholapur.
- (25) Sewa Sadan Training College for Women, Bombay.
- (26) Marathi Training College for Men, Parel, Bombay.
- (27) Government Basic Training College for Men, Bordi.
- (28) Basic Training College for Men, Kosbad.
- (29) Basic Training College for Men, Ratnagiri.
- (30) Basic Training College for Women, Ratnagiri.
- (31) Government Basic Training College for Men, Budhgaon.
- (32) Training College for Men, Rukadi, district Kolhapur.
- (33) Rural Institute, Mauni Vidyapeeth, Gargoti.
- (34) Government Additional Basic Training College for Women, Amravati.
- (35) Kasturba Training College for Women, Sangli.

- (36) Latthe Adhyapak Vidyalaya, Ashta, district Sangli.
- (37) Basic Training College for Men, Islampur.
- (38) Kasturba Adhyapika Vidyalaya, Karad, district Satara.
- (39) Jijamata Adhyapika Vidyalaya, Satara.
- (40) Mahatma Phule Adhyapika Vidyalaya, Satara.
- (41) Training College for Men, Poona-2.
- (42) Government Urdu Training College for Men, Poona.

#### Names of the Primary Schools.

- (1) Senior Basic Primary School, Lakhani.
- (2) Senior Basic School, Patansangvi.
- (3) Untakhana Primary School, Nagpur.
- (4) Primary School, Upale-Makadache, district Osmanabad.
- (5) Government Basic School, Pawnar.
- (6) Government Basic School, Sewagram.
- (7) Uttar Buniyadi Senior Basic School, Wardha.
- (8) Gurudeo Sewa Mandal, Mozari.
- (9) Tilak Rashtriya Saraswati Mandir, Akola.
- (10) Jeevan Shikshan Shala, Madhan.
- (11) Junior Basic School, Yermala.
- (12) Bal Vikas Primary School, Kosbad.

#### Ashram School.

- (1) Bhansali Gram Sewa Mandal's High School, Takali, district Nagpur.

#### Names of the Secondary Schools.

- (1) S. P. Hakimji High School, Bordi, district Thana.
- (2) Chandulal Nanawati Kanya Vinay Mandir. Vile-Parle, Bombay.

## APPENDIX-VI.

## LIST OF PERSONS INTERVIEWED.

## Nagpur District.

- |                              |                                 |
|------------------------------|---------------------------------|
| (1) Shri N. M. Dube.         | (16) Shri P. F. Gurav.          |
| (2) Shri M. R. Chichghare.   | (17) Shri N. D. Khankhede.      |
| (3) Shri C. G. Sahasrabudhe. | (18) Shri L. V. Revatkar.       |
| (4) Shri B. T. Jadhav.       | (19) Shrimati Kamal Sarade.     |
| (5) Shri K.S. Bhavsar.       | (20)* Shrimati Mira Phatak.     |
| (6) Shri N. E. Ghaskadar.    | (21) Shrimati D. Wakhankar.     |
| (7) Shri V. G. Korde.        | (22) Shrimati Suhas Vanalkar.   |
| (8) Shri P. N. Bhimanwar.    | (23) Shri K. V. Vinze.          |
| (9) Shrimati Kusum Limaye.   | (24) Shri N. R. Tupkar.         |
| (10) Shrimati Nila Tikekar.  | (25) Shri V. B. Sule.           |
| (11) Shri G. J. Ghadge.      | (26) Shri D. A. Dahake.         |
| (12) Shri S. G. Dhole.       | (27) Shri D. P. Kukde.          |
| (13) Shri R. M. Mulye.       | (28) Sister Therede Lue.        |
| (14) Shri A. R. Gohhaler.    | (29) Shrimati Fushpa Deshpande. |
| (15) Shri A. A. Balki.       | (30) Shri N. J. Gadadhani.      |

## Wardha District.

- |                             |                                |
|-----------------------------|--------------------------------|
| (31) Shri L. M. Deshpande.  | (42) Shri B. W. Kaley.         |
| (32) Shri B. B. Siagam.     | (43) Shri V. B. Shebde.        |
| (33) Shrimati Rama Ruciya.  | (44) Shri S. G. Johan.         |
| (34) Shri S. H. Thatte.     | (45) Shri J. R. Maduskar.      |
| (35) Shri N. K. Kambhalkar. | (46) Shri G. N. Kotasthane.    |
| (36) Shri R. S. Saraf.      | (47) Shri M. S. Salvekar.      |
| (37) Shri S. D. Degamwar.   | (48) Shri S. Y. Bhagwat.       |
| (38) Shri L. A. Kastureya.  | (49) Shri S. M. Bhake.         |
| (39) Shri M. B. Munal.      | (50) Shri S. S. Dhamangaonkar. |
| (40) Shri V. A. Zangonkar.  | (51) Shri S. B. Sarodaya.      |
| (41) Shri A. C. Ugemuge.    | (52) Shri R. V. Borakar.       |

## Akola District.

- |                               |                            |
|-------------------------------|----------------------------|
| (53) Shri T. G. Deshmukh.     | (58) Shrimati S. Raukakar. |
| (54) Shri Sesharao Jadhav.    | (59) Shri P. G. Nijpure.   |
| (55) Shrimati T. S. Patankar. | (60) Shri S. S. Vihalkar.  |
| (56) Shri K. Y. Mangrulkar.   | (61) Shri S. N. Yadwadkar. |
| (57) Komari P. Gupte.         |                            |

## Ehandara District.

- |                          |                             |
|--------------------------|-----------------------------|
| (62) Shri S. N. Raudive. | (68) Shri P. H. Nayan.      |
| (63) Shri K. D. Bokil.   | (69) Shri M. R. Sutone.     |
| (64) Shri G. B. Desai.   | (70) Shri T. B. Kale.       |
| (65) Shri N. B. Kathale. | (71) Shri M. S. Ghadkamkar. |
| (66) Shri V. L. Tapas.   | (72) Shri S. K. Joshi.      |
| (67) Shri G. B. Sagdeo.  | (73) Shri B. S. Ghalwai.    |

## Amravati District.

- |                                     |                                |
|-------------------------------------|--------------------------------|
| (74) Shrimati Sushila L. Dasnurkar. | (79) Shri M. B. Deoghare.      |
| (75) Shrimati K. Kakad.             | (80) Shri K. D. Mahagaonkar.   |
| (76) Shrimati M. Sathe.             | (81) Shrimati Bhanumati Sinha. |
| (77) Shri Y. B. Agarkar.            | (82) Shri R. G. Kalera.        |
| (78) Shri V. V. Muthal.             | (83) Shri S. B. Pasarkar.      |

## Jalgaon District.

- |                            |                              |
|----------------------------|------------------------------|
| (84) Shri D. M. Bende.     | (91) Shri K. D. Bende.       |
| (85) Shri V. G. Chaudhari. | (92) Shri D. G. Wani.        |
| (86) Shri J. Y. Patil.     | (93) Shri R. M. Ahirrao.     |
| (87) Shri M. K. Chopade.   | (94) Shri S. R. Patil.       |
| (88) Shri J. D. Chaudhari. | (95) Shri V. B. Argade.      |
| (89) Shri D. K. Chaudhari. | (96) Shrimati Kusum Satpute. |
| (90) Shri H. R. Chaudhari. | (97) Shri R. M. Kulkarni.    |

## Dhulia District,

- |                                |                          |
|--------------------------------|--------------------------|
| (98) Shri Y. K. Gharkude.      | (103) Shri Y. A. Wadile. |
| (99) Shri N. Upadhya.          | (104) Shri C. S. Dhake.  |
| (100) Shri R. N. Zoal.         | (105) Shri N. C. Dixit.  |
| (101) Shrimati Asha Rajderkar. | (106) Shri R. T. Chavan. |
| (102) Shri K. N. Gulve.        |                          |

## Nasik District,

- |                                       |                               |
|---------------------------------------|-------------------------------|
| (107) Shri V. T. Karad.               | (163) Shri N. A. Mulla.       |
| (108) Shri D. D. Kulkarni.            | (164) Shri M. D. Jadhav.      |
| (109) Shri R. G. Khirad.              | (165) Shri U. R. Patil.       |
| (110) Shri R. B. Bhosale.             | (166) Shri N. D. Sonwane.     |
| (111) Shri R. S. Shimpi.              | (167) Shri J. R. Mali.        |
| (112) Shri P. P. Pathak.              | (168) Shri T. S. Mali.        |
| (113) Shri C. V. Purbhe.              | (169) Shri A. M. Shaikh.      |
| (114) Shri M. A. Karambelkar.         | (170) Shri Ansari Ahmad.      |
| (115) Shri D. K. Sane.                | (171) Shri R. A. Usuaf.       |
| (116) Shri D. G. Sonwane.             | (172) Shri N. A. Sattar.      |
| (117) Shri S. M. Joshi.               | (173) Shri M. H. Jahur.       |
| (118) Shri B. M. Patil.               | (174) Shri R. H. Patil.       |
| (119) Shri K. N. Dabhade.             | (175) Shri Parashuram Hatge.  |
| (120) Shri V. C. Joshi.               | (176) Shri B. M. Shimpi.      |
| (121) Shri B. V. Gaikwad.             | (177) Shri S. T. Kathepuri.   |
| (122) Shri C. V. Deshpande.           | (178) Shri P. F. Thakur.      |
| (123) Shri N. S. Kunabi.              | (179) Shri Firoj Hakim.       |
| (124) Shri M. D. Bhirud.              | (180) Shri S. M. Mulla.       |
| (125) Shri T. K. Shelar.              | (181) Shri M. D. Sapre.       |
| (126) Shri N. B. Chavan.              | (182) Shri N. G. Gadgil.      |
| (127) Shri V. S. Bairagi.             | (183) Shri P. B. Sabarabudde. |
| (128) Shri M. S. Bhoi.                | (184) Shri V. R. More.        |
| (129) Shri K. Y. Borse.               | (185) Shri P. M. Pagare.      |
| (130) Shrimati S. Gokhale.            | (186) Shri V. V. Sangale.     |
| (131) Shrimati Tarabai Shrivak.       | (187) Shri R. G. Khirad.      |
| (132) Shrimati Kamalabai Devale.      | (188) Shri A. S. Naik.        |
| (133) Shrimati Lilabai Joshi.         | (189) Shri D. V. Ketkar.      |
| (134) Shrimati S. Borade.             | (190) Shri H. U. Aher.        |
| (135) Shrimati Pramilabai Adawadkar.  | (191) Shri D. T. Zoting.      |
| (136) Shrimati Yamunabai Tare.        | (192) Shri R. T. Bhargav.     |
| (137) Shrimati Rajanibai Mendre.      | (193) Shri D. M. Patil.       |
| (138) Shrimati Awantikabai Chandekar. | (194) Shri Ratnaparkhi.       |
| (139) Shrimati G. More.               | (195) Shri B. J. Patil.       |
| (140) Shrimati Lilabai Dhepe.         | (196) Shri D. K. Rane.        |
| (141) Shrimati N. Naik.               | (197) Shri D. D. Kulkarni.    |
| (142) Shrimati K. Bodake.             | (198) Shri P. H. Deshmankar.  |
| (143) Shrimati S. Deshpande.          | (199) Shri R. N. Shinde.      |
| (144) Shrimati Shalini Satap.         | (200) Shri B. A. Potdar.      |
| (145) Shrimati Sulochana Shete.       | (201) Shri N. S. Bendale.     |
| (146) Shrimati Mina Birari.           | (202) Shri P. T. Chaudhari.   |
| (147) Shrimati D. Sawant.             | (203) Shri T. M. Patil.       |
| (148) Shrimati H. Magar.              | (204) Shri S. L. Patil.       |
| (149) Shri D. A. Buwa.                | (205) Shri M. B. Sonar.       |
| (150) Shri R. P. Pawar.               | (206) Shri S. S. Chaudhari.   |
| (151) Shri M. K. Wagh.                | (207) Shri B. A. Pathan.      |
| (152) Shri G. Y. Patil.               | (208) Shri B. D. Wagh.        |
| (153) Shri P. A. Patil.               | (209) Shri K. D. Patil.       |
| (154) Shri V. S. Chaudhari.           | (210) Shri D. M. Shinde.      |
| (155) Shri P. M. Phudake.             | (211) Shri P. L. Jadhav.      |
| (156) Shri S. V. Patil.               | (212) Shri C. H. Dhokare.     |
| (157) Shri K. E. Hire.                | (213) Shri M. D. Chavan.      |
| (158) Shri V. D. Devare.              | (214) Shri M. A. Dhande.      |
| (159) Shri K. R. Patil.               | (215) Shri T. K. Shelar.      |
| (160) Shri P. K. Jogi.                | (216) Shri E. U. Khan.        |
| (161) Shri K. B. Khankari.            | (217) Shri T. S. Garud.       |
| (162) Shri S. P. Sonwane.             | (218) Shri R. V. Shelar.      |

## Nasik District—contd.

- |                           |                           |
|---------------------------|---------------------------|
| (219) Shri U. A. Shevale. | (222) Shri P. B. Khangte. |
| (220) Shri R. B. Gosavi.  | (223) Shri K. S. Nagpure. |
| (221) Shri G. S. Sawant.  | (224) Shri R. K. Sabale.  |

## Ratnagiri District.

- |                                 |                             |
|---------------------------------|-----------------------------|
| (225) Shri V. G. Athawale.      | (235) Shri Sambhaji Sawant. |
| (226) Shri G. B. Bodwadkar.     | (236) Shri M. G. Sawant.    |
| (227) Shri S. K. Patwardhan.    | (237) Shri M. L. Jagushte.  |
| (228) Shrimati Kuntud Rege.     | (238) Shri Y. V. Bapat.     |
| (229) Shrimati Malatibai Joshi. | (239) Shri N. G. Shukla.    |
| (230) Shri G. J. Phansekar.     | (240) Shri D. H. Dabke.     |
| (231) Shri P. S. Sohoni.        | (241) Shri S. R. Shikhare.  |
| (232) Shri B. R. Mawalankar.    | (242) Shri S. K. Sohoni.    |
| (233) Shri D. D. Paranjpe.      | (243) Shri B. R. Gogte.     |
| (234) Shri A. A. Mulla.         | (244) Shri Y. S. Pradhan.   |

## Greater Bombay.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| (245) Shri S. D. Rane.           | (258) Shri S. A. Rauf.           |
| (246) Shri V. S. Gajendragadkar. | (259) Shrimati Kapila Khandwala. |
| (247) Shri S. S. Kehojkar.       | (260) Shri M. P. Vaidya.         |
| (248) Shri B. M. Vardya.         | (261) Shri A. M. Zaiwala.        |
| (249) Shri G. K. Talekar.        | (262) Shri H. D. Caokar.         |
| (250) Shri L. M. Joshi.          | (263) Shrinati S. Patekar.       |
| (251) Shri Y. N. Pandit.         | (264) Shrimati M. Nanavati.      |
| (252) Shri M. Kharade.           | (265) Shrimati Kuntud Shevade.   |
| (253) Shrimati Iceela Jog.       | (266) Shrimati V. Bhagwat.       |
| (254) Shri R. G. Nimhalkar.      | (267) Shri Balasaheb Desai.      |
| (255) Shrimati Vimal Vyas.       | (268) Shri Chinnulgund.          |
| (256) Shri Y. R. Musale.         | (269) Shri Worlikar.             |
| (257) Shri P. M. Rawale.         | (270) Shri V. D. Ghate.          |

## Nanded District.

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|----------------------------|--------------------------------|
| (271) Shri G. B. Kamble.   | (276) Shri N. R. Kulkarni.     |
| (272) Shri S. S. Mistri.   | (277) Shri V. S. Chandole.     |
| (273) Shri S. G. Waghmare. | (278) Shri S. B. Juvekar.      |
| (274) Shri D. G. Basal.    | (279) Shri V. R. Mhaisekar.    |
| (275) Shri V. D. Tarodkar. | (280) Shri Madhavrao Hardalkar |

## Parbhani District.

- |                                 |                              |
|---------------------------------|------------------------------|
| (281) Shri U. D. Harjule.       | (289) Shri R. P. Maindarkar. |
| (282) Shri C. G. Natekar.       | (290) Shri U. T. Bhaifunde.  |
| (283) Shri Sadashiv Kahalekar.  | (291) Shri N. D. Sabnis.     |
| (284) Shri Harishchandra Dalvi. | (292) Shri N. B. Sarwade.    |
| (285) Shri Rangnath Mudgalkar.  | (293) Shri N. H. Joshi.      |
| (286) Shri S. G. Dabhadkar.     | (294) Shri D. R. Abhyankar.  |
| (287) Shri R. R. Kawathekar.    | (295) Shri G. B. Takalkar.   |
| (288) Shri V. H. Datar.         | (296) Shri K. N. Mahadik.    |

## Aurangabad District.

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|--------------------------------|----------------------------------|
| (297) Shri H. M. Shirudkar.    | (303) Shri N. G. Yeolavi.        |
| (298) Shrimati Kusum Joshi.    | (304) Shri K. S. Kshirsagar.     |
| (299) Shrimati Rajkuwar Kabra. | (305) Shri J. N. Moghe.          |
| (300) Shri G. B. Pathak.       | (306) Shrimati M. G. Jog.        |
| (301) Shri C. A. Daptardar.    | (307) Shrimati Susheela Badave.  |
| (302) Shri D. V. Dusane.       | (308) Shri Mukundrao Pedgaonkar. |

## Bhir District.

- |                                |                                 |
|--------------------------------|---------------------------------|
| (309) Shri V. N. Sahasrabudhe. | (316) Shri N. K. Golar.         |
| (310) Shri P. M. Duse.         | (317) Shri S. K. Jadhav.        |
| (311) Shri V. V. Rampurkar.    | (318) Shri D. K. Torkhedkar.    |
| (312) Shri R. B. Deshpande.    | (319) Shri T. S. Nemade.        |
| (313) Shri G. L. Kapshe.       | (320) Shri D. L. Dhanpalwar.    |
| (314) Shri P. B. Panshe.       | (321) Shri S. N. Pokale.        |
| (315) Shri A. K. Dasharathe.   | (322) Shrimati Mangala Bawikar. |

## Osmanabad District.

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| (323) Shri Vankatrao Naldurgakar. | (341) Shri P. L. Deshpande.      |
| (324) Shri K. R. Pendse.          | (342) Shri S. S. Awtar.          |
| (325) Shri Umakant Naigaonkar.    | (343) Shri M. B. Shah.           |
| (326) Shri B. G. Kaulgi.          | (344) Shri D. K. Jinturkar.      |
| (327) Shri M. K. Kulkarni.        | (345) Shri Ambadas Shete.        |
| (328) Shri M. D. Rane.            | (346) Shri B. S. Mohite.         |
| (329) Shri V. G. Bawdhane.        | (347) Shri P. E. Halkarnikar.    |
| (330) Shri S. V. Gaikwad.         | (348) Shri K. D. Karke.          |
| (331) Shri R. A. Daumale.         | (349) Shri N. T. Sathe.          |
| (332) Shri D. R. Shinde.          | (350) Shri R. H. Gokhale.        |
| (333) Shri R. K. Kanbarkar.       | (351) Shri P. N. Marathe.        |
| (334) Shri A. P. Sardeshpande.    | (352) Shri R. G. Shinde.         |
| (335) Shri J. R. Nalwade.         | (353) Shri T. V. Shamraj.        |
| (336) Shri M. N. Joshi.           | (354) Shri K. K. Deshpande.      |
| (337) Shri Bhaurao Jagadale.      | (355) Shri S. S. Awati.          |
| (338) Shri H. M. Sahasrabudhe.    | (356) Shri D. P. Agnihotri.      |
| (339) Shri L. B. Deshpande.       | (357) Shri S. D. Vaidya.         |
| (340) Shri B. D. Fisarekar.       | (358) Shri Baburao Dhangarkekar. |

## Sholapur District.

- |                           |                                 |
|---------------------------|---------------------------------|
| (359) Shri M. G. A. Baig. | (364) Shri K. P. Mangalwedekar. |
| (360) Shri N. A. Attar.   | (365) Shri S. R. Dixit.         |
| (361) Shri A. B. Shaikh.  | (366) Shri N. B. Patil.         |
| (362) Shri G. S. Pawar.   | (367) Shri K. C. Mohile.        |
| (363) Shri D. S. Darekar. | (368) Shri S. Zadbuke.          |

## Kolhapur District.

- |                               |                              |
|-------------------------------|------------------------------|
| (369) Shri B. M. Save.        | (386) Shri D. T. Shinde.     |
| (370) Shri V. B. Karnik.      | (387) Shri K. C. Jawade.     |
| (371) Shri N. G. Gajendragad. | (388) Shri R. Y. Patil.      |
| (372) Shri D. G. Dasnurkar.   | (389) Shri D. V. Chikermame. |
| (373) Shri M. G. Mali.        | (390) Shri S. S. Harne.      |
| (374) Shri M. B. Suryavanshi. | (391) Shri G. J. Gunjkar.    |
| (375) Shri D. S. Gujar.       | (392) Shri N. D. Bhalwankar. |
| (376) Shri S. A. Dabholkar.   | (393) Shri S. H. Chatge.     |
| (377) Shri M. R. Gokhale.     | (394) Shri S. D. Sardal.     |
| (378) Shri A. T. Satavekar.   | (395) Shri D. S. Shinde.     |
| (379) Shri V. K. Kulkarni.    | (396) Shri S. R. Tawade.     |
| (380) Shri K. V. Kulkarni.    | (397) Shri H. N. Lale.       |
| (381) Shrimati Asha Nikam.    | (398) Shri R. K. Kulkarni.   |
| (382) Shri P. D. Chotge.      | (399) Shri A. G. Sawant.     |
| (383) Shri V. S. Dabholkar.   | (400) Shri B. R. Dhokane.    |
| (384) Shri S. A. Diwate.      | (401) Shri D. A. Nikam.      |
| (385) Shri K. V. Sutar.       |                              |

## Sangli District.

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|---------------------------------|-------------------------------|
| (402) Shri D. G. Shinde.        | (410) Shri B. A. Patil.       |
| (403) Shri M. R. Bobade.        | (411) Shri S. D. Phadke.      |
| (404) Shri R. P. Patil.         | (412) Shri P. R. Shendure.    |
| (405) Shri V. V. Panchanadikar. | (413) Shri S. V. Jangire.     |
| (406) Shri W. M. Bodhankar.     | (414) Shri M. A. Divan.       |
| (407) Shri B. B. Kogule.        | (415) Shrimati S. Retharekar. |
| (408) Shri P. D. Amboli.        | (416) Shrimati K. K. Pandhe.  |
| (409) Shri R. B. Jadhav.        | (417) Shri V. S. Nimbalkar.   |

## Satara District.

- |                               |                            |
|-------------------------------|----------------------------|
| (418) Shri S. V. Lohar.       | (425) Shri B. K. Salunkhe. |
| (419) Shri D. B. Patil.       | (426) Shri D. B. Gaikwad.  |
| (420) Shri S. B. Patil.       | (427) Shri P. N. Walwade.  |
| (421) Shri P. L. Karambelkar. | (428) Shri R. A. Dange.    |
| (422) Shri M. Phadke.         | (429) Shri A. K. Medhekar. |
| (423) Shri G. M. Jadhav.      | (430) Shri M. S. Nikam.    |
| (424) Shri H. M. Korbu.       | (431) Shri R. H. Phosale.  |

## Satara District—contd.

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|-------------------------------|-----------------------------|
| (432) Shri A. E. Kollhapure.  | (454) Shrimati S. J. Bhide. |
| (433) Shri S. H. Maldar.      | (455) Shri V. V. Jadhav.    |
| (434) Shri K. H. Jagdale.     | (456) Shri P. K. Desai.     |
| (435) Shri K. K. Chhatge.     | (457) Shri M. V. Kanitkar.  |
| (436) Shri J. T. Wagh.        | (458) Shri N. D. Chaugule.  |
| (437) Shri S. B. Patil.       | (459) Shri B. M. Patil.     |
| (438) Shri D. S. Shinde.      | (460) Shri B. T. Gunjate.   |
| (439) Shrimati K. B. Phadre.  | (461) Shri B. J. Mane.      |
| (440) Shrimati S. A. Ahire.   | (462) Shri M. M. Palegar.   |
| (441) Shrimati Leela Nalge.   | (463) Shri A. R. Yadav.     |
| (442) Shri R. D. Bodhe.       | (464) Shri H. D. Shinde.    |
| (443) Shri A. A. Jamadar.     | (465) Shri R. A. Deshmukh.  |
| (444) Shri G. K. Pendlharkar. | (466) Shri S. G. Gore.      |
| (445) Shri V. P. Mahajan.     | (467) Shri D. N. Vagvani.   |
| (446) Shri N. R. Mane.        | (468) Shri B. B. Awati.     |
| (447) Shri V. S. Bhoite.      | (469) Shri T. D. Patil.     |
| (448) Shri S. K. Tone.        | (470) Shri V. B. Ghugare.   |
| (449) Shri K. N. Salunkhe.    | (471) Shri A. K. Patil.     |
| (450) Shri A. B. Pawar.       | (472) Shri B. A. Patil.     |
| (451) Shrimati I. B. Patil.   | (473) Shri J. R. Bhide.     |
| (452) Shrimati J. B. Awati.   | (474) Shri R. D. Jadhav.    |
| (453) Shrimati S. B. Pujari.  | (475) Shri B. R. Patil.     |

## Poona District.

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|------------------------------|----------------------------|
| (476) Shrimati M. Vinod.     | (488) Shri V. S. Punekar.  |
| (477) Shri B. V. Bapat.      | (489) Shri K. R. Palkar.   |
| (478) Shri V. T. Tatke.      | (490) Shri B. D. Karve.    |
| (479) Shrimati G. M. Sathe.  | (491) Shri N. K. Angolkar. |
| (480) Shri S. G. Mali.       | (492) Shri N. G. Patil.    |
| (481) Shri B. G. Jagtap.     | (493) Shri K. K. Jadhav.   |
| (482) Shrimati Maya Ranade.  | (494) Shri T. A. Apte.     |
| (483) Shrimati Nayana Moghe. | (495) Shri B. S. Kharbas.  |
| (484) Shrimati H. Shaikh.    | (496) Shri V. A. Apte.     |
| (485) Shri G. P. Kale.       | (497) Shri S. V. Kelkar.   |
| (486) Shri A. A. Qureshi.    | (498) Shri S. M. Thigale.  |
| (487) Shri P. B. Magdum.     | (499) Shri V. D. Ghate.    |



## APPENDIX-VII.

## DIARY.

- (1) 14th November 1961. Committee appointed by Government.
- (2) 16th and 17th December 1961. The Chairman discussed with the Director of Education and Secretary, Basic Education Committee, regarding the mode of working.
- (3) 17th and 18th January 1962. 1st meeting of the Committee held in Director of Education's Office, Poona. Questionnaire prepared.
- (4) 1st February 1962. (i) Printed questionnaire issued to the educationists and Social Workers interested in Basic Education.  
(ii) Cyclostyled questionnaire issued to Educational Inspectors, Administrative Officers and District Inspectors of Schools.
- (5) 8th February 1962. The Secretary was allowed to sign the bills, etc., as per Government Resolution, Education and Social Welfare Department, No. BEN-1061-A of 3rd February 1962.
- (6) 3rd to 9th March 1962. (i) Second meeting held in Vidarbha. The Committee members toured in Bhandara, Nagpur, Wardha, Amravati and Akola District.  
(ii) Visited the Basic Training Colleges and Basic Primary Schools.  
(iii) Discussed with the educationists, Social workers, Deputy Director of Education, District Inspectors of Schools, etc.
- (7) 6th to 14th April 1962. (i) Third meeting held in Jalgaon. The committee members toured in Jalgaon, Dhulia, Aurangabad, Nanded, Parbhani, Bhir, Osmanabad and Sholapur Districts.  
(ii) Visited the Basic Training Colleges and Basic Primary Schools.  
(iii) Discussed with the educationists and social workers.
- (8) 15th to 24th April 1962. (i) Fourth meeting held in Bombay. The committee members toured in Thana, Ratnagiri, Kolhapur, Sangli and Satara Districts.  
(ii) Visited the Basic Training Colleges and Basic Primary Schools  
(iii) Discussed with the educationists, social workers, Education Inspectors and Administrative Officers, etc.
- (9) 25th April 1962. Interviewed Shri V. D. Chate and other educationists.
- (10) 26th April 1962. (i) Fifth meeting held in Poona in the Basic Training College for Men, Poona-2.

- (ii) Visited the Basic Training Colleges.
  - (iii) Discussed with the educationists, social workers, Education Inspectors and Administrative Officers, etc.
- (11) 12th May 1962. The Chairman attended the conference of Primary teachers at Thana and participated in the discussion on Basic Education.
- (12) 15th May 1962 (i) Interviewed Kumari S. Panandikar at Bombay.  
(ii) Discussions with the Deputy Directors of Education, Poona.
- (13) 16th to 24th May 1962. Sixth meeting held at Mahabaleshwar for preparing the report.
- (14) 18th to 19th June 1962. Seventh meeting held in Poona in the Director of Education's Office for finalising the report.

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