

ORIENTATION  
OF  
ELEMENTARY SCHOOLS  
TOWARDS  
THE BASIC PATTERN

Report of the National Seminar  
held at Allahabad on  
May 11—13, 1959



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APPENDIX A  
WELCOME ADDRESS

BY

SRI RAM SWAROOP YADAV, DEPUTY MINISTER OF  
EDUCATION, UTTAR PRADESH

The honourable Union Minister of Education Dr. K. L. Shrimali, Delegates to the Seminar and Educationists present here,

It is a matter of great pleasure and pride for me to welcome to the holy city of Prayag the eminent educationists who have come from all parts of the country to exchange views on the problems relating to the Primary education of our children. I hope and trust that from this Educational Conference at the confluence of the holy Triveni new ideas will emerge, grow and fructify.

Basic education is not merely a system, it is a healthy, balanced and peaceful way of life, at the base of which are the ideals of *Ahimsa*, dignity of labour, self-help and cooperative effort. And if we wish to prepare the future citizens of our country for this way of life and to teach them the lessons of peaceful co-existence and *Panch Sheela* in this age of internationalism, where else could we get for our deliberations a place better than the confluence of the holy Triveni where the white, black and yellow waters of the sacred Ganga, Yamuna and Saraswati blend into one pure stream? It is my faith and hope that in this most congenial atmosphere the points of view presented by the delegates from different States of the Union will blend together for the orientation of Primary education along the principles of Basic education and bring into being a 'Triveni of Education' which will bless the whole country with learning, wisdom and strength.

Basic education has its own goal which is the creation of a classless and casteless society, and for the achievement of this goal it has its own method. It is to impart instruction to the child through a useful, productive craft for the harmonious development of his personality and the realization of the best in him. Basic education contains the seeds of the system of education necessary for preparing the citizens of a democratic, socialistic, welfare State upon the creation of which we are resolved. For this reason the Government of India and the different State Governments have accepted this system of education for the Primary stage and efforts are being made all over the country for its progress and expansion.

When, in 1938, under the leadership of Mahatma Gandhi, Basic education was accepted for the Primary stage, two types of experiments were launched in the country. In Uttar Pradesh, a scheme was formed to transform as early as possible all the Primary schools into Basic schools, and by 1948 all the Primary schools which had

classes I to V were converted into Basic schools. In 1945 it was decided to extend the Basic system of education to the Senior Basic stage and for this purpose a scheme was launched with the help of the Government of India to introduce Agriculture in all rural senior Basic schools and Crafts in urban schools. The scheme has been continued in the Second Five-Year Plan and the majority of the schools have been covered by it.

In other States Basic education was conceived more intensively, but it was possible to extend it to only a very limited proportion of schools. Thus in their case, Basic and non-Basic education came to function side by side. A need has, therefore, arisen to bridge the gap existing between the Basic and the non-Basic schools. The main aim of this seminar will be to formulate a scheme for the orientation of the non-Basic schools all over the country on the basis of the recommendations of the previous seminars that considered the same subject on a regional basis. I feel sure in my mind that with the fund of talent and experience available to it, this seminar will achieve its object in full measure.

We have made what arrangements we could for your stay in Prayag and have tried to organise things in such a way that you may be able to devote most of your time to the seminar. Prayag, with all its historic glory and sanctity, is however very hot in summer and, in spite of all our efforts, you will experience some discomfort. I would, therefore, request you not to mind it, as also to forgive us for what we have not been able to do to make you comfortable.

I welcome you once again, ladies and gentlemen, and pray that our Seminar may be a grand success.

## APPENDIX B

### INAUGURAL ADDRESS BY DR. K. L. SHRIMALI, UNION MINISTER OF EDUCATION

This Seminar which is being attended by all the Directors of Education to consider the question of reorienting all the schools towards the Basic pattern has great significance from many points of view. The idea of Basic education was mooted by Gandhiji in 1937. Since then great changes have taken place in our society—political, social and economic—and an educational system which wants to serve the needs of the society has to be responsive to the changes that take place in it. Education can be a vital force in the reconstruction of society. Basic education has, therefore, to make its contribution to the building up of the society that we have in view. During the last 22 years, the concept of Basic education has itself undergone several changes. As changes take place in society, they are bound to be reflected in the educational sphere. In the first article which Gandhiji wrote in 'Harijan', he enunciated four principles—that education should be self-sufficient, that education should be imparted through the mother tongue, that Hindustani should be compulsory for all and that education should be through work. During the last two decades we have drifted very far from the basic idea of Basic education. Gandhiji was a great prophet and a great social thinker. He put an ideal before us—the ideal of Basic education. When we put ideals into practice, we cannot always reach perfection. The idea underlying Basic education was sound and has been accepted not only in this country but all over the world. These of us who are sceptical about Basic education would remind themselves of the changes that have been introduced by the Soviet Union in their educational system. They have greatly emphasised the importance of manual work. Mr Khrushchev in his recent statement which he submitted to the Congress of the Communist Party said that after the completion of the compulsory education course for 7 years, the students must be required to work in factories and farms so that they may be able to get real experience of work and also discover their potentialities. The idea which was given by Gandhiji to educate children through work is a sound one. We have been imperfect, we may not have been able to carry out that idea but I have no doubt in my mind that the social philosophy underlying education through work is a sound one, and it fits in with the type of society which we want to build up in this country.

We have had experience of 20 years now in the field of Basic education. It is time that we took stock of that experience. We have made many mistakes. We have also had some useful experiences in this field and at the present moment when we are thinking of making education free and compulsory—it is time that we did some fresh thinking about Basic education.

One of the greatest mistakes made by us was that we carried out this experiment in some parts of rural areas and left the whole educational system intact in urban areas without introducing any changes there. In some of the States the fight between traditional education and Basic education is still going on and sometimes one is oppressed by the feeling that traditional education is so deeply rooted that it may not be an easy task to replace it by the new education—*Nai Talim*. We have had experience in Bihar where this experiment was carried out on a large scale and we find that the students going out of the Basic schools are still finding it difficult to get admission in the universities. The Basic schools were started by the Government and still the students coming out of these schools find difficulty in securing admission to the universities. This is certainly not a very happy state of affairs. Therefore, I think we should reassess the whole situation and whatever programme we take up, we should cover the whole country, the whole school population and not any particular section of it.

One of the suggestions which is being placed before this conference is that we should take up a minimum programme of Basic education for the whole country and not for any one particular section of society. The question, I think, we have to decide is to what extent we are prepared to go in this direction. I would like you to consider at this Seminar what the minimum programme that you would like to undertake for the whole country is so that gradually we could move towards that ideal. While you are drawing up the minimum programme, I would like you to take into account two important factors—(i) the paucity of suitably trained personnel and (ii) the limitation of financial resources.

Basic education with its technique of correlation may be an ideal scheme of education but we have to think of millions of our teachers who are neither suitably trained nor adequately paid. In spite of our best efforts, there are many States where the teachers are not getting even Rs. 40 p.m. as salary. Under these conditions the teachers continue to remain frustrated and discontented. The majority of teachers are those who are in the profession not by choice but by force of circumstances. If that be the state of affairs, no scheme of education which requires a great deal of initiative, imagination, and resourcefulness on the part of the teachers can function effectively. The most ideal schemes will fail in the hands of incompetent, ill-equipped and discontented teachers. The scheme of teaching through correlation may be an ideal scheme as far as educational theory is concerned. But we cannot achieve any good results if the scheme is to be worked out by teachers whose educational qualifications are very low, and whose mental calibre is not very high. I am not pessimistic about our future but I would like to approach this problem in a realistic manner.

Secondly, you should also take into account the financial resources. It has been found—although statistics are not very reliable—that Basic schools are more expensive than ordinary schools. But that was not envisaged. In fact, Gandhiji in the beginning had said that Basic education must pay its way through production. Production has not been taken up seriously by anybody and though we

pay lip sympathy to Basic education, we have never been serious about its productive aspect. In some States where Basic education has been tried on a mass scale, it has been found that there has been a great deal of wastage on crafts. We have therefore to consider whether in the present circumstances, when we are undertaking big programmes of educational expansion, we can afford to waste all this material. Financial resources are limited and whatever resources we have should be utilised for educational improvement and for educational expansion. The methodology and techniques of education which we evolve and experiment in Training Colleges may be excellent, but we all know by experience that when a teacher goes out of a Training College, he is not able to apply all these practices and techniques in the school; and when the teachers are so ill-equipped, the application of these techniques becomes all the more difficult. In many of the schools, you will find that the system of Basic education becomes a mechanical routine. Neither the students nor the teachers understand the full significance of what they are doing and they go on repeating those activities mechanically. I think the time has come when we must get out of this confusion. We had appointed an Assessment Committee which also had suggested that it was better to have a minimum programme for the whole country rather than having an ideal scheme of education and not applying it in practice. If you want to infuse new spirit among teachers, new life in our educational system, let us have a minimum programme and let us work it out in full. It is in that spirit that I would like you to consider this programme of orientation.

Another thing that I would like to suggest to you at this moment is that an educational system in a democratic country cannot be imposed by the Government. Government is one of the agencies. You must carry the people—the whole community with you. People, who pay lip sympathy to Basic education, would like to send their children to institutions where they can get better education in English because they realise that it has a certain economic value, and it will bring better prospects to their children. They naturally want to make sure that their children have a safe future. Therefore, we must convince the parents that the programme that we are undertaking is a sound one, that it will not only build up the character of young men, who go out of these schools, but it will also bring them better material prospects.

Every State must find out for itself the minimum programme of Basic education which will be acceptable to all the people and not to a small isolated group. A meeting is shortly going to be held at Pathankot under the presidentship of Acharya Vinoba Bhave where some serious thinking is going to be done about the future of Basic education. There must be greater collaboration and cooperation between the community and Government as far as education is concerned. You cannot work at cross purposes. If the community does not want a particular type of education, you cannot impose it upon them. In the past we have made mistakes. Let us learn by our mistakes and let us infuse new spirit in the whole system of education. It is in that spirit that I would like you to consider all



the issues. It is better to take a few things and take the community with you rather than impose the most ideal system of education in which people have no faith.

In the past, Gandhiji visualised Basic education as a dynamic system of education. He was continuously trying to link up the educational system with the life of the community as an instrument for the reconstruction of the social order. Gandhiji wanted to use Basic education as a spearhead of social revolution and an instrument of social reconstruction.

We cannot have a dead uniformity all over the country. Here in Uttar Pradesh an experiment was tried. There is an experiment being tried in Kerala and there is another experiment being tried in Bihar. We should allow a little elasticity in the field of education. I cannot conceive of an educational system in a big country like ours on the basis of dead uniformity. If you allow some initiative and freedom to teachers, there will be differences not only between State and State but also between one school and another in the same State. How can you expect teachers with imagination and understanding to follow the same programme? Originality means difference and an educational system which emphasises a dead uniformity will kill itself and also smother the initiative and originality of the school children. Those who insist on absolute uniformity are causing great harm to the Basic system.

The government and the public, teachers and parents—all—should accept a minimum programme for the whole country. I should be satisfied if you take up a few things. Take for example, the question of personal hygiene or health of the children. Can there be any dispute about this matter? Everyone agrees that the child should be healthy, that the surroundings should be clean, and that the child should develop a sense of cleanliness. These are elementary principles of education about which there can be no dispute. Can there be any dispute regarding the provision of recreational and cultural activities? Can there be any doubt with regard to the provision for some kind of activity for children so that they may be able to do something with their own hands? I think these things should be acceptable to all and I would like you to introduce them in every school in India so that we know that this is the minimum programme for the whole country. I must also tell you that apparently this looks an easy task but in practice it will be a very hard task. It is a task of great magnitude. You will have to educate the community. You will have to train your teachers. You will have to make them realise the significance and importance of this task and if you can realise this minimum programme within 2-3 or 4 years, I would be quite satisfied with that. We must not forget the lesson we have learnt from past experience that whatever we do we should do for the whole country—rural and urban—and not for any one section of society. I think you will have an opportunity to discuss these matters. I do not want to take much of your time. If you can come to an agreement so far as this orientation programme is concerned, I think we shall have taken one step forward in our realisation of the educational goal of the country.

## APPENDIX C

### VALEDICTORY ADDRESS BY SHRI K. G. SAIYIDAIN, SECRETARY, UNION MINISTRY OF EDUCATION.

(read in absentia by Dr. P. D. Shukla, Deputy Educational Adviser, Union Ministry of Education).

I regret that, on account of other urgent preoccupations, it was not possible for me to be present at this Seminar from the beginning. But you have been working under very good auspices and I have no doubt your discussions and deliberations must have clarified many of the issues under consideration. In view of this and the full briefing documents placed at your disposal, it is not necessary for me to recapitulate the ground that has been covered. Economy in words and economy of time are at least as important as economy in the matter of money!

I will start my brief observations with the assumption that you are in full agreement with the basic idea underlying this seminar—namely, that there is need to give a new orientation to our schools so that they make a healthy impact on the growth and development of our children into active, happy, socially useful and well adjusted individuals. We have designated this process as “orienting the schools towards the basic pattern”. I might elucidate that we are using the term *Basic* in this context as an umbrella under which we can bring together a number of useful ideas and suggestions which, we believe, will help to improve the total educational usefulness of our schools. Basic education has some special features about which there has been a certain measure of controversy and difference of opinion e.g., how far is correlation, as envisaged, feasible; to what extent can craft become productive in the economic sense? But there are other features of a Basic school, which are indistinguishable from those of any good school and the movement that we wish to launch on an ambitious, nation-wide scale, from the platform of this seminar is really a movement for making all our Primary schools better schools. Better in the sense in which this concept has been defined in Appendix A of your “Working papers”. Within the limitations of the age group, with which we are concerned at this stage, the school curriculum should enable the children to understand the broad features of their social and natural environment and become properly adjusted to it; it should make them, more specially, aware of the pattern and problems of the village life around them; it should create in them a sensitiveness to the problem of health in its individual as well as social setting; it should give them some elementary insight into, and appreciation of, our cultural heritage. It should, of course, give them a reasonable mastery of the three R's as tools of learning and interest in Reading as an avenue of enjoyment and acquisition of further knowledge. Above all, it should, gently but irresistibly, inculcate in them a sense of membership in the community and a desire to participate in its productive work as a social and individual duty.

When we define the function of the school in these terms, the usual reaction is two-fold. The objectives, we are told, are unexceptionable but they cannot be achieved in the type of schools that we have or by the kind of teachers that work in them. I realize the strength as well as the limitations of this reply. I am convinced that this scheme will not be a success unless we can analyse and break up these objectives into concrete and manageable activities and programmes which can be achieved, to a reasonable degree, within the limitations in which we work. In our schemes of reform in the past, there have been two weaknesses which have consistently vitiated our efforts—one organizational and the other professional. The organizational weakness consists in our failure to visualize the gigantic problems of Indian education as an accumulation of lakhs of small individual problems, each one of which must, in a sense, be tackled separately by persons who have been carefully prepared for the task. We have about 3 lakhs of Primary schools in the country, and when we think of all of them in one breath, the problem of reforming them looks like a mountain which even faith cannot move. In fact, we need to realize vividly that each school is an individual entity and an integral part of an individual community. Many of its problems will be solved or at least their solution will be facilitated if both the school and the community realized and recognized this intimate, mutual relationship. The improvement of any school, in the ultimate analysis, means a persistent and intelligent effort by its two or three teachers, in cooperation with parents and supervisory officers, to tackle its day-to-day problems in its special context. It is for the educational planners and educational administrators to envisage them as part of a bigger whole but, to each one of our lakhs of teachers, the problem presents itself in the form of so many *specific* jobs of work that have to be done—the school area must be cleaned up so that it becomes a healthy and pleasant educative environment; children should come to it punctually and regularly; they should be engaged in small acts of social service; mid-day meals should be arranged for them; the school building should be beautified with children's effort and so on. If the problem is broken up into these small and concrete steps, it will lose its discouraging magnitude and the emphasis will shift from vague and comprehensive plans to the purposeful training of individual teachers to tackle these problems.

This is what I have called the administrative weakness. The professional weakness is that, in implementing our schemes, sufficient thought and attention are not given to adjusting means to ends. We may formulate the various objectives to be achieved, the qualities to be fostered, the skills to be acquired by the children. But we do not analyse, in sufficient detail, the various measures that must be adopted to translate the general aims into particular achievements. In the training institutions, teachers do not get this training and experience and, when they go and teach in schools, they are so caught up in the routine that they are unable to attend to what is the essence of the educative process as distinguished from the mechanics of it. They are concerned more with the completion, anyhow, of certain prescribed courses than with the impact of what they are teaching or what the boys are learning on their personality

and attitudes, i.e., the relation of the day-to-day work of the school to the end-products in view. This position could have been retrieved, to some extent, if later the teachers were continuously fed by stimulating educational literature and the supervisory officers could provide the right kind of detailed guidance for them. Most of you, however, know the existing position better than I—how our average village teacher is living not only in intellectual isolation but in conditions which positively *discourage* intellectual growth. I have been pleading for many years that all Departments of Education should have a well organized section which will produce educational literature, specially addressed to the needs of the teachers, and make it available to them so as to keep their professional interest alive and their knowledge up-to-date. There is some progress in this direction but a really imaginative approach has not so far been made. It is equally necessary to reorient our inspecting officers so that they will not content themselves with making the usual kind of formal criticisms but offer constructive suggestions to improve the day-to-day working of the schools and, wherever possible, demonstrate how to work out projects which will lead to the desired results. Unless there is this type of continuous linkage between theory and practice and fruitful educational ideas are intelligently and effectively translated into programmes and activities and modified from time to time in the light of experience, the schools will continue to mark time in the region of the *status quo*.

This programme is a bold bid to bring about planned changes in our schools. Some of these changes, as you must have noticed, are *small* changes but I am being increasingly driven to the conclusion that small, beneficial changes are not only more feasible but eventually more useful and paying than large changes, which remain inoperative and only embellish Reports and Addresses. Some of my friends present here may recall that, in my monthly D.O. letters to Education Secretaries and Directors of Education, I have sometimes stressed the importance of "little things" and ventured to express the view that, if in our schools we take care of the "little things", the "bigger things" will often take care of themselves. I have seen the miracle happen more than once in my experience. I know, for example, of a school, which concentrated for several years on making *every* single child, out of about a thousand write a neat and beautiful hand and keeping the exercise books as clean and well cared for as possible. Just one small point of concentration! And, as a bye-product of this project, there was a remarkable impact on the whole atmosphere, discipline and intellectual tempo of the school. Whatever psychologists may say about transfer of training, the pride of craftsmanship which had been inculcated in one context gradually spread over many other activities in the school, and the "little" things become the prelude to much "bigger" things. It would seem that the wisdom of taking care of the penny is not confined only to the material things but has a certain degree of application in the domain of the mind also. I would, however, like to repeat the caution that these "little" things must be viewed, by the planners and the administrators, as part of the bigger whole which gives them significance and direction. It is in this sense that we should "plan as titans and execute as jewellers", remembering that, if the jewellers are not good, the titans will certainly fail! And the good

teachers should certainly function and be treated as jewellers even though we dare not claim that we are titans!

Let me share with you briefly my reasons for thinking that a programme like this must be tackled on a basis of high priority. Firstly, there is what may be described as a *negative* reason. There is so much responsible, as well as irresponsible, criticism against our existing educational system that it makes all sincere workers in this field feel awkward and uncomfortable. Recently, in a very important and responsible body, I heard a member seriously arguing that the matriculates of the present were, by and large, worse than the primary passed students of his own (lucky) generation. And the same kind of criticism is applied all along the line—from the primary school to the university. I do not fully agree with such sweeping generalizations. If they were fully true, one would fail to account for all the technical and other projects of national reconstruction which the recent generations of our educated persons have accomplished. But there is no doubt that, due to a variety of factors which are mostly outside the control of teachers, standards of teaching and discipline have become very unsatisfactory. To the extent, therefore, that there is truth in the criticism, we must take up the challenge and do all we can to improve the efficiency and educational service of our schools.

The other is a more positive reason. As you know, we are about to launch on the fateful project of providing compulsory and universal education for all children between the ages of 6—11. This is a very big and ambitious programme of educational expansion, which will eventually touch about 20 million children. Now, in this process of expansion, we have to do all that is humanly possible to ensure that certain *minimum* standards of quality are safeguarded. Quantity and quality have been competitive claimants in our economy of scarcity for many decades and there is a danger that, in this forward move towards universal education which will strain our resources to the utmost, the claims of quality may be side-tracked. Remember that democratic pressure will be all on that side and unfortunately democracy is apt to be less concerned with quality than it might be. This is a matter for anxiety, because the success of democracy eventually depends on its ability to throw up persons of intellectual quality and social sensitiveness in large numbers. And these can only, or mainly, come out of schools and colleges which must be geared to this significant responsibility. The long-range changes, which require large finances and a much higher quality of trained personnel, will naturally take time. But beginnings should be made here and now to make the schools into more vital and lively centres of education and, for this purpose, many small but necessary changes should be initiated on a national scale. Then alone will it be possible to make our programme of compulsory education a real blessing for our people.

May I say, in conclusion, that this requires an all-out effort to create a favourable climate of opinion for this movement and a drawing into cooperation of lakhs of teachers and supervisory officers who will be able to work for the concept of a school oriented towards the basic pattern, the sense in which we have used this phrase?

If we can arouse their enthusiasm as well as intelligent and willing partnership in this effort and provide the conditions necessary to keep it alive, we may be able to make a valuable contribution towards the evolving of a more sound and satisfactory pattern of national education.

I wish all success to your efforts in this direction and promise you the fullest cooperation of the Central Government and the Ministry of Education.

## APPENDIX D

### REPORT OF THE SUB-COMMITTEE ON SYLLABUS FOR THE ORIENTATION TRAINING OF TEACHERS AND INSPECTING OFFICERS

The following Sub-Committee appointed to examine the draft Syllabus met at 12 O'clock on 12th May, 1959:

1. Shri J. K. Shukla (*Convenor*).
2. Dr. R. K. Bhan.
3. Shri S. M. Ahmed.
4. Dr. D. V. Chickermane.
5. Miss S. Swer.
6. Shri Jagdish Raj.
7. Shri S. N. Nath.
8. Shri H. B. Majumdar.
9. Dr. Salamatullah.

The Committee thought that in order to make the training course really effective, the period of training should not be less than 15 days for Primary trained teachers. However, in view of the difficulties and special problems of certain States, it was also considered that a 5—7 days' course as followed in Madras could also be organized with some changes in the syllabus prescribed for the 15-day course. The Committee, however, felt that the 5—7 days' course will not be really effective in fulfilling the objectives.

The main objective of the syllabus for the training of Primary teachers for the orientation programme should be to enable them to implement the programme by understanding the theoretical and practical problems involved.

With the above objective in view, the following syllabus had been recommended:—

#### A. Syllabus for 15-day Training Course

##### 1. Introduction—

- (a) The concept and philosophy of Basic education.
- (b) The concept and philosophy of Community development.

##### 2. The purpose of the orientation programme.

##### 3. Orientation activities—

- (a) Activities leading to healthy living—including health, hygiene, sanitation, diets, etc.
- (b) Activities for the improvement of the home life.

- (c) Activities leading to a better knowledge of the environments.
  - (d) Activities leading to citizenship and social living, including cooperation, panchayat and various other civic organizations.
  - (e) Purposive activities connected with simple crafts, e.g., agriculture, kitchen gardening, animal husbandry and cottage industries.
  - (f) Recreational and cultural activities.
  - (g) Social service activities linking the school with home and the community.
  - (h) Demonstration of selected projects—e.g., kitchen gardening, organization of an educational excursion, preparation of a compost pit, project on a cotton craft. (The trainee should work out a project, plan and execute it in a scientific manner.)
4. Adaptation of the school syllabus in order to accommodate the orientation activities; approach and distribution of time.
5. Minimum teaching equipment, appliances and the school library.
6. The programme of community development and the teachers' role; development of the school as a community centre—
- (a) Activities of social education including the library and the reading room.
  - (b) Cooperation.
  - (c) Panchayat.
7. Method of securing public cooperation in promoting the orientation programme.
8. Evaluation and follow-up of the orientation programme.

#### B. *Suggested Syllabus for a 7-day Course*

1. Introduction—
  - (a) The concept and philosophy of Basic education.
  - (b) The concept and philosophy of community development.
2. The purpose of the orientation programme.
3. Orientation activities—
  - (a) Activities leading to healthy living—including health, hygiene, sanitation, diets, etc.
  - (b) Activities leading to a better knowledge of the environments.
  - (c) Activities leading to citizenship and social living, including cooperation, panchayat and various other civic organizations.
  - (d) Recreational and cultural activities.



(e) Social service activities linking the school with home and the community;

(f) The trainee should work out a project, plan and execute it in a scientific manner.

4. Adaptation of the school syllabus in order to accommodate the orientation activities; approach and distribution of time.

5. Minimum teaching equipment, appliances and the school library.

6. Method of securing public cooperation in promoting the orientation programme.

7. Evaluation and follow-up of the orientation programme.

## APPENDIX E

### List of Participants

#### GOVERNMENT OF INDIA

##### *Ministry of Education*

- Dr. K. L. Shrimali,  
Union Minister of Education.
- Dr. P. D. Shukla,  
Deputy Educational Adviser.
- Shri P. C. Sharma,  
Assistant Educational Adviser.
- Shri J. K. Shukla,  
Director,  
National Institute of Basic Education.

##### *Ministry of Community Development and Co-operation*

- Dr. R. K. Bhan,  
Adviser (Education).

#### STATE GOVERNMENTS/ADMINISTRATIONS

##### *Andhra Pradesh*

- Shri A. Phanendrudu,  
Deputy Director of Public Instruction (Finance),  
Hyderabad (Deccan).

##### *Assam*

- Shri S. C. Rajkhowa,  
Additional Director of Public Instruction,  
Shillong.

##### *Bihar*

- Shri Krishna Kant Singh,  
Deputy Minister for Education,  
Patna.
- Shri S. M. Ahmed,  
Additional Director of Public Instruction,  
Patna.
- Shri B. A. P. Sinha,  
Deputy Director of Education (Basic),  
Patna.
- Shri V. Pande,  
Deputy Director of Education (Primary),  
Patna.

##### *Bombay*

- Dr. D. V. Chickermane,  
Deputy Director of Education,  
Poona.

*Kerala*

Shri T. Paul Verghese,  
Additional Director of Public Instruction,  
*Trivandrum.*

*Madyha Pradesh*

Shri S. P. Varma,  
Director of Public Instruction,  
*Bhopal.*

Shri A. N. K. Adalti,  
Principal,  
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Shri S. Nath,  
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Shri I. M. Verma,  
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Shri Jagdish Raj,  
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*Rajasthan*

Shri Bal Govind Tiwari,  
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*Bikaner.*

Shri T. N. Chaturvedi, I.A.S.,  
P.S. to Chief Minister, Rajasthan,  
*Jaipur.*

Shri Kishan Chand,  
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Shri L. N. Suklani,  
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Shri C. N. Chak,  
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Shri Balwant Singh Sial,  
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Shri C. M. Bhatia,  
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Shri L. P. Singh,  
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Shri Maya Shankar Lall,  
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*Delhi*

Shri B. D. Bhatt,  
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Shri Ibotombi Singh,  
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## NON-OFFICIALS (BY SPECIAL INVITATION)

Shri G. Ramchandran,  
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