
*
*
* REPORT ON THE PROGRESS OF *
*
* BASIC EDUCATION IN THE *
*
* PROVINCE OF BOMBAY FROM NOV. *
*
* 1938 to APRIL, 1945. *
*

**Report on the Progress of Basic Education in the Province of Bombay from
November, 1938 to April, 1945.**

1. *General History.*—In November, 1938, the Government of Bombay appointed a Special Officer to organise the work of Basic Education and to introduce it as an experiment in some schools in the Province. A scheme was accordingly prepared in consultation with some members of the Hindustani Talimi Sangh and submitted to Government for approval. According to that scheme Basic Education with Spinning and Weaving as the Basic Craft was to be introduced gradually in the then existing primary schools in compact areas in the first instance making a start with standards I and II in the first year. The experiment was intended to be extended gradually to the other classes year by year, so that the whole plan was to be completed in six or seven years. It was not possible to start fresh schools as there were already schools in fairly big villages, and the very small villages that had no schools were not large enough to have fully developed first grade schools. Thus compact areas were selected in the three linguistic divisions of the Province, viz. Karnatak, Maharashtra and Gujarat, in consultation with the respective Local Authorities and a few Urdu schools were also included in each of these areas.

To prepare teachers for work in these schools, a few selected trained graduate teachers working in Training Institutions and Secondary schools were sent to Jamia Millia, Delhi, for a week and to Wardha for three weeks where a short course of training was organised by the Hindustani Talimi Sangh. On return, these teachers started three short term training courses and trained about 130 Primary school teachers for three months. This course of training comprised craft (spinning and carding), History of National Awakening, Principles of Basic National Education and Methods of Correlated Teaching. At the end of this course, these teachers started work, in June, 1939, in 16 Kannada schools in Dharwar District, 20 Marathi Schools in East Khandesh and Satara Districts, and 13 Gujarati schools in Surat District and six Urdu schools distributed over the four compact areas, and a beginning was made in standards I and II. The schools included all types—full first grade schools, second grade schools, one-teacher schools, two-teachers schools and girls' schools. The object was to try the experiment in all types of schools to see if it could be introduced universally, and if so, at what additional cost. As the majority of schools were understaffed and as it was thought desirable to restrict the number of children to 30 in charge of one teacher, a few additional teachers had to be given to many schools.

To advise Government on all matters relating to Basic Education in the Province, an Advisory Committee called the Basic Education Advisory Committee was appointed by Government in January, 1939, with Mr. Narhari Parikh as the Chairman and the Special Officer as the Secretary. The members were all non-Officials drawn from the different linguistic areas and they were expected to give guidance and help to the teachers conducting the experiment.

To keep up the supply of suitably trained teachers for the extension of basic education to upper classes, independent Training Centres (with practising schools attached) for training in basic education were started at three places in June, 1939. A special syllabus to be covered in one year was drawn up and Matrikulates or First Year Trained teachers were admitted for training. The

[Price—Anna 1 or 1 d.]

syllabus comprised training in (1) Craft (Spinning and Carding), (2) Languages (Mother-tongue and Hindustani), (3) History (including Civics and history of National Awakening), (4) Geography, (5) Science, (6) Rural uplift, (7) Drawing, (8) Principles of Basic Education and Psychology and (9) Practice Teaching in schools. These Training Centres were located at Dharwar in Karnatak, at Loni in Poona District and at Katargam in Surat District. A little later *i.e.* in July, 1939, an independent Training Centre for Urdu Teachers was started and located at Jalgaon in the East Khandesh District. Students for training in these institutions were selected on the recommendation of the Administrative Officers of the respective Local Authorities, and care was taken to see that only those persons who had an inclination for this new type of work were selected.

Special arrangements were made for the supervision of basic schools in the compact areas. An experienced trained graduate who had attended the short course of Training at Wardha was appointed to supervise and guide the work in academic subjects in each Centre. He was expected to visit the basic school once a fortnight, spend the whole day there, discuss with the teachers the progress of children, give instructions and suggestions to the teachers for improvement in their work, give demonstration lessons, plan the work for the next fortnight, and act as a guide to teachers and as a link between one school and another and between the schools and the Training Centre in that area. Another officer, an expert in craft work, was appointed to supervise and organise the work in craft on lines similar to those in academic subjects. He had also to help the Administrative Officer of the district in the supply of equipment and raw materials needed for the craft. Thus each area had a Basic Supervisor and a Craft Supervisor. In addition to these, the Special Officer and the members of the Advisory Committee visited the schools and gave guidance and suggestions to teachers.

In addition to schools in the compact areas mentioned above, Basic education was introduced in about 30 isolated basic schools in districts all over the Province. This part of the experiment, however, had to be discontinued subsequently mainly on account of the difficulty of supervision and guidance to them, and also on account of the difficulty of getting suitably trained teachers for them. These schools continued only for a year or so and were reverted to the ordinary syllabus on the recommendation of the Advisory Committee for Basic education. Two private agencies *viz.* the Tilak Maharashtra Vidyapith and Mr. N. Parikh, the Chairman of the Advisory Committee, also started the experiment. The Tilak Maharashtra Vidyapith started four schools in the Poona District, and Mr. Parikh conducted a school at Thamna in the Kaira District under his personal supervision. Government agreed to help both these enterprises financially.

2. *Progress of Basic Education in the Province.*—In the beginning there was great enthusiasm. The Training Institutions and Basic Schools in all the areas were flooded with visitors—educationists and laymen, and the number of visits was so large that it was almost impossible to carry on normal routine work. This enthusiasm was, however, short-lived and it waned to such an extent that in 1942-43 it was almost nil. The visitors put all sorts of questions, the majority of which were in connection with correlated teaching, but as many of the questions were put out of curiosity rather than for elucidation of the principles, it was rather difficult for teachers in the Training Institutions and Basic schools to satisfy them. The critics in the beginning seemed to appreciate the work but later on they only tried to make much of the short-comings either of the workers or of the scheme.

The experiment started with the introduction of Basic Education in standards I and II in 1939-40, in standards I-III in 1940-41, in standards I-IV in 1941-42 and in standards I-V from 1942-43 onwards. In 1943-44 it could not be extended to standard VI as Government was not quite certain about the progress of the scheme. The Government requested the Central Advisory Board to send a Commission to report on the Progress of Basic Education in this Province and on receipt of the report decided to extend the experiment further. The year 1944-45 was devoted to reorganising the scheme and to revising and modifying, where necessary, the courses of instruction, and it has now been decided to extend Basic education to standard VI during 1945-46.

The scheme of Basic Education contemplates activity-centred teaching correlated with the environment of the child. The subjects are to be so treated that they have direct bearing on actual situations in life and so there is complete elasticity in the order of topics in each subject and also in the time table. Thus in the beginning teachers were allowed to work without fixed time tables, but this led to over-emphasis on some subjects and neglect of others, and so time tables with sufficient freedom to the teachers to modify them had to be drawn up. The time tables now indicate roughly the time devoted to the different subjects every week and can be modified so far as the order of subjects for the day is concerned. The subjects taught in the basic schools are craft (spinning and carding), Mother-tongue, Arithmetic, Social Studies (History, Geography and Civics), Science (including Kitchen gardening and Nature study), Drawing and Physical Education. The time devoted to craft was 3 hours and 20 minutes out of which 2 hours were devoted to actual craft and 1 hour and 20 minutes were devoted to incidental teaching and preparatory and subsequent work in connection with the craft. This time devoted to craft encroached on the time for academic subjects which appeared to be neglected as very little time was left for revisional and drill work. The time for spinning and carding had, therefore, to be reduced to 2 periods of 40 minutes each but some time was also kept for practical work in the school garden. This has been further reduced and now the time devoted to spinning and carding and Kitchen gardening is two periods of 40 minutes each every day. This reduction in time has resulted in reduction in the output of yarn and also its count though not its quality. The waste in the first year was very heavy, but it dwindled and ultimately came to normal. The quality of yarn turned out was very good in the beginning and teachers were very careful. Gradually there came a period of lull and the quality deteriorated and the quantity decreased after 1942. Reasons for this change in the general quality of work are given later. It was feared that children would get tired of spinning and would find the work monotonous and dull but experience has proved otherwise. In fact, teachers complain of the difficulty of stopping children from spinning. They seem to enjoy their work and vie with one another in getting a larger output and better quality of yarn. The need of supplying the right type of equipment, its uniformity and also of supplying good cotton is keenly felt. The first year was very bad in this respect as our experience was limited and we did not know where the right type of equipment could be had, but gradually with experience, we could set our house in order, and now our schools are fairly well equipped with implements needed for spinning and carding. In the early stages carding was done by small bows and parents and guardians in some areas complained of the fibres flying about and getting into the lungs of the wards, thereby spoiling their health. But now this has been replaced by the Tunai method of carding under which though the output is low, the work is neat and does not affect the health of children. For the proper organisation of craft work a central bureau to supply the equipment and to dispose of the product of the craft in each compact area is a necessity.

It is not possible to examine the productive aspect of the craft as the yarn could neither be sold nor woven into cloth. Only in the first year, the yarn was sold to the All India Spinners' Association, but later on this arrangement failed as the All India Spinners' Association refused to purchase the yarn and pay to Government the price in cash, and so the yarn was sent to Jails where it was woven into chairmats irrespective of its quality and count. The figures given in table C at the end give a rough idea of the quantity of yarn spun by children during these years. Had proper organisation been available, it would have been possible to weave cloth out of the yarn spun by children, as it was the opinion of the experts sent by the All India Spinners' Association to different centres in the first year that the yarn was quite good and could be woven into cloth of different varieties if sorted according to quality and count. The yarn was, however, ultimately utilised for the weaving of chairmats for seating children at the Primary School Certificate Examination.

The syllabus in academic subjects was drawn up on the lines of that suggested by the Zakir Husseini Committee and attempts were made to teach these subjects through the craft and through the Social and Physical Environments of children. It is true that in the early stages far too much emphasis was laid on correlation of subjects with the craft, with the result that some critics noticed a few unhappy artificial and vague attempts at correlation; but as experience gathered, these were reduced and at present only those topics that can naturally go with the craft are taught through it. The principle of correlated teaching is not thrown overboard. Correlation is sought through the social and physical environments of children and emphasis on kitchen gardening in a practical way lately introduced has helped teachers a good deal. In the beginning of the experiment excursions to different localities in the village and work in Civics such as cleaning the village formed the main social activities but as these did not give enough opportunity for teaching all topics, a social activity programme for the whole year is drawn up. This programme consists of celebration of festivals, attendance at fairs, observance of special days for specific activities such as Malaria Day, the Library Day, the Tree-plantation Day, the Scientists Day, the Parents' Day and the like. Similar programmes are also arranged on occasions offered by natural phenomena and excursions are undertaken. An eclipse, the change in seasons, the floods, etc., give occasions for necessary observation. In addition to these, the children regularly have hygienic drill every day and a village cleaning programme every week. They also have, wherever possible, excursions to historical places. In short, the school work is divided into activity programmes and children are made to talk, read, write and compute in connection with them. Work in language and arithmetic can very well be co-ordinated with craft work, that in science with craft, nature study and geography with gardening and that in history and civics with the social activities mentioned above. Again, of late, the activities are presented to children in the form of projects which need previous planning and subsequent execution. This helps the children in forming a very useful habit of thinking ahead and planning and executing their work. What has been said above outlines the method of work in basic schools. Children keep records of all these activities in groups on account of the scarcity of paper, but later on they will have individual records also.

The method of work outlined above will show that there is no scope for book-work. Suitable text books were, and even to-day are, not available. In the beginning of the experiment no text books were used and children were made to write their own

lessons and to read them for reading practice. Teachers composed a few paragraphs or lessons and gave them to children for reading practice. They composed suitable poems also. But the reading practice thus given to children and the fluency they attained in reading was not satisfactory and some printed material had to be found. In the second year of the experiment, teachers were asked to give children books written in simple style for extra reading. Later on they were asked to select suitable lessons and paragraphs from readers used in ordinary schools and now these children are made to use one reading series and a few selected lessons. The success of this, however, depends on the enthusiasm of the teacher. The written work of children is as good as that of children in ordinary schools while in oral expression the Basic School children are decidedly better.

The grounding in the fundamentals of arithmetic is sound as it is treated through craft but the deficiency of time for drill work had a somewhat adverse effect on the attainment of children in the subject in the first two years. More time was given to drill work in this subject and now the attainment of children is up to the mark. Of course, the syllabus in arithmetic in Basic Schools is a little lighter than that in ordinary schools, but what is done in the school is quite sound.

The syllabus in social studies could not be interpreted in its proper perspective by teachers in training institutions and Primary schools. The history syllabus being drawn up from an altogether different angle of vision appeared vague to those that were brought up on the old logical lines. Books describing topics or incidents were not available and teachers had to depend on their own resources. Interpretation also differed and there was no uniformity. The topics in history could not be correlated with the craft—in fact they were not intended to be correlated with it, but the popular faulty notion that in Basic Education every thing has to be correlated with a craft, led the teachers to attempt it artificially and often ridiculously, so that critics magnified this feature and decried the whole experiment. Our experiment is even now not out of this stage. All the adverse criticism against the scheme in general and against the method and conduct of the experiment in this Province comes out of this. The syllabus in this subject is being revised. In General Science, no difficulty has been experienced as the work is usually the result of direct observation in the kitchen garden and the surroundings of the village and hence naturally of a high order. The Physical education of children is not neglected. They get enough exercise out of the work in the garden and the excursions and activities undertaken almost every day. Drawing is not very satisfactory, mainly owing to the ignorance of teachers in the subject.

The number of schools taken under the experiment was 55 in 1939. Some of the Compact areas selected for the experiment did not appear to be suitable. The climate of a part of the Compact area in Surat District was not healthy and teachers were unwilling to work there continuously during the period of the experiment. Some of the schools in this area presented difficulty of supervision, especially during the monsoon months, and a few schools had to be closed. Similarly, the Compact Area in Satara District was not found suitable owing to scanty rains and the shifting populace. A few schools had, therefore, to be closed. The craft in this area did not appear to be suitable and hence from 1944, the spinning of cotton has been replaced by the spinning of wool which is the main occupation of the people of the locality. Urdu schools did not fare well under the scheme. Both the schools in Gujarat and one school each in Karnatak and Satara District had to be closed for irregular attendance and the general apathy of the Muslims, especially in Gujarat. In East Khandesh, there was only one Urdu school under the scheme in the beginning but later on 3 were added and at present there are 5 Urdu schools.

The number of schools and the children in attendance will be found in table A given at the end.

The experiment has been restricted to the first five standards for the last two years but it is being extended to standard VI this year and will be extended to standard VII next year with weaving as the Basic Craft. Government has also decided to introduce Agriculture as the Basic Craft in the upper classes of a few schools and teachers have been trained for weaving and agriculture in special classes organised respectively by the Department of Industries and the Department of Agriculture. At present there are 6 schools with Agriculture as the Basic Craft, 18 with Spinning and Weaving as the Basic Craft and 24 second grade Basic Schools with Spinning only as the Basic Craft.

The 30 isolated Basic Schools in the districts all over the Province worked only for a year and had to be closed on account of the difficulty of supervision and guidance to them. These schools reverted to the old syllabus, but in a few schools spinning is taught as an additional subject. The Tilak Maharashtra Vidyapith started four schools under its direct supervision. They closed one in 1939-40 and another in 1941-42. During 1942-43, yet another was closed and during 1943-44 there remained only one school. Last year, the school which was closed in 1943-44 has been revived and at present there are two schools run by the Tilak Maharashtra Vidyapith. The school started by Mr. Narharibhai Parikh in Kaira District worked very well for the first two years. People interested in Education took great interest in this school but it began to deteriorate from 1941 and went down completely in 1942-43 when Mr. Parikh could not supervise it. It has even yet not fully recovered, though it is located in the best of buildings, has spacious lands and commands good opportunities. The village people have ceased to take interest in the school after the disturbances of 1942-43.

3. *Training Institutions.*—Of the four Training Institutions started in 1939, the one for Urdu teachers had to be closed in 1940 owing to the opposition of the Muslim public in the locality. The number of Urdu schools under the scheme also went down gradually and the number of Urdu teachers trained in 1939-40 served the needs of these schools, but now the need for more trained teachers is felt and it will be necessary to restart the Urdu Basic Training Centre. The other three regional Training Centres have worked without interruption. Only one year's training was given in these institutions and the nature and standard of work remained the same. The staff, however, did not remain steady and the Training Centre at Loni suffered the most in this respect. Some of the teachers originally selected for this work left and some had to be sent out as their turn for promotion came up. The Head Masters of all the three Training Centres were changed and in Loni at present there is not a single teacher who has had this training at Wardha or who can claim experience of the experiment right from its inception. These changes had their effect on the quality of work, the quality of teachers turned out and the experiment generally. War conditions also contributed to the deterioration of work in the Training Institutions as the right type of persons, especially Matriculates, were not available for training and even some of the trained Matriculates left for better jobs in the Army or in business. High prices of food stuffs and difficulties in obtaining them dissuaded some teachers from joining the Training Institutions as they preferred to stay at their places of service with their families, where they felt they had settled down in their own way. For admission to these Training Centres teachers are recommended by a Committee composed of the Administrative Officer of the District, the Deputy Educational Inspector and the Head Master of the Basic Training Centre. The Educational Inspector selects

teachers for admission from among those recommended by the Committee. During the period of training, the work is very heavy mainly owing to craft. Comparatively little time is left for academic studies and the general feeling is that the training received at these Training Centres is inferior academically to that in the ordinary Training Institution. Thus the teachers under training, inspite of their hard work, go out with a stigma of inferiority in the eyes of Departmental workers and Officers and the public who still lay much stress on academic studies. This is also one of the reasons why teachers do not come forward for training. Table B shows the number of teachers trained during the period under report.

The syllabus for one year was found adequate so long as the teachers were trained only for spinning and carding craft but with the extension of the Experiment to standards VI and VII and the consequent need for giving training in weaving to the teachers, the need for extension of the training period was felt. Also the decision of Government to introduce Agriculture as Basic Craft in some schools has made it imperative to extend the course to two years and accordingly from this year, the course for training has been extended to two years. A special syllabus is drawn up for the purpose, and the training institutions will, hereafter, train teachers for two years and train some teachers for Agricultural Basic Schools and some for Spinning—Weaving Basic Schools. These institutions will also train teachers for the old Agriculture Bias Schools now treated as Agricultural Basic Schools, a reference to which is made later on.

Every Training Centre has a practising school attached to it. This school works under the direct supervision of the staff of the Training Centre and serves as a model school as well as an experimental school where modifications in the syllabus are tried out and where teachers under training give Practice lessons.

4. *Supply of equipment and raw materials to Basic Institutions.*—The supply of equipment of the right type was a vexed problem. In the absence of a central organisation to supply equipment to all areas and owing to the ignorance of Officers as regards the actual needs of the institutions, it was found difficult to supply the right equipment and materials for Craft work and hence there was some waste in the beginning. Again, the equipment was not uniform. It could not also be supplied in time. With experience, however, the difficulty was got over, though even now, mainly owing to war conditions, it is difficult to get the equipment in time and from one place. Great difficulty was experienced in the disposal of yarn. As the beginning was made from standards I and II and as the experiment was to grow gradually it was not possible to organise weaving in schools and in the areas selected there were few weaving centres. Thus for the disposal of yarn, Government had to depend on private agencies. In the first year the All India Spinners' Association purchased all the yarn and paid in cash, but later on this Agency declined to pay in cash, and yarn had to be stored for some time. This led to deterioration in the yarn, and finally, when negotiations with the All India Spinners' Association and with other private agencies completely broke down, the yarn was sent to the Jails to be woven into chairmats. The quantity of yarn spun by children and sold or woven by Jail authorities in different years will be seen in table C at the end of this report. On the recommendation of the present Board of Basic Education Government decided to sell the yarn to children at cost price. Hereafter, probably the yarn will not be available for sale as it will be woven into cloth in schools where weaving is introduced in standard VI. For conducting craft-centred institutions it seems desirable to have a central bureau to supply equipment and materials and to dispose of the products.

5. *Financial aspect of the Scheme.*—In the absence of quick and adequate disposal of yarn and also owing to the difficulty of getting equipment and materials

at standard rates, it is difficult to examine the financial aspect of the scheme. The waste was a little heavy in the first year but it was quite normal later on. In the purchase of raw materials in different areas, at times high prices had to be paid. When raw cotton could not be supplied in time, ready made slivers had to be purchased. High prices had to be paid for some equipment which was prepared locally. However, table D at the end will give some idea about the expenditure on the experiment. The basis of expenditure is as under :—

All additional expenditure on account of the introduction of Basic Education in compact area schools which belong to the Local Authorities is paid in full by Government. The teachers are paid stipends or salaries while under training. The cost of training is borne wholly by Government. The Supervising and Inspecting agency is also paid for by Government. The additional expenditure on the schools is on account of extra teachers, supply of raw materials and equipment and supply of additional accommodation. Before the experiment was introduced the schools selected for experiment were understaffed ; each teacher had to look after 40 to 50 children and the classes had only limited accommodation. Under the experiment, the teachers are given roughly 30 children each and additional accommodation, where there was overcrowding, is also given. Thus quite a substantial part of the recurring expenditure is due to the supply of additional teachers. As regards private agencies, the Tilak Maharashtra Vidyapith is given grant at the rate of $\frac{2}{3}$ rd of the actual expenditure. For the school conducted by Mr. Narharibhai Parikh, full grant was given for additional expenditure, as the school was originally a Local Authority school. One isolated school in Dharwar City is also run by the Dharwar Municipality and it is paid grants at half the expenditure.

6. *The attitude of the Public.*—From the very beginning the Public as such has remained indifferent. In the beginning a few local leaders in the different Compact Areas showed some enthusiasm, but later on, their enthusiasm waned and the habitual attitude of indifference towards education in general was adopted. In certain places where guardians mostly sought clerical service for their wards some opposition even was shown to the scheme. Great opposition came from the Muslim Public with the result that the Urdu Training Centre at Jalgaon had to be closed and the two Urdu schools in Surat District had to be reverted to the ordinary syllabus. Guardians are not, as usual, keen on sending their wards regularly to school and the attendance is at times low especially during the harvest season. People have not given any material help to the teachers. It is difficult to secure plots for kitchen gardening, and where they were secured, very high rents were charged. Teachers got very little support from the Public. Entertainments for villagers are organised occasionally in the schools, festivals and special days are celebrated and the public are invited, but the response is not encouraging. Some interest is shown, but that is very short-lived.

Teachers have also not taken very kindly to the scheme. The reasons are as under :—

The experiment is tried in Compact areas which are small. Teachers coming from other parts of the district do not like to stick to these areas. They often ask for transfers which, if not complied with, set them almost against the scheme.

Teachers have to work much harder in these schools than in the ordinary ones. They expected some extra remuneration for this but they did not get any. Government, however, decided to pay them a special allowance of Rs. 5 per month from June, 1944, but as it came in these times of all round rise in prices the grant is not much appreciated.

The climate of some areas is not very healthy. Some of the areas are in backward tracts and teachers do not like to serve there as they have no social attractions. Teachers take their appointment to these areas as a sort of punishment rather than an appreciation of their work.

The disturbances of 1942 brought in some trouble. Owing to the schools having spinning and weaving as one of the subjects, some of the teachers in these schools were rightly or wrongly identified with the subversive movement and the few members of the public who were well-disposed towards the scheme, turned their faces away from these institutions after 1942.

7. *Difficulties experienced during the conduct of the Experiment.*—The syllabus followed in the Training Institutions and in the Basic Schools was drawn up on the lines of that proposed by the Zakir Hussein Committee. This syllabus has a different angle of vision and the teachers have not been able to appreciate and grasp it and thus they find it vague. Again books on the subject are not available and the teachers in Basic Schools and the staff of the Training Centres have to depend on their own resources. Text books for the pupils also are not available, and no serious attempt has so far been made to publish suitable books. Private individuals are not particularly interested in the scheme and are not likely to come forward with books for such a small number of schools, as the publication is not likely to be a good business proposition to them.

Without a Central supply and disposal bureau in each compact area, it was not possible to give uniform and timely equipment and raw materials to schools and Training Institutions.

The majority of the schools selected for experiments have no buildings of their own and are housed either in rented or rent-free buildings. Craft-centred Institutions ordinarily require more space and it is difficult to get suitable accommodation in small villages unless special buildings are constructed for the purpose. Government gave grants to Local Authorities for putting up suitable buildings, but only few could be constructed on account of the difficulty of securing building materials and the high prices owing to the war.

For good kitchen-gardening and agricultural work, fairly spacious plots are necessary somewhere in the vicinity of the school where children can observe and work under the direct supervision of the teacher. Such facilities are not available and not possible even, in some places where the schools are situated in the heart of the village. In the circumstances, nature study rambles and excursions are organised but they cannot take the place of actual work in the school garden or the school farm.

The schools in the Compact Areas are supervised by Basic and Craft Supervisors and the Special Officer pays visits once or twice during the year. The Head Master of the Basic Training Centre of the area also pays one visit annually. This does not seem to be enough. In order that the schools may be properly guided, they should be under the supervision of the Heads of Training Centres of the area in educational matters.

The schools are Local Authority schools and as such are administered by the Administrative Officer. The supply of equipment, pay of teachers, etc., are managed by the Administrative Officer. The Basic and Craft Supervisors are not directly under the Administrative Officer and the whole administrative machinery is cumbrous. For the proper conduct of the experiment, it seems desirable to have the schools under direct Government control and to administer them through the Heads of Training Institutions.

Government regularly made adequate provision for expenditure on Basic Education, but owing to the experimental nature of the scheme, some unexpected items of expenditure always sprang up and it took considerable time to get the new items of expenditure sanctioned. At times, the amount provided for in the budget for a particular item was not enough and unless sanction to additional expenditure was obtained, the particular item could not be carried out even though the additional expenditure could be met from the savings in the budget on Basic Education as a whole. A small Executive Committee with powers to adjust and reappropriate the amounts or to incur new expenditure (within certain limits) on a temporary basis and within the amount provided for in the budget as a whole is desirable. This handicap has been experienced much more during the last three years when prices have not remained steady and when materials, etc., require to be changed or substituted for those originally contemplated.

Changes in the staff of the Training Centres have occurred. Some senior persons had to be sent out on promotion. Some teachers sought transfers to ordinary educational institutions and there was no agency to supply suitably trained persons in their places. If a special institution is conducted to train graduates in the principles of Basic Education and in the administration and method of work in Primary schools, adequately trained men and women will be available for appointment as teachers in Training Institutions and as Inspecting Officers for Primary schools—Basic and non-Basic. The proposed training should provide for training in craft—spinning and weaving or agriculture or wood work and metal work.

8. *The Basic Education Advisory Committee.*—This Committee was composed of non-Officials and the Special Officer for Basic Education acted as the Secretary. This Committee functioned for three years. It made certain suggestions to Government in September, 1940, which were partially accepted by Government. The decision of Government was not acceptable to the Committee and they resigned in a body. The then Adviser for Education called a Conference and the report of the Committee was discussed with the members, but no decision was arrived at. In the meantime, the term of the Committee expired and it was not renewed.

In 1942, a Special Committee of the Central Advisory Board to the Government of India visited the Basic Schools of this Province at the request of the Government of Bombay. This Committee *inter alia* recommended the creation of a Board of Basic Education, and now such a Board has been appointed with the Adviser (Education) as the Chairman and the Special Officer as the Secretary. There are nine other members of whom four are non-Officials. Of the Official members the Director of Public Instruction is one. The Board functions in an advisory capacity only and has no executive or administrative powers. This Board has made suggestions for expansion, etc., and they have been accepted by Government. Some of the important ones are outlined in paragraph 10 below.

9. *Basic Education Conferences and Refresher courses.*—In 1939, a Basic Education Conference was held at Poona under the auspices of the Hindustani Talimi Sangh, the Government of Bombay acting as hosts. This Conference discussed the progress of Basic Education all over India and the proceedings have been published in book form (One Step Forward) by the Hindustani Talimi Sangh. Another Conference of the staffs of the Training Centres and the Basic and Craft Supervisors was held in December, 1944, at Surat when the Adviser (Education) to the Government of Bombay gave the inaugural address and the Director of Public Instruction gave the closing remarks. Two Conferences of Primary Basic Teachers were held in Surat and Dharwar Districts in February, 1945. In addition to these, group Conferences of teachers in Basic Schools are held in the respective

Compact Areas from time to time when problems and difficulties of Basic Education are discussed. Such Conferences are at times attended by the Head Masters of the Training Centres and often serve to refresh the teachers in their work. It seems necessary to organise a refresher course for teachers trained in the early part of the experiment, and to put all teachers through it.

10. *Future Programme.*—On the recommendation of the Basic Education Board, Government have decided to convert all Agricultural Bias Schools (about 130 in the Province) into Basic Schools with Agriculture as the Basic Craft. The syllabus for Basic Schools is being revised and that for the Training Centres has already been revised and approved by Government. This latter syllabus is of two years. This revised two years' syllabus is proposed to be introduced in all Training Institutions to be started hereafter and also gradually in the existing ordinary Training Institutions. Every Basic Training Centre is to train teachers for two types of Basic Schools—those with agriculture as Basic Craft and those with spinning and weaving as the craft. To stop frequent changes in Head Masters of Basic Training Centres, the Board recommended to Government to convert the Subordinate Educational Service post of Head Master into a Bombay Educational Service Class II post. This has been done and now the chances of change of Head Masters due to promotion will be very few. The question of taking over the control of Basic Schools and Agricultural Basic Schools is under the consideration of Government. This is simply with a view to conducting the experiment under the direct supervision of the Department. It has been decided to restrict the number of Basic Schools to its present strength till Basic Education is extended to standard VII and children in that class appear for the Primary School Certificate Examination. This will enable Government to judge of the quality of instruction imparted to children in Basic Schools and to decide to what extent it should be expanded. If the Basic Training Syllabus is introduced in the ordinary Training Institutions, teachers will be available for the future expansion of the scheme in adequate numbers.

Table "A" showing the number of schools in Compact area and number of children under Basic Education.

Year.	Number of schools for				Total No. of schools.	No. of children under Basic Education.	Remarks.
	Non-Urdu.		Urdu.				
	Boys.	Girls.	Boys.	Girls.			
1	2	3	4	5	6	7	8
1939-40	43	6	4	2	55	1,589	In addition to these, there are three practising schools attached to the three Basic Training Centres.
1940-41	43	6	6	3	58	3,409	
1941-42	43	6	4	3	56	3,254	
1942-43	42	6	4	2	54	3,396	
1943-44	43	6	4	1	54	3,191	
1944-45	34	6	4	1	45	2,723	

Table "B" showing the number of teachers trained.

Year. 1	For Gujarati schools. 2	For Marathi schools. 3	For Kannad schools. 4	For Urdu schools. 5	Total 6	Remarks 7
1939-40 ..	49	65	38	27	179	All these teachers are not working in Basic schools.
1940-41 ..	35	36	32	..	103	
1941-42 ..	32	41	40	..	113	
1942-43 ..	19	40	39	..	98	
1943-44 ..	13	38	39	..	90	
1944-45 ..	21	36	32	..	89	
Total ..	169	256	220	27	672	

Table "C" showing the quantity of yarn, etc., spun by Children in Compact Area Schools and Basic Training Centres and the income derived from it.

Year. 1	Quantity of yarn in lbs. 2	Income derived by selling it. 3	Remarks. 4
1939-40 ..	3,820	Rs. 2,520	Sold to All-India Spinners' Association.
1940-41 ..	5,096	1,955	Only a part was sold to All-India Spinners' Association, and to private bodies and the rest was sent to Jails.
1941-42 ..	5,912	..	All the yarn was sent to the Jails.
1942-43 ..	4,242	..	All the yarn was sent to the Jails.
1943-44 ..	2,186*	..	A part has been woven into cloth.
1944-45 ..	1,258*	..	This does not include yarn from Satara Compact Area schools where there is wool spinning.

About 18,000 Chairmats (18" x 18" each) have been prepared by the Jail Department.

These are to be used for seating candidates at the P. S. L. C. Examination in the Province.

*The fall in the quantity of yarn is partly due to reduction in time devoted to Craft and partly due to the adoption of Tunai method.

Table "D" showing expenditure on Basic Education.

Year. 1	Recurring. 2	Non-recurring. 3	Total 4	Expenditure on Building grant. 5	Remarks. 6
1939-40 ..	Rs. 88,853	Rs. 17,313	Rs. 1,06,166	Rs. 12,300 + 390 for land	*This sudden rise in expenditure is due to the payment of Rs. 5 per month to Primary teachers working in Basic Schools, from June, 1944. †Of this a sum of Rs. 21,000† approximately has been spent on raw materials.
1940-41 ..	83,759	6,985	90,744		
1941-42 ..	80,476	5,757	86,233		
1942-43 ..	61,239	5,125	66,364	13,500	
1943-44 ..	70,310	3,165	73,475	20,000	
1944-45 ..	1,08,127*	13,925	1,22,052		
Total ..	492,774†				