

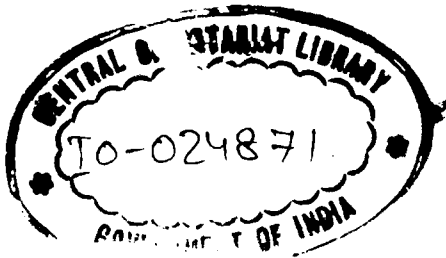
BUREAU OF EDUCATION

PAMPHLET No. 43

Report of the Committee appointed by the Central Advisory Board of Education on Basic English

PUBLISHED BY THE MANAGER OF PUBLICATIONS, DELHI, INDIA
PRINTED BY THE MANAGER GOVERNMENT OF INDIA PRESS, NEW DELHI, INDIA
1948

Price Rs. 1/2/ or 1 sh 9 d.



PREFACE

At their thirteenth meeting held at Bombay in January, 1947, the Central Advisory Board of Education considered the report of the committee on Basic English in relation to the Indian Educational System and endorsed the views expressed therein that Basic English cannot be considered as a really satisfactory method of teaching of English language to beginners in India nor is it an adequate medium for Scientific communications and publications.

It was reported that an experiment in Basic English with the help of experts in Hyderabad State had been abandoned, as it did not yield the desired result. The Board accordingly adopted the report of the Committee.

**REPORT OF THE BASIC ENGLISH COMMITTEE OF THE
CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA,**

1946

1.1. At their Tenth Meeting held at Baroda in January 1944, the Central Advisory Board of Education, as a result of a discussion on the question of Basic English in relation to the Indian Educational system authorised the Educational Adviser to the Government of India to appoint a Committee to report on the matter, as and when he considered it necessary.

2. In view of the interest taken in Basic English in England and America and the fact that the Inter-Departmental Committee on Basic English in the United Kingdom are awaiting a report on the position of Basic English in India, the Educational Adviser to the Government of India set up the following committee to investigate this subject, with particular reference to the possible uses of Basic-English in regard to plans for Educational development in this country :—

- (a) A. K. Chanda, Esq., M. A., I. E. S., D. P. I., Bengal.
- (b) Professor Amaranatha Jha, M. A., F. R. S. L., Vice-Chancellor Allahabad University.
- (c) Prof. M. S. Doraiswamy, M. A. L. T., B. A. (Hons.) Oxon, Deptt. of English, Osmania University, Hyderabad.
- (d) A. S. Khan, Esq., C. I. E., M. Sc., I. E. S., D. P. I., Bihar Patna.
- (e) K. G. Saiyidain, Esq., M. Ed. (Leeds), Educational Adviser Rampur State, Rampur.
- (f) Sir John Sargent, Educational Adviser to the Government of India.
- (g) Dr. S. R. U. Savor, M. A., D. Sc., I. E. S., D. P. I., Madras.
- (h) Prof. N. K. Siddhanta, M. A. (Cantab.), Lucknow University.
- (i) Dr. D. M. Sen, M. A., Ph. D., Deputy Educational Adviser to the Government of India.
- (j) Mrs. P. Johari, M. A., L. T., T. D. (Lond.), Education Officer, Government of India.

3.3. The Educational Adviser to the Government of India appointed Professor Amaranatha Jha as Chairman of the Committee.

4.4. At the instance of the Chairman of the Committee, the Educational Adviser to the Government of India invited the following additional member to serve on the Committee :—

Professor Diwan Chand Sharma, Chairman, English Committee
Punjab University, Lahore.

5. The Committee met at Simla on the 20th and 21st of May, 1946. The following members were present :—

Professor Amaranatha Jha. (Chairman).

Professor M. S. Doraiswamy.

A. K. Chanda, Esq.

A. S. Khan, Esq.

K. G. Saiyidain, Esq.

Sir John Sargent.

Dr. D. M. Sen.

Prof. N. K. Siddhanta.

Prof. Diwan Chand Sharma.

Mrs. P. Johari (Secretary).

The following member was unable to attend :—

Dr. S. R. U. Savor.

6. The Agenda which the Committee considered is set out in Annexure A.

The following additional papers were circulated to the members :—

- (1) A note on Basic English by Professor Amaranatha Jha, M. A., F. R. S. L., Vice-Chancellor, Allahabad University. (Annexure B-i).
- (2) A note on Basic English by the Director of Public Instruction, Madras (Annexure B-ii).
- (3) Report on the working of Basic English in St. Joseph's High School, Chingleput, Madras Presidency. (Annexure B-iii).
- (4) Report on the working of Basic English in the Ganapathy High School, Mangalore (Annexure B-iv).
- (5) A note on experiments carried out in Basic English in the Hyderabad State (Annexure B-v).
- (6) Extracts from a note on Basic English by the Educational Adviser to the Government of India, prepared for the Secretary of State for India (Annexure B-vi).
- (7) Extracts from "A critical examination of Basic English" issued by the Department of Educational Research of the University of Toronto (Annexure B-vii—Not printed).
- (8) A note on experiments in Basic English carried out in the major Provinces and States in India (Annexure B-viii).

The following papers were laid on the table :—

- (1) Confidential Report on First Year's work of the Inter-Departmental Committee on Basic English in the United Kingdom.

- (2) A critical examination of Basic English—Bulletin No.2 of the Department of Educational Research, Ontario College of Education, University of Toronto, by M. P. West E. Swenson and others.
- (3) A confidential note containing the views of His Majesty's Minister at Kabul.
- (4) A confidential note containing the views of His Majesty's Minister at Teheran.

7. The Chairman initiated the Committee's deliberations by requesting the Educational Adviser to the Government of India to give an account of the genesis of the Basic English Committee. The latter while narrating the facts (paragraphs 1 and 2) that led to the formation of this Committee informed the members that His Majesty's Government were desirous to investigate the possibility of introducing Basic English in India. The Chairman further informed the members that the Educational Adviser to the Government of India was present by invitation, at the first meeting of the Inter-Departmental Committee and had made a statement on the position of Basic English in India, where already some experiments to promote its use had been made. The Educational Adviser had agreed to take up the general question of Basic English in India; and the Inter-Departmental Committee were awaiting his report.

8. The Chairman then read out the following extract from a letter of the Educational Adviser on the subject :—

“ I realise that there has not been much enthusiasm for Basic English hitherto in India and I am not myself convinced that it is of very great value for those who have the time and ability to learn ordinary English properly. It is, however, possible that if English is to be taught in our middle schools or to older people who will not have time to master the ordinary language, and Provincial representatives at the meeting of the Central Advisory Board had argued strongly in favour of some English being taught at these stages—the Basic system may have a certain utility” The Chairman expressed agreement with this view and invited the Committee to consider in the light of this the advisability of introducing Basic English in Senior Basic (Middle) Schools which in the new Educational system proposed for the country will be the finishing schools for the great majority of the population.

9. To begin with, the outcome of experiments in Basic English already carried out in the major Provinces and States in India was discussed. It was observed that with the exception of Orissa and Madras the experiment had proved a failure in the majority of cases, and therefore had to be abandoned. Some of the main difficulties in the way had been the expense involved, the problem of securing teachers efficiently trained in Basic English, the problem of switching over from Basic to normal English and the fact that text-books in Basic English were more expensive. The Committee also noted that the maximum time of three years given to any one experiment was insufficient to enable any decisive conclusion being arrived at as to the worth of Basic English.

The question was raised as to whether it would not be useful to work out a simplification of the English language, other than the Basic, which would more suit Indian conditions and needs. In the Punjab some work had been done towards evolving a limited vocabulary—other than the Basic vocabulary—for use upto the middle stage of education. It was argued, however, that from the international viewpoint the adoption of Basic English would be more useful, since it would afford a broad basis for inter-communication between countries at least in the restricted sphere of trade, etc., on condition of course that Basic English came to be internationally accepted.

10. In the opinion of some members, Basic English was not really much of a simplification, the limitation of vocabulary when confronted with the very limited number of verbs which the Basic system allowed, only led to a more involved grammar and syntax which students found difficult to master. In fact, it was pointed out, long years of experience of teaching English in this country showed that it was not the large vocabulary of normal English that was the real problem; but pronunciation, and, even more so, the grammatical structure of the language which proved a stumbling block. The peculiar sentence structure which the cutting down of verbs in the Basic system involved made this particular problem even more difficult of solution. Moreover, from the point of view of children themselves, particularly in the age group 11 to 14 which would be the normal at the Senior Basic (Middle) stage, the involved sentence structure which a limited vocabulary and a more limited verbal system necessitated, and which in its turn therefore made a greater demand on the rational and logical powers of the pupils, would be unsuited for the mental level of the age-group under consideration.

11. If, however, the claim of the protagonists of the Basic system that two years is sufficient for gaining mastery over the language is correct, it would be worthwhile to give it a trial in the 3 years of Senior Basic (Middle) Schools where it had been decided to allow English as an optional subject for those who were keen on offering it. Another argument in favour of trying out Basic English in this type of school is that the main objective of pupils offering English in Senior Basic (Middle) Schools would be purely utilitarian, rather than cultural or academic. A reasonable command over the language rather than appreciation of its literature would be the motive of pupils in these schools.

12. In view, further, of the time taken to acquire a reasonable mastery of Basic English, which is claimed to be two years as against the accepted six for normal English, and the possibility of Basic English being more widely adopted in England and America and other countries of the world, the Committee were of opinion that it would be advisable to carry out a controlled experiment under more or less identical conditions, as between Basic and Standard English, and watch for results before taking any final decision. In order to give the experiment a fair chance, it was further decided that it should be tried for 6 years so that it would be possible to watch two generations of pupils in the Senior

Basic (Middle) Schools before drawing conclusions. After detailed discussion the Committee came to the following conclusions :—

- (1) That for a period of 6 years in the first instance, Basic English should be taught in some Senior Basic (Middle) Schools and Standard English in others ; so far as practicable under identical conditions and by equally competent and trained teachers.
- (2) At the end of this period of six years the position should be reviewed with the object of determining whether Basic English is quicker and easier to acquire, and if so whether it gives the pupils the requisite ability to use English for purposes of everyday life.
- (3) Simultaneously, an endeavour should be made to examine and work out various plans and schemes for improving and simplifying the teaching of English at this stage.
- (4) It would be necessary to ensure that the price of books in Basic English approximates to that of other books of the same standard.
- (5) It would be necessary to ensure that Basic Text-books used in India will suit Indian conditions.

13. The Committee next turned their attention to a consideration of the value of Basic English for those who wish to proceed to some form of higher education after the middle stage.

As a preliminary to this issue, the Committee considered it necessary to determine the objective of teaching English at the post-middle or Secondary stage. They were of opinion that three things should be expected from students of English in Secondary or High Schools :—

- (a) Comprehension of fairly complicated ideas.
- (b) Expression of fairly complicated ideas.
- (c) More comprehensive contact with and some appreciation of literature.

Their final view was that in order to achieve this object only standard English should be taught in Secondary schools.

14. It was also pointed out that the supporters of Basic English do not claim that Basic will lead to Standard English, but to what they call "wider" English. The question, therefore, of transition from Basic to Standard English will need very careful examination and investigation. It was suggested, and the Committee accepted the view, that in the 3rd or final year of the Senior Basic (Middle) Schools and in the 4th or 1st year of High schools, the English course should be approximated so as to ease the transition from Basic to normal English for those who are to be transferred to High Schools from the Senior Basic (Middle) Schools, at least so long as the experiment mentioned in paragraph 12 (a) lasts, and if the conclusions are favourable. This investigation should, however be made quite independently of the experiment and without causing any interference to it.

15. In the light of the above, it was further decided that Basic English would not prove useful as a method for the teaching of Standard English to beginners. Additional arguments put forward in the course of the discussion against the adoption of Basic English as a method for the teaching of Standard English to beginners were :—

- (a) Basic English involves a strictly intellectual selection of words, and is, therefore, too abstract for children.
- (b) The limitation of vocabulary which results in cutting down the adjectives and description words makes the vocabulary bleak and lacking in imaginative content, and therefore unsuited for use by young children.
- (c) Due to reduction of verbs to a minimum, construction of sentences and grammatical structure in Basic English become very different from that of standard English. This has to be to a very great extent unlearnt before normal English construction can be mastered.
- (d) Restriction of vocabulary and involved grammatical structure necessitates abstract thinking which children are not capable of.

16. In regard to the place of Basic English in Adult education, it was felt that it is necessary to keep in mind the particular type of adult education which has to be catered for ; whether it is mere literacy, or adult education proper in the sense of further Continuation Education. The motive in the one case is utilitarian ; in the other, largely cultural. For the latter, the Committee felt, Basic English would not be of much use. For those adults, however, who possess a knowledge of their mother-tongue, but who wish to acquire a working knowledge of English for mainly utilitarian purposes, Basic English is likely to prove more useful than Standard English, particularly since it can be more quickly acquired.

The Committee finally decided that provision should be made for the teaching of both Standard and Basic English—for such adults as desire to have a knowledge of English—Standard for those who desire it for cultural purposes and Basic for those who have limited time at their disposal and who wish to acquire a knowledge of English for strictly utilitarian purposes.

17. The Committee proceeded to assess the claim of Basic English as an international auxiliary and administrative language. Relevant extracts read out by the Chairman from the Report of the Inter-Departmental Committee on Basic English, 1945, brought out the following:—

“ From replies received from His Majesty’s Representatives abroad, on the question of the best way of giving effect to the encouragement of the spread of Basic English as an international auxiliary language, it appears that on the whole His Majesty’s Representatives anticipate that it would be difficult to introduce Basic English as an international auxiliary language in countries where normal English is widely spoken.
 “ Of replies received from 38 countries, 12 reported favourably on the

prospects of certain activities connected with Basic English, while 11 were definitely unfavourable. Most of the remaining reports maintained a neutral attitude, awaiting future developments”.

18. The Committee felt that ‘at the present stage’ they were not in a position to offer any decisive opinion on this question of Basic English as an inter-national auxiliary. They could however, with more certainty say that as an international *administrative* language, Basic English would not be suitable. They considered that for contacts on a high level, either diplomatic or cultural, Basic English would be unsuited at International gatherings. For this, in the opinion of some members, Standard English, for all practical purposes, is already used as an inter-national medium and therefore the need for Basic English did not arise. The latter may be of value for developing contacts to a limited extent and up to a restricted level between common people, particularly in the sphere of trade and business.

19. The general opinion was that until Basic English has won a wider recognition as an international auxiliary, this Committee would not recommend any action being taken in this direction. If it is modified and if the world at large accepts it, then would be the time to consider its value as an international auxiliary with reference to Indian conditions and requirements.

20. Finally, the Committee considered the suitability of Basic English to meet scientific and technical requirements. It was noted that advocates of Basic English claim that with the addition of 150 words for science to the normal 850 of which the Basic English vocabulary is composed, it can provide a means whereby “any scientific congress or periodical can achieve internationalism.” The total “1000” words vocabulary is “equivalent to approximately 10,000 words in any other simplification hitherto attempted.”† It was suggested that in the absence of sufficient data on the subject the Committee was not in a position to say whether Basic English would serve a useful purpose in the scientific and technical sphere. Some members felt that advice from Scientific and technical experts might be obtained in this connection.

21. The Committee as a whole, however, did not find the claim of the supporters of Basic English very convincing. While they were in favour of simple English for purposes of Scientific publications for international use, they felt that Basic English is not a precise and adequate medium for scientific communications and publications.

22. *A Summary of main conclusions—*

1. That for a period of 6 years in the first instance Basic English should be taught in some Senior Basic Schools and Standard English in others; as far as practicable under identical conditions and by equally competent and trained teachers.

2. At the end of this period of 6 years the position should be reviewed with the object of determining whether Basic English is quicker and easier to acquire, and if so whether it gives to the pupils the requisite ability to use English for purposes of everyday life.

*Basic English by C. K. Ogden.

†*Ibid.*

3. Simultaneously an endeavour should be made to examine and work out various plans and schemes for improving and simplifying the teaching of English at this stage.

4. It would be necessary to ensure that the price of books in Basic English approximate to that of other books of the same standard.

5. It would be necessary to ensure that Basic Text-books used in India will suit Indian conditions.

6. In the Secondary Schools only Standard English should be taught.

7. The question of transition from Basic to Standard English needs very careful examination. In the 3rd or final year of the Senior Basic (Middle) Schools and in the 4th or first year of High Schools, the English course should be approximated so as to ease the transition from Basic to normal English for those who are to be transferred to High Schools from Senior Basic (Middle) Schools.

8. The Committee does not think that Basic English can prove useful as a method for the teaching of Standard English to beginners.

9. The Committee considers that provision should be made for the teaching of both Standard and Basic English for such adults as desire to have a knowledge of English-Standard for those who desire it for cultural purposes and Basic for those who have limited time at their disposal and who wish to acquire a knowledge of English for strictly utilitarian purposes.

10. The Committee does not consider that Basic English is suitable for use at international gatherings.

11. Basic English is not a precise and adequate medium for Scientific Communications and publications.

ANNEXURE A

AGENDA

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Basic English Committee

1. To consider the question of Basic English in relation to the Indian Educational system, with particular reference to :—

- (a) the extent to which it could prove useful as a method for the reaching of Standard English to beginners,
- (b) its introduction in Senior Basic (Middle) Schools, which in the New Educational System proposed for the country will be the finishing Schools for the great majority of the population,
- (c) its value for those who wish to proceed to some form of higher education after the Middle stage,
- (d) Its place in adult education.

2. To assess the claim of Basic English as an international auxiliary and administrative language with special reference to Indian conditions and requirements.

3. To consider the suitability of Basic English to meet scientific and technical requirements.

ANNEXURE B (i)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Basic English Committee

A note on Basic English by Professor Amaranatha Jha, M.A., F.R.S.L., Vice-Chancellor, Allahabad University.

What is Basic English

It is best to begin by stating what Basic English both is and is not.

1. It is a limited, restricted form of English,— restricted in vocabulary as well as in its constructional and syntactical forms. It has a basic words-store of 850 words made up of 600 nouns, 150 adjectives, and a 100 other words, of which no more than 18 are verbs as we commonly know them. And its grammar is reduced to five basic rules, the exceptions to which are few and unimportant.

2. It is meant to serve two purposes :

- (a) To be an international auxiliary language. The very name suggest this, "Basic" being made up of the initial letters of British, scientific, international and Commercial.
- (b) To be a rational and simple introduction to normal English for those who wish to go beyond it.

In theory, therefore, . . . if not in practice as well Basic is neither a pidgin English nor a substitute for Normal or Complete English. It is claimed that while the user of Basic will be unable to rise to the full height of emotional and literary expression, he will, at the same time, possess a medium which is both complete in itself for the needs of all ordinary expression, and grammatical. Indeed, if the user of Basic wishes to pass on to Normal English, he will doubtless have to learn some more words and some more constructions, but he will need to unlearn anything he has already learnt.

As much by way of a demonstration of what Basic looks like and reads like as by way of recapitulation. I quote the following from an address, in Basic, Delivered by Professor T. H. Robinson at a Conference to discuss Basic English held in London in April, 1944 :

“ It is true that Basic is not a complete form of English but it is certainly not the mass of errors and wrong forms pictured in the minds of some of our friends. After learning Basic a person would be in a position to go still further, building up a knowledge of the full language on what he had got in the earlier stages.

But if it is not bad English, at least in the sense of being full of errors, it is certainly limited English, and limited in two ways. One of these is the number of words which may be used, and the other in the forms these words may take.”

Battles over Basic—

The Basic system and the claims made for it have provoked much criticism. The arguments brought forward in disparagement of Basic fall under three heads :

- I. The Inadequacy of the Vocabulary.
- II. The Paucity of Verbs.
- III. The futility of Basic.

Let us summarise the controversies on each of these points.

1. The Inadequacy of the vocabulary—

The critics of Basic have argued that :—

- (i) The limitation of the vocabulary makes for the omission of words as necessary as those included. Thus friend is included but not *enemy*, *pota* to *b t* not *onion* ; *door* but not *Gate* ; *Collar* but not *tie*, etc.
- (ii) The restricted vocabulary available to the use of Basic compels him to resort to circumlocution and makes his utterance wordy and t periphrastic. Thus, for *enemy*, he has to say something like : “ not a friend ” or “ the man who was full of hate for ”, , and so on.
- (iii) There is very often even a certain distortion of meaning and one ends by saying not what one would but what the verbal resources of the language will allow. Thus, “ not a friend ”, is an approximation to, not an equivalent for, “ enemy ”, nor is “ unmarried woman ” the same necessarily as a “ virgin ”.
- (iv) The greatest difficulties for the foreigner are presented, not by the enormous extent of the vocabulary of English, but by its pronunciations, idiomatic locutions and grammatical structure. Words, , as words, are comparatively easily memorised.

On the other hand the champions of Basic maintain that :—

- (a) The whole secret of the success of Basic is in the way it has reduced to the barest minimum the huge vocabulary of English and it reduced it not arbitrarily but in such a way that only the most useful words—and not merely those that occur most frequently—are retained. Thus the word *no* can do duty easily enough for *ride*, *drive*, *cycle*, *motor*, *fly* and other specific verbs of this kind. Likewise, *group* can serve in place of *flock*, *herd*, *bevy*, , and all the other specific collectives in normal English. All this surely helps the beginner.

- (b) The limitation of words is not so rigid as some suppose. The Basic 850 words can be augmented by—
- (i) technical words ;
 - (ii) forming compound words like footprint from foot and print ; overcome from over and come, etc ; and
 - (iii) by adding suffixes like -er-, -est-, -ed-, -ing. to ordinary words, or of prefixes like un.
- (c) It is true that Basic needs more words for an utterance than Normal English, because its idiom is more analytical as a rule. But then just because Basic is analytical it is an instrument of precision and makes for lucidity in utterance. Nor is it justifiable to think that the larger your vocabulary the greater must be your power of expression. On the contrary you are in danger of being the victim of your words rather than their master. Indeed it would be a good thing for many a user of English if he was obliged to express himself only in Basic for a time.
- (d) Those who ridicule Basic locutions do so for the most part by citing bad Basic. For Basic, not less than Normal English, can be badly used.

II. The Paucity of Verbs—

Those who disapprove of Basic maintain that :—

- (i) The verb is the central element of English idiom, and yet it is the verbs that suffer most in Basic. As one critic puts it : “ The strength of English lying in the verb, Basic is in a peculiar degree a deformation of English speech ” (G. W. Young, in S. P. E. Tract LX11).
- (ii) The reduction of the verbs to 18 gives a misleading idea of the language to foreigners.
- (iii) Foreigners are used to irregular verbs and English verbs are not so irregular after all.
- (iv) The verbal idioms that replace most ordinary verbs in Basic like *put up with* for *tolerate* are not easily mastered by foreigners.
- (v) Avoidance of the verb leads not only to clumsy circumlocutions but also to ambiguity. Thus “ I have a knowledge of ” is not always the same as “ I know ” ; but the user of Basic cannot say “ I know ”.

The arguments urged on behalf of Basic are :—

- (a) It all depends on what you call a verb. If “ enter ” is a verb, so also for all practical purposes is “ go in ” ; if “ climb ”, so also “ go up ”, if “ descend ”, so also “ go down ”.
- (b) “ Make a mistake ” is no less English than “ err ”, “ make an end of ” than “ finish ”. In fact, such verbal idioms as Basic obliges one to use are one of the most characteristic features of racy English.
- (c) Of course the idioms have to be mastered by the learner of Basic, but the learner of Normal English cannot avoid them either. For, as said above, such verbal idioms are a pronounced feature of English and cannot be avoided any way.

- (d) Irregularities and complications in a language acquired as an auxiliary present much greater difficulties than even greater eccentricities in the native tongue. Every attempt must be made, therefore, to lighten the load on the memory of the foreigner learning English. And as for what he may think of English, he will now better when he moves on from Basic to Normal English, if he ever does move on, and in any case what difference does his opinion make to his use of Basic or to an Englishman's use of English ?

III. The futility of Basic :—

- Lastly the critics of Basic urge that if the auxiliary language of the world has to be English let it be Normal English. Instead of spending one's time acquiring Basic one may as well acquire the genuine article. For,
- (i) The phonetic difficulties are as great in Basic as in Normal English.
 - (ii) Basic is both difficult enough to learn and difficult enough to pass into Normal English.
 - (iii) Basic is not much use to a foreigner visiting England or America, for he would be confronted with Normal English. For, it is stoutly maintained by some, those whose native tongue is English, neither can easily, nor should, acquire and use Basic.
 - (iv) The limited vocabulary of Basic makes it unsuitable as an instrument of discussion outside a strictly limited range of professional or business communication.

The answers given by the advocates of Basic are :—

- (a) As for phonetic questions, though Basic does not attempt to bring about Spelling Reform, the smallness of the Basic vocabulary reduces the magnitude of the phonetic problem to manageable proportions. Thus, over 500 of the words present no real difficulty.
- (b) Basic is much easier to learn and use correctly than Normal English. The testimony of those who have taught Basic in Africa, Japan, and in various parts of Europe can be cited. And as for the transition to Normal English, since Basic is but a selection from Normal English and allows nothing in vocabulary, phrase-building or syntax contrary to the genius of English, there is no reason why passing on to fuller English should prove a difficult step. In fact, Basic makes a natural and simple starting-point for those foreigners who wish to have a good knowledge of complete English.
- (c) What proportion of those who may learn Basic will have the opportunity of visiting England or America ? In any case, a foreigner knowing Basic will not be much worse off—may, indeed be rather better off—than one who has been "taught" English in the orthodox way. For the rest, Englishmen and Americans may, for sentimental reasons, refuse to acquire Basic, but they can, easily acquire it if they wish to and many have acquired it, and of Basic, gains a sure footing in the world outside the English-speaking countries, Basic will become a necessity for English-speaking people themselves. Whether such a state of affairs will result in a decay of Normal English is a matter that concerns Normal rather than Basic English.

- (d) Though Basic does not claim to be able to produce great literature it claims, and can substantiate its claim, to be adequate for writing and speaking at the highest intellectual level.

Basic in India—

Basic has already been tried in various parts of British India and the Indian States. Has it been, can it be, successfully? A former Director of Public Instruction in the United Provinces declared in a letter published in *the Listener* a little over two years ago that though Basic had been given a "fair trial" of some three years he felt that "There is no greater speed in the acquisition of English as a communication language and the transition to the use and understanding of literary English has proved very difficult". Is such a verdict to be regarded as final?

It would seem that, apart from the world-wide interest today in Basic as the interlanguage of the future, there are at least two good reasons for giving Basic a fuller trial than it has so far been given.

Firstly, as education is being planned today, the emphasis has shifted from purely literary studies to more practical studies. The proposal to set up Technical as well as Academic High Schools is a pointer in this direction. Though English is to be a compulsory secondary language in both types of high school the necessity for teaching literary English may be deemed to have diminished. Secondly, such evidence as increasingly offers of the poor standard of English being attained today in our schools and colleges suggests that our children would be normal English with its vast hybrid vocabulary. It is unnecessary to labour this point, and if I seem to be doing so by citing the testimony of Professor Robinson (from whom I have already quoted in this note), that is only because his testimony is borne in Basic English itself and is therefore doubly relevant. After giving it as his opinion that the standard of English was low in the Indian University which he served as a teacher of History for six years, he observes :

"The facts gave me the general feeling that, in the earlier stages, these men had been given more English than they were able to take in with profit to themselves. In the Middle and High Schools they had been learning such a mass of words and forms that their poor minds were overweighted, and the effect was that they had little or no grip of the sense and of the normal use of words. Judging from my experience it would have been much better if the teaching had been simpler and a smaller field had been covered, while at the same time more value had been put on the right use of every word and on clear, simple English."

Shall we then decide to start English teaching through Basic English and leave it to a later stage to take further along the road those who need to be led into the domain of normal or literary English?

ANNEXURE B (ii)

CENTRAL ADVISORY BOARD OF EDUCATION

Basic English Committee

A Note on Basic English by the Director of Public Instruction, Madras.

Three important claims are made on behalf of Basic English.

(I) That, by its ease and efficiency and by its close kinship with, and its conformity to the genius of, Standard English, which is already in use in England, America and the British Commonwealth, Basic English has the best chance of becoming the auxiliary world language of the future!

(2) That, by its full exploitation of the generalizing and analytical power of English words, Basic English offers an unrivalled medium of scientific exposition and of deliberation and argument on sociological and other semi-abstract subjects; and that Basic serves as a handy instrument and translation into Basic provides an efficient technique, for the paraphrase (or exploration of meaning) of obscure or ambiguous passages in Complete English; and

(3) That, by its drastic simplification of the verbal system and its scientific selection of indispensable and most useful words, it provides the best introduction for foreign learners to the mastery of Complete English.

Till now we in India have taken no official notice of Basic English and its claims.

(1) Basic English as an auxiliary world language :

Owing to historical reasons, India is bound to continue its study of English and to accept the great and varied intellectual gifts available in and through English, and as Basic will facilitate both interprovincial and inter-national exchange of information and ideas and as a knowledge of it is both simpler than and preliminary to a knowledge of Complete English, the study of Basic English deserves every encouragement at the hands of the future Indian Government and of Provincial Governments.

(2) *Basic English as part of "practical" English and as a Medium for Translation and Paraphrase.*—This is a very valuable use of Basic English and it may be recommended that the principles of Basic English and exercises in its use may be made part of Teachers' Training Courses, and of the English Courses in the B. A., and B.Sc., (pass and Honours) of Indian Universities; and that special intensive courses open to graduates, covering three months and leading to a diploma in Basic English may be organised by Universities or Provincial Governments.

(3) *Basic as an Introductory Step to the Mastery of Complete English.*—

(a) For an adult foreigner who wants to learn English there is no doubt that Basic English will form a very desirable first course. Basic English therefore may be strongly recommended for adult schools where English is taught.

(b) The usefulness and desirability of strict Basic English for Indian children learning English may be questioned. Basic English is, like scientific German or scientific French, a severely intellectual selection of words and usages from Normal English. Basic English in its orthodox form cannot be a suitable substitute for Normal English for children, whose imagination, sense of rhythm and interest in concrete and unique persons, things and situations must all be engaged in the teaching of a new language. While the simplification of the verbal system which is one of the fundamentals of Basic English is to be welcome and exploited in the teaching of English to Indian children, much greater latitude than is permitted by Basic English should be allowed to the teacher of English to Indian children and the writer of books for Indian children, especially in the way of the early introduction and free use of forms and usages common to English and the pupils' mother-tongue and the inclusion of words describing objects, actions and ideas familiar and interesting to the children. To the student of anatomy the skeleton reveals the structure and articulation of the body and to the engineer diagrams lay bare the essentials of a building, but skeletons and diagrams will only repel children. For the purpose then of our Elementary Schools some reasonable local modifications of Basic English from the point of view of different linguistic areas will have to be evolved before it can be made a compulsory introduction to the Study of English by Indian children. In the meantime the use of the General Basic Dictionary (explaining over twenty thousand words in terms of the Basic eight hundred

and fifty) by all pupils and teachers may be encouraged in all possible ways. This may be done immediately unconditionally, and without further consideration.

Basic English as a first step in the teaching of English to Indian children may be used optionally and experimentally in a number of chosen schools and the results of these controlled experiments may be watched and made available to other schools.

I am suggesting that the Standing Committee on the Teaching of English to South Indian children, consisting of teachers and linguists, may be constituted for the areas covered by the four chief Dravidian languages and they may be asked:—

- (1) to organize, watch and report on these experiments in the teaching of Basic English to Indian children and
- (2) to draw up a syllabus for the teaching of English in all South Indian schools with special reference to the word selection of Basic English, the grammatical machinery of the South Indian languages and the subject matter, familiar and interesting, to South Indian children.

I am also suggesting that a course in the teaching of Basic English may be immediately started in Madras for training about fifty trained graduate teachers who may teach English to children in the Basic way for three years under conditions to be laid down by the Standing Committee.

As a result of these experiments it is likely that the Standing Committee will in four or five years be able to answer the following questions :

- (1) Can Basic English be adopted as a first step in the teaching of English to Indian children ?
- (2) Is it desirable to modify Basic English to suit the needs of South Indian children ; if so, what is the minimum modification necessary ?
- (3) At what stage in the school course should the teaching of English begin ?
- (4) Can the first course in Basic English or in modified Basic English be completed in schools in three years ?
- (5) How to provide reading matter, both in the form of story and general information, for *one level practice* for those who have mastered this course and who will not proceed, or are not yet ready to proceed, to Complete English ?
- (6) Should the Basic Way of teaching English in its strict or modified form be made compulsory in all recognised schools ?

Considering the amount of time and effort spent on the teaching of English in India during all these decades and the distressingly and disproportionately poor results achieved so far a radical reform is urgently called for in our methods of teaching English in the schools. The use of Basic English whether in its strict or in a slightly modified form offers a means which must be tried for making results more commensurate with effort. Both to those who must be content with a three year course in English and to those who may be able and willing to proceed to Complete English the Basic way of teaching English will certainly be a vast improvement on our current haphazard methods.

ANNEXURE B (iii)

REPORT ON THE WORKING OF BASIC ENGLISH
 ST. JOSEPH'S HIGH SCHOOL, CHINGLEPUT IN THE
 (MADRAS PRESIDENCY)

Basic English was introduced in the school in the year 1941 under the guidance of Rev. Dr. J. B. Freeman, who was the Principal and Correspondent at that time. Rev. Father Victor Fernandes, now Headmaster of St. Anton's High School, Tanjore, was teacher in the above school then. Some years ago, he attended the Summer School at Bombay organised by the Orthological Institute (Indian Branch) under Mr. Adolph Myers. He came back with a good training and First Class certificate issued by the Institute. With his help Basic Classes were started following the Basic Way to the English course of the Orthological Institute. Some of the teachers who were enthusiastic about it were enlisted to help in introducing the scheme. We follow the Grade system, which has great advantages especially in English. To get over the need of additional staff, all the English Classes from Class 3 to Form III are held at the same time, so that each pupil can go to his own Grade at the appointed time. This however, requires that we should have a large number of English teachers. This difficulty was got over by getting each Teacher to go through the course himself with his pupils from Grade I upwards and also be frequently supervising and guiding the teacher in his work.

There are six Grades. The first three correspond to the three books of the "Basic Way to English" (Indian Edition) Course. This covers the 850 words of the Basic List in three years. In the next two years we follow a one-level course, aiming at giving the pupil a complete mastery of the language so that he will be able to say anything he can think of in Basic. The sixth stage is the expansion stage following the "From Basic to Wider English" Course where the pupil and to his vocabulary on the Foundation of Basic. Normally a pupil of Class 3 will be in Grade I (we begin the teaching of English in Class 3), and when he is in Form III he should be in the expansion Grade or Grade VI. A pupil who is behind his fellows in English can pull up by skipping over a one-level grade.

In Forms IV, V & VI, we shall have to follow the course prescribed by Govt. but we shall be able to rely not only on the Basic vocabulary of the pupil but also on the non-Basic additions made to the Basic foundation during the expansion stage (Grade VI). These classes will also be expansion stages in which the pupil is constantly adding to his vocabulary so that he ought to have a complete mastery of 5000 to 8,000 English words by the time he leaves the School. The Basic Dictionary is made use of from Grade V upwards i.e., in the whole expansion stage. With this the pupil is so well equipped that he will be able to understand anything in ordinary English. When one realises what Basic Dictionary is and how it differs from any other Dictionary, one will see that the choice lies between the Basic Dictionary and no Dictionary. An ordinary Dictionary defines say 20,000 words with 20,000 words but the Basic Dictionary defines them all with only 850 familiar words and no more.

Our first set of Basic pupils are now going up to the Fifth Form.

When a new pupil comes in, we examine him with the Basic readers, if he has already a grasp of, say, the words contained in Book I he will be

put in Grade II. At the beginning of each Grade a revision is made of the work done in the previous Grades. This is to help pupils who have come from other schools. Each pupil is expected to have all the three Basic Way Books and to go through them even though he be started in a higher grade.

The alphabet is taught by the play-mother and made as interesting as possible. During the first three months about 70 or 80 words of Book I are taught orally by direct illustration. Then the work of Book I is started.

The pupils in the One-level stage are able to construct sentences without mistakes. They know already the functions of words and phrases so that later work, *e.g.*, in analysis will be quite easy for them. The words in any sentence taken from their texts may be deranged and most of the boys will be able to put the words in the proper order so as to make sense. The works with these classes was quite interesting and consoling. In the one-level stage, the boys have grasped directly the meanings of the words of the Basic list and have also mastered their usages. They do not make mistakes in pronouns, in tense forms in the sequence of tenses and to the correct use of propositions. A training in Basic English is a mental discipline and the benefit derived by the pupils soon shows itself.

This school has had visits of large numbers of L.T. students with their Professors from the Lady Wellington College and the Teachers' College, Saidapet a body of English teachers of the Madras High School under the auspices of the Madras Teachers Guild and also the L.T. Students of the Meston Training College, Royapettah, and masters of the Wesley High School during the last three years. Many of our visitors were enthusiastic about Basic even before coming to our school and all the rest became converts. The District Educational Officers paid special attention to this Basic English teaching during their annual inspections and they seem to have been impressed with the success of this experiment.

From an analysis of the mistakes committed by the S.S.L.C. pupils at the public Examination it is found that they are chiefly in verbs, the active and passive voices, the transitive and intransitive, the use of the infinitive, sequence of tenses, the use of the proper proposition after a verb, the right choice of the word.

Most of the errors will not be made by a Basic student, for he has mastered the 850 words he has used and these suffice for his purposes. If he uses non-Basic words he has grasped their senses and usages by reference to the root ideas given in Basic. His training in Basic also enables him to say what he means and mean what he says. For Basic is simple and exact.

I have to conclude, therefore, with the suggestion that Basic English be adopted for the teaching of English in Elementary Schools where it may be an end in itself, and in High Schools as a foundation as well as a mental discipline.

SYLLABUS IN BASIC ENGLISH

General.—In Grade I, I and You are used as the basic of teaching so that learners may have the means of expressing ideas about themselves and each other. Words dealing with subjects such as the parts of the body eating and drinking, clothes, coming and going and the weather are taught because these are simple subjects of universal interest. Only the present tense and the future are used. New words taught 189.

Text books used : The Basic Way to English Language Book I. (Indian Edition).

Seat-work Book I.

(For teachers) : Basic Way to English Teaching, Book I. To be had of the Times of India Press, Basic Department, Bombay, (Indian Edition).

In Grade II words dealing with the family, houses and their contents and surrounding, work at school, the country life on a farm, life in the country, travelling life in the town, the sea-side, bathing, dressing, hearing and seeing, number and division of time, shapes of bodies, the moon and stars.

New words taught 316.

Text-books used : The Basic Way to English Language Book II (Indian Edition).

Seat-work Book II.

For teachers: The Basic Way to English Language Book II.

In Grade III the remainder of the 850 words is taught and the learner is brought to the point where he can discuss business and industrial organisation, science and literature, history and politics. In the grammatical development are included the formation of -er, -ing, and -ed forms (ruler from rule, working from work, recorded from record) and similar forms from operators and all the tense forms required for the purposes of understanding, speaking and writing English.

Text-books used: The Basic Way to English Language Book III (Indian Edition).

Seat-work Book III.

(For teachers) : The Basic Way to English Teaching Book III.

Grades IV and V—One-level course.—In these stages no attempt is made to increase the vocabulary of the learner. Instead he gets a large amount of reading and practice in self-expression by constant repetition of the same words and constructions in different contexts so that he may become fluent and accurate in his use of the language.

Text-books used : Grade IV—Any two of the 13 story books in Basic English.

Grade V—Any two of the 13 knowledge books in Basic English.

Teacher's reference A, B, C of Basic English.

Grade VI—Expansion stage.—The pupil's vocabulary is enlarged with the help of "From Basic to wider English" Books I and II in which every new word which he meets is explained or defined in terms of the Basic 850 words. These books bring his vocabulary of a total of about 2,000 common English words. At this stage he can with ability tackle any good English book. The Basic Dictionary is made use of from this stage very frequently.

BOOKS ON BASIC ENGLISH

1. Say it in Basic—By Adolf Myers Rs. 7/-
2. Basic and the teaching of English in India by Adolf Myers Rs. 5/8/-
3. Basic English by C.K. Ogden Rs. 2/-/-
4. The A. B. C. of Basic English by C. K. Ogden Rs. 2/-/-

General—

- The General Basic English Dictionary Rs. 4/-/-

BOOKS IN BASIC

- (a) Basic Way Language books (Indian Edition) I, II and III.
- (b) For teachers—Basic Way teaching Books I, II & III.
- (c) Basic seat-work. Books I, II and III.
- (d) Script Copy Book 1.

ONE-LEVEL PRACTICE STAGE

Story Books :—The Trader of Venice, Robinson Crusoe, Gulliver in Lilliput and 10 other titles.

Knowledge books :—Wires round the earth ; Wings Away ; Late Night special and 10 other titles.

I would suggest the adoption of the carefully graded Young Indian readers (Primers 1 and 2) Books I to VI) prepared by Rev. T. N. Sequeira, S.J., M.A., and Rev. John Varrett, S.J., B.A., and published by the Deccan Publishing House, Huzur Road, Calicut.

ANNEXURE B (iv)

REPORT ON THE WORKING OF BASIC ENGLISH IN THE GANAPATHY HIGH SCHOOL, MANGALORE.

The teaching of Basic English in the early stages was first started in 1940-41 in Classes 4 & 5 and Form I, in the subsequent year it was continued in Form II and since then in these four classes Basic English books have been in use.

In Class 4, the start is made with the "Script Copy Book" which gives an interesting way of learning both the Script and certain words all through drawings and pictures. The Basic Way Language Book I is taken up. This book serves for Class 5 as well. The manner of dealing with the "Steps" (or Lessons) is given in detailed manner, in Lesson Scripts and Structure. Talks which are of great help to the teacher. In Form I, there is a rapid revision in the first term of the work in the previous years before Basic Way Language Book 2 is taken up. At this stage it ought to be possible for the learners to read the basic Reading Books which contain only words which were in Language Book I. Here again there are suitable Reading Books covering the corresponding vocabulary. In Form II, Language Book 3 is taken up. This completes the scheme of Basic. The last 25 words listed are reserved for Form II, where the start is made with the transition "Form Basic to Wider" In Form III, the Reader in use is, e.g., Coronation Readers III (J. C. Rollo.,)

There is a large number of Reading Books, Story Books, and Knowledge Books which are used in III Form and also in the IV Form, as part of Library work. The above is an outline of the scheme followed in the school.

The scheme has been in the use for six years, i.e., the first batch of students who made a start with Basic English came up to the Sixth Form this year. In the absence of sufficient data, it is not possible to assess the value of the scheme. For one thing, at the III & IV Form stages the pupils who were under the Basic scheme got mixed up with a large number of students from other schools. So whatever benefit might have been expected was much neutralised by the traditional methods which had to be followed at a very crucial stage. In fact conditions in the school have not been favourable for the carrying out of a properly controlled experiment.

Secondly the teachers in the earlier classes were themselves ill-equipped for the experiment. They lacked the requisite knowledge and appreciation. With greater faith in the scheme this would have been less of a burden and a task.

The remedy seems to lie in two directions —(1) the study of English (Basic) to be started late enough in no case earlier than I Form, (2) Separate competent teachers to be put in charge of the work.

ANNEXURE B (v)

BASIC ENGLISH COMMITTEE

A note on the experiments carried out in Basic English carried out in the Hyderabad State.

In 1939 Mr. Adolf Myers, the Special Representative in India of the Orthological Institute (Cambridge) made a representation to Government for the introduction of Basic English in H. E. H. the Nizam's Dominions. The Government invited him to conduct a vacation course in Basic English for a period of 6 weeks. This course was attended by about 117 teachers belonging to various Schools. Later on another batch of 109 teachers was trained.

Basic English was introduced as an experimental measure in the lower Secondary and Primary classes of 19 High and 21 Middle schools, Mr. Myers was allowed to keep himself in touch with these institutions through personal inspection and progress reports. He was also allowed to issue instructions to teachers from time to time. In 1940, government decided to appoint an Inspector to supervise the teaching of Basic English in schools. Mr. Salim Bin Sayeed who was selected for this post, was deputed to undergo a course of intensive training in Basic English under Mr. Myers and after completing his training was attached to Director's office as Inspector of Basic English.

The latter while carrying on his work of inspection also gave advice and guidance to teachers already trained in the teaching of Basic English. The total number of teachers trained for this work was 325 and the number of schools in which Basic was introduced was 135. Of these 60 were Secondary schools and the rest were Primary schools which acted as feeders to the former.

This experiment was tried for a period of three years from July 1939 to June 1942 and as a result of unfavourable reports from heads of institutions and the Basic English Inspector's note, extracts from which are herewith appended, the matter was again considered by the Board of Secondary Education and the following resolution was passed. "That Basic English should be discontinued in Secondary schools with effect from June 1942".

In view of this, the government passed orders for the termination of the experiment.

ANNEXURE B (vi)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA BASIC ENGLISH
COMMITTEE

Extracts from a Note on Basic English by the Educational Adviser to the Government of India, prepared for the Secretary of State for India.

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The teaching of English on Basic lines has been introduced in the Secondary schools of Hyderabad State and the latest report (1940-41) on Public Instruction in H.E.H. the Nizam's Dominions indicates that it has also been introduced in 75 primary schools which act as feeders to Secondary schools. The system has also been generally adopted in Gwalior State and experiments are being conducted in Jodhpur and Mysore. In British India experimental work is being carried on in the United Provinces and in Bihar and the Governments Test-Book Committees of Madras and Bombay have sanctioned the use of Basic Primers in schools.

Mr. Adolph Myers, the special representative of the Orthological Institute in India, has energetically advocated the claims of Basic English in recent years. He has discussed this question with me on several occasions and has also, I believe, discussed it with most, if not all, Directors of Public Instruction. He addressed the meeting of a Committee of the Central Advisory Board of Education in 1941. Several vacation courses in Basic English for teachers have been held under his auspices.

I understand that a pamphlet entitled "The teaching of English to Indian Soldiers" which was compiled in 1938 or 1939 by the Army authorities, was based largely on Basic principles. I do not know to what extent it is in general use or what the results have been, though one or two unofficial conversations with military officers recently give me some reason to think that these have not been uniformly successful.

I am informed that Basic English has been adopted in the training schools for vernacular teachers in Ceylon and that it has also been tried in Burma. In the latter country expert opinion has expressed considerable doubt as to its value.

 ANNEXURE B (viii)

CENTRAL ADVISORY BOARD OF EDUCATION BASIC ENGLISH COMMITTEE

A note on experiments in Basic English carried out in the Provinces and States.

A—PROVINCES

Bihar—Basic English was introduced as an experimental measure in Middle English and High Schools in the district of Ranchi and in the Schools under the Tata's at Jamshedpur with effect from January, 1942 to December 1945 in classes from IV to VIII. In order to try the experiment one teacher from each Middle English and each High School besides one Deputy Inspector of Schools and one District Inspector of Schools was deputed for a course of

training lasting one month. The training course was conducted by Mr. Adolph Myers, representative of the Orthological Institute, Bombay. Basic English text books of the Orthological Institute, Bombay were introduced in the schools under experiment.

The Provincial Government appointed a special committee to review the experiment of introducing the teaching of Basic English. The Committee recommended that no useful purpose would be served by continuing the experiment further. The experiment has, therefore, been discontinued from January, 1946.

Orissa—Basic English was introduced in the Practising Middle English School attached to the Secondary Training School at Cuttack and in the Revenshaw Collegiate School Cuttack, in the year 1942 on an experimental basis. A few teachers were trained during the Puja vacation of the same year and were placed in charge of Basic Classes in both the schools. Two Basic English students appeared from the practising M.E. School in the Middle School Scholarship Examination of 1945 and both of them were successful. This year 21 students are appearing from the foregoing institution in the Middle School Certificate Examination and their results are awaited. In the Revenshaw Collegiate School the basic pupils appeared in their house examination in 1945 and from the reports of the headmaster received, it appears that Basic boys are decidedly better than those who followed the normal English course. This year too the same encouraging report is expected from the Headmaster Revenshaw Collegiate School, Cuttack.

With the limited number of 850 words, the students manage things in an efficient way. Generally it is taught in direct method of teaching English. It is easily picked up by the pupils as most of the words are monosyllabic and simple.

But there are certain difficulties in introducing Basic English under the present system. Non-Basic pupils are admitted into Basic English classes every year proving themselves a burden to the Basic English teacher and a hindrance to other Basic pupils. The nature of work requires thorough preparation on the part of the teacher and additional trouble in finding out suitable apparatus for making each individual lesson lively and interesting. The additional burden of Basic teacher necessitates the limitation of the average number of periods allotted to him. This cannot be done under the present system in which every teacher is overburdened with his own work. The influx of newly admitted non-Basic pupils every year into Basic English classes makes them incapable of following the basic words which have been previously taught and make their knowledge vague and scappy. This difficulty can be bridged over by dividing the English class into sections of Normal and Basic English.

Another insurmountable difficulty is that a pupil who leaves the school during the first four years of his school life faces the world with incomplete knowledge in English and, even pupils who leave the school after the foundation stage—first four years when the circle of 850 words is completed and consolidated—prove themselves strangers in a world of normal English and every knowledge imparted to them in English must be boiled down to meet their Basic needs. This would amount to the writing of every book, newspaper and magazines in to Basic English.

United Provinces —The United Provinces Government introduced Basic English in one of the institutions for a number of years but it did not prove successful.

The results of the experiments indicated that the method does to a certain extent justify its claims to be an improvement upon methods of teaching English followed so far. The class was divided into two sections— one was taught Basic English and the other ordinary English. The boys with Basic English and the other ordinary English. The boys with Basic English were found to have acquired a knowledge of spoken English more readily than the boys who learned ordinary English ; but it was discovered that Basic English was not suitable for children who commenced to learn English at the age of 8 or 9 in classes III and IV. The children are called upon to learn such words the equivalent of which they do not find in their own language at that stage. The books drawn up by the authorities are not suitable. These books are more suitable for teaching Basic English to the adults. It is not desirable in this country to limit the knowledge of English only to 850 words. There are many English words that form part of an Indian language but these words do not find a place in Basic English.

As a result the United Provinces Government have abandoned the experiment.

No experiments in Basic English have been carried out in Bengal, Bombay, the North-West Frontier Province, Punjab and Sind. Information from the other provinces has not been received.

B—Centrally Administered Areas

No experiments on Basic English have been carried out in Baluchistan, Coorg, Central India or Delhi. Information regarding Ajmer-Merwara is awaited.

C—Indian States.

No experiments have been carried out in Jaora and Sitamau. Information from the other States has not yet been received.

LIST OF PUBLICATIONS OF THE BUREAU OF EDUCATION, INDIA

Serial No.	Names of Publications	Year of publication
1	Report on Vocational Education in India (Delhi, the Punjab and the United Provinces) (E. H. L. 34)	1937
*2	Report of the Women's Education Committee on primary education of girls in India, 1936	1937
*3	Report of the Women's Education Committee of Central Advisory Board of Education to consider curriculum of Girls' Primary Schools in India	1937
*4	Report of the Vernacular Education Committee of the Central Advisory Board of Education appointed to consider certain questions connected with the administration and control of Primary Education	1937
5	Report of the First Committee of Central Advisory Board of Education appointed to consider the Wardha Education Scheme (E.H.L. 40)	1938
6	Report of the 2nd Wardha Education Committee of the Central Advisory Board of Education (App. IV to 5th meeting proceedings)	1940
7	Report of the Adult Education Committee of the Central Advisory Board of Education, 1939 (E.H.L. 46) (Appointed III to 5th meeting proceedings)	1940
†8	Report of the Social Service and Public Administration Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E.C. 6)	1941
9	Report of the Joint Committee appointed by the Central Advisory Board of Health and Central Advisory Board of Education on the Medical Inspection of School Children	1941
10	Report of the Scientific Terminology Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E.C. 5)	1941
11	Proceedings of the 6th Meeting of the Central Advisory Board of Education held at Madras on 11th and 12th January 1941 (E.C. 4 VI)	1941
12	Proceedings of the 7th Meeting of the Central Advisory Board of Education in India held at Hyderabad, Dacca, on 14th and 15th January 1942 (E.C. 4 VII)	1942
13	Report of the School Building Committee (E.C. 8)	1942
14	Report of the Uniform Braille Code Committee (E.C. 7)	1942
15	Report of the Examination Committee, 1942 (E.C. 12)	1942
16	Report of the Expert Committee on a Uniform Braille Code for India with the Braille charts printed in Indian Alphabets, 1942, as subsequently modified	1942
17	Proceedings of the 8th Meeting of the Central Advisory Board of Education held at Lucknow (E.C. 4 VIII)	1943
18	Report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, 1942 (E.C. 9)	1943
19	Report of the Committee of the Central Advisory Board of Education on the training, recruitment and conditions of service of teachers (E.C. 10)	1943

†Not published previously, but proposed to be included in future reports.

‡Published by the Central Advisory Board of Health.

Serial No.	Names of Publications	Year of publication
20	Report of the Committee of the Central Advisory Board of Education appointed to consider the question of the recruitment of the Education Officer, 1942, together with the decisions of the Board there on (E.C. 11)	1943
21	Report of the Examination Committee	1943
22	Proceedings of the 9th and 10th Meetings of the Central Advisory Board of Education in India held in October 1943 and January 1944 respectively (E.C. 4 IX & X)	1944
23	Report of the Technical Education Committee, 1943 (E.C. 16)	...
24	Report of the Text Book Committee, 1943 (E.C. 15)	1944
25	Report of the Examination Committee (Technique of Examinations), 1943 (E.C. 17)	1944
26	Report of the Committee of Central Advisory Board of Education appointed to consider the question of training, recruitment and condition of service in universities, etc., together with the decisions of the Board thereon (E.C. 22)	1945
27	Report of the Central Advisory Board of Education on Post-War Educational Development in India 1944 (E.C. 13)	1945
28	Volume containing reports of the Committees of the Central Advisory Board of Education (E.C. 14)	1945
29	Report of the Administration Committee of the Central Advisory Board of Education	1945
30	Proceedings of the 11th Meeting of the Central Advisory Board of Education (E.C. 4 XI)	1945
31	Report of the Agricultural Education Committee of the Central Advisory Board of Education 1944, (E.C. 20)	1945
32	Proceedings of the 12th Meeting of the Central Advisory Board of Education held at Mysore in January 1946	1946
33	Report of the Religious Education Committee of the Central Advisory Board of Education	1946
34	Development of Higher Technical Institutions in India (Interim Report of Sarkar's Committee)	1946
35	Report of the Committee of the Central Advisory Board of Education on selection of pupils for Higher Education	1946
36	Report of the Committee of Central Advisory Board of Education on conditions of service of teachers	1946
37	Reports of the Committees appointed by the Central Advisory Board of Education in India (1943-46)	1947
38	Proceedings of the first meeting of the All India Council for Technical Education held at New Delhi on the 30th April, 1st and 2nd May, 1946	1947
39	Statement of Educational Progress in British India (including individual Provinces and Areas) for 1942-45.	1947
40	General Educational Tables for British India (1942-43)	1947
41	Proceedings of the 13th Meeting of the Central Advisory Board of Education held at Bombay on the 9th, 10th and 11th January, 1947	1947
42	Report of the Committee of the C.A.B. of Education on secondary schools Examination. Council for India	1947
43	Report of the Committee by the C.A.B. of Education on Basic English	1947
44	Report of the Committee of the C. A. B. of Education on Air Training.	1947
45	Diary of Educational events in India	1947

