

An Experiment in Teaching  
In Single-Teacher Schools  
In Rural Areas



NATIONAL COUNCIL OF EDUCATIONAL  
RESEARCH AND TRAINING

*An Experiment in Teaching  
In Single-Teacher Schools  
In Rural Areas*

*Studies and Researches in Rural Education*

**An Experiment in Teaching  
In Single-Teacher Schools  
In Rural Areas**

**D. V. CHICKERMANE**



**NATIONAL COUNCIL OF EDUCATIONAL  
RESEARCH AND TRAINING**

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## *Preface*

In rural education the problem of single-teacher schools assumes much importance in view of the large number of single-teacher schools spread over in small villages. A single-teacher school has to face some special problems which multi-teacher schools never encounter, and in view of this some special techniques of work and organisation have to be developed for single-teacher schools. The G.K. Institute of Rural Education undertook to experiment with a plan of work in this respect in 1962-1963 in the single-teacher school attached to it at Gargoti. The same plan was further tried out in twenty single-teacher schools round about Gargoti in 1965-66. This book gives an account of the results of the implementation of the plan in the twenty single-teacher schools.

Both these experiments, the first one on the single-teacher school at Gargoti, and the second on the twenty single-teacher schools in the Gargoti area were financed by the N.C.E.R.T. The G.K. Institute is deeply grateful to the N.C.E.R.T. for the liberal financial assistance given for implementing these projects. The Institute is also grateful to the educational authority of the Kolhapur District which readily agreed to place the twenty single-teacher schools, where the experiment was tried out, under the academic control of the G.K. Institute. This experiment could not have been conducted but for the willing cooperation of the Zilla Parishad of Kolhapur District, the inspecting officers of the Zilla Parishad and the twenty teachers in the single-teacher schools who wholeheartedly carried out the details of the scheme under the guidance of the G.K. Institute. I am personally deeply grateful to Shri M.G. Mali, the Coordinator of the Extension Services, who made a special study of the techniques of this plan and gave valuable assistance in implementing it in twenty schools in the extension area. I am also deeply grateful to Shrimati L.B. Save and Shrimati S.B. Odeyar, who rendered valuable assistance in implementing the scheme, analysing the data and preparing the final report.

Gargoti,  
28 August, 1966

D.V. Chickermane

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