



Report of Committee appointed by
Government to enquire into anomalies
in the Pay and Allowances of Primary
School Teachers

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**Report of Committee appointed by Government to enquire
into anomalies in the Pay and Allowances of
Primary School Teachers.**

CHAPTER I.

APPOINTMENT OF THE COMMITTEE AND TERMS OF REFERENCE.

I. *Appointment of the Committee and Terms of Reference.*—Government appointed a Committee by Government Resolution, Educational Department, No. S. 72 of 11th March 1939, consisting of an official, and a non-official commanding the confidence of the teachers, to enquire into the anomalies in the pay of the teachers and the hardships caused to the teachers as a result of the stoppage of the Head Masters' and First Assistants' allowances paid to Primary teachers. Government further defined the scope of the enquiry in a Press Note (No. P. 88) of 13th March 1939, in which it was made clear that, while Government were not prepared to allow the restoration of these allowances, they were anxious to put right, so far as possible, the reasonable grievance of the teacher, and that the Committee should enquire into the position now established in respect of the pay and allowances of primary teachers, with a view to advising Government as to the best method of removing anomalies and hardships without putting an undue strain on Government resources.

Work of the Committee.—We met practically from day to day from 18th March. Our main efforts were first directed to preparing a scheme to ascertain the actual position in regard to pay and allowances under various Local Authorities. For this purpose detailed forms of statements were drawn up and the information required called for from each Local Authority. A consolidated statement of the information collected is appended to the report. Most of our recommendations are based on figures supplied to us. In the course of our enquiry we interviewed 18 Local Authorities and representatives of various teachers' associations. Some private individuals interested in teachers were also interviewed. Amongst the teachers' associations the most representative were the Bombay Presidency Primary Teachers' Association, the Gujarat Primary Teachers' Association, and the Teachers' Associations of Belgaum and Dharwar. Our main object in interviewing the School Boards was to ascertain their point of view on the abolition of the Head Masters' and First Assistants' allowances and on the financial implications of their suggestions. The viewpoints expressed to us have been mentioned in the body of the report. In the course of the enquiry a number of teachers also placed their individual and personal grievance with which the enquiry was not directly concerned. Some grievances of a general nature, although they did not fall directly within the scope of the enquiry, we have mentioned as we think they are of sufficient importance to deserve consideration.

The suggestions made by Teachers' Associations centre round enhanced scales of pay, their contention being that the amount proposed to be saved by the discontinuance of the allowances should be utilised for raising the maxima of the existing scales of pay. We have examined in detail the scales suggested by the teachers and others, and in the recommendations we have made we have taken into consideration the present financial position, the teachers' aspirations, and the educational requirements of the Province.

We should like, in this connection, to express our thanks to the Chairmen of various School Boards for the suggestions and views put forward by them and for the facilities given to us for our meetings. We are also grateful to the representatives of teachers and Teachers' Associations for placing their views before us and for so patiently discussing the financial implications of their suggestions.

CHAPTER II.

A BRIEF HISTORY OF PAY SCALES AND ALLOWANCES.

II. *A brief History of Pay Scales and Allowances.*—It has been urged by all Primary Teachers' Associations that in spite of the appointment of various committees their interests have received scant attention and that since 1882 there has been no material improvement in their pay and prospects. In 1882, they mention, the maximum salary a teacher could get was Rs. 60, and even now the maximum is very much the same, while with the abolition of the allowances, the disappearance of the Third Year Certificate, and the adoption of the More Committee scale of pay, the maximum would be reduced to Rs. 50. We have gone through the representations very carefully and there seems to be so much misunderstanding about the pay scales sanctioned since 1882 that we think it worthwhile giving a brief history of the question.

The position in 1882 is given clearly in the Hunter Committee's Report as under :—

“ Fifty-nine per cent. of the teachers receive a salary not exceeding Rs. 10 a month. All who are permanently engaged on a salary exceeding Rs. 10 are entitled to pension payable from Local Fund Revenues. Those masters moreover who have been instructed in Normal Schools receive, in addition to the minimum pay named in their College Certificates, an allowance calculated on the results of the annual examination of their schools and the average attendance of their pupils during the year.”

Trained teachers were eligible for the minimum salary mentioned in their certificates—

First year trained	.. Rs. 8 per mensem.
Second year trained	.. „ 11 „
Third year trained	.. „ 15 „

but were eligible for appointment to schools with the following rates of fixed pay—

First year (Men) ..	.. Rs. 9 per mensem.
Second year, 2nd class	.. „ 12 „
Do. 1st class	.. „ 15 „
Third year, 2nd class	.. „ 20 „
Do. 1st class	.. „ 25 „

A certificate did not enable a holder to claim immediately the pay of his grade but merely qualified him for appointment when it fell vacant. The capitation and proficiency allowances were drawn only by Head Masters. Trained teachers employed as assistants were not entitled

to any allowances. The three items of fixed pay, capitation and proficiency allowances together which made up the salary of the teacher had definite maximum limits—

		Rs.
<i>First year trained teacher</i>	.. 1—10 years' service	12
	10—20 „ „	15
	Over 20 „ „	20
<i>Second year trained teacher</i>	.. 1—10 „ „	20
	10—20 „ „	30
	Over 20 „ „	40
<i>Third year trained teacher</i>	.. 1—10 „ „	40
	10—20 „ „	50
	Over 20 „ „	60

The highest monthly pay drawn by a Head Master rarely exceeded Rs. 60 a month. Untrained assistant teachers received Rs. 4 to Rs. 8 per mensem and as mentioned before only teachers on more than Rs. 10 qualified for pension.

The actual position in 1882 in this Province was as under :—

Total No. of teachers.	On Rs. 4 to 5.	Between Rs. 5. and 10.	Between Rs. 10. and 15.	Between Rs. 15. and 25.	Between Rs. 25. and 45.	Between Rs. 45. and 55.	Between Rs. 55. and above.
9,314	2,620	2,900	2,400	1,009	343	30	12
	28·13	31·14	25·78	10·83	3·67	·32	·13

The average salary of a teacher was anything between 8 to 9 rupees a month. Of the nine thousand odd teachers only 4 per cent. were in receipt of more than Rs. 25.

The combined system of fixed pay and payment by results and on average attendance, worked fairly well then. It enabled the trained master of a large school to almost double the minimum pay of his rank, but it had a certain drawback in the uneven character of the village schools the attendance in which varied considerably for causes (famine and epidemics) over which the master had no control. Apart from the uncertainty of income and disorganisation of finances, the system ignored the work done by teachers for the dull and backward boys, and it led to boys being trained for passing examinations by cramming. With the increase in the number of schools and pupils, the disadvantages of the system of payment by results outweighed the advantages, and the system was abandoned as the result of the Conference of 1901 held in Simla. By 1903 a system of fixed grades was introduced for teachers but before the combined system was abandoned during the period 1897-1902 according to the Quinquennial Report of the Department the average pay was Rs. 19 of a trained Head Master, Rs. 10 of an untrained Head Master, and Rs. 7 per mensem of an Assistant Master.

After the introduction of definite grades of pay, based roughly on the size and importance of schools, during the period 1902-1907 the average pay of a trained teacher was Rs. 19 and the average pay of an untrained teacher Rs. 7-8-0. Twenty-five per cent. of the teachers in the Province drew only Rs. 7. Although the maximum salary was Rs. 60, in the Southern Division, the Director reported, there was only one man who drew this maximum salary.

The grades in 1910 ranged from the minimum pay of Rs. 11 to the maximum of Rs. 60 with a number of intermediate grades. The grades of assistants ranged from Rs. 9 to Rs. 25. The grades were fixed once for all and were not altered unless the status of the school was changed materially. The upper limits of the salary obtainable by men teachers were—

			Rs.
<i>First year</i>	..	.. 1-10 years' service	15
		10-20 " "	20
		Over 20 " "	25
<i>Second year</i>	..	.. 1-10 " "	20
		10-20 " "	30
		Over 20 " "	40
<i>Third year</i>	..	.. 1-10 " "	40
		10-20 " "	50
		Over 20 " "	60

These limits could not be claimed as a right.

Untrained assistant teachers received Rs. 9 or after five years secured Rs. 10 and untrained Head Masters Rs. 11 as minimum pay. The actual pay given to a teacher was determined by the pay of the post, the pay being fixed from time to time on the basis of the size and importance of the school, but revision of the pay of a post only took place if funds permitted. Though certain prospects of promotion were held out, the actual income depended entirely on the revision of the pay of the post held or on a vacancy in a higher grade.

Between 1903 and 1915 efforts were concentrated on raising the minimum pay of untrained assistants and untrained Head Masters and giving trained teachers their 'Code' pay. Code pay meant the initial pay laid down for trained teachers in the Training College Code and the prospects of promotion held out in the Code for primary teachers.

In 1917 the untrained assistants received only Rs. 9, and the average pay of a trained teacher was Rs. 19. Even the initial salary as represented by the face value of the training certificates was not paid to a number of trained teachers and the upper limits of pay indicated in the Code still remained unattained in the case of a very large majority.

Moreover, as the scales did not indicate explicitly the particular year of service in which the different classes of trained teachers became eligible for specified rates of pay, no uniform practice was followed in different Divisions. With a view to adopting a uniform system, and to giving the Code pay to all *trained* teachers, pending the revision of the scales of pay, a special grant of Rs. 3 lakhs was made in 1918.

In 1919 incremental scales were introduced for the first time for trained teachers. The pay of untrained assistant teachers was raised to Rs. 12 from Rs. 10 and the pay of an untrained Head Master to Rs. 15 from Rs. 12. On the top of the scales of pay, temporary and provisional war allowances were sanctioned on a complicated scale.

In order to stabilise the position and with a view to incorporating the temporary and provisional allowances in pay, a Committee of the Legislative Council was appointed in October 1920 to advise Government on the revision of the salaries of primary school teachers. The Committee on consideration of the position felt that on account of the financial implications they were unable to recommend any revision but suggested relief by increasing the minimum pay of—

Unqualified assistants	..	..	to Rs. 20
Qualified but untrained assistants	..	..	„ 23
Unqualified Head Masters	..	..	„ 23
Qualified but untrained Head Masters	..	..	„ 25
First Year trained teachers	..	..	„ 25

Two members of the Committee, the Honourable Mr. Sathe and the Honourable Mr. Paranjpye, however, strongly recommended the adoption of the following scales :—

Unpassed	..	..	Rs. 20.
Untrained but qualified assistants	..	„	25—1/2—30
Untrained and passed Head Masters	..	„	30—1/2—35
First year trained teachers	..	„	30—1—50—55 Selection Grades 10 per cent.
Second year trained teachers	..	„	35—3/2—65—75 Do.
Third year trained teachers	..	„	40—2—80—100 Do.

Government, on financial grounds, were unable to accept the scales suggested, but sanctioned the minima of the scales for various classes of teachers. The question was, however, further considered and in 1924 Government sanctioned the '560 scales' from June 1923 for teachers appointed prior to 30th June 1923. The temporary and provisional allowances were discontinued but for Head Masters a special pensionable allowance was sanctioned based on the size of the school.

Another Committee was appointed in March 1924 to reconsider the question as the agitation for the adoption of the Sathe-Paranjpye scales continued. The Committee estimated the cost of the Sathe-Paranjpye

scale at an additional sum of Rs. 20 lakhs. The provincial expenditure on primary education, owing to the introduction of incremental scales of salary and the increase in the percentage of trained teachers, had increased from Rs. 33 to Rs. 98 lakhs between 1917 and 1922, and the Committee were unable to suggest a further revision of the scales of pay but recommended an increase in the allowances to Head Masters. This increase was recommended by the Committee as they felt that the existing maxima were too low for the more efficient teachers, and they further recommended that the allowances should be treated as special pay and taken into account for leave and pension.

Owing to the enormous increase in expenditure on primary education between 1917 and 1922, it was felt that the scales of pay sanctioned for teachers appointed before 1923 were not suitable and would come definitely in the way of further expansion of primary education. In order to keep the expenditure within certain limits the output of third year trained teachers was stopped, training generally restricted, and provision was made in the Primary Education Act to enable the Local Authorities to give their own scales of pay for new entrants. For the guidance of the Local Authorities, Government sanctioned what are known as the S-72 scales, with Head Masters' and First Assistants' allowances for teachers appointed after 1923. These scales corresponded to the 560 scales except that the minima were lower by Rs. 5 in the case of each class of teacher. A teacher under the S-72 scale had to put in five to ten years of service before he could reach the minimum of the 560 scale, but he had accelerated promotion in the latter part of his service to reach the maximum in the same period of time. These S-72 scales were adopted by practically all Local Authorities.

In 1935 revised reduced scales were suggested for new entrants in which the S-72 scales were reduced a step lower. The idea underlying the revision was to increase the trained element without increasing the cost of primary education.

In regard to allowances, Government in 1930 gave the option of discontinuing the payment of Head Masters' and First Assistants' allowances, and of the 38 Local Authorities, 14 Local Authorities took advantage of the option and discontinued them as a permanent measure. Between 1932-1938 as the result of the cut in Government grant a number of Local Authorities retrenched these allowances partially or wholly as a temporary measure of retrenchment, and in October 1938 Government ordered the amounts spent on allowances after 1st March, 1939, not to be admitted for purposes of grant which amounted to an order for the discontinuance of the allowances as a permanent measure. The orders of 1938 have led to the reduction not only in the emoluments of the teachers but also affected the pension prospects of the teachers in receipt of these allowances.

It will be seen from the statement given below that there has been an increase in the average pay of the teacher up to 1922 and a slight decrease thereafter :—

Year.			Average pay.	Number of teachers.
1907	..	..	11·0	12,049
1911	..	..	13·4	14,159
1917	..	..	14·8	17,967
1922	..	..	<u>*33·0</u>	20,353
1927	..	..	32·4	24,109
1931	..	..	32·5	25,708
1932	..	..	31·6	25,745
1937	..	..	31·0	26,915
1938	..	..	31·1	27,546

Right from 1882 the Head Masters, on account of additional responsibility, were paid more than the Assistants and following that practice in 1923 when definite Head Masters' and First Assistants' allowances were fixed, it was ordered that these allowances should be regarded as special pay for purposes of leave and pension.

*This sudden increase in average pay was the result of the introduction of incremental scales of pay. Provincial expenditure on Primary Education rose from Rs. 33 lakhs in 1917 to Rs. 98 lakhs in 1922.

CHAPTER III.

PRESENT POSITION.

III. *Present Position.*—The present position regarding the pay and allowances is given in the various statements attached to this report. Excluding the teachers of the Bombay Municipality, there are roughly 27,500 District Local Board and Municipal teachers, and of these 25,800 teachers are working under Local Authorities which had adopted scales of pay with Head Masters' allowances. Of the existing 38 Local Authorities, 36 had adopted the sanctioned scales of pay with allowances, and in the case of the remaining two Local Authorities special scales of pay were adopted.

There are three distinct scales in force at present. The 560 scales for teachers appointed before 1923, the 872 scales for teachers appointed after 1923, and for those who improved their qualifications after 1923, and the 1935 provisional scales for teachers appointed after 1935.

The average pay at present is Rs. 31·1 per mensem and the annual pay-bill for 27,500 teachers is estimated at Rs. 100 lakhs.

In regard to allowances 14 Local Authorities, of whom 10 are Municipal Local Authorities, have discontinued the allowances as a permanent measure, and 23 Local Authorities have retrenched the allowances—10 partially and 13 wholly. Of the 25,800 teachers working under Local Authorities that had adopted allowances, 20,000 are working under Local Authorities that have not discontinued the allowances permanently, i.e. nearly 4/5th of the teachers are affected by the orders of 1938. Of the 25,800 teachers, 9,800, i.e., 38 per cent. were appointed to posts carrying allowances and of the Rs. 8·7 lakhs of allowances payable, Rs. 3 lakhs is paid, Rs. 3·8 lakhs retrenched, and Rs. 1·9 lakhs has been discontinued permanently. The analysis of the allowances received by teachers shows that over 68 per cent. of those receiving allowances, receive only Rs. 5, and that only 10 per cent. are in receipt of Rs. 15 or more as under :—

Number.		Percentage.	Amount.
			Rs.
6,700	or	68·7	5
2,100	,,	21·6	10
550	,,	5·6	15
400	,,	4·1	20 or Rs 25

Of the total number of allowance-earning teachers, 26 per cent. will retire within a period of 10 years, i.e., those who are drawing more than Rs. 10 now will practically disappear and among these will be those drawing over Rs. 20 as well as a large number of those drawing Rs. 15.

Of the allowance-earning teachers again—

2,300	or 20 per cent.	have put in over	25 years' service.
2,300	„ 20 per cent.	„ „ „ „	20 „ „
2,600	„ 27 per cent.	„ „ „ „	15 „ „
1,800	„ 18 per cent.	„ „ „ „	10 „ „
750	„ 7 per cent.	have put in less than	10 years' service.

This means that 75 per cent. of the teachers who draw the allowances have over 15 years' service.

CHAPTER IV.

BRIEF RÉSUMÉ OF THE EVIDENCE.

IV. *Brief Résumé of the Evidence.*—We visited important district towns selected to represent the various educational divisions of the Province, and the main Teachers' Associations of those localities were given full opportunities to interview us. We did not consider it necessary to interview every School Board, the problem being the same for most Local Authorities. At the interviews, besides the evidence on the main problem of pay and allowances we also welcomed evidence on all matters relating to hardships of teachers and difficulties of administration.

The main fact brought to our notice was the general feeling of dissatisfaction and uncertainty regarding the future. The teachers, it would appear, have lost all sense of security in regard to their salary and prospects and the widely prevailing feeling of dissatisfaction is alarming. Their main contention was that the allowances so far formed an intrinsic part of the sanctioned pay-scales, and just because they were termed "allowances", they were the first to be curtailed. During the last nine years the main brunt of the retrenchment, due to the cut in Government grant, was borne mainly by the teachers who were drawing allowances as Local Authorities were allowed to retrench only the allowances rather than impose a general cut in salary. Under certain Local Authorities they not only lost their allowances but had also to submit to a further cut in pay. In the case of one Local Authority it was pointed out to us that the allowances were discontinued in 1930 and later, when there was a cut in Government grant, these teachers who had lost their allowances were also made to submit to a further cut in salary in spite of Government orders to the contrary. It was further urged that in the case of the teachers who were in service prior to 1923 and whose pay and prospects were guaranteed under the Primary Education Act, the discontinuance of allowances amounted to a breach of faith and in support of this contention the case of untrained Head Masters particularly was pointed out. What the teachers felt most was that the discontinuance of these allowances affected not only their present emoluments but also seriously prejudiced their pension prospects. A senior third year trained teacher drawing Rs. 60 as pay and Rs. 25 as Head Masters' allowance was called upon to draw Rs. 60 only and to retire, on superannuation, on Rs. 30 when with the continuance of the allowance he could have retired on a pension of Rs. 42-8-0. Again a senior untrained teacher over the age of 40 who was not likely to be sent up for training drawing now Rs. 28 + Rs. 5, was likely to draw Rs. 28 only in the scale of Rs. 25—1-5—30 and retire on Rs. 15 instead of Rs. 17-8-0.

We append copies of representations from two associations of teachers which show how keenly the teachers feel their present position. The teachers strongly resent, and naturally, their future prospects being drastically curtailed and their pension seriously affected, but none of the teachers are in favour of these allowances being retained as allowances.

possibly as they fear that at some future date the allowances may again come in for arbitrary reduction or be awarded on the basis of considerations other than educational. They all urge for scales of pay with increased maxima and suggest the adoption of what are known as the Sathe-Paranjpye scales. They are under the impression that if the Sathe-Paranjpye scales were given to them with retrospective effect on the basis of the total service put in, they would draw as salary almost what they are drawing now inclusive of allowances. In any case they suggest that their present emoluments and future prospects should be safeguarded. They are particularly anxious that funds for further expansion are not provided at their expense. As the cut in Government grant to Local Authorities has been restored, they see no reason why the allowances should be permanently curtailed without adequate compensation for the loss in some other shape.

The School Boards also feel that these allowances as such should go. The administration and distribution of these allowances have led to difficulties and personal, political and communal considerations have played an important part in the award of the allowances. Although none of the teachers or School Boards were able to give us any idea of the extent to which these allowances were indiscriminately awarded, the general feeling was not to undertake any future responsibility regarding the award of these allowances.

The majority of School Boards are, however, in favour of giving relief to the teachers likely to suffer in salary and pension by the discontinuation of the allowances. Some Local Authorities which had discontinued these allowances have asked for the cancellation of the orders as they realised later the drastic nature of the orders. A number of Local Authorities discontinued the allowances in the hope of sanctioning revised scales of pay incorporating the allowances. Some of the School Boards in Gujarat, however, are not in favour of doing anything for the teachers as they have utilised the saving effected in opening new schools and have other schemes of expansion in view. The majority of the School Boards, we think, definitely feel that additional expenditure for expansion should not be met by a cut in teachers' salary and now that Government have restored the cut, the allowance-earning teachers, who bore the brunt of the cut in the past, should get adequate relief. They are prepared to shoulder their share of the burden if relief is granted in the shape of enhanced scales of pay. We append copies of letters from the Chairmen, District School Boards, Sholapur and Thana, which are typical of the view taken by most School Boards.

CHAPTER V.

DISCUSSION OF THE PROBLEM.

V. *Discussion of the Problem.*—It is hardly necessary to go into the question of the merits of Head Masters' allowances. After the introduction of incremental scales of pay it was repeatedly pointed out in various reports that there was slackening of effort and there was no incentive for good work and that merit remained unrewarded. The practice of giving a little more to Head Masters has been in vogue ever since 1882. The Head Masters' allowances were, therefore, introduced in 1923 with a view to recognising merit and increased responsibility. This was the fundamental idea underlying these allowances.

Government have now definitely decided to abandon the system. The teachers themselves and School Boards are also not anxious for their continuance as they feel that the personal factor involved creates unnecessary bitterness. Every teacher who fails to get the allowance always attributes motives for the action taken however justified. The teachers and School Boards, however, are anxious to get enhanced pay scales sanctioned as compensation for the loss of these allowances. The question of the scale of pay we shall discuss later.

Although we are mainly concerned with the abolition of the Head Masters' allowances, it is difficult to avoid a reference to other questions which have come in its trail. The main questions, however, we have to answer are whether the abolition of the allowances have seriously affected the prospects of teachers, whether there is any legal or moral obligation for the continuance of these allowances, and if so, what steps should be taken to put them right by offering adequate relief for the hardship and distress caused.

Head Masters' and First Assistants' allowances as such were introduced for the first time when revised incremental scales were sanctioned in 1924, but a distinction was made in the emoluments of a Head Master and assistant from the very beginning. Even in 1882 the capitation and efficiency allowances were drawn only by Head Masters and not by assistants. When these capitation and efficiency allowances were abolished and various "grades" introduced from 1900 onwards, the grades sanctioned for Head Masters and Masters were different from the grades sanctioned for Assistant Masters. The grades for Head Masters were based roughly on the size and importance of the schools and were fixed once for all and not altered unless the status of the school materially altered.

In the 1919 revision sanctioning time-scales of pay for trained teachers, a distinction was drawn between untrained qualified assistants and untrained qualified Head Masters, although no such distinction was drawn in the case of trained teachers. The 1919 revision not being considered as satisfactory, on account of the rise in the cost of living, a Committee

of the Legislative Council was appointed in 1921 to advise Government on suitable scales of pay. This Committee did not recommend any enhanced scales of pay but merely suggested relief in the shape of increased minima for various grades. The non-official members, however, suggested what is known as the Sathe-Paranjpye scales which on account of the heavy financial liability involved, Government were then not in a position to accept. As the result of the recommendations Government sanctioned revised minima, again drawing a distinction between untrained Head Masters and untrained assistants. As the teachers then were drawing the 1919 scales of pay with temporary and provisional war allowances, in order to simplify and consolidate the pay, Government ultimately in 1924 sanctioned revised scales of pay with a special scale of allowances for Head Masters. It would appear from the trend of Government Resolution No. 560 of 24th March 1924, generally adopting these scales for teachers appointed prior to June, 1923, that the allowances formed a part and parcel of the pay scales and were made deliberately pensionable. These scales were apparently a compromise, Government not being in a position to sanction the maxima of the Sathe-Paranjpye scales. The question was again reviewed by the Surve Committee and as they considered the maxima of the time-scale low for efficient teachers, they endorsed the system of allowances for Head Masters and suggested allowances for First Assistants as well. They further increased the amount of the allowances and recommended that the allowances should be treated as special pay for leave and pension. Similarly when in 1929 the S-72 scales of pay were sanctioned for those appointed after June 1923, these allowances were included and were considered a pensionable part of the emoluments. Moreover, when the Datum Line grants to various District School Boards were fixed the expenditure on account of the allowances to be paid to Head Masters and First Assistants on Datum Line posts was included under the Datum Line and the Local Authorities were practically paid a grant at full rate for these allowances on Datum Line posts. In all the grades of pay and scales of pay sanctioned from time to time a distinction appears to have always been drawn between the responsibility and work of a School Master, and an assistant. The Head Masters' and First Assistants' allowances sanctioned with the scales of 1923 and 1929 cannot but be regarded as a part and parcel of the sanctioned scales. At the same time it may be mentioned that when the scales were sanctioned it was declared that if there was a material reduction in the cost of living the scales would be liable to reduction. There has been some reduction in the cost of living since 1923 and there might be a case for a general reduction commensurate with the fall in cost, but we see no strong justification for reducing the salary only of Head Masters. Due to the loss in allowances the cut in pay ranges from 15 to 30 per cent. In a few cases the cut approximates to 33 per cent. on a salary of Rs. 35.

The sudden discontinuance of the allowance has undoubtedly caused a great deal of hardship. A teacher drawing Rs. 50 as pay and Rs. 15 as allowance who is called upon to give up his allowance of Rs. 15 and at the same time to retire on a pension of Rs. 25 instead of Rs. 27-8-0 cannot

be expected to regard the position with equanimity. Of the 27,500 teachers 4,046 are actually in receipt of the allowances, and in the case of 4,141 the allowances have been retrenched as a temporary measure but considered pensionable. The orders of 1938 therefore have directly affected the present or prospective emoluments of 8,187 teachers and have seriously affected the pension prospects of all these teachers. A number of individual cases were reported to us of serious dislocation in the family budget brought about by these orders. Some of the teachers have children in secondary schools or in colleges, the liability of giving further education to their children having been undertaken on the basis of their present emoluments. Teachers, as a rule, are anxious to give their children an education better than they themselves received and it would be a pity to take any step which might discourage this desire of the teachers for the better education of their children. Some of the best products of our University are the children of teachers.

The only solution suggested to us by teachers and School Boards is the adoption of enhanced scales of pay for all teachers, and in most cases the scales of pay suggested were the Sathe-Paranjpye scales. It is difficult for us to accept this suggestion as the cost involved would be prohibitive and retard all future expansion. Government were unable to accept these scales of pay in 1921 when there were only 20,000 teachers and it would be far more difficult to adopt these scales of pay now that the number of teachers has increased by 50 per cent. since 1921, and Government have in view the training of all teachers. With all teachers trained, even the First Year Sathe-Paranjpye scale of Rs. 30—1—50 selection grade 55, if adopted, would mean an average of Rs. 41-5-0 per teacher. The present pay average is 31-1 per teacher and it would mean an additional liability of over Rs. 30 lakhs without in any way helping the teachers immediately affected by the discontinuance of the allowances. Bringing the various First Year, Second Year and Third Year scales into operation for all teachers would put the cost up still further and make the training of all teachers almost impossible. Moreover, bringing these scales of pay into effect from 1939 would not in any way help directly the teachers who lose their Head Masters' allowances. According to the existing regulations and practice they would step into the scale on the pay, without allowances, they are drawing now and very few would have sufficient time to reach the maximum of the scale to earn the pension they would draw if they retired on their present pay and allowances. Giving retrospective effect to these scales, i.e., giving credit for the service already put in by the teachers would immediately put the cost up to an extent to make the scheme unworkable.

In considering these scales of pay it is difficult to get away from the fact that things have not altered materially since the time of the Sir Ebrahim Rahimtoola Committee appointed by Government in 1921. However much we would like to suggest a liberal scale of pay to the teachers, we do not feel justified in suggesting any action which might seriously embarrass Government financially or retard the expansion of Primary Education. The existing S-72 scales of pay, we regard as

fair on the whole and compare very favourably with the scales of pay sanctioned in neighbouring provinces and for teachers serving in well established approved schools in the Bombay Province. Whatever scale of pay is recommended we feel that it should not put up the average cost per teacher to such an extent as to make it an obstacle in the way of educational expansion. It would be a pity to adopt a scale which in a few years would have to be drastically revised again. The introduction of incremental scales of salary in 1919, particularly the minima prescribed for different classes of teachers, increased the provincial expenditure on primary education from Rs. 33 lakhs in 1917 to Rs. 98 lakhs in 1922 with the result that the training of teachers had to be drastically curtailed and scales of pay reduced for future entrants. We are anxious that whatever scale is adopted it should be a reasonable scale which will not need any revision with the expansion of primary education and which the teachers can look upon with confidence and with a full sense of security. We are unable, therefore, to find a solution in suggesting a scale for existing teachers corresponding to the Sathe-Paranjpye scale.

The immediate problem is to give adequate relief to those teachers who have lost their allowances and likely to suffer in their pension and the only satisfactory way which occurs to us to give relief to these teachers, is to permit them to draw the amount of these allowances as personal pay to be merged in future increments, if any. This, we confess, is tantamount to restoring the allowances in another form and making them personal, but the effect in the long run will be for these amounts drawn as personal pay to disappear within a period of about 10 to 15 years, as the senior teachers earning allowances will retire by that time and the junior teachers will have their allowances (personal pay) merged in the increments due to them. The cut in allowances will, therefore, not be immediate but spread over a period of ten years. Since Government are anxious that these allowances should disappear, the fairest way would be to reduce the amount received as allowances gradually in the case of those who are in receipt of the allowances and not to award any new allowances. If this suggestion is accepted the effect will be that those teachers who were actually drawing those allowances or in whose cases the allowances were retrenched would draw their present emoluments in full and in no case would the pension that they would have drawn had they retired immediately be affected.

This step safeguards, to a certain extent, those teachers who are in receipt of allowances but has the disadvantage that it makes no provision for those that might have drawn them at a later date. Most of the senior Second Year and Third Year trained teachers are in receipt of allowances and although they may not draw in future enhanced allowances, their present position is fairly well secured by our recommendation. In regard to the First Year trained teachers and qualified teachers who are not in receipt of allowances, these teachers now with the policy adopted by Government to train all teachers, will all be Second year trained teachers and get enhanced scales of pay. We shall discuss this question of the scale of pay later in greater detail.

CHAPTER VI.

DETAILS OF THE RECOMMENDATIONS.

VI. We give here details of our recommendations and what exactly the financial implications will be.

Allowances to be treated as personal pay in future.—Our main recommendation is that in the case of teachers actually in receipt of allowances or in whose case the allowances were temporarily retrenched the allowance amount should be drawn from 1st April, 1939 (pay for March) as personal pay to be merged in future increments, if any. The amount should be treated as personal pay only if the teacher drew it, or was entitled to it, for a full year prior to 1st April, 1939, or prior to the discontinuance of the allowance in 1938. All those Local Authorities which discontinued the allowances, as a result of the Government Orders of 1938, should be advised to adopt this measure. The case of the Local Authorities that discontinued the allowances as a permanent measure prior to 1938, on the basis of the orders of 1930, stand on a different footing and we shall deal with them separately.

The amounts to be treated as personal pay will necessarily be pensionable and pension contribution and Provident Fund contribution should be continued to be paid on them. Those retiring shortly or within the next few years will not be prejudicially affected.

Pension contribution.—In the case of those Local Authorities that discontinued the allowances in 1938 as a result of the orders of 1938, should, we suggest, consider the advisability of paying the allowances for the intervening period up to 1st April 1939, or of considering them as retrenched and paying at least the pension contribution for the intervening period, so that those retiring within the next three years need not be prejudicially affected in pension.

Additional liability.—The total of the allowances involved, the figures reported to us show, amounts to Rs. 8·7 lakhs of which Rs. 3·9 lakhs is being actually paid, Rs. 3·8 lakhs retrenched as a temporary measure, and Rs. 1·9 lakhs has been discontinued as a permanent measure. Government have been so far paying their share of Rs. 3·9 lakhs actually paid as well as of Rs. 3·8 lakhs retrenched. Our recommendation, therefore, throws no additional burden on Government. On the contrary the burden will gradually decrease and altogether disappear in the course of the next ten years. The Local Authorities also should find no difficulty in paying these allowances now that there is likely to be no cut in Government grant and all unsanctioned expenditure will be admitted for grant. It must also not be forgotten that the amount of the Head Masters' and First Assistants' allowances on Datum Line posts has been included under the Datum Line and Local Authorities get the full amount of grant for these allowances.

Local Authorities that discontinued the allowances under the option given to them in 1930.—In the case of Local Authorities that had discontinued the allowances definitely on financial grounds as a result of the option given by Government in 1930, we regret, we cannot make any definite recommendation although we fully realise the hardship that must have been experienced by these teachers in the last few years. Most of these Local Authorities discontinued them in 1931 almost eight years ago and it is difficult at this stage to make any recommendations in their case. We are moreover doubtful whether these Local Authorities come within the terms of our reference which refer to the hardships caused by the orders of Government of 1938. Nor do we think the case of those Local Authorities that had not introduced allowances at all come within the scope of our enquiry. In case, however, such Local Authorities want to treat their teachers on similar lines, we recommend that no objection need be raised particularly in the case of the teachers appointed prior to 1923 provided they were actually in receipt of the allowances for a full year prior to their discontinuance and provided further the increments earned since the discontinuance are merged in the amount of the allowances proposed to be treated as personal pay.

We are making the distinction between the teachers appointed prior to 1923 and those appointed after 1923 as we feel that their prospects were, to a certain extent, guaranteed under the Primary Education Act and they deserve special consideration. It must also be remembered that some of these teachers actually started life on Rs. 10 and Rs. 12 prior to the introduction of the scales of 1919, and are on the verge of retirement. Some concession might be shown to them when their salaries are again affected towards the end of their service.

The difficulty of paying pension contribution for past years, if these allowances are restored now as personal pay after their discontinuance for a number of years, was raised by some School Boards. The Accountant General, however, assures us that the question of paying pension contribution for the intervening period will not arise.

The total amount of the allowances at the time of their discontinuance was Rs. 1.9 lakhs. A number of teachers have retired and others have earned increments to cover a part of these allowances, so that the actual additional liability, if these allowances are restored as personal pay, will not be large. The liability will be further reduced if this restoration is restricted to teachers appointed prior to 1923.

Untrained Head Masters of 1923.—Of the above group of teachers the case of untrained Head Masters appointed prior to June 1923 deserves special consideration and we consider it necessary to make specific recommendations for them. These untrained Head Masters were appointed on a fixed pay of Rs. 30. When in 1924 a time-scale was introduced for them they were placed in the time-scale of Rs. 25—1/5—30 with a Head Master's allowance of Rs. 3. In 1924, therefore, they were allowed to draw Rs. 30—Rs. 25 as pay plus Rs. 3 Head Master's allowance, and Rs. 2 as personal pay, and when the allowance was increased to Rs. 5,

they were paid Rs. 25 as pay plus Rs. 5 as Head Master's allowance. When the allowances were retrenched they lost their Rs. 5, but now the question of discontinuance of the allowances is raised they are in any case entitled to Rs. 30. The case of these teachers will be covered by the recommendation made by us if these allowances are restored as personal pay. But even if the recommendation made is not accepted, we feel that these untrained Head Masters, who were in 1923 drawing Rs. 30 per mensem, should draw hereafter at least Rs. 30. These remarks apply to all such teachers including those who are serving under Local Authorities that have permanently discontinued these allowances and orders are necessary that they should at least draw the minimum that they were drawing in 1923. There are over 900 teachers all told of this type.

Allowances for Taluka Masters.—There are in all 197 Taluka schools, the Head Masters of which are called upon to do clerical and accounts work on behalf of the School Board for the disbursement of the pay of teachers in the Taluka. The pay of school teachers in the Taluka, amounting to Rs. 3,000 to Rs. 5,000, is disbursed by the Taluka Master and he has to submit the acquittance roll and the consolidated pay bill for his Taluka every month. He is held responsible not only for the amounts sent to him but also for the disbursement of the amount in time. He has, for the purpose, to furnish a security in cash for Rs. 500 to Rs. 1,000 or two sureties. The Taluka master has to pay for the stamps on the sureties furnished by him, and sometimes when he is transferred to another Taluka he has to furnish fresh sureties.

In addition to his usual duties as School master, the Taluka master is called upon to do work not directly connected with teaching or his own school, and it seems to us that not only definite additional work outside his own duties, but considerable responsibility is thrown on him. This work is of a responsible nature and takes up a good deal of his time. We recommend, therefore, that now that the Head Masters' and First Assistants' allowances will be discontinued, these Taluka masters should draw a special allowance at a flat rate of Rs. 15 per mensem. This allowance should be regarded as non-pensionable but grantable. The Taluka Master should also be reimbursed the out of pocket charges he has to incur and we suggest that the School Board should bear the charges on account of the stamp on the indemnity bond furnished by sureties.

If a Taluka master is already in receipt of a Head Master's allowance regarded as personal pay, he should not draw anything more if his personal pay exceeds Rs. 15. If the personal pay does not exceed Rs. 15 then the difference only should be drawn as a Taluka non-pensionable allowance.

We further suggest that a Taluka master should be carefully selected and once appointed should not be transferred from the school within a period of 5 years and further whatever work he has to do must be done before or after school hours, and Taluka work should not be permitted

to interfere with his ordinary duties. He may take the assistance for this work of his senior teacher (First assistant) with a view to training him and when vacancies of Taluka masters occur, care should be taken to appoint one of these senior First Assistants who has some experience of this type of work.

Other allowances.—It has been strongly represented to us by teachers and all Municipal School Boards that on account of the high cost of living in Municipal areas, some differentiation in pay in favour of teachers in the Municipal areas is necessary and a rigid uniformity of pay will not suit all Local Authorities.

Undoubtedly the teacher in urban areas is called upon to pay rent at a higher rate than teachers in rural areas. On the other hand the teachers in rural areas have to pay more for the ordinary amenities of life. In some places conditions are so difficult that they have to fetch their water for daily use from long distances or if they cannot afford the time, pay somebody else to do this work for them. Moreover they have to send their children to towns for secondary education and pay more for medical aid. Life in out of the way villages is more arduous, family life is frequently separate and travelling is difficult and more costly.

Conditions, however, vary to such an extent that we find it difficult to recommend enhanced pay at any flat rate for all urban areas or for all rural places where conditions are difficult. Places such as Ahmedabad, Surat, Sholapur, Poona, which are large cities, and Bandra, Thana, on account of their proximity to Bombay and certain difficult areas of various districts do call for special treatment. Each case will have to be considered on its merits and we suggest that in such cases the additional remuneration should take the form of a local non-pensionable but grantable allowance in addition to the basic scale of pay. So far, for the Municipal teachers the minima of the scales of pay were higher by Rs. 5, the maxima being the same for all. In the new scale of pay we are suggesting, the minimum pay will be Rs. 25 and as all will be trained we see no strong justification for making any differentiation between a Municipal and District School Board teacher. Only in those places, urban or rural, where the conditions of life are more difficult we have suggested a non-pensionable allowance which should not ordinarily be more than Rs. 5 a month and we do not think more than 2,000 teachers would be involved. The total expenditure on this account we estimate at one lakh of rupees, Government share of which would not be more than Rs. 50,000. For this local allowance we suggest a limit of Rs. 5 for grant-in-aid purposes but the Local Authorities may be permitted to sanction a larger allowance if they agree to bear the whole of the additional expenditure involved. We feel, however, that the only justification for such local allowances would be high rents, high cost of living or bad climate.

CHAPTER VII.

SCALES OF PAY.

Scales of Pay.—In regard to the teachers who were actually drawing Head Masters' and First Assistants' allowances we have suggested their drawing as personal pay the allowances they were drawing. We have made no recommendations, however, in regard to those teachers who are not drawing any allowances, and who might, in future, have drawn these allowances if the allowances had not been discontinued, in the hope that the general revision of the pay scales will be taken up by Government as recommended by the More Committee.

In regard to the revision of the scales of pay, practically all teachers' associations and some School Boards have urged the adoption of the Sathe-Paranjpye scales. There is so much misunderstanding about these scales that we think it worthwhile giving a brief explanation what these scales mean and what the financial implications are.

In about 1919 a Committee of the Legislative Council was appointed to advise Government on the question of the revision of the scales of salary of primary teachers and although the Committee did not feel justified in recommending a revised higher scale, two members of the Committee submitted for consideration the following scales of pay known as the Sathe-Paranjpye scales :—

Qualification.	Pay.	Selection Grade 10 per cent.
Unpassed teachers ..	Rs. 20	
Untrained but qualified teachers ..	Rs. 25—1/2—30	..
Untrained and passed Head Masters ..	Rs. 30—1/2—35	..
First year trained teachers ..	Rs. 30—1—50	S. G. 55
Second year trained teachers ..	Rs. 35—3/2—65	S. G. 75
Third year trained teachers ..	Rs. 40—2—80	S. G. 100

The scheme was neither accepted by the Committee nor by the Legislative Council, but when Dr. R. P. Paranjpye became the Minister of Education hopes were raised that he would give effect to his own proposals specially as the minima of these scales had already been sanctioned, but it was found financially impossible to adopt these scales. The teachers, however, continued their agitation and the problem was once again submitted to another Committee in 1924, and the Committee reported that the adoption of the Sathe-Paranjpye scheme would prove a strangle hold on primary education and retard all future progress not only on account of the immediate increase in cost but also because the Committee felt that the Local Authorities would not be in a position to sanction such scales of pay. They, however, recommended an increase in the Head Masters' and First Assistants' allowances as they

considered the maxima of the time-scale of pay low for the more efficient teachers. The enhanced allowances sanctioned are regarded by the teachers as compensation for not granting the maxima of the Sathe-Paranjpye scales to all. Now that the allowances are proposed to be discontinued there is again a demand for the adoption of the Sathe-Paranjpye scales. The Sathe-Paranjpye scheme has been examined by two committees already and it seems to us obvious that financially the scheme is impossible and unworkable, particularly now as there are likely to be all Second year trained teachers. We have worked out the financial implications of the scheme in the case of the District School Board, Thana, which has so far paid the Head Masters' and First Assistants' allowances in full. The School Board has on the teaching staff some 825 teachers as under:—

No. of teachers.	Qualifications.	Present average including allowances per teacher.	Sathe-Paranjpye average per teacher.	Difference.
		Rs. a. p.	Rs. a. p.	Rs. a. p.
51	Third year trained ..	62 12 0	74 10 0	11 14 0
132	Second year trained ..	43 3 0	55 10 0	12 7 0
306	First year trained ..	31 1 0	40 10 0	9 9 0
336	Qualified ..	26 1 0	31 10 0	5 10 0
825				
72	Unqualified ..	31 12 0	38 8 0	6 16 0
897				

The pay bill in February for the pay of teachers under the Thana School Board amounted to Rs. 28,660 including allowances. If the teachers

had been paid according to the Sathé-Paranjpye scheme, without the selection grade, the bill would have been Rs. 34,600, roughly Rs. 6,000 more per month; an increase of nearly 21 per cent. in the salary bill. This is without taking into consideration the selection grades and without taking into account the fact that in future all teachers will be Second year trained teachers.

When the Sathé-Paranjpye scale was first suggested, among the teachers 45 per cent. were untrained, and 55 per cent. trained teachers. This corresponds to the present position in Thana—the average for Thana for the Sathé-Paranjpye works out at Rs. 38·5 per teacher. If 90 per cent. of the teachers are Second year teachers the average would rise to 55·6. At present the average pay per teacher amounts to 31·1 for the Province. Financially, therefore, it is impossible to recommend a scale which is likely to raise the cost by Rs. 24·5 per teacher per month increasing the total cost by over Rs. 70 lakhs.

At the same time we do feel that any new scale to be adopted should show a definite increase in the average pay of teachers and at the same time be not so excessive as to make the adoption of the scale prohibitive. We have considered the question very carefully and we think that with three more years of general education and two years training for all suggested by the More Committee, a scale the average of which is higher by Rs. 5 would be a reasonable scale for the teachers. This would cover the grievance that the teachers have in regard to the loss in Head Masters' and First Assistants' allowances and at the same time prove an attractive scale for future entrants.

New Basic Scale.—We have considered the question of the averages of various types of scales in detail. The scale which comes within the limits laid down by us is the scale that has already been suggested by the More Committee namely Rs. 25—1/2—30—2/2—40 s. g. 40—1—50. We have, however, a slight modification to suggest in the scale in order to facilitate the transfer of teachers into the new scale before or after training. The First and Second year trained teachers who are in what is known as the S-72 scale draw their increments annually by Re. 1 between 35 and 40 and we suggest that the increment in the More scale between 30 and 40 should also be by Re. 1 every year, instead of Rs. 2 every two years. We would also suggest that the maximum of the selection grade should be Rs. 55 and the scale spread over 35 years instead of over 30 years. This would enable the teachers who have put in long service to go up to Rs. 55 and retire on Rs. 27 instead of Rs. 25. This would also prevent congestion on the maximum of the grade as a good number of teachers remain in service for 35 years. The changes suggested by us do not materially put up the cost. The average of the More scale is 35·6 while the average of our scale comes to 35·7. We suggest, therefore, that the following scale be adopted for teachers who receive two years' training :—

Rs. 25—1/2—30—1—40 selection grade 40—1—55 the selection grade being restricted to 15 per cent. of the cadre.

Liability.—We estimate that adopting the scale recommended by us would increase the future liability by roughly Rs. 4·5 per teacher. As there are now 27,500 teachers the future liability for the existing number will be in the neighbourhood of Rs. 15 lakhs. With the adoption of the scale recommended and the local allowances suggested, the maximum additional liability will not be more than Rs. 15·5 lakhs of which the Government share will be Rs. 10 lakhs and Rs. 5·5 lakhs will have to be borne by the Local Authorities. In view of the fact that in future a better type of teacher fully trained will be recruited this liability is worth incurring if it means a contented band of useful public servants. There is so much dissatisfaction among teachers regarding their future prospects that we strongly recommend the adoption of the scale suggested. It is very desirable that for this most important activity of the State, Government should have devoted contented servants on whom Government could rely to do their work in such a way as to command the respect of all they serve.

How the new scale will operate.—If the new basic scale suggested by us is adopted, we show below how the scale will operate and how the existing teachers can be brought on to the new scale.

1. As there are always likely to be a small percentage of untrained teachers employed in leave vacancies, their pay should be fixed at Rs. 20. These teachers are not to be given permanent appointment till trained, and when trained, irrespective of the acting service put in, they should start on Rs. 25 in the basic scale. Ordinarily these teachers should not be retained in service for more than 3 years.

2. The new scale should be brought into force from 1st April 1939, i.e. for the pay due for March, 1939.

3. Unqualified teachers now in service should remain in their own scales of pay as they are not likely to be trained. Third Year teachers trained prior to 1936 in the scale of Rs. 40—60 (560 scale) or Rs. 35—60 (S-72 scale) should retain their scale and these teachers should not be taken into account for the purposes of the selection grades suggested by us.

4. The Second Year teachers trained prior to 1936 in the scale of Rs. 35—50 (560 scale) or Rs. 30—50 (S-72 scale) should be given the new scale. Those in the 560 scale are drawing now more than Rs. 40 and they should automatically get into the selection grade. Those in the S-72 scale should also be taken up in the selection grade when the time is ripe unless their promotion is stopped as a penal measure.

5. The Second Year and Third Year trained teachers trained after 1935 should be brought into the new scale, giving credit to them for the years of service put in by them after getting the Second Year or Third Year Certificate. For the present they are drawing the pay they were drawing prior to their training or the minimum of the provisional scale. So they will slip into the new scale from 1st April 1939, on the pay they

were drawing, or the minimum (Rs. 25 for Second Year teachers or Rs. 30 for Third Year teachers) whichever is larger and given credit for future increments for the service put in by them as Second or Third Year teachers as the case may be. Teachers who obtained the Third Year Certificate after 1935 should be taken up into the Selection Grade automatically when increments beyond Rs. 40 become due.

As a rule accrued service for increment in the lower scale (including the period under training) should be taken into account in fixing the increment in the new scale. For example a qualified teacher drawing Rs. 20 sent up for training in 1936 who got the Second Year Certificate in 1938 should get Rs. 25 in the new scale and his years of service between June 1938 and March 1939 as a Second Year teacher should count for increment. A First Year teacher drawing Rs. 28 who got his Second Year Certificate say in 1937 should get Rs. 28 in the new scale but for his next increment the accrued service for increment in the First Year scale, the period under training, and the service put in by him after 1937 should count for increment in the new scale. A qualified teacher drawing say Rs. 20 sent up for training in 1936 who got say the Third Year certificate in 1939, should get Rs. 30 in the new scale. A First Year trained teacher who got the Third Year certificate after 1936 drawing less than Rs. 30 should get Rs. 30 as minimum or if he was drawing more than Rs. 30, he should step into the scale on the actual pay he was drawing, and a Second Year trained teacher who got the Third Year certificate after 1935 should step into the new scale on the pay he was drawing, credit being given for accrued service in the lower scale and the period under training for increments in the scale suggested by us.

6. *Training of teachers.*—All teachers trained after 1935 should count their training period as duty for leave, pension and increments.

7. In future when teachers are sent up for training, in order to avoid anomalies in pay, care should be taken, so far as possible, to select them in order of seniority based on the pay drawn by them; particularly teachers drawing less than Rs. 25 should be deputed for training strictly in order of seniority. Some teachers who have been retained for further training this year, after completing the First Year work and who are drawing less than Rs. 25, will, on completing their Second Year training, draw Rs. 25 and will perhaps get more in pay than some of the senior teachers who have not been selected for training. But these anomalies cannot be avoided, and we do not think that these teachers should be allowed to stagnate on Rs. 25 until their seniors are trained. Care, however, should be taken to avoid such anomalies hereafter.

8. In order that as many teachers as possible may get the benefit of the new scale suggested by us, we suggest that all teachers up to the age of 40 should be sent up for training. Perhaps on educational grounds it may be advisable not to send up teachers above the age of 35 for training, but from the administrative point of view we feel that

a chance of further training should be given to as many teachers as possible, particularly in order to avoid anomalies in the scales of pay.

9. For the Vernacular Final teachers and First Year trained teachers above 40, who are drawing more than Rs. 25 and who are not sent up for training (not those who do not go up for training) should step into the new basic scale on the pay they are drawing now, but the Vernacular Finals should not be allowed to go beyond Rs. 35 i.e., for them the scale of pay will be Rs. 25—1½—30—1—35. For the First Year trained teachers above 40 who are not sent up for training, the scale will be Rs. 25—1½—30—1—40.

10. *First Year trained teachers to draw their pay while under training for the second year.*—The qualified or Vernacular Final teachers sent up for further training will, on their being trained, step into a definitely better scale. The First Year trained teachers, however, who are at present in the scale of Rs. 30—40 or Rs. 25—40 will not benefit to the same extent. For them we suggest that while under training they should draw their salary in lieu of stipends. It has been represented to us that teachers under training actually borrow money to the extent of Rs. 300 yearly for the maintenance of their families, as the stipend of Rs. 10 paid to them during the period under training is barely sufficient for their personal expenses at the Training College. In the case of the First Year trained teachers, who do not benefit in pay by further training, we feel that some relief should be given and they should continue to draw their pay under training. We estimate that there are about 5,500 such First Year trained teachers under the age of 40, and if they are trained, say within the next 10 years, the additional cost on this account we estimate at Rs. 1,10,000 annually.

CHAPTER VIII.

OTHER GRIEVANCES.

Other grievances and suggestions were also placed before us and we make the following recommendations in connection with them.

1. *Delay in disbursement of pay.*—There has been, in some cases, considerable delay in the disbursement of pay, and pay is at times held up for months. The enquiries made by us go to show that the pay for the month is disbursed, in the majority of cases, by the end of the month. Receiving pay at the end of the month does not matter so much provided every month it is disbursed regularly. Steps are being taken, we understand, to expedite the disbursement of pay but what is most objectionable is that at times pay is withheld for a number of months. This delay is due to lack of sufficient funds with the School Board usually about the middle or end of the year. Examining the working balances we find that in the case of a number of School Boards the working balances are very small. We give below a few typical examples :—

District.	Total expenditure.	Closing balance, 1938.
	Rs.	Rs.
Dharwar	7.7 lakhs.	1,287
Surat	5.4 ..	11,700
Kaira	6.5 ..	1,410
East Khandesh	10.6 ..	Nil.
West Khandesh	4.6 ..	11,389
Bombay Suburban District .. .. .	.92 ..	1,481
Ratnagiri	5.57 ..	13,134
Nasik	4.99 ..	1,146
Poona	6.24 ..	12,665

It is hardly businesslike for the School Boards to have such a small working balance. Half of the Government grant is paid in the beginning of the year which carries most of the Boards through half the year but if there is any delay in the cess amount collection, there are difficulties. We would suggest Government advising all Local Authorities to place at the disposal of School Boards a working balance equal to at least two months salary bill.

2. *Circulars.*—The teachers also complain that when orders are issued affecting their pay or allowances, they do not come to know of them till much later. We suggest that all orders in connection with teachers' pay and allowances of a general nature should be circulated to all teachers in the regional language by the School Boards. A number of teachers complained that when cuts in salary were imposed they were not informed of the specific nature of the orders, so they could not tell whether they had been dealt with according to orders or whether there was a mistake in the pay given to them. In the case of one Board the teachers were subjected to a cut in pay not authorised by Government and the teachers were not aware of the irregularity till much later. The question of paying the teachers their arrears of salary is, we understand, under consideration.

3. *Belgaum Teachers.*—In the case of one School Board it was reported to us that a number of teachers were appointed on Rs. 15 on unsanctioned posts, and when vacancies occurred in sanctioned posts a number of juniors were appointed in preference to seniors with the result that a number of junior teachers are drawing more pay than senior teachers. The Local Authority has submitted proposals to give all these teachers the minima of the sanctioned pay scale from the date of their permanent appointment and re-fix their pay. If the proposal made is accepted the anomalies will automatically disappear. We recommend the acceptance of the proposal of the Local Authority.

Dharwar Teachers.—Some (qualified) teachers appointed after 1929 as temporary teachers, were appointed on Rs. 15 and when they were made permanent in the scale of Rs. 20— $1/3$ —25— $1/2$ —30, they were given credit for their temporary service for increments in the scale. The auditor has ordered the recovery of the excess paid. The auditor has acted, we think, rightly as this particular Local Authority has not framed a rule with the sanction of Government giving this concession and these teachers cannot draw more than Rs. 20 on their being made permanent.

4. *Municipal Teachers.*—Teachers from Bandra, Surat and Ahmedabad press for enhanced scales on the ground of high rents. The Ahmedabad Municipality has submitted proposals to enhance their pay scales which are already higher than the scales sanctioned for other Local Authorities. Such cases will have to be examined on their merits and the question decided on the basis of prevailing rents and cost of living. We have already suggested a non-pensionable Local Allowance for such places. There should be no objection to sanctioning any reasonable amount as allowance, provided the amount admitted for grant is limited to Rs. 5 and the allowance is non-pensionable.

Municipal teachers, when under training, do not receive a stipend direct from Government. They are supposed to receive a stipend from the Municipal Local Authority and the expenditure incurred by the Local Authority is admitted for grant. Very often it happens that

teachers are asked by the Municipality to go up for training without any stipend. It has been represented to us that now with compulsory training, it will be difficult for teachers to go up for training without any help. We would suggest that, for purposes of training, all Local Authority teachers should be treated in the same way and the Municipal teachers should be treated exactly in the same way as District Local Board teachers.

Standing Committee.—The main grievance the teachers have is that questions regarding their pay and prospects are decided without a chance being given to them to represent their case. The teachers themselves cannot write or read English and when they do present their case through the Administrative Officer, their case does not always go up to Government without being distorted. Again in financial proposals their interests clash with the interests both of the Local Authority and Government and when a question of saving comes up their interests are generally ignored. As a case in point was mentioned the Government Resolution of 1930 permitting Local Authorities to discontinue their allowances which affected the pay and pension of not only the teachers appointed after 1923, but also of guaranteed teachers appointed before 1923. If the teachers' case had been placed before an important tribunal the Resolution would have been at least considerably modified.

It has, therefore, been suggested that a Standing Committee be appointed to which all important questions affecting the pay and prospect of teachers could be referred to for advice before final orders are passed by Government. We strongly recommend this suggestion for the consideration of Government and suggest the appointment of a Committee of not more than three consisting of persons nominated by Government—

1. To represent the Teachers.
2. To represent the Local Authorities.
3. To represent the Department.

The main function of the Committee should be to advise Government in all general questions regarding the pay and prospects of teachers referred to the Committee by Government.

Personal grievances.—Other personal grievances we do not think it necessary to mention. Individual cases must be scrutinised by the School Boards and put right on the merits of each case.

CHAPTER IX.

GOVERNMENT ORDERS.
(which should be issued)

IX. We summarise briefly the recommendations made by us and suggest the points on which Government might pass orders.

Head Masters' and First Assistants' allowances.—Head Masters' and First Assistants' allowances should be treated as personal pay from 1st April 1939 (i.e., for the pay for March) to be merged in future increments, if any.

2. The amount to be treated as personal pay should be equal to the amount of the allowance drawn by the teacher provided the allowance was drawn for a full year (12 months) prior to 1st April 1939, or prior to the discontinuance of the allowance in 1938.

3. The personal pay thus added should be considered as pensionable.

4. In the case of those Local Authorities that had discontinued the allowances as a permanent measure as a result of the option given by Government Resolution, Educational Department, no. S. 72 of 12th November 1930, at least in the case of teachers appointed prior to 1923, the amount of the allowance may be similarly restored at the option of the Local Authority as personal pay provided the teacher had drawn it for a full year prior to the discontinuance of the allowance.

5. All untrained Head Masters of 1923 should draw Rs. 30 as minimum pay if allowances are not restored as personal pay.

Scale of pay.—(1) From 1st March 1939, the Local Authorities should adopt the following Basic Scale of—

[Rs. 20] Rs. 25—1/2—30—1—40 selection grade 40—1—55 (15 per cent. of the cadre).

(2) From 1st April 1939 (pay for March) the following classes of teachers should be brought on to the new basic scale.

A. *Teachers in the 560 scale.*

(a) Unqualified teachers on Rs. 20 should remain on Rs. 20 till they retire. They are roughly over 36 years of age.

(b) Vernacular Final teachers in the scale of Rs. 25—1/5—30 are drawing Rs. 29 or 30 now. They should be put in the new scale immediately from 1st April 1939, on the pay they are drawing now: Those who will be trained will go up in the new scale in the usual way but those who are not sent up for training i.e., those over 40 years of age should go up to Rs. 35 only in that scale. Those that do not go up for training although deputed, should not get further increments

beyond Rs. 30 or beyond the stage they reach when they are asked to go up for training. Care should be taken to send teachers up for training in order of seniority at as early a date as possible.

(c) First year trained teachers in the scale of Rs. 30—1/3—35—1/2—40 are now drawing Rs. 35 to Rs. 40. They should be given the new Basic scale immediately from 1st April 1939, and allowed to draw in the new scale the pay they are drawing now. If they are sent up for training they may be selected for the Selection Grade. If they are not sent up for training or do not go up for training, they should not be allowed to go beyond Rs. 40.

(d) Second year trained teachers in the scale of Rs. 35—1/2—45—1—50 are drawing Rs. 43 and above. They should be given the new scale from 1st April 1939, and should be permitted to draw their own pay in the Selection Grade. These teachers should be taken into account for purposes of calculating future vacancies in the selection grade of the new scale.

(e) Third year trained teachers in the scale of Rs. 40—2/3—50—1—60 should remain on their own scale. These teachers should not be taken into account for the number in the Selection Grades in the new scale.

B. *Teachers in the S. 72 scale.*

(a) Unqualified teachers on Rs. 15 should continue to draw Rs. 15 till they retire.

(b) Vernacular Final teachers in the scale of Rs. 20—1/3—25—1/2—30: Those drawing between Rs. 20 and Rs. 25 should, for the present, retain their scale till trained. Those drawing Rs. 25 or more should be brought on to the new scale from 1st April, 1939. If any of these teachers are not sent up for training they should not go beyond Rs. 35, but those who do not go up for training, though deputed, should not go beyond Rs. 30.

(c) First year trained teachers in the scale of Rs. 25—1/2—35—1—40 should be brought on to the new scale from 1st April 1939. Those that are not given the Second year training should not go beyond Rs. 40.

(d) Second year trained teachers in the scale of Rs. 30—1/2—35—1—50 should be brought on to the new scale from 1st April 1939, and should be permitted to go up automatically into the Selection Grade but the number of such teachers should be taken into account when calculating the future vacancies in the Selection Grade.

(e) Third year trained teachers in the scale of Rs. 35—1—60 should retain their scale and should not be taken into account for purposes of the Selection Grade of the new scale

C. *Teachers of 1935.*

(a) Vernacular Final teachers appointed after 31st March 1935, should continue on Rs. 20 till trained.

(b) Teachers sent up for training in 1935 and thereafter should be allowed to draw their own pay or the minima of the provisional scale sanctioned whichever is greater from the date of their getting their Training Certificate i.e., a First Year teacher drawing Rs. 20, on getting the Second Year certificate, should draw Rs. 25, and a Third Year trained teacher Rs. 30. They should be paid arrears of salary, if any, and brought on to the new scale on the pay due to them on 1st April 1939, giving credit for the service put in by them after training.

(c) Those teachers who got their First Year certificate in 1936 and thereafter should be treated in the same way as the Vernacular Final teachers in the S. 72 scale. Till further trained they should draw pay in the scale of Rs. 20—1/3—25. If they are drawing Rs. 25 or more they should be brought on to the new scale.

(d) Third Year teachers who obtained the Third Year certificate after 1935 should be permitted to go up automatically into the Selection Grade.

D. *Temporary Qualified Teachers.*

All temporary qualified teachers should be paid at Rs. 20 and no temporary qualified teacher should be made permanent after 1st April 1939, without training.

E. *Failures.*

Permanent teachers who are sent up for training and fail to get, a certificate should not be allowed to go beyond the stage they would have gone had they not been sent up for training.

F. *Selection Grade.*

The Third Year Trained teachers who retain their own scales should not be considered to be in the Selection Grade and cadre of the new scale.

G. *Increments.*

When teachers are brought on to the new scale from 1st April 1939 their accrued service for increments in the lower scale should be taken into account for increments in the new scale.

All others drawing more than Rs. 40 as pay, without allowances or personal pay should be considered to be in the Selection Grade.

Vacancies in the Selection Grade should only be filled up in future if the number with Selection Grade is less than 15 per cent. of the cadre. No teacher can claim the Selection Grade as a right.

Local allowances.—All Local Authorities should, in future, adopt the basic scale, but Local Authorities that make out a case for a special non-pensionable local allowance should be permitted to sanction local allowance. Any amount sanctioned in excess of Rs. 5 should not be admitted for grant.

A Local allowance, if sanctioned, should be considered as non-pensionable and should be merged in personal pay, if any. For example, if a teacher is drawing Rs. 30 as pay and Rs. 5 as personal pay, and if a local allowance of Rs. 7 is sanctioned, then he should draw his salary as under :—

	Pay.	Personal pay.	Allowance.
First Year ..	.. Rs. 30+	5	+2
Second Year ..	.. Rs. 31+	4	+3
Third Year ..	.. Rs. 32+	3	+4, etc.

Taluka masters should draw an allowance of Rs. 15 for Taluka work. This allowance should be considered as non-pensionable and should be merged in personal pay, if any.

(a) *Training of teachers.*—The training period of all permanent teachers under training should count for leave, pension and increments.

(b) First Year trained teachers sent up for further training for the Second Year should, while under training, draw their pay but no stipend.

(c) Municipal teachers under training should, for pay or stipends, be treated in the same way as District Local Board teachers.

(d) Vernacular Final teachers in the 560 scale should be sent up for training in the order of seniority and at as early a date as possible.

(e) Vernacular Final teachers drawing less than Rs. 25 should be sent up for training strictly in order of seniority based on pay.

CHAPTER X.

CONCLUSION.

Conclusion.—In conclusion we should again like to urge the necessity for relieving the distress caused by the sudden disappearance of Head Masters' and First Assistants' allowances. If our proposals are accepted the allowances will disappear within a period of 10 years. Most of the senior teachers drawing allowances will have retired by then and in the case of the others the allowances will get merged in the ordinary increments. There is no immediate additional expenditure involved except that the saving expected will not be realised.

The adoption of the scale suggested by us will undoubtedly mean an additional liability of some Rs. 16 lakhs of which the Government share will be about Rs. 10 lakhs. The increase in the average emoluments of the teacher amounts to less than Rs. 5 per teacher, but if the object Government have in view by training all teachers is to be realised, it is most desirable to have a band of contented public servants, ready to offer their willing co-operation in any village work they may be called upon to undertake. Considering the importance of the work that teachers are engaged in, we would earnestly urge that a little more expense should not deter Government from dealing with the question in a most generous spirit.

(32) S. N. Das
H. G. P. Singh

APPENDICES.

- I. Names of Local Authorities that have permanently discontinued the allowances etc. :--
 - (1) District Local Boards.
 - (2) Municipalities.
- II. Consolidated forms I-VI--
 - (1) Statement showing the number of teachers and allowances under Local Authorities that have permanently discontinued the allowances.
 - (2) Statement showing the number of teachers and allowances under Local Authorities that have not permanently discontinued the allowances.
- III. (1) Statement showing the number of teachers with allowances.
(2) Statement showing the amount of allowances.
(3) Statement showing the total number of teachers and allowances.
- IV. Scales of pay of Primary teachers in other Provinces.
- V. Statement showing the number and average pay of Primary teachers under Local Authorities.
- VI. Statement of average cost of scales of pay.
- VII. Statement showing the scales of pay sanctioned from time to time.

APPENDIX I.

(A) DISTRICT LOCAL BOARDS.

I. *Paid allowances in full or partially up to 1938—*

1. Surat.
2. Thana.
3. Kolaba.
4. Ratnagiri.
5. Ahmednagar.
6. East Khandesh.
7. Poona (partially).

II. *Retrenched in full—*

1. Ahmedabad.
2. Kaira.
3. Panch Mahals.
4. Broach.
5. Bombay Suburban District.
6. Satara.
7. Sholapur.
8. West Khandesh.
9. Bijapur.
10. Kanara.

III. *Discontinued completely.**Date of discontinuance.*

- | | |
|------------------|--------------------------------------|
| 1. Nasik | 1st March 1932. |
| 2. Poona | 1st January 1931 (for new teachers). |
| 3. Dharwar | 1st March 1936. |
| 4. Belgaum | 1st December 1930. |

IV. *Allowances not introduced for teachers appointed after 1923.*

1. Bombay Suburban District.
2. Dharwar.
3. Belgaum.

(B) MUNICIPALITIES.

I. *Paid allowances in full or partially up to 1938.*

1. Ahmednagar (partially).
2. Amalner (Do.).
3. Dhulia (Do.).

II. *Retrenched in full—*

1. Satara City.
2. Sholapur.
3. Jalgaon.

III. <i>Discontinued completely.</i>		<i>Date of discontinuance.</i>
1. Nadiad	..	.. 1st December 1930.
2. Surat	..	.. 1st March 1931.
3. Broach	..	.. 1st December 1930.
4. Malegaon	..	.. 1st March 1931.
5. Nasik	..	.. 1st March 1932.
6. Poona City	..	.. 1st August 1934.
7. Dharwar	..	.. 1st December 1930.
8. Hubli	..	.. 1st November 1931.
9. Bijapur	..	.. 1st April 1936.
10. Gadag-Betigeri	..	.. 1st March 1935.

IV. *Never introduced the allowances—*

1. Ahmedabad.
2. Bandra.

V. *Allowances not introduced for teachers appointed after 1923—*

1. Nadiad.
2. Broach.
3. Surat.
4. Dharwar.
5. Bijapur.
6. Gadag-Betigeri.

FORM 1.
APPENDIX II.

A

INFORMATION ABOUT TEACHERS IN THE EMPLOY OF DISTRICT LOCAL BOARDS AND MUNICIPALITIES.

Information is required for February, 1939, or (if the Head Masters' and 1st Assistants' allowances be *permanently* abolished before March, 1939) for the month prior to the *permanent* abolition of the allowances.

Total No. of teachers 25,745. Monthly expenditure on salaries Rs. 7,83,641. Monthly expenditure on Head Masters' and 1st Assistants' allowances Rs. 73,166.

Teachers with	In service before June, 1923 (guaranteed teachers).				Employed after June, 1923.			
	In receipt of Head Masters' and 1st Assistants' allowances.			Not in receipt of these allowances.	In receipt of Head Masters' and 1st Assistants' allowances.			Not in receipt of these allowances.
	No.	Amount of Allowances paid actually.	Amount of Allowances retrenched.		No.	Amount of allowances paid actually.	Amount of allowances retrenched.	
	1	2	3	4	5	6	7	8
		Rs.	Rs.			Rs.	Rs.	
District Local Boards.	7,081	23,752	29,928	4,157	2,167	6,778	5,853	9,500
Municipalities ..	501	4,086	2,174	867	62	206	379	1,410
Total ..	7,582	27,838	32,102	5,024	2,229	6,984	6,232	10,910

FORM 2.

INFORMATION ABOUT TEACHERS IN THE EMPLOY OF DISTRICT LOCAL BOARDS AND MUNICIPALITIES.

Information is required for February, 1939, or (if the Head Masters' and 1st Assistants' allowances be *permanently* abolished before March, 1939) for the month prior to the *permanent* abolition of the allowances.

Teachers with	Those who have not joined the Provident Fund i.e. <i>Pensionable</i> .				<i>Non-Pensionable</i> , i.e. those who have joined the Provident Fund.			
	In receipt of Head Masters' and 1st Assistants' allowances.			Not in receipt of these allowances.	In receipt of Head Masters' and 1st Assistants' allowances.			Not in receipt of these allowances.
	No.	Amount of Allowances paid actually	Amount of Allowances retrenched	Number.	No.	Amount of allowances paid actually.	Amount of allowances retrenched.	Number.
1	2	3	4	5	6	7	8	
District Local Boards.	5,470	Rs. 18,904	Rs. 21,914	4,277	3,615	Rs. 10,998	Rs. 13,246	8,692
Municipalities	401	3,406	1,486	1,040	162	886	1,067	1,218
Total	5,871	22,310	23,400	5,317	3,777	11,882	14,313	9,910

Total No. of teachers=24,875 (Total of columns 1+4+5+8).
This figure is exclusive of 870 temporary teachers not shown in this form.

Total amount of allowances 71,905 (Total of columns 2+3+6+7)
is exclusive of Rs. 1,251 not shown in this form.

FORM 3

CLASSIFICATION OF TEACHERS, DISTRICT LOCAL BOARDS AND MUNICIPALITIES.

Number of teachers on 28th February, 1939, or (if the Head Masters' and 1st Assistants' allowances be *permanently* abolished before March 1, 1939), on the last day of the month prior to the *permanent* abolition of the allowances.

	In receipt of allow- ance of Rs. 25.	In receipt of allow- ance of Rs. 20.	In receipt of allow- ance of Rs. 15.	In receipt of allow- ance of Rs. 10.	In receipt of allow- ance of Rs. 5.	Total.
District Local Boards ..	116	170	469	1,885	6,608	9,248
Municipalities ..	64	51	83	233	132	563
Total ..	180	221	552	2,118	6,740	9,811
Percentage to the total number of teachers receiving allowances ..	1·8	2·3	5·6	21·6	68·7	

FORM 4.

CLASSIFICATION OF TEACHERS, DISTRICT LOCAL BOARDS AND MUNICIPALITIES.

Number of teachers on 28th February, 1939, or (if the Head Masters' or 1st Assistants' allowances be permanently abolished before March, 1939), for the last day of the month prior to the permanent abolition of the allowances.

Teachers receiving salary per month excluding allowances.

		Over Rs. 60	Rs. 55 to 60	Rs. 50 to 55	Rs. 45 to 50	Rs. 40 to 45	Rs. 35 to 40	Rs. 30 to 35	Rs. 25 to 30	Rs. 20 to 25	Rs. 15 to 20	Below Rs. 15	Total
District Local Boards	In receipt of allowances	..	792	576	821	984	1,006	1,494	2,897	973	205	..	9,248
	Not in receipt of allowances	14	36	108	226	613	710	1,508	3,368	3,243	3,743	89	13,657
Municipalities	In receipt of allowances	8	82	72	104	97	84	81	20	2	4	..	569
	Not in receipt of allowances	8	3	6	41	96	127	533	972	277	209	5	2,277
Total	In receipt of allowances	8	874	648	925	1,081	1,090	1,575	2,426	975	209	..	9,811
	Not in receipt of allowances	22	39	114	266	709	837	2,041	4,340	3,520	3,952	94	16,934
Total number of teachers (both in receipt and not in receipt of allowances).		30	913	762	1,191	1,790	1,927	3,616	6,766	4,495	4,161	94	25,745
Percentage to the Total number of teachers		0.11	3.5	2.9	4.6	6.9	7.4	14.00	26.2	17.4	16.1	0.3	

FORM 5.

CLASSIFICATION OF TEACHERS, DISTRICT LOCAL BOARDS AND MUNICIPALITIES

Number of teachers on 28th February, 1939, or (if the Head Masters' and 1st Assistants, allowances be *permanently* abolished before March, 1939) for the last day of the month prior to the *permanent* abolition of the allowances.

Years of Service.

		Over 25 years.	20 to 25 years.	15 to 20 years.	10 to 15 years.	5 to 10 years.	Below 5 years.	Total.
District Local Boards	In receipt of allowances	2,209	2,172	2,454	1,701	599	113	9,248
	Not in receipt of allowances	605	1,092	2,018	2,940	2,919	4,083	13,657
Municipalities	In receipt of allowances	120	144	163	90	31	6	563
	Not in receipt of allowances	102	167	285	465	640	618	2,277
Total	In receipt of allowances	2,333	2,316	2,617	1,791	630	119	9,811
	Not in receipt of allowances	707	1,259	2,303	3,405	3,550	4,701	15,934

FORM 6.

CLASSIFICATION OF TEACHERS, DISTRICT LOCAL BOARDS AND MUNICIPALITIES.

Number of teachers on 28th February, 1939, or (if the Head Masters' or 1st Assistants' allowances be *permanently* abolished before March, 1939) for the last day of the month prior to the *permanent* abolition of the allowances.

Age Group.

		Over 50 years.	45 to 50 years.	40 to 45 years.	35 to 40 years.	30 to 35 years.	25 to 30 years.	20 to 25 years.	Below 20 years.	Total
District Local Boards	In receipt of allowances	816	1,625	2,208	2,300	1,480	644	151	15	9,248
	Not in receipt of allowances	298	669	1,274	2,125	2,816	2,766	2,016	1,700	13,657
Municipalities	In receipt of allowances	65	94	137	149	92	24	2	..	563
	Not in receipt of allowances	35	115	204	402	467	504	379	121	2,277
Total	In receipt of allowances	881	1,719	2,345	2,449	1,572	668	153	15	9,811
	Not in receipt of allowances	333	784	1,478	2,527	3,283	3,270	2,395	1,821	15,934

B

District School Boards and Municipalities which have permanently discontinued the Head Masters' and 1st Assistants' allowances prior to 1st April 1939.

	In service before 1923 (Guaranteed teachers).				Employed after June 1923.				Total No. of teachers Columns 1 + 4 + 5 + 8.	Total amount of allowances Columns 2 + 3 + 6 + 7.
	In receipt of Head Masters' and 1st Assistants' allowances.			Not in receipt of allowances.	In receipt of Head Masters' and 1st Assistants' allowances.			Not in receipt of allowances.		
	No. of teachers.	Amount of allowances paid actually.	Amount of allowances retrenched.		No. of teachers.	No. of teachers.	Amount of allowances paid actually.				Amount of allowances retrenched.	No. of teachers.
1	2	3	4	5	6	7	8	9	10	
		Rs.	Rs.			Rs.	Rs.			Rs.
District Local Boards	1,220	6,559	2,911	1,178	26	195	35	1,982	4,406	8,040
Municipalities	363	3,620	698	661	15	180	....	915	1,954	4,848
Total	1,583	9,179	3,509	1,839	41	265	35	2,897	6,360	12,988

C

District School Boards and Municipalities which have not permanently discontinued the Head Masters' and 1st Assistants' allowances.

	In service before 1923 (Guaranteed teachers.)				Employed after June, 1923.				Total No. of teachers Columns 1+4+5+8.	Total amount of allowances Columns 2+3+6+7.
	In receipt of Head Masters' and 1st Assistants' allowances.		Not in receipt of allowances.		In receipt of Head Masters' and 1st Assistant's allowances.		Not in receipt of allowances.			
	No. of teachers.	Amount of allowances paid actually.	Amount of allowances retrenched.	No. of teachers.	No. of teachers.	Amount of allowances paid actually.	Amount of allowances retrenched.	No. of teachers.		
	1	2	3	4	5	6	7	8			9	10
		Rs.	Rs.			Rs.	Rs.			Rs.
District Local Boards ..	5,861	18,194	27,016	2,979	2,141	6,643	5,818	7,518	18,499	67,671
Municipalities ..	138	466	1,576	206	47	76	370	495	886	2,497
Total ..	5,999	18,660	28,592	3,185	2,188	6,719	6,187	8,013	19,385	60,168

APPENDIX III.

A

NO. OF TEACHERS WITH ALLOWANCES.

	In service before 1923.			Employed after 1923.		
	No. of teachers in receipt of allowances.	No. of teachers in receipt of retrenched allowances.	No. of teachers in whose case allowances were discontinued.	No. of teachers in receipt of allowances.	No. of teachers in receipt of retrenched allowances.	No. of teachers in whose case allowances were discontinued.
District Local Boards	2,830	3,031	1,220	1,135	1,006	26
Municipalities	61	77	363	20	27	15
Total ..	2,891	3,108	1,583	1,155	1,033	41

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	Allowances paid to	Retrenched in the case of	Discontinued in the case of	
	2,891	3,108	1,583	
	1,155	1,033	41	
No. of teachers	4,046	4,141	1,624	9811 Total No. of teachers in receipt of allowances at one time, 1931.

B

Amount of the allowances.

	Total amount of allowances retrenched in the case of all Local Authorities except those which had discontinued the allowances prior to 1938.	Amount of allowances actually paid right up to 1938.	Amount of allowances paid by Local Authorities which had discontinued the allowances prior to 1938.	Amount of allowances retrenched by Local Authorities which had discontinued the allowances prior to 1938.
	Rs.	Rs.	Rs.	Rs.
District Local Boards ..	32,834	24,837	5,694	2,946
Municipalities ..	1,955	542	3,750	598
Total ..	34,789	25,379	9,444	3,544

C

Statement showing the total number of teachers and allowances.

Total number of teachers—		
District Local Boards and Municipalities ..		25,745
Total number of teachers appointed prior to June 1923—		
(i) Number of teachers with allowances ..	*7,582	
(ii) Number of teachers without allowances ..	5,024	
		12,606
Total number of teachers appointed after June 1923—		
(i) Number of teachers with allowances ..	*2,229	
(ii) Number of teachers without allowances ..	10,910	
		13,139
		25,745
Total number of teachers with allowances ..	*9,811	
Total amount of allowances ..	Rs. 73,000 p.m.i.c.	Rs. 7.8 lakhs annually.
(a) Amount of allowances paid ..	Rs. 25,000 ,, ,,	Rs. 3 lakhs annually.
(b) Amount of allowances retrenched ..	Rs. 35,000 ,, ,,	Rs. 4.2 lakhs annually.
(c) Amount of allowances discontinued ..	Rs. 13,000 ,, ,,	Rs. 1.5 lakhs annually.
		Rs. 8.7 lakhs annually.

APPENDIX IV.

Scales of pay of Primary Teachers in different Provinces and States.

	Scales of pay.		Remarks.	
	Untrained.	Trained.		
C. P. AND BERAR.				
		Rs.	Rs.	
<i>Village Schools.</i>				
Ordinary District ..	15	20	The maximum pay for Assistants and Head Masters in rural areas varies from Rs. 25 to 40 and Rs. 18 to 50 respectively for trained teachers only.	
Dear District ..	18	23		
<i>Town Schools.</i>				
Ordinary District ..	17	22		
Dear District ..	20	25		
MADRAS.				
		Men teachers.	Untrained.	
Local Body Schools.				
Secondary grade ..	25—2½—45	20		
Higher grade ..	20—1½—24—2½—30	15		
Lower grade ..	15—1½—20	.....	
<i>Scales of pay.</i>				
BARODA STATE.				
1. Senior Trained teachers	60—5½—75 45—4½—55 30—2½—40.			
2. Purvapada trained teachers.	Rs. 20 in the grade of Rs. 15—1½—30.			
3. Untrained teachers ..	Rs. 15 only.			
MYSORE STATE.				
Scales sanctioned for Primary Schools.	15, 17, 17—1—20 20, 20—1—25 25, 25—1—30 30, 30—1—35 40.			

<i>Scales of pay.</i>	
HYDERABAD STATE (DECCAN).	
Rs.	
Scales of pay sanctioned for Primary teachers—	
Middle passed old trained teachers.	35—32—65.
Middle passed old untrained teachers.	30—22—50.
Middle passed new trained teachers.	30—22—40.
Middle passed new untrained teachers.	30.

APPENDIX V.

Statement showing the number and average pay of Primary Teachers in District Local Board and Municipal (excluding Bombay Municipality) schools in the Province of Bombay (excluding Sind).

Year.	Total amount of monthly pay of teachers in District Local Board and Municipal Primary Schools.	Total number of teachers in District Local Board and Municipal Primary Schools.	Average pay per teacher per month.
1	2	3	4
	Rs.		Rs.
1906-07	1,32,390.0	12,049	11.0
1910-11	1,89,435.6	14,159	13.4
1916-17	2,65,584.7	17,967	14.8
1921-22	<u>6,72,024.8</u>	20,353	<u>33.0</u>
1926-27	7,81,327.8	24,109	32.4
1930-31	8,63,083.4	25,708	32.5
1931-32	8,13,432.4	25,745	31.6
1936-37	8,34,605.9	26,915	31.0
1937-38	8,56,070.3	27,546	31.1

N.B.—1. These figures have been compiled from the statement showing the number and average pay of full-time teachers in District Local Board and Municipal Primary schools printed in the supplement to the Report for the respective year.

2. The figures in column 2 above have been arrived at as under:—

The average pay of each class of teachers in each of the Divisions has been multiplied by the number of teachers of that class in the respective Division and the amounts thus arrived at for each Division and for each class of teachers have been added together.

APPENDIX VI.

Statement showing the average costs of the scales of pay suggested by the More Committee and of those considered by the Committee.

Scales.	Average Cost.			Remarks.
	According to the formula circulated with G.C. F.D. No. 438 dated 25th June 1920.	According to formula 2 given at page 33 of the Financial Publication No. 1 of the Government of Bombay.	Age at entry in the scale assumed for the purpose of average cost in Column 3.	
1	2	3	4	5
	Rs. a. p.	Rs. a. p.		
<i>Ordinary.</i>				
(1) 25-1 2-30-1-40 ..	32 8 0	33 9 0	20	
(2) 25-1 2-30-1-45 ..	33 14 0	34 14 0	20	
<i>Scale recommended by the More Committee.</i>				
(3) 25-1;2-30-2;2-40 ..	32 8 0	33 9 0	20	
<i>Selection Grade.</i>				
* (1) 40-1-50 (see note below) ..	46 2 0	46 8 0	35	
(2) 40-1-55 ..	48 5 0	47 13 0	35	
(3) 45-1-50 ..	48 5 0	48 12 0	40	
(4) 45-1-55 ..	51 2 0	50 12 0	40	

*Note.—The Scale mentioned at (1) above is also that recommended by the More Committee.

SCALES OF PAY.

	1913-14.			1917-18.	
	Maximum pay eligible for at the earliest appointment.	Maximum after 20 years' service. Upper limits.		Minimum Pay.	Minimum Pay.
		Men.	Women.		
	Rs.	Rs.	Rs.	Rs.	Rs.
Unqualified Assistants	9 (a)	..	..	10	12
Unqualified Head Masters.	9 (b)	..	..	12	..
Qualified Assistants	9 (a)	..	..	10	12
Qualified Head Masters	11 (b)	..	..	12	15
1st Year trained	11	25 (a)	40	..	15 1/2 - 25 - 40

1919.	1920.	1921-22.	
Maximum after 25 years' service.	G. R., E. L., No. 5150 of 20th November 1920.	Minimum.	Maximum.
Rs.	Rs.	Rs.	Rs.
.....	20	20	.....
.....	.....	25	.....
.....	25 - 1, 2 - 30	25	.....
.....	30 - 1, 2 - 35	30	.....
-20 Selection Grade of Rs. 40 for 10 per cent. men.	30 - 1 - 50 (Selection Grade of Rs. 55 for 10 per cent. men.)	30	30

2nd Year trained	12	40	50	20-1/2-25-1-40	Selection Grade of Rs. 55 for 10 per cent. men.	35-32-65 (Selection Grade of Rs. 75 for 10 per cent. men.)	55	40	} excluding selection grade.
3rd Year trained	15	60	25-1-40-2-60	Selection Grade of Rs. 75 for 10 per cent. men.	40-2-80 (Selection Grade of Rs. 100 for 10 per cent. men.)	40	60	
	(a) This was raised from Rs. 7 to Rs. 9 in 1908-09.			The minimum pay was raised as above.	Time scale of pay was introduced for the first time and war allowances were granted to all teachers from 1st February 1918. G. R., E. D., No. 681 of 24th February 1919.		These scales of pay were recommended in the Sathé-Paranjpe scheme. Vide G. R., E. D., No. 5150 of 29th November 1920. Pending this revised scale temporary relief was given by raising from 1st September 1920 the minimum pay including allowance for untrained men and 1st Year trained men to Rs. 20, 23 and 25 respectively.	Sanctioned from 1st March 1921. Vide G. R., E. D., No. 560 of 24th October 1921.		
	(b) Raised to Rs. 11 in 1909-10.									
	(c) Raised to Rs. 12 in 1909-10.									
	(d) Raised to Rs. 15 in 1910-11.									
	(e) Raised to Rs. 25 in 1910-11.									
	The above limits could not be claimed as a right but were applied as funds permitted.									

	1923-24.	1925-26.
	G. R., E. D., No. 560 of 10th March 1924.	
	Rs.	Rs.
Unqualified ..	20	....
Qualified Assistants ..	25-1/5-30	....
Qualified Head Masters ..	30	....
1st Year trained ..	30-1/3-35-1/2 -40	....
2nd Year trained ..	35-1/2-45-1-50	....

SCALES OF PAY

	1929-30.		1930-31.	1935-36.	
	District Local Board teachers.	Municipal teachers.		District Local Board teachers.	Municipal teachers.
	G. R. E. D., No. 8, 72 of 12th July 1929.			G. R. E. D., No. 5448 of 25th February 1935.	
	Rs.	Rs.	Rs.	Rs.	Rs.
Unqualified	15	20	....	15	20
Temporary qualified.	15	20	....	....	....
Permanent qualified.	20-1/5-25- 2-30	25-1/5-30	....	20	25
1st Year trained	25-1-35-1 -40	30-1/3-35- 1 1/2-40	....	20-1/3-25- 1 1/2-30	25-1/5-30
2nd Year trained	30-2-35-1 -50	35-1/2-45-1 -50	25-1/2-35-1 -40	30-1/3-35- 1 1/2-40

3rd Year trained

140-2/3-50-1-60

....

3rd Year trained

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TTS : 83 : 52 : 231 : Nat

The revised scales were sanctioned from 1st March 1923. Vide G. R., E. D., No. 560 of 24th March 1924.		The rates of attendance allowances were revised by G. R., E. D., No. 560 of 21st June 1926, from 1st March 1925.	
In addition attendance allowance was given on the following scale from 1st March 1923:—		as under:—	
Average attendance.	Head Master's allowance.	Average attendance.	Head Masters' allowances.
			1st Assistants' allowances.
	Rs.		Rs. Rs.
Up to 50	3	Up to 75	5
51 to 100	6	76 to 150	10
101 to 150	9	151 to 225	15
151 to 200	12	226 to 300	20
201 to 250	15	Above 300	25
Above 250	20		
These allowances were treated as pay for leave and pension.		Treated as pay for leave and pension.	

35-1-60	40-2 1/2-50 1-60	.....	30-1/2-35-1 -50	35-1/2-45 1-50
<p>The above scales were sanctioned for District Local Board teachers appointed after 30th June 1923.</p>		<p>Government announced that they would not object to the discontinuance of the Head Masters' and 1st Assistants' allowances after 1st December 1930, provided that they are not merged in the scales of pay</p>	<p>Government proposed to lay down the above reduced scales of pay as recommended by the Reorganisation Committee and pending the final orders of Government teachers appointed after 1st April 1935, are being provisionally paid at the above rates. The Head Masters' and 1st Assistants' allowances to new entrants have also been discontinued provisionally.</p>	
<p>With Head Masters' and 1st Assistants' allowances as sanctioned in G. R., E. D., No. 560 of 21st June 1926.</p>			<p>More Committee scale for trained teachers (2nd Year). 25- 1 1/2 - 30 - 2 1/2 - 40 - Selection Grade - 40 - 1 - 50.</p>	
<p>Treated as pay for leave and pension.</p>			<p>Discontinuance of Head Masters' and 1st Assistants' Allowances. G. R., E. D., No. P. 99 of 4th October 1938.</p>	

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No. M-93-V.T.—1091-A.

Bombay, 9th May, 1938.

To

THE SECRETARY,
Government of Bombay,
Educational Department, Bombay.

Sir,

With reference to G. R., E. D., No. 6471, dated 10th January, 1938, appointing a Committee to advise Government on the question of vocational training for boys and girls in Primary and Secondary Schools, we, the Chairman and members of the Vocational Training Committee, submit the accompanying report.

We have the honour to be,

Sir,

Your most obedient servants,

(Signed) K. G. JOSHI.

(„) R. V. PARULEKAR.

(„) GEO. W. BURLEY.*

(„) P. B. ADVANI.*

(„) D. C. GUPTA.*

(„) CHAS. R. GERRARD.*

(„) D. R. VAIDYA.*

(„) K. S. DIKSHIT.*

(„) H. S. KAUJALGI.*

(„) ABDUL HAMEED KAZI.*

(„) AIZAZUDDIN KHAN.*

(„) REBECCA REUBEN.*

(„) V. D. GHATE.*

(„) D. N. CHAUDHARI.*

(„) S. R. BHISE.*

(„) INDUMATI CHIMANLAL.*

(„) B. P. THAKORE.*

(„) P. C. PATIL.*

(„) B. S. PATEL.*

* Subject to Minutes of Dissent.

RECOMMENDATIONS.

A. PRIMARY EDUCATION.

1. After very careful consideration we have come to the conclusion that the principle of "educating children through purposeful creative activities leading on to productive work" is sound. Its adoption is best calculated to remedy the main weaknesses obtaining in the present system of education.

2. We are of opinion that a continuous course of seven years should be the minimum education for every citizen, that this course should constitute Basic Education, and should be called "Primary". Standards 1 to 4 should be called lower primary or elementary and standards 5 to 7 upper primary.

3. We recommend that the Standards of the primary course be numbered consecutively as Standards I-VII.

4. After careful consideration we have come to the conclusion that six plus should be the age of admission to schools as well as the minimum age for compulsion.

5. While we realise that, for financial reasons, it is not possible to provide immediately "Kindergarten, Montessori, or Nursery" schools for children of pre-school age, we recommend that the responsibility of the State in this respect should be steadily kept in view and necessary provision in this direction should be made as soon as practicable and that, in the meantime, properly constituted private institutions should be encouraged to organise such schools.

6. We are of opinion that fresh admissions to the lowest class, i.e., to Standard I should ordinarily be made within two months from the beginning of the school year.

7. While we realise that for financial reasons compulsion cannot at present be enforced beyond the age of 11 or Standard IV, we are of opinion that for the full attainment of the objective of Primary Education the ultimate aim should be a seven years' compulsory course for boys and girls.

8. We recommend that Local Authorities and Managements of approved Schools should be permitted, if they so desire, to introduce the shift system and other forms of part-time instruction in their schools with a view to accelerating the spread of education among the masses.

9. We are of opinion that no fundamental differentiation should be made in the courses for urban and rural schools but that the teaching should relate to the environment of the pupil.

10. We are of opinion that so far as general education is concerned there should be no fundamental differentiation in the courses for boys and girls.

11. We are of opinion that at the Primary stage not more than half the school-day should ordinarily be devoted to formal instruction in the class-room.

12. We are of opinion that among others the following should be chosen as basic crafts in the reorganised primary schools :—

- | | | | |
|--|-------|----|--------------------------|
| (1) Agriculture including subsidiary occupations | .. .. | .. | Rural area. |
| (2) Fruit and Vegetable gardening | .. .. | .. | } Rural and Urban Areas. |
| (3) Spinning and Weaving | .. .. | .. |  |
| (4) Wood-Work | .. .. | .. |  |
| (5) Claywork | .. .. | .. |  |
| (6) Home Craft | .. .. | .. |  |

13. We are of opinion that Central Schools should essentially be schools of general education. They should be labelled neither vocational nor pre-vocational.

14. We are of opinion that the articles that are produced by School Children under the new Scheme of education should have as far as possible useable and/or marketable value.

15. In view of the fact that Hindustani is fast becoming the national language of India, it is desirable that people in the non-Hindustani Provinces should have a working knowledge of every-day spoken Hindustani. We, therefore recommend that suitable provision should be made for the teaching of Hindustani in the upper primary standards.

16. We are of opinion that special impetus should be given to the spread of education among girls and that in every scheme of compulsory education preference should be given to girls.

17. We recommend that, in view of the present schools being examination-ridden, external examinations should be abolished. Heads of Schools should hold their own examinations and make promotions after taking into account the record of the pupil's attendance, work in the class-room, farm and workshop and in general extra school activities, as also his performance in school examinations.

18. We recommend that provision should be made at suitable centres for continuation courses for the benefit of children who may leave school before completing the full primary course.

19. We are of opinion that early provision should be made for more training institutions and for an increase in the number of places in the existing women's training institutions with a view to securing more trained women teachers for lower classes of primary schools.

20. We are of opinion that for the success of the scheme of Basic Education, it is essential that provision for a four years' normal course (on a par with the Secondary School Course) for the training of teachers of basic schools should be made and that at least one such normal school should be maintained for each district.

21. We are of opinion that special training institutions for the training of teachers of Central Schools and Supervisors should be organised in all Educational Divisions and arrangements should be made in these institutions for vacation or refresher courses for teachers already in service and also for the systematic use of the Cinema, Radio, Museums, etc., as definite aids to work in schools.

22. We are of opinion that Supervisors of Primary schools should be specially trained for their work and that each such supervisor should ordinarily be in charge of about 50-60 schools with headquarters near about the centre of his beat.

B. SECONDARY EDUCATION.

23. We are of opinion that the Secondary School Course should begin at the end of the seven years' course of Primary Education.

24. We recommend that Managements of High Schools wishing to maintain Standards V to VII of the Primary Course should be encouraged to maintain classes for the full seven years primary course.

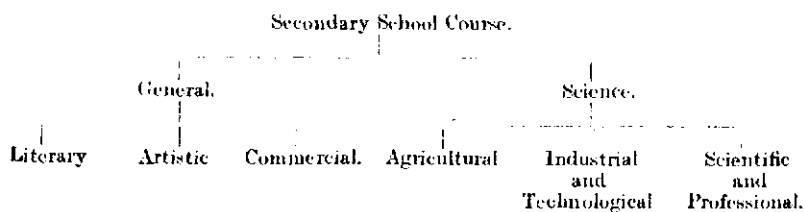
25. We recommend that the duration of the Secondary School Course should be four years, the Standards being numbered VIII, IX, X, XI in continuation of the Primary Standards I-VII.

26. We are of opinion—

(a) that the Secondary School course should be divided into two groups :—

(1) General and (2) Science.

(b) that the different courses under each head should be as under :—



(c) The four years' course should be divided into two stages :—

(1) Standards VIII and IX and (2) Standards X and XI.

For standards VIII and IX, the course should be common to all, with the exception of practical work.

We recommend that a special committee should be constituted to draw up detailed syllabuses.

27. We are of opinion that, to start with, teachers of requisite qualifications for Vocational work should be selected so far as possible from among teachers who have worked or are working in Vocational Institutions of good standing and established reputation, in consultation with a Board of experts.

28. We recommend that in Secondary Schools the mother-tongue should be the medium of instruction in all subjects except English and Hindustani.

29. We are of opinion that English should not ordinarily be introduced before the first year of the Secondary School Course, i.e., before the commencement of the work of Standard VIII. If, in any locality, there is an effective demand for the teaching of English in the higher primary stage and if thoroughly satisfactory arrangements by the appointment of a qualified teacher or teachers for instruction could be made, instruction in the language may be permitted as an optional subject from that stage without any financial obligations on Government.

30. We are of opinion that the aim of teaching English should be essentially practical.

31. As in our opinion the whole system of Secondary Education is examination-ridden, we recommend that with a view to removing the tyranny of the Matriculation Examination, Heads of Secondary Schools should be permitted to hold their own examinations and issue Secondary School Leaving Certificates on the basis of full four years' record of pupils' work in the class-room, on the play-field, in the workshop, in the social and general activities of the school, as also his performance in the school examinations.

32. We recommend that the University be moved to have the present Matriculation Examination replaced by special tests or examinations for entrance to Colleges affiliated to the University with a view to securing right type of students for University courses, none but those holding the requisite Secondary School Leaving Certificates being considered eligible for admission to the entrance tests of Colleges.

33. We are of opinion that till such time as the University decides to abolish the Matriculation examination, it should be moved to take steps to improve the Matriculation Examination by providing alternative courses of studies and by modernising the Examination generally.

34. We recommend that English-teaching Schools that are permitted to teach English from the initial stage (as the mother-tongue of the pupil is not one of the recognized languages of the Province) may continue to do so as at present provided that the schools arrange for regular instruction in one of the recognised languages of the Province and/or in Hindustani.

35. We are of opinion that the Department of Education should arrange for the periodical inspection of Vocational work in secondary schools in consultation with a Board of Experts.

C. GENERAL.

36. We recommend that the curricula sanctioned by Government should be regarded as standard in which alterations or modifications not inconsistent with the principles and spirit of the sanctioned Course may be made to suit local or special conditions after intimation in writing to the Department of Education before the commencement of the school year.

37. We recommend that an Advisory Board of Education composed of official experts in the different branches of education and non-officials eminent in educational, vocational, business, or social activities, should be constituted. Its function should be :—

- (1) To advise Government on matters of educational policy and practice.
- (2) To collect information about educational activities and experiments in other parts of India as also in foreign countries.
- (3) To issue bulletins disseminating modern ideas in education.
- (4) To suggest ways and means for securing the co-operation of State utility services as also of commercial and industrial firms, particularly in the matter of pre-vocational training.
- (5) To suggest arrangements for vocational guidance to pupils in secondary schools.

The Advisory Board should appoint sub-committees for (1) general education and (2) pre-vocational training with powers to co-opt experts.

38. We are convinced that for the success of the new scheme it is essential that a Special Publication Bureau should be constituted for the preparation of books and appliances for the use of teachers as also for village libraries, school children and literate adults.

39. We are of opinion that the emoluments of teachers in primary and secondary schools should be in accordance with the standard scales of pay that may be laid down for other public servants of similar attainments and responsibilities.

40. We recommend that the scale of grants to aided schools should be revised to enable them to employ qualified teachers on adequate scales of pay with reasonable fixity of tenure and provision for old age and also to enable them to meet the extra cost involved by the provision of practical work in primary and secondary schools.

41. We are of opinion that libraries specially meant for the benefit of children who cannot continue their school course beyond Standard IV should be organized in villages beginning with those having schools.

42. We recommend that Government should publish pamphlets giving information about careers for pupils and also about the preliminary education needed for such careers.

REPORT ON VOCATIONAL TRAINING IN PRIMARY AND SECONDARY SCHOOLS AND CONSEQUENT REORGANISATION.

CHAPTER I.

APPOINTMENT OF THE COMMITTEE.

1. The Committee was appointed by Government under their Resolution, Education Department, No. 6471, dated the 10th January, 1938, to advise Government on the question of vocational training for boys and girls in Primary and Secondary Schools in the Province of Bombay, with following persons as members :—

1. Rao Bahadur K. G. Joshi, retired Educational Inspector—*Chairman.*
2. The Director of Industries.
3. Mr. B. S. Patel, Deputy Director of Agriculture.
4. Mr. D. N. Choudhari, M.L.A.
5. Mr. B. P. Thakore, M.L.A., B.A., S.T.C., Joint Principal, Proprietary High School, Ahmedabad.
6. Dr. G. W. Burley, D.Sc., M.I.M.E., M.A.S., M.R.S.T., Principal and Secretary of the Victoria Jubilee Technical Institute, Bombay.
7. Rao Bahadur Dr. P. C. Patil, M.Sc., L.Ag., D.Sc., of Kolhapur.
8. Miss Indumati Chimanlal, of Ahmedabad.
9. Dr. Abdul Hameed Kazi, M.A., Ph.D., Yawal, District East Khandesh.
10. Mr. S. R. Bhise, Principal, S. P. Hakimji High School, Bordi.
11. Mr. Hanumantrao S. Kaujalgi, Bijapur.
12. Mr. V. D. Ghate, Educational Inspector, Bombay Division—*Secretary.*

The following additional members were appointed on the Committee by Government under G. R., E. D., No. 6471, dated the 31st January, 1938 :—

1. Mr. K. S. Vakil, Principal, Shri-Maharani Tarabai Teachers' College, Kolhapur.
2. Mr. K. S. Dikshit, Retired Deputy Educational Inspector, Satara.
3. Mr. D. R. Vaidya, Poona.

The Committee was requested to consider the Report of the Zakir Hussain Committee, published in the *Harijan*, dated the 11th December, 1937, and was asked to submit its Report to Government within two months of its first meeting.

The Committee was empowered to co-opt members, if necessary.

2. The Terms of Reference to the Committee were as under :—

A.—Primary Education.

1. What changes does the Committee suggest in Primary Education arising out of the Zakir Hussain Committee's Report ?
2. Dr. Zakir Hussain Committee's Report recommends the idea of educating children through some suitable form of productive work. Central Schools will have to be opened to impart instruction on these lines. What should be the total number of these Central Schools and where should they be located ? Would it be desirable to establish Central Schools in the first instance at each Taluka Head Quarters ?
3. What should be the proportion of general education and practical work in the higher primary standards of these Central Schools ?
4. Should these Institutions be treated as prevocational or vocational or should they be encouraged to be developed in either directions as circumstances would permit ?
5. What major types of handicrafts in addition to agriculture could be introduced in these schools in rural as well as urban areas ?
6. The Committee is requested to suggest a three years' syllabus for different kinds of manual work (handicrafts).
7. Is it necessary to revise the syllabus of the lower primary grades of the Central Schools ? If so, make definite suggestions.
8. How and where should teachers for Central Schools be trained ? Should they be trained in the existing training institutions for primary teachers or in some vocational institutions ? Or should intensive Refresher Courses be organised in institutions like the College of Agriculture with special staffs ? What period may be considered as adequate for imparting training in handicrafts ?
9. What will be the cost of training teachers for Central Schools ?
10. What will be the approximate cost of maintaining Central Schools of different types ?
11. How and where can women teachers of Central Schools for girls be trained ? Will a special course of six months be sufficient for training in household arts, mothercraft and some useful cottage industries ?
12. What will be the initial cost of introducing the scheme, e.g., equipment and material required for training institutions and the Central Schools ? The Committee is requested to give a complete list of the equipment required together with the rough estimates thereof for all the different handicrafts that it might suggest.

B.—Secondary Education.

1. What would be the proportion of general education and vocational training in Secondary Schools ?
2. At what stage should vocational training be introduced ? What should be its duration ?
3. Propose syllabus for the different kinds of vocational courses which could be suitably introduced in the Secondary Schools.
4. What would be the approximate recurring and non-recurring cost to Government as regards staff, equipment, contingencies, etc., for (a) Technical, (b) Commercial and (c) Agricultural courses to be introduced in Secondary Schools ?
5. How should teachers for the vocational courses be recruited ? What should be their qualifications and scales of salaries ? Will it be necessary to provide any preliminary training to these teachers ? If so, in what institutions and through which agencies ?

3. Government, in their letter dated 21st January, 1938, directed the Committee that the first term of reference should be amended to read as follows :—

“1. What changes does the Committee suggest in Primary Education arising out of the Abbott-Wood Report on Vocational Education in India and the Zakir Hussain Wardha Education Committee's Report.”

4. The Committee met on the 1st and 2nd February, 1938, to co-opt additional members and to draft a questionnaire. The following members were co-opted by the Committee in their first meeting held on the 1st February, 1938 :—

1. Miss R. Reuben, Principal, Sir Elly Kadoorie High School, Bombay.
2. Mr. R. V. Parulekar, Secretary, Schools Committee, Bombay.
3. Mr. C. R. Gerrard, Director, Sir J. J. School of Art, Bombay.
4. Mr. A. Khan, Deputy Educational Inspector for Urdu Schools, Poona.
5. Mr. D. C. Gupta, Deputy Director of Industries, Bombay.

5. As the terms of Reference would show, the Committee was called upon to consider and make suitable proposals for the reorganisation of Primary and Secondary Schools and the introduction of vocational training in them. The questionnaire sent out by the Committee is attached to this Report as an appendix.

6. The Committee met from the 14th to 19th March, 1938, and from the 4th April to 9th April, 1938, (both days inclusive) and considered the various questions arising from the terms of reference and formulated their recommendations.

The Committee also met in April from the 27th to 29th to approve the draft Report which was signed by the members present in Bombay on Monday the 2nd of May, 1938. Mr. K. S. Vakil, a member of our Committee, attended the meetings up to the 9th of April, after which he left for England. He had, however, approved of the recommendations, which were sent in advance to Government.

7. The work of drafting syllabuses and working costs was entrusted to the following Sub-Committees :—

A. Agriculture—

- (1) Dr. P. C. Patil.
- (2) Mr. B. S. Patel.
- (3) Mr. S. R. Bhise.
- (4) Mr. D. R. Vaidya.

B. Wood Work—

- (1) Dr. G. W. Burley.
- (2) Mr. D. R. Vaidya.

C. The syllabus in Clay work was prepared by Mr. D. R. Vaidya.

D. The syllabuses in Artistic Crafts were prepared by Mr. Gerrard, the Director of Sir J. J. School of Art.

E. A Sub-Committee consisting of Messrs. Hanmantrao Kaujalgi, D. N. Choudhari and S. R. Bhise considered the syllabuses in Spinning and Weaving prepared by the Zakir Hussain Committee.

F. Messrs. J. C. Bahl, V. R. Patwardhan and R. S. Sadashivan, instructors of the Government Commercial Classes, Elphinstone High School, Bombay, prepared a scheme for introducing commercial training in Secondary Schools and Mr. M. J. Antia, Principal, Sydenham College of Commerce, Bombay, was kind enough to prepare a Note on the same question.

G. Messrs. Burley and Gupta prepared syllabuses for the Science group of Secondary Schools.

8. The time at the disposal of the Committee was found to be insufficient and was extended at our request by Government by one month.

9. Our best thanks are due to the Secretary, Mr. V. D. Ghate, M.A., B.T., T.D. (Lond.), for the efficient manner in which he discharged his duties. He held the office of the Educational Inspector, B. D., in addition to the Secretaryship of this Committee, as also of the Committee appointed to consider the question of the training of primary teachers. The work was undoubtedly heavy and arduous but Mr. Ghate managed to cope with it all.

CHAPTER II.

STATISTICS AND SYSTEM OF EDUCATION.

Area and Population.

10. The British Districts of the Province of Bombay (after the separation of Sind) comprise an area of 7,721 square miles with a population of 17,992,000 in 1931. In area the province now stands sixth and in population fifth among the major provinces of India. The density of the population of the Province is 234, approximating the average density of India. In density Bombay stands sixth among the provinces of India. Of the 17,992,000 persons living in the Province, 4,203,000 or 23·3 per cent. live in towns or in urban areas and the rest 13,789,000 or 76·7 per cent. live in villages or in rural areas. Bombay is the most urbanised province in India.

Divisions of the Province.

11. The Province may be divided into three natural divisions :—The Deccan, Konkan and Gujarat. These natural divisions do not correspond exactly with the Revenue Divisions nor with the Educational Divisions. On linguistic basis, also, the Province is divided into three major parts.

Languages.

12. The four recognised Indian languages of the Province are Marathi, Gujarati, Kanarese and Urdu (styled as Western Hindi in Census Reports). The distribution of the population according to the four recognised languages as shown in the Census Report of 1931 is as under :—

Languages.				Population.	Percentage.
Marathi	..	..	..	9,322,000	51·8
Gujarati	..	..	..	3,445,000	19·1
Kanarese	..	..	..	2,598,000	14·4
Urdu	..	..	..	1,321,000	7·3
Other languages and dialects			..	1,306,000	7·4
			Total	17,992,000	100·0

The other languages and dialects include Bhili, Konkani, Rajasthani, Telgu, Sindhi, Tamil, Malayalam, Eastern Hindi, other Asiatic and European languages.

Some Indian Christians claim that their mother-tongue is not any of the four recognised languages of the Province.

Occupations.

13. The following table shows the distribution of population of principal earners and working dependents according to occupations as given in the Census Report of 1931 :—

Sub-class.	Principal earners and working dependents.	Percentage to total earners and working dependents.
1. Exploitation of Animals and vegetation..	4,767,000	67·3
2. Exploitation of Minerals	10,000	·1
3. Industry	872,000	12·3
4. Transport	139,000	1·9
5. Trade	357,000	5·0
6. Public Force	47,000	·7
7. Public Administration	118,000	1·7
8. Profession and Liberal Arts	117,000	1·7
9. Persons living on their income	23,000	·3
10. Domestic Service	138,000	2·0
11. Insufficiently described occupations	397,000	5·6
12. Unproductive	102,000	1·4
Total (all classes) ..	7,087,000	100·0

From the above table it will be seen that agriculture is the occupation of over two-thirds of the earning population. Artisans and persons engaged in industry come next. If these two are added, they make about four-fifth of the earning population. Persons engaged in public administration, professional and liberal Arts form 3·4 per cent. of the population.

Present System of Education.

14. In this Province "Primary Education" is defined as education which is wholly given through the mother-tongue in any of the prescribed primary standards. The Primary course covers a period of eight years and consists of two stages, the elementary or Lower Primary stage (Infant class and standards I-IV) and the Upper Primary stage (standards V-VII). At the end of the Primary school course (in the case of girls standard VI and in the case of boys standard VII), there is a departmental examination, the passing of which qualifies a boy or a girl among other things, for admission to a Primary Training College and qualifies him or her to act as teacher in an approved Primary school. Pupils who pass the 4th standard Examination of a Primary school are eligible for admission to standard I of an Anglo-Vernacular School.

The term "Secondary Schools" is applied to those schools only in which English is taught. The course consists of seven years and the standards prescribed are called Anglo-Vernacular standards (standards I to VII). Anglo-Vernacular schools which teach the full course of seven standards leading up to the Matriculation Examination of the Bombay University are known as High Schools. Those teaching up to standard III only are known as Middle Schools.

In some Primary Schools, arrangements are made to teach English to the pupils in the Upper Primary Standards (V, VI and VII) and for this purpose separate classes known as "English classes" are attached to these standards. In addition, there are attached to certain High Schools special classes in English for pupils who have passed the Vernacular Final Examination. These classes are known as "Special Vernacular Final Classes" and follow a special intensive course for one year in English. At the end of the course, a Departmental examination is held in English and those pupils who are successful are promoted to Anglo-Vernacular standard IV.

15. The following statement shows the number of pupils (boys and girls) in Primary and Secondary Schools in 1931-32 and 1936-37 :—

Primary Pupils.

				Upper Primary.	Lower Primary.	Total.
1931-32.						
Boys	..	..	..	85,521	674,903	760,424
Girls	..	..	..	10,143	227,758	237,901
Total				..	95,664	902,661
1936-37.						
Boys	..	..	..	100,086	753,152	853,238
Girls	..	..	..	16,702	270,359	287,061
Total				..	116,788	1,023,511

Secondary Schools.

	Number of schools.		Number of pupils.	
	1931-32.	1936-37.	1931-32.	1936-37.
(1) Secondary	472	569	85,011	106,558
(2) European and English teaching.	75	70	19,341	20,529
Total .. .	547	639	104,352	127,087

Compulsory Education.

16. One of the main objects with which the Primary Education Act of 1923 was passed was to provide for compulsory education up to the end of standard IV for children between the ages of six and eleven. The hopes, however, entertained by those who were responsible for framing and passing this Act, have not been fulfilled. The present position is that five Local Authority Municipalities have introduced compulsion for boys and girls but two of these, viz., Bombay City and Poona City have only introduced compulsion in certain parts of the Municipal area. Four local Authority Municipalities have introduced compulsion for boys only and in one of these Municipalities compulsion has only been introduced into three Wards. One District Local Board has introduced compulsion in villages which have a population of one thousand and over and also in non-Local Authority Municipalities. Since the introduction of compulsion, the number of children of compulsory age on the rolls of Primary schools in compulsory areas has increased very greatly.

17. The following statement shows the number of pupils at present in primary Schools in towns and villages and also the number of pupils for whom provision of primary education is yet to be made :—

	Number.	Population 1931.	Population 1937 (rise estimated at 6 per cent. in six years).	Number of children of school going age at 6 to 11 age (13 per cent. of 1937 population).	Number of children attending Primary Schools in 1937.	Number of children not attending Primary Schools.
Towns ..	184	4,203,000	4,455,000	579,000	446,000	133,000
Villages with Schools ..	8,599	9,452,000	10,019,000	1,302,000	694,000	608,000
Villages without Schools ..	12,885	4,341,000	4,601,000	598,000	..	598,000
Total .. .. .	..	..	..	2,479,000	1,140,000	1,339,000

CHAPTER III.

PRESENT POSITION OF EDUCATION AND PRINCIPLE OF
REORGANISATION.

18. The Primary and Secondary Reorganisation Committee, that investigated in 1927-29 the very question under reference to this Committee, note the following among other defects in the course of their report :—

“The present system of education is too literary in character and fitted only for those who wish to join the learned professions and occupations which do not demand the use of the hands. It is not related to life and is far too bookish. Curricula and text books are too urban in outlook. The wastage in Primary Education is great and a comparatively small proportion complete the elementary course. The teachers in Primary schools are deteriorating and full value for the money spent on education is not received. The instruction in Primary schools bears little relation to the environment of the pupils and the whole school and village atmosphere is such that the child does not realise what bearing education has on the life he is familiar with.

“The work in the Secondary Schools depends largely upon the school-leaving examination and the subjects prescribed and the examination papers set. Comparatively few join the high school course except with the object of passing the Matriculation. It is generally agreed that the importance of English in the school curriculum has been over-emphasised and that the general education of the pupils has suffered in consequence. There is unnecessary duplication of studies in part of the course, mainly as the result of the subject being taught first in the vernacular and again in English. The courses in some of the subjects are overburdened with unimportant matter, an unnecessary strain being thrown upon the pupils.”

The report is still pending the consideration of Government and the general position remains materially unaltered.

19. As already stated, over two-thirds of the population of the province live on agriculture. Our primary schools which are to cater mostly for the children in the rural area (i.e., for children of agriculturists and artisans who form the main bulk of the population) fail to appeal to an average villager. The reason is not far to seek. The village child is made to sit still for long periods at a time in the school room. The result of several years' schooling of this kind often is that the child grows into a weakling that is unable to stand the sun and the rain and is thus not of much use for hard work in the field. What little book-knowledge the child acquires does not appeal to a vast majority of the villagers, who though generally illiterate, possess a strong common sense. Brought up on books and nothing but books, the village child looks down upon manual work. Conditions in urban areas are much the same.

20. The position regarding the Secondary School boy is not very different. He begins his English education after acquiring a smattering

knowledge of his own mother-tongue and for seven long years he reads books and does little else. He is supposed to do Nature Study at the Middle School stage through observation, collection and excursion. What he really does is to read a book on Nature Study. At the High School stage in the Science laboratory he watches his teacher making some experiments and repeats them. The Secondary School provides neither optional courses, nor definite practical work. Agriculture, art crafts, technology, commerce have no place in the present stereotyped system of secondary education.

21. What is needed is reorientation of educational ideals. Education must be made thoroughly practical, both in the primary as well as secondary stages, with a view to bringing our schools into intimate touch with the life, needs and traditions of the people.

This Committee was called upon to consider two important Reports on Education, whose authors give helpful suggestions as to how education could be made more realistic and practical. Messrs. Abbott and Wood have shown how it is possible to provide diverse courses on definite practical lines at the secondary stage. This Committee have duly considered the proposals of these two specialists while making recommendations for diversified courses at the secondary stage. The Zakir Hussain Committee present a comprehensive scheme of primary education through suitable form of productive work.

22. The Zakir Hussain Committee's scheme deals mainly with the problem of mass education and thus has a special bearing on the education of the children in the rural areas where the main bulk of the people live. It envisages a seven years' course of primary education through the mother-tongue, which the Committee consider should be the minimum education necessary for every citizen. The Committee propose to impart this "basic" education through craft work. They also propose to correlate all school work with the basic craft.

23. We have given very careful consideration to this scheme of Basic Education and we are in substantial agreement with the Zakir Hussain Committee as regards the fundamental principle of their scheme, viz., learning through doing. We are all agreed that education at the primary stage should be through experience rather than through formal instruction. We feel that education should minister to the all round growth of the child "by enriching experience through activities as well as by book learning. Literacy (or even skill of hand or keenness of eye) should be a by-product of satisfying activities". (Abbott and Wood.)

24. The principle of educating children through purposeful creative activities leading on to productive work is peculiarly suitable to village conditions and requirements. The children of the urban areas, too, stand in need of active or dynamic education in place of the present passive absorption of information from books. It would not be difficult to provide for them an education through purposeful creative activities.

25. The principle is also psychologically and educationally sound. It is practically education through the principle of "activity". Learning

by "doing" is certainly preferable in every way to the traditional method of passive book-learning. The productive work is to be merely a medium or method of education and not an end in itself. The Zakir Hussain Committee clearly state that "the object of this new educational scheme is not primarily the production of craftsmen able to practise some craft mechanically but rather the exploitation for educative purposes of the resources implicit in craft work". The principle only shifts emphasis from book-learning to learning by doing and observation which is not only desirable and necessary but also essential in the existing circumstances. The principle, if rightly followed, would use and direct the creative impulses of the child, provide suitable "hand and eye training", and also serve to secure an all-sided education. It should also help to cultivate a true sense of the dignity of labour. It may be noted in this connection that all creative activity—whether manual or intellectual—has a liberalising influence. There is therefore no valid ground to fear that the present aim of "liberal education" will be defeated by the adoption of the principle of education through creative purposeful activities leading to productive work.

26. The Zakir Hussain Committee claim that the adoption of the principle will increase the productive capacity of workers and will be helpful in reducing the cost of education if not, in making it self-supporting. It is this economic aspect and particularly the idea of "self-supporting basis" of education linked with it, that has evoked very severe criticism. It is true that in their report the Zakir Hussain Committee sound a note of warning and point out that the economic aspect is not to be stressed at the sacrifice of the cultural and educational objective. They have since pointed out that they do not "contemplate any connection between the teachers' salary and the proceeds from the sale of the children's products". It is needless to say that if education is to be imparted through "activity", the activity should be purposeful lest the children should get into mischief or lest the educative value of the method should be lessened. The teacher is expected to bear the purpose in mind and to direct skilfully the activities of the child so that it may learn the different processes of the productive work and also incidentally learn to observe, acquire experience, and be initiated in the processes of the three R's. Purposeful activity of school children in this way should automatically lead to the production of something useful or valuable. If children are encouraged in this way to construct useful things they come to enjoy the work and attribute a special value to it. Production of useful things serves as a training in accuracy and exactness in planning and execution. It must, however, be made perfectly clear that "self-supporting" part of the scheme is *incidental* and *not* a condition of it. While most of the persons who sent replies to the Committee's Questionnaire accept the principle as sound, they have expressed a doubt about the "self-supporting" aspect of the scheme.

27. The following extracts from the Report (May, 1937) of the Advisory Committee appointed by the Executive Committee of the

Educational Hand-Work Association, London, bear on the question under consideration :—

“ According to the terms of reference the Committee was appointed to prepare and publish a report on the provision of facilities for craft teaching in junior, senior and secondary schools, excluding special schools and infant schools. Thus our enquiry does not extend to children below the age of seven or thereabouts. From this it must not be inferred that craft work is not possible for such children, but rather that by limiting the scope of the enquiry in this way we are enabled to concentrate upon that phase of craft-teaching in schools which demands more particular attention at the moment.....

“ In order to avoid confusion and to make our position clear, we have used throughout this report the terms craft-work and hand work, each having a definite connotation, which together completely cover the field of our enquiry without having recourse to other terms. Craft-work is the exercise of a craft, and a craft is an occupation demanding manual skill and primarily concerned with producing objects of utility or beauty or both. We take the point of view that in normal cases craft-work begins in the junior school. On the other hand the term handwork, in our nomenclature, signifies that type of practical work done mainly in the infant school, and to a less extent thereafter as the pupils grow older.....

“ The introduction of craft work and hand-work in its various forms into the curriculum of the school is one of the outstanding features of modern education. We do not propose to justify the inclusion of such work in the school time-table. The attitude displayed towards the subject in recent years has rendered this unnecessary. Yet we find it difficult to avoid some reference to the extraordinary appeal such practical work makes to children. It satisfies in a remarkable way the innate urge of the child to do and to create, and by so doing and creating, he develops mental and physical powers in a positive and natural way. Thus the pupil undergoes a discipline and a training, which are best described as cultural in the widest sense of the term ; and concurrently acquires certain skills of utilitarian or recreative or other value. Expressed in scientific terms the justification rests on physiological, psychological, sociological and economic grounds. Nor must we forget that, when such practical work leads to fine workmanship, the acquiring of the necessary skill and the exercising of the judgment in designing and fashioning an object of beauty leads to a finer and more delicate sense of appreciation and to true aesthetic enjoyment.”

After very careful consideration we have come to the conclusion that the principle of ‘ educating children through purposeful creative activities leading on to productive work ’ is sound ; its adoption is best calculated to remedy the main weaknesses obtaining in the present system of education.

28. The recommendations made in the succeeding chapters are based on the application of the above principle with a view to making education as practical as possible and removing the principal defects in the present system.

CHAPTER IV.

STAGES AND DURATION OF SCHOOL COURSE.

Primary Stage.

29. As pointed out in Chapter II, the full school course is at present divided into three stages—(1) Elementary stage of five years (the infant class and 4 standards), (2) Middle stage of three years (upper primary Standards V-VII or A. V. Standards I-III) and (3) High School stage of four years (A. V. Standards IV-VII). Though both the upper primary Standards V-VII and A. V. Standards I-III form part of general education they are treated as separate types of standards and have separate curricula, chiefly because in one English is taught and in the other there is ordinarily no provision for instruction in English. The mother tongue ought to be the foundation of general education and there is no valid ground for a differentiation made at present between the upper primary Standards and the Anglo-Vernacular Middle Standards. It is, therefore, proposed to abolish it and plan a continuous seven years' course which will provide Basic Education, i.e., minimum general education necessary for every citizen. This seven years' course will constitute the primary stage consisting of Standards I-VII—Standards I-IV forming the elementary or lower primary stage and Standards V to VII the upper primary.

We are of opinion that a continuous course of seven years should be the minimum education for every citizen, that this course should constitute Basic Education, and should be called "Primary". Standards I to IV should be called Lower Primary or elementary and Standards V to VII Upper Primary.

We recommend that the Standards of the Primary course be numbered consecutively as Standards I-VII.

Secondary Stage.

30. The Secondary Stage will begin at the end of the seven years' primary course and under the plan of reorganisation will extend over four years and consist of Standards VIII, IX, X and XI.

We are of opinion that the Secondary School Course should begin at the end of the seven years' course of Primary Education.

We recommend that the duration of the Secondary School Course should be four years, the Standards being numbered VIII, IX, X, XI in continuation of the Primary Standards I-VII.

31. Under the new arrangement of courses the total length of the whole school course will be reduced from 12 to 11. It may be noted in this connection that the Education Reorganisation Committee of 1927-29 after thorough investigation reached the conclusion that a reduction of

one year in the total length of the course was possible. They also noted that it was possible that the use of the better methods of teaching Reading would materially reduce the time spent in the infants class and suggested that the possibility of completing the elementary course in four years be kept in view. The Committee after careful consideration came to the conclusion that it was time that the infant class need no longer be retained in the primary stage.

Nomenclature.

32. Under the proposed reorganisation, the two stages of instruction will be designated primary and secondary. The primary stage will be divided into two sections :—(1) Elementary or Lower Primary consisting of Standards I-IV and Upper Primary comprising Standards V-VII. The Secondary Stage will consist of Standards VIII-XI. The other usual nomenclature, e.g., A. V., Middle, High School, etc., should disappear.

Admissions to the lowest class.

33. Stagnation particularly in the lowest class (i.e., the present infants class) of primary schools is a serious evil. This is mainly attributable to the practice of admission to the lowest class being made at any time of the school year. The result is that the infants class is often composed of children in 3-4 stages of instruction. The teacher is thus very much handicapped in teaching the class as a whole in a satisfactory manner. In his effort to look after the new recruits, he cannot devote his attention to those who joined the class earlier in the year. It is not, therefore, surprising that when the annual promotions come to be made as many as 50 per cent. of the pupils have to stagnate in the same class for another year in a large number of schools. This is a serious waste and has to be stopped immediately.

We are of opinion that fresh admissions to the lowest class, i.e., to Standard I, should ordinarily be made within two months from the beginning of the school year.

Pre-Primary Education.

34. Though under the new arrangement the Infants Class as such is done away with, it does not mean that the Committee attaches little or no importance to the teaching of infants. The real position of the infants classes in the present primary schools is worth noting. Though it is intended that they should be looked after by highly trained persons they are in practice often entrusted to the care of raw or untrained teachers. In one-teacher schools (which form about 50 per cent. of the total number of primary schools), the infants classes are usually the largest and stagnation is mostly their special feature. The infants as a rule do not receive the attention they deserve. The Committee feel keenly that systematic training of pupils of pre-school age should

be provided for by the organisation of separate Kindergarten Departments or Montessori and Nursery Schools under specially trained teachers—preferably women—instead of infants classes being linked with Primary Schools as at present. Although it is a clear obligation of the State, the Committee are not inclined, for financial reasons, to urge any immediate provision by the State in this respect.

It would, however, be necessary to provide training institutions to prepare teachers of pre-primary schools. We would, therefore, suggest that Government should give grants-in-aid to such associations as would start pre-primary training institutions. They may also consider the question of attaching pre-primary departments to their existing training institutions.

While we realise that, for financial reasons, it is not possible to provide immediately “ Kindergarten, Montessori, or Nursery ” Schools for children of pre-school age, we recommend that the responsibility of the State in this respect should be steadily kept in view and necessary provision in this direction should be made as soon as practicable and that, in the meantime, properly constituted private institutions should be encouraged to organise such schools.

Age of Compulsion.

35. Under the existing system, the minimum age of compulsion is 6, although there is nothing to prevent the admission to school of children of less than six. In the opinion of the majority of the Committee, children should not be admitted to school before they have completed their sixth year, and the present practice of admitting children below the age of six should be stopped. It is argued that admission of such children to schools retards the progress of the class as a whole and it often keeps out of school a number of children of six and over, who ought to be in school. Some of the members of the Committee were of opinion that five plus should be the age of admission to school; while others thought that seven plus and not six plus should be such age. The majority, however, are of opinion that six plus is the proper age for compulsion as well as for admission to schools.

After careful consideration we have come to the conclusion that six plus should be the age of admission to schools as well as the minimum age for compulsion.

Period of Compulsion.

36. We have already recorded our opinion that a continuous course of seven years should be the minimum education for every citizen and that it should constitute Basic or Primary Education. It is essential for the intelligent exercise of the vote and the satisfactory working of representative institutions. It is also necessary for the improvement of the general efficiency of citizens, as also for the attainment of permanent literacy.

As already noted in Chapter III, the present position particularly of primary education is highly unsatisfactory. The Director of Public Instruction in his report for 1935-36 (the latest available report) observes :—

“ For every hundred boys in a Primary School, 31 are in the Infant Class of whom a little less than half stagnate in that class, and about 11 per cent. reach Standard IV. When it is remembered that these percentages represent the rural as well as the urban areas and include the children of the advanced classes, who almost invariably complete the Lower Primary stage of instruction, it is evident that the wastage among the rural communities is rather more than the figures actually disclose.”

In view of the appalling wastage and the highly unsatisfactory position generally, we feel that efforts should in the first instance be concentrated on arrangements to ensure that education is thoroughly well suited to the actual life, environment and needs of the pupils and that wastage is minimised—if not eliminated altogether. Introduction and extension of compulsory education is undoubtedly necessary and should be the next stage of progress.

Though the principle of seven years' universal Primary education is fully acceptable, its practicability obviously depends on the cost involved. The following figures based on the Census figures of 1931 will be found to be of general interest :—

Age group.	Percentage to population.
6—10	10·3
6—11	12·5
6—13	17·1

If due allowance is made for the normal growth of population (at 1 per cent. per year) the total population for 1937 may be estimated at 190 lakhs in round figures. On the basis of the percentages noted above, the distribution of the population of primary school age may be estimated in round figures as under :—

Age group.	Total children.	Children in School.	Children to be provided for.	Additional cost at Rs. 13* per pupil.
6-10 } ..	21,00,000	11,00,000	10 lakhs	1,30,00,000
6-11 }				
6-13 ..	32,80,000	12,00,000	20 lakhs	2,60,00,000

*Average cost to Government for educating a pupil in a District Local Board Primary School.

From the above figures it will be seen that the additional cost of introducing compulsion for children up to 11 or Standard IV amounts to approximately Rs. 130 lakhs and that for children up to the age of 13 to Rs. 260 lakhs. The present cost of primary education to Government is almost a crore of rupees and the above figures will give an idea of the heavy extra cost involved in enforcing compulsion. Though we fully endorse the principle of seven years' free and compulsory primary education for every future citizen, in view of the heavy cost involved, it is proposed that as soon as satisfactory arrangements for the improvement of primary education and the elimination of wastage are made, attention should be directed towards introduction of compulsion and that it may be effected by stages. It is, however, absolutely necessary that the goal of seven years' compulsory primary education for boys and girls should be steadily kept in view and steady efforts should be made to reach it as soon as practicable.

While we realise that for financial reasons compulsion cannot at present be enforced beyond the age of 11 or Standard IV, we are of opinion that for the full attainment of the objective of Primary Education the ultimate aim should be a seven years' compulsory course for boys and girls.

Linking of Primary and Secondary Schools.

37. Under the reorganized school course there will be two stages :— (1) Primary, and (2) Secondary. The Primary stage will consist of Standards I-VII and the Secondary of Standards VIII-XI. The present Secondary School, however, generally consists of two sections :— (1) Middle School, and (2) High School. The present High School section corresponds in extent to the reorganised Secondary School. Under the reorganised plan there will be no course corresponding to the present middle stage, i.e., A. V. Standards I-III. It is desirable that hereafter present A. V. Schools may either be purely secondary schools teaching Standards VIII-XI or schools teaching the full school course of Standards I-XI.

In the reorganised primary stage instruction is to relate to the environment of the child and craftwork and it is desirable that existing Secondary Schools, if they choose to provide for instruction in the Basic Course, should do so from the initial stage.

We recommend that Managements of High Schools wishing to maintain Standards V-VII of the Primary Course should be encouraged to maintain classes for the full seven years' primary course.

CHAPTER V.

COURSES OF INSTRUCTION.

Basic Course.

38. The Committee have accepted the principle of educating children through purposeful creative activities leading on to productive work. The question of suitable craftwork that could be provided for in Primary Schools was carefully considered and the following conclusion was reached :—

We are of opinion that among others the following should be chosen as basic crafts in the reorganised primary schools :—

- | | | |
|--|---|------------------|
| 1. Agriculture including subsidiary occupations. | } | Rural Area. |
| 2. Fruit and Vegetable Gardening. | | |
| 3. Spinning and Weaving. | } | Rural and Urban. |
| 4. Wood-Work. | | |
| 5. Clay-Work. | | |
| 6. Home-Craft. | | |

In some areas, it will be found desirable to adopt other basic crafts (such as tanning, leather work, metal work and typography) which are at present practised by the local people.

Outline syllabuses supplying information regarding subjects of study and apportionment of time are attached (*vide* Appendix).

Apportionment of Time.

39. We have already stressed the fact that education to-day suffers from an excessive amount of bookwork. The child sits cooped up in the class-room from day to day and from year to year, conning his books and filling his note-books, reading, writing, reciting, listening to the monotonous drone of the teacher's voice, and having his head crammed with as many scraps of knowledge as possible. Instruction within the class-room is altogether divorced from the world without, and the child remains out of touch with the practical realities of life, the shadows of which he so assiduously or listlessly pursues in his books. The dull monotony of desk-work seldom rouses the living interest or the intellectual curiosity of the child. Sedentary work, continued over a long period of time, has a disastrous effect on his physique, and passive absorption of knowledge, needing little active effort on his part, kills all originality and spontaneity and cripples him, mind and soul. He is rarely called upon to tackle a living practical problem nor is he ever required to exercise his will in grappling with a practical difficulty. No wonder that after years of schooling of this kind, he grows up into an ill-balanced personality, unpractical, weak-willed, in no way fitted for the struggle that awaits him in life.

To remedy this state of affairs the Zakir Hussain Committee's recommendation is that some "Basic craft" be selected around which all school work could be centred. This would be possible to some extent with "crafts" that are really "basic", broad and fundamental, "rich in educational possibilities" and touching the life of the child and the community at all points.

What is needed is that all school education should be related to the life and environment of the child and to the life of the community.

The provision of hand-work or craft-work will not, however, solve the problem of making education practical if it means only the addition of one more subject to the already over-crowded curriculum. To every school subject there is a practical side and it is this that we want to see emphasised in our schools. Map-study and field-work in Geography, school-gardening and field-observation in Nature Study, laboratory work in Science—to mention only a few items—must find a place on the time-table.

Besides, there are other activities such as singing and games, which have also to be provided for.

All this practical work including craft work should occupy the greater part of the time spent by the child at school. Some formal instruction there has to be and a place for it must be found, but the time devoted to it should be reduced to a minimum.

We are of opinion that at the primary stage not more than half the school-day should ordinarily be devoted to formal instruction in the class-room.

Secondary Course.

40. The great defect of the present Secondary School is that it is unduly literary and aims only at preparing candidates for the Matriculation Examination. What is badly needed is the provision of optional or alternative courses designed to provide foundational training to enable boys to proceed to special Vocational Institutions or higher University Courses (literary or vocational) or to prepare them for practical walks of life such as apprenticeships in offices, factories, the fields, etc. The idea is to make education as practical as possible. The question was very carefully discussed in its various aspects and after careful consideration, the Committee has come to the following conclusions:—

We are of opinion—

(a) that the Secondary School course should be divided into two groups:—

**(1) General and (2) Science
and**

DIAGRAM SHOWING THE PRESENT SYSTEM OF PRIMARY AND SECONDARY EDUCATION IN THE BOMBAY PRESIDENCY.

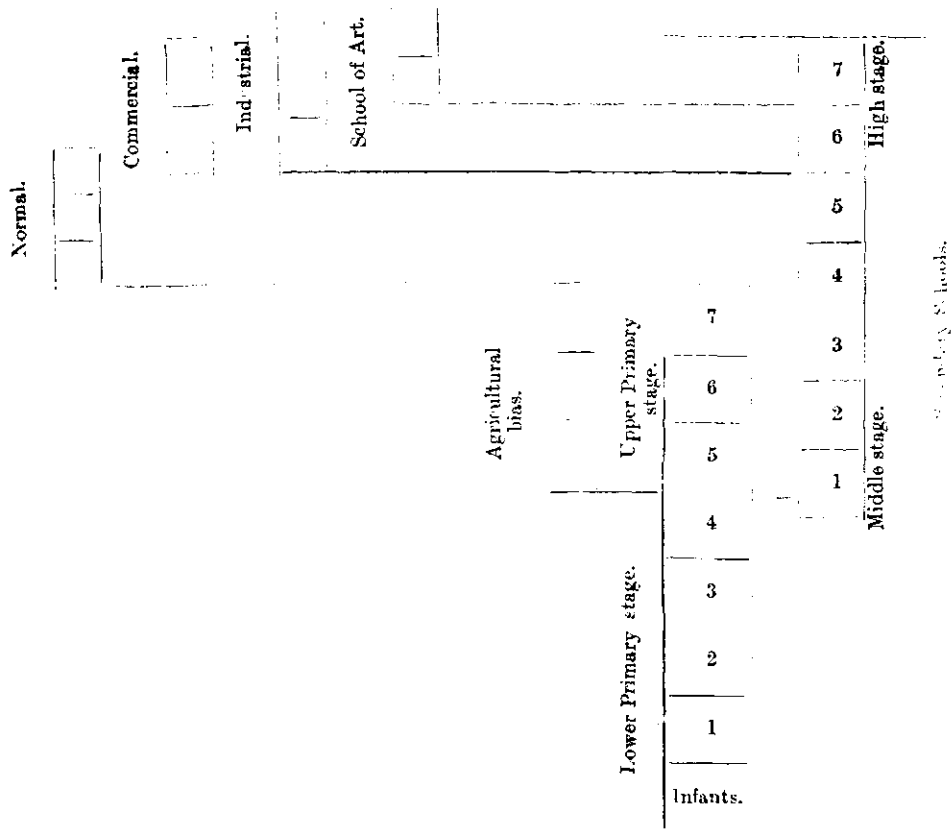
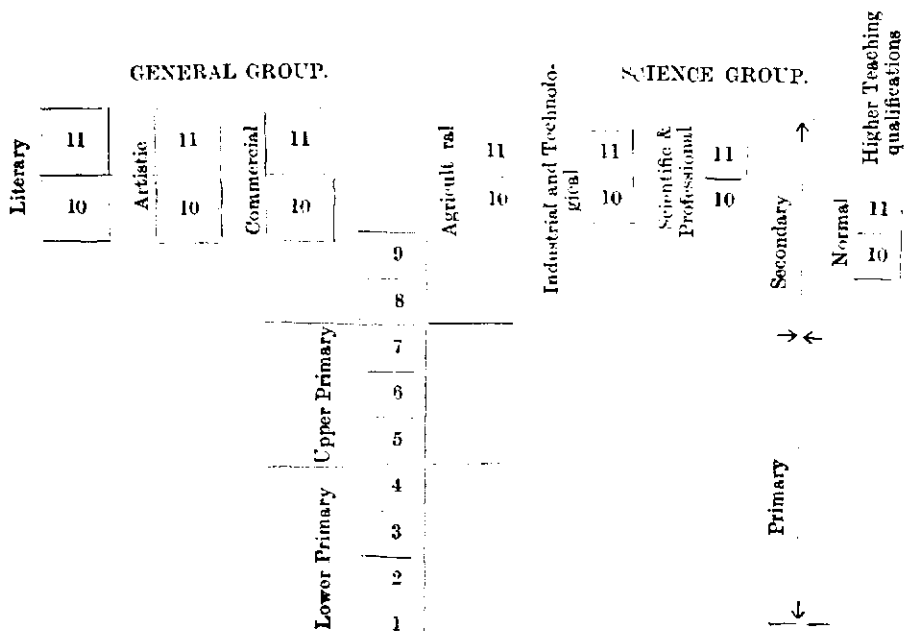
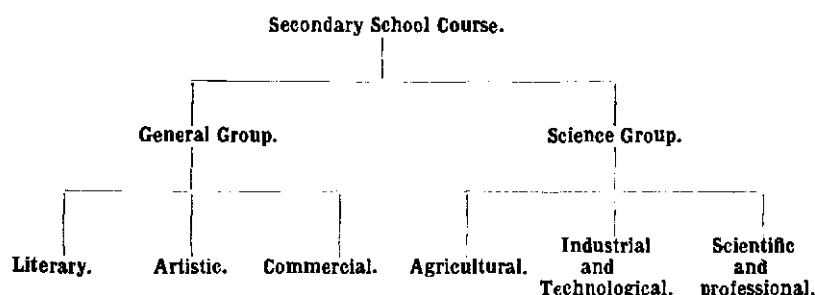


DIAGRAM SHOWING THE PROPOSED SCHEME OF PRIMARY AND SECONDARY EDUCATION IN THE BOMBAY PRESIDENCY.



(b) that the different courses under each head should be as under :—



(c) The four years course should be divided into two stages—

- (1) Standards VIII and IX and
- (2) Standards X and XI.

For Standards VIII and IX the course should be common to all, with the exception of practical work. The standard of instruction reached at the end of our Secondary course is intended to be that of the present Intermediate of the University.

Attached outline syllabuses (*vide* Appendices II to X) will supply information regarding subjects of study, apportionment of time, etc.

41. During the time available it has not become possible for the Committee to frame any more than mere out-line syllabuses.

We recommend that a Special Committee should be constituted to draw up detailed syllabuses

Medium of Instruction.

42. The Calcutta University Commission exhaustively considered the question of using the mother-tongue as the medium of instruction and came to the conclusion that premature use of a foreign language as a medium of instruction tends to produce an intellectual muddle. Messrs. Abbott and Wood note that the use of a foreign language as medium of instruction is a great handicap from which the system of education in India suffers. The Education Reorganisation Committee of 1927-29 also recommended the use of the mother-tongue as the medium of instruction in all subjects except English.

We recommend that in Secondary Schools the mother-tongue should be the medium of instruction in all subjects except English and Hindustani.

Teaching of English.

43. The question of the teaching of English in our schools received careful consideration. The discussion on the subject revealed wide differences of view.

Some members of the Committee are strongly of the opinion that children should not be burdened with the study of a foreign tongue in the seven years of primary education. There the study of the mother-tongue has to be consolidated and a firm foundation of general education has to be laid. The introduction of a foreign tongue like English complicates matters, over-burdens the child, and takes away time that is needed for more important work. Hindustani and handicrafts which have to be provided for will make in-roads on the time available for formal study. Under these circumstances they are of opinion that the study of English should be confined to the four years of the Secondary School course.

They believe that the *aim of teaching English should be essentially practical*, and that the study of such work-a-day English should not require more than four years.

Majority of the members of the Committee, while agreeing with the recommendation that the aim of teaching English should be essentially practical, are of opinion, that even with this limited aim, four years will not suffice to help children to gain even a working knowledge of English. They contend that even seven years' intensive study of the language to-day has very unsatisfactory results to show. If secondary education is reorganised on the new lines, Hindustani and practical work will materially reduce the time available for other studies. English will thus have a very limited amount of time at its command, and its study will suffer in consequence.

On this issue of the teaching of English, there was a third point of view represented on the Committee, as follows :—

English to-day is the medium of instruction in all University Colleges, and this will continue to be so for some years to come. One function of Secondary Education is to lay a solid foundation for higher education. A good grounding in English is an indispensable requirement for higher study in Colleges constituted as they are to-day. Any lowering of the standard of English in Secondary education will be reflected in the lowering of the standard of University education in general, with its repercussions not only in the field of education but in all fields of national life. So long as English remains the medium of instruction in higher education, so long will it be necessary to begin the study of the language at an earlier stage than is proposed. The predominance of English in our Secondary School system is surely to be deprecated, but the study of English as a second language can be given adequate time without allowing it to become an incubus. Members who advocate this view are further of opinion that selected schools in every district should be encouraged to develop into Vernacular High Schools, equal to that of the present Intermediate standard of the University, and they visualise time when these Vernacular High Schools will lead on to institutions for higher learning and for professional education, in which the medium of instruction will be the mother-tongue. In fact, there is no reason why there should not be two parallel systems of higher education, the existing University of Bombay with its medium

of English, and new Universities with the mother-tongue as the medium of instruction, or perhaps even vernacular branches of the University of Bombay.

These members are of opinion that instead of jeopardising the interests of higher studies by hasty decisions regarding the place of English in Secondary Schools, it might be wiser to leave them alone, except for such modifications as will be required to make education more practical and efficient, and instead of tinkering with an established thing of the past, to work towards the ideal of Secondary and higher education through the mother-tongue by organising or helping to organise the first of a series of Vernacular High Schools in selected central towns all over the Presidency. If private effort is encouraged a great impetus will be given, and by the time these schools are fully organised, the University might be ready with special courses and special examination for them.

After considerable discussions on these various issues bearing on the teaching of English, we are of opinion that though English should not ordinarily be introduced before the first year of the Secondary School Course, i.e., before the commencement of the work of standards VIII. If, in any locality, there is an effective demand for the teaching of English in the higher primary stage and if thoroughly satisfactory arrangements by the appointment of a qualified teacher or teachers for instruction could be made, instruction in the language may be permitted as an optional subject from that stage without any financial obligations on Government. We are also of opinion that the aim of teaching English should be essentially practical.

This will only be a concession, however, and schools availing themselves of this permission will have to do so at their own cost, as a majority of the members are of opinion that there should be no financial obligations on Government for English taught in the upper Primary Classes, if permission given to do so is availed of by any school.

44. There are some members of the Committee, however, who believe that such a regulation is bound to work as a great hardship on poorer schools, and consequently on poorer sections of the people. Schools that serve the needs of the richer classes are not dependent on Government grants. They have enough resources of their own and the withholding of a small part of the Government grant will not prevent them from introducing English in whatever lower class they desire. The poorer schools are, however, wholly dependent on Government aid. They will have to think twice before undertaking anything that means substantial extra expenditure, if no part of it, however small, is to be reimbursed to them in the shape of a Government grant. It might also have a detrimental effect on the teaching of the subject as schools might try to meet the need as cheaply as possible. Thus the very schools, perhaps, that really need a few more years of English will be heavily handicapped, and the regulation will work as a grave discrimination in their disfavour.

We further recommend that some special provision (similar to that made for pupils who at present begin their study of English after passing the Vernacular Final Examination) should be made in the transitional period for those pupils who do not begin their study of English in Standards V-VII.

Hindustani in Primary Schools.

45. Under provincial autonomy each Province may tend to be self-contained and it is desirable to have some means of interprovincial communication. Hindustani is well calculated to serve this purpose. It may in due course rise to the position of a *lingua franca*.

In view of the fact that under the reorganised course of Primary education time had to be found for instruction in craft work, some members doubted whether provision for an additional subject like Hindustani could be made in the course. They, however, recognised the need of such provision for some means of inter-provisional communication and proposed that Hindustani should be taught in the 5th and the 6th Standards only. A majority of the Committee, however, decided to include the subject in all the Upper Primary Standards.

In view of the fact that Hindustani is fast becoming the National language of India, it is desirable that the people in the Non-Hindustani Provinces should have a working knowledge of every-day spoken Hindustani. We, therefore, recommend that suitable provision should be made for the teaching of Hindustani in the upper Primary Standards.

Rural and Urban Areas.

46. As rural and urban environments are so different it would seem at first sight that the educational systems of these areas should also differ fundamentally. But the rural and urban areas are not quite clearly defined.

Moreover communities which are comparatively backward in education have begun in recent years to take considerable interest in education and their children migrate to urban areas to join Secondary Schools.

We cannot therefore divide rural and urban education in water-tight compartments. The two areas should be linked up educationally.

Some years ago special standards known as rural standards were laid down for Primary Schools in rural areas. They, however, proved a failure. The members of the Committee agree and reiterate the view of the Educational Reorganisation Committee of 1927-29 that the subjects and standards of general education should be the same for all boys whether residing in rural or urban areas.

This does not mean that the teaching should be exactly the same. The subjects should be treated differently in accordance with the environment of the children.

We are of opinion that no fundamental differentiation should be made in the courses of urban and rural schools but that the teaching should relate to the environment of the pupil.

CHAPTER VI.

OTHER TOPICS.

Nature of Central Schools.

47. The Central Schools, which it is proposed to organize to try the new experiment, are essentially schools of General Education. These schools will be places of work, experimentation and not of passive absorption of information. They are not intended to create craftsmen. They only use craft as a basis for sound general education and only such crafts are to be selected as have definite educative possibilities. What these Central Schools are expected to do is to take pupils out of the four walls of their class-room and away from their books. They will create in their pupils a new attitude of life. They will teach the pupils to work with their hands in workshops or farms. Some of the agricultural bias schools failed because the real work on farms was occasionally got done by hired labourers. The new schools are not vocational because their direct aim is not to prepare farmers, weavers or craftsmen but to impart general education through agriculture, weaving or other suitable craft. If in the process of doing so the schools succeed in creating new attitudes and turning out efficient farmers, weavers or craftsmen, that is certainly a consummation devoutly to be wished. The reorganized schools are fully to retain the cultural aspect of education and the question as to whether they should be pre-vocational or vocational should not arise.

We are of opinion that Central Schools should essentially be schools of general education. They should be labelled neither vocational nor pre-vocational.

Shift System.

48. The diffusion of education among the masses is most urgent and it is highly desirable that Government should take prompt measures to tackle the problem. The task is very formidable, especially in view of the heavy cost involved. As pointed out in Chapter IV above, the total cost of providing schooling for all children of school-going age will approximately go upto not less than three crores of rupees. It will of course be some time before the required amount could be found. In the circumstances it is necessary to examine the possibility of securing expansion of education without much extra cost.

The adoption of the Shift System is calculated to provide such a possibility, each pupil receiving instruction for half the school day. Under this system half the pupils attend school in the morning and the remainder in the afternoon, the same teachers attending both sessions and the same accommodation being used. In this way provision for the education of about double the number of pupils could be made without much extra cost.

In the rules of the Primary Education Act of 1923, the use of this system has been recommended. Some Local Authorities have tried the system in their desperate efforts to cope with the increasing number of children in primary schools and have been able to provide for the education of many more children without extra cost. Under the shift system the quality of instruction may not be high enough. In the existing circumstances, however, it is no use aiming at high quality particularly in the matter of spread of education among masses.

We recommend that Local Authorities and Managements of approved schools be permitted, if they so desire, to introduce the shift system and other forms of part-time instruction in their schools with a view to accelerating the spread of education among the masses.

Continuation Classes.

49. Although seven years' Basic Course is the goal aimed at, it will be several years before it is reached. In the circumstances, it seems both desirable and necessary to provide continuation courses for those pupils who desire to continue their education after taking full benefit of the schooling provided in the locality. To keep down cost as far as possible such arrangements may, to start with, be made in places where the number of children is sufficient.

We recommend that provision should be made at suitable centres for continuation courses for the benefit of children who may leave school before completing the full Primary Course.

Village Libraries.

50. It is now generally recognised that for want of suitable books for reading children who have completed their village school course often relapse into illiteracy.

Special efforts are, therefore, necessary for the retention of literacy attained. It is very desirable in the interest of maintenance of literacy that Government should launch a long-range programme of village libraries. It is advisable in the first instance to begin with those villages which have schools. The Library should be located in the school-building and the teacher should be in charge of it. Such a step would go a long way in developing rural schools into active rural community centres. What is wanted is suitable reading material in good type which will interest the villagers. It will be one of the functions of the proposed Publication Bureau to arrange for the preparation and publication of suitable literature for village libraries.

We are of opinion that libraries specially meant for the benefit of pupils who cannot continue their school courses beyond Standard IV should be organised in villages beginning with those having schools.

English-teaching Schools.

51. Communities whose mother-tongue is not one of the recognized languages of the Province are permitted to teach English from the lowest class of the primary school. There is no objection to this concession being continued provided that provision for instruction in one of the Provincial languages or in Hindustani is made in the schools meant for such communities. As a result of such provision the pupils of these schools should be able to cultivate closer relations with children of other communities—a result certainly worth aiming at.

The designation “English Teaching School” is obviously not scientific and the schools should be called either primary or secondary according to the stage of instruction provided.

We recommend that English-teaching Schools that are permitted to teach English from the initial stage (as the mother tongue of the pupils is not one of the recognised languages of the Province) may continue to do so as at present provided that the schools arrange for regular instruction in one of the recognised languages of the Province and/or in Hindustani.

Purposeful Activities.

52. We have recommended that children should be educated through purposeful creative activities. We use the word “*purposeful*” deliberately, as we believe that all activities of the child should be purposeful, i.e., full of meaning for him. Activities that lead nowhere nor satisfy the inner urge, practical work that has no practical end in view and is not concerned with results, will never call forth the best that is in the child. Stringing beads to unstring them a few minutes later will have no appeal, whereas stringing beads with the object of wearing a bead necklace for the rest of the day will give the needful zest to the child’s work. Planting seeds to dig them up every other day to see how they are growing will generate a sense of unreality which cannot but mar the best scheme of practical education.

A great deal of the practical work done in our schools to-day is rendered futile because of this want of purpose behind it, and we take this opportunity to express our condemnation of the mass of crude, inartistic, useless lumber that is being produced in the name of educational hand-work. Handicraft exhibitions are crowded with fancy articles of this kind, which serve little educational purpose and represent so much waste of time, energy, material and money. Instead of making a crude, elaborately embroidered photo-frame, the child will be more usefully and pleasantly employed in ornamenting a handkerchief with a tiny spray of flowers, and instead of perpetrating an atrocity in the shape of a cardboard model of a palace, the child will find more happiness and get more value from the making of a serviceable card-board case to hold his pencils.

We believe that the hand-work done in schools should be simple and artistic and at the same time should have an utilitarian end in view. It should be related to life and to the simple needs and interests of the child. We want our children to realise how beauty and simplicity, art and utility can go hand in hand together, and would therefore urge that **the articles that are produced by school children under the new scheme of education should have as far as possible useable and/or marketable value.**

This should not, however, be understood to imply that education should be made to pay its way by means of the "productive work" done in schools. If the economic aspect is unduly stressed at the sacrifice of the cultural and educational objectives, teachers may devote most of their attention to extracting the maximum amount of labour from children to the sacrifice of the cultural and educational objectives, as noted in the Zakir Hussain Committee's Report.

CHAPTER VII.

GIRLS' EDUCATION.

53. With regard to girls' education, there are two sharply divided schools of thought. A large section of the public believes that as a majority of girls will eventually find their work in the home, and as education is supposed to prepare for life, girls should receive such education as will prepare them for the work that awaits them in the future. These people are of opinion that some school subjects are unnecessary or unsuitable and others too difficult for girls and hence should be dropped from the course of studies for girls so as to make it casier, and that it should be adopted to the needs of girls by the introduction of house-crafts and domestic science.

The other school of thought believes in equality of opportunity for all, and in an uniform intellectual standard for both men and women. Women are to-day expected to take part in all aspects of public life and to work side by side with men in all fields of work, and are already beginning to do so in ever growing numbers. Woman has also to be enabled to stand on her own legs and so to attain economic independence.

One great objection to the present system of educating girls, which is substantially the same as that for boys, is that it unfits a girl for life in the home and makes her an incapable house-wife. But this is, in reality, a charge against education in general. If education to-day turns out girls who prove incapable in the home, it is not because they receive the same education as boys, but because they receive a bookish education which is utterly divorced from all practical realities of life.

If a real practical bent is given to education, we shall have boys and girls, trained in mind and hand and eye, capable of fitting into any walk of life and making a success of whatsoever work they are called upon to do.

The Committee is therefore of opinion that there should be no fundamental differentiation in the courses for boys and girls.

Even in the selection of practical work for girls, no special difference need be made except as regards work of a heavy and arduous nature. We would not confine our girls to needlecraft, cookery and laundry but would give them really active work which entails the use of many muscles and of hand, eye and brain, and serves to develop a well-balanced personality. We would have our girls quite as familiar with the hammer and the chisel as with the scissors and the needle.

Just as the aim of education in general is not to produce so many carpenters or tailors or lock-smiths, but so to educate our children as to enable them to become better carpenters, better doctors, better agriculturists, or whatever they choose; so also in the case of girls, we aim, not at turning them into cooks, laundresses, and homewives, but at

helping them to turn out capable women who can be better cooks or better teachers or better mothers or whatever they choose to be. A course of well-planned practical work will create in the girl the right attitude towards work in general. This will go far towards removing the growing distaste for manual labour, and will make the girl more capable of tackling household problems with intelligence and originality.

In connection with the general recommendation that there should be no differentiation between the education for boys and girls we would further recommend that if the present Vernacular Final Examinations are to be retained, the standard for girls should be the same as that for boys.

More training facilities for Women Teachers.

54. We are in entire agreement with the view that the education of small children should be entrusted to women teachers who are better fitted by nature for this task. Messrs. Abbott and Wood rightly stress this point at the very beginning of their report, as a problem needing immediate attention. They are of opinion that "until a system of infant classes staffed by trained women is established in India education will remain unsound at its very foundations". There is no educationalist who will not re-echo this emphatically.

We see the need of this urgent reform but are aware at the same time of the many difficulties that stand in the way. One very important difficulty is the paucity of women teachers in the country. This is not always due to a dearth of candidates for training. The number of women coming forward is on the increase, but many a young candidate is turned down because of the limited number of places in the existing training colleges and the limited number of training colleges. **We are therefore of opinion that early provision should be made for more training institutions and for an increase in the number of places in the existing training colleges with a view to securing more trained women teachers for lower classes of primary schools.**

In order to facilitate the carrying out of this much-needed reform in elementary education we further recommend that boys and girls be taught together in the lower classes of primary schools. Apart from the educational value of co-education, this measure will make it easier to put the education of little boys into the hands of women teachers.

It will further be necessary to see that in rural areas and in out-of-way places life is made easier for women teachers, many of whom to-day experience hardships in an atmosphere of prejudice, if not of open hostility.

Preference to Girls' Education.

55. The urgency of giving a very prominent place to girls' education in India is now recognised everywhere. The Hartog Committee, for example, wrote, "the importance of the education of girls and women

in India at the present moment cannot be overrated. It affects vitally the range and efficiency of all education. The education of the girl is the education of the mother, and through her of her children. The middle and high classes of India have long suffered from the dualism of an educated manhood and an ignorant womanhood—a dualism that lowers the whole level of the home and domestic life and has its reaction on personal and national character”. So far as Bombay is concerned we are glad to note that in the field of Primary Education the increase in the number of girls attending primary schools in the quinquennium 1932–37 was 26 per cent. as against 10 per cent. for boys. And yet not even one out of every four girls of school-going age is under instruction. Every measure calculated to advance the spread of education amongst girls must be carefully fostered even at some extra cost. Co-education in the lower Primary Stage must be encouraged and efforts must be made to bring more girls in the existing schools for boys. For although the appointment of women teachers in these standards even in boys' school is a great necessity, it is of utmost importance to push the expansion of girls' education in spite of the lack of women teachers in sufficient numbers.

We are, therefore, of opinion that special impetus should be given to the spread of education among girls and that in every scheme of compulsory education preference should be given to girls.

CHAPTER VIII.

TEACHERS.

Normal Schools for Basic Course.

56. The Zakir Hussain Committee rightly observe that the proper training of teachers is the most important condition for the success of the scheme of Basic Education. The present Vernacular Final standard is regarded as very low. Candidates with a Vernacular Final Certificate are generally narrow in their outlook, have little power of independent thinking and are specially weak in their own mother-tongue. What is essential is that Training Institutions should have far better material to work upon.

A majority of the candidates of the present training institutions obtain the benefit of only one year's training. The number of places in the second year has recently been increased and a provision for a third year course has also been made. The net output of the second and the third year classes is, however, very limited. The feeling is that primary teachers are deteriorating and the general position is very unsatisfactory.

One of the defects of the present arrangement of training teachers for primary schools is that the candidates admitted to these institutions suffer from a sense of inferiority complex. It is desirable that one type of the Secondary School should serve as a normal school where our future primary teachers should receive sound general education as well as professional training. The first two years' course of this Normal School should be the same as in other types of Secondary Schools. English may or may not be taught. There is no reason why an experiment in a purely vernacular type of a Secondary School should not be made at any rate for some rural areas. In the last two years of the Normal School professional training will be added on to general education. Pupils will receive training in principles of education, class management, school organisation and also in practice lessons. It is essential that the normal schools should be residential institutions where pupils live a vigorous social life in a spirit of perfect co-operation. The ideology of the scheme of Basic Education should be thoroughly inculcated on their minds so that they should always endeavour to ensure that their school is a national co-operative community, the members of which are fired by a spirit of hard work, social service and common good.

Admissions should ordinarily be made direct by special entrance tests. When the output of the full seven years' Basic course becomes available for admission to these Normal Schools, the persons trained in them for work in reorganised primary schools would be far better equipped with general knowledge than even the present Matriculates.

To ensure success for the scheme of Basic Education, it is necessary that all teachers should be trained. To secure larger supply of trained teachers it is desirable that there should be at least one normal school for each district. The number of these normal schools may be increased further

according to requirements. Aided Secondary Schools that desire to be converted into Normal Schools or to add such departments may be encouraged to do so.

We are of opinion that for the success of the scheme of Basic Education it is essential that provision for a four years' normal course (on a par with the Secondary School Course) for the training of teachers of Basic Schools should be made and that at least one such normal school should be maintained for each district.

Courses of Higher Training.

57. It is necessary to make provision for advanced training particularly for the teachers of schools teaching the full basic course, as also, for Supervisors who are to guide the work of teachers. Provision is also necessary for refresher courses particularly for the benefit of teachers already working in schools. It is desirable to start special training institutions for this purpose for each Division with up-to-date modern appliances so far as possible.

We are of opinion that special Training Institutions for the training of teachers of Central Schools and supervisors should be organised in all educational divisions and arrangements should be made in these institutions for vacation or Refresher Courses for teachers already in service and also for the systematic use of the Cinema, Radio, Museums, etc., as definite aids to work in schools.

Teachers for Secondary Schools.

58. The present teachers in Secondary Schools are ordinarily qualified to give instruction in the literary type of education only. Some of them will have their place in our proposed scheme of secondary education. But it will be necessary to appoint new teachers with special qualifications in the new type of Secondary Schools. We are providing substantial practical work in practically all types of Secondary Schools throughout four years. We are also providing courses in Agriculture, Commerce, Industry and Technology and art-crafts in the last two years of the Secondary School. Teachers, with special qualifications and some vocational experience will be necessary for these new schools.

We propose elsewhere that an Advisory Board of Education should be instituted to advise Government on matters of educational policy and practice. We have also suggested that the Advisory Board should appoint sub-committees for (1) General Education and (2) pre-vocational training with powers to co-opt experts.

It would be possible for a Sub-Committee of this Board to advise Government as well as managements of recognised Secondary Schools in regard to the selection of the special teachers required for the reorganised Secondary Schools.

We are, therefore, of opinion that, to start with, teachers of requisite qualifications for vocational work should be selected so far as possible from among teachers who have worked or are working in Vocational

Institutions of good standing and established reputation in consultation with a Board of Experts.

We are further of opinion that the Department of Education should arrange for the periodical inspection of vocational work in Secondary Schools in consultation with the Board of Experts.

The above arrangements are meant to be only provisional. To make permanent arrangements for the recruitment and training of Secondary teachers, it will be necessary to revise the system of the training of Secondary teachers. **We suggest that Government should appoint a special committee to draft detailed syllabuses for the different types of Secondary Schools proposed by us and propose suitable provision for the vocational as well as general training of Secondary Teachers.**

CHAPTER IX.

SPECIAL VOCATIONAL EDUCATION.

Information on Careers.

59. Although it is not the function of education to answer the embarrassing question, "Is there a job at all?", we are constrained to say, however, that at the very root of all reforms in education lies the baffling problem of how to assist pupils on the conclusion of their studies to select or find an occupation suited to their needs, aptitudes and abilities in the complex economic structure of the society. If the transition from schools to occupational life is to be a smooth and orderly process, we consider that it is essential that there should be some provision for the collection and dissemination of authoritative information on careers and occupations to which the perplexed parents, teachers and the pupils would have access for their guidance and decision in the matter.

We recommend that Government should publish pamphlets giving information about careers for pupils and also about the preliminary education needed for such careers.

Part-time or continuation education.

60. We realise that the majority of the elementary school leavers will be compelled by the force of circumstances to seek employment in the shop, the farm, the counting house, the factory, the studio, the office and the like. It is highly questionable if immature boys and girls at the tender age of 14 to 16 are sufficiently equipped educationally for the needs and requirements of the complex modern age. We recommend, therefore, that for their benefit there should be provision of part-time education, preferably on the lines of what is known as day continuation schools wherever practicable. While the courses of studies offered in these continuation schools will necessarily be related to vocational subjects, there is however no reason why they should not also embrace education for citizenship, health, culture, human relationships, refinement, the use of leisure time and so on whenever the organization of such courses is feasible.

We are of opinion that part-time classes for continuation or vocational education of those who cannot avail themselves of education in day or full-time schools should be organised as suggested in the Abbott-Wood Report, wherever there is a demand for them.

Separate Vocational Institutions.

61. According to the terms of reference to our Committee we were called upon to consider the problem of giving a definite practical turn to the ordinary primary and secondary education. We have kept steadily this aim in view in making all our recommendations. We are, however, conscious that a complementary system of specialised vocational

education is necessary particularly for the benefit of those who have to leave schools at the end of the Primary and Secondary Stages or in the middle of the Secondary Stage.

We are indebted to the Director of Industries for a comprehensive account of the existing provision of technical, trade and other forms of industrial education and training in this Province, its defects and shortcomings, and what he considers to be the minimum requirements for its reorganisation and expansion. We record our appreciation of the note in which he has placed his views before Government on the Abbott-Wood Report on Vocational Education in India.

In view of the fact that we have put forward a scheme of Primary and Secondary Education with a substantial practical instruction, we feel that it is essential to provide an adequate number of specialised vocational, industrial, trade and technical institutions. We therefore recommend that Government should take steps for the establishment of such institutions.

CHAPTER X.

ADMINISTRATION.

Examinations and Supervision.

62. The Zakir Hussain Committee aptly observe that "the system of examinations prevailing in our country has proved a curse to education". Messrs. Abbott and Wood in their report note "it is a common place to say that the High Schools of India are examination-ridden and that teachers and pupils alike are too dependent on text-books." Schools are often busy with weekly, monthly, mid-terminal, terminal, or annual examinations. The evil, however, lies not so much in the number of examinations as in their nature or character and their ultimate effect on pupils, teachers and school work generally. The Director of Public Instruction in his note on the Abbott-Wood Report observes: "Neither the present vernacular course (particularly if a child only reaches Standard IV) nor the High School course on account of the Matriculation syllabus and the tyranny of the Matriculation Examination are in the real sense of the word educative. It is certainly time to minimise so far as possible the evil of examinations." In an organised system of education, external examinations have come to be recognised as a necessary evil. What is, however, desirable and particularly necessary in the present state of education in this country is to do away with the undesirable influence exercised by external examinations on the work in schools and on education generally. The Board of Education, London, in their Hand Book of suggestions to Teachers most aptly observe:—

"It is unwise to introduce outside influences in the shape of external examinations that would almost certainly tend to stereotype methods and curriculum and to cramp the initiative of the teachers and the independent development of the School."

The undesirable influence of external examinations on our schools is distinctly noticeable and the sooner it is done away with the better.

63. An external examination will make it difficult, if not impossible, for the new type of schools to grow freely and spontaneously. The aim of the new schools is to wean the children from mere book-learning as far as possible, but an external examination will drive them back to their books. The new schools would relate general education with the basic crafts as well as with the life and environment of the child. It would be difficult for an external examiner to test attainments of such a general education and its correlation through set question papers. It would also be difficult to conduct an external examination, which will provide for an adequate and correct measurement of the practical work done by the primary school children. On broader educational grounds also it is desirable to discontinue an external examination. An examination should closely approximate to revision. The teacher who teaches is the proper person to revise the portion done and he should be the person to examine the pupils. Every school should maintain a record of the

progress of every pupil in different departments of school-work as well as in extra curricular activities. Promotions of the children should depend on their progress in the school examinations and the standard of their work on farms, in workshops and extra curricular activities. Heads of schools should issue certificates of attendance and attainment on the basis of these records. Pupils seeking admission for the entrance examination of a secondary school or any other institutions should be required to attach copies of the school certificates to their applications.

64. The external examinations that influence the work of the existing primary schools are :- (1) Standard IV Examination, (2) Inspecting Officer's examination and (3) Vernacular Final Examination. A special examination of the pupils of primary Standard IV was considered necessary to ensure the admission to A. V. Standard I of pupils who had satisfactorily completed the work of the elementary stage of instruction. It is difficult to make satisfactory arrangements for the conduct of the examination particularly in the rural areas and it is not now uncommon that in some districts certificates of Standard IV examination are based on the examination held by the school staff. The examination may now be abolished without inconvenience.

Detailed examination of each pupil by the Inspecting Officer is considered to be necessary and important particularly in the case of schools entrusted to the care of untrained teachers. The system is, however, faulty. It weakens the sense of responsibility of teachers and thus does more harm than good to the work of the school and its pupils. It impels teachers to prepare pupils for the annual examination instead of educating them. The Inspecting Officer has very inadequate time to judge properly the progress made by individual pupils in the various subjects of instruction and their different sub-heads and his examination is bound to be far from fair to several pupils, unless he is superhuman. The other drawback of the system is that the teacher often aims at securing good results in the aggregate, instead of attending to the progress of individual pupils entrusted to his care. The maintenance of records of pupils' work should enable the teacher to pay more attention to the progress made by individual pupils. It is desirable generally that this external influence of a detailed examination should be done away with. Under the new scheme all teachers would be specially trained. Till that stage is reached, the present system of detailed examinations by supervisors of existing schools may continue as a temporary measure.

Though the Vernacular Final Examination marks the close of the Primary School stage it is now found to serve little useful purpose. It provides no definite openings except for teacherships of primary schools or for admission to Vernacular Training Colleges. Heads of these Colleges generally look upon the V. F. qualification as very inadequate. An average V. F. man is found to be weak in his own mother tongue, and narrow in outlook and is ill-equipped with general knowledge. Full primary schools are busy preparing pupils for the V. F. Examination often to the neglect of the work of the lower classes. The examination as

noted above serves no useful purpose. It may be abolished without inconvenience. The maintenance of pupils' records and the issue of school-leaving certificates based on them will enable teachers to pay more individual attention and thus to show better work generally. To avoid any sudden change and to prevent any possible dislocation, the examination may continue to be held for the existing primary schools till the plan of reorganisation is fully effected. Admissions to training institutions and to lower grades of the Public Service (if any) should of course be made by entrance tests under the new scheme.

We recommend that, in view of the present schools being examination-ridden, external examinations should be abolished. Heads of Schools should hold their own examinations, and make promotions after taking into account the record of pupils' attendance, work in the class-room, farm, and workshop and in general extra school activities, as also his performance in school examinations.

65. If external examinations are abolished special checks must be provided. For the success of the reorganised plan of work, it is necessary that properly qualified and efficient Supervisors trained specially in the work of supervision and administration should be provided. They should be given light charges so that they may visit schools frequently, see that the records of pupils are maintained carefully and systematically and ensure that the objective of Basic Education is being steadily pursued by teachers and the requisite standard of attainment is maintained. The work of the schools should also be judged from time to time by sample achievement tests by the Educational Inspectors and the Directing Officers of the Department of Education.

We are of opinion that Supervisors of Primary Schools should be specially trained for their work and that each such Supervisor should ordinarily be in charge of about 50-60 Schools with Head Quarters near about the Centre of his tract.

Matriculation.

66. As pointed out above, it is generally agreed that the Matriculation Examination dominates the whole Secondary School course and that teachers are busy with preparing pupils for this examination often to the neglect of educating them in the real sense of the term. For the real reform of Secondary Education, it is essential that this external examination should be done away with. People, however, are so long used to the Matriculation Examination that to many the very thought of abolishing it seems quite impracticable. If Head Masters were selected from among tried teachers and in consultation with the Department of Education and if they were given full freedom in the internal management of schools (the Grant-in-Aid Code might suitably provide for these requirements) there should be no need of an external examination like the Matriculation. The removal of the influence of the Matriculation should serve to develop among teachers and through them among pupils

a proper sense of responsibility and consequent higher sense of duty, qualities of very high educational value and essential for real social improvement and national advancement.

In the present system, examinations are given an undue importance and a wrong place. Apart from the unwieldy character of the Matriculation and the difficulty of making satisfactory arrangements for examining the answer papers of over 18,000 candidates, the examination coming at the close of the Secondary School course stands condemned because of the baneful influence it exercises over the whole course. The Matriculation Examination is at present serving two different aims. It is a Secondary School-leaving examination and also an entrance examination for admission to the colleges. Though the University provides for collegiate courses in agriculture, engineering, commerce, medicine, etc., the passage for all these diversified courses is through the common Matriculation examination which cannot test any specialized skill, knowledge or aptitude in candidates to determine their fitness for the different courses. This stereotyped character of the Matriculation affects adversely the character of Secondary Schools, which follow the same course of studies and do the same kind of work. There is no scope for initiative nor for experiment. Though the Province is predominantly agricultural, agriculture has no place in the system of Secondary education. Though our Province stands first in India in industry and commerce our Secondary Schools take no cognizance of that fact.

These are the inevitable results of a system of education, which is not only dominated but also decided by an external examination. It is desirable and necessary that the Matriculation should be abolished. The academic and professional colleges and collegiate institutions should conduct their own entrance examinations under the general supervision and guidance of the University. Such an arrangement will encourage the Secondary Schools to introduce diversified courses leading on to collegiate courses of various types. It may be contended that the entrance tests of Colleges will continue to influence school work. Though this is true to a certain extent the influence will be much less than that exercised by the Matriculation. The specific requirements of professional colleges may, on the other hand, make Secondary education more realistic and practical and give it a more definite aim to pursue.

Moreover this arrangement is best calculated to assign specific responsibility to schools as well as to colleges. Heads of Secondary Schools will then be free to educate children in accordance with courses of instruction which they find to be most beneficial to the children in their charge and colleges will be free to choose material which they consider to be quite fit for collegiate work. Under the present system, Heads of Schools are known to shelve the responsibility for the product of their schools to the influence exercised by the Matriculation and the Heads of Colleges to the material provided by Secondary Schools. Trust begets trust. There is no better training ground for the development

of a true sense of responsibility. It is therefore most desirable that the system of keeping individual records of pupils' attendance and work should be introduced and Heads of Secondary Schools should issue Secondary School Leaving Certificates on the basis of these records.

If special care is taken to secure right type of persons for Head Master-ships of High Schools and if they are given freedom to issue Secondary School Leaving Certificates on the basis of full four years' record of pupils' work such Leaving Certificates should in due course acquire a status of their own.

We are of opinion that the whole system of Secondary School Education is examination-ridden and recommend that with a view to removing the tyranny of the Matriculation Examination, Heads of Secondary Schools should be permitted to hold their own examinations and to issue Secondary School Leaving Certificates on the basis of full four years' record of pupil's work in the class-room, on the play-field, in the Workshop, in the social and general activities of the school, as also his performance in the school examinations.

We recommend that the University be moved to have the present Matriculation Examination replaced by special tests or examinations for entrance to Colleges affiliated to the University with a view to securing right type of students for University Courses, none but those holding the requisite Secondary School Leaving Certificate being considered eligible for admission to the entrance tests of Colleges.

Modernization of the Matriculation.

67. It must be noted here that the abolition of the Matriculation may meet with considerable opposition. It may take considerable time to achieve that object. In the meanwhile it is essential that the Matriculation should be mended before it could be ended. We are proposing diversified courses at the Secondary Stage. We understand that Government have also declared their intention to convert some of their Secondary Schools into technical, commercial and agricultural institutes. The Matriculation examination will have, therefore, to be so organised as to provide for these diversified types.

It is also high time that the essay type of questions set at the Matriculation should be discontinued as far as possible and new types of questions which will test reasoning rather than memory be introduced.

We are of opinion that till such time as the University decides to abolish the Matriculation examination, it should be moved to take steps to improve the Matriculation Examination by providing alternative courses of studies and by modernising the examination generally.

Grants to Aided Schools.

68. For the success of the reorganised Schools it is essential that schools should be staffed with properly qualified and contented teachers.

Aided schools cannot secure such teachers without extra cost. Provision for instruction in craft work or workshop practice will also involve extra liability. Managements of Aided schools will not be able to meet this extra liability without some special aid from Government.

A vast majority of the Secondary Schools are aided schools and this agency has mainly to be relied upon for further expansion of Secondary Education. For the extension of Basic Education to smaller villages more use of the private agency may have to be made hereafter.

We recommend that the scale of grant to Aided Schools should be revised to enable them to employ qualified teachers on adequate scales of pay with reasonable fixity of tenure and provision for old age and also to enable them to meet the extra cost involved by the provision of practical work in Primary and Secondary Schools.

Facilities for Experimentation.

69. One of the common complaints against the present system of Education is its rigidity. Courses of study are prescribed and there are very few departures from the sanctioned curriculum. It is true that the Grant-in-aid Code provides that the courses laid down by Government may be modified with the sanction of the Department of Education. Modifications are, however, rarely effected and the schools continue to work almost along stereotyped lines. This plan of work has had trial for over one hundred years. What is now needed is special encouragement to experimentation. This could be secured if Head Masters had more freedom in arranging curriculum for their schools consistently with the general principles and spirit of the standard course. If on trial, the changes made are found to go beyond the spirit of the standard course the question may be investigated by the Educational Authorities and the school concerned may be called upon to discontinue them.

We recommend that the curriculum sanctioned by Government should be regarded as standard in which alterations or modifications not inconsistent with the principles and spirit of the sanctioned course may be made to suit local or special conditions after an intimation in writing to the Department of Education before the commencement of the school year.

Salaries of Teachers.

70. It is not possible to overemphasize the important nature of the duties that a teacher has to perform and his work in this regard to his country and countrymen can only be described as a public trust. He is charged with the sacred duty of moulding the character and careers of pupils committed to his charge and on the manner in which he carries out his responsibility depends the future of his country. India is in need of good citizens and the younger generations are looking up for guidance. It is the duty of a teacher to so train and educate the pupils committed to his charge that they will in course of time turn out to be not only good servants but also good citizens. He should be a person imbued with a high sense of duty and actuated by high ideals. He is thus an

important public servant and his emoluments should be commensurate with his qualification, the nature and importance of his work and the special responsibilities devolving on him.

We are of opinion that emoluments of teachers in primary and Secondary Schools should be in accordance with the standard scales of pay that may be laid down for other public servants of similar attainments and responsibilities.

A Publication Bureau.

71. Primary teachers generally and particularly those in charge of village schools are seriously handicapped for want of suitable books for general use or for reference. The plan of Basic Education is new and under it teaching is generally to centre round a suitable craft or productive work.

It is necessary that books on different subjects of instruction should be prepared and published for them. Teachers will of course be expected to make alterations and modifications to suit actual requirements and special needs. Village teachers are isolated and mere advice or suggestions are not very helpful. Proper grounding in the mother tongue is hereafter to be the foundation of all school education. More advanced books for use in Secondary Schools on the different subjects of instruction will also be required.

Interesting and instructive books are also necessary for extra reading in primary and secondary schools and for the dissemination of useful knowledge in villages. If the want is to be supplied satisfactorily and without undue delay it is necessary that Government should take the initiative in the matter. A Publication Bureau for each of the recognised languages of the Province should therefore be constituted. It should consist of not more than five persons interested in education and well versed in the recognised language of the Division. It should be attached to the Training Institution for the higher Training of teachers of Central Schools and Supervisors. The Principal of the Training Institution should serve as ex-officio Secretary of the Bureau.

We are convinced that for the success of the new scheme it is essential that a Special Publication Bureau should be constituted for the preparation of books and appliances for the use of teachers, as also for village libraries, school children and literate adults.

Advisory Board of Education.

72. Under provincial autonomy provinces may develop on independent lines and it is very desirable that there should be a permanent Advisory Board to keep in touch with educational development in the different Indian Provinces, States and foreign countries to advise the Ministries of Education. It should include official experts and also non-officials eminent in the different walks of life. It should also obtain the co-operation of industrial firms and businessmen in the spread of Vocational Education and to secure co-ordination between the State Utility Services.

We recommend that an **Advisory Board of Education** composed of official experts in the different branches of Education and non-officials eminent in Educational, Vocational, Business, or Social activities should be constituted. Its function should be :—

- (1) To advise Government on matters of educational policy and practice.
- (2) To collect information about educational activities and experiments in other parts of India as also in foreign countries.
- (3) To issue bulletins disseminating modern ideas in education.
- (4) To suggest ways and means for securing the co-operation of State Utility Services as also of Commercial and Industrial firms particularly in the matter of pre-vocational Training.
- (5) To suggest arrangements for vocational guidance to pupils in Secondary Schools.

The Advisory Board should appoint Sub-Committees for (1) General Education and (2) Pre-Vocational Training with powers to co-opt experts.

CHAPTER XI.

TRANSITIONAL STAGE.

Appointment of Organizing Officer.

73. The principle of educating children through purposeful creative activities leading on to productive work is new to the people who are long used to only one type of education. As a result, this new conception of education is looked upon generally with considerable misgivings, and, in some cases, with positive hostility. A correct appraisal of the scheme of Basic Education by all concerned is the first condition of success. In order to do this it is essential that educational workers and the public generally should be made to realize the spirit of the whole scheme, the principles underlying it, its aim, and the manner in which it is proposed to train teachers to work the scheme, and to overcome the difficulties attendant on its introduction. Care must be taken to ensure that inspecting officers, teachers, managements of schools, and through them the parents and the public generally, are well posted in all these matters. Extensive propaganda will have to be undertaken before final plans are formulated for the initiation and development of the new scheme. The task, though difficult, is important. It is, therefore, necessary that it should be entrusted to a responsible Educational Officer of Government specially selected for the purpose. He should have the help of a small Advisory Committee and Assistants knowing more than one language of the province and possessing aptitude for propaganda work.

We are of opinion that a special officer not lower in rank than a Divisional Educational Inspector be appointed immediately to organise all work in connection with the initiation and development of the scheme of Basic Education, that he should act in consultation with a small Advisory Committee specially constituted for the purpose and that he be given the help of necessary Assistants.

Areas for trial of the experiment.

74. The experiment should be tried in selected areas. The area selected should so far as possible be compact and each district should have one such selected area. It should be such that facilities could be secured without much difficulty for suitable school buildings, adequate play fields, and convenient farms with necessary water supply for school garden, Nature Study and Agricultural and outdoor work generally. The object in view is to transform all the schools in the selected areas into the schools of the new type. There should be no rival system of education followed in that area which is likely to compete with the new scheme. Experience gained in developing Agricultural Bias Schools shows that it is not desirable that the school of the present type as well as of the new type should co-exist. In order to ensure the success of the scheme the experiment will have first to be tried on a very limited scale. The number of full primary schools in the area should ordinarily not exceed two or three. This should not make it very difficult for arrangements to be made for the necessary emergency training required for

teachers on whom will fall the work of initiating the scheme of Basic Education in the selected areas. The co-operation of individuals or of properly constituted private bodies who are known to have faith in the scheme of Basic Education may, wherever possible, be secured for the trial of the experiment.

We recommend that compact areas providing necessary facilities be selected in each district to try the experiment of "Basic Education". So far as possible, all schools in such areas should be transformed into schools of the new type, the full primary schools within the areas being organised as Central Schools, i.e. schools teaching the full seven years' Basic Course with arrangements for instruction in two or more productive crafts.

Emergency Course of Training.

75. It is the teacher that makes the school. For the success of the experiment of "Basic Education" it is essential, therefore, that the teachers required for work in the selected areas should have undergone a special course of training. For the first year of the experiment, it is necessary that trained teachers, preferably possessing aptitude for some craft or manual work of some kind, should be selected and trained in an emergency course of about six months. The training schools for this emergency course for 1938-39 should preferably be located in rural areas, so that they may keep up village contacts and be trained under conditions, in which they will ordinarily have to carry on the work of teaching. Every such training institution should have a practising school attached to it. The school should be staffed by specially competent teachers and should impart instruction according to the principles of "Basic Education." The chief aim of such a training school should be that the whole school should work as a National Co-operative community, the members of which are fired by a spirit of hard work, social service and common good. If immediate arrangements are made for the emergency course of training, the teachers trained under it should be able to put in some work in the schools of the selected areas with a view to transforming them into schools of the new type before the close of 1938-39.

The Committee is convinced that, for the success of the scheme of Basic Education, it is essential that immediate arrangements for the special training of select trained teachers preferably with aptitude for productive or manual work of some kind should be made separately for each educational division. The emergency course of training, at the start, should be of about six months and the instruction should include among other things :

- (1) Training in at least two basic crafts.
- (2) Formulation and working of simple projects and schemes of correlated studies.
- (3) Inculcation of ideology of education through productive work, viz., method of learning by doing, relating education to actual life, scope of initiative, sense of social responsibility, spirit of social service for national co-operative community.

- (4) **A special course in Physical Training, Drawing and Music.**
- (5) **A short course in Physiology, Hygiene, Sanitation, Dietetics, Social Studies and Hindustani.**
- (6) **Teaching of at least 25 lessons in the practising school under proper supervision.**

These training schools should be residential institutions where the individual teachers under training have opportunities of receiving training to live a vigorous, social life in an atmosphere of perfect co-operation.

Supervisors for Experimental Schools.

76. The whole plan of work is new. The teachers who have undergone merely an emergency course of training will start work in the existing schools in peculiar and, may be, unfavourable circumstances. The teachers will have no previous experience to guide them in the work of the schools of the new type. In the circumstances, it is essential that teachers in each selected area should have the help and guidance of a highly trained supervisor. He should visit the schools frequently, watch and guide the work of teachers as a friend, explain to them how the difficulties they experience might be got over and ensure that the individual records of pupils are kept systematically and carefully and the spirit of the basic course is appreciated by teachers and is steadily followed.

We recommend that the Supervisors for the experimental schools should be select men and women who should be specially trained to enable them to supervise and guide the work in the reorganised schools in their charge.

Programme of Reorganization.

77. If immediate arrangements are made for the emergency courses of training, the schools in selected areas may be initiated in 1938-39 in the work of the new type. The output of teachers trained in emergency courses may be increased, as necessary, and the experiment may be extended to larger areas in 1939-40. It is desirable that the whole position may be reviewed before the close of 1939-40, and if the results are favourable a programme of transforming all schools into schools of the new type within five years may be drawn up.

We recommend that the above experiment be tried in the first instance during 1938-39, that if the results are assuring enough the scope of the experiment be extended during the year 1939-40, that the position be reviewed fully before the end of 1939-40, and, that in the light of experience gained, arrangements for complete reorganisation of Primary Education be made within five years.

CHAPTER XII.

Costs.

78.—*Special Officer's Establishment.*

	Rs.
1. Special Officer of B. E. S. Class I, grade at Rs. 600 per mensem	7,200
2. His Travelling Allowance	2,000
3. Four Divisional Assistants of B. E. S. II at Rs. 200 ..	9,600
4. Two clerks : one at Rs. 60 and the other at Rs. 40 ..	1,200
5. Six peons at Rs. 18	1,296
6. Contingencies	500
7. Stamps	500
8. Office rent at Rs. 100	1,200
9. Furniture	100

79.—*Training Institution for basic Education in each Educational Division. The cost worked out below is only for one unit.*

1. Principal with B. E. S. Class II grade at Rs. 300 ..	3,600
2. One general assistant with S. E. S. grade Rs. 150 ..	1,800
3. Five teachers for crafts and other subjects at Rs. 100 each per month	6,000
4. One Clerk at Rs. 50 per mensem	600
5. Two peons at Rs. 18 each	432
6. Office contingency	300
7. Rents :—	
(a) Training College at Rs. 100 per mensem.	} 3,000
(b) Hostel at Rs. 100.	
(c) Workshop at Rs. 50.	
8. Utensils	500
9. Furniture	1,000
10. Books and appliances	1,000

(Practising School.)

11. Four teachers—two at Rs. 40 and two at Rs. 30 per mensem	1,680
12. Rent	100
13. Contingency	50
14. Equipment including furniture	500

(Workshop.)

				Rs.
15.	(a)	Clay work .. .. .	.. .. .	300
	(b)	Wood-work—Recurring .. .. .	.. .. .	800
		,, ,, —Non-recurring .. .. .	.. .. .	1,200
	(c)	Agriculture—Recurring .. .. .	.. .. .	1,250
		,, ,, —Non-recurring .. .. .	.. .. .	2,000
	(d)	Spinning and Weaving .. .. .	.. .. .	As per Wardha Scheme.
16.		Stipends for 80 candidates at Rs. 10 per mensem .. .. .	.. .. .	9,600

80.—*Cost of basic crafts in Central Schools would be the same as that worked out in the case of the practising school attached to the Training College.*

81.—*Publishing Bureau.*

Rs. 10,000 for 1939-40 would be necessary for the preparation and publication of suitable books for teachers and pupils.

N.B.—The income to be realised in case of the various basic crafts as worked out in the appendices should be deducted from expenditure under practising school, workshop as well as the central schools.

N.B.—The cost is calculated at the present scales of salaries and may be reduced, when the scales are reduced by Government.

82.—*Cost of introducing practical courses in Agriculture, Clay work, Woodwork, Light Engineering, Commerce and Technology in Secondary Schools.*

The Committee have calculated the recurring and non-recurring approximate costs of introducing the various pre-vocational courses in one school as a unit, which, it is hoped, may serve as a basis for converting secondary schools into Institutes of the various types.

1. *Agriculture for High Schools.*

Expenditure per unit .. .. .	.. .. .	Non-recurring	Rs. 2,000	
Do. .. .. .	.. .. .	Recurring 1st year.	.. 870	(Expenditure minus receipts).
Do. .. .. .	.. .. .	Recurring 2nd year.	.. 400	(Do.)

2. *Clay work.*

Expenditure per unit .. .. .	.. .. .	Non-recurring	Rs. 300	
Do. .. .. .	.. .. .	Recurring 1st year.	.. 60	(Teacher's pay).
Do. .. .. .	.. .. .	Recurring 2nd year.	.. Nil,	as the pay of the teachers can be easily covered by the articles prepared.

3. *Wood-work.*

Expenditure per unit	..	.. Non-recurring	Rs. 1,600
Do.	..	.. Recurring	„ 800
		1st year.	
Do.	..	.. Recurring	Nil, as the expendi-
		2nd year.	ture can be covered
			by the sale of the
			articles prepared.

4. *Light Engineering.*

Expenditure per unit	..	.. Non-recurring	Rs. 6,895
Do.	..	.. Recurring	„ 3,000
		1st year.	
Do.	..	.. Recurring	„ 1,000
		2nd year.	

5. *Commerce.*

Expenditure per unit	..	.. Non-recurring	Rs. 3,260
Do.	..	.. Recurring	„ 2,650
		1st year.	
Do.	..	.. Recurring	„ 2,650
		2nd year.	

6. *Technology.*

Expenditure per unit	..	.. Non-recurring	Rs. 4,600
Do.	..	.. Recurring	„ 3,100
		1st year.	
Do.	..	.. Recurring	„ 3,100
		2nd year.	

MINUTES OF DISSENT.

1

Hindustani in Secondary Schools.

The problem of teaching Hindustani was thoroughly discussed in the Committee. It also revealed difference of opinion. We think that the aim of teaching Hindustani in Secondary Schools is not only the imparting of everyday spoken Hindustani but it has also to serve some of the very important national and cultural purposes. Hindustani is the result of the contact of Hindus and Muslims in the last hundreds of years, and it is the symbol of our cultural unity. This national language is written in two scripts namely Devnagri and Urdu, therefore to have the complete knowledge of language it is necessary that the boys should know both the scripts. We did not stress this aspect of the question at the primary stage, because there any of the scripts would be sufficient to get an elementary knowledge of the language, but in secondary schools the national and cultural aspect of the question can not be ignored any more.

No two communities in any country are so ignorant of each other cultural achievements as the Hindus and Muslims are in India. The Hindus and Muslims know far more about European culture than they know of their neighbours cultural achievements. This has led to ignorance and misunderstanding of each other, which is a greatest impediment in the way of national growth. Though Urdu owes its development both to the efforts of Hindus and Muslims, but most of the literary achievements of Muslims are to be found in this language. The present growth of Hindi also does not owe less to the efforts of Musalmans but it is mainly a depository of Hindu thought and literature. If the boys who know Devnagri script, do not know the Urdu script, they would invariably study Hindi literature and Hindu thought. In the same way boys who know only Urdu script would study only Urdu literature. Hindustani which can be defined as simplified Urdu and Hindi and which is spoken by the bulk of the Hindus and Muslims of Northern India, is even to-day in a very elementary stage. Literary Hindustani does not exist; either it is Persianised Urdu or Sanskritised Hindi. If we have to evolve a common national language out of the common spoken Hindustani of the present day, which would be the vehicle of our national and cultural aspirations and if we would like to create national consciousness in our future generations, through this symbol of our cultural unity, then it is essential that Hindi and Urdu literature should influence each other and this can not be done unless both the scripts are taught to all the boys of the state at least in their secondary stage. The learning of any of the scripts does not require more than the few months at the most. The knowledge of the scripts will open to the boys a vast store house of knowledge of Hindi and Urdu literature, which otherwise remains closed and also leads to the national and cultural unity of India. This point of view has been accepted by the Governments of Bihar and United Province. The Government of India also uses both the scripts for their publications. The Indian National Congress has also adopted both the scripts with the same end in view.

The view was advanced in the Committee that in Bombay Presidency it will not be possible to do that, due to diverse languages and their scripts.

In Bombay Presidency 51 per cent. of the population speak Marathi, which is written in Devnagri script. For these boys it will not be difficult to learn one more script. The Urdu knowing boys of this Presidency even at the present day learn Devnagri script and they do not find it difficult to learn one more script.

We could have understood this difficulty in Gujrat and Karnatak, but even then after careful consideration it does not appear to be great. The boys have after all not to learn these scripts simultaneously. In lower primary stage they would learn the script of their mother-tongue, in upper primary stage they would learn either Devnagri or Urdu script in connection with their Hindustani. Only in secondary stage we expect those boys who know only Devnagri to learn Urdu script and those who know only Urdu to learn Devnagri. We have made Hindustani a compulsory subject in the first two years of our secondary schools. Time for acquainting students with Urdu script and literature and Devnagri script and Hindi literature can be easily found during the hours allotted for the teaching of Hindustani. Besides both the scripts have got their artistic values. The beautiful calligraphy in Urdu script is famous throughout the world and some of the unique manifestations of art are to be found in it.

We are very much afraid that if this suggestion of ours is not accepted the boys would only learn Urdu or Hindi. Both the languages would of course flourish and develop but in different channels without influencing each other. We shall have a developed Hindi and Urdu language, but the idea of a common national language namely Hindustani would remain a dream, perhaps never to be realised. This would lead to so many complications and we shall have to adopt two languages for our national purposes. If we are able to evolve one common language, it is just possible that with goodwill and co-operation we shall also be able to adopt one common script but with our paths different from the very beginning there is no hope for it. We do not know why the Committee should grudge a small amount of time for this purpose. The fear of learning many scripts should not frighten us so much in view of the high national objectives we have to achieve. A small country like Switzerland has got four different languages and as many scripts. Why can we not afford to have two for our national language ?

When the proposal of teaching both the scripts in Secondary Schools was put to vote, five voted in its favour while six opposed it. The remaining remained silent but some of them now approve the proposal and so have signed this minute.

(Signed) ABDUL HAMEED KAZI.

(„) S. R. BHISE.

(„) K. S. DIKSHIT.

(„) D. N. CHAUDHARI.

(„) A. KHAN.

Artistically the scripts have
great value.

(„) C. R. GERRARD.

We are sorry that we cannot agree with the proposed estimate of expenditure in Chapter XII. India is a very poor country and because of that we are trying to make our education self-supporting. We cannot afford to spend big amounts of money on salaries at the top. If new type of education has to be introduced, a new ideology has to be brought into our educational system and administration, which should be in keeping with the economic condition of 90 per cent. of our poor millions of India. The whole of the proposed scheme can be effectively brought into execution in less than half the amount which has been proposed.

We are strongly of opinion that to reduce the expenses and to impart true national spirit in our education, the management of the training institutions for basic national education should be handed over to the different national institutions or workers in this Presidency who should work under the "All India National Educational Board" at Wardha. The Government should support them financially and supervise their activities. If new type of education has to be provided for our future generations which would make them patriotic, self-sacrificing and a model of plain living and high thinking then this noble task should be entrusted to those who are the living examples of these virtues. Education without proper men would never be sound. It is due to the efforts and sacrifices of workers in the cause of national education that we have felt the necessity of overhauling the present system and we are sure only they can impart true national spirit in our educational system.

We can submit a separate estimate of expenditure if required.

(Signed) ABDUL HAMEED KAZI.

(") D. N. CHAUDHARI.

We are unable to agree with our colleagues regarding the abolition of the matriculation examination. We think, however, that steps should be taken so that only those candidates may take this examination who have definitely decided to join an institution affiliated to the University. The examination should be reformed so that it should be possible for a candidate to take at this examination a number of alternative subjects as proposed for the new type of secondary schools in this report. The standard of the examination should be sufficiently raised to enable the successful candidates to gain admission direct to the various professional and other colleges affiliated to the University.

2. As regards Hindustani, we are in general agreement with the minute of dissent on this subject and feel that for the present both the scripts, namely Devnagri and Urdu, should be taught.

(Signed) P. B. ADVANI.

(„) GEO. W. BURLEY.

(„) D. C. GUPTA.

(„) C. R. GERRARD.

I agree with paragraph 1.

(„) REBECCA REUBEN.

It is my considered opinion that Home-Craft—the Art of Home-making and Mother-Craft—should not be included in the list of Basic Crafts for schools. My reasons for this dissent are:—

(1) Though the recommendations of the Committee do not lay down Home-Craft as specifically meant for girls, practically that will be the craft selected as a Basic Craft in the majority of girls' schools and consequently the purpose of the whole scheme will be defeated for girls (if for them Home-Craft is introduced as the Basic Craft).

(2) The considerations underlying the choice of Basic Crafts for boys and girls should be absolutely the same. The utility of any craft lies in its present educative and remunerative—or money—value. Home-Craft does not fulfil these two conditions. It is admitted by several members of the Committee that its educative value and remunerative value is negligible. But that its value lay in the fact that it develops the instincts of womanhood and motherhood and helps to make the home better. This is differentiation in principle and as such is definitely unhealthy.

(3) It is today an accepted principle that children are to be trained with three ends in view—

- (a) To be useful citizens.
- (b) To earn their own living.
- (c) To be efficient fathers or mothers.

The second should not be shelved for the third aim for either girls or boys. For boys there is no such danger, but for girls it is a very real danger. Equal emphasis on all the three aims does not necessarily mean as some people seem to think the advocacy of the woman abandoning the home. The woman should not be forced or compelled to remain in the home by handicaps, but she must be helped to realise the responsibility and the dignity of the home and remain in the home by choice. It does mean that every girl should be equipped with an education which prepares her to earn her own livelihood, if so necessary or if so desired, and also to be a good mother. Home-Craft is clearly suitable for the third aim but is not calculated to touch the second aim.

(4) Home-Craft with all its implications of responsibility is not suitable for girls before 11 or 12.

Women, experienced in education and life consider it unwise to force the growth and instincts of a girl to womanhood and maturity—specially in India. If Home-Craft is to mean only hand work and technique in needle work and such other crafts suitable to the home it is unfair to teach girls one thing under the name of another.

(5) It is unfair to a girl that she should be compelled to make a choice between two aims when both are equally important, i.e. between Home-Craft and another Basic Craft as the values of the two crafts are different.

(6) The art of Home-making is wrongly named a craft. It does require some skill and technique of the hand but it is really a way of life. The attitude towards life and the outlook towards life are far more important than mere mechanical skill. A woman skilled in cooking, home-decoration, nursing, child care and needle-work will be a poor head of the home if she has not the necessary tact, generosity and sympathy, i.e., the Art of Home-making requires sympathy and feeling and intelligence more than technique while in other crafts, say clay work, it is not so. In Home-Craft skill is subsidiary and the general attitude of primary importance.

(7) Home-Craft if it is to be taught for seven or eleven years will have to be strained too much specially for villages.

(8) Some technical skill in Home-Craft is necessary for boys also as it will help to create a sympathetic and understanding attitude towards home work for woman and will diminish the helplessness of man—when the woman is absent. What I would suggest is that in the lower primary standards girls and boys should learn some needle-work, hygiene and cooking. Then during the next three years of the upper primary classes girls should have about $2\frac{1}{2}$ hours or so per week for Art of Home-making and Mother-Craft. This time may be taken from the Basic Craft time. The remaining time must be given to a real Basic Craft, which has a full educative and remunerative value. About $2\frac{1}{2}$ hours per week for three years along with general education will be quite sufficient for a complete training in home work and a little elementary Mother-Craft specially if we remember that our Indian girls have enough practice at home though it may be not on scientific lines.

In Secondary Schools girls will have a course in Mother-Craft and Home-making two or three periods a week which they will spare from the craft time. If the foundation during the Upper Primary Stage is sound two or three periods per week for four years will be quite sufficient.

This subject of Home-Craft—Art of Home-making and Mother-Craft—will have a definite syllabus but it may or may not be compulsory and it should not be University Examination Subject.

(Signed) INDUMATI CHIMANLAL.

An Explanatory Note.

Whether the system of imparting primary education through some basic craft should be and can be self-supporting are two main points that ought to be faced and answered squarely and definitely.

As we have been educated under the present system where manual work is conspicuous by its absence, we naturally feel uneasy at the idea of a school-child working and earning during school hours. The argument that is usually advanced against this proposal is to the effect that it would be tantamount to taking undue advantage of child-labour at the cost of its intellectual training and development. But to those of us who know that, in the rural areas, children from the age of six upwards, begin to help their families in saving and earning some income, the idea of a school-child earning something by its manual work does not look extraordinary or strange.

Of course the Zakir Hussain Committee have foreseen the obvious danger that in the working of their scheme the economic aspect may be stressed at the sacrifice of the cultural and educational objectives. They have warned the teachers against this danger and asked them not to forget that the intellectual, social and moral implications and possibilities of craft training are of higher importance than the products of the hand-craft. If, however, without jeopardising the main object of education, we find that incidentally the articles produced by the child fetch a price to cover a portion of the running expenses of the school, we should welcome such an eventuality.

In the opinion of experts, a child that learns through doing, learns much more quickly than one that learns its lessons under the present system. The intellectual equipment of the former will be equal if not superior to that of the latter. We need not entertain any fears on this head.

The Zakir Hussain Committee are stressing this point on other grounds also. At page 14 of the report they say :—“ Apart from its financial implications, we are of opinion that a measurable check will be useful in ensuring thoroughness and efficiency in teaching and in the work of the students. Without some such check, there is great danger of work becoming slack and losing all educative value. This is only too obvious from the experience of educationists who from time to time have introduced ‘ Manual training ’ or other ‘ Practical activities ’ in their school.”

Moreover when we want to make education compulsory and universal in a poor country like ours, we need not be afraid of the work “ child-labour ” if the work of the children adds to the income of the school without affecting their health and intellect.

The reasons mentioned above lead us to believe that it would be practicable and beneficial for the child if it earns while it learns, though the earning be ever so small. Whether the system would be completely or partially self-supporting is a different matter. Admitting that the earnings of the children will cover only a part of expenditure on their

education, we cannot ignore that aspect of the Wardha scheme which counts on the earnings of the children contributing at least partly towards the salaries of the teachers.

Though the committee discussed this subject in detail, it has not been able to express any definite opinion on this aspect and consequently we have been constrained to add this note to explain our view point on the subject.

The experiment suggested by the Zakir Hussain Committee is a new one, yet we think it deserves to be given a bold trial. We therefore recommend that Government as well as private institutions should be allowed and encouraged to try this experiment without any hindrance from the stereotyped syllabuses and curricula.

The time given to manual work in the secondary education is comparatively much shorter than in the primary course. Yet even there, we recommend that the above aspect should be kept in view so that the work done by the students should not be aimless.

(Signed) H. S. KAUIJALGI.

(„) D. N. CHAUDHARI.

(„) ABDUL HAMEED KAZI.

(„) D. R. VAIDYA.

(„) K. S. DIKSHIT.

(„) INDUMATI CHIMANLAL.

(„) S. R. BHISE.

A Note by Miss R. Reuben and Messrs. Ghate, Bhise and Khan.

It is our painful duty to record some of our differences with our colleagues on issues which we consider to be fundamental.

We shall first state categorically those differences and then give reasons in our support.

1. We are not in favour of reducing the length of the Secondary School course to four years. We think that that course should be of seven years as at present.

2. We think that the scheme of educating children through "basic" craft should be confined to the rural areas.

3. We propose that the experiment on the lines proposed by our Committee should be tried, among other schools, in the agricultural bias rural primary schools.

4. We are not in favour of maintaining separate training institutions for the training of teachers for Basic Education as a permanent arrangement.

5. We, further, propose that the draft syllabuses for primary schools prepared by the Director of Public Instruction should be introduced in primary schools after necessary modifications.

1. The Secondary School in the Province of Bombay represents a *type*, rather than a *stage* in the educational system. It admits children at about the age of 11, which is now universally admitted to be the age at which children at the primary stage should be diverted. The proposal of our colleagues to cut off the first three standards from the secondary school is not supported on any educational grounds and is contrary to our traditions. The proposal, if brought into effect, is bound to create considerable administrative difficulties including revision and reduction of grants and cause hardships to the managements of secondary schools. The primary school in towns and cities is generally a feeder school and teaches, in most cases, only four standards. Managements of Municipal primary schools will have to provide for a number of classes for the three additional standards. It is doubtful whether they will find adequate funds, accommodation and equipment to take up these new responsibilities. The proposal will, moreover, lead to children in towns and cities being taught for three years by primary teachers, instead of being taught as at present by graduates including an increasing number of trained graduates. As persons conversant with conditions in secondary schools, we do not for a moment believe that these schools are what they ought to be. But we must say that in the face of inadequate grants and low fee receipts, a great many secondary schools are honestly endeavouring to effect improvements and we cannot subscribe to a proposal which would hamper their progress. We of course fully

agree with our colleagues that there should be provision of optional courses at the secondary stage generally on the lines of the plan proposed by our Committee.

2. A seven standard primary school teaching through the mother-tongue is necessarily a rural school in our Province. Education on the proposed new lines might first be tried in these rural first grade schools where conditions are peculiarly favourable for an experiment of this character. Shriyut Aryanayakam, a member of the Zakir Hussain Committee and the Secretary of the New All-India Education Board, who discussed the Wardha Scheme with our Committee, definitely told the Committee that the scheme prepared by the Zakir Hussain Committee was in the interest of mass education and was intended only for rural areas. As the primary school in the urban areas as explained above, is generally only a 4 standard school, we think it would be advisable to restrict the operation of the scheme to villages. We would, however, urge that urban primary schools should be greatly improved and should provide a variety of activities instead of formal instruction.

3. In the course of our discussion in the Committee on craft-work and the productive nature of manual training, several speakers referred to the Agricultural Bias rural primary schools, which have anticipated many special features of the Wardha Scheme. It is, for example, a seven standard school teaching through the mother-tongue. It provides substantial practical work in agriculture as well as subsidiary occupations like spinning, weaving, carpentry and smithy. Where the agricultural teacher is painstaking and keen, this school has realised substantial income. With a few modifications and a more definite plan of correlation, the agricultural bias school can be immediately taken up in hand to introduce the proposed experiment. Our Committee, however, do not mention these schools, while making proposals for the transitional stage. We suggest that a beginning should be made, among other schools, with the agricultural bias schools. It would perhaps be necessary to give a short intensive training to the teachers from these schools.

4. Our Committee have proposed a permanent arrangement of special training institutions for teachers of Basic Education. We do not agree. We think that special provision for training of selected teachers may be made at the initial stage, but when the experiment is fairly successful, the present Training College syllabuses should be revised and the training institutions reconstituted.

5. The draft syllabuses for primary schools prepared by the Director of Public Instruction are highly satisfactory. They were introduced, as an experiment, in certain Practising Schools attached to Training Colleges and were found to be practicable and useful. It may be noted that they provide substantial practical work in the various subjects. We, therefore, propose that these syllabuses should be introduced in primary schools with necessary modifications in the light of our Committee's recommendations.

6. A Special Organising Officer is perhaps a necessity but we do not think four divisional assistants proposed by our Committee are necessary. After the Primary Education Act is amended the Administrative and Inspecting Officers will be Government men. It would be their duty to help the Special Officer and carry out his proposals.

(Signed) R. REUBEN.

(„) V. D. GHATE.

(„) S. R. BHISE.

(„) A. KHAN.

Minute of Dissent by Mr. B. P. Thakor, B.A., S.T.C., M.L.A.

I do not share the view that the importance of English in the school curriculum has been over-emphasised and that the general education of the pupils has suffered in consequence. It was so when the medium of instruction in Secondary Schools was English but with the introduction of the mother-tongue as the medium of instruction signs are not wanting to show that the general education of pupils has improved. It is no doubt true that the teaching of English takes up nearly 30 per cent. of the total time spent at schools in preparing the prescribed subjects but this is inevitable so long as the medium of instruction in all University Colleges is English. Even with this study of seven years we hear complaints from the heads of Colleges that a large number of students are unable to follow their lectures in the class room. It is absurd to believe that students will be able to learn even work-a-day English in four years. If we want to teach English we shall have to devote more time to it. Even when we accept that the aim of teaching English should be essentially practical, I am of opinion that the object will not be achieved by teaching it for four years only.

As regards examinations I do not accept the sweeping condemnation of the University Matriculation Examination. I admit that it is an examination which needs considerable modification as regards its conduct and curriculum but it gives the public an idea of the general knowledge that a student who passes the examination has acquired at the end of his school career. One such external examination at the end of the school course if rightly conducted by persons who have actually taught these subjects and not by College Professors is in my opinion necessary to have a uniform standard. Certificates issued by schools at the end of the school course will not command that confidence which a Matriculation certificate does. I think it will not be out of place if I cite the instance of the Internal Examination of the F.Y.A. classes which are at present conducted by College Professors themselves. The results of this examination vary between 40 per cent. and 90 per cent. in different colleges. With the introduction of the mother-tongue as the medium of instruction in Secondary Schools the time has come when the school-leaving or Matriculation examination can be split up according to different languages and the huge number of more than 18,000 appearing at one examination can very well be divided into satisfactorily workable groups. The efforts of Government to substitute the School Final Examination for the University Matriculation in the past have miserably failed. Mere condemnation of the Matriculation Examination would not serve any useful purpose but in my opinion the right course to adopt is for the Government and the University to work in co-operation to mend the present Matriculation Examination.

Minute of Dissent by Miss R. Reuben.

Though the Committee have no specific recommendation to the effect that all education should be through a "basic craft", their adoption of the term "basic craft" and the implications of some of their recommendations point to a tacit acceptance of the principle. I regret very much that I have to record my dissent on the point.

I am entirely with my colleagues when they recommend—

(a) That the child should be educated through purposeful creative activities ;

(b) That education should be less bookish and more practical ;

(c) That the child should do as much hand-work and craft-work as possible so that hand and eye and mind are trained ;

(d) And that the articles produced by children should be simple, artistic and serviceable, such as can be used by them and their friends in and out of school ; or such as might have a marketable value.

For reasons detailed below, however, I cannot accept the idea of a "basic craft" which implies that a selected craft is to be the basis of all education.

(1) There is no craft so broad and comprehensive that all school work can be centred round it. Some school subjects cannot be so correlated : correlation in others will be highly artificial. Important aspects of school subjects might find no place at all if they have to depend on correlation with the "basic craft". The teaching of general school subjects will thus be very scrappy and unsystematic and school education is bound to suffer under such a scheme. General educational experience all over the world supports the contention that correlation of school subjects should be incidental, and that it should not be the dominating factor in any scheme of education.

(2) Even if it is possible to correlate all school subjects and school activities to the "basic craft" it will need very good teachers to work out the scheme satisfactorily. The present generation of teachers as a whole, with limited knowledge and limited outlook, cannot be expected to make a success of the scheme, and it is surely not contemplated to scrap the whole lot of them as soon as the new scheme is inaugurated. Nor is there any guarantee that teachers trained on new lines will be much better fitted to implement the new scheme. It is not a safe policy to generalise from special cases, and it would be disastrous to base our scheme of education on the belief that all teachers ought to be able to do what one or two gifted enthusiasts have shown themselves capable of doing. We cannot expect from the ordinary village teacher what Gandhiji could achieve at Tolstoy Farm.

(3) A practical education means much more than learning a craft and learning a few subjects in relation to that craft. Every school

subject has its practical aspect, irrespective of whether it can or cannot be correlated to a craft. Undue stress on "basic crafts" might lead to a belief in them as the be-all and end-all of practical education and so defeat the purpose of sound educational reform.

(4) Craft-work in schools is not meant to produce carpenters or weavers or tanners, but is a cultural subject providing training for hand, eye and mind. Education through a "basic craft", on the other hand, has been described as "a kind of insurance against unemployment". The pupil is expected "to attain such reasonable skill in the handicraft chosen as would enable him to pursue it as an occupation after finishing the full primary course of seven years". Training of specific skills in particular crafts is of very little educational value and a too early stress on the "vocational" side might result in stunted intellectual growth and a limited outlook on life.

(5) A "basic craft" necessarily means one craft or at most two. This might lead to some practical difficulties. A child obliged to leave one school and join another will be greatly handicapped if he finds himself in a school with a different "basic craft". Every child in a school will perforce have to take up the craft provided, whether he has the aptitude for it or not, and a school will go on producing so many potential carpenters or smiths whether the economic condition of the country is capable or not of absorbing them.

(6) If correlation with a "basic craft" is not meant to exclude correlations with the social and physical environment of the child, it serves no purpose to focus attention on a "basic craft" as such. Not a "craft", but the life and environment of the child and the community should be the centre of interest in a school.

From this point of view, agriculture, which includes so many rural activities and occupations and touches the life of the village child at so many points, naturally falls in place as the centre of interest in rural schools. This is only because agriculture is as wide as life itself in rural areas.

In towns and cities it will be very difficult to find any one thing as broad and comprehensive as agriculture. It will be unfair to urban children to force them to concentrate the best of their attention on one or two "basic crafts" when the whole complex life of modern civilisation is calling out to them and demanding their attention on all sides. A minor craft will soon be exhausted of all its educational possibilities and sucked dry of all interest and intellectual stimulus.

(7) Craft-teaching of any kind is costly. Craft-teaching of the kind contemplated in the scheme of "basic crafts" will be a very costly affair, specially if we take into account the number of schools in which such provision will eventually have to be made.

It is hoped that part of the cost, if not the whole, will be met by the sale of articles produced by children in schools. This is problematical.

Only a very small proportion of the cost on the whole, can be met in this way. And in the natural anxiety to meet as great a proportion of the costs as possible, greater and greater stress might come to be laid on the economic aspect of the craft, in spite of all warnings and precautions. The thoroughness and efficiency of the teachers work will come to be measured by the "productive work" of the school and by the degree to which the school succeeds in making itself "self-supporting". In assessing the efficiency of a school the question asked will be "What about the profits?" instead of "What about the pupils?"

(8) The implementing of the scheme of educating children through "basic crafts" will thus either work to the inevitable detriment of education in general by stressing the economic aspect, or will mean heavy financial obligations, very little of which is likely to be met by the sale of articles made in schools. There is thus a risk of the whole scheme breaking down under its own weight, and instead of helping the expansion of education as is hoped by making it partially self-supporting, the scheme might ultimately hamper expansion because of its financial implications.

(Signed) REBECCA REUBEN.

Minute of Dissent by Mr. B. S. Patel.

CHAPTER V.

COURSE OF INSTRUCTION.

As regards teaching of English in the Primary Schools, the Committee have passed a resolution that some schools should be allowed the option of teaching English in the last three standards of primary schools clearly on the understanding that this should be done more or less privately—perhaps by the parents themselves or by an organization started by the schools for the boys whose parents are prepared to pay and I understand this was done purely for the transitory period during which this new course is to come so that time may be allowed to adjust the courses for the students who have been taking the old course. If English is at all to be introduced in the three standards in the primary course, the main object of the course will be defeated, namely, that the primary education should be entirely in mother-tongue so that no time and money should be wasted in teaching English and the students can get good general education equal to the present matriculation through mother-tongue. If the option of teaching English is given, I am afraid the present tendency of the parents and schools is to ask for it. If this is done, then the burden of the boys will be increased because they will have to learn more in the primary course plus English. Moreover if English is to be taught in the primary schools there will be many schools, and a great deal of staff will be necessary and because of this there will be greater expenditure and teachers that are not really competent to teach English, are likely to be employed to reduce the cost. Secondly a large percentage of the students who will go through the primary course are not likely to go in for higher

courses particularly when they are taught some vocation or handicraft and the time spent on acquiring smattering knowledge of English for two or three years will be wasted. I have discussed this subject with many teachers and some educationists and I feel quite confident that if proper types of teachers are provided in the High Schools and if sufficient time is devoted, four years will be quite enough for teaching the necessary required English if the teaching is done in an intensive manner. The teaching of English in the 7th standard will involve a great deal of more expenditure and the schools cannot afford to employ competent teachers. As some of the advocates have already suggested that Government should give them grants for providing optional teaching (which was not the intention of the Committee as the Committee passed a resolution allowing some people to introduce English at their own cost) which shows that there will be a real danger to employ unsuitable men for teaching English which will nullify the special advantage, if any, of teaching English at earlier stages. Besides the students will be overburdened with other subject matters in the revised course. I am afraid there is no half way in these matters. It is most desirable that there should be one type of course for all schools and no option should be allowed for teaching English earlier. If by experience it is found that English can be taught by competent teachers in an intensive manner in the High Schools, the High school course may be extended by another year, but I do not think that will be necessary and the study of English can still be intensively carried on in the Colleges if the students go to the College. There is nothing to prevent them from putting great deal of time in the first year of the College to learn English and there will be no difficulty in studying science and other subjects in College through the medium of English. We have often found that our students learn the whole of foreign language in about a year's time to follow the scientific courses in Universities either in German or French Universities and there is no reason why our students cannot learn sufficient English after putting four years of intensive work in learning English for understanding the subject matters to be taught in Colleges.

CHAPTER VI.

As regards the shift system, I am afraid the resolution does not take account of the actual hours of work provided for different classes of primary schools. The course is provided with sufficient work of about five hours a day half of which is to be spent in the class and half outside, and it is doubtful whether shift system is possible unless we reduce the hours of work.

CHAPTER VIII.

As regards training courses, I am afraid if the boys are going to get normal training before they are 18 or 20 as it has been proposed that the training should be complete by the time they finish their secondary school course, the age of the teachers trained will not be quite suitable to get full benefit of the teaching course and the result will not be very good. Mr. Goheen of the Sangli Industrial School has definitely brought

to my notice that it has been his experience that the teachers that are not fully matured in judgment cannot benefit by the normal teacher's training. My suggestion would be that an optional course for the last two years may be provided in the High Schools to introduce the courses in training and these teachers should be employed as teachers for a few years and then after three or four years' experience of teaching in the Primary Schools, they should be given a year's special training in the Training College which may be called a Refresher Course. It is also essential that the teachers should study English to broaden their outlook to enable them to read literature not found in their mother-tongue.

CHAPTER XI.

As regards the Emergency Course of training referred to in Chapter XI, I am afraid the course suggested of six months is not sufficient if we are to really teach the primary course in the way in which it has been suggested by Wardha scheme and also intended by the recommendations made in this Report. They have to know a good deal more than they actually have to teach and a number of additional items have also been suggested under this chapter and it will not be possible to complete that course in 6 months. I would strongly urge that at least one year's course should be given and the course should be given in a centralized place particularly as far as agricultural subject is concerned.

I must particularly bring one fact to the notice that unless we get really good teachers, the whole scheme may fail ; so we should not allow the experiment to be started without selecting proper type of teachers and giving them sufficient necessary training. For the new curriculum that is suggested we require specially good teachers both in the primary schools and in the high schools and unless these teachers are really good and they have very broad general training in the subject in which they have to teach, we will not get good results out of expenditure that the State may incur for primary education.

(Signed) B. S. PATEL.

Remarks by Rao Bahadur P. C. Patil, D.Sc.

Under the "Linking of the Primary and Secondary Schools" in Chapter IV the report recommends keeping on Anglo-Vernacular Schools, though in the earlier part of the same chapter under "Secondary Stage" it recommends abolition of the same. I am against retaining Anglo-Vernacular Schools. It is undesirable to have two rival systems, since students from these two are to come together in VIII. It will cause confusion and add to the cost of teaching. For some years to come parents will prefer Anglo-Vernacular Schools for their children as they like them to begin English Education at an early age. If two systems are allowed, there will be two kinds of students in standards VIII. The students coming through Anglo-Vernacular School will have already read

English for three years ; And so those coming from ordinary or general school (where education is given through vernacular) will be placed at disadvantage. Apart from defeating the purpose of giving basic education through mother-tongue, Anglo-Vernacular Schools will entail wastage and work as permanent handicap to children in rural areas, where Anglo-Vernacular Schools do not exist. Keeping and encouraging Anglo-Vernacular Schools will moreover unnecessarily tax State resources, as special provision will have to be made to coach student from rural area. Even if such provision is made, it will never be efficient and students coming from ordinary schools will always lag behind in English and the system will result in wastage.

I am, therefore, firmly of opinion that Government should have one continuous course from Standard I to XI (I to VII or basic or primary education and Standards VIII to XI—Secondary Education, where all children will commence reading English in Standard VIII). While discussing "Medium of Instruction" under secondary education, the Committee has come to the conclusion that "premature use of foreign language as a medium of instruction tends to produce an intellectual muddle" and supports its view by quoting Abbot and Wood Report and Hesketh Report and yet in another part it recommends keeping on the Anglo-Vernacular Schools. Some of the members think that a few Anglo-Vernacular Schools, which are catering to the needs of a small urban section should not be disturbed. I do not think that a very small (an infinitesimally small) section of the city people should spoil the general system of education and block its improvement and progress.

If it is thought that four years' study of English (i.e., only in secondary stage without making inroads of primary stage) is not enough for school leaving certificate, I have no objection to their adding fifth year. I, however, do not support the view of having two systems in the common course, in one student beginning to learn English in V and in another IX standard. If this is done, it will encourage Anglo-Vernacular Schools and give a set back to the basic course and the present wastage will continue.

(Signed) P. C. PATIL.

Shahupuri, Kolhapur, 30th May 1938.

APPENDIX I.

VOCATIONAL TRAINING.

*Primary and Secondary Schools.***Questionnaire.***(A) General.*

1. (a) What is your opinion about the principle enunciated by the Zakir Hussain Committee in "educating the children through some suitable forms of productive work" ?

Do you recommend its application wholesale or with certain modifications in our educational system ?

What would be those modifications ?

(b) What changes do you suggest in the present system of primary and secondary education in accordance with the general principles enunciated in the Abbott Wood Committee Report ?

2. How would you reorganise the existing Primary and Secondary schools in the light of your answer to Question No. 1.

(B) Primary Education.

3. If Central Schools for boys and girls (i.e., special primary schools in which education of the new type is provided) are arranged for, how many such schools would, in your opinion, be needed at the start ? Where should they be located ? Should they be located at Taluka Head Quarters in the first instance ? If not, where else in each Taluka and why ?

4. Should such institutions be treated as pre-vocational or vocational or should they be encouraged to develop in either directions as circumstances permit ?

5. How would you apportion the time available at school between general education and practical work in different standards ?

6. Which types of manual work (including handicrafts and agriculture), can, in your opinion, be introduced in these Central schools ?

Which in the rural areas, which in urban areas, and which in both rural and urban areas ?

7. What would you suggest as a suitable course for the different standards of the Central Schools for boys and girls in different kinds of manual work (including handicrafts and agriculture) ?

8. What would be the approximate recurring and non-recurring cost of organising each type of Central School on the new lines ?

9. What arrangements would you suggest for the training of teachers, men and women, for the proposed Central Schools ? Should they be trained in the existing training institutions for primary teachers or in some vocational technical, industrial or professional institutions ? Should general and special training run concurrently or separately ? If separately, what period of special training in each craft would you consider necessary ? Would intensive courses (e.g., in the College of Agriculture or Engineering or V. J. T. Institute, Sir J. J. School of Art and such other institutions) be adequate for the purpose ? If so, how would you organise them ? What would be the approximate cost of training such teachers at the start ?

10. What arrangement would you suggest for the special training of women teachers in house-hold arts, mother-crafts, and some useful cottage industries ? What should be the duration of such courses ?

11. What suggestions would you make for the organisation of agencies for the periodical inspection and examination of the work of the proposed Central schools and special training institutions ?

(C) *Secondary Education.*

12. At what stage and how should vocational training be introduced in Secondary schools ? What should be its duration ? Would you make a course of vocational training a necessary part of secondary education ?

13. What, in your opinion, should be the proportion of general education and vocational training in the secondary schools for boys and girls ?

14. Would you suggest suitable syllabuses for (i) general education and (ii) vocational training for boys and girls ?

15. What would be the approximate recurring and non-recurring cost for (a) technical, (b) commercial, and (c) agricultural courses to be introduced in secondary schools ?

16. How should teachers for vocational courses be recruited ? What should be their qualifications ? Would it be necessary to provide any preliminary training for such teachers ? If so, in which institutions and through which agencies ?

17. What arrangements would you suggest for the periodical inspection and examination of the proposed vocational work in secondary schools ?

18. How would you link up the work of the reorganised secondary schools with the arts and professional colleges affiliated to the University and other institutions of higher technological and professional education like the V. J. T. Institute ?

19. What are your views about the establishment of vocational part-time classes proposed in the Abbott and Wood Report ?

APPENDIX II.

ELEMENTARY COURSES IN AGRICULTURE ON NATURE STUDY LINES FOR
THE FIRST FOUR STANDARDS.*I. Observations—*

1. Observations on plants (wild and cultivated) of the village :—

Standard I.—Stems, leaf, roots, flowers, fruit and seeds.*Standard II.*—Dispersal of seed, colour of flowers and leaves.*Standard III.*—Scent of flowers, size of fruits and taste of fruits.

2. Observations on trees of the village :—

Standard II.—Names of trees.*Standard III.*—Height of trees, stem and leaves, flowers and fruits of the trees, shades of trees.

3. Observations on village animals and birds :—

Standard I.—Animals for work.*Standard II.*—Animals supplying food.*Standard III.*—Fowls, birds (useful and harmful)

4. Observations on insects and worms :—

Standard III.—Observations on frogs, fish in village-pools or ponds if any.

5. Observations on general environment :—

Standard III.—Hills, rivers, tanks, wells, valleys, forests, gardens (fruit or flower) and fields.*Standard IV.*—Roads, railways, temples. Posts and telegraph offices. Village homes, village health and recreation. Village occupations.

6. Observations on natural phenomena :—

Standard III.—Sky, Sun, Moon, Stars.*Standard IV.*—Clouds, seasons, rain-fall, movement of rain-water, wind, Eclipse.*II. Classification of plants and trees according to their economic importance to village :—**Standard III.*—Field and garden plants, grain plants, fibre plants, fodder plants, fruit plants, vegetable plants and flower plants.*Standard IV.*—Wild plants—Weeds and bushes, trees, fruit trees and non-fruit trees.*Standard III.*—Study of plant requirements—soil, water, air and sunshine.*Standard IV.*—Study of functions of different parts of plants.*III. Study of common field crops (local information) :—**Standard III.*—Varieties of crops best suited to the place. Seeds of such crops good and bad and how to obtain good seed.*Standard IV.*—Yield of field crops.—Best yield of some cultivators and poor of others and chances of improvement.

IV. Study of soils :—

Standard III.—Rocks, soil formation, surface soils and sub-soils and their functions ; depth of soil, colour of soil, weight of soil.

Standard IV.—Soil cultivation and mulches. Soil water and its losses and uses.

V. Standard IV.—Selection of soil for school or home gardens and planting of gardens.

Practical Work.

1. How to obtain land :—

The teacher should get in touch with the parents of pupils and obtain lands for pupils to make their own garden at home. Teacher should supervise and guide work in these home gardens. Pupils who have no land may make garden at schools.

2. Growing economic plants :—

Standard I.— }
Standard II.— } Preparing pots, sowing seeds and growing plants.

Standard III.— }
Standard IV.— } Selecting soil, preparing pots, manuring, sowing seeds, raising seedlings, transplanting, watering, interculturing, weeding, harvesting, threshing, winnowing and storing of produce.

3. *Standard III.*—Use of manures to plants, note when to harvest crops and how to use them.

4. *Standard IV.*—Pupils should be interested in keeping a note book of observations with drawings. Older pupils may keep a note book of expenses and income of crops grown.

N.B.—(a) Let the pupils feel that the garden is theirs ; and interest the pupils and parents in it.

(b) Let pupils plan the garden themselves as far as possible.

(c) The plots should be small to enable the work to be well done.

(d) The children should care for the plots according to the best scientific practice.

(e) Pupils should be orderly and develop habits of neatness and responsibility.

(f) Careful observations should be made and recorded by pupils.

(g) School subjects should be related to the garden to make school garden of cultural and educational value to the teacher, children and parents.

(h) Normally school garden should yield some income.

5. *Standard III.*— }
Standard IV.— } Learn the use of hand tools and be familiar with field implements.

6. *Standard IV.*—To raise trees and take care of them.

7. *Standard III.*— }
Standard IV.— } To take care of pot birds and animals. The teacher may arrange for this work at home by the pupil.

8. *Standard III.*— }
Standard IV.— } To make a small flower garden.

9. *Standard IV.*—To rear a cater-pillar.

10. *Standard IV.*—To get acquainted with common insects pests and diseases of crops.

COURSES IN AGRICULTURE FOR STANDARDS V, VI AND VII.

*Standard V—**A—Theory.*1. *Soils—*

- (1) Origin of rocks, soil formation from rocks.
- (2) Soils and sub-soils, their constituents and their properties.
- (3) Different classes and kinds of soils and their properties.
- (4) Soil water and its functions. Water holding capacity of different kinds of soils. Conservation of moisture in soil.
- (5) Suitability of soil for irrigation.
- (6) Soil drainage.

2. *Study of plant life—*

- (1) Study of different kinds of roots, stems, leaves and their functions.
- (2) Study of different kinds of flowers—parts of flowers and their functions. Pollination and seed formation.
- (3) Fruits and seeds :—Kinds of different fruits and seeds. Parts of fruits and seeds and germination of seeds.

3. *Soil cultivation for crop production—*

Use of various implements for soil cultivation and crop production. Harrows and hoes, cost of implements.

B—Practical Work.

- (1) Growing of monsoon vegetable crop and flower garden (Size of plot sufficient to provide the necessary experience).
- (2) Study of suitable varieties of plants and their arrangements in the garden.
- (3) Study of successful local garden.
- (4) Plan of the garden should be drawn by each student and planting should be done accordingly.
- (5) Various village tools and their use to be noted. Crops should be protected from insects and animals. Close observations of the plants and their response to tillage manures and weather conditions should be made.
- (6) A simple record of all observations made, careful drawings and an account showing income, expense and net profit or loss should be kept.
- (7) At the close of the season the pupil will write in the note book a short composition in his own words describing each step in carrying out the work and appraising the results of his efforts.

*Standard VI—**A—Theory.*1. *Study of plant life—*

Propagation of plants :—by seeds, roots, stems and leaf. Study of a simple fungus and simple principles of plant breeding.

2. *Crop production*—

(A) Field crops :—

- (1) Classification of field crops.
- (2) Their requirements as regards soil, manure, water and climate.
- (3) Study of important crops of the locality both dry crops and irrigated crops.

(B) Soil cultivation for crop production :—

- (1) Use of various common implements for soil cultivation and crop production. Ploughs, seed-drills, levellers—cost of implements.
- (2) Use of water-lifts for irrigation.
- (3) Improved implements and nature of improvements.

(C) Manures and their use for crop production :—

- (1) Natural manures, artificial manures, their composition, uses and costs
- (2) Compost making.
- (3) Green manuring.
- (4) Application of manures to different crops, time and method of application.

(D) *Irrigation of crops*.—Well irrigation, tank irrigation, canal irrigation whatever is in the tract. Methods of application of water. Proper layout of fields for irrigation.

(E) Diseases and pests of crops—Common pests, their recognition and control.

3. *Animal Husbandry*—(A) *Cattle* :—

- (a) Breeds of cattle in use in the village.
- (b) From where bullocks and milch animals are obtained.
- (c) What makes a good bullock? Milk yields of the cow and the buffalo. Why the yield varies with different animals? What makes a good cow or a buffalo? Goats and sheep and their use.

(B) *Fowls*.—Make survey of fowls of the village. How many are country birds? How many are improved? and how many pure-birds if any?(C) *Birds*.—Study of 6 local birds and their habits and their value to agriculture.*B—Practical Work**Field crops*—

Three chief crops of the area giving attention to the rotation to be grown. Plots should be at least 10' × 12' for each of the crops. Individual efforts and the quality of work should be stressed.

Planning cultivation, etc., should be carried out as under Standard V, except that drawings, records and composition will be more advanced.

*Standard VII—**A—Theory.*1. *Crop production—*

Local fruit crops and its requirements.

Rotation of crops and mixed crops.

Diseases and pests of crops :—Diseases and their recognition and control.

2. *Animal Husbandry—*(A) *Cattle—*

(1) Improved breeds of cattle in Bombay Province, their character, merits and defects.

(2) Cattle management :—Elementary knowledge of principles of feeding animals.

(3) Elementary knowledge of animal breeding.

(4) Dairying :—Milk and its products and their value as food.

(B) *Fowls—*

What are the differences in both improved and country birds ? Production, of Deshi and improved birds. Feeding and care of fowls.

(C) Common diseases of animals prevalent in the locality, their recognition prevention and treatment.

3. *Farm accounts.—Items of expenditure and income—*

Simple system of keeping farm accounts to find out cost of production of crops and profit and loss for each crop and for the whole farm.

B—Practical Work.

Growing of irrigated garden and fruit crops :—

If irrigation is not available some dry crop may be grown again.

Five or six garden crops selected and grown according to the outlines in Standard V. Also practice in culture and propagation of trees may be given.

Note book.—More advanced accounts and observations will be recorded. Drawings to be accurate and coloured true to life. The composition should show more mature judgment.

N.B.—(For all classes, viz., Standards V, VI and VII)—

(1) Theory is to be taught with a class demonstration and observations.

(2) Learning of practical uses of implements and water lifts might be arranged through parents at home.

(3) Feeding and care of small pets and animals may also be arranged through parents at home.

(4) Individual plots of land either at school or at home are preferable to common plots. Plots arranged at home should be frequently visited by the teacher and the inspecting officer will attach special importance to such home gardens.

- (5) To develop a measure of skill, pride and appreciation in craftsmanship, a practical training in one or more crafts should be provided in addition to Agriculture.
- (6) Study of agriculture will help to relate education to the life of the pupil.
- (7) For handicrafts it will be generally more desirable to use the materials available in the locality and the articles or projects made should ordinarily supply some specific home, school or community need. Very rarely an article for exhibit should be made excepting when geographical or historical models having educational values are made.

Of all the handicrafts for boys wood craft is considered superior from the stand point of educational value. With few simple tools many useful things can be made.

Courses of handicrafts are not drafted by this Committee but may be filled in afterwards.

Primary Schools.

N.B.—Primary Rural School's syllabus has been prepared on the following considerations. The lower rural primary class, viz., 1 to 4 years should have a plot of land measuring not less than half an acre for Agricultural work. This should be provided near the school.

The higher primary rural classes (5 to 7 standards) should have at least one acre of land to provide for practical work of the pupils. Wherever possible the land should be acquired by the school. It will be difficult to give sufficient practical work in Agriculture to all the boys in the school on the small school garden and therefore it is definitely suggested that the teacher should get in touch with the parents and obtain small plots of land for each pupil on the pupil's own farm. These home plots are to be worked by the pupils. This is possible as 14 hours' class work has been decided upon for the school. This means three hours' work a day and all students taking agriculture as basic subject can devote rest of the time for actual work either on the school or their own farm and also do work in subsidiary occupations like spinning, weaving, and wood work as we have provided for such work in the Agricultural course.

In the first four years, we have suggested 6 hours a week for spinning and weaving and the rest of the period is to be devoted to Agriculture. The Agricultural work is to be adjusted to suit the season and the other work can be done indoors in between. For the first four years all agricultural work will be done in the school garden and visits to surrounding farms will be made to get acquainted with practical farming of the locality. In the last three years, 3 hours a week may be devoted to spinning and weaving and 3 hours for carpentry and the rest of the period for Agricultural work. This time also should be arranged to suit the agricultural season as done in the first 4 years. Where possible, the pupils may also be taken as a class to private farms by arrangement for learning practical operations under the guidance of the teacher.

School hours should be fixed in such a way as to make the whole morning or afternoon half day available for practical work in the school or pupil's farm. This system is in vogue in Denmark where a class work of 18 hours a week is provided in the primary school and the rest of the time is made available for practical work at home. If this system of adjusting the school hours to suit the practical work is followed, agriculture can be introduced in all rural areas with minimum cost and fair amount of efficiency. The teacher no doubt will have to get in touch with the parents to arrange for home plots for pupils and will have to plan out the work for each pupil and supervise and guide it at regular intervals. This will mean that the teacher will be working half the day in the class and half the day in the field.

Equipment for Agricultural work.—A set of hand tools for plot work in the school garden will be needed as per list attached. This would cost about Rs. 200 and a sum of Rs. 100 would be required for apparatus for demonstrating the principles underlying the practical work. Besides this, a sum of Rs. 75 would be required for recurring expenditure of the school garden excluding rent of land which is expected to be acquired by the school.

The above estimates exclude expenditure required for carpentry, spinning and weaving which are supposed to be budgetted by the experts in these crafts. There would be an income of about Rs. 30 from one acre of land given to the higher standard and nothing substantial being expected from the area entrusted to children in the lower classes.

List of tools required for Primary Schools having 30 pupils in each class.

60 Khurpees.	10 hand Douch Hoe.
30 Scythes.	10 Hand rakes.
20 Khoras.	10 Watering cans.
20 pick-axes.	10 Ghamelas.

APPENDIX III.

COURSE IN AGRICULTURE FOR HIGH SCHOOLS.

(4 years.)

*Standard VIII.—**A.—Theory.***I. Soils—**

- (1) Important rocks of the Bombay Province, their tracts and their origin.
- (2) Important minerals found in different prominent rocks, their general nature, their susceptibility to weathering and the chief ingredients they supply to soils.
- (3) Bombay soils, their general nature.
- (4) Soil and its utility to plant life.
- (5) Soil particles of different important soil classes.

II. Plant Life—

- (1) Plant classes—flowering, non-flowering—important sub-groups—useful and harmful. Plant parasites.
- (2) Important crop-plant families, their general characteristics.
- (3) Plant food requirements—whence and how obtained.

*B.—Practical Work.**Soils—*

- (1) Recognition of important rocks and minerals.
- (2) Hand and water method of testing soil classes (Textural).
- (3) Observing growth of five different plants in three or four different types of soils in pots.

Plant life—

- (1) Study (general) of fungi, common plant parasites, one of the following :—

Bandgul, Tarjula, Bhambakhoo or Amarvel.

- (2) Observation on crop plants of the plant family such as grass, cotton, tobacco, pulse, etc.
- (3) Demonstration regarding root pressure, transpiration, absorption of CO_2 and O through leaves, etc.

Crop growing—

- (1) Vegetable growing dry or irrigated—half guntha plot for each pupil irrigated if possible.
- (2) Three areas under three or four crops in rotation grown co-operatively by the whole class.

*Standard IX.—**A.—Theory.**I. Soils—*

- (1) Texture and structure of soils—ideal soil structure.
- (2) Movement of water in soil. Capacity of soils to hold water.
- (3) Organic matter and soil colloids—their effect on soil.
- (4) “ Cold ” and “ Warm ” soils—plant growth in such soils.
- (5) Reclamation of salt lands.

II. Soil management—

- (1) The need or otherwise of ploughing.
- (2) Changes in soil tillage methods according to nature of soils, climatic conditions and crop-requirements.
- (3) Soil fertility—factors governing fertility—methods of improving fertility, e.g. manuring, rotation, mixtures, fallows, weed-control, levelling, bunding, irrigation and drainage.
- (4) Classes of weeds, their habits and methods of destruction.
- (5) Seed-rate per acre—spacing of plants.
- (6) Seed-beds, transplanting and depth of sowing.
- (7) Principles of dry-farming.

III. Plant life—

- (1) Adaptation of crops to different soils and climatic condition.
- (2) Crop improvement by selection, crossing, selection for disease resistance, high yields, quality, etc. Broad principles underlying breeding.
- (3) Budding and grafting, layering—how done; limitations, care needed for success.

*B.—Practical Work.**Soils—*

- (1) Observation of growth of rice and *bajri* in soils having different structural conditions, artificially obtained such as—puddled and well pulverised soils in pots.
- (2) Study of rise and fall of water through soils.
- (3) Observations on the water-holding capacity in soils with and without organic matter and in soils with little or high colloidal matter.
- (4) Effect of excess of water on plant growth—results of draining and opening such soils on plant growth in pots.
- (5) Washing of excessive salt from soil and effect on plant growth and soil tilth.

Soil management—

- (1) Effect of rain-fall on ploughed and unploughed land as regards penetration of water moisture, suitability of soil for sowing and stand of crop.
- (2) Effect of weeds on crop growth : weeds and how they increase in cropped lands. Effect of tillage on perennial and annual weeds : Control of weeds by ploughing, timely tillage combined with rotation of crops, green manuring, quick growing crops, wide sown crops, etc. Importance of prevention of weed growth.
- (3) (i) Effect of loose and firm seed-beds on the growth of cereal crops.
(ii) Growth of root crops in heavy compact and light open soils.
(iii) Effect of earthing and no earthing on root crops.
(iv) Mulches and their effect on loss of moisture by evaporation.
- (4) Study of at least six important local weeds, their root system, habit of growth, propagation, life history and best means of destruction.
- (5) Observation of plants grown from (a) thick sowing and thin sowing in a row (b) wider and closer sowing in rows. Deep sowing and shallow sowing of different kinds of seeds.
- (6) Raising of seedlings, care of seedlings and transplanting.
- (7) Periodical observations on a special plot kept fully under dry farming methods in the best possible way.
- (8) Conservation of moisture by bunding and cultivation and its effect on plant growth.
- (9) Best use of available moisture for plant growth.

Plant life—

- (1) Observation of plants in salty patches, river-sides, rocky areas and water-logged areas.
- (2) Emasculation and cross pollination of flowers.
- (3) Budding, grafting, layering, etc.

Crop-growing—

- (1) Each student should grow dry crop in half a guntha plot individually.
- (2) All students to grow a crop in common area of three acres under rotations to demonstrate dry-farming methods.

*Standard X.—**A.—Theory.**Crop production—*

- (1) Methods of cultivation of important dry and irrigated crops including some vegetable and fruit crops ; cultivation—selection of land, method of propagation, spacing, care, diseases and their control. As regards fruit crops, resting, pruning and treating for seasonal fruiting. Cost of cultivation, out-turns, disposal of produce and gross returns.

Animal Husbandry and Dairying—

- (1) Important breeds of cattle, sheep and goats in the Province, their main characteristics regarding milk, work, wool, etc.
- (2) Feeding of animals—broad principles underlying.
- (3) Fodders—their kinds, production and comparative value. Silage and hay making. Feeds and their comparative value and ration making.
- (4) Housing of animals.
- (5) Cattle improvement by selection and breeding. Care of stud bulls. Premium bulls.
- (6) Production of clean milk. Milk products.
- (7) Value of milk and its products as human food.
- (8) Cost and prices of milk and its products.

*B.—Practical Work.**Crop production—*

- (1) Actual growing individually of one important crop from start to finish (on an area of 2 gunthas for a dry crop or 1 guntha for an irrigated crop) and keeping periodical notes and accounts of the same.
- (2) Growing by the whole class 4 acres of important crops with suitable rotations and mixtures.

Animal Husbandry—

- (1) Study of various breeds. Visits to fairs and farms.
- (2) Recognition of fodders and feeds. Feeding school, oxen and dairy cows, wherever possible.
- (3) Making silage and hay either on a school farm or elsewhere.
- (4) Observation of cattle sheds of farmers, suggesting improvements. Maintaining the school shed in the proper state.
- (5) Care necessary to produce clean milk and other dairy products.

*Standard XI.—**A.—Theory.**Crop production—*

- (1) Cultivation of remaining important fruit and vegetable crops as detailed in tenth year under—Theory—Crop production—item (1).

Animal Husbandry and Dairying—

- (1) Common ailments and diseases of cattle and their treatments.
- (2) Outbreak of cattle epidemics—precautions and care during epidemics.
- (3) Poultry keeping—important breeds, their value and feeding. Main diseases—their treatments and prevention.

Agricultural Economics—

- (1) Land, labour, capital, law of diminishing returns. Land tenures in the Bombay Province. Rights and privileges of cultivators.
- (2) Co-operation—general principles—co-operative societies for different purposes—co-operative financing, purchase and sale.
- (3) Grading of farm produce. Newspaper quotations, their meaning and use.

*B.—Practical Work.**Crop Production—*

- (1) Actual growing of a new important crop as in the tenth year as detailed under practical work—Crop production—item (1).
- (2) Growing four acres of crops with suitable rotations and mixtures. (Crops being different from those in the Standard X.)

Animal Husbandry—

- (1) Keeping a few poultry birds and doing all the work such as cleaning, feeding, egg collection, marketing, etc. The importance of cleanliness and suitable feeding for animals as well as human beings should be impressed upon the pupils.

Agricultural Economics—

- (1) Close study of a co-operative society nearby.
- (2) Grading of school produce and selling it (a) individually and (b) co-operatively.

BUDGET ESTIMATES FOR AGRICULTURAL TEACHING IN THE HIGH SCHOOL COURSE.

(20 acres farm—all dry cropping.)

Item of expenditure.	Amount.
<i>Non-recurring—</i>	
(1) <i>Buildings—</i>	Rs.
(a) Cattle shed for one pair of bullocks and one dairy cow	.. 200
(b) Shed for implements, tools and store	.. .. 500
(c) Shed for one permanent labourer	.. .. 200
(2) <i>Implements and tools—</i>	.. .. 420
	Rs.
1 Iron plough, medium	.. .. 30
2 Harrows—one heavier and one medium	.. .. 15
2 Planks	.. .. 15

				Rs.	Rs.
4 Drills	..	..	..	40	
4 Pairs of deshi hoes	..	..	..	25	
1 Shovel cultivator	..	..	..	35	
1 Cart	..	..	..	80	
8 Pick-axes	..	..	..	12	
12 Phawdas	..	..	..	18	
2 Crow bars	..	..	..	4	
60 Khurpies	..	..	..	15	
30 Sickles	..	..	..	30	
1 Stone roller for threshing (where needed)	..	..	..	30	
Miscellaneous	..	..	..	71	
				420	
(3) Poultry and pens	..	..	..	..	100
(4) Bullocks two and cow one	..	..	..	..	350
(5) Unforeseen	..	..	..	..	230
				Total ..	2,000

Expenditure and returns—1st year.

Expenditure.		Returns.	
	Rs.		Rs.
<i>Direct—</i>		20 acres at Rs. 15 per acre	300
(1) Cattle feed at Rs. 12 per head 3 × 12 × 12	432	Cow	60
(2) Poultry feed, etc.	25	Poultry	20
(3) Manure at the rate of 8 carts per acre, i.e. 20 × 8 × 1	160		
(4) Labourer—one man 15 × 12	180		
(5) Seeds	25		
(6) Miscellaneous	50		
(7) Land rent—say Rs. 10 per acre	200		
	Total ..		1,072

<i>Indirect—</i>		Rs.		Rs.
Depreciation on buildings at 6 per cent.	.. ..	54		
Depreciation on cattle at 8 per cent.	.. ..	28		
Depreciation on tools, etc. at 10 per cent.	.. ..	42		
Depreciation on poultry at 25 per cent.	.. ..	25	Net loss	870
		<hr/>		<hr/>
		1,221		1,250
	say	1,250		

Expenditure and returns (from 2nd year onwards).

Expenditure.		Rs.	Returns.		Rs.
<i>Direct—</i>					
(1) Cattle feed at Rs. 6 per head per month $3 \times 6 \times 12$ (not home feed)	.. ..	216	20 acres at Rs. 20 per acre	400	
			Cow	60	
			Poultry	20	
(2) Manures	.. ..	50			
(3) Labourers	.. ..	180			
(4) Seeds	.. ..	10			
(5) Land rent	.. ..	200			
(6) Poultry	.. ..	25			
(7) Miscellaneous	.. ..	50			
		<hr/>			
		731			
<i>Indirect—</i>					
Depreciation as in 1st year	.. ..	149	Net loss	400	
		<hr/>		<hr/>	
		880		880	

Note.—Wherever irrigation is available, the same budget might suffice by reducing the area of the farm.

HIGH SCHOOL COURSE.

The land required for the high school course of four years will be about 20 acres to give some fair idea of practical farming and the required amount of practical work in growing crops.

If there is lift irrigation, the area of the farm may be reduced so that it can be managed by one pair of bullocks. If possible a dairy cow may be added. One permanent labourer would be necessary and he would have to be accommodated on the farm. One assistant trained primary teacher would also be necessary on the school staff to assist in the practical work.

The initial expenditure would come to Rs. 2,000 for equipping the farm. These estimates do not contain any expenses on carpentry which will have three periods a week. The expenses for the first year on a farm including depreciations, land rent, etc., would be about Rs. 1,250 with receipts of about Rs. 380 giving a net loss of Rs. 870 while in the second year, the amount of expenses would come to about Rs. 880 with an income of Rs. 480 giving a net loss of Rs. 400. To this the expenditure of the pay of an assistant teacher at Rs. 30 to 60 a month (at an average of Rs. 40 a month) i.e. Rs. 480 per annum will have to be added. The graduate teacher needed will replace a member of the school staff and there will be no additional cost for this item.

APPENDIX IV.

PROPOSALS FOR INTRODUCING GINNING, CARDING, SPINNING AND WEAVING AS
BASIC CRAFTS IN PRIMARY SCHOOLS.

We suggest that the syllabus proposed by the Wardha Committee in this behalf should be adopted. In this instance, we should take into consideration the following circumstances while calculating the total earnings during a term :—

(1) The Wardha Committee has assumed that there will be 144 working days in a term. But as matter stands now, we shall have to take that there will be only 125 working days in a term.

(2) The Wardha Committee allots three hours for the hand-work. We have to allot only two hours for the hand-work as the school hours are assumed to be only five, by us.

(3) The above two considerations will lessen the earnings proportionately.

(4) The above crafts together with the carpentry and smithy connected with these crafts, are possible to be introduced in rural as well as urban areas.

APPENDIX V.

A SECONDARY SCHOOL WITH A COMMERCIAL COURSE.

1. *Proportion of Commercial Education.*

Knowledge of the following commercial subjects is indispensable in any scheme of commercial education :—

- (i) Elements of Commerce including commercial correspondence.
- (ii) Commercial Arithmetic.
- (iii) Elements of Book-keeping.
- (iv) Shorthand and Typewriting.

The number of periods required for the above subjects should be about 15 per week (each period of 40 minutes), in each standard out of the maximum number of 42 periods a week available for school work in the Elphinstone High School, Bombay.

These commercial subjects can be conveniently substituted for the following subjects, that are at present taught in a secondary school like the Elphinstone High School.

Subjects proposed to be dropped.	Subjects proposed to be substituted in Standards VI and VII.
1. <i>Mathematics—</i>	
Algebra.	Commercial Arithmetic.
Geometry.	Book-keeping.
2. History.	Elements of Commerce.
3. Other Language.	Shorthand, Typewriting.

2. *Approximate recurring and non-recurring costs—*

Non-recurring expenditure (Equipment)—

	Rs.
12 Typewriters : 6 new at Rs. 350 each	2,100
6 secondhand at Rs. 100 each	600
12 Typewriting tables at Rs. 10 each	120
12 Typewriting chairs at Rs. 6 each	72
1 Teacher's table and 1 chair	18
2 Cupboards at Rs. 50 each	100
Library books	250
	3,260

Recurring Expenditure—

Staff: 2 members of staff—

	Rs.
(Scale of salary Rs. 100—5—140—10—200)	2,400

Contingencies :

Office : Stationery, books, magazines, etc.	150
Typewriting stationery : Ribbons, paper, etc.	100
	250

One of the two special teachers should be either a B. Com. with Accountancy as optional subject, or a G. D. A., or a graduate in Arts with the Bombay Government Commercial Diplomas or certificates in the subjects which he is expected to teach. The other teacher should be preferably a graduate with certificates of proficiency in Shorthand and Typewriting. If he is a graduate, he could also take up some other subjects like Commercial Arithmetic or English in addition to Shorthand and Typewriting.

Note.—The scale of salary has been suggested for the following reasons :—

(1) The teachers in addition to being graduates, possess additional qualifications in the subjects which they will teach.

(2) To ensure the success of the experiment of Commercial Education in Secondary Schools, it is necessary to entrust the work to teachers with a better calibre.

Training.—If persons with the above qualifications are available, it may not be necessary to provide for any preliminary training for them.

It is presumed that the two specialist teachers will replace at least one ordinary member of the staff.

A Note by Mr. M. J. Antia, Principal, Sydenham College of Commerce
and Economics, Bombay.

I presume that the object underlying the conversion of some of the secondary schools into Junior Technical, Junior Commercial or Junior Agricultural Institutes is to divert students from the Matriculation. This would be all to the good, but I think that at this stage it would be inadvisable to place restrictions on the choice of careers open to those who will in future pass the Matriculation Examination under the proposed bias courses. A student who will pass the Matriculation (Commercial Bias) should be allowed to join a College of Commerce, but his choice should not be restricted only to a College of Commerce, and he may, if he likes, be allowed to join an Arts or Science College. Similarly those who have passed the Matriculation with some other bias course should be permitted to join an Arts, Science, or Commerce College. I say this because it is not always easy for the parent or guardian of a boy to determine in advance the particular occupation for which the boy should be trained.

With regard to the stage at which commercial bias can advantageously be given to the secondary school course, I am of opinion that a beginning can be made at A.-V. Standard V, but this should be confined to only two subjects, viz., Commercial Arithmetic and Geography (Commercial). As regards the other subjects they should not be taught until the pupil comes to A.-V. Standard VI when he would be better fitted to understand some elementary notions of commercial practice which he would be taught at this stage. I may mention that in this matter we are not without some experience. Commercial Classes are attached to the Elphinstone High School, Bombay, and the R. S. Dalal High School, Broach, and students have been prepared for the Government Commercial Diploma and Certificate Examinations which were first instituted in 1925. Our experience has hitherto shown that even in Standard VI many boys find it difficult to grasp certain commercial subjects, and even after intensive coaching for two years they do not make satisfactory progress. For this reason I am of opinion that commercial subjects such as Elements of Commerce cannot be taught with any great advantage until the pupil comes to Standard VI, but a slight commercial bias can, I think, be given at an earlier stage, even in Standards IV and V not so much by teaching commercial subjects as by the adoption of some other methods, e.g., occasional reference by the teachers to some bits of commercial information in the course of daily instruction, wall pictures depicting industrial operations and commercial places, occasional talks on business, visits of observation to the docks or to the Fort area, etc. The teaching of Geography may begin first with the study of physical character and political boundaries of important countries of the world; but even at an early stage the commercial aspect of Geography can be emphasised by reference to maps showing trade routes, shipping lines, harbours, air mail routes, etc. In my opinion a Commercial bias can be given in the earlier stages not by the immediate introduction of commercial subjects which the pupils cannot properly grasp but by creating an "atmosphere" in the school appropriate to the studies which the pupils will have to make at a later stage and which might foster in them a liking for the commercial bias course chosen by them.

With regard to the subjects of study I attach herewith a statement showing the subjects in the present School curriculum and the subjects in the proposed commercial bias course.

I shall say a few words about each of the subjects proposed to be substituted in the new course :

(1) *English*.—This is, and should be considered to be, a subject of great importance to all students to be prepared for a commercial career. The course in English should therefore, be the same as for the present Matriculation, but elementary "Commercial Correspondence" should be taught in addition to the other subjects. Importance should be attached to handwriting. Students should be encouraged to carry on conversation in English.

(2) *Geography*.—More attention should be paid to this subject in a Commercial Bias school, as in addition to the present course Commercial Geography will have to be taught. Even in teaching Geography as usually understood, its commercial aspect may be stressed right from Standard V.

(3) *Book-keeping*.—This subject can be taught by easy stages in two years in Standard VI and VII.

(4) *Elements of Commerce*.—This is the driest and most difficult of the "Commercial" subjects, but it could be made interesting if it were taught in a descriptive way and concrete illustrations were given as far as possible.

(5) *Shorthand*.—This subject has been included on account of its great utility to those who cannot go up to a college of Commerce and would like to take up employment immediately.

As regards Typewriting, it is a useful vocational subject and provision should be made for instruction in it. But I have not included it in the regular course, because I am doubtful whether it should be made compulsory for all or whether it should be taught as an optional subject. To attain speed in typewriting constant practice is required, and if it is made a compulsory subject, a speed of about 30 words per minute will have to be prescribed and the boys may have to spend a disproportionate amount of time at school to a subject which they can easily pick up even after finishing the school course. But facilities for instruction in the subject must be provided in every commercial bias school, attendance at which should be recognised as qualifying the pupils to appear at the Government Commercial Certificate Examination in Typewriting.

As regards the other subjects the choice appears to lie between History and Science. Either subject would be suitable, but in a commercial bias course a course in History which should include some elementary economic history would in my opinion be preferable.

Statement showing the subjects taught in the present school curriculum and the subjects in the proposed commercial bias curriculum.

Subjects in the present curriculum.	Subjects in the proposed curriculum.
1. English	1. English (Elementary commercial correspondence to be taught in addition).
2. Vernacular	2. Vernacular.
3. Geography	3. Geography (with special reference to its commercial aspect).
4. Other Languages	4. Elements of Book-keeping (Standards VI and VII).
5. Mathematics { Algebra } { Geometry }	5. Mathematics : Commercial Arithmetic. Algebra up to Standard V only.
6. History	6. History (or Science).
7. Science Physics Chemistry	7. Elements of Commerce (Standards VI and VII).
	8. Shorthand (Standards VI and VII).
<i>Examination.</i>	<i>Examination.</i>
Manual Training and Drawing	Manual Training and Drawing.
Physical Training	Physical Training.

Note.—It is unlikely that a school following a commercial course will provide for Manual Training. The time allotted to this work could therefore be conveniently given to Typewriting.

APPENDIX VI.

Syllabus for Science Group of Secondary Schools.

I AND II YEARS.

MATHEMATICS.

Arithmetic.

Review of principles ; quantities and measures ; the use of commercial and business forms ; applications of factoring (H.C.F., L.C.M., powers, roots) ; square root ; fractions, including decimals ; the metric system ; percentage, commercial discount, profit and loss, commission, insurance, taxes, customs, and excise, simple interest, partial payments on notes, bank discount, compound interest, use of interest tables, present value, mortgages, stocks and bonds, brokerage, exchange.

Oral arithmetic ; new topics introduced orally ; special and frequent practice to secure accuracy and rapidity ; short methods.

Vulgar fractions, decimal fractions, practical measurements, square root, percentage, trade discount, profit and loss, commission, insurance, taxes, simple interest, duties and customs, bank discount, storage, marking goods, depreciation, cost-keeping, partnership, compound interest, use of interest tables, present worth, trade discount, domestic and foreign exchange, stocks.

Notes.—(1) The processes and problems in the commercial work should be such as find direct application in ordinary life.

(2) The common business forms are as follows : Orders, counter-checks, invoices, bills of goods, accounts, receipts, promissory notes, cheques, deposit slips, forms of endorsement.

(3) Regular practice in rapid calculation—exercises to cover the four simple rules, extensions of bills and invoices, percentage, interest and discount, exchange and commission.

Algebra.

Elementary work ; factoring, H.C.F. & L.C.M., fractions, simple equations of one, two and three unknowns, solution of easy problems, extracting of roots ; simple graphs, simple ratio and proportions ; indices and surds ; quadratics of one and two unknowns, with solutions of problems ; theory of quadratics.

Measurement.

Square ; rectangle ; parallelogram ; triangle ; circle, cylinder, cone, sphere, rectangular ; solid, prism, pyramid ; the special units of measurements ; rectangular and cylindrical solids.

Geometry.

Before the study of formal geometry commences, it is recommended that a course in Practical Geometry extending over a period not exceeding two months be given. This course should be co-ordinated with the course in Drawing so as to provide continuous practice in the use of graded rule, compasses, protractor and set square in the accurate construction of figures and in the measurement of lines and angles.

Practical Geometry.

Line, circle, triangle, construction of triangle having given three sides, classification of triangles according to sides, bisection of straight lines ; angles, classification of angles, construction of triangles continued, classification of triangles according to angles, dissection of angles, perpendicular to a line from a point within and from a point without, construction of special angles, e.g., 60° , 30° , 45° , $22\frac{1}{2}^\circ$, etc., mariner's compass, drawing an angle equal to a given angle, parallel lines and figures, classification of quadrilaterals, dividing a straight line into equal parts, concurrent lines about a triangle.

Formal Geometry.

A course embracing a selection of the leading propositions in elementary Geometry with simple exercises thereon.

Logarithms.

A complete course in logarithmic computations. Practical applications. Use of slide rule.

SCIENCE.

General Science.

A simple syllabus embracing the following:—

- (i) Chemical and physical properties of water, air, and some of the commoner elements and their compounds.
- (ii) Elements of meteorology and astronomy based on simple observations.
- (iii) Extraction of useful metals from their ores.
- (iv) Elementary physics and mechanics profusely illustrated by simple experiments in heat, sound, light, production and application of electricity.
- (v) Fundamental principles of biology broadly out-lining the properties of living matter, food, the processes of respiration and reproduction, the plant life, the functions of bacterial organisms and the like.
- (vi) Elementary physiology and hygiene correlating with lessons in biology.

DRAWING.

Freehand Drawing.

Throughout this course, the aim is to train the powers of observation and to graphically represent objects. Much emphasis should be laid on principles of construction, on the need of accuracy and precision in drawing and of following instructions carefully.

Principles of perspective should be developed through the medium of simple models, graphic explanations and diagrams. In this connection different colours should be used for each step in the problem so that the separate phases of the problem and the respective principles involved are stressed.

After these simple constructions have been mastered the students should be led to more difficult problems of involved machine parts, magnetos, carburators, sewing machines, generators and the like. The various techniques used in the engineering fields for graphic representation and the study of various pencil and ink techniques should be developed.

PRACTICAL WORK.

Woodworking.

Growth, structure and identification of the woods used in the locality. Warping, twisting, checking: how caused and counteracted. Making of simple objects according to drawings previously prepared. Proper use of nails, screws and glue. Use of simple joints in articles made: e.g., end half lap, centre half lap, mitre, housing. Common joints used in various kinds of woodwork,—scarfing, simple dovetail, mortice and tenon and grooved joint—their use in making objects such as boxes, drawers, tables, book-cases, etc. Fastenings with dowels, pins, cleats, wedges, etc.

Various methods of finishing wood, as staining, fuming, filling, shellacking, oiling, waxing, etc.

Use and mechanical construction of common woodworking tools as exemplified in the making of a series of useful objects. Tool sharpening. Construction of simple school apparatus. Calculations from drawings, and specifications of wood required for articles made and cost.

Wood-turning.

Explanation of the lathe, its action, speed, parts, care and use. The gauge, correct position, turning rough cylinder, the skew chisel, reason for grinding both sides and at an angle. Concave surfaces with skew chisel. Irregular curves and spindle work, V grooves, beads, and hollows. The introduction of hard wood and sand paper, exercises in turning handles. Face plate turning, chuck work, boxes with covers, power box, rings, gaublets, etc.

Metal Working.

Simple ornamental work in brass, copper and iron. The making of simple objects such as paper knives, blotter corners, trays, bowls, etc.

Making hinges, escutcheon plate, straps, corners, etc., for use on the woodworking models.

HOUSEHOLD MECHANICS.

1. *Building Materials.*—Names of—and how to order—the materials commonly used in building. Writing an order for wood.

2. *Building Construction.*—A study of the various parts of the building; and continuation of the study of materials.

3. *Repairs Around House.*—Such as doors, windows, shelves, gutters, steps, roofs, etc.

4. *Sharpening Tools.*—Study of the methods and practices in sharpening bevel and wedge-edge tools, saws, and lawn mower.

5. *Soldering.*—A study of the principles of soldering; and practice in the use of the soldering iron, and in making some minor utensils.

6. *Glazing.*—A study of the mixture of putty; and practice in its use.

7. *Nails and Screws.*—A study of the correct use of nails and screws; applied on some special problems under construction.

8. *Paints and Varnishes.*—Composition of good paint. Use of dryer. The principles of painting. Varnish removing. Refinishing of old furniture.

9. *Locks.*—A study of different kinds of locks, and their mechanism; with practice in the setting of locks.

10. *Hinges.*—A study of the sizes and kinds of hinges.

11. *Furniture Repair.*—Study of fastening with glue, screws, angle irons, etc., practice in the repair of the furnitures.

12. *The Water Supply.*—How the water is supplied; valves and their purposes; location of water pipes. Reading of water meter.

13. *The Range Boiler.*—Circulation of warm water, illustrated by experiments. Connections and methods of heating.

14. *Faucets.*—Types of faucets. Specifications, and repairs.

15. *Traps.*—Kinds and purposes of traps. Ventilating; with actual practice in cleaning.

16. *Flush Tank.*—Mechanical construction. Purpose. Study of minor repairs and adjustments.

17. *Electric Bells.*—Electric door bell construction; current supplied by cells or transformers. Bell wiring problems.

18. *House Wiring.*—Principal parts of house wiring system. Testing and replacing of fuses.

19. *Heating by Electricity.*—General principles of electric heating. Electric heating elements in common use—as in flat irons, toasters, etc.

20. *Motors.*—A study of a small motor, in use in carpet sweepers and washing machines with minor repairs.

21. *Fuel.*—Different kinds of fuel. Cleaning of gas burners, and adjustment of air mixture.

22. *Hot-air furnace.*—Air circulation. Regulation of drafts. Cleaning of flues and grate.

23. *Steam-heating Plant*.—A single-pipe steam-heating system; and principles of operation.

24. *Hot-water Heating Plant*.—Circulation of hot water; and principles of operation.

25. *Refrigerator*.—Principles of refrigeration. Non-conduct-materials. Drainage. Economy of maintenance.

In connection with home mechanics students should be encouraged to bring articles from home for repairs, etc.

(The course in household mechanics will also continue in the III and IV years of the Secondary Schools.)

III AND IV YEARS.

MATHEMATICS.

Geometry.

The I and II Year course reviewed and extended. Further selection of the leading propositions in elementary Geometry with exercises thereon.

Synthetic Geometry.

The following topics with exercises thereon: loci; maxima and minima; the system of inscribed, escribed, and circumscribed circles of a triangle, radical axis harmonic ranges and pencils.

The following propositions in Synthetic Geometry, with exercises thereon:

To divide a given straight line internally and externally in medial section.

To describe a square that shall be equal to a given rectilineal figure.

To describe an isosceles triangle having each of the angles at the base double of the third angle.

To inscribe a regular pentagon in a given circle.

The squares on two sides of a triangle are together equal to twice the square on half the third side and twice the square on the median to that side.

If ABC be a triangle, and A be joined to a Point P of the base such that $BP : PC = m : n$; then $n AB^2 + m AC^2 = (m+n) AP^2 + n BP^2 + m PC^2$.

In a right-angled triangle the rectilineal figure described figures on the hypotenuse is equal to the sum of the similar and similarly described figures on the two other sides.

If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the vertical angle.

If from the vertical angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

Two similar polygons may be so placed that the lines joining corresponding points are concurrent.

If a straight line meet the sides of BC , CA , AB , of a triangle ABC in D , E , F , respectively, then $BD \cdot CE \cdot AF$ equal to $DC \cdot EA \cdot FB$, and conversely (Menelaus' Theorem).

If straight lines through the angular points, A , B , C of a triangle are concurrent, and intersect the opposite sides in D , E , F , respectively, then $BD \cdot CE \cdot AF$ equal to $DC \cdot EA \cdot FB$, and conversely (Ceva's Theorem).

If a point A lies on the polar of a point B with respect to a circle, then B lies on the polar of A .

Any straight line which passes through a fixed point is cut harmonically by the point, any circle, and the polar of the point with respect to the circle.

In a complete quadrilateral each diagonal is divided harmonically by the other two diagonals, and the angular points through which it passes.

Solid Geometry.

Definitions.—General description of figures in three dimensions. The following propositions, with exercises thereon :

A plane is determined by (a) a straight line and a point not on it, (b) two intersecting straight lines, (c) two parallel straight lines.

Two intersecting planes cut one another in a straight line and in no other point.

If two straight lines are parallel, any plane intersecting one of them intersects the other.

If two planes are parallel, any straight line intersecting one of them intersects the other.

If a straight line is perpendicular to two intersecting straight lines at their point of intersection, it is perpendicular to every straight line in their plane through their point of intersection.

Conversely, all straight lines intersecting a given straight line at a given point and perpendicular to it lie in a plane.

If one of two parallel straight lines is perpendicular to a plane, the other is also.

Conversely, if two straight lines are perpendicular to the same plane, they are parallel.

If a straight line be at right angles to a plane, any plane through the line is perpendicular to the plane.

To draw a perpendicular to a given plane from a given point.

One and only one straight line can be drawn through a given point and perpendicular to a given plane.

The perpendicular from a given point to a plane is the shortest distance from the point to the plane.

If two straight lines are parallel to the same straight line they are parallel to each other.

If two intersecting straight lines are parallel respectively to two other intersecting straight lines the contained angles are equal.

If two planes have a common perpendicular they are parallel and conversely.

If two intersecting straight lines are respectively parallel to two other intersecting straight lines, the plane of the first two is parallel to the plane of the second two.

Straight lines which are cut by three or more parallel planes are cut proportionally.

To draw a perpendicular to two given straight lines not in the same plane.

There is only one common perpendicular to two straight lines not in the same plane.

In a tetrahedron the sum of any two angles at a vertex is greater than the third ; and the sum of the three angles is less than four right angles.

In a polyhedron the sum of the number of faces and the number of corners or vertices is two greater than the number of edges.

There are not more than five regular polyhedra.

The four diagonals of a parallelepiped are concurrent and bisect one another.

The four straight lines which join vertices of a tetrahedron to the centroids of the opposite faces meet in a point which divides them in the ratio of 3 : 1 ; and the three straight lines which join the middle points of opposite edges meet in the same point and are bisected there.

Any plane section of a pyramid taken parallel to the base is similar to the base, and the area of such a section varies as the square of its distance from the vertex.

The volumes of two pyramids of equal heights and equal base areas are equal.

One sphere and only one can pass through four points not in the same plane.

Analytical Geometry.

- Axes of co-ordinates. Position of a point in plane of reference.
- Transformation of co-ordinate—origin changed or axes (rectangular) turned through a given angle.
- Area of a triangle in terms of the co-ordinates of its angular points.
- Co-ordinates of the point dividing a straight line in a given ratio.
- The distance between two points.
- The various forms of the equation of a straight line.
- The angle between two given straight lines.
- Conditions of perpendicularity and of parallelism.
- Distance from a point to a straight line along a given direction.
- Perpendicular distance from a point to a straight line.
- The various forms of the equation of a circle.
- Tangent at a point and from a point.
- Tangent in a given direction.
- Polar of a point.
- If a point moves along a straight line, its polar revolves about the pole of that line.
- The length of the tangent from a point to a circle.
- The radical axis of two circles.
- Easy exercises on the preceding.

Mensuration.

- Mensuration of volumes, surfaced areas, linear measurements including the development of the formulae, in the following:—
- Prism; pyramid; cylinder; cone; frustrum of cone; pyramid or sphere; zone of sphere.

Trigonometry.

- Measurements of angle: the right angle and the radian.
- Trigonometrical ratios, relations among them, ratios of certain angles such as 30° , 45° , 60° , 150° , 210° and 330° .
- Ratios of the sum and difference of angles, deduced formulæ.
- Relations between sides and angles of a triangle.
- Use of logarithms.
- Solutions of triangles, with problems.
- Area of a triangle.
- Circumscribed, inscribed and escribed circles.
- Inverse functions.
- Easy exercises on the proceeding.
- Emphasize on solution of triangles with practical applications; use of slide rule (check by law of science), demonstration of transit, level, sextant, planimeter.

Calculus.

- Differential and Integral calculus up to the Intermediate standard of Bombay University.

SURVEYING.

Elementary Surveying.

- Use of scales, simple chain and compass surveying. Use of simple level. Surveying fields and roads. Plotting and contouring.

SCIENCE.

Chemistry.

The following topics to be covered in the III year :

An experimental study of the following elements and their more important compounds: hydrogen, oxygen, sulphur, sodium, potassium, nitrogen, chlorine, bromine, iodine, carbon, calcium.

Special attention should be given to the properties of the foregoing elements and compounds which give them commercial value.

An experimental study of: mixtures, solutions, compound and elements; acids, bases and salts.

Fundamental laws and principles, as: conservation of weight, definite proportions, multiple proportions, proportions by volume in which gases react; experiments on the law of definite proportions; the determination of the chemical equivalent of a metal (magnesium or zinc).

The quantitative meaning and use of chemical symbols, chemical equivalent, atomic weight, molecular weight, formulae and equations.

Chemical nomenclature; valency.

Simple problems involving the calculation of formulae, equations and percentage composition, the laws of definite and multiple proportions and the changes in the volume of gases due to changes in temperature and pressure.

The following topics to be covered in the IV year :

Rate of reaction and conditions that effect it (including catalysis), e.g., the action of oxalic acid in the presence of sulphuric acid on a dilute solution of potassium permanganate; the souring of milk.

Reversible reactions, chemical equilibrium and the conditions that effect equilibrium, e.g., $\text{ice} \rightleftharpoons \text{water}$, $\text{water} \rightleftharpoons \text{water vapour}$, $\text{ice} \rightleftharpoons \text{water vapour}$, a salt (sodium sulphate) in equilibrium with a saturated solution, limestone \rightleftharpoons quicklime and carbon dioxide, bluestone \rightleftharpoons anhydrous copper sulphate and water, ferric chloride and ammonium sulphocyanate \rightleftharpoons ferric sulphocyanate and ammonium chloride (in solution).

A study of the following elements and their compounds illustrated as far as possible by laboratory experiments and having regard to Mendelejeff's classification; hydrogen, sodium, potassium, magnesium, zinc, calcium, aluminium, carbon, lead, nitrogen, phosphorus, arsenic, antimony, oxygen, sulphur, chlorine, bromine, iodine, iron, copper, silver.

Qualitative Analysis :

The detection of the metal and the acid radical in solutions of the following salts: Lead nitrate, silver nitrate, copper sulphate, antimony chloride, arsenic chloride, iron sulphate, aluminium sulphate, zinc chloride, magnesium sulphate, sodium sulphate, potassium carbonate, ammonium phosphate.

Vapour tension (pressure) :

The vapour tension of (1) benzene, (2) water, (3) water and benzene as determined by introducing a few drops of the several liquids into the vacuum of a mercury barometer.

Elementary notions of dissociation (ionization as derived from such experiments as the following: The change in colour due to the gradual dilution of a water solution of copper bromide or copper chloride, the precipitation of barium chloride from a solution by of barium chloride by the addition of hydrochloric acid, electrolysis.

Hydrolysis, as illustrated in the acid reaction of a solution of copper sulphate and the alkaline reaction of a solution of washing soda.

A study of the properties and uses of the following commercially important compounds: Sodium chloride, baking soda, washing soda, caustic soda, potassium nitrate, sodium nitrate, potassium permanganate, magnesium sulphate, zinc sulphide, zinc oxide, calcium carbide, plaster of Paris, alum, white lead, ammonium nitrate, superphosphate of lime, white arsenic, lead arsenate, steel, bluestone.

The following processes in the extraction of a metal from its ore: Roasting, reducing, electrolysis, and solution, as exemplified in the extraction of iron, zinc, lead, nickel, aluminium, copper and gold.

Organic Chemistry;

Alcohols, acids and esters (fats); methyl alcohol, ethyl alcohol, glycerine, acetic acid, stearic acid, ethyl acetate, tallow and lard.

Soap making.

Carbohydrates: Glucose, cane sugar, starch, cellulose.

Hydrolysis of starch.

Proteins as constituents of food such as milk.

These organic compounds should be treated from the descriptive point of view and few formulas should be used.

Physics.

A course defined as follows, the topics to be presented experimentally with mathematical applications simple and direct in character in the III year.

Sound.

Vibration and Wave Motion:—

Experiments to illustrate vibratory motion of the pendulum, strings and plates transverse and longitudinal vibrations of a brass rod, wave motion in water and rope and coil spring.

Production, Transmission, Reflection and Velocity of sound:—

Experiments to show that sound originates in a vibrating body (tuning forks violin strings) and that sound travels in wood, water, air, etc., but not in a vacuum; to show consonance and reflection of sound (echoes).

Methods of determining the velocity of sound in air. Distinguishing features of sound.

Experiments on intensity, pitch and quality.

Experiments on the law of lengths and the law of tensions of vibrating strings, and simple problems on these two laws, the four laws of vibrating strings.

Vibration of Air Columns.

Experiments on organ pipes (or other tubes) and resonance jars. Determination of pitch and velocity by means of resonance. Sympathetic vibrations.

Nodes and Loops.

Experiments with vibrating strings, plates and organ pipes.

Interference Phenomena.

Experiments on interference and the production of beats.

Heat.

Nature and sources of heat:

Experiments to show the production of heat by mechanical action, by chemical action and by electrical action.

Heat from the sun.

Kinetic theory.

Temperature:

Experiments to show—the expansion and contraction of solids, liquids and gases due to changes in temperature; the different rates of expansion of (1) solids; (2) liquids, the temperature at which the density of water is at a maximum.

Construction and graduation of Centigrade and Fahrenheit thermometers.

Charles' law; absolute zero.

Quantity of heat:

Quantity of heat as contrasted with temperature; heat unit (the calorie); specific heat.

Experiments to find the specific heat of a metal and of a liquid.

Change of State due to Heat.

Fusion. Experiments to determine the heat of fusion of ice.

Vaporization. Experiments to determine—the heat of vaporization of water, the effect of pressure on the boiling point of water, the rates of evaporation of water and of ether; cooling by evaporation; dew point.

Transference of Heat.

Experiments to show—conduction and convection of heat, the absorption and the emission of heat by different surfaces.

Radiant energy.

Light.

Nature and Sources of Light :

The transmission of light.

Experiments to show—that light travels in straight lines, the forming of an image through a pin hole, the forming of shadows; the methods of measuring the intensity of light by means of (1) the shadow, (2) the grease spot, (3) the diffusion photometer.

The wave theory.

Reflection of light :

Experiments to show,—the law of reflection, the formation and the position of images in plane and spherical mirrors.

Drawing images of objects in any position.

Refraction of light :

Experiments : To show refraction; to measure the index of refraction; to illustrate the first law of refraction; to show total reflection.

Relation between velocity of light and index of refraction.

Experiments : To show the converging and the diverging of light by means of lenses; to determine the focal length, conjugate foci, and the formation of images by lenses.

The drawing of images formed by lenses and the relation between the size of the image and the size of the object.

Optical Instruments :

Simple microscope, camera, and projection lantern.

Colour :

Experiments with prisms to show the decomposition of white light and the combining of coloured lights to form white light, and with Newton's disc to illustrate complementary colours.

Experiments to show the effect of the transmission, the reflections and the absorption of light in producing colours.

The rainbow.

Magnetism and Electricity.

Magnetism :—

Experiments to show—the laws of magnetic attraction and repulsions, magnetic lines of forces, magnetic field, magnetism by induction, magnetization, magnetic permeability, terrestrial magnetism, inclination and declination of the magnetic needle, evidence that each particle of a magnetized body acts as a magnet.

Static Electricity :

Experiments to show,—electrical attraction and repulsion, the two kinds of electrification, conductors and non-conductors, electrification by contact and by induction, the residence of electric charges on the surfaces of conductors, the distribution of an electric charge on a surface, the escape of electric charges from points (lightning rods).

Experiments with the gold leaf electroscope, the electrophorus electrical condenser and the Leyden jar.

Simple notions of electrical potential.

Current Electricity—

Experiments to show the production of an electric current by using cells having plates of different kinds.

Methods of determining the presence and direction of electric currents (the galvanoscope), the effects of polarization of plates.

The Leclanche, dry and gravity cells.

Simple ideas of electromotive force, current strength and resistance.

Experiments on the electrolysis of water, electroplating, the measurement of current strength by the water and the copper voltmeters.

The storage cell.

Experiments to show,—the magnetic effects of an electric current, the electromagnet, the relation between the direction of the current and the polarity of an electromagnet, the magnetic field due to an electric current.

Construction and action of the D'Arsonval galvanometer, the electric bell, the telegraph key and sounder, the D. C. Motor. Experiment to show the transformation of the electric energy into heat (the electric iron the incandescent lamp).

Induced currents.

Experiments to show,—the production and direction of induced currents (Lenz's Law), the relation of primary and secondary currents, the electromotive force of induced currents, the construction and action of an induction coil; self-induction, the construction and action of the step-up and step-down transformer.

Long distance transmission of electricity as illustrated in the Hydro-Electric System of Ontario.

Electric measurements.

The volt, ohm, watt and watt-hour.

Ohm's Law.

Construction and action of the ammeter, voltmeter, and Wheatstone bridge.

Special forms of radiation.

Electric waves as related to heat rays, light rays, ultra-violet and X-rays.

Mechanics of Solids.

Metric and English units of length. Use of vernier calipers, screw-gauge, in measurement of wires, cylinders, spheres, plate, etc.; unit of time.

Motion: Velocity, uniform and variable; average velocity, velocity at a point.

Newton's first law of motion, force, inertia, and mass, metric and English units of mass.

Acceleration measurement of uniform acceleration, acceleration due to gravity, value of g .

Momentum: Newton's second law; measurement of force, metric and English absolute and gravitational units of force.

Newton's third law; Conservation of momentum; centripetal and centrifugal force with illustrations, centrifuge, cream separator, form of earth, etc.

Composition and resolution of forces; parallelogram of forces; triangle of forces, moments, couples; centre of gravity.

Friction: Laws of friction; co-efficient of friction.

Gravitation: Newton's laws of gravitation; Cavendish's experiment.

Work: Measurement of work in metric and English absolute and gravitational units; energy; measurement of energy; kinetic and potential energy; conservation of energy.

Power: Measurement of power; horse power; the watt.

Machines: Mechanical advantage; lever; wheel and axle; pulley; inclined plane; screw; wedge; simple combinations of the foregoing.

Mechanics of Fluids.

Pressure: Pressure at a point; Pascal's law; pressure due to gravity; equilibrium of fluids at rest; Archimedes' principle; buoyancy; hydraulic pressure; specific gravity; determination of specific gravity of solids and liquids.

Atmospheric pressure: Barometers; weight of air; pressure due to molecular motion; lift and force pumps; siphon; the use of compressed air, airbrakes, air tools.

Velocity due to pressure; Torricelli's theorem; pressure in a moving column of fluid varies with the velocity; application to explain the principle of the atomizer, the Bunsen burner, the Bunsen filter pump, forced draught, the curved flight of a ball.

Surface tension; surface force; surface energy; capillarity; practical applications.

Transformation of Energy.

Mechanical equivalent of heat, measured mechanically and electrically; measurement of electrical energy; the kilowatt hour.

Mechanics.

The principle and use of levers and pulleys and other topics.

TECHNICAL DRAWING.

Elementary machine design. Inking, tracing, lettering, blue printing and practice in reading blue prints.

PRACTICAL WORK.

Household Mechanics.

The syllabus continued and completed.

General Metal Work.

Significant information, problems and short experience in simple (1) soft metal casting, (2) forge and smithy work, (3) tempering and heat treatment, (4) ornamental iron work, (5) plumbing, (6) elementary machine shop practice, mainly on simple lathes and drill presses, (7) Simple servicing of a live or dead motor car.

General Electricity.

Fundamental principles of electricity applied to and plants commonly used in household (1) lighting, (2) heat, (3) power generation, (4) power transmission and use, (5) communication, (6) electro-chemistry, as applied to chromium and nickel plating, etc. (This course if offered in any high School should be correlated with study of electricity under the head "Physics").

Costs.

For 20 pupils taken at a time.

Technical Drawing

Rs.

Non-recurring cost for equipment

500-600

Workshop Work.

(A) <i>Woodwork</i> —	Rs.
Benches, tools and miscellaneous	....
Materials { (Non-recurring)	2,000
{ (Recurring)	600
 (B) <i>Metal Work</i> —	
Benches, simple lathes, hearths, tools and miscellaneous (Non-recurring)	2,000
Materials (Recurring)	400
 <i>Workshop</i> —60' × 30' for Woodwork.	
60' × 30' for Metalwork.	

*Teachers.**Technical Drawing Teachers—*

Teachers must have Engineering Diplomas of the V. J. Technical Institute, Bombay, or its equivalent with one or two years' practical experience. Salary Rs. 100 to Rs. 150 per mensem.

Workshop Teachers—

Teachers for the above should be trained teachers with special Manual Training qualifications or skilled craftsmen with special aptitude for teaching. Salary Rs. 75 to Rs. 100 per mensem. There should be separate teachers for separate subjects such as Woodworking, Metal working, etc.

English in Secondary Schools.

The English taught should be of a non-literary character and essentially practical. The teaching should aim at correct expression in the English language in the simple possible way. Description writing should be encouraged.

APPENDIX VII.

SYLLABUS IN CLAY WORK FOR PRIMARY AND SECONDARY SCHOOLS

	Number required	Non- recurring.	Recurring.
1. Kick wheel or Hand Power Wheel.	5	50 0 0	
2. Callipers Inside and Outside..	10	10 0 0	
3. Compasses	10	10 0 0	
4. Setsquare	10	10 0 0	
5. Moulds (bricks, tiles, pipes etc.) of each.	10	25 0 0	
6. Masons trowels	10	5 0 0	
7. Plumb	10	10 0 0	
8. Spirit-level	10	5 0 0	
9. Lifter	10	10 0 0	
10. Double and stick	10	10 0 0	
11. Spoon Shovel	10	20 0 0	
12. Open place gunthas.	20	100 0 0	
This will differ according to the locality--		265 0 0	
13. Sundry articles etc. ..		35 0 0	
		300 0 0	
14. Teacher			60 0 0
15. Waste cotton		56 lbs.	20 0 0
16. Screens	10		10 0 0
17. Fuel, leaves of trees, waste of agricultural rubbish etc.			10 0 0
			100 0 0
Recurring cost of Rs. 100 will be easily covered by the articles prepared			

Clay is practically free being the property of Government which gets in every monsoon by nature.
Ordinary Khumbhar services should be secured from villages. Rs. 5 per mensem part-time.

Main heads of clay work :—

- (1) Selection of earth.
- (2) Preparation of Mixture.
- (3) Preparation of clay.
- (4) Familiarity and uses of the implements.
- (5) Moulding carving and preparing articles.
- (6) Drying process.
- (7) Stacking the kiln.
- (8) Burning the kiln.
- (9) Selecting good material.

DISTRIBUTION OF HOURS PER STANDARD PER WEEK FOR CLAY WORK FOR PRIMARY
AND SECONDARY EDUCATION.

Primary.

Stand-ard.	Practi-cal.	Drawing.	Total.	
1	14	..	14	Earth, sand, alluvial soil ; differentiation only ; to collect from banks of stream and rivers, pools, etc.
2	12	2	14	Colours of earth. Stickiness. Simple ideas with aid of water.
3	12	2	14	Recognition of useful earth, and preparing small crude article, e.g. bricks, tiles, etc.
4	11	3	14	Preparing Bricks and Tiles of bigger size.
5	11	3	14	Preparing half round tiles, pots etc.
6	11	3	14	Setting and making them bigger by tamping process, and preparing the kiln after drying them.
7	11	3	14	Stacking and burning.

Secondary.

Stand-ard.	Practi-cal.	Engi-neering Drawing.	Total.	
8	8	2	10	} Advanced course in the production of ornamental flat flooring tiles, Mangalore type tiles, etc.
9	8	2	10	
10	8	2	10	} Carving on pottery, preparing cups, bottle, inkstands etc. and lacquering them.
11	8	2	10	

Marketable clay work articles that may be prepared under the above course :—

Gods' images.—Ganapati, Gauri, Hartalika.

Fruits.—Plantains, Mangoes, Bringals, etc.

Birds.—Parrot, Peacock, Hen, etc.

Animals.—Dogs, Cat, Rat, Bullock, Cow, etc.

Buildings.—Taj Mahal, etc.

APPENDIX VIII.

SYLLABUS IN CARD-BOARD AND WOODWORK FOR PRIMARY SCHOOLS.

Standards I and II—Card Board and Jowar-pith work—

(a) Thin (ruled preferred) paper cutting and folding, leading to a finished article as—

1. Envelopes.
2. Paper boxes for sweets of Sankrant.
3. Whirling wheel.
4. Paper kites.
5. Bullock carts, cycle etc. from pith of jowar.

(b) Card board (ruled) cutting folding etc.

- Boxes (open, closed and with lids) square and round.
 Bungalows, Houses etc.
 Models of locomotives, cycle.
 A complete tree with leaves flowers and fruits.
 Aeroplane, Boat, Telephone, Motor Car, Crane.

*Woodwork to be introduced in Standards III, IV, V, VI and VII.**Standard III—Carpentry in soft wood without joints (to be assembled with nails, screws and bolts):*

- Card Board set.
 Seat.
 Yoking peg.
 Hunter Handle.
 Toy, Vitee and Dandoo.
 Toy, Tipari.
 Stumps.
 Bat.
 Ball.
 Bells.
 Toilet Box.
 Tray.
 Ink Bottle Stand.
 Paper Rack.
 Churning Rod.
 Mallets.
 Ruler.
 Foot Rule.
 Lathee.
 Pen Holders.
 File strips.

Standard IV—Half lap joints—

1. Cot.
2. Cradle.
3. Set Square.
4. Simple writing tables of variety.
5. Wall racks for lamps.
6. Stands for Electric Lamps.
 Stands for candles.

7. House-hold, cook room articles.
8. Agricultural easy implements etc.
9. Weaving:—handy articles.
10. Pegs.
11. Peg rack.
12. Electric fittings, small Boards, etc.

Standard V—First term.—

All the above articles in complicated joints.

Standard V (2nd term), VI and VII—

A graduated course in the production of wooden articles involving the use of the complicated joints, turning, fittings, polishing, varnishing and lacquery.

- | | |
|--|---|
| <p>(a)</p> <ol style="list-style-type: none"> 1. Chairs. 2. Tables. 3. Clock frames. 4. Ladders. 5. Shelves. 6. Phone Boxes. 7. Teapots. 8. Drawing Boards. 9. T. Squares. 10. Set Squares. 11. 12" foot-rule with marking. | <p>(b)</p> <ol style="list-style-type: none"> 1. Cupboards. 2. Dressing Table. 3. Almirah. 4. Tables with turned legs. 5. Boxes with dovetailed joints. 6. Sofas etc. 7. Sets of Carpentry tools. 8. Sets of Mason tools. 9. Sets of Black-smith tools. 10. Models of locomotives etc., Vehicles on land. 11. Transport arrangements on water. Transport arrangement in air. |
|--|---|

Distribution of hours per Standard per week.

Stand-ard.	Practi-cal.	Drawing	Total	Remarks.
<i>Primary.</i>				
I	14	..	14	Card board, Thin paper and Jowar-pith works
II	12	2	14	Uses of Drawing instruments should be demonstrated.
III	12	2	14	Carpentry in Soft wood.
IV	11	3	14	Various models with half lap joints.
V	12	2	14	A graduated course in the production of wooden articles involving the use of the more complicated joints, simple turning, polishing, varnishing and lacquering.
VI	12	2	14	
VII	12	2	14	
<i>Secondary.</i>				
VIII	5	1	6	Chairs and tables of ornamental type with wood carving polishing.
IX	5	1	6	Easy chair, folding and rocking, with polishing
X	5	1	6	Sofas, Almirahs.
XI	5	1	6	Dressing Tables, Cabinet making etc.

*Cost of a Unit of 15 Tables (30 Pupils).**Primary.*

Room 50' × 25' for Carpentry Class.

Room 10' × 10' for Stores.

(The cost will vary according to local conditions.)

(a) 1	Almirah.	}	Rough cost Rs. 200. Non-recurring.
2	Working benches.		
15	Knives.		
15	Scales.		
2	Iron Squares.		
15	Working Boards.		
7	Scissors.		
17	Paper Cutting knives and material.		

Recurring cost Rs. 250 of which Rs. 150 might be met from the sale of finished articles prepared.

(b) 15	Tables.	}	Rough cost Rs. 1,000. Non-recurring.
15	Saws.		
15	Planes.		
15	Triangular Squares.		
2	Screw drivers.		
1	Grinding stone.		
2	Hand drills.		
1	Set Board.		
15	Gauges.		
5	Compasses.		
40	Chisels.		
1	Pincer.		
15	Iron Scrapers.		
10	Punches and other material.		

Recurring cost Rs. 800, of which, timber cost of Rs. 500 might be met from the sale of finished articles prepared.

Secondary.

Same as (b) above	..	Rs.
Recurring cost	..	800
Non-recurring	..	<u>1,000</u>

Total Rs. 1,800

The whole recurring cost of Rs. 800 might be met from the sale of finished articles prepared.

APPENDIX IX.

*The Course for Practical Work for Standards VIII and IX.
(Light Engineering.)*

1. *Properties of Matter* :—

Theory.—Capillarity, Combustion and reflection of light.

Friction, Chain and wheel, Gyroscope, Crank, Efficiency of Brakes.
Gears and levers.
Boyle's Law.
Gears, Springs, Inertia.
Levers, Screw, inclined plane.
Capillarity, pumps, etc.
Pumps of all kinds.
Solubility of gases.

Practical.—Hurricane Lanterns, Stands, Other lamps, Cycle Lamps.

Bicycle with pump and accessories.
Sewing Machine, Pair of Scissors.
Stove, Petromax Lamp, Carbide Lamp.
Clocks, other spring toys.
Locks of all types, spanners, screw, etc.
Fountain Pens, Holders, Nibs, pencil menders, etc.
Water pump, cycle pump, foot-ball pump, Kerosene oil pump, dust pump.
Aerated water machine, Soda Capsule Bottle, etc.

2. *Electricity and Magnetism* :—

Theory.—Resistance, cells of all kinds, accumulators, electro-magnets, induced currents circuit etc.

Practical.—Electric Lamps, Batteries, Telephones, Magnets, Radio, Electric bell, Dynamo, electric motor, Telegraph.
Electric fan, centrifugal pump, blowers of different varieties.
Electrical fittings such as renewing, fuses, wiring, fixing holders, cut-outs, switches, plugs, etc., etc.

3. *Heat* :—

Theory.—Internal combustion, engines and steam engines, Indicator diagrams.

Practical.—Motor Cars, Motor cycle, Locomotive, Oil engine, Steam engine, Gas engine, etc.

4. *Sound* :—

Theory.—Vibrations of membranes, Pitch, resonance, etc.

Practical.—Gramophone, Harmonium and other musical instruments.

5. *Light* :—

Theory.—Mirrors, Geometrical optics and lenses and their combination; Principle of the prism, Reflection and Refraction.

Practical.—Camera, Magic lantern, episcopes, epidiascopes, binoculars, Magnifiers, Mirrors of different types.

6. *Chemistry* :—

Theory.—Combustion and flame, luminous and non-luminous flames.

Practical.—Cycle lamp and all types of lamps.
Stoves, petromax lamps.

Articles to be repaired in the 1st and 2nd Years of Secondary School.

1. Hurricane lanterns, Stands, Other lamps, Cycle lamps.
2. Bicycle with pump and accessories.
3. Sewing machine, pair of scissors.
4. Stove, Petromax, Carbide lamp.
5. Gramophones, Clocks, all other spring toys.
6. Locks of all kinds, spanners, screw, etc.
7. Fountain pens, Holders, nibs, pencil menders, etc.
8. Water pump, cycle pump, foot-ball pump, Kerosene oil pump, dust pump.
9. Hand loom, Gin, Charka, Rope-making machine, etc.
10. Camera, Magic Lantern, Epidiascope, Binocular, Magnifiers, Mirrors, etc.
11. Aerated water machine, Soda Capsule Bottle.
12. Oil Hand press.
13. Sugarcane Crusher, Flour Mill, Betel-nut Machine.
14. Electric lamps, Batteries, Telephones, Magnets, Cells of all types, Radio, Bells, etc.
15. Motor Cars, Motor Cycle, Motors, Dynamo, etc.
16. Oil Engine, Steam Engine, Gas Engine.
17. Electric fan, Centrifugal pump, Blowers of varieties.
18. Plumbing, Tool, Pipe-cutters, Wrenches and their other tools.
19. Electric fittings (simple) such as renewing, fuses, wire connections, fixing holders, cut-outs, switches, plugs, etc.
20. Harmoniums.
21. Typewriter.

Equipment of Workshop for Light Engineering in Secondary Schools.

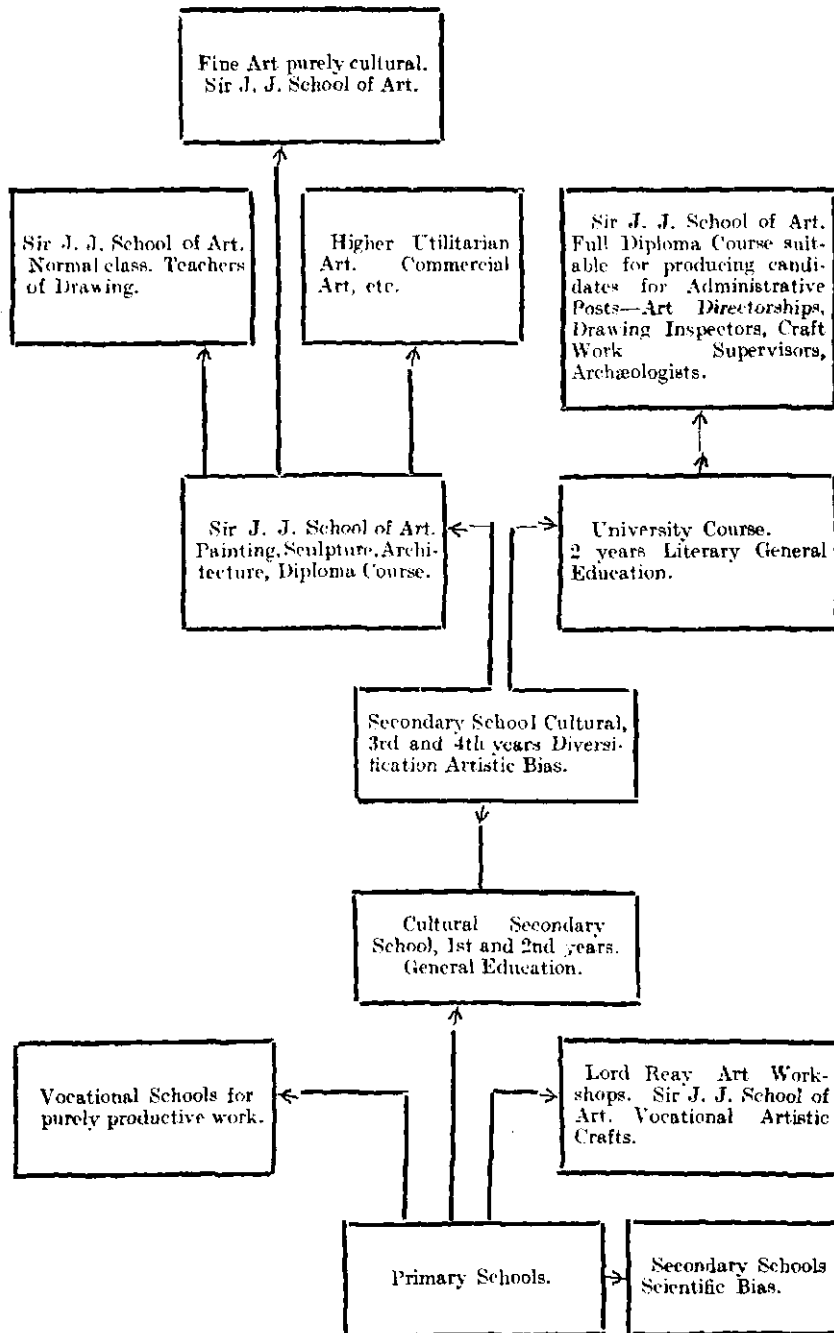
	Cost.
	Rs.
1. Oil Engine, 10 Horse Power	2,000
2. Lathes, three	2,500
3. Drilling machine	200
4. Circular saw	200
5. 16 Carpenters' benches	
6. 32 Vices of wooden jaws	
7. 32 Bench hooks	
8. 32 Wooden mallets	
9. 8 Rip saws	
10. 8 Smoothing planes	
11. 8 Claw hammers	
12. 8 Bevil gauges	
13. 8 Oil stones and cans	
14. 8 Screw drivers	1,200
15. Chisels assorted (128)	
16. 8 Glue pots	
17. 1 Power grinding stone	
18. Marking-gauge (32)	
19. Tri-square (32) 1" x 9"	
20. 2 Foot-rules (32)	
22. Jack planes, 12" long (32)	
23. 16 Country lathes	
24. 2 Axes	
25. 2 Adzes	
26. Pair of caliper (16)	
27. Turning chisels, assorted (96)	
28. Power blower, one	100
29. 8 Black-smith forges	200
30. 8 Anvils	200
31. 8 Sledge hammers	25
32. 16 Hand hammers	15
33. A Cupola	100
34. 8 Sets of moulds	50
35. 8 Sets of moulders' tools	80
36. Kettle. (4) Crucibles, assorted	25
Total	6,895

Recurring Cost.

	Rs.	Rs.
1 Superintendent (Foreman)	80 per mensem	1,000
1 Black-smith and Carpenter (joint)	40	500
1 Hammerman	8	100
1 Moulder	40	500
1 Fitter	40	500
		2,600
Materials		400
Total		3,000
Recurring cost for the first year		3,000
Do. do. second year		1,000

APPENDIX X.

CHART SHOWING THE VARIOUS STAGES OF ART EDUCATION FROM THE PRIMARY SCHOOL LEADING UP TO THE SIR J. J. SCHOOL OF ART, BOMBAY.



ART IN PRIMARY AND SECONDARY EDUCATION.

General Remarks.

The Basic Craft.—Under the new scheme of Primary and Secondary Education, Art Education in the Schools must necessarily be given a prominent part. The Primary Education which has for its main frame work an education based upon some basic craft, necessarily calls for greater attention to be given to the "Art Lesson", which might incidentally be better termed the "Drawing Lesson". Because art which will be given in the schools will be a more practical and preliminary nature—the main object in view being to lead up to some creative activity—and ultimately to productive work. Therefore drawing should be recognised in the first instance by the teachers, as an essential subject correlated not only with all other subjects taken in the School, but also to enable a pupil to go through a course of instruction leading up to productive work through the various selected crafts. The term "productive" must not be specifically taken as meaning that teachers should aim for purely saleable work, irrespective of its educative possibilities. When we speak of educating children through purposeful creative activities leading on to productive work, the teacher must fully comprehend its significance, and never lose sight of the real educative purpose in view. By such means it might be possible to make education eventually partly self-supporting. It should be the aim of every teacher to encourage work of a utilitarian character whenever and wherever possible. Crafts may conveniently be divided into two groups. Those which are purely practical such as spinning, bee-keeping, etc., and those which are both utilitarian and artistic. The former leads directly to purely vocational work. The latter also takes into consideration the cultural aspect. Both groups provide the necessary material upon which a basic education can be developed. It should be possible for a pupil who drops out at the end of the primary stage to be equipped with a working knowledge of at least one craft, and to take his place as a useful artizan. The Primary Education as envisaged by the new scheme, should be a means of cultivating observation, perception, and a power to express graphically as well as verbally through a basic craft. This is the main educative purpose in view, and the drawing lessons should be devised accordingly. The pupil should as a result of his primary and secondary education be an asset to the community and eventually be a means of improving the crafts in India.

"Team work".—Team work should be encouraged wherever possible to carry out more elaborate work. This develops the pupil's sense of responsibility, and each individual pupil taking part in such work, feels that he has achieved something. Such a method fosters pride in the work done.

The necessary arrangements and equipments should be given in the Primary Schools, for developing the following artistic crafts, which have a practical productive value.

Modelling (Plasticine is preferable for young pupils) relative to pottery.

Pottery.

Woodwork, wood-carving, canework and bamboo work.

Lacquer work.

Metal engraving and shape-making.

Stencilling.

Hand block printing.

Raffia work and basket-making.

Needle craft for girls.

Textile designing.

Home craft for girls.

Weaving.

Paper machine work.

Lace-making.

Toy-making.

Leather-work.

In the Secondary School, elementary architecture, house decoration, and enamelling should be additional subjects. It is very important that the particular crafts selected by any school should be those which are suitable to the locality.

The competent craftsman must essentially be both draughtsman and designer. The art of the future Indian craftsman must be developed, and this can only be accomplished if the new generation of craftsmen receive greater encouragement which the new scheme of basic education promises.

The basic principle of all education is that it should mould the character of the student, to prepare him for after life, not only in the direction of manipulative skill, but also to foster a keen desire to appreciate the best in life, which would lead up to its full enjoyment, consistent with a sense of good citizenship. It is therefore important that the cultural side of a child's education should be fostered from an early age to carry out the true spirit of educative work in view, much experimental work is necessary, especially in the transitional stages. Finished work to any appreciable extent of a saleable character can be reasonably expected from the pupils at the end of their Primary stage. Saleable work of artistic value can reasonably be expected at the end of the Secondary stage.

The aim of all good craftsmanship should recognise the following three points :—

No. 1. *Utility*.—That is, the object whatever it may be, must have a useful purpose, and is the primary consideration.

No. 2. *Design*.—The general form of the object should be considered from the point of view of its good proportions, its shape and its colour.

No. 3. *Suitability to the material used*.—This concerns the proper and natural use of a given material to any specified purpose. Many things are more suitably made in wood than metal, then again the particular varieties of wood and metal should be given due attention.

It will be found that any piece of work which complies with the three requirements mentioned above, will necessarily produce a piece of good craftsmanship.

In the training of the future Indian craftsman the pupils should be made aware of the possibilities of the many new materials at hand. He should explore them with the object of developing his creative faculties for a general improvement in the artistic crafts.

There are at least five factors which account for the lamentable conditions which at present exist regarding the present-day Indian craftsman.

No. 1.—*Illiteracy*.

No. 2.—Sometimes his work does not come up to the standard of the best traditional Indian work of the past: this is perhaps due to his confused ideas caused by contact with the many articles produced by machine mass production methods. The craftsman is often influenced by mechanical finish, which indeed often fascinates him, and he not only tries to imitate such finish, but also attempts the impossible feat of competing in its speed and price.

No. 3.—*Lack of efficient organisation in distribution, and sale of work.*

No. 4.—*Vested interests, that is, wholesale buyers who control the low prices, and output of work in a specified time, and who finally reap the harvest.*

No. 5.—*Certain crafts of a more primitive nature should retain their primitive traditional characteristics, if they are to flourish, and should not be influenced by passing fashions, except in the case of those objects of more modern usage, which lend themselves to a more modern treatment, in which case, simplicity should be the aim, and incidentally this may be the beginning of a new school of Indian design. Such objects call for much experimental work on the part of the modern Indian craftsman, and opens up a new creative field. It should be remembered that although it is necessary for the craftsman to keep one eye on tradition, and the other eye on modern design, according to requirements, it is most essential for him occasionally to keep both eyes on the importance of modern psychology in placing his goods before the public. A little showmanship and a dash of good window-dressing is an effective way of creating a demand.*

SYLLABUS IN DRAWING FOR PRIMARY SCHOOLS FOR STANDARDS I TO IV.

The subjects in the drawing and handwork lessons from Standards I to IV (lower Primary) should be similar but graded, and should be distinct and separate from those in the upper primary Standards V to VII. The lower primary art course would generally consist of general drawing lessons, colour work, and correlated with as much hand work as possible, the chief aim throughout should be to stimulate the pupils' imagination by means of work which should invariably be in the nature of recreation, therefore no syllabus need be rigidly observed, until after the IV year. The media for drawing and colour work in these early classes should consist of soft materials such as pastel or crayon, and a B pencil should be used. The ruler should not be encouraged, as free drawing is advisable. From the early stages the pupils should be trained to draw with a free movement of the arm from the shoulder, and not to hold the pencil as they would in writing. Toned paper with coloured chalk forms a suitable media for young pupils.

Free Expression Drawing.—e.g. stories and illustrating incidents, taken from every day Indian domestic life. Nature Drawing in water colour or crayon, simple large fruits such as pumpkins, melons or fairly large leaves which have strongly defined junctions to the main stem.

Freehand.—Exercises in copying from large reproductions, of broad simple designs selected from Indian traditional ornaments. The purpose of this lesson should be to develop the pupil's ability in judging masses, proportions, and the distribution of parts relatively correct.

Object Drawing.—The exercises should consist of objects of every day usage, having simple forms and as far as possible such forms should conform to the simple geometric solids, such as the sphere, cube, triangular prism and cone, etc., and should be drawn at different levels. The object drawing for young pupils (Standards I to IV) should not be hampered by the theories or the principles of perspective. Demonstration should preferably be given by example. Apart from the necessary exercise in drawing from groups of objects, the main purpose of this lesson should be to develop sufficient skill to readily sketch in freehand perspective, any object which is to be made. Such practice and ability to represent an object by means of a sketch is invaluable for the pupil in order that he may realise the general appearance of an object to be made, and helps him considerably to visualise the work before it is actually carried out. The things selected for this lesson should be of the simplest kind, that is to say the contours should be definite, and when groups are arranged they should be easily recognisable in their different proportions and shapes. It is essential that the objects selected for the lesson should be based upon the simple geometrical solids such as the cube, triangular prism, cone or sphere, etc. Complicated mouldings or irrelevant detail should be avoided.

Design.—This subject can best be taught to young pupils through some practical simple hand work, such as raffia work, weaving, paper cutting, etc.

Craftwork.—The nature of the craft work in the Standards I to IV to consist of making simple objects of interest such as coloured toys in wood, wool or rag. Plasticine modelling of simple fruit forms and toys familiar to the pupils. Paper tearing and cutting, weaving plaits, with strips of coloured paper, these are good exercises for producing original designs. Basket work and weaving mats in colour in various materials will also provide scope for teaching elementary design.

The theory and principles of design should not be laboured. It will be found that design evolved naturally by repetition, and arrangement of simple units, and no undue mental effort should be necessary in order to achieve originality. Design should happen by accident, and should not be solved such as a puzzle. Subjects such as making models of small houses—setting out a miniature garden, dolls house, etc., may be given.

Nature study.—It must be borne in mind that the purpose of this lesson is to give pupils a knowledge of good form and colour as can be found in nature. Very often unfortunately, it happens that the aim of nature study in many schools is an end in itself. This notion is entirely wrong. Nature study can only serve its purpose if pupils can adopt the beauty in nature to craftwork. The lesson should essentially lead up to the crafts as with the lessons in Design.

This subject should be executed in the following media. Purely pencil renderings of a flowering plant also wash drawings with special reference to colour combinations in nature.

Design.—Nature study should be closely connected with the lessons in Design. Natural forms based upon previous nature study with exercises in conventional treatments. The design lesson would be incomplete if no consideration is given to the study of suitable treatment of conventional forms of nature as adapted to the various materials in which students will work in their craftwork. Forms in design are governed by the material in which they are to be worked. Exercises in the filling of simple geometric shapes, floral or abstract. Interlacing, and simple shapes such as sari borders are very good exercises.

PRIMARY SCHOOL (Upper).

STANDARDS V TO VII.

Drawing.

This course should devote considerable time to practical drawing leading up to work to be carried out, such as setting out practical working drawings. Drawing lessons are of little value unless they are adaptable to creative activities as expressed in craftwork.

Subjects.

1. *Object Drawing.*
2. *Nature Study.*
3. *Design.*—To be related as far as possible to something which is to be made by the pupil in the craft class. Natural forms based upon previous nature study with exercises in conventional treatments should be adapted according to the limitations imposed by the materials of any specific craft.
4. *Geometry.*—Plane and Solid. Simple scales.
5. *Freehand.*—Exercises from large ornamental details from Indian architecture ; also studies of free curves as in paper scrolls.
6. *Memory.*
7. *Lettering.*—Based upon the Roman and Vernacular alphabets.
8. *Colour work.*
9. *The theory of Colour.*—Harmony and Contrast. Mixing of various pigments.

PRIMARY SCHOOL (Upper).

STANDARDS V TO VII.

Artistic Crafts.

1. *Metal work.*—Household articles made in wire, also a general knowledge of the various metals and their special qualities.
2. *Engraving.*—This lesson should be linked up with the lettering and design lessons.

3. *Shape making*.—This subject is the basis of practically all artistic metal work, and is essential for any pupil taking metal work as a craft.
4. *Stencilling*.
5. *Needle craft*.—For girls.
6. *Hand block printing* for textiles. Sari borders etc.
7. *Pottery*.—Throwing shapes on the Potter's wheel. Making and decorating tiles. Firing.
8. *Modelling*.—This work should be closely related to pottery. Modelling in this early stage should not be confused with sculpture proper.
9. *Paper mache work*.—Making models related to the Geography lessons. Contours etc., Charts. The cost of materials required is practically negligible.
10. *Wood-work*.—Various joints used in carpentry. Making simple objects of household furniture, making picture frames; also bamboo and cane work.
11. *Toy making*.—Toys in wood painted in Enamel. This subject could be developed on the line of a small local industry.
12. *Home Crafts for girls*.—Laundry work. Cooking. Nursing, etc.

ART IN SECONDARY SCHOOLS (4 YEARS).

General Remarks.

Under the proposed Scheme of Education the secondary schools will consist of two types, e.g., scientific and cultural. In each case the first two years will, to a greater extent be devoted to general education. Diversification takes place in the 3rd year. The course in the scientific group should in addition to the usual drawing subjects, emphasize the subject of practical drawing, e.g., geometry plane and solid and the setting out of working drawings for the various experiments taken in the school and related to other lessons.

Cultural Secondary School.—In this type of School, during the first two years, the time allotments should be 7 periods drawing, and 7 periods practical work (art craft). During the 3rd and 4th years the time allotments should be, Drawing 8 periods, Practical Work (art crafts) 8 periods.

In the transitionary stage a good working knowledge of English is essential throughout both types of secondary schools. Neglect of the English language would prove a serious handicap to those who eventually wish to follow through to the higher courses. It is however assumed, and hoped, that eventually the mother tongue will be the universal language throughout all schools. It is essential that drawing master in the Cultural Secondary School should be one who has at least gained his drawing certificate, through the Sir J. J. School of Art, Bombay.

The cinema—the moving picture—should be introduced in all types of schools for the purpose of explaining the various methods in the making of things. A "slow motion" picture would be invaluable, in which the manipulation of the hands and the behaviour of materials under varying conditions could be shewn. The "Radio" would also be a great advantage from both the point of interest as well as instruction. If every school were fitted with a small cinema and Radio the expenditure would certainly bring in a substantial return from the educational point of view. For the successful carrying out of the above, it would be necessary to have some co-ordinating and directing authority to deal with the scheme to decide suitable pictures and lectures.

SECONDARY SCHOOL, 1ST AND 2ND YEARS (*Cultural*).

Drawing. 6 periods per week.

The character of the drawing lessons in the first two years should consist of similar subjects as in the upper primary, but would of course be of a more advanced nature. They should be regarded as continuation lessons of the earlier studies.

The subjects to be given would be as follows :—

1. *Object Drawing* in line wash, and in light and shade.
2. *Geometry* plane and solid, scales.
3. *Nature study.*
4. *Lettering.*
5. *Design* for a specific artistic craft.
6. *Memory Drawing.*
7. *Perspective.*
8. *Freehand.*—The study of Indian traditional ornament.

SECONDARY SCHOOL, 1ST AND 2ND YEARS (*Cultural*).

Artistic Crafts.—6 periods per week. The new generation of craftsmen should be well acquainted with the possibilities of the many new materials in use today. He should explore them with the object of the developing the Indian crafts. It must also be noted that lack of nature study leads to stagnation in Design. Mere stereotyped copying of good traditional forms and motives is not enough. It is neither progressive nor educational and pupils under the new scheme of Education should be made aware of it.

The following are the artistic Crafts recommended :—

1. *Modelling.*—This subject should be closely related to pottery.
2. *Pottery.*—Throwing shapes on the potter's wheel. Knowledge of the various clays.
3. *Woodcarving.*
4. *Needle craft* for girls.
5. *Hand block* printing for textiles.
6. *Leather work.*
7. *Printing* (Artistic layout work.)
8. *Enamelling.*—Cloisonne, Champleve.
9. *Metal work.*—Engraving, Shapemaking and Embossing.
10. *Home Crafts* for girls, laundry work, cooking, sewing.

OUTLINE SYLLABUS FOR DRAWING IN THE 3RD AND 4TH YEAR
SECONDARY SCHOOL (CULTURAL) 3 PERIODS PER WEEK.

1. *Object drawing*.—In line or wash.
2. *Nature Study*.—Its decorative conventional treatment relative to the limitations of the various crafts. Lack of nature study produces stereotyped designs. The mere copying of good traditional motives is neither progressive nor educational.
3. *Design*.—Related to crafts, working drawings, etc.
4. *Geometry*.—Plane and solid, simple scales.
5. *Memory drawing*.
6. *Painting*.—Water colour.
7. *Freehand*.—Of ornamental details selected from Indian architecture.
8. *Lettering*.—Constructed letters and direct pen stroke letters with the goose or turkey quill or scribe pen, based on the standard Roman alphabet, and the other various types taken from the vernacular alphabets.
9. *Commercial Art*.—Designing simple posters, show cards, etc.
10. *Elementary Architecture*.—Making measured drawings of details taken from Indian buildings of historic and local interest.

The study of mouldings, and their applications to the various materials used in the practical crafts.

SECONDARY SCHOOL, 3RD AND 4TH YEARS (*Cultural*).

8 PERIODS PER WEEK.

Crafts.

1. *Wood-work*.—General carving, making picture frames and carving them. Preparing a Gesso treatment to picture frames. Furniture.
2. *House decoration*.—Study of the various media used for practical work e.g. Oil medium.
Distemper colour.
Turpentine as a thinner. The use of driers and varnishes. The use of gold leaf and gold transfers.
Spray painting, graining and marbling on wood panels.
The practical application of ply wood, and mesonite for panelling and painting the special treatment for surfaces to be painted.
3. *Stencilling*.—The practical use of stencil work in repetition work.
4. *Leather-work*.—Artistic work, e.g. handbags, cases, blotters etc. Making articles composed of stripes and strings, Lacing. Colouring in leather-work.
5. *Textile designing*.—Using the hand-made blocks.
6. *Needle craft* for girls.

7. *Batik work*.—Dyeing in various designs for saris, scarves etc.
8. *Carpet weaving*.—Including dyeing.
9. *Modelling*.—This work should be closely related to pottery.
10. *Pottery*.—Throwing shapes on a potter's wheel. Casting shapes from mould.
11. *Lacquer work*.—For furniture and other purposes such as decorative boxes etc.
12. *Home Crafts for Girls*.—Lace work. Braid and lace weaving. Sewing. Tailoring. Laundry work. Cooking.
13. *Metal work*.—Wrought iron work. Engraving repousse work. Embossing. Shape making. Forged and cast work. Electro plating.
14. *Enamelling*.—Cloisonné, Champlevé as applied to artistic metal objects.

IN ADDITION TO THE GENERAL PRACTICAL WORK IN WOOD, METAL, AND CLAY SUGGESTED FOR THE PRIMARY BASIC COURSE, THE FOLLOWING ARTISTIC BASIC CRAFTS ARE ALSO RECOMMENDED FOR PRIMARY SCHOOLS.

Artistic wood-work—

Carving, and the making of simple objects of artistic furniture.
Inlay work etc.

Artistic metal-work—

Shape making.
Engraving.
Enamelling.

Artistic Pottery—

Thrown shapes on the potter's wheel.
Decorating in, under and over glaze painting.
'Cast' pottery.
Modelling.

The recurring and non-recurring expenditure given elsewhere is approximately the minimum annual expenditure for the introduction and maintenance of a village class of 30 boys. It should be noted that in view of the importance which Art Education will play in connection with the new scheme of Education, and the relative importance which will be given to drawing and craftwork, it is strongly recommended that full advantage should be taken of utilising the facilities and equipment which already exist at the Sir J. J. School of Art, Bombay, and it is further recommended that the Sir J. J. School of Art, Bombay, is admirably situated as a centre for Elementary and Higher Art instruction and for the training of Drawing and Craft Teachers, and the organisation of the courses for artistic crafts. The Director should be left free to devise or readjust the above mentioned art and craft courses from time to time, and to make such changes in the light of experience gained, to meet the main requirements of art instruction as enunciated by the Zakir Hussain Scheme.

ARTISTIC POTTERY AS A BASIC CRAFT FOR PRIMARY SCHOOLS FOR A VILLAGE SCHOOL
TO TEACH 30 STUDENTS.

Non-recurring.

				Rs.	a.	p.
1 Muffle Kiln	..	..	..	15	0	0
1 Motor	..	..	..	3	0	0
1 Potter's wheel	..	..	..	15	0	0
6 Enamel basins	..	..	..	5	0	0
Sieves	..	..	..	5	0	0
Total	..			43	0	0

Recurring Expenditure.

Every boy will at least require 1 cwt. of clay per year.

Raw Materials.

				Rs.	a.	p.
¼ Ton Ball Clay	..	..	..	7	8	0
1 Cwt. China Clay	..	..	..	2	0	0
1 Cwt. Flint	..	..	..	2	0	0
1 Cwt. Felspar	..	..	..	2	8	0
1 Ton Red Clay	..	..	..	5	0	0
Total	..			19	0	0

Rs. a. p.

Raw Material of Glaze	..	..	..	15	0	0
Raw material for colours (oxide)	..	..	..	5	0	0
				20	0	0
Firewood or coal	..	..	..	20	0	0

Rs. a. p.

Non-recurring	..	..	..	43	0	0
Raw materials	..	..	..	19	0	0
Raw materials of glazes	..	..	..	20	0	0
Firewood or coal	..	..	..	20	0	0
				112	0	0
Raw Plaster of Paris	..	..	..	10	0	0

ART METAL WORK BASIC PRIMARY.

ENGRAVING AND ENAMELLING CLASS.

Expenditure necessary for setting up of Enamelling Class for 30 students for one year.

<i>Non-recurring.</i>		Rs. a. p.		<i>Recurring.</i>			Rs. a. p.	
Firing Kiln (Enamelling Furnace) Coal or Kerosine 8 $\frac{1}{2}$ " x 3 $\frac{1}{2}$" .. ..	..	150	0 0	Copper Sheet (10 gage) .. ..	.. 1 sheet	..	30 0 0
1 Chair for a teacher .. ..	..	15	0 0	Engraving tools .. ..	.. 8 Doz.	..	32 0 0
1 Table for a teacher .. ..	..			Enamel colours .. ..	.. 10 lbs.	..	75 0 0
10 Drawing Boards .. ..	..	60	0 0	Hydrochloric acid .. ..	.. 4 Oz.	..	6 0 0
				Nitric acid .. ..	.. 5 lbs.	..	2 8 0
				Sulphuric acid .. ..	.. 2 lbs.	..	0 4 0
				Working benches. 6' x 1 $\frac{1}{2}$ '—10 .. ..	.. .. .	..	125 0 0
				Sitting benches 6' x 1'—10 .. ..	.. .. .	..	60 0 0
				Agate Mortars with pestals 4"—1 .. ..	.. .. .	..	27 0 0
				Corborandum sticks 6" x $\frac{1}{8}$ "—8 .. ..	.. .. .	..	8 0 0
		225	0 0	Files 12" .. ..	.. 2 Doz.	..	30 0 0
				Wooden blocks .. ..	.. 30	..	30 0 0
				Mustin cloth .. ..	.. 6 yards	..	1 8 0
				Pumice Stone .. ..	.. 15 lbs.	..	7 8 0
				Polish papers .. ..	.. 2 Gross	..	12 0 0
				Emery papers .. ..	.. 2 Gross	..	18 0 0
				Cocanut oil .. ..	.. 14 lbs.	..	3 0 0
				Rithe (soap nut) .. ..	.. 6 lbs.	..	1 2 0
				Tissue papers .. ..	.. 6 Doz.	..	1 8 0
				Wooden handles .. ..	.. 6 Doz.	..	3 12 0
				Chalk boxes .. ..	.. 2	..	1 0 0
				Emery machine .. ..	.. 1	..	10 0 0
				Saucers small .. ..	.. 2 Doz.	..	1 0 0
				Drawing papers .. ..	.. 1 Gross	..	9 0 0
				Pencils .. ..	.. 30 Doz.	..	22 8 0
				Rubbers .. ..	.. 30 Doz.	..	22 8 0
The teacher can be available for Rs. 50 to Rs. 55 per month .. ..	..	600	0 0				
Non-recurring and recurring expenditure plus teacher's pay .. ..	..	1,365	0 0				
						Total	540 0 0	

SHAPE MAKING CLASS.

Expenditure necessary for setting up of shape making class for 30 students for one year.

<i>Non-recurring.</i>		<i>Rs. a. p.</i>		<i>Recurring.</i>		<i>Rs. a. p.</i>
Round Kharvai	.. 1	.. 6 0 0		Sulphuric acid	.. 6 Bottles	.. 1 8 0
Square Kharvai	.. 1	.. 6 0 0		Borax	.. 2 lbs.	.. 1 0 0
Badami Kharvai	.. 1	.. 6 0 0		Salamonic	.. 2 lbs.	.. 0 8 0
Hammers assorted shapes	.. 8	.. 10 0 0		Surya Khar	.. 2 lbs.	.. 0 8 0
Badami Ubale	.. 2	.. 2 0 0		Wire brush	.. 1 Doz.	.. 4 8 0
Flat Ubale	.. 2	.. 2 0 0		Rithe	.. 6 lbs.	.. 1 0 0
Anvil	.. 1	.. 8 0 0		Resin	.. 1 Qr.	.. 2 0 0
Table vice	.. 1	.. 5 0 0		Charcoal	.. 12 bags	.. 24 0 0
Hand vice	.. 1	.. 1 0 0		Kerosine oil	.. 2 tins	.. 6 0 0
Lathe	.. 1	.. 40 0 0		Iron wire	.. 7 lbs.	.. 2 0 0
Compass straight	.. 3	.. 2 0 0		Cocoonut oil	.. 10 lbs.	.. 2 0 0
Compass round	.. 2	.. 1 0 0		Wooden mallet	.. 2	.. 1 8 0
Compass inside	.. 1	.. 1 0 0				
A pair of Scissor	.. 2	.. 12 0 0				
Pincers	.. 2	.. 1 0 0				
Pincers	.. 2	.. 2 0 0				
Steel foot rule	.. 1	.. 1 0 0				
Files	.. 12	.. 9 0 0				
Wooden blocks	.. 2	.. 1 8 0				
		116 8 0				46 8 0

SHAPE MAKING CLASS—contd.

Expenditure necessary for setting up of shape making class for 30 students for one year—GOLT .

<i>Non-recurring.</i>		Rs. a. p.	<i>Recurring.</i>
Bellows	.. 1	.. 5 0 0	
Tongs	.. 5	.. 4 0 0	
Stove Blow	.. 1	.. 6 0 0	
Drill machine (hand)	.. 1	.. 4 0 0	
Right angles	.. 2	.. 2 0 0	
Mortar and pestal	.. 1	.. 1 8 0	
Water stone	.. 1	.. 2 0 0	
Oil stove	.. 1	.. 5 0 0	
Copper sheet	.. 2	.. 30 0 0	
Brass sheet	.. 2	.. 30 0 0	
Hand saw	.. 2	.. 3 0 0	
Chisel	.. 3	.. 1 0 0	
Paykhod	.. 1	.. 2 0 0	
Handles for hammers	.. 24	.. 2 0 0	
Handles for Files	.. 6	.. 1 0 0	
		215 0 0	
		215 0 0	
The teacher can be available for Rs. 50	..	.. 600 0 0	
Non-recurring and recurring expenditure plus teacher's pay		861 8 0	

PRIMARY BASIC—WOOD CARVING BASIC.

*Expenditure necessary for setting up of Wood Carving Class for
30 Students for one year.*

PRIMARY BASIC.

WOOD CARVING BASIC.

Expenditure necessary for setting up of Wood Carving Class for 30 Students for one year.

Non-recurring.			Rs. a. p.	Recurring.			Rs. a. p.
1 Chair for a teacher	..	..	8 0 0	5 Gross carving tools	..	..	180 0 0
1 Table for a teacher	..	..	15 0 0	1 Doz. Gauges with handles	..	..	18 0 0
7 Working benches	..	..	105 0 0	30 Hammers, wooden	..	..	14 0 0
7 Sitting benches	..	..	77 0 0	3 Drill machines	..	..	15 0 0
1 Cupboard, double	..	..	80 0 0	1 Emery wheel machine	..	..	10 0 0
1 Latho	..	..	....	6 G-Clamps	..	..	18 0 0
1 Fret saw machine big	..	..	80 0 0	3 Oil slips	..	..	15 0 0
1 Do. A-1	..	..	40 0 0	1 Glue pot	..	..	3 0 0
6 Vices table	..	..	25 0 0	1 Oil can	..	..	1 0 0
1 Doz. compass, big	..	..	18 0 0	2 Doz. Marpha files	..	..	10 0 0
3 Spring compass	..	..	9 0 0	14 Chisels	..	..	16 0 0
9 Foot rules, wooden	..	..	7 0 0	1 Doz. Drills set	..	..	3 0 0
9 Hammers	..	..	6 0 0	1 Water stone	..	..	2 0 0
6 Hand saws	..	..	20 0 0	1 Doz. Enamel bowls	..	..	3 0 0
12 Marking gauges	..	..	15 0 0	Teakwood	..	..	50 0 0

1 Oil stone	..	..	..	7 0 0
3 Jack plane	..	..	..	18 0 0
3 Spoke shaves	..	..	..	8 0 0
3 Callipers	..	..	..	1 8 0
2 Bebles	..	..	..	3 0 0
1 Doz. Screw drivers	..	..	..	6 0 0
1 Doz. Squares	..	..	..	18 0 0
1 Nail puller	..	..	..	1 4 0
1 Blackboard	..	..	..	12 0 0
1 Easel	..	..	..	5 0 0
1 Wooden compass	..	..	..	2 0 0
1 T-Square and Set Square	..	..	..	5 0 0
1 Pincers	..	..	..	1 0 0
1 Drawing board, imperial size	..	..	..	7 0 0
1 Compass box	..	..	..	5 0 0
				604 12 0

The teacher can be available for Rs. 70 to Rs. 75 per month. 840 0 0

Non-recurring and recurring expenditure *plus* teacher's pay 1,877 12 0

Blackwood	..	..	..	25	0	0
Sivani	..	..	..	25	0	0
6 lbs. Glue	..	..	..	1	8	0
6 lbs. Bees wax	..	..	..	2	0	0
6 Bottles turpentine	2	0	0
6 Bottles methylated spirit	1	8	0
1 Doz. Lathe tools	18	0	0
				<hr/>		
Total	..			433	0	0
				<hr/>		

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PREFACE.

1. By Resolution No. 6473 of the Government of Bombay, Educational Department, dated 26th January 1938, the Government of Bombay were pleased to appoint the following Committee to advise Government on the question of Adult Education :—

- (1) Dr. Clifford Manshardt, A.M., D.B., Ph.D., D.D.,
Director, The Sir Dorabji Tata Graduate School
of Social Work, Bombay—*Chairman*.
- (2) Mr. K. B. Deshmukh, B.A., LL.B., M.L.A.,
Ahmednagar.
- (3) Miss Amy Rustomji, Inspectress of Girls' Schools,
Bombay and Northern Division.
- (4) Mr. V. N. Chandavarkar, Bar-at-Law—representative
of the Bombay Millowners' Association.
- (5) Mr. Narottam P. M. Hatheesing—representative of
the Ahmedabad Millowners' Association.
- (6) Mr. S. M. Basrur, Deputy Agent (Staff)—representative
of the G. I. P. Railway.
- (7) Captain E. J. Auston, Staff Officer—representative
of the B. B. & C. I. Railway.
- (8) Mr. R. V. Parulekar, Secretary, Schools Committee,
Bombay Municipality.
- (9) Mr. S. R. Bhagwat, Organiser, Rural Reconstruction
Association, Poona.
- (10) Mr. Gijubhai Badheka of Daxinamurti Balmandir,
Bhavnagar.
- (11) Miss Godavari Gokhale, B.A., LL.B., Servants of
India Society, Bombay.
- (12) Mrs. Yamunabai Hirlekar, M.A., Bombay.
- (13) Mr. Vaman Vasudeo Atitkar, B.A., Registrar,
Tilak Maharashtra Vidyapeeth, Poona.
- (14) Mr. N. S. Kajrolkar, Member, Backward Class
Board, Bombay.
- (15) Shaikh Muhammad Abdulgafur, Headmaster,
Urdu School, Sangli.
- (16) Professor R. Choksi, Wilson College, Bombay,
who will also be Secretary of the Committee.

By a subsequent resolution, dated 4th February 1938, Government were pleased to appoint Mr. B. S. Dabke, representative of the Bombay Millowners' Association, vice Mr. V. N. Chandavarkar, resigned.

By a further Resolution, dated 8th February 1938, Government were pleased to appoint Mrs. Hamid Ali as an additional member of the Adult Education Committee.

2. The Terms of Reference were as follows:—

1. What should be the place of Adult Education in the general system of education in a country like India where literacy is very low?
2. Please state the different types of Adult Education. What should be the duties of Government in promoting the different types?
3. How should employers of labour in mills, factories, etc., be required to help Government in promoting literacy among their employees? Would it be profitable for the management of mills in Bombay, Ahmedabad, Sholapur, etc., and for Railway Workshop managements to promote adult education among their employees on the lines followed by the Paper Mills of Mundhwa (Poona)?
4. Agencies to conduct and supervise adult education. How far should Government avail themselves of the services of the School Boards and their educational staffs for adult education? Should Adult Education be one of the compulsory duties of School Boards?
5. Please state whether cheap books and literature for adult Schools as well as for "continuation" work are already available and, if so, please give a list of such books. If these books are not available then the Committee should make suggestions as to how they can be provided.
6. Village Libraries for adults. Their organisation, maintenance and financing.
7. Place of the Magic Lantern, the Cinema and the Radio in Adult Education. How far is it possible to reorganise the present department of Visual Instruction to enable it to take up the work?
8. Women's Adult Education—its nature and organisation.

9. The Committee should make recommendations regarding the basis on which grants-in-aid for adult education should be made.
10. Certificates for literacy attainments.

By a subsequent resolution dated 3rd February 1938 Government were pleased to direct that No. 7 of the Terms of Reference should be amended as follows :

“ 7. Place of the Magic Lantern, the Cinema and the Radio in Education. How far is it possible to reorganise the present Department of Visual Instruction to enable it to play a more effective part than at present in the education of the adult as well as the child, in the institutions intended for the former as well as in primary and secondary schools.”

2. The Committee was empowered to co-opt additional members, but did not do so.

The Committee was required to submit its report within two months of its first meeting.

4. *The Work of the Committee.*—The Committee held four sessions—

- (a) At the first meeting on the 12th February 1938 two questionnaires, A and B, were framed. These appeared in the press and were sent to individuals and associations known to be interested in Adult Education.
- (b) At the second session on the 5th and 6th March 1938 the ten Terms of Reference were considered in some detail. It was remitted to the Chairman to prepare statements, as a basis for discussion, on Nos. 1, 2 and 4 of the Terms of Reference. It was remitted to a member of the Committee to prepare a note, as a basis for discussion, on No. 7 of the Terms of Reference.

Three sub-committees were appointed—

- (1) To report on No. 3.
 - (2) To report on Nos. 5, 6, 9 and 10.
 - (3) To report on No. 8.
- (c) At the third prolonged session from the 20th to 24th March 1938 the statements submitted by the Chairman on Nos. 1, 2 and 4 and the note on

No. 7 were discussed in full. Similarly, the reports of the three sub-committees were considered in detail. Several items were revised and reconsidered.

- (d) At the fourth and final meeting on Sunday the 10th April the report, as drafted by the Chairman, was considered in detail and was finally approved and signed.

Two minutes of dissent are attached to the report.

No. (1) signed by Messrs. Dabke, Hutheesing, Basrur and Austen in connection with Term of Reference No. 3.

No. (2) signed by Mrs. Yamunabai Hirlekar in connection with Term of Reference No. 7.

Mr. Gijubhai Badheka, a member of the Committee, was prevented by ill-health from attending any of the meetings of the Committee. He has been in touch, however, with the work of the Committee, and has approved and signed the final report.

5. Besides the two questionnaires which were widely circulated, a number of letters of inquiry were addressed to factory owners and other large-scale employers, district collectors, school boards and private educational agencies.

In reply to Questionnaire A, which referred to the Adult Education work being done in the province, 34 replies were received. A short statement on the extent of work being done in the province appears in Appendix III. In reply to Questionnaire B, which dealt with the main points of the Terms of Reference, 31 replies were received. A list of those who replied to one or both questionnaires forms part of Appendix IV.

Besides these replies many individuals and institutions submitted valuable memoranda and notes on different aspects of the Adult Education problem. In order to facilitate the work of the Committee, copies of several of these memoranda and replies to Questionnaires were circulated to all members of the Committee. Thus members were enabled to consider the evidence submitted prior to discussion at the meetings. The Committee records its appreciation of the ready response to its inquiries and its gratitude to the individuals and institutions who helped the Committee in its work. [Complete list in Appendix IV.]

CHAPTER I.

Introductory Note.

In this introduction, and in fact throughout the whole Report, it is our desire to be brief. We are endeavouring, on the basis of the ten terms of reference, to present to Government a clear picture of the scope of Adult Education, the practice of Adult Education, and the function of the State in Adult Education.

We do not propose to discuss the general concept of Adult Education, beyond our discussion of "types" in Chapter III. We mean by "Adult" (in its relation to Adult Education) all those above the age of 14, whose formal education either has not started or has ended; and by "Adult Education" we mean (1) the education of the illiterate at all stages; and (2) the further education of literates at any stage and in any direction. The latter type of education may be life-long and is not primarily directed to material ends. We are dividing Adult Education work into two parts; (1) that which centres round literacy, including the preparatory ground-work and the subsequent follow-up work, both in rural and urban areas; and (2) Adult Education as it is commonly understood in the West—that education which the adult seeks for himself or herself in the civilized community for supplementing an imperfect education and for extending and enriching the possibilities of life. Because of the peculiar conditions prevailing in India, we are not stressing the second type of Adult Education.

We are aware that in keeping to bare essentials we may disappoint some expectations, but as a Committee we have not been able to escape the urgency of the adult illiteracy problem. Throughout the Report we emphasize the paramount importance for the present of literacy and the rural problem. We further stress the importance of the voluntary principle in Adult Education; and, finally, maintain that the primary responsibility for the spread of adult literacy rests with the State.

CHAPTER II.

The Indian Situation.

The Place of Adult Education in the General System of Education in a Country like India where the Percentage of Literacy is very Low. [Term of Reference No. 1.]

The importance of Adult Education for India is a subject which requires very little argument. The 1931 Census reveals that only 25 millions of India's 350 millions can read and write. Of the 270 millions in British India, only about 23 millions can be classed as literate. Coming nearer home, in the Bombay Presidency (including Bombay States and Agencies) we find that of the total population of 26,371,784 only 2,269,459 or 8·6 per cent. were returned as literate in 1931. But 14·3 per cent. of the males and 2·4 per cent. of the females are said to be able to perform the elementary functions of being able to read and write a letter. And dark as this picture is, the Census Officer expresses the opinion that it errs on the side of leniency. If the Census Standard of Literacy, viz., the ability to write a letter to a friend and read a reply, were replaced by a Standard of Effective Literacy "which would extend to the regular reading of books and newspapers, the writing of personal correspondence, and the keeping of simple accounts.....the proportion of literacy would fall enormously in all but half a dozen of the castes in the Presidency." (*Census of India* 1931, Bombay Presidency, p. 288.)

When the comparative figures of literacy per mille amongst males and females are considered for all ages over 5, the results are :—

		Males.	Females.
Bombay Presidency	...	167	29
British Districts	...	176	31
Bombay States	...	122	15
Bombay City	... ..	314	173
Gujarat	... ..	254	46
Konkan	... ..	171	27
Deccan	... ..	161	20

(*ibid.*, p. 289).

The Quinquennial Report on Public Instruction, 1932-1937, states that "of the population of 9,275,164, persons over 19 years of age in this province, 8,052,072 or 86·8 per cent. are illiterate—the percentage of illiterate men and women being 77·8 and 96·8 respectively."

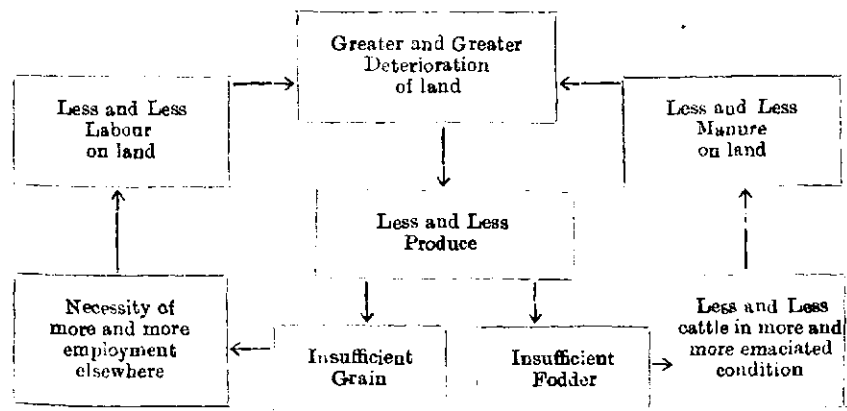
There are various reasons for this state of affairs, but certainly one of the most important contributing factors is the failure of primary education. Hundreds of thousands of children who have been "exposed" to education have never attained literacy. Here again various factors enter into the situation of which by no means the least important is the failure of parents to take an interest in the education of their children. Although the percentage of children of school-going age to the total population is calculated at 14, only 4·1 per cent. of the population of British India are

actually schooling. If a campaign of Adult Education did little more than overcome the apathy and indifference of the parents and secure their co-operation in the education of the young, it could not be said to have been wholly in vain.

Speaking in Calcutta in December, 1937, Sir Nilratan Sircar declared: "We cannot live as a people in this modern world unless we can educate our millions." He was speaking primarily from a political point of view, recognizing the danger of a large, illiterate electorate. Over twenty years ago Mr. Montagu and Lord Chelmsford emphasized that "progress must depend on the growth of the electorates and the intelligent exercise of their powers," and expressed as their opinion that "men will become immensely helped to become competent electors by acquiring such education as will enable them to judge of candidates for their votes and of the business done in the Councils". The Lothian Committee also pointed out the dangers of an illiterate electorate. The Royal Commission on Agriculture presented as its considered opinion "that illiteracy presents the most formidable single obstacle to rural development in the widest sense". While the Royal Commission on Labour stated that to "Banish illiteracy" was the surest method of accelerating not only industrial development, but political development and agricultural development as well. All this evidence is weighty but it only reiterates a conclusion which every thinking man must have arrived at for himself—, "That the full development of India into nationhood, is dependent upon the progress of literacy."

This being the case, the enthusiast might well say, "Why delay any longer? Let us start a province-wide system of adult schools at once. Let us immediately, and by compulsion, teach every individual to read and write."

These are bold words, but the situation is not so simple. Since 80 per cent. of our population reside in the villages, we must take time to consider the condition of the villages. It is not our function here to assign causes, but it appears to us that in the villages there is deterioration rather than advance. There seems to be in operation a vicious circle, which may be pictured somewhat as follows:—



The villagers do not seem able to break through this circle, and hence there is in the village a general atmosphere of dejection and apathy. It is this attitude of mind which accounts in a large measure for the weakness of village panchayats, co-operative societies, primary schools and night classes. We may pass laws of compulsion, send thousands of unemployed youth to the villages as teachers, and spend lacs of rupees in furthering a programme of adult literacy, but all our efforts will fail from the point of view of helping the villager to stand on his own legs, unless we take into account his present situation.

This opinion of the Committee is confirmed by Bulletin No. 2 of the Reserve Bank's Agricultural Credit Department which points out that rural India has been going down hill during the last fifty years, due to the economic disabilities of the farmer, such as, "the minute, scattered and uneconomic nature of his holdings; his primitive methods of cultivation and poor outturn of crop; the ruinous rate of interest which he has to pay for loans; the exactions and frauds committed at every stage so that he is deprived of even the small return for his labour which he might otherwise have obtained; his illiteracy, ignorance and lack of organization which make him an easy prey for exploitation all round; the strain on his resources owing to the frequent replacement of stock necessitated by high cattle mortality; absence of sanitation and medical relief, and his own poor nutrition leading to wastage of human materialVillage factions and disputes tend further to disunite the people and make constructive work difficult. People do not come forward to shoulder responsibility. Everybody's work has become nobody's work."

The Bulletin sums up its argument by saying: "It cannot be too often repeated that there is no short cut to the solution of the rural problem. It is a laborious and uphill task. There is, all the same, no reason to lose heart; and a clear realisation of the goal, and steady efforts to attain it, must ultimately bring it within reach."

Under the present conditions, the immediate opening of night classes and conducting schools is not the proper way of starting the attack upon illiteracy. Isolated classes may flourish, but if we are looking for permanent results there must be preparation of the soil before the seed can be expected to grow into a healthy plant. We feel that we should stress this point, for there are numerous well-meaning people who seem to be under the impression that opening night classes and schools, teaching reading, writing, and arithmetic, arranging a few lectures and magic lantern and cinema shows, constitute the first steps in a scheme of Adult Education.

In our opinion, the first step in a programme of Adult Education as it affects the villager is to endeavour to help the villager to overcome his dejection and apathy and to find an interest in life. The second stage is to lead the villager actually to experience the resources available in his natural environment, so that he may provide himself with the amenities of life and be able to protect himself against calamities.

These two steps may require a short period of years, but the time is not wasted, if the mind-set of the people is actually changed. Given a proper preparation of the soil, the actual liquidation of illiteracy becomes a relatively simple problem—whereas decades may be wasted with little accomplished if these preliminary steps are not taken.

It will be seen from the above survey that the rural problem dominates the Indian situation. We are not, however, losing sight of urban industrial conditions. In urban areas the preparation of the soil is a simpler task. This problem will be dealt with in Chapter V and in its proper place in Chapter VI.

Adult Education, as we envisage it, has four aspects :—

(1) to enable adults to make successful efforts, individually and collectively, to improve their resources and amenities of life, and to protect themselves and their community from exploitation and disintegration.

(2) to enable adults to adjust their minds to new problems.

(3) to make good deficiencies in education—in particular, the attainment of literacy.

(4) to train both for leadership and for participation in the common life.

Adult Education will thus be seen to have a very prominent place in any programme looking forward to building up and organizing a strong and efficient democracy.

And in speaking of democracy, we would emphasize that Adult Education is not mass political propaganda. The Government of a country is in the interest of all political groups and there is grave danger to democracy when the machinery of education is used to further the interest of any particular political party. We can see in present-day Europe the clash between real democracy and the totalitarian state.

For the purposes of this Report, we are regarding all illiterates between the ages of 14 and 50 as candidates for education. Children below the age of 14 should attend the regular schools. Adults over 50 may learn, if they so desire, but we believe that the major effort of the programme should be concentrated within the stated age-group.

The place of Adult Education in many Western countries is not central. The adult education movement has developed through voluntary effort, and though recognized as important by the State, is not directly supported by it. In other countries, Adult Education is fostered and encouraged officially. In England, for instance, it is now regarded as part of the general system and is partly controlled by the Regulations of the Board of Education. Because of India's peculiar conditions, the place of Adult Education in the general system of education must be an important and clearly recognized one.

There are those who hold that Adult Education must occupy the first place in the educational programme. They argue that in its nature the task of making the masses literate is a temporary

phase. Once the great majority of the masses becomes literate and enlightened, the problems of primary and secondary education will be easier of solution; there will be no lapse into illiteracy; the wastage and loss which is now being experienced because of this lapse will be stopped; the general efficiency of the administration will be raised, and the people themselves will come forward to assist Government in the general economic uplift of the country. For these reasons, they say, it is essential that the work of making the masses literate—particularly the women, the mothers and future mothers—must receive not only a place of first importance in the educational programme of the Province, but also preferential treatment as regards funds and facilities.

Another section takes the view that though Adult Education should be given as central a position as possible, there must not be a shift in emphasis from primary, secondary or tertiary to Adult Education. Adult Education should be recognized as a fourth great division of the general system and should obtain a fair share of the grant for education. They contend that it is dangerous to suggest that Adult Education should thrive at the expense of any of the three established divisions. Adult Education should be co-extensive with them and ancillary.

There is something to be said on both sides of the question, and the Committee do not feel that anything is gained by attempting to make a clear-cut definition of status. Whether it is the first or an equal place, we feel that Adult Education must have a recognised status in the general system of education and that the State must be the driving force. Without an efficient programme of Adult Education, primary education is handicapped and will continue to be handicapped.

The liquidation of illiteracy calls for an attack upon two fronts:—

- (a) the extension of primary education.
- (b) the extension of Adult Education.

It is a simple fact that in a home where the parents are literate the children seldom remain illiterate or lapse into illiteracy. The primary school can impart a smattering of education and give a glimpse of a better way of life, but the inertia of an uneducated home and community will soon crush out the feeble life that is there. In the present state of Indian affairs, Adult Education, becomes a patriotic duty; for, if democracy has any meaning, it means that every citizen should have both the opportunity and incentive to be his possible best and to develop all his capacities.

CHAPTER III.

The Scope of Adult Education.

The Different Types of Adult Education and the Responsibility of Government for Promoting these Types. [Term of Reference No. II.]

In a well-organised country Adult Education assumes many varying forms, but in this chapter we shall content ourselves with pointing out seven well-recognized types of Adult Education as it is commonly practised :—

- (1) Propaganda.
- (2) Movements for making up educational deficiencies—in particular, the attainment of literacy.
- (3) Vocational education.
- (4) Extension Classes of secondary or collegiate grade.
- (5) Self-initiated group movements for self-improvement.
- (6) Movements which regard Adult Education as a necessary and continuing function in the total life of the community.
- (7) Recreational activities.

1. *Propaganda*.—Since the World War and more recently since powerful State Broadcasting Stations have been pouring forth their distorted versions of current happenings, the term “propaganda” has fallen into disrepute. But as Mr. F. L. Brayne well points out, there is another side to propaganda, for “by publicity and propaganda the villager may be taught to do and to think and to want to know the right things—the things that will raise the standard of his living, make him a better citizen and a happier, healthier, wealthier man. That is rural reconstruction, the implanting of the desire for a better manner of living. Education is achieved not merely by books and schools but by newspapers, posters, pictures, cinemas, lectures, magic lanterns, wireless broadcasting, exhibitions, demonstrations, shows, competitions, and every method of modern publicity.” Such propaganda is legitimate, and Government should actively promote its intelligent use in the effort to arouse the villager from his lethargy and to help him rise in the scale of human existence. As we have already pointed out, the major problem of rural reconstruction is not economic; it is psychological and spiritual.

2. *Movements for making up educational deficiencies*.—It is to this type of Adult Education that our Report is devoting its major attention, for under this heading comes the all-important topic for India—the subject of literacy education. Just what form literacy education will take depends upon several factors. It will make a difference whether the area is urban or rural. There will normally be a distinction in the education imparted to men and women. The age of the people to be educated and their capacity to understand enter into the problem, as does the occupation in which they may be engaged.

Opinions vary as to what constitutes literacy. The minimum definition, as already mentioned, is that adopted by the Census, viz., the ability to write a letter to a friend and read his reply. Many adult educators feel that this definition of literacy does not go far enough and would add to it the ability to read and know the language of newspapers and printed books of simple stories, and to know how to make money transactions. The fear is expressed that while the ability to read and write a letter may be a test of elementary literacy, the danger is that this scanty knowledge, unless built upon, may soon be forgotten. If permanent literacy is to be ensured there must certainly be continuation classes or follow-up material.

The Committee recognize this danger. They are prepared to accept the Census definition as a minimum standard, but would strongly urge that, wherever possible, literacy education should extend beyond this bare minimum.

Government have a very definite duty to promote literacy education a duty which will be discussed at greater length in succeeding chapters. Suffice it to say here that Government, acting through their Central Adult Education Board (to be defined in Chapter IV), should formulate a definite policy of advance, indicate certain standards of progress, and recommend methods and materials for furthering adult literacy. Government should assist in training workers and must be largely responsible for the finance of the literacy programme. Government should also take the lead and strive to make their own employees literate within one year.

During the first few years it is practically certain that in the rural areas at least, the financial burden both for preliminary propaganda and literacy education will fall almost entirely upon Government. But if the work is carefully planned and organised and co-ordinated with other items for the economic uplift of the people, it is a reasonable expectation that within a short period of years, the Government contribution will be supplemented materially by contributions in kind, or labour or money from the villagers themselves.

3. *Vocational education.*—Vocational education may be either urban or rural and may in certain centres be combined with literacy education. There is no reason why an agriculturist should not, as an essential part of his education, learn to be a better agriculturist; a weaver, a better weaver; a dairyman or live-stock breeder more skilled in his profession. Neither is there any reason why the mill worker or other industrial worker should not be educated for greater proficiency in his profession while learning to become literate. Stories of the fox, the lion and the eagle should not have a monopoly in adult education, simply because they happen to be in the books. New books should be written bearing directly upon the occupational life of the people. We would emphasize, however, that the real end of adult education in both rural and urban areas is not more crops, better livestock and higher production. These are but means to an end. The end is to provide a more satisfying way of life.

The above paragraph is intended to show that there is not necessarily a discrepancy between vocational education and literacy education, but the vocational training of adults also has its own distinctive meaning in relation to industry. Thus in every industrial centre there are workers "learning on the job" either as formal apprentices or new workers being introduced to their duties by more experienced workers. This is definitely a form of adult education. In discussing apprenticeship training, the Memorandum submitted by the Bombay Electric Supply and Tramways Co., contains two interesting observations. It deploras (1) the low percentage of "practicability"—even among young men who have an educational background; and (2) the almost universal absence of the "questioning spirit." This is almost certainly due to the fact that primary education has not been fitted in with the local environment. Education has come to mean "books", rather than curiosity about one's environment. Adult Education should avoid this pitfall.

The Textile Technical School, conducted by the Social Service League, Bombay, is a good example of vocational training at an intermediate level. Mr. Fred Stones, of E. D. Sassoon and Co., Ltd., submits that with the reduction in working hours, more leisure is available to the worker for study purposes and suggests both the improvement of the Social Service Technical School and the provision of Junior Technical Schools as night classes in selected Municipal Schools on the lines adopted by the Manchester Corporation. He further suggests that the apprentice course at the Victoria Jubilee Technical Institute should be expanded to cover the more capable students from the Junior Technical Schools and that, at a later date, post-graduate and refresher courses might be instituted.

The primary responsibility for apprenticeship training must of course lie with the industrial organization itself, but the supplementary training, such as suggested by Mr. Stones, might well be assisted by Government grant.

4. *Extension classes of secondary or collegiate grade.*—This type of Adult Education is best illustrated by the work of the Bombay Presidency Adult Education Association in Bombay City. Adult Education, on this level, has a much wider meaning than the types we have hitherto discussed. The following list of objectives is at least suggestive :

- (1) To educate the whole man and give unity to life.
- (2) To keep men's minds open.
- (3) To help men to base their judgments on facts.
- (4) To help men to keep abreast of new knowledge.
- (5) To insure social stability, and at the same time
- (6) To direct social change.
- (7) To enlarge men's horizons.
- (8) To prepare men for new occupations.

At a time when unemployment among the educated is so prevalent, there is a vital necessity for an extension of Adult Education on this higher level. The unemployed educated adult may be either a social asset or a social menace. We would not suggest that Adult Education should be thrown out as a sop to keep men quiet, but at the same time we feel that social stability depends in large measure upon the adjustment or maladjustment of the educated population. A case could well be made out for an extension of this type of Adult Education simply for its therapeutic value and as a measure of mental hygiene.

But in addition to the educated unemployed, there is the vast army of clerks and others, who denied the opportunity for collegiate training, have the genuine desire to learn, and this desire should be satisfied. This section of the population can afford to pay fees toward the support of their study. The expenses connected with the conduct of such classes are not heavy, for most of the teaching service is volunteer service, and class-room space and other amenities are generally provided free of charge. At the present stage Government need assume no responsibility for the conduct of these classes, but where the local conditions and budgetary demands require, Government should certainly give sympathetic consideration to requests for Grants-in-Aid.

5. *Self-initiated group movements for self-improvement.*—This phrase is self-explanatory. In all the cities of India, and in many of the towns, one can find examples of men's clubs and women's clubs meeting at regular intervals and studying problems of mutual interest. The work of the Bombay Presidency Women's Council is an excellent example of this type of work. Since these various organizations are self-initiated by people who are interested, Government need assume no responsibility for their conduct or support.

6. *Movements which regard Adult Education as a necessary and continuing function in the total life of the community.*—This type of Adult Education is also expressed in other ways, such as "education for citizenship," or "education for richer life." It is a definite attempt to interpret life in such a manner that men, even with a limited education, may feel more at home in their world. It is definitely planned to stimulate thought and to discover in each experience a "leading-on quality" which will introduce the learner to a new and wider experience. Such a programme of education is illustrated by the work of the Nagpada Neighbourhood House, Bombay. It is preferable that Government should leave this work to private agencies, for one of the major functions of this type of education is to make the ruled more critical of their rulers.

7. *Recreational activities.*—The educational value of recreation is not always recognised, but in many countries public recreation is being fostered for the sake of its intrinsic values and its benefits to health and good citizenship. What a man does with his leisure time bears a definite relation to the national welfare. Government can both directly and indirectly encourage this type of Adult Education.

The above brief analysis of types has been adopted for purposes of convenience, but the types are not mutually exclusive. They run into each other at many points. Such an analysis does show, however, the range of Adult Education as distinguished from simple literacy education. The Committee would like to see an extension of Adult Education all along the line, but so far as Government are concerned, we believe that for the present their major responsibility lies in the promotion of Types (1) and (2).

CHAPTER IV.

Organizing the Province for Adult Education.

How Far Should Government Avail Themselves of the Services of the School Boards and their Educational Staffs for Adult Education? Should Adult Education be one of the Compulsory Duties of School Boards? [Term of Reference No. IV].

In considering agencies to conduct and supervise Adult Education, the Committee were faced with two alternatives: the setting up of an independent organization for the administration and conduct of Adult Education, or utilizing to the fullest extent the agencies now in the field, particularly the School Boards.

The evidence before the Committee was contradictory. On the one hand the School Boards were highly commended. On the other hand was such evidence as the weighty declaration of the Vernacular Education Committee appointed by the Central Advisory Board of Education, presided over by the Honourable Mr. B. G. Kher, Prime Minister, Government of Bombay. "Complaints," says the Committee in their report, "come from all provinces of laxity in various details of administration and of frequent action on grounds other than educational. Teachers are transferred, dismissed or appointed for personal or communal reasons; increments are not granted, payment of salary is often in arrears, departmental advice is ignored, relations with the education departments and their officers are strained, local bodies are apathetic. Though these complaints are not applicable to all local bodies, there is sufficient evidence to show that generally the administration is lax in many ways".

The question naturally presented itself, "If the School Boards are experiencing difficulty in carrying out their ordinary responsibilities, to what extent can they reasonably be expected to assume a new and difficult responsibility?" And yet, the fact cannot be ignored that in the School Boards the Province possesses both a powerful potential agency for adult education and a functioning machinery.

A further question to which the Committee gave serious consideration was whether a programme of Adult Education in the rural areas should be an independent programme or an integral part of the rural reconstruction movement.

The evidence before us leads us to believe that little is gained merely by opening classes for the teaching of reading and writing. As we have already indicated, our conception of adult education gives an extremely important place to literacy, but regards literacy as but one element in a total programme which looks forward to the enrichment of life. The Committee feel, therefore, that the adult education movement in rural areas should be linked up with a general programme of rural reconstruction.

If adults were ready and willing to learn, and flocked to the schools demanding instruction, we should have one situation ; but the hard fact is that in most instances adult education to be successful requires as its preliminary a preparing of the ground for overcoming the indifference and apathy of the people. In order to 'secure the confidence and co-operation of the villager it is essential that there should be an agency capable of dealing with his most urgent needs and grievances. During the initial stages, patient and sympathetic cultivation is very necessary, and the agency to undertake this task must be chosen with the greatest care.

The Committee recognize the differences between urban and rural conditions. While rural conservatism has its advantages, it is also a liability. Extreme conservatism, when linked with low economic status, means poor schools or none, deficient highways—thus further increasing isolation and conservatism—and little contact with the stimuli of other centres of population. In the urban area, on the other hand, there is sufficient inter-stimulation and sufficient pressure from outside contacts to render the population more alert to its needs and to efficient methods of meeting them.

Hence in dealing with its problem, the Committee draws an arbitrary line between cities of 20,000 population and over, and towns and villages under 20,000—believing that in the larger urban areas, the local resources available and local interest, create a situation different from that prevailing in the rural areas and smaller towns.

Another fact which must be recognised is that Adult Education is already being carried on in the Province by private societies, rural reconstruction agencies and by local boards, both with and without Government grants. Since the task before us is too great for the resources of any single agency, the Committee feel that any practicable scheme must be comprehensive enough to utilize to the full all agencies now at work in the field.

The Committee are not prepared to make a blanket recommendation that Government should avail themselves of the services of the School Boards and their educational staffs in *every* centre. We feel that while Adult Education should be one of the compulsory duties of School Boards, and that while School Boards should be required to extend every possible facility for the carrying out of an adult educational programme, there is little gain in compelling unqualified and unwilling primary school teachers to impart a lifeless and haphazard instruction to the adult population. In our country, where national prestige demands an extension of literacy, the promotion of literacy should be regarded as a spiritual adventure, under an enthusiastic and capable leadership. We understand that it is the aim of Government to place a trained teacher in every school. We heartily support this move and would further recommend that every training institution should regard training in teaching adults as an important part of its

curriculum. Until this stage is reached, we do not consider that adult education should be a compulsory duty of the educational staffs of the School Boards. The School Boards should be required to allow the use of their buildings for adult education and should render such financial help as is possible, but the teaching staff must be drawn both from those teachers in the employ of the Boards who are eager and qualified to assume such responsibility and those other teachers—in many cases representing private agencies—who are fitted educationally and temperamentally for their task. Adding Adult Education as a compulsory duty of the teaching staffs of the School Boards, regardless of local conditions, cannot but result in a waste both of money and of effort. This subject will be discussed further in Chapter VI.

Having considered the various factors entering into the situation the Committee are of opinion that a new organization must be created to organize and administer the adult education programme within the Province. We therefore recommend the creation of a Central Adult Education Board, of 3 members, to be appointed by Government. One of the appointees, on appointment, should be styled Deputy Director of Public Instruction, Adult Education. Although it is the desire of the Committee that the new Board should work in the closest harmony with the Education Department, we feel that one of the two other appointees should be designated as the Chairman of the Committee. It is desirable that one member of the Central Board should be a woman.

The members chosen for the Board should be the very best persons available in the Province—people with wide knowledge of the prevailing conditions in both urban and rural areas, of the resources that are available and the practical difficulties that must be faced in the administration and execution of the programme. They should have the vision to see the significance and possibilities of the adult education movement and an enthusiasm for their task. They should regard themselves as “social servants” in the very best sense of the term. They should hold office for a period of five years.

We offer a few suggestions regarding the probable nature of the Board's immediate duties. It should visit such centres as it may deem necessary and consult with local officials, institutions and individuals interested in the adult education movement. The Board should then submit to Government its detailed proposals; stating clearly the annual forecast as regards the work to be done, the approximate annual expenditure, and the approximate stage to be reached by the end of each year. On the basis of this report, Government will then determine their policy regarding the area to be covered, the approximate number of centres to be opened, the stage or standard to be reached within a given period of years, and their own financial responsibility. Government will also determine what legislative sanctions, if any, are required to put through those recommendations of the Board that are accepted by the cabinet.

Meanwhile the Board should begin the work of preparing the required literature, books and materials; of selecting members of Divisional, District and Taluka Adult Education Committees; of laying down principles for the selection of volunteers and teachers best suited for carrying out the field work; and of making the essential arrangements for training workers. Thus when the final orders from Government are received, the machinery will be ready for being put into immediate action.

The chain of organization contemplated for carrying out the whole programme framed by the Board will be somewhat as follows:—

4 Divisional Adult Education Committees (designated Dn. A.E.C.).

30 Urban Adult Education Committees (designated U.A.E.C.).

20 District Adult Education Committees (designated D.A. E.C.).

Taluka (T. A. E. C.) and Local Adult Education Committees (L.A. E.C.).

The 4 Divisional Adult Educational Committees will be constituted as follows:—

One for the five Districts: Ahmedabad, Kaira, Broach, Panchmahals and Surat.

One for the six Districts: East Khandesh, West Khandesh, Poona, Ahmednagar, Sholapur and Satara.

One for the five Districts: Thana, Nasik, Ratnagiri, Colaba and Bombay Suburban.

One for the four Districts: Belgaum, Bijapur, Dharwar and Karwar.

Each Divisional Committee will consist of three well-qualified men or women selected by the Central Board for a period of 3 years.

The functions of the Divisional Committees are as under:—

- (a) Preparation of literature.
- (b) Selection and training of workers.
- (c) Aiding the District Committees in their work.

The *Urban Adult Education Committees* will number about 30 and will be constituted for cities and towns with a population of 20,000 or above. They will consist of representatives of the Local Authority and School Board of the area, of employers, and of educational and social service institutions interested in the Adult Education Movement. These Committees will be autonomous so long as they satisfy the conditions laid down by the Central Board.

District Adult Education Committees will be constituted for each of the 20 Districts, and will consist of five well-qualified persons from the District (men and women) who take an active interest in

the work, have the ability to organize it, and who are in a position to secure the confidence of the people. They will be appointed by the Central Board, in consultation with the Divisional Committee concerned. The President of the District Local Board, the Chairman of the District School Board and the representative of the District Village Improvement Committee shall be additional members of the District Committee. The members of the District Committee will serve for a period of two years.

The functions of the District Committee will be :

- (a) Propaganda and field work for the formation of Local Adult Education Committees.
- (b) To secure teachers or volunteers for the Local Committees.
- (c) To organize circulating libraries.
- (d) To disburse funds.

The *Taluka Adult Education Committees* will, as the District Committees, consist of five members (men and women) with the same general qualifications as the members of the District Committees. The membership of the Taluka Committees will include, in addition, a representative from the Taluka Development Association, a representative of the Taluka Village Improvement Association, and a representative of Co-operative Financing Agencies. They will be appointed by the Central Board in consultation with the Divisional Committee concerned, for a period of two years.

The functions of the Taluka Committees will be propaganda and field work for the formation of Local Adult Education Committees.

Local Adult Education Committees will be established in towns not included in Urban Adult Education Committees, and for each village or for a group of villages, as circumstances require. They will consist of not more than seven members, including the Chairman of the Village Panchayat and the Chairman of the Village Co-operative Society, who will be ex-officio members. The Secretary of the Panchayat or of the Co-operative Society, or a local teacher will work as Secretary of the Committee. The appointment of members will be for a term of two years and will be made by the District Adult Education Committee. The functions of the Local Committee will be :

- (a) Preparing the ground for the opening of Adult Classes.
- (b) Taking a census of the illiterate adults in the area.
- (c) Securing and maintaining attendance at the Adult Classes.
- (d) Discovering local difficulties ; reporting them to the District Adult Education Committee ; remedying those difficulties.

Although the only salaried posts in the system other than the salaries of teachers, supervisors and rural workers, are the three members of the Central Adult Education Board, the general administrative expenses of the various committees should be regarded as legitimate charges upon the total budget.

In the following chapter we shall discuss the finance of Adult Education in industrial urban areas. In the non-industrial cities we anticipate that private subscriptions will be supplemented by grants from the Local Authority. It is expected that all money raised for Adult Education purposes in a given city shall be expended in that city, under the direction of the local Urban Adult Education Committee. If the amount thus raised proves to be inadequate, the Local Urban Adult Education Committee may appeal to the Central Board for further assistance, but in so doing the local committee forfeits a measure of its autonomy, for if it receives grants from the Central Board it must also place itself under the general control of the Central Board.

The funds to be placed at the disposal of the Central Board may be raised in any of the following ways, or a combination of them :

- (1) By Government Grant (the money for Government Grant either to be a charge upon the general budget or raised by a long-term loan or special cess for adult education purposes).
- (2) By a quota grant from the sum allotted to the Provincial Government by the Central Government for rural reconstruction (in rural areas).
- (3) By contributions from School Boards for Adult Education.
- (4) By contributions from private donors.
- (5) By contributions in kind or labour to the local panchayats (in rural areas).

In considering their policy in both rural and urban areas, Government should take into account :

- (a) What is the present annual waste in money value because of lapse into illiteracy? What portion of this waste may be said to be due to lack of co-operation on the part of the parents?
- (b) Will Adult Education of the right type help in securing the co-operation of the parents, and to what probable extent?
- (c) What amount of the present waste due to lapse into illiteracy might be checked by the education of the parents?
- (d) Education of the illiterates being only a temporary phase is it not sound policy to consider expenditure on Adult Education as an investment to prevent a known annual loss, and sound financial policy to raise money for this investment by way of loan or educational cess for a period of years?
- (e) From the standpoint of Government will it not be more economical to run the administration when the population is literate and enlightened?

Government's replies to these queries will influence the extent to which they will assume financial responsibility for an adult education programme.

In their scheme for a Provincial organization for Adult Education the Committee have endeavoured to avoid setting up too rigid

a system. It is true that there is rather a formidable looking list of Committees, but the idea underlying these committees is to stimulate enthusiasm for the task in hand rather than to form a stereotyped control. The villager will not feel that he is working alone, but will have the enthusiasm and impetus of the wider organization behind him. The scheme shuts no one out. Private societies, local boards and functioning rural reconstruction agencies may all work harmoniously and in close co-operation with the Adult Education Committees.

The Committee recommend that there should be a strong inspectorate under the Central Board, and that, wherever possible, the inspecting staff of the Department of Education should be utilized for this purpose. The inspection of adult classes should not be regarded as an additional duty but as an integral part of the inspector's work.

We would point out that the adult education movement is still in its infancy, and would express the opinion that for some time to come the movement should remain experimental. In other words, the control of the Central Committee should not be too rigid. A programme which succeeds in one area may not be suitable for the Province as a whole. For the present at least, all experiments showing signs of success should be encouraged. The task of evaluating the worth of such experiments requires an inspectorate of high ability.

It has been urged upon our Committee that Adult Education, when publicly supported, should be open to all adults irrespective of birth or caste or creed. For this reason we should suggest that adult classes be held only in those buildings or areas which are not restricted but are open to all the people. In the case of women this may present some difficulties and may have to be modified to meet local circumstances, e.g., a group of women of a given caste may only be allowed to attend classes if the classes are held in one of their own private homes. But certainly it is the intention of the Committee that Harijan women shall not be discriminated against in any way whatsoever.

The Committee would also express the opinion that, while Adult Education Classes may be conducted by religious agencies, no classes receiving public financial support should be used as propaganda for any particular religion.

We would also ask Government to remember our fellow citizens who are temporarily restrained in our central jails, and to provide facilities for their education.

Although the programme proposed above visualizes a province-wide attack upon illiteracy, the Committee venture to hope that the scheme will never deteriorate to the point where its chief emphasis is upon statistics. Our problem is men and women and not numbers.

CHAPTER V.

Urban Industrial Centres and The Responsibility of Employers for Adult Education.

How should Employers of Labour in Mills, Factories, etc., be required to help Government in Promoting Literacy among their Employees?

[Term of Reference No. III.]

We would open this chapter with a quotation from the Report of the Royal Commission on Labour :

“In India nearly the whole mass of industrial labour is illiterate, a state of affairs which is unknown in any other country of industrial importance. It is almost impossible to overestimate the consequences of this disability, which are obvious in wages, in health, in productivity, in organization and in several directions. Modern machine industry depends in a peculiar degree on education, and the attempt to build it up with an illiterate body of workers must be difficult and perilous. We would emphasize the fact that, precisely because of this, the education of industrial labour should receive special attention.”

While the primary responsibility for the literacy education of the adult worker rests with Government, the Committee feel that the employer must also share in this responsibility. The problem is to determine just what this share should be.

From experience with existing classes in industrial areas, it appears that an illiterate worker can, by attending class for one hour daily, attain literacy within a period of six months even allowing for the irregular attendance now prevailing. With an additional six months of supervised reading it is believed that a worker can become fully literate with no fear of lapse into illiteracy. In the cities where so many opportunities for using reading and writing present themselves, there is not the same danger of lapse into illiteracy that is experienced in the rural areas.

The cost of conducting classes will vary, depending on whether the classes can be held on the mill premises at a convenient hour, thus increasing punctuality and minimising irregular attendance, or whether outside accommodation must be arranged.

In the Deccan Paper Mills at Mundhwa (Poona), the illiterate workers are allowed by the management to attend literacy classes held in the mill premises on company time. The Classes are in session daily from 7 a.m. to 8 p.m. The male workers receive instruction for a period of 45 minutes from 7 a.m. to 10 a.m. ; 2 p.m. to 5 p.m. ; and 7 p.m. to 8 p.m. in 9 batches. The women workers receive instruction from 12 noon to 4-30 p.m. in 6 batches. The Mills management supply premises, share in the direct expenses of the classes and assume the indirect cost resulting from the loss of labour.

From evidence received from the larger employers of labour, the Committee believe that it is not practicable to introduce the Mundhwa scheme into the larger industrial establishments, particularly those in which there are continuous processes and those in which the workers are engaged on piece work. But at the same time we believe that it is possible to extend the Mundhwa plan into those smaller establishments where a feeling of mutual good-will prevails between the employers and employees, and into such departments of larger establishments where the work is such that an individual worker can attend a class without effecting the working of the general machinery. The Committee do not feel, however, that the general introduction of the Mundhwa plan can be made compulsory. It must rely for its spread upon the patriotism and public-spiritedness of the individual employer. We believe that Government should appeal to employers to regard the eradication of illiteracy among their employees as a moral and social duty.

Even if provision cannot be made for classes on company time, there is still a good deal to be said for holding the classes in company premises. It has been the experience of the Bombay Presidency Adult Education Association that the number of students learning in each class in the mill premises is much larger from the beginning and the attendance more satisfactory than in the outside classes. The men have to come to the mills for their work and are already there at the time the classes start every day, and do not have to make a special effort to attend the classes after going home. On the other hand, there is no denying that the day-shift men feel very tired after 9 hours of hard work and are in need of relaxation and open air. Hence it is that their power of absorbing instruction is at a low ebb. In the case of the outside night classes, the men can attend after a period of rest and relaxation and after having taken their food. They are probably in a position to learn more quickly. But when the relative advantages and disadvantages of each class are carefully weighed, the class in the mill premises is to be preferred—the governing factor being the higher percentage of attendance. Once the man goes home, it is easy to find excuses for not attending classes.

The Committee feel that a direct appeal should be made to employers to allow the use of their premises for literacy classes, wherever adequate accommodation is available.

It is assumed that the average attendance at each class will be at least 25. As we have stated above, an adult student should be able to read simple matter and write simple sentences at the end of six months. A second six months of extra reading and writing practice will be required to ensure effective literacy. During this second period the student will require less direct attention from the teacher and will spend more time in reading independently. At this stage 50 adults can be dealt with in a single class by one teacher. At the end of a year the adult will be ready to take advantage of the various adult education facilities which exist in the large cities—it being presumed that these facilities will be further increased by

the existing agencies which are doing work in the city; for there will, once we have made our workers literate, be a greater number of people to take advantage of such work and make it more worthwhile.

If the classes are held in the work premises the question of rent and lighting will not arise, for it is presumed that the management will give such facilities rent free. It is further presumed that the actual writing and reading materials will be purchased by the adults themselves—at a cost which will certainly not exceed eight annas per person for the first six months.

The teacher of a class of 25 will be paid Rs. 10 per month, and working for six days a week for six months will cost Rs. 60.

During the second six months the teacher will be paid Rs. 10 per month, but as he will be looking after 50 workers the cost for 25 adults will be only Rs. 5 per month, and thus for this six months the cost of the teacher will be Rs. 30.

Suitable library material for such a class would be Rs. 10 for a class of 25.

The whole value of the work done in the classes and their success will depend on constant, close and intelligent supervision. One supervisor should be able to supervise the work of 15 such groups of 25 adults each. The supervisor will receive Rs. 25 monthly. Thus the supervision charge for each group will be Rs. 20 for the year.

Recapitulating, the annual cost of a class for 25 adults held on company premises will be:—

	Rs.
Teacher—First 6 months (Rs. 10 × 6) ...	60
Second 6 months (Rs. 5 × 6) ...	30
Library material ...	10
Supervision charges ...	20
Miscellaneous charges ..	5
	—
Total ...	125
	—

Thus the cost of rendering one adult literate will be Rs. 5 only.

Certainly a large number of public-spirited industrialists will voluntarily offer to accept this small financial obligation, when once the position is made clear to them. And Government should, through determined propaganda efforts, make the situation clear.

Since the number of such groups of 25 which can be accommodated on company premises will be limited because of the lack of suitable accommodation, the main work of teaching will have to be undertaken outside the factory premises in different localities as close as possible to the living quarters of the workers.

The people attending such classes will not be workers from any particular factory, but will be illiterates residing in the locality. These classes will have to be night classes, held at some convenient time. Since it cannot be expected that the attendance at such classes will be as regular or punctual as classes held in the industrial establishment, the period for these classes will have to be at least two hours a day for six days a week.

The average attendance at such a class should be expected to be at least 25. The teacher will be paid Rs. 15 per month for one such group of 25.

We are confident that the various educational institutions in the city recognized by the Government and the Municipality, as well as various other social uplift societies of the city, will permit the free use of their premises for such classes, hence rent is not taken into account. The schools at least have no suitable lighting arrangements for night classes and hence Rs. 3 per month will be spent on lighting. This includes the cost of buying suitable lamps and replacing them, and supplying them with oil and accessories. Again, a part time peon will require Rs. 2 per month for the opening and closing of the rooms.

The other costs will be the same as for classes held in works premises.

Recapitulating, the annual cost of a class for 25 adults held outside the company premises will be :—

	Rs.
Teacher—(These classes being scattered, it may not always be possible for one teacher to supervise two classes in the second six months, and hence the teacher's salary is calculated at the same rate for the entire year—Rs. 15 × 12)	180
Lighting (Rs. 3 × 12)	36
Peon (Rs. 2 × 12)	24
Supervision	20
Library	10
Miscellaneous charges	5
Total	275

This works out at Rs. 11 per adult made literate in one year.

The question of finance is difficult. As we have stated above, we believe that the primary responsibility for the literacy education of the adult worker rests with Government, and yet we also feel that the employer must share in this responsibility.

The obvious question which arises is, "Why discriminate against the employers? If a tax is to be levied, why not levy it on all sections of the population?" Perhaps this is the proper method of approach. Perhaps an adult education cess, of an amount to be determined, should be a part of the general taxation. This would be in the nature of emergency legislation and would not have to be continued over a long term of years.

But another alternative presents itself. The Committee feel that in most of the industrial centres conditions are such that the Municipality or Local Authority, the employers, and private donors—including labour—should assist Government in their task.

The Committee are not prepared to attempt to distribute the responsibility of Government, the Local Authorities and the employers.

The representatives of the Mill Owners and the Railways on the Committee are strongly of the opinion that the employers are not in a position to assume any share of the Rs. 11 required to make an adult literate. The Committee feel that the examination of the economic position of the employers is a matter for experts and not for educationists. We realize that the Cotton Textile Industry has recently been compelled to increase its wage bill. We realize that other social legislation requiring the co-operative finance of industry is under contemplation. The Committee would therefore recommend to Government that a Committee of economic experts be appointed to study the capacity of organized industry to participate in these various movements for the social welfare, including adult education, and that adult education be assigned its proper place in the whole picture. If it can be demonstrated that industry cannot stand any further levies for the social services, funds must then be sought from other sources.

We would emphasise that the term "employers of labour" does not refer to the Cotton Textile Industry or the Railways alone. It should refer to all establishments coming under the Factory Act. Any compulsory contribution levied, should be levied on *all* such employers.

The share of Government and the Local Authorities will have to be determined in the light of the above. Since Government and the Local Authorities are themselves large-scale employers, they should not only share in the joint contribution but also give an impetus to the movement by educating their own illiterates.

The Committee, led by practical considerations alone, have limited their proposal to establishments coming under the Factory Act. If Government can devise means for reaching small employers and private agencies employing illiterates, these should certainly be regarded as potential contributors.

The Committee do not feel that a compulsory levy can be placed upon labour at this stage. They do feel, however, that every effort should be made to encourage industrial employees to make

voluntary contributions towards the support of the local adult education movement. We are confident that the Local Urban Committees will be able to devise ways and means for enlisting the financial co-operation of labour.

If the programme of co-operative finance does not prove to be practicable, the Committee recommend a special adult education cess, as mentioned above.

The Committee would suggest that the adult education of workers can in many industries be undertaken by organizations of workers themselves. Instead of regarding organizations of workers as potential menaces, it should be recognised that a strong labour movement is an asset to industry, and that the social effectiveness of the labour movement depends upon the intelligence of its members. An adult education programme for workers which starts at the heart of the working experience and is related definitely to the interests of workers, is certain to command their attention and continuous support. Such a programme cannot be drawn up independently of labour itself.

CHAPTER VI.

Carrying out the Programme.

PREPARING THE GROUND ; TEACHER ; METHODS ; MATERIALS.

[Term of Reference No. V.]

As we have already stated in Chapter II, the Committee are of opinion that the initial step in a literacy campaign is not to fling out a province-wide network of new classes, but to prepare the minds of the people. It is therefore anticipated that one of the first major duties of the Central Adult Education Board will be to sponsor preliminary work with the object of securing the confidence and co-operation of the illiterate adult population.

The illiterate adult villager has his day-to-day problems and difficulties which are more serious than those which an urban labourer is compelled to face. Thus at one time he is in urgent need of seed or manure, but no seed or manure is available; his cattle or sheep are suddenly attacked with some epidemic and there is no remedy near at hand; there is scanty rainfall, his well becomes dry and he sees his crops withering away for want of a single watering; at another time a heavy storm comes and his land with crop is washed away by flood; the market suddenly falls and he is not even able to recoup the cost of harvesting his grain; his children become ill and there is no one nearby whom he can consult. His wife, not only has to perform the household duties, such as cooking, washing, looking after the children, sick-nursing and bearing children—she also has additional burdens to bear. She must fetch water from a distance; she must grind corn and she must perform field labour. The whole family outlook is precarious. There is not even a small steady income. Is it any wonder that the male villager placed in this condition has no heart for attending classes, talks or lectures? Is it any wonder that his wife feels tired and apathetic? If we press the matter, the villager probably will not argue, but meekly attend our classes or meetings, because he does not wish to incur the displeasure of his superiors. But at the smallest excuse he will also absent himself from our classes. Faced as we are with this concrete situation we must endeavour to find ways and means of meeting it if we are to make any real progress in educating adults.

We must admit at the outset that it is beyond the means and capacity of any rural worker or organization to give adequate relief to the villager in every one of his difficulties. But a soothing word from a sincere and sympathetic worker, spoken at the right moment, works wonders. The villager is quick to understand the difference between genuine sincerity and the patronising attitude of his so-called superiors.

To sincerity must also be added knowledge. The rural worker should know something about agricultural conditions, and should

be able not only to tender advice, but to go into the fields and lend a hand. On some of the Local, and certainly on the Taluka and District Committees, there will be men and women with specialised knowledge: doctors, men who can render veterinary aid, engineers, experts in agriculture, men who can tender legal advice, and those who are familiar with marketing. It should be understood that when men and women accept membership on these Committees, they will, to the extent of their time and abilities, place their specialised knowledge at the service of the people. It might also be advisable for the workers themselves to travel in small groups, the special knowledge of one man or woman supplementing the special knowledge of another. There will also be the opportunity for mutual encouragement, for there are bound to be discouragements before the programme really begins to function. If the worker has a knowledge of some handicraft, so that he can maintain himself at least partially, it will be a distinct advantage—not simply from the financial standpoint, but from the effect upon the villagers of having one, who works with his own hands, also interested in their welfare.

The Committee are not advocating that, in those centres where the ground has already been prepared, this work should be undertaken anew. We are visualizing the great tracts within the provincial area that are still relatively untouched. In those centres which are psychologically ready, adult classes may be opened without delay.

The Committee believe, that so far as is possible, new work should not be started in isolated villages, but that a tract with certain natural boundaries and comprising an area of from 100 to 200 square miles, with a population of about 25,000 should be selected. This would include about 40 to 50 villages and hamlets. The taluka as a whole would probably be too large a unit for this work.

The tract selected, a preliminary visit to every village within the tract should give a general idea concerning the problem, what sort of spade work is necessary and where a beginning can be made. A party of 3 to 4 workers under a competent leader should be able to do this work within a couple of months. During this tour special effort should be made to enlist the support of the village young people between the ages of 15 and 20, who have already received some sort of schooling. A rare opportunity here presents itself to turn their energy into constructive channels. The preliminary tour will reveal the best location for the headquarters, and the whole programme can be carefully planned, giving full consideration to the available resources and the probable number of workers who can be relied upon. In actual practice some of these forecasts will undoubtedly prove to be wrong, but we must profit from our mistakes.

Another couple of months will be necessary for developing contact with the people of different villages. The workers will visit the bazar centres on bazar days, talk to the people about their problems and render such help as is possible, accompany individual

villagers to the taluka centre for the registration of documents, organise emergency work whereby the starving man or woman can come and labour and get his or her bread. Such activities will slowly win the confidence of the villagers. Care must be taken, however, that the rural workers are not exploited by shrewd villagers for their own purposes. Many a worth-while programme has been ruined because of this.

With the help of students and village youth, surveys of those villages may be undertaken in which the villagers are prepared to co-operate. The purpose of these surveys is to determine what available resources, both natural and human, are still unemployed and how they may best be harnessed. From these surveys—however incomplete they may be—there will be found certain items of work or service which are of immediate importance and urgency from the standpoint of the villagers, and which can be carried out by organising the local man-power and other resources. Such items should be taken in hand without delay, as a joint effort of villagers and rural workers. A change in the mental outlook of the people will become evident, once they begin to realise what power they themselves possess and what can be achieved by a little organization and co-operation. Once the villagers become fully engaged in worth-while pursuits, petty quarrels and factional differences which now divide, will tend to disappear.

When the villagers are ready to follow the lead of the rural workers and full confidence is established, then it is time to begin classes for the effective education of the adults as regards literacy and cultural subjects.

The Committee have emphasized the necessity of preparing the ground in the rural areas, but in urban areas there is a similar need. The urban worker, though resident in the city, is in most cases at heart still a villager, and carries with him his village mentality. Fortunately, however, there are outside forces in the urban areas which operate upon the illiterate worker. He is continuously exposed to things which awaken his curiosity. He can see the advantages which accrue from literacy. The problem is to overcome his inertia and really convince him that literacy is not only good as a possession for others, but is within the realm of possibility for him also. The task of preparing the ground is rendered less difficult in the cities, because of the many agencies which are prepared to co-operate, but it is no less important.

In organizing classes for adults we must always bear in mind that the adult who comes to a night class has already engaged in a day of labour. He is tired in many instances and is not in a mental condition to attend immediately to lessons. Hence a preliminary period of music, talks or stories serves a very useful purpose. In cities, where social centres are active, a period of play often precedes the actual work of the class.

During the class period proper the arrangement and method must be such as will make the adult feel at ease and confident that it is not at all difficult to learn. In order that the adult may not feel ill at ease because of slow progress due to absence, or inability to

learn rapidly, it may prove advisable to divide the class into sections, with the more advanced pupils assisting in the instruction of the slower pupils.

The teacher of the adult class is of more importance than any methods or materials. There is a definite current of opinion that the present primary school teachers in villages should be utilized for conducting adult classes, in the interests of economy. We do not deny that there are really capable and good men amongst the village teachers, but we cannot say that every village teacher can satisfactorily conduct an adult class. Temperament and a liking for social service, even at some personal inconvenience or sacrifice, are essential qualities required of the village worker, and no amount of training—in the sense in which the term is understood at present—will develop these qualities in a worker. While we should not go so far as to say that no inexperienced workers, even though trained, should be sent into the villages as teachers of adults, it is our belief that better results will be achieved if suitable men and women from the existing group of teachers and rural workers are selected on the basis of their past records and abilities, and given suitable training for the carrying out of their new responsibilities. These workers may then be placed in charge of the more important centres, and junior workers assigned as apprentices under them in the surrounding villages or hamlets. Such a procedure will automatically bring forth a supply of satisfactory village workers.

We believe that the Central Adult Education Board should lay down certain general principles for guidance in the selection of teachers, but that the actual selection of workers should be left to the District Adult Education Committees. Arrangements for the training of workers may be made at suitable centres by opening special classes for new recruits; by half-yearly conferences at central places for the workers from 50 or 60 of the surrounding villages; and by circulation of a weekly or fortnightly periodical, specially edited for the purpose, embodying the progress of the work at the different centres, the difficulties experienced, and how these difficulties are being or can be met.

As regards methods of teaching, we do not wish to recommend any particular method to be followed rigidly, for all existing methods are in the experimental stage. The teacher should make every effort to ensure that the class be not too tedious and the adult does not lose interest. The resourceful teacher, who understands the psychology of his adult students, will himself discover that method which is most suitable and successful. The personality and the outlook of the teacher count for much in successful teaching. Experiments in methods of teaching, not involving appreciable expenditure, should be encouraged in the first five years—after which time there may be a stock-taking.

The teacher must understand from the beginning that the adult is not a child and should not be treated as a child. He should look upon his adult pupils as friends and equals, who though lacking in literacy education may be wiser in life experience. The teaching should be as informal as possible, and the time spent in such a

congenial fashion that the adult will be eager to attend the next session of the class. It is to be hoped that the desire to continue learning may originate from within and not be due to any external pressure.

For adults in the first stage of their training for literacy we should have literature :

- (a) printed in bold type ;
- (b) containing short and simple sentences in the local dialect ;
- (c) dealing with the needs and requirements of the adult population, both men and women ;
- (d) relating to local affairs ;
- (e) of human interest.

These materials can either be issued as separate sheets or bound together in small booklets.

For adults in the continuation stage we may have books printed in normal type, with lessons in the form of stories depicting the different aspects of rural or town life ; lives of historical personages ; and such religious subjects as may have cultural or inspirational value. Lessons dealing with historical personages and religious subjects must be very carefully planned so as not to wound the religious susceptibilities of any section of the population. The regular lesson material should be supplemented by simple news sheets in the various vernaculars. (A list of books which may be used in continuation classes is in Appendix I.)

The materials specially prepared for teaching adults reading and writing, which are now available, include :

- (a) those prepared by the Shri Daxinamurti Vidyarthi Bhuvan, Bhavnagar, for Gujarati and Marathi ;
- (b) those prepared by the Saksharata Prasarak Mandal, Poona, for Marathi ;
- (c) those prepared by the Headmaster, Government Normal School, Ghakkar, Punjab, and the Headmaster, Urdu School, Sangli, for Urdu ;
- (d) those prepared under the auspices of the National Christian Council, Nagpur, based on the Laubach Method, for practically every language area in India.

These books can be used for adults in the preliminary stage of literacy, but their number must be considerably increased and their quality improved to satisfy to a greater extent the requirements laid down above. With a good book, the reader does not feel tired, his interest is kept up till the end, and his appetite for more and more reading material is maintained or even increased. Bearing this fact in mind, considerable latitude should be allowed to the individual teacher to use those materials which he regards as most suitable to secure the desired progress and to maintain the interest of the adults.

There are already employed in village schools, a number of competent and enthusiastic teachers who are fully conversant with the problems of village life, and who can write books, or supply materials for books suitable for adult classes, provided they receive sufficient encouragement. The Committee feel that once Government enunciate the policy of vigorously pushing forward the adult education movement, both writers and publishers will be only too willing to supply the requisite materials. The Central Adult Education Board will be in a position to guarantee the sale of enough copies to make it worth while for publishers to produce the kind of material desired. There will therefore be very little financial burden upon Government for purposes of publication.

The Committee do not propose to discuss the merits of individual books, because tastes and ideas differ. Furthermore, such suggestions would be anticipating in a measure the work of the Central Adult Education Board.

We have mentioned above the value of news-sheets for the continuation stages. Such sheets should have some items of general appeal, but they should also deal with local problems and have that personal note which will be helpful in keeping up the interest of the adults in reading. News items on black-boards placed at central places in the villages should also be encouraged. The subject of reading materials will be discussed further when we deal with village libraries in Chapter VIII.

CHAPTER VII.

The Education of the Adult Woman.

[Term of Reference No. VIII.]

The Committee regard the education of adult women as of more than ordinary importance, for there is little hope of attaining literacy on a wide scale without the co-operation of the mothers.

The scheme of organization, which we outlined in Chapter IV, and explained in greater detail in Chapter VI, provides for using both men and women workers. Practically, however, it will prove difficult to secure a sufficient number of trained women for village work and hence in many centres, women will either have to avail themselves of the facilities provided for the education of men or receive instruction at the hands of untrained literate women volunteers from their own local groups. It is the general feeling of the Committee that, wherever possible, women should be taught by women. A man teacher, though he may be able to teach a woman reading and writing, can never acquire that intimacy and confidence with his adult women students, which are the necessary accompaniments of successful teaching. Even where the women are willing to attend mixed classes it will be very difficult to find a suitable time, because of the woman's responsibility for domestic duties. If conditions are such, however, that men and women can attend the same classes, a good deal of time, money and energy will be saved. In the first stages of literacy education the approach is the same for both men and women, and women often prove themselves to be quicker than men in learning. One way of meeting the problem is to endeavour to secure as rural workers, married couples with such training that both husband and wife can serve in the educational programme. But we are faced here with a real difficulty which cannot be easily solved.

In villages where there are girls' schools, the services of the mistresses of the schools may be utilised for the teaching of adult women. The number of such mistresses, however, is still very small. An increase in the number of women primary school teachers in the villages will benefit primary education and Adult Education alike.

In a growing number of centres interest is being taken in infant welfare and maternity work. There is no reason why the adult education of women cannot be a part of this movement. A woman in learning to read and write might, with great profit, be introduced to materials relating to maternal hygiene and child welfare, instead of the more general stories now found in the school primers. The rural health visitors, of which there are an increasing number, are a very valuable educational ally.

The experiment might well be tried of introducing a few rural social service centres in selected villages, utilising the joint services of the school mistresses, the public health workers, and women rural workers employed by the Central Adult Education Board. If these

women lived together, and worked as a team, along the lines of a social settlement, certain of the difficulties which militate against a single woman worker going into the village, might be obviated.

It is also suggested that literate men should be encouraged to teach the illiterate women members of their own households. While the Committee believe that no means of furthering the education of village women should be overlooked, they would by no means regard this method of approach as a satisfactory substitute for women's classes, and would strongly urge the formation of specific classes wherever possible.

When all is said and done, much will depend upon the initiative and resourcefulness of the women members of the District and Taluka Adult Education Committees. It can therefore be seen that the appointment of the women members of these Committees is much more than a routine matter.

In the towns and cities, even though a full supply of trained women workers may not be available, there are other resources to draw upon. The educated women of the middle class who possess some leisure can help their uneducated sisters in several ways if they are but given proper guidance and encouragement. In our country, where the joint family system still continues, there are many women in the family who are either dependent or widows, and whose time is not fully occupied. If those women, who are educationally and temperamentally qualified, can be enlisted for service in the cause of adult education, they will prove to be a powerful ally.

In the education of adult women, as in our general programme, the first step is the preparation of the ground. Systematic studies of any subjects should not be aimed at from the beginning. The first step is to awaken the mind, to arouse curiosity and to stimulate interest. In rural areas all women's classes should begin by teaching some simple cottage industry of a local character such as spinning, basket-making, kalai or soap-making for which the materials are easily obtainable. These industries will attract the women and induce them to attend regularly. Great emphasis should be laid on child welfare work and maternity talks. If possible, women doctors or trained health visitors should be in charge of such classes. It must not be forgotten that a large number of the village women are over-worked and Adult Education should not be added as an additional burden. Instruction should be made as simple as possible, and in the colloquial language.

When actual literacy classes begin, the first few lessons should be given for a very short period of time. The aim should be to whet the appetite for more knowledge, but not to push the instruction to the point where the woman becomes weary.

Experience in the towns also indicates that a small sewing class or a handicraft class provides an inducement for women, who are not employed in labour, to attend the classes. During the sewing class a volunteer helper may be asked to read to the women some simple attractive story. At a later stage, talks may be given in

very simple language, on health, cleanliness, general sanitation, child welfare, nutrition, common diseases, and infectious diseases and their prevention. The civic responsibility of every citizen, man or woman, should be emphasized over and over again. Some knowledge of the laws of inheritance for women should be imparted. Social evils such as untouchability, child marriage, polygamy and purdah should be discussed. A working knowledge of the Post Office, railways, tram service, road rules and the like should be given. As the women advance in knowledge, more serious lectures can be arranged for them.

The actual literacy classes should be carried out in line with the principles discussed in the preceding Chapter.

Every organised Women's Association should be asked to send volunteers and workers to co-operate in this task of spreading literacy and knowledge of elementary civics and modern ideas of health and sanitation. The members of these Women's Associations should be asked to organise active and intensive propaganda for creating the desire to attain literacy and for creating a consciousness of the need for further education among women. They should submit a panel of the names of their members who are willing to teach, or talk to women's classes or mixed classes on definite subjects. Such lists may be further divided into those women requiring a small remuneration for out-of-pocket expenses and those willing to undertake the work voluntarily. This procedure would apply not only to large cities, but to smaller towns where there are sub-constituencies of the All-India Women's Conference or affiliated Committees of the National Council of Women, of the Seva Sadan and other kindred associations.

A similar panel should be drawn up of those women who are prepared to visit in the homes and to encourage women to attend existing classes. These women may also discover areas in which new classes can be opened with profit. Women volunteers may further arrange for the collective care of small children, as in nursery schools, while the mothers are attending classes.

Each Welfare and Health Centre which is regularly attended by a large number of women, should be supplied a teacher from one of the above panels, whose duty it would be to talk to and teach the waiting women. This applies also to any other centre where women congregate regularly.

Government, in working out their new scheme for subsidising medical practitioners in rural areas, should subsidise as many women doctors as are available. It should be one of the duties of the subsidised practitioners (both men and women) to help in organising classes for men and women and to teach them simple rules of health, nutrition and general sanitation. The teaching of health habits to adult women, particularly in the rural areas, is of primary importance.

The education of the woman industrial worker presents peculiar difficulties. The woman worker, not only has her duties in the industrial establishment, but also at home before going to work, and

again at home after returning from work. Her lot is by no means an easy one. The only solution of this problem, which appears to present any promise, is to appeal to the public spirit and humanity of the employer to allow classes for such women to be held on company premises, on company time, at fixed regular intervals. Failing this, there is little hope for her education. The casual woman worker—the woman worker employed as a cooly in the building and other trades, where it is impossible to stop work and to bring the women together into classes—presents for the present a seemingly insoluble problem. Probably the best that can be done for this group is general talks and entertainment on Sundays and holidays. The problem waits for its final solution upon the general raising of the economic standard.

CHAPTER VIII.

Village Libraries.

THEIR ORGANIZATION ; MAINTENANCE ; FINANCE.

[Term of Reference No. VI.]

In this Chapter we present a plan for the organization of Village Libraries under the general direction of the Central Board of Adult Education. The scheme, which is explained in detail, looks forward to covering the Province with a network of reading rooms and Libraries as the expansion of the literacy movement makes such extension practicable. When the full scheme is in operation there will be :—

- (a) District Libraries for the 20 Districts.
- (b) 15 to 20 Group Circulating Libraries under each District Library.
- (c) 5 or 6 Village Circulating Libraries under each Group Circulating Library.
- (d) Approximately 8,000 Reading Rooms.

A system of village libraries has its place in Adult Education only when the appetite for reading becomes sufficiently developed amongst the literate adults. Before this stage is reached, the libraries should be restricted to villages having full-grade primary schools. In villages with primary schools of the lower grade, or where the number of people who are already literate or have attained literacy certificates under the new scheme exceeds twenty, or where the Local Adult Education Committee demands it, there should be established a reading room, supplied with new-sheets of current topics and a number of magazines, etc., from a central place in the area. The teacher or the senior boys in the school should read the contents of the new-sheets to gatherings of village people and the new literates should be encouraged to go through the new-sheets and to try to read the magazines at their leisure. The object of these reading rooms would be to prevent literates from lapsing into illiteracy and to stimulate the interest of the adults in reading. The village Panchayat should have power to convert the reading room into a village library, at its cost, when it so desires. In connection with these reading rooms, use should be made of news-boards or notice boards. Wherever a school library programme is in operation, the Local Adult Education Committee should co-operate with this programme to the fullest extent possible.

Village libraries should be of the circulating type, the headquarters being located at the place where there is the central bazar as well as the post office.

The group circulating library should be organized on co-operative lines, each village library contributing a sum of Rs. 25 annually to the group circulating library, which in turn should give once every fortnight or less often, according to the requirements of the

local situation, a box containing 25 to 30 books to the village library for use. The group circulating library will in turn be a member of the District library, to which it will pay an annual fee of Rs. 100 and be supplied in return, once every three months, with a set of six boxes of books for village circulating libraries.

When the work of adult education becomes fairly advanced, there will be about five or six village circulating libraries under each group circulating library, and there will be between fifteen to twenty group circulating libraries under the District Library.

The village reading room should be looked after by the rural worker or primary school teacher who is found suitable for the work. No monthly allowance should be allowed for this work of supervision. The expenses for lamp and oil and sundries should be met by the Local Adult Education Committee. The subscription for news-sheets and magazines should not exceed Rs. 10 per year for a small reading room—provided the District Adult Education Committee arranges for the collection and distribution of newspapers and magazines, which are no longer of use to the subscribers in the towns of the district.

As regards maintenance and finance, the village reading rooms should be maintained and financed by the Local Adult Education Committee, in co-operation with the village panchayat and co-operative society. The annual cost of such a reading room should not exceed Rs. 25 and the whole of this amount can be met from the village improvement fund and a contribution from the co-operative society.

In the case of *village circulating libraries* the position will be somewhat different. New books will have to be purchased and old books repaired, so that the annual total expenditure will be about Rs. 100 detailed as under :—

	Rs.
Contribution to the Group Circulating Library for	
books	25
Upkeep of furniture	12
Upkeep of premises	24
Transport charges	24
Miscellaneous	15
	100

The initial capital cost will be about Rs. 50 for cupboards, furniture, etc. The Central Adult Education Fund should bear costs to the extent of 50 per cent. towards the capital expenditure and 25 per cent. of the maintenance cost during the first two years—75 per cent. of the maintenance cost being borne by the Local Adult Education Committee. This will not be a heavy charge if the villagers can be persuaded to keep the premises clean and arrange for the transport of boxes. Through proper co-operation the expenditure on items 2, 3 and 4 above, could be completely eliminated. When once we create the will to have a library, the villagers will undoubtedly respond by contributing their services for maintenance.

Village libraries should be planned for the use of both men and women readers, and should not fail to have a supply of books of special interest to women readers.

Since there will be about 2,000 village libraries when once the programme gets under way, the amount of grant-in-aid on their account will be Rs. 50,000 for capital expenditure and Rs. 50,000 for annual charges.

The annual budget of a *group circulating library* will be somewhat on the following lines :—

Income.	Rs.	Expenditure.	Rs.
Contributions from village libraries		Contribution to District Library ...	100
6 at Rs. 25 ...	150	Clerical Work ...	60
Grant-in-aid from Central Adult Education Fund .	50	Repairs to boxes, etc. ...	25
		Miscellaneous ...	15
	200		200

The transport charges will be borne by the village libraries. The capital cost will be about Rs. 150 (Rs. 100 for the initial contribution to the District library and Rs. 50 for furniture, etc.). 50 per cent. of this will be financed from the Central Adult Education Fund. Recapitulating, with the work of adult education fairly developed we should expect to have 15 to 20 group libraries working in each district, and about 5 or 6 village circulating libraries under each group. Thus in the 20 districts taken together, there will be about 350 group libraries, 2,000 village circulating libraries and 8 to 10 thousand reading rooms. The total financial liability on account of the 350 group circulating libraries would be Rs. 26,250 towards capital expenditure, and Rs. 17,500 towards annual maintenance.

So far as the *District libraries* are concerned, they will be 20 in number—one for each District. The annual income and expenditure will be as follows :—

Income.	Rs.	Expenditure.	Rs.
Contributions from group libraries at Rs. 100 each ...	2,000	New books ...	1,000
Grant-in-aid from Central Adult Education Fund .	750	Librarian and his establishment and office expenses ...	1,000
		Boxes ...	250
		Transport 4 times to 20 Centres ...	400
		Miscellaneous ...	100
	2,750		2,750

The amount required for capital expenditure would be Rs. 2,500 for 500 boxes; Rs. 12,500 for books; Rs. 1,000 for miscellaneous expenses—the total being Rs. 16,000 per District for a provision of 500 boxes. Out of this amount Rs. 2,000 will be realised from the initial contribution from the group circulating libraries. The remaining Rs. 14,000 will be met by 50 per cent. contribution from the Central Adult Education Fund or Rs. 7,000 and 50 per cent. or Rs. 7,000 from collections in the District. This amount can be collected by contributions from co-operative financing agencies or societies; the village improvement fund at the disposal of the District authorities; District School Board funds, etc.

The District Library would be under the direct control and management of the District Adult Education Committee, just as the group and village libraries would be under the control of the Local Adult Education Committees.

The total financial liability on the Central Adult Education Fund on account of the 20 District Libraries would be Rs. 1,40,000 for initial expenditure and Rs. 15,000 for annual expenditure.

The following statement summarises the whole organization of libraries and reading rooms when the Adult Education Movement is sufficiently developed:—

—	Number.	Management and Control.	Total Expenditure.		Contribution from Provincial Fund, i.e., Central Adult Education Fund.	
			Capital.	Annual.	Capital.	Annual.
			Rs.	Rs.	Rs.	Rs.
(1) Reading Rooms ..	8000	L. A. E. C. under D. A. E. C.	Nil.	2,00,000	.....	.....
(2) Village Circulating Libraries.	3500	Do. ...	1,00,000	2,00,000	50,000	50,000 for first two years.
(3) Group Circulating Libraries.	350	Do. ...	52,500	70,000	26,250	17,500
(4) District Libraries.	20	D. A. E. C. ...	3,20,000	65,000	1,40,000	15,000
Total ...	10370	.....	4,72,500	5,25,000	2,16,250	82,500

CHAPTER IX.

Visual Education and the Radio.

[Term of Reference No. VII.]

In this Chapter, because of an amended Term of Reference, the Committee departs from a strict consideration of the Adult Education problem and devotes a certain amount of attention to the question of the reorganization of the present Department of Visual Instruction "to enable it to play a more effective part than at present in the education of the adult as well as the child, in the institutions intended for the former as well as in primary and secondary schools".

It is quite likely that this particular Chapter in our Report will be disappointing to many. It is also quite likely that, if we had been charged with the preparation of a Report on Visual Education alone, as was a Committee recently by the Central Provinces Government, our conclusions would have been different.

When first faced with the question of the use of visual aids and the radio in education, our immediate reaction as modern men and women was that all such agencies should be used to the full. But as our problem began to unfold itself, we came to feel that as adult educators we were becoming restricted and hemmed in. Despite our theories and prejudices in the direction of modern methods, we were unable to expel from our minds the picture of millions of our fellow citizens in this province, completely illiterate; and there are no adequate funds in sight to initiate a wide-spread programme for their relief. As one member of the Committee aptly put it "Are we justified in attempting to provide cake, when the millions are without bread and particularly when the nutritive value of the cake is doubtful?"

If it could be proven that the introduction of the cinema and the radio would be educationally effective in proportion to their cost there would be no argument. But unfortunately at the present time such a case cannot be made out.

Even in highly educated and industrialized countries the value of the cinema as an agent of adult education is still unknown. In India, apart from keeping statistics of the numbers of films or slides shown during the course of the year, nothing has been done at all on scientific lines to study the educational value of such mechanical aids. Despite the long and widespread use of the cinema in American education, *The Handbook of Adult Education in the United States* for the year 1936, reports: "Experiments to determine or measure the pedagogical value or effectiveness of visual aids in stimulating interest, attention and retention are still in the infant stage. Apart from the few psychological experiments on learning by means of various sensory aids, little is known scientifically about the specific contribution of visual aids to the learning process, particularly in the case of adults. Despite all the general confidence

and enthusiasm about the use of visual aids, no definite knowledge is available as to which sort of subject matter is most amenable to interpretation by visual methods”.

In the opinion of the Committee, the slides and films shown today in the various schools, even in the best organized ones, are of limited value educationally. If any real educational effect is to be achieved, such films and slides have to be prepared for, by very careful preliminary teaching and by proper follow-up and demonstration. Again, they are of little value unless co-ordinated with the studies of the class—whether of adults or children—and discussed in small groups during or almost immediately after the showing. If this is to be done, the teacher or demonstrator must himself be fully conversant, not only with the matter being shown, but with the folk to whom it is being shown and the possible reaction on them. If the teacher is to be fully conversant with the visual matter as well as with his own pupils, almost every teacher will have to see the slides or films before they are shown to the class. With the present staffing of schools or classes this is scarcely possible. The present financial conditions, the numbers in schools, the numbers in classes, the general building congestion, the quality and training of teachers, and the type of films and slides available all work against an effective programme of visual instruction.

The committee would not belittle the added zest that visual aids may give to life in general but in their opinion Government are faced with the situation of first things first. There are not sufficient educational films available in India to make even a respectable beginning for a general programme of visual instruction.

The producing of special films is very expensive and unless a large number are produced they will be of little value.

The villager, long-suffering though he is, soon becomes tired of seeing the same round of health films—especially since the most of them are not pleasant. It has been the experience of individual members of the Committee, that when talking afterwards to women who have attended such exhibitions they have discovered that these women have quite missed the essentials and that some quite stray and strange point or aspect has remained with them. This is not so much an argument against the use of films as a warning that, if the full value is to be obtained from such exhibitions, there must be both preliminary planning and organised follow-up work. But at the same time it is only fair to recognise that very few of the villagers who attend our cinema shows come for educational purposes. In most cases they come because this is one means of relieving the general boredom of village life. This in itself is not bad; the villager is entitled to recreation. But we must be clear what we are doing. The educational result is open to question. As educators we must bear in mind that “seeing is not a substitute for reading”, and that more and better results can be achieved at less cost with small regular classes than with great crowds collected together to watch a film.

At present 39 Government institutions and 26 inspecting officers of the Education Department possess magic lanterns. The easiest thing for us to say would be that each institution and inspecting officer should be provided with a cinema machine, and, where there are no electric installations, with portable generating sets as well. A given number of films might then be purchased and circulated among the institutions and inspecting officers by rotation, just as slides are circulated at present. It is estimated that probably 200 16 mm. silent films would make a satisfactory beginning, and that 25 new films should be added each year. The practical question, finance apart, is where are the 200 original films and 25 new films to be found? As we have stated above, simply to select a group of films because they are available is not education—particularly when the most of them will be imported from the West and bear little relationship to Indian conditions. Unfortunately, motion picture production and distribution are for the most part in the hands of commercial producers who are either unaware of the value of or uninterested in educational films. Educators, on the other hand, very rarely have sufficient technical training to produce suitable films, to say nothing of co-ordinating them with the school curriculum. It is simple to say that Government should produce educational films, but the production of educational films requires a complete staff of script writers, directors, technically trained artists and photographers. In our opinion the production of educational films by Government must wait upon the liquidation of more immediate and pressing responsibilities.

The Committee feel that the first step in the reorganization of the Visual Education Department is a taking of stock. Let the question be carefully considered, how far the present method of work is really educational. Although the annual total of showings is fairly impressive, when one considers the vast area covered and the number of people dealt with, the educational effect cannot be said to be great, for there is no continuity of programme. Even Government institutions, which get preference, rarely get more than 20 sets of slides in a year.

The work of the Department could be considerably improved by decentralization, so as to facilitate the distribution of the available materials. This would mean a considerable increase in personnel, but this personnel would also prove valuable in furthering the general programme of rural reconstruction.

It is not the intention of the Committee to be unduly critical, but the Committee feel that if the aims of the Visual Education Department are to be truly realised, the next step is not more lanterns or cinema machines, but such internal planning and co-ordination as will make the use of the existing materials more effective.

This preliminary step taken, we should certainly urge that the slides and films under the control of the Education Department should be utilised to the fullest possible extent in the programme of Adult Education.

Regarding the Radio, it undoubtedly has educational potentialities, but its present state of development is not such that it can be regarded as a powerful educational factor. Progress in the urban areas presents no great problem, but the economical working and proper supervision of rural broad-casting, so long as no electric power is available in villages, must be dependent to a great extent, upon the concentration of sets in a comparatively small area where they can be served without difficulty by a charging unit and in an area which is near enough to the transmitter to allow for good reception at all times of the year and to ensure proper mechanical supervision. This considerably limits the scope and effectiveness of the village broadcasting programme. The North West Frontier Province Government, the Punjab Government, the Government of Bengal and the Government of Bombay have been experimenting with village radio, but the best that can be said is that rural broadcasting is still in a nascent state. The Committee believe that further experimentation should be continued, but at present they feel that the radio must be looked upon as an auxiliary agency in an adult education programme.

Various memoranda have emphasized the educational value of specially prepared gramophone records, which, unlike the radio, can be played at any time in any convenient place. The records can also be passed about from village to village. Until such time as the educational side of broadcasting becomes more developed and cheap receiving sets are made available for village use, the gramophone can well continue to serve as an adjunct to the more formal educational programme.

Twenty-five hundred years ago the Greek poet, Hesiod, wrote : "Before the gates of excellence the high gods have placed sweat, Long is the road thereto, and rough and steep at the first. But when the height is achieved, then there is ease, though grievously hard in the winning". These lines may still be pondered by those who are seeking educational shortcuts.

CHAPTER X.**Certificates for Literacy Attainment.**

[Term of Reference No. X.]

There is a division of opinion upon the subject of granting certificates for literacy attainment. Those who favour granting such certificates believe that this recognition will be of value in encouraging adults to attend classes and to attain a certain standard of literacy. In their opinion, these certificates will also be useful when preparing Electoral Rolls where the franchise is based on literacy, and in securing service or better prospects. The main argument against the granting of such certificates is that literacy can easily be tested at any time on the spot—which is not the case with other subjects. It is quite likely that the employer, for example, will prefer to depend on such ready-tests, than on certificates which are likely to be misused, or may misrepresent facts, in case of lapse into illiteracy. It is also doubtful what value the majority of village adults would attach to these paper certificates. There is no doubt that some form of encouragement is necessary at the start and in the first few years.

The question is, whether that encouragement should be in the shape of literacy certificates or in some other form.

The Committee feel that every form of encouragement should be tried, provided that necessary precautions are taken to prevent misuse or fraud or misrepresentation of facts. As stated in Chapter III, the Committee are prepared to accept the Census standard as the minimum standard of literacy. Those who reach this standard and satisfy the tests prescribed may be given a certificate. We do not suggest that every adult should actually appear before an examining board to test his fitness for a literacy certificate. Those who show satisfactory attendance and progress in the class, as assessed by an inspector in accordance with the standard laid down by the Central Adult Education Board, should ordinarily be eligible for certificates.

Amongst other forms of encouragement, the Committee would suggest some recognition of the village or town which attains a given percentage standard of literacy by the end of December 1940. This date is chosen because of the opportunity offered of making a check during the census of March 1941. A suitable banner, or some other token, might be presented to the village in a Darbar specially held for the purpose. The teacher or the volunteer who educates 100 adults up to the prescribed standard of literacy should be given a badge in recognition of his or her services.

There is another kind of recognition, which if brought into operation might give considerable impetus to this movement. It is possible for Government to give certain concessions to villagers, as

regards natural resources available in Government lands and forests, or as regards administration of law or rules and regulations without any serious loss in the present revenue.

A list of such concessions can be prepared for each village or tract ; and the villages, which take up the work of Adult Education seriously and reach the minimum requirements laid down for the year 1939, should be given preference as regards these concessions, as well as regards special provision of other works of public utility, such as roads, bunds across nalas, irrigation facilities, and medical and veterinary aid. This policy would go a long way in making the villagers work for their own uplift in the matter of education. But the successful working of such a scheme depends upon the methods of administration of the officers on the spot, for even the most liberal policies of cabinets may be lost in the wilderness of red-tape or be fettered by the rigidity of administration.

CHAPTER XI.**Grants-in-Aid.**

[Term of Reference No. IX.]

The Committee do not feel that they should, at this time, make any recommendations regarding the basis on which grants-in-aid for adult education should be made.

The scheme which we have put forward visualises a province-wide organization for Adult Education, under the direction of a Central Education Board. We believe that it should be the function of this Board to determine the basis of grant.

In the meantime, until the scheme is actually put into operation, we would recommend that the existing scheme of grants to special classes should be continued and extended.

CHAPTER XII.

Summary of Recommendations.

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1.	Adult classes should be opened on a wide scale only after previous preparation of the ground ...	4
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4.	Adult Education should not be regarded as mass political propaganda ...	5
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7.	Government should use all legitimate means of propaganda to arouse the villager from his lethargy ...	7
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41.	Wherever possible, the services of the inspecting staff of the Department of Education should be utilised	18
42.	The organization must not be too rigid—experimentation should be encouraged	18
43.	Adult Education classes when publicly supported, should be open to all, irrespective of birth, caste or creed; though some modifications of this principle may need to be made in the case of women's classes	18
44.	Adult Education classes receiving public financial support should not be used as propaganda for any particular religion	18
45.	Prisoners in central jails should be regarded as candidates for adult education	18
46.	The system should never become so interested in numbers that it loses sight of men and women.	18
47.	The employers should share responsibility with Government for the education of workers ...	19
48.	The Committee do not recommend that the Mundhwa Scheme should be introduced into all industrial establishments	20

Number.	Recommendation.	Page.
49.	It should be possible to extend the Mundhwa Scheme in small establishments, where close, friendly relationships prevail between employers and employees	20
50.	Government should appeal to employers of labour to regard the eradication of literacy among their employees as a moral and social duty ...	20
51.	Workers' classes, wherever possible, should be held in company premises	20
52.	Recommendations for financing workers' classes ...	21
53.	"Employers of labour" should not refer simply to the Cotton Textile Industry and Railways. It should refer to all establishments coming under the Factory Act	23
54.	Any compulsory contribution should be levied on all such employers	23
54a.	Government and the Local Authorities should not only share in the joint contribution, but also give an impetus to the movement by educating their own illiterates	23
55.	If Government can devise means for reaching small employers and private agencies employing illiterates, these should certainly be regarded as potential contributors	23
56.	A compulsory levy should not be made upon labour at this stage	23
57.	The Adult Education of workers in some industries might be undertaken by the workers themselves.	24
58.	The Central Adult Education Board should sponsor preliminary work planned to secure the confidence of the people	25
59.	The rural adult worker should not only know education, but also rural conditions	25
60.	The members of the Local, Taluka and District Adult Education Committees should place their specialised knowledge at the service of the people	26
61.	Workers, where possible, should move about in groups—the abilities of one worker supplementing the abilities of another	26
62.	In areas where the people are psychologically ready, adult classes may be opened without delay ...	26

Number.	Recommendation.	Page.
63.	So far as is possible, new work should not be started in isolated villages, but in natural tracts including about 40-50 villages and hamlets	26
64.	A preliminary survey tour should be made before beginning work	26
65.	The workers should determine what available resources—both natural and human—are still unemployed, and how they may best be harnessed.	27
66.	Preliminary ground work must also be done in urban areas	27
67.	Suitable men and women from the existing group of teachers and rural workers should be selected on the basis of their past records and given suitable training for carrying out the new adult education programme	28
68.	The Central Adult Education Board should lay down principles for guidance in the selection of teachers, but the actual selection of workers should be left to the District Adult Education Committees	28
69.	Plans recommended for the training of workers ...	28
70.	Experiments in methods of teaching should be encouraged	28
71.	The teacher should understand the psychology of the adult illiterate	28
72.	Recommendations regarding literature for adults in the first stage of literacy training	29
73.	Recommendations regarding literature for adults in the continuation stages	29
74.	The number of materials for the use of adults in the preliminary stage must be increased and their quality improved	29
75.	Considerable latitude must be allowed to individual teachers in the choice of materials	29
76.	Writers and publishers should be given encouragement to produce new materials	30
77.	News sheets should supplement the more formal materials used for continuation classes ...	30
78.	The education of adult women should be regarded as of more than ordinary importance ...	31
79.	Wherever possible, women students should be taught by women teachers	31

Number.	Recommendation.	Page.
80.	The attempt should be made to secure for Adult Education work in rural areas, married couples with such training that both husband and wife can serve in the educational programme ...	31
81.	In villages where there are girls' schools, the services of the mistresses of the schools should be utilised for the teaching of adult women ...	31
82.	The number of women primary school teachers in the villages should be increased. This move will be of benefit both to primary and adult education ...	31
83.	The adult education of women should be related to the maternity and child welfare movement ...	31
84.	Literate men should be encouraged to teach the illiterate women members of their households, but specific classes for women should be formed wherever possible ...	32
85.	As much of the success of the education of adult women will depend on the initiative and resourcefulness of the women members of the District and Taluka Adult Education Committees, great care should be exercised in their selection ...	32
86.	In towns and cities, educated women of the middle classes should be encouraged to help in the education of their illiterate sisters ...	32
87.	In women's adult education, as in general adult education, the ground should first be prepared ...	32
88.	In rural areas all women's classes should begin by teaching some simple cottage industry of a local character ...	32
89.	Great emphasis should be laid upon child welfare work and maternity talks ...	32
90.	Adult education should not be forced upon over-worked women as an additional burden ...	32
91.	Instruction should be made as simple as possible, in the colloquial language ...	32
92.	The literacy classes should only be held for a short period of time in the early stages ...	32
93.	Sewing or handicraft classes should be introduced as an inducement for women in the towns to attend the classes ...	32
94.	Recommendations regarding the curriculum for women's classes ...	33

Number.	Recommendation.	Page.
95.	The co-operation of Women's Associations should be sought	33
96.	Collective care should be provided for small children in order to enable mothers to attend classes	33
97.	Government should subsidise women doctors in rural areas, and the services of the doctors should be enlisted in the adult education programme ...	33
98.	An appeal should be made to employers to arrange for the education of women industrial workers on company time	34
99.	Until the literacy campaign becomes sufficiently developed, libraries should be restricted to villages having full-grade primary schools ...	35
100.	Recommendations regarding the functions of village reading rooms	35
101.	Village libraries should be of the circulating type	35
102.	Above the village libraries, there should be group and district libraries	35
103.	Village reading rooms should be maintained and financed by the local Adult Education Committees, in co-operation with the village panchayat and co-operative society	36
104.	Recommendations regarding the finance of village circulating libraries	36
105.	Village libraries should be planned for the use of both men and women readers, and should contain a supply of books of special interest to women readers	37
106.	Recommendations regarding the finance of group circulating libraries	37
107.	Recommendations regarding the finance of district libraries	37
108.	District libraries should be under the direct control and management of the District Adult Education Committees	38
109.	Group and village libraries should be under the control of the Local Adult Education Committees.	38
110.	The urgency of the literacy problem leads the Committee to recommend that expenditure for visual aids in education must be regarded as of secondary importance	39

Number.	Recommendation.	Page.
111.	Visual education, to be effective, should be carefully prepared for and followed up	40
112.	The production of educational films by Government should wait upon the liquidation of more immediate and pressing responsibilities	41
113.	The Visual Education Department should, as a first step, carefully consider how far the present method of work is really educational... ..	41
114.	The next step in visual education, so far as the Visual Education Department is concerned, should not be the purchase of more lanterns and cinema machines, but such internal planning and co-ordination as will make the use of the existing materials more effective	41
115.	This step taken, the slides and films under the control of the Education Department should be utilised to the fullest extent possible in the programme of adult education	41
116.	Further experimentation with village broadcasting is necessary	42
117.	In the present state of affairs, the radio should be looked upon as an auxiliary agency in an adult education programme	42
118.	The gramophone should continue to serve as an adjunct to the more formal educational programme	42
119.	Certificates for literacy may be given to those who attain the fixed standard... ..	43
120.	Special recognition should be given to villages which attain a fixed standard of literacy by December 31st, 1940	43
120A.	Special recognition should be given to teachers who make 100 illiterate adults literate	43
121.	Government should consider making certain concessions to those villages which achieve a high standard of literacy	43
122.	Until the Central Adult Education Board works out a new basis for grants-in-aid, the existing scheme of grants to special classes should be continued and extended	45

(Signatures)

CLIFFORD MANSHARDT.

E. J. AUSTEN.

S. M. BASRUR.

N. P. HATHEESING.

B. S. DABKE.

} *subject to minute
of dissent.*

[P. T. O.]

SHARBEFAH HAMID ALI.

GODAVARI GOKHALE.

N. S. KAJBOLKAR.

R. V. PARULEKAR.

K. B. DESHMUKH.

M. A. SHAIKH.

V. V. ATITKAR.

S. R. BHAGWAT.

YAMUNA HIRLEKAR (*subject to minute
of dissent*).

AMY B. H. J. RUSTOMJEE.

GIJUBHAI BADHEKA.

R. CHOKSI.

MINUTE OF DISSENT No. 1.

We, the undersigned members of the Committee, who have signed the Report, have done so subject to a minute of dissent which we record through this Note. The dissent is based upon what we regard as a matter of principle viz. that there should be no compulsion upon employers as a class—much less on any particular class or classes of employers—to contribute financially towards the education of their illiterate adult employees. In the first place we would emphasise that the Committee as a whole have rightly agreed that the responsibility for educating illiterate adults should be that of the State and we are in complete accord with this view. Our objection is two-fold—

(1) education (including that of adults) being primarily a responsibility of the State and of other local Self-Government Institutions, the employer of labour as a class should not be singled out for sharing that responsibility with the Government ;

(2) no invidious discrimination should be made between one employer and another, as for example by requiring factory owners to shoulder any part of the responsibility, but not other employers of labour such as Planters and Farmers or building contractors and motor bus owners.

It is, we urge, wrong in principle to make any particular section of the community—in this case the employer of labour—bear any part of what is recognised as the State's primary responsibility. It is even more objectionable to make any distinction as between one class of employer and another such as the Committee's Report seeks to make. It is our opinion that the utmost that might in reason be done would be only to invite employers to encourage the spread of literacy as a part of their national or civic duty, but no measure proposed should go beyond this. We are accordingly unable to agree with our colleagues on the Committee that any responsibility should be placed on employers as such for compulsory financial support to adult education.

2. Having regard to the fact that even primary education has not been made universal in this province and neither the State nor the local authority has yet found it practicable to discharge this responsibility, it seems to us clearly premature to embark on adult education schemes, which are of a discriminative character so far as concerns the allocation of financial responsibility for those schemes. This should in itself constitute a strong argument in favour of eschewing from the present Committee's report all suggestions of proposing a financial burden on or compelling employers or any particular class of employers to incur expenditure for the purposes of adult education even of their own employees.

3. Employers of labour for establishments working under the provisions of the Factory Act are also under certain special disabilities or handicaps. For example, statutory provisions require that employees working in Factories shall not be recruited until the

men or women have reached a certain age. If, owing to the non-enforcement or non-provision of facilities for primary education, men and women belonging to the labouring classes have remained illiterate up to the time of their recruitment, an attempt to allocate to the employer even partial responsibility of educating them would be unreasonable, as this would in effect amount to penalising employers for the failure of Government and/or Local authorities to discharge their responsibilities in regard to primary education.

4. It might be argued that the burden to be imposed on the employer would be only a part of the cost of educating the adult workers and that this will not prove too heavy for employers to bear. We would in this connection point out that various other measures calculated to improve the condition of the working classes of this province are under contemplation by Government, and every one of them, if ultimately adopted, would impose new monetary obligations on employers, the cumulative effect of which may easily prove too heavy for them to bear. So far as the textile industry is concerned, it has recently been called upon to bear an increase in its wage bill and we feel that in any case it is clearly harsh to make piece-meal additions to the burdens to be placed on employers. Apart altogether from this aspect, it is emphasised that our objection is to imposts on employers as a class, and also to discrimination between employer and employer. This objection is of a fundamental character, and we are therefore unable to support the recommendation made in Chapter V of the General Report of this Committee that employers of Factory workers must share the financial responsibility of supporting the education of their illiterate adult employees.

5. We are further of the opinion that, having regard to the principle already recognised by the Committee generally that education is the primary responsibility of the State, the suggested Committee of Economic Experts to consider the question of the capacity of industry to contribute towards the cost of adult education is unnecessary. We are emphatic that a general cess falling on the community would be the only just and equitable course open for collecting the necessary funds for adult education. This method will also secure to Government a larger revenue and thus help it towards a quicker solution of the Adult Education problem, since it must be realised that even in urban areas illiteracy is not confined only to factory workers. At the present stage we believe that all that employers may reasonably be requested to do should be limited to affording facilities for the use of their premises for the conduct of adult education classes, wherever this is found possible. While this step would not produce a contribution in cash from employers, it must be recognised that, as has been stated in the main Report of the Committee, such facilities would ensure a considerable lightening of the burden on Government, as the *per capita* cost of educating the adult illiterate would be reduced to less than half by allowing classes to be conducted on the employers' premises.

6. We would draw attention, in particular, to Section 135 of the Indian Railways Act which provides that a Railway Administration shall not be liable to pay any tax in aid of the funds of any local authority unless the Governor General in Council has by notification in the *Gazette of India* declared that the Administration shall be liable to pay the tax.

7. In conclusion we would remark that the recommendations embodied in Chapter V of the Report would appear in certain respects to be self-contradictory.

For example, the opening paragraph states :—

“ While the primary responsibility for the literacy education of the adult worker rests with Government, the Committee feel that the employer must also share in this responsibility ”.

Later on, however, occur the words :—

“ The obvious question which arises is why discriminate against the employers. If a tax is to be levied why not levy it on all sections of the population? Perhaps this is the proper method of approach.....”.

We entirely agree with the view presented in the last quotation and maintain that the proper method of approach is only to levy a cess or tax on all sections of the population. It seems to us that the recommendation of an impost on employers is based on the apprehension that the employer as a class is not a sympathetic person or body of persons where the social amelioration of his employees is concerned. That this apprehension is misconceived and unfounded is evident from the fact that, to mention only two categories of the large-scale employer in this province, the Railways as well as the Textile Mills have systematically been spending money on the education of their employees' children as well as for their employees' and their children's recreation, relief of distress, etc. We feel, therefore, that no justification exists for trying any measure of compulsion on employers of labour to bear a share of the funds required for educating their illiterate adult employees.

S. M. BASRUR,
Representative of the G. I. P.
Railway.

B. S. DABKE,
Representative of the Bombay
Millowners' Association.

N. P. HUTHEESING,
Representative of the
Ahmedabad Millowners'
Association.

E. J. AUSTEN,
Representative of the B. B. &
C. I. Railway.

MINUTE OF DISSENT No. 2.

The term of reference No. 7 of the Adult Education Committee runs as follows :—

“7. Place of the Magic Lantern, the Cinema and the Radio in Education. How far is it possible to reorganise the present Department of Visual Instruction to enable it to play a more effective part than at present in the education of the adult as well as the child, in the institutions intended for the former as well as in primary and secondary schools.”

Anticipating the difficulties of the committee in doing full justice to this particular term of reference especially after it was amended so as to cover the entire field of visual instruction in relation to the child as well as the adult, Government had empowered the committee to appoint a sub-committee if necessary. Unfortunately, this was not considered to be necessary. In my humble opinion, this term of reference was not given sufficient attention that it deserved. Sufficient evidence of educationists who are actually trying the experiment in their institutions was not called for. Oral evidence which has a decided advantage over written evidence in some respects was not taken at all. If this had been done probably the findings of the Committee would have been different. I am, therefore, compelled to write the following minute of dissent.

I feel that the place of magic lantern, cinema and radio in education is very important. This has been recognised as such in all advanced countries including Japan. The cinema and the radio which are respectively the visual and auditory mechanical aids to acquire knowledge, have revolutionised the methods of education. Some kind of visual instruction has always been found to be very necessary in teaching. Use of black-boards, pictures, charts and maps in teaching testify to this. Magic lantern and epidiastope was a further step and educational film and the talkie bring us up to date in the methods of visual instruction. Actual experience which is admittedly a powerful educator can obviously be but limited in the life of a single individual. The radio, the silent film and the talkie which appeal respectively to the aural, visual and both sides of imagination are the next best substitutes to actual experience. From an individual's point of view it is also obviously economical so far as time and money are concerned, to learn through these means.

From the national point of view these mechanical aids are revolutionary and far-reaching in their effect upon the nation if only they are properly organised and utilised. They have made the world small, compact and easily accessible. For our country in its present stage of national regeneration, this has a peculiar significance. The masses, mostly illiterate, scattered in 700,000 villages, disorganised and neglected so far, steeped in ignorance and superstition are there mutely waiting to catch a glimpse of the light of knowledge. This tremendous manpower is lying waste. The problem is how to cope with the stupendous task of mobilising these forces and release the energy for national

advancement. Then we realise that in the modern world nothing is too difficult. Through the cinema and the radio physical distances have dwindled down to microscopic dimensions. The first step towards organisation of the masses is education, especially of the adults. The written evidences, however limited in number, that were before the committee, seemed on the whole to agree on the educational utility of the film. But barring a few exceptions, they harped on the pre-conceived notion that these means were too expensive. I felt, however, that "how expensive" was really a matter for technical persons actually engaged in the line to decide and whether "they were too expensive" was for Government to decide.

In the following paragraphs I shall restrict my remarks to the film only.

According to official statistics there are about 34 high schools in the Bombay Presidency which make use of film to supplement instruction. The principal of one of the schools observed to me that there could be no doubt about the great efficacy of educational films and that nobody could have anything to say against it. When he was told that some people do not hold this view, he said that that was probably because film-instruction was not properly planned, graded and organised, there was no co-operation between all those who were using it and there was no initiative and encouragement on the part of Government.

What is needed first is a strong conviction about the efficacy and necessity of the film in education. As regards this, plenty of evidence is available. The Deputy Inspector for Visual Instruction, Bombay, has made a strong case for the use of film in education in his written evidence before the committee as also in an article he had contributed last year to the journal "Progress of Education".

As supplementing class room instruction in primary and secondary schools, the educational film can serve to synthesise a whole topic. The detailed analysis of a particular object, its static and dynamic aspects can be illustrated by cinematography. Visual presentation of a particular subject-matter helps imagination, perception and retention.

In the adult education programme in our country, especially where illiteracy is rampant, there is nothing like cinema which can accomplish the task. Education of the adult must be quick and manifold. The adult cannot be expected to go through all the learning processes that a child has to pass through as learning is not a whole time occupation for him. What an adult wants is the nearest and quickest access to matters of general knowledge. Again, he must combine entertainment with education, for he is too tired to put in strenuous mental work after the day's labour. Members of the committee are agreed that he does not have the desire to attain literacy even. This desire has to be created in him and for this purpose a lot of spade work in the way of propaganda will have to be made. This will be facilitated by the cinema. The

cost of introducing the film in education can be considerably reduced if the scheme is graded, well planned and introduced on a large scale with the co-operation of other provinces. There is no subject matter which is not amenable to visual presentation. I quote below a few topics from which it will be evident what an amount of work could be done through the film for the education of masses. The list is, by no means, exhaustive.

1. Films giving Geographical and social information about the different parts of India and different parts of the Presidency.

2. History of India as seen through Indian eyes, with the object of promoting patriotism of right type and fostering an Indian outlook in the minds of youths.

3. Minute details of plant and animal physiology and other sciences.

4. Industrial concerns of this country.

5. Cottage industries like handicrafts, hand-looms, hand spinning and weaving of Khaddar, Tanning.

6. Village sanitation, improved methods of farming, poultry, cattle breeding, and other allied village industries.

7. How to combat plant-pests and animal diseases, how to dry fruits and vegetables at home, how to improve the wool and wheat industries, how to improve dairy-farming and poultry-raising.

8. Knowledge of present public organisations and institutions like the Indian National Congress, Servants of India Society, Benares Hindu University, Gurukul, Shantiniketan, etc.

9. Knowledge of Indian Colonies outside India.

10. Social problems like vices, prohibition, redemption of debts, untouchability, removal of superstitious ideas, with special reference to the schemes of Ministers for improving the existing conditions.

11. Knowledge of civics, unity and discipline.

12. Information of important present day events.

13. Removal of illiteracy and spread of primary education.

14. Physical culture, development and spread of Indian games.

15. Preaching the aspirations of the Nation and placing before the youths of the country practical ideals of service to the motherland.

That the film is being employed on an ever increasing scale for the education of the child and the adult, will be evident from various publications both official and non-official in all the leading countries of the world. I mention but a few such publications which will give an idea of the extent and purpose to which the film is being used in some of these countries.

1. "A National Encyclopaedia of Educational Films", published by: The Central Information Bureau for Educational Films Ltd., London.

2. "Our Movie Made Children", published by : The Macmillan Co., New York.

3. "Film Education in Japan", published by : Department of Education, Tokyo, Japan, 1937.

4. "Begriff und Gestattung des Unterrichtsfilms", published by : W. Kohlhammer Verlag, Berlin, 1937.

While admitting the value of the educational film, a lot has been said which would give the impression that it is the considered opinion of the Committee that there is no need or occasion to take the subject seriously. I wish to emphasise the fact in this dissent that sufficient evidence has not been taken to justify this conclusion. They practically admit this when they say "It is quite likely that this particular Chapter in our Report will be disappointing to many. It is also quite likely that if the Committee had been charged with the preparation of a Report on Visual Education alone, as was a Committee recently by the Central Provinces Government, that our conclusions would have been different".

I, therefore, wish to stress with all the emphasis at my command that the film will be found to be a very valuable asset in mass-education and the matter does not deserve to be shelved as has been done in the report.

(Mrs.) YAMUNA HIRLEKAR.

10th April 1938.

APPENDICES.

- I. A list of books suitable for adult schools and for continuation work.
- II. Questionnaires framed by the Committee, A and B.
- III. A short statement on adult education work that is being done in the Province.
- IV. A list of institutions and individuals that helped the Committee in its work.
- V. The financial aspect of the Problem.

APPENDIX I.

The accompanying lists of books were prepared by the sub-committee. While the work was in progress the lists of books for Village Libraries published by Government came to hand, and it was felt that it was not necessary to proceed further with the compilation of separate lists for the different languages of the province.

APPENDIX I.

MARATHI BOOKS USEFUL FOR VILLAGE LIBRARIES.

HIGHER STANDARD.

१	श्रीआनंद चरितामृत	... शं. पां. ओक, वकील	... १ ० ०
२	शेतकऱ्यांचा कैवारी	... रामराव ज्योतिराव शिंदे	... १ ० ०
३	ग्लाडस्टन ह्यांचें चरित्र	... वि. कों. ओक	... ० १२ ०
४	बालबोध पांचवें पुस्तक	... वि. कों. ओक	... ० १२ ०
५	बालबोध चवथें पुस्तक	... वि. कों. ओक	... ० १० ०
६	बालबोध तिसरें पुस्तक	... वि. कों. ओक	... ० ६ ०
७	हिंदुस्थानांतील दुष्काळ यावर स. ग. मुजूमदार निबंध.	...	... ० १० ०
८	बालमित्र, भाग २ रा	... वि. कों. ओक	... ० १२ ०
९	ज्ञानेश्वरमहाराजांचें चरित्र	... ब. खं. पारख	... १ ० ०
१०	सद्वर्तन	... गो. शं. बापट	... १ ० ०
११	पहिले बाजीराव पेशवे	... ना. वि. बापट	... १ ० ०
१२	पृथ्वीराज चव्हाण	... लोकहितवादी	... ० १२ ०
१३	महामारी	... म. ह. खरे	... ० ८ ०
१४	चित्तूरगडचा वेढा	... ना. वि. बापट	... ० १० ०
१५	सुशील यमुना	... वा. ब. फडके	... ० १२ ०
१६	दिनार्क्स	... गो. शं. बापट	... ० १४ ०
१७	लक्ष्मी आणि सरस्वती	... ब. म. पंडित	... १ ० ०
१८	आपली पुनर्घटना, भाग १ ला.	... मो. शि. नामजोशी	... १ ० ०
१९	कन्हाड	... य. रा. गुप्ते	... ० ८ ०
२०	खेडेगांवविषयक व्याख्यानें	... वा. वा. अतीतकर	... १ ० ०
२१	शिवाजीची बखर	... एम्. एम्. कोटस्थाने	... १ ० ०
२२	जनसेवा, भाग १ ला	... एम्. एम्. कोटस्थाने	... ० १२ ०
२३	शारदेचा दरवार	... शिराळकर चितळे	... ० १२ ०
२४	उपनिषदांतील दहा गोष्टी	... शं. द. देव	... ० ६ ०
२५	विद्यार्थीजीवन	... श्री. स. महाजन	... ० ८ ०

२६	कॉंग्रेसचा इतिहास	...	गो. आ. देशपांडे	...	०	८	०
२७	श्याम गोष्टी	...	साने गुरुजी	...	१	०	०
२८	हिंडलग्याचा प्रसाद	...	काका कालेलकर	...	०	९	०
२९	फिलिपाइनसच्या स्वातंत्र्याचा इतिहास.	...	आ. र. देवगिरीकर	...	१	०	०
३०	विश्राम गोष्टींचा संग्रह	...	साने गुरुजी	...	०	१०	०
३१	श्यामची आई गोष्टी	...	साने गुरुजी	...			
३२	भारतीय युद्ध	...	चित्रशाळा, पुणे	...			
३३	जगाचा परिचय	...	„ „	...			
३४	हिंदुस्थानचा सोपा इतिहास.	...	„ „	...			
३५	हिंदुस्थानचा परिचय	...	„ „	...			
३६	महाराष्ट्राचा सोपा इतिहास	...	„ „	...			

MARATHI BOOKS USEFUL FOR VILLAGE LIBRARIES.
LOWER STANDARD.

१	पैसा	... कृ. म. जोगळेकर	... ० २ ०
२	शहाणपणाचा ओनामा	... तुकाराम जावजी	... ० २ ६
३	सज्जन तो सज्जन	... ग. वि. साठे	... ० ९ ०
४	नीतिदर्पण, भाग १ ला	... सौ. गोदावरीबाई पंडित	... ० १० ०
५	मुळांस उत्तम बक्षीस	... वि. कों. ओक	... ० ८ ०
६	कौडदेव आणि शिवाजीमहाराज.	ग. वि. बापट	... ० ९ ०
७	आमची परळीची यात्रा	... य. रा. गुप्ते	... ० ६ ०
८	शिरस्तेदार	... वि. कों. ओक	... ० ४ ०
९	भाऊबंदांत कलह उत्पन्न होऊन विभक्तपणा होतो त्याची कारणे काय ?	वा. दि. वैद्य	... ० ६ ०
१०	मधुमक्षिका	... वि. कों. ओक	... ० १० ०
११	भरतपुरचा वेढा	... ज. र. आजगांवकर	... ० ९ ०
१२	साम्युअल जान्सन	... वि. कों. ओक	... ० ७ ०
१३	गर्भिणी स्त्रियांचें आरोग्यरक्षण व मूल अंगावर पीत आहे तोपर्यंत आई व मूल यांची जोगवण.	वा. दि. वैद्य	... ० ८ ०
१४	नशीब आणि उद्योग	... स. ग. मुजूमदार	... ० ४ ०
१५	संगीत सत्यानाश नाटक	... रा. ज्यो. शिंदे	... ० ३ ०
१६	वेदांतील गोष्टी, भाग १ ला...	वि. कृ. श्रोतीय	... ० ६ ०
१७	छोट्यांच्या मोठ्या सचित्र गोष्टी.	शेख. गुरव	... ० ३ ०
१८	बाल विवेकानंदाची शिकवण.	शेख. गुरव	... ० २ ०
१९	गतिचे वैशिष्ट्य	... गं. रा. साने	... ० ४ ०
२०	खेडेगांव आणि शिक्षण	... व. ना. कुंभार	... ० ४ ०
२१	रामेश्वर	... एम्. एम्. कोटस्थाने	... ० २ ०
२२	जोपासना व निगा	... डॉ. जेजुरीकर	...

२३	पावित्र्य-प्रभाव	... श्री. गं. रा. साने	... ० ४ ०
२४	अल्प रामायण	... श्री. गं. रा. साने	... ० ४ ०
२५	ललित वाङ्मय	... ”	... ० ४ ०
२६	शिवशाही ते पेशवाई	... ”	... ० ४ ०
२७	स्वातंत्र्य-युद्धाची नीतितत्त्वे...	रा. ज्यो. शिंदे	... ० २ ०
२८	मोठ्या लोकांच्या छोट्या गोष्टी.	शं. मा. गोंधळेकर	... ० ८ ०
२९	वीरांचे गाणे	... रा. ज्यो. शिंदे	... ० २ ०
३०	तरुणांचा तांडेल	... गं. रा. साने	... ० ८ ०
३१	सुलभ इसापनीति	... महाराष्ट्रच हौस, पुणे	... ० ३ ०
३२	वाचनाचे सोपे पाठ	... ”	... ० १ ६
३३	टामस् एडिसनचे चरित्र	... ”	... ० ८ ०
३४	अनाथमाधव, भाग २ रा	... ”	...
३५	संतांच्या कथा	... ”	... ० ३ ०
३६	छोटी इसापनीति	... ”	... ० ३ ६
३७	नवीन मजेदार गोष्टी	... ”	...
३८	हेन्री फोर्डचे चरित्र	... ”	... ० ६ ०
३९	अनाथमाधव गोष्ट, भाग १.	... ”	...
४०	सिदाबादच्या सफरी	... ”	... ० ५ ०
४१	हरी व त्रिबक	... ”	... १ ० ०
४२	टालस्टायच्या बोधकथा	... वि. स. सुखटणकर	... ० ६ ०
४३	करमणुकीतील करमणूक	... ह. ना. आपटे	... ० ८ ०
४४	इसापनीति बाल	... ”	... ० २ ०
४५	सायंकाळची करमणूक	... एच्. के. दामले	... ० ६ ०
४६	भारतीय युद्ध	... ”	... १ ४ ०
४७	म्हणीवरील सुबोध गोष्टी, १ ते ३.	... ”	... ० ५ ०
४८	साधुत्वाची शिकवण	... प्रि. तावडे	... ० ४ ०
४९	हिंदुसण व व्रते	... ”	... ० ६ ०
५०	पैगंबरचरित्र	... ”	... ० ४ ०

९१	बालभारत	... एच्. एस्. केळकर	... ० ४ ०
९२	बालरामायण	... ”	... ० ४ ०
९३	मुलांचा महाराष्ट्र	... मोडक	... २ ० ०
९४	जगांतील मौजा	... ना. मो. पटवर्धन	... ० ६ ०
९५	नशीब व उद्योग	... ”	... ० ४ ०
९६	टापटिपीचा संसार	... वा. गो. आपटे	... ० १२ ०
९७	माजघरांतील चर्चा	... ”	... ० ८ ०
९८	कीटकशास्त्र	... ”	... १ ० ०
९९	आमची शेती	... ”	... ३ ० ०
६०	पिकाची लागवड	... ”	... ० १२ ०
६१	हिंदुस्थानांतील पाऊस व झाडे.	... ”	... १ ० ०
६२	वनस्पतिशास्त्र	... ”	... ० १० ०
६३	आम्रसंवर्धन	... ”	... १ ० ०
६४	भाजीपाल्याची लागवड	... ”	... २ ८ ०
६५	भाजीपाल्याचा मळा	... ”	... २ ८ ०
६६	कोंबड्याची जोपासना	... ”	... ० १२ ०
६७	कबुतरें व त्यांची जोपासना...	रशीद मुनशी	...
६८	पशुपक्षा व इतर जनावरें	... गोखले	...
६९	खतें	... टी. जी. करंदीकर	... ० ८ ०
७०	मेंढ्या लांकर व वस्त्रें	... या. शं. वावीकर	... ० ४ ०
७१	दुग्धव्यवसाय	... एम्. आर्. पाळंदे	... १ ८ ०
७२	गुरांना होणारे अपघात व उपाय.	डॉ. बी. पी. माळी	... ० २ ६
७३	उंसाची लागवड	... गरगे	... ० १० ०
७४	औद्योगिक शिक्षण	... एम्. ए. संत	... ० ७ ०
७५	त्रिव्रभाव	... पी. बी. ओंगले	... ० ४ ०
७६	तुळशीप्रताप	... ”	... ० ३ ०
७७	जर्मनमशागत व शेतकी	... ग. कं. केळकर	...
७८	औतें	... ”	...

७९	जनावरांचा चारा म्हणून उप- गोडबोले योगांत येणाऱ्या वनस्पति.	...	२	०	०
८०	जनतेचे आरोग्य ... डॉ. काळोखे	...	०	१२	०
८१	व्यवहारांतील शास्त्रीय गोष्टी.. डॉ. वडदेकर	...	०	९	०
८२	प्लेगाची चिकित्सा ... ,,	...	०	९	०
८३	पिसाळलेल्या जनावरापासून होणारी विषबाधा व उपाय.	..	०	१	६
८४	स्वास्थ्यसंरक्षण ... ,,	...	०	८	०
८५	सुलभ औषधी प्रभाकर ... पी. वी. ओगळे	...	०	१२	०
८६	एकाएकी दुखापत झाल्यास करावयाचे उपाय.	..	०	१०	०
८७	प्राणी व आरोग्य ... कर्नल धारपुरे	...	१	०	०
८८	माता व मुलें ... ,,	...	०	२	०
८९	निरोगी राहणी ... ,,	...	०	४	०
९०	आरोग्यशास्त्रप्रवेश ... के. वी. संत	...	०	१२	०
९१	मुलांची योग्य वाढ कशी होईल. एम्. एच्. केळकर	...	०	९	०
९२	तात्कालिक उपाय ... मि. सहस्रबुद्धे	...	१	४	०
९३	मुलांचे कल्याण ... धि. कों. ओक	...	०	२	०

MARATHI BOOKS USEFUL FOR FOLLOW-UP WORK.

१	संघटनाशिक्षक	...	शं. रा. भागवत	...	०	२	०
२	करावें तसें भरावें	...	ब. ना. कुंभार	...	०	२	०
३	वस्तुपाठाचा अभ्यास	...	शि. वा. गाडगीळ	...	०	१	६
४	सोपीं गाणीं	...	बा. दि. वैद्य	...	०	१	६
५	इसापनीति	...	वि. कों. ओक	...	०	८	०
६	सोप्या व मनोरंजक गोष्टी	...	वि. वा. नाटेकर	...	०	२	६
७	सोप्या व मनोरंजक गोष्टी	...	वि. वा. नाटेकर	...	०	१	६
८	बालबोध दुसरें पुस्तक	...	वि. को. ओक	...	०	३	०
९	लहान मुलांचें शिक्षण	...	स. ल. असगेकर	...	०	३	०
१०	सोपीं गाणीं	...	बा. दि. वैद्य	...	०	२	०
११	बालबोध पहिलें पुस्तक	...	वि. कों. ओक	...	०	१	६
१२	सुलभ शिक्षण	...	सौ. लक्ष्मीबाई नवरे	...	०	३	०
१३	बालवाचनशिक्षक	...	सय्यद महमद महितावशा	...	०	३	०
१४	मैनाताई आणि कोल्हेदादा	...	द. के. बर्वे	...	०	१	६
१५	पाठात्मक आरोग्यज्ञान, १	...	लें. म. रा. कुलकर्णी	...	०	५	६
१६	मुलांचे वैद्यराज	...	शेख-गुरव	...	०	३	०
१७	मुलींच्या राधाबाई	...	शेख-गुरव	...	०	४	०

KANARESE BOOKS TO BE RECOMMENDED FOR THE VILLAGE CONTINUATION
CLASS OR LIBRARY.

- १ बालबोधन.
- २ प्राथमिक पुस्तक (नवीन).
- ३ धार्मिक सुबोध वचनें.
- ४ प्राचीन इतिहास.
- ५ लहान सोप्या गोष्टी.
- ६ काँग्रेसची माहिती.
- ७ पैगंबरचरित्र.
- ८ मुळाक्षरबोध.
- ९ कन्नडकंद, भाग १.
- १० कन्नडकंद, भाग २.

मि. शेख महामूद यांचेकडून—

उर्दू भाग.

प्रौढ शिक्षणाकरितां आलेलीं पुस्तके.

[शालेच्या उपयोगी.]

१	मोगा उर्दू रिडर	... मोगा, जिल्हा फरोजपूर, मि. एम्. चेतसिंग.	०	१	०
२	मेरी तसवीरोंकी किताब	... गुलाबसिंग, लाहोर	...	०	१ ९
३	मेरी काहानियोंकी किताब	... " "	...	०	१ ६
४	नया कायदा, बालीगोंके लिये.	गखखड पंजाब, मि. यमीनी.			
५	नया कायदा, बालीगोंके लिये, नं. १, २.	" "			
६	जदीद कायदा	... अ. कादर अ. गणी, पुणे	...	०	१ ६
७	उर्दूका कायदा	... अंजुमन तरक्की उर्दू, हैद्राबाद.	...	०	२ ६
८	हुरूफ शनासी चार्ट	... मि. शेख, सांगली	...	०	४ ०
९	" "	भाग १ ला... मि. शेख महामूद, सांगली	...	०	५ ०
१०	" "	भाग २ रा... " " "	...	०	५ ०

[प्रौढ लायब्ररीकरितां.]

१	चार दरवेश	... (फूल—लाहोर)	..	१	१२ ०
२	उमर अय्यार	... "	...	१	२ ९
३	थेजादात	... "	...	०	१० ५
४	कारीगीरी	... "	...	०	६ ६
५	इमदादे बाहमी	... "	...	१	८ ०
६	हिंदुस्थान हमारा	... "	...	०	१५ ७
७	रफ्तक जमीनदार	... "	...	०	६ ९
८	परवरीश अतफाल	... मुंबई	...	०	३ ०
९	इलाजुल अमराज	... "	...	२	८ ०
१०	साबून साजी	... " (मतबूआत हिंद)	...	०	२ ६
११	घरका दरजी	... " "	...	०	२ ०
१२	मुरगियोंका रखरखाव	... " "	...	१	२ ०
१३	मौखद शरीफ समदानी	... (मोहम्मदी, मुंबई)	...	०	४ ०
१४	वागे खियाल अकबर	... (मोहम्मदी, मुंबई)	...	०	४ ०
१५	उर्दू मजमून नवेसी	... एम्. फेरोजिदीन, लाहोर	...	०	८ ०

१६	इमान हिस्सा अब्बल	...	एम्. फेरोजिद्दीन, लाहौर	...	०	१	०
१७	" " दुव्वम	...	"	...	०	२	३
१८	" " सुव्वम	...	"	...	०	३	०
१९	" " चहारम	...	"	...	०	४	०
२०	" " पंजम	...	"	...	०	५	०
२१	दिलकश कहानियां हिस्सा अब्बल.		"	...	०	६	०
२२	दिलकश कहानिया हिस्सा दुव्वल.		"	...	०	७	०
२३	नूरतेन अकबरी	...	"	...	०	८	०
२४	शाहेजहां	...	"	...	०	९	०
२५	नादिरशाह	...	"	...	०	१०	०
२६	बाबरशाह	...	"	...	०	११	०
२७	टागोरकी दिलचस्प कहानियां.		"	...	०	१२	०
२८	औरंगजेब आलमगीर	...	"	...	०	१३	०
२९	उर्दू बोल चाल	...	(मोहम्मदी-मुंबई)	...	०	१४	६
३०	सवाने उमरी ह. रसूल	...	"	...	०	१५	०
३१	" " ह. उमर	...	"	...	०	१६	०
३२	" " ह. फारूक	...	"	...	०	१७	०
३३	" " ह. उस्मान	...	"	...	०	१८	०
३४	" " ह. अली	...	"	...	०	१९	०
३५	" " ह. गौस	...	"	...	०	२०	०
३६	अल मामून	...	"	...	०	२१	०
३७	अल हारून	...	"	...	१	४	०
३८	तारीख फिरस्ता	...	"	...	३	०	०
३९	इशाअते इस्लाम	...	(मौ. हबीब रहिमान)	...	३	०	०
४०	किस्सा दाई हलीमा	...	(मोहम्मदी मुंबई)	...	०	१	३
४१	अखलाक हिंदी	...	"	...	०	४	०
४२	बच्चोंकी तआलीम व तरबियत.		"	...	०	५	०
४३	बांगेदरा	...	(डॉ. इकबाल)	...	२	८	०
४४	इस्लामका अंजाम	...	(मि. हसन निजामी)	...	०	६	०
४५	तुलुअ इस्लाम	...	(डॉ. इकबाल)	...	०	४	०

४६	बिलाल	... (डॉ. सर इकबाल)	...	०	२	०
४७	अकबरी इकबाल	... "	...	०	३	०
४८	कलामे जोहर	... (मौ. अबदुल माजीद)	...	३	०	०
४९	रहेनुमायाने हिंद	... अंजुमन तरक्की उर्दू	...	१	८	०
५०	आफताबे हिंद	...	...	०	६	०
५१	शैरे अरब	...	...	०	८	०
५२	(सीरत नबवी) खाका	...	...	०	३	०
५३	खूनके आंसू हिस्सा अब्बल...	...	...	०	३	०
५४	" " दुव्वम ...	...	...	०	४	०
५५	" " सुव्वम...	...	...	०	४	०
५६	" " चहारम.	...	...	०	४	०
५७	फनेजरा अतकी पहिली किताब.	...	...	०	४	०

[प्रौढ स्त्रियांकरितां.]

१	तआलीम व परदा निसबां	...	...	०	१०	०
२	तआलिम्युनिसा	...	...	०	०	९
३	आकिला बेगम	...	...	०	३	०
४	औलादकी तरबियत (मुफ्ती शौकत अली फदेमी )	...	...	१	०	०
५	फतायदुन्निसा	...	...	०	७	०
६	तआली मुनिसा की १ ली किताब	...	...	०	२	०
७	" २ री किताब	...	...	०	३	०
८	" ३ री किताब	...	...	०	४	०
९	" ४ थी किताब	...	...	०	६	०
१०	" ५ वी किताब	...	...	०	६	०
११	मुफीदुन्निसा (मुतवआ करीमी, मुंबई )	...	...	०	१	०
१२	इन्तेजाम खानादारी	...	...	०	३	०

APPENDIX II.

ADULT EDUCATION COMMITTEE.

Questionnaire A.

The Adult Education Committee appointed by the Government of Bombay is desirous of obtaining information regarding all Adult Education work now being carried out in the Province. The Committee will appreciate information upon the following points :—

1. Name of organization carrying on work? Where working? or Name of individual establishment? Where located?
2. Types of education being carried out?
3. Number of adults reached annually?
4. What age-groups are reached?
5. In what languages are the classes carried on?
6. What text books or other materials are used? Should local dialects be utilized for these materials?
7. What methods of teaching are employed?
8. Who are the teachers and what is their training? What supervision of the classes is there?
9. What is regarded as the criterion of literacy?
10. How is literacy maintained? What follow-up materials are used? Is any use made of village libraries, etc.?
11. What use, if any, is made of the magic lantern, cinema or radio?
12. If in connection with an industrial establishment, are the classes being conducted during working hours or before or after work?
How many hours per week?
If in a village, at what time and how many hours per week?
13. What is the monthly cost per pupil? Does the pupil bear any part of the cost?
14. How is the work financed?
15. What difficulties are experienced? What motives are appealed to to awaken the desire to learn?
16. What special efforts are being made for the education of women?

ADULT EDUCATION COMMITTEE.

Questionnaire B.

The Adult Education Committee appointed by the Government of Bombay desires expressions of opinion upon the following points :—

1. What should be the place of Adult Education in the general system of education in a country like India where literacy is very low?
2. What are the different types of Adult Education?
What should be the duties of Government in promoting the different types?
3. How should employers of labour in mills, factories, etc., be required to help Government in promoting literacy among their employees?

4. What agency or agencies should conduct and supervise Adult Education? How far should Government avail themselves of the services of the School Boards and their education staffs for Adult Education?
Should Adult Education be one of the compulsory duties of School Boards?
5. What cheap books and literature for adult schools are available?
What "continuation" or "follow-up" literature is available?
6. What suggestions would you make for the organization of village libraries for adults? Their maintenance and financing?
7. What is the place of the magic lantern, the cinema and the radio in Adult Education?
8. What should be the nature of Women's Adult Education?
How should it be organized?

APPENDIX III.

By the Terms of Reference the Committee were not required to report on the work being done in Adult Education. A short statement, based on replies to Questionnaire A, is here appended.

The very limited extent of Adult Education work in the province is shown in Chapter XVII of the Quinquennial Report on Public Instruction (1932-37). The replies to Questionnaire A, which deal mainly with literacy education, suggest that since the Congress party took office there have been renewed efforts in literacy work. Classes have recently been started in several districts.

Government gave an impetus to the work by a grant of Rs. 10,000 in the last financial year. This was divided among the four divisions—the Northern, Bombay, Central, and Southern Divisions.

In the Bombay Division work is in progress at three centres—Uran, Bordi and Rajapur with a total of 8 classes and 264 students. In the Central Division 9 classes are managed by the Saksharata Prasarak Mandal with a total of about 300 students. In the Southern Division two centres are at work, one at Hudli and the other at Karadgad, near Dharwar, with a total of about 300 students.

From the replies received from District Collectors and District School Boards it is found that work is being done in 10 districts—ranging from a single class of about 20 students in Kanara to greater activity in Kolaba, Broach and Thana; in the last named district there are six centres with a total of about 200 students. Much of this work is of recent origin, though some of it goes back a few years to the time of the Village Uplift movement. The expenditure for these classes is met chiefly from District School Board funds and Village Uplift funds.

The most notable effort in literacy work belongs to the well-known Daxinamurti Bhuvan at Bhavnagar. Under its scheme at one time there were about 2,500 night schools spread over Indian States and British Indian Territory.

There are also several private efforts in different parts of the province. Among them are the work of the Grama Seva Sangh, Sangli, with 150 students and the classes at Dhulia where there are about 80 students—the work being done by (1) The Village Uplift Association, Mahadi Taluka, (2) Shree Bajarang Free Night School and (3) Datta Bhakta Bal Gopal Mandal. The other institutions of whom mention is made in the replies to Questionnaire A, are :—

- (1) The Advanced Instructional Association, Sholapur.
- (2) Harijan Sevak Sangh, Sholapur.
- (3) Shikshan Prasarak Mandal, Kodavil, Rajapur.
- (4) Adult Education Boards (Kolaba District, Panvel Taluka, Alibag Taluka).
- (5) Karnatak Education Board, Dharwar.
- (6) The Vocational Training School, Ankleshwar.
- (7) Tilak Ashram, Education Department, Mahad.

In Poona the following institutions have their headquarters :—

- (1) Saksharata Prasarak Mandal, a part of whose work is under the supervision of the Educational Inspector, Central Division. It is also responsible for the conduct of the classes at the Mundhwa Paper Mills.
- (2) Tilak Maharashtra Vidyapeeth, an institution of long-standing, which has recently turned its attention to the question of Adult Education.
- (3) The Rural Reconstruction Association which is doing pioneer work by a more comprehensive approach to the problem of Village Uplift.
- (4) The Adult Education League whose work has lain chiefly in the preparation and spread of Magic lanterns and lantern slides and in the spread of ideas among the masses by lectures and talks.

The Saraswati Math Samstha, which has its headquarters in Bombay, may also be included in the Poona Group as it works in Poona District. It also does work for adults in Sholapur.

In Bombay there are :—

- (1) The Social Service League whose activities in Adult Education date back a long way. The Textile Technical School is a special feature of the League's work. The total number of men and women reached by its night schools, literacy classes, women's classes and industrial schools is about 1,050.

- (2) Nagpada Neighbourhood House which, beside literacy and other Adult Education activity, has its special place in the City because of the type of work that comes under Type (6) in Chapter III of the Report.
- (3) The Bombay Presidency Adult Education Association which does work in three fields (a) Literacy, (b) Reading Rooms and Libraries, (c) Adult Education Classes corresponding to the Extension Courses of the West.
- (4) The City Literacy Association whose work in literacy among Municipal employees, though of recent origin, is easily the most comprehensive in the province, with about 2,500 students on its rolls.

Adult Education work of a specific kind is being done by the Safety First Association of India.

Among large scale employers the B. E. S. and T. Co. Ltd. and the E. D. Sassoon Mills Co. Ltd., undertake Adult Education work of a vocational and general character for their own employees. In addition, the Sassoon Mills have 3 literacy classes. The following mills—the Spring, Crown, Textile and Morarji Goculdas Mills—support the literacy classes run by the Bombay Presidency Adult Education Association.

Women's institutions, that are concerned in Adult Education work and have supplied information, are :—

- (1) Seva Sadan Society, which reaches about 200 students annually.
- (2) Mahila Seva Mandal, which is part of the Social Service League.
- (3) The Women's Indian Association, Bombay.
- (4) The Bhagini Samaj.
- (5) Vanita Vishram.

The City has besides two night schools in the Fort area (a) The Mogaveera Free Night School with a total of 3,000 students since 1921 and (b) The Konara Vidyadaini Free Night School which reaches 50 to 75 students annually.

In the Suburban area are (1) The Vile Parle Night School and Adult Education Institution that has an average attendance of 50 students. (2) The Malad Gujarati Hindu Stree Mandal which reaches annually about 250 women.

This completes a brief survey of such activity as was brought to the notice of the Committee. There are besides several institutions and associations, that have not Adult Education as a primary function yet directly or indirectly assist in the work ; and in the large cities and elsewhere there are probably several individual or group efforts in literacy education and Adult Education generally, of which the most recent, from information received, is an attempt by the Bombay Presidency Students' Federation to establish during the May vacation two or three centres for literacy work in village areas.

APPENDIX IV.

- A. 1. Adult Education Boards—Alibag Taluka, Panvel Taluka, Kolaba District.
 2. Adult Education League, Poona.
 3. Advanced Instructional Association, Sholapur.
 4. Ahmedabad Millowners' Association.
 5. Akhil Maharashtra Hindi Prachar Sabha.
 6. All-India Radio, Bombay Station Director.
 7. Amin, M., Vaso via Nadiad.
 8. Andreasen, P. J., Willoughby Road, Bombay.
- B. 1. B. B. & C. I. Ry., Bombay.
 2. Bal Krishna (Dr.), Principal, Rajaram College, Kolhapur.
 3. Benjamin Balaram, P. C., Principal, Vocational and Primary School, Puntamber.
 4. Bhagini Samaj, Bombay.
 5. Bombay Electric Supply & Tramways Co., Ltd.
 6. Bombay Millowners' Association.
 7. Bombay Presidency Adult Education Association.
 8. Bombay Presidency Students' Federation.
 9. Bombay Telephone Co.
 10. Brayne, F. L., Commissioner, Rural Reconstruction, Punjab.
 11. Bulsara, J. F., Secretary, Parsi Panchayat.
- C. 1. City Literacy Association, Bombay.
 2. Collectors, District—Ahmednagar, Belgaum, Bijapur, Broach and Panch Mahals, Dharwar, Kaira, Kanara, Kolaba, Ratnagiri, Surat, Thana.
- D. 1. Daxinamurti Bhuvan, Bhavnagar.
 2. Desai, L. R., Educational Inspector, C. D., Poona.
 3. Dhond, P. A., Jt. Principal, Maratha High School, Bombay.
 4. Director of Public Instruction, Poona.
 5. Donde, M. V., Gokhale Education Society's Parcel Centre.
 6. Dongre, R. (Miss), Bombay.
- E. 1. Educational Inspector, Senior A.D., Dharwar.
- F. 1. Factories, Chief Inspector of,—Bombay Province.
- G. 1. G. I. P. Railway, Bombay.
 2. Gatne, V. L., Administrative Officer, D. S. Board, Thana.
 3. Ghate, V. D., Educational Inspector, B. D., Bombay.
 4. Godbole, D. S., Bombay.
 5. Goheen, J. L., A. P. Mission, Sangli.
 6. Goheen, R. H., A. P. Mission, Sangli.
 7. Grama Seva Sangh, Sangli.

- H. 1. Harper, A. E. (Mrs.), Moga Training School for Village Teachers, Punjab.
 2. Hazen, W. (Rev.), American Mission, Sholapur.
 3. Herlekar, K. V., Sholapur.
 4. Hirlekar, K. S., Bombay.
- J. 1. Jagtap, B. G., Poona.
 2. Joshi, D. W., Bombay.
 3. Joshi, K. L., Professor, S. L. D. Arts College, Ahmedabad.
- K. 1. Kanara Vidyadaini Free Night School, Fort, Bombay.
 2. Kanavade, P. R., Ahmednagar.
 3. Karnatak Education Board, Dharwar.
 4. Khair, G. S. (Dr.), Poona.
 5. Khandwala, K. (Mrs.), Vanita Vishram, Bombay.
 6. Kibe, M. V. (Rao Bahadur Sardar), Indore.
 7. Korelekar, B. V., Uran.
 8. Kshirsagar, K. A., Dhulia.
 9. Kulkarni, D. J., Rajapur.
 10. Kulkarni, V. R., Dadar.
- M. 1. Malad Gujarati Hindu Stree Mandal, Malad, Bombay.
 2. Mandc, A. B., Adult Education Officer, Fyzabad.
 3. Mission Press, Jubbulpore.
 4. Mogaveera V. Mandali, Fort, Bombay.
 5. Moomaw, I. W. (Rev.), C. B. Mission, Ankleshwar.
 6. Morarji Gokuldas Mills, Parel.
 7. Motion Picture Society of India, Bombay.
 8. Motiwala, B. N., General Secretary, Social Service League, Bombay.
- N. 1. Nagpada Neighbourhood House, Bombay.
 2. Naik, B. R. (Sardar Rao Bahadur), Surat.
 3. Nurullah, S., Educational Inspector, Dharwar, S. D.
- P. 1. Parasharami, D. K., Sangamner.
 2. Paricharak, G. B. (Rao Bahadur), Sholapur.
 3. Patel, D. H., Broach.
 4. Patwardhan, S. G., Sholapur.
 5. Purohit, B. S., Senior A.D.E. Inspector, Belgaum.
- R. 1. Rao, V. K. R. V. (Dr.), Principal, S. L. D. Arts College, Ahmedabad.
 2. Rural Reconstruction Association, Poona.

- S. 1. Safety First Association of India, Bombay.
 2. Saksharata Prasarak Mandal, Poona.
 3. Sarabhai Anasuyaben, Ahmedabad.
 4. Saraswati Films, The, Bombay.
 5. Saraswati Math Samstha, Bombay.
 6. Sayed, J. A., Ahmedabad.
 7. School Boards, District—Ahmedabad, Ahmednagar, Broach, Kolaba, Poona, Ratnagiri, Satara, Sholapur, Surat, Thana.
 8. Sethna, C. B., Bombay.
 9. Seva Sadan Society, Bombay.
 10. Singh, Raghubir, Professor, Rajaram College, Kolhapur.
 11. Sinha, S. (Dr.), Vice-Chancellor, Patna University.
 12. Social Service League, Bombay.
 13. Sovani, Y. K., Bhilavadi, Satara.
 14. Stones, F., E. D. Sassoon Mills Co., Ltd.
- T. 1. Tata, Herabai A. (Mrs.), Women's Indian Association, Bombay.
 2. Tilak Ashram Education Department, Mahad.
 3. Tilak Maharashtra Vidyapeeth, Poona.
 4. Trollip, A. S., General Manager, B.E.S.T. Co., Ltd., Bombay.
- U. 1. Ullal, N. S., Dy. Educational Inspector, Visual Instruction, Bombay Presidency.
- V. 1. Vadhavi, R. V., Hubli.
 2. Vakil, K. S., Principal, Teachers' Training College, Kolhapur.
 3. Vile Parle Night School and Adult Education Institution.
 4. Village Uplift Association, Mahadi Taluka, Dhulia.
 5. Visual Education Bureau, Bombay.
- W. 1. Waknis, T. D., Curator, State Libraries, Baroda.
 2. Western India Match Co., Bombay.
 3. Women's Fellowship of Service, Bombay.
 4. Women's Indian Association, Bombay Branch.
- Y. 1. Yamini, S. W., Headmaster, Government Normal School, Gakhar, Punjab.

APPENDIX V.

The following statement of finance was prepared by Mr. S. R. Bhagwat, a member of the Committee. It is intended to give some indication of the financial responsibilities involved in a 10-year programme looking towards an ultimate 80 per cent. literacy :—

The financial aspect of the problem.

The financing of a scheme for securing 80 per cent. literacy amongst adults—both men and women—in 10 years' time is indicated in this note.

It is assumed that—

(a) The population of adults of 14-50 age-group would be approximately equal to the population above 15 years as given in the last census.

(b) There is considerable wastage at present due to lapse into illiteracy and this wastage can be considerably diminished by securing the help and the co-operation of the parents.

(c) This help and co-operation of the parents will be more readily available if they themselves are made literate and know reading and writing.

(d) Education of the illiterate adults is only a temporary phase and the money spent on it can be treated as an investment in order to effectively diminish the present annual wastage.

(e) It will be sound policy to meet this expenditure by raising a loan to be repaid in 30 years.

The figures for illiterate adults to be made literate is arrived at as follows :—

(The figures are in thousands).

1	2	3	4	5	6
	Total Population.	Population above 15 years.	Literates above 15 years.	Number of Literates above 15 years required for 80 per cent. literacy (80 per cent. of column 3.)	Number of illiterates, to be educated (Column 5 minus Column 4).
Urban areas with population 20,000 and above.	2,862	2,054	506	1,643	1,137
Rural areas...	15,136	8,838	966	7,073	6,107
Total ...	17,998	10,892	1,472	8,716	7,244

In order to secure 80 per cent. literacy amongst adults above 15 years of age in 10 years we shall have to arrange for the education of about 72 lacs of illiterate adults in 10 years. Even though the Urban Adult Education Committees will have to look after the education of about 11 lacs of illiterates with funds raised locally, we have assumed for these calculations that the whole scheme of adult education would be financed from a central fund in order to provide for a safe margin and to secure uniform policy and progress.

The following table gives the general outline of a 10 years' forecast of work and the funds required :—

Years.	Illiterates to be educated in the year. in lacs.	Total made literate up to date.	Cost in thousands of Rupees,					Total for the year.	Total up to date.	Interest on loan at 3 per cent. in thousands.
			Overhead expenses.	Preparation of the ground.	Classes.	Maintenance, libraries and supervision.				
1st ...	2	..	50	900	1,000	50	2,000	.....	150 on 50 lacs.
2nd ...	4	6	100	825	2,000	75	3,000	5,000	Do.	
3rd ...	6	12	127	773	3,000	100	4,000	9,000	450 on 1.5 crores.	
4th ...	8	20	127	700	4,000	173	5,000	14,000	Do.	
5th ...	10	30	127	600	5,000	173	5,800	19,900	870 on 2.9 crores.	
6th ...	10	40	127	500	5,000	173	5,800	25,700	Do.	
7th ...	10	50	127	400	5,000	173	5,700	31,400	1,320 on 4.3 crores.	
8th ...	10	60	127	300	5,000	173	5,600	37,000	Do.	
9th ...	7	67	100	200	3,500	200	4,000	41,000	1,590 on 5.3 crores.	
10th ...	5	72	50	100	2,500	250	2,900	43,900	Do.	
Total..	73 lacs.	...	1,062	5,293	36,000	1,549	43,900	.....	8,760
									52,600	

Columns 2 and 3.—It is assumed that the work will gradually develop in the first four years and will be at its highest pitch in the next four years. In the last two years the work of making illiterates literate will be less but that of libraries, reading rooms and other items required not only for maintenance of literacy but for further education will be strongly developed.

Column 4—Overhead expenses.—The figures in this column are based on the following calculations :—

(a) Central Adult Education Board (C. A. E. B.) :—

Members three.

Salary at Rs. 300 per month per head with travelling allowance per head not exceeding Rs. 150 per month.

Office expenses Rs. 600 per month.

	Rs.
Annual cost :—	
Salary $300 \times 3 \times 12$	10,800
Travelling expenses $150 \times 3 \times 12$	5,400
Office expenses 600×12	7,200
Miscellaneous	1,600
Total	25,000

(The C. A. E. B. will be working from the beginning. It is assumed that the spirit of service and not the salary of the post will be the chief factor).

(b) *Divisional Adult Education Committees (Division A. E. Cs.)* :—

There will be no salary for members but provision will have to be made for :—

	Rs.
Office and Travelling Expenses	2,000
Training Classes for workers	1,500
Total ...	3,500

per Divisional A. E. C.

for 4 Divisional A. E. Cs., the total expenditure will be Rs. 14,000 per year.

It is assumed that these Committees will be functioning during the latter half of the first year. So the provision to be made for the first year will be Rs. 7,000 and thereafter for each year Rs. 14,000 till the 8th year.

(c) *Urban Adult Education Committees (U. A. E. Cs.)* :—

(The expenses will be met from local educational funds).

(d) *District Adult Education Committees (D. A. E. Cs.)* :—

There will be no salary for the members but provision is made for Rs. 2,500 per year for each D. A. E. C. for Office and travelling expenses of members.

When the work is fully developed there will be 20 District Committees. It is expected that 10 Committees will be functioning in the last three months of the first year and 15 Committees on an average in the second year. All 20 Committees will be functioning in the 3rd year. The amount to be provided in the first year is Rs. 12,000, in the second year Rs. 37,000 and from the third year Rs. 50,000 till the 9th year when it will be reduced.

(e) *Taluka Adult Education Committees (T. A. E. Cs.)* :—

The provision made for each Taluka Committee is Rs. 200 per year as contribution towards Office expenses. There will be in all 190 Taluka Committees but it is expected about 50 Committees will be established at the end of the first year, 120 in the second year and all the 190 Committees will be in full working order from the third year. The amounts provided are therefore Rs. 6,000 in the first year (to cover also some preliminary expenditure if required), Rs. 24,000 in the second year and Rs. 38,000 from the third to the 8th year, after which the amount is reduced.

(f) *Local Adult Education Committees* :—

(The expenses will be met from the local educational fund provided for fieldwork, Class-work, etc.).

The summary of provisions made per year is :—

	1st year.	2nd year.	3rd to 8th year.
	Rs.	Rs.	Rs.
C. A. E. B.	25,000	25,000	25,000
Dn. A. E. Cs.	7,000	14,000	14,000
D. A. E. Cs.	12,000	37,000	50,000
T. A. E. Cs.	6,000	24,000	38,000
Total ...	50,000	1,00,000	1,27,000

Column 5.—Preparation of the ground.—The work under this heading will be closely connected with the items of work of Rural Reconstruction, the object being to secure the confidence, co-operation and good-will of the rural population and urban workers. The amount provided for the first year will cover the cost of equipment required for propaganda. The provision made is the maximum at the start and is gradually reduced year after year. If the work under this heading is properly organised, it will be possible to bring in contributions from the villagers and urban workers in the form of produce, labour, or services.

Column 6—Conduct of classes.—The average expenditure for the class-work of illiterates will not exceed Rs. 5 per head when the work is organised on a country-wide scale and when additional amounts are provided for preliminary work, Libraries, reading rooms, etc. An estimate and forecast for a 10 years' programme in an area of about 150 to 200 square miles with a population of about 80,000 is given below :—

Estimate of Cost of organising and conducting education of adults in an area of 150 to 200 square miles comprising about 80,000 inhabitants in 50 villages, with 12,000 adults to be made literate in 10 years.

(Cost of propaganda, libraries, reading rooms, etc. provided separately).

Year.	Number of illiterates to be trained.	Illiterates trained up to date.	Number of Classes.	Cost of conducting classes at Rs. 150 per year.
				Rs.
1st	350	.....	15	2,250
2nd	700	1,050	30	4,500
3rd	1,050	2,100	40	6,000
4th	1,400	3,500	45	6,750
5th	1,800	5,300	50	7,500
6th	1,800	7,100	50	7,500
7th	1,800	8,900	50	7,500
8th	1,800	10,700	50	7,500
9th	800	11,500	25	3,750
10th	500	12,000	20	3,000
	12,000		375	56,250

Capital Cost :—

	Rs.
Training of Teachers—(Rs. 500 at the start and Rs. 100 per year for refresher class and gatherings) ...	1,500
Equipment—blackboards, slates, books, lamps, etc., for 50 classes at Rs. 30 per class ...	1,500
Gramophones, Magic lantern, etc. for the whole area ...	750
Total ...	3,750
	3,750
Total cost ...	60,000

Cost of each class ..	...	...	...	...	Rs.	150
					Rs.	
Salary or Honorarium ..	...	...	...	...		100
Books, slates etc. ....	...	..	...	...		15
Oil and contingencies ..	...	...	...	...		15
Contribution towards supervision ..	...	...	...	...		10
Miscellaneous ..	...	...	...	...		10

Column 7.—Maintenance and Supervision.—This includes provision for special expense of inspection and supervision, for establishing reading rooms and libraries as contemplated in Chapter VIII, of the report.

Column 10.—Interest at Rs. 3 per cent.—This provision contemplates that no funds are available from the present budget of the province and that every item of expenditure on the scheme is to be met from the Loan Fund during the 10 years in which the work is in progress. The plan for raising the loan will be somewhat on the following lines:—

Year.	Loan to be raised.	Outstanding loan up to date.	Interest charges on the outstanding loan.
	lacs.	lacs.	in thousands.
1st	50	50	150
2nd .. ..	.....	50	150
3rd	100	150	450
4th .. ..	.....	150	450
5th	140	290	780
6th .. ..	.....	290	780
7th	140	480	1,290
8th .. ..	.....	480	1,290
9th	100	580	1,590
10th .. ..	.....	580	1,590

The loan at the end of the 10th year will amount to 5·8 Crores and the annual instalments for interest at 3 per cent. and Sinking Fund on the basis 2 per cent. and 30 years period amount to Rs. 29 lacs in round figures. This amount may well be treated as a legitimate charge against the revenues of the Presidency, when we consider the benefits to be derived from expenditure on literacy and rural reconstruction.

If Government thinks it desirable to levy a special "Spread of Literacy" cess instead of raising the required funds by a loan, the amounts given in column 8 will indicate the revenue to be raised every year. It would perhaps be more desirable to finance the scheme by Loan and then after the work is completed and the people begin to realise the benefits of the same, an educational cess may be levied to meet the annual loan-instalment charge of 29 lacs.



Report of the Committee appointed
by the Government of Bombay in
connection with the selection and
preparation of text-books



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PREFATORY NOTE

Appointment of the Committee.—The Government of Bombay appointed the following Committee in connection with the selection and preparation of text books by Government Resolution, Educational Department, No. 232, dated the 28th June, 1939 :—

Officials :

1. Mr. D. C. Pavate, M.A. (Cantab.), Educational Inspector, Central Division, Poona (*Chairman*).
2. Mr. Syed Nurullah, B.A., Dip. in Education (Leeds), M.Ed. (Leeds), Bar-at-Law, Assistant Director of Public Instruction, Bombay Province, Poona.
3. Miss Amy B. H. J. Rustomjee, M.A. (Cantab.), Inspectress of Girls' Schools, Bombay and Northern Division, Bombay.
4. Miss Sulabha Panandikar, M.A., M.Litt. (Cantab.), T.D. (London), Professor of Education, Secondary Training College, Bombay.
5. Mr. S. R. Tawde, M.A., T.Ed. (Columbia), Dip. Ed. (Oxon.), M.R.S.T. (London), Officiating Educational Inspector, Northern Division, Ahmedabad.
6. The Head Master, Training School for Men, Dharwar.
7. The Principal, P. R. Training College for Men, Ahmedabad.

Non-Officials :

1. Mrs. Lilavati K. Munshi, M.L.A.
2. Mr. S. L. Karandikar, M.A., LL.B., M.L.A.
3. Mr. M. K. Vora, M.A., LL.B.
4. Mr. S. A. Brelvi, Bar-at-Law.
5. Mr. Narhari D. Parikh.
6. Mr. Narsinh Prasad K. Bhat.
7. Mr. Shankar Dattatraya Javdekar.
8. Rao Saheb M. K. Karkhanis, B.A.
9. Mr. V. P. Limaye.
10. Mr. B. G. Jagtap, B.A., B.T.
11. Mr. L. R. Desai, B.A., B.T., T.D. (London), Special Officer for Basic Education (*Secretary*).

By a subsequent resolution [Government Resolution, Educational Department, No. 7015, dated the 10th October, 1939] Mr. N. G. Joshi, B.A., LL.B., M.L.A., Deputy Speaker, Bombay

Legislative Assembly, was appointed a member of the Committee.

After the Second Meeting, the following members resigned their appointments :—

1. Mrs. Lilavati K. Munshi, M.L.A.
2. Mr. M. K. Vora, M.A., LL.B.
3. Mr. Narhari D. Parikh.
4. Mr. Narsinh Prasad K. Bhat.
5. Mr. Shankar Dattatraya Javdekar.
6. Mr. V. P. Limaye.
7. Mr. N. G. Joshi, M.L.A.

The Government appointed the following members on the Committee [Government Resolution, Educational Department, No. 7015 of 27th November, 1940] :—

1. Professor D. R. Gadgil, M.A., M.Litt. (Cantab.).
2. Professor K. R. Kanitkar, M.A., B.Sc.
3. Miss R. Reuben, B.A.
4. Dr. G. S. Khair, M.A., Ph.D.

When Mr. L. R. Desai was transferred to Ahmedabad as Educational Inspector, Northern Division, Mr. V. P. Bokil, M.A., S.T.C.D., Assistant Educational Inspector, Central Division, was appointed as Secretary to the Committee, Mr. Desai being continued as an ordinary member [Government Resolution, Educational Department, No. 7015 of 5th April 1940].

2. The terms of reference were as follows :—

(i) To analyse the text books available in the market with a view to seeing whether they are written on any scientific basis and whether the particular basis is suitable and in case no suitable books are available, to invite prospective suitable writers and give them a rough outline of the requirements to enable them to prepare suitable books.

(ii) To consider the question as regards the number of sets of text books to be sanctioned for use in schools under public management.

(iii) To consider the question of payment of honoraria to writers as the copyright of the books to be approved by the Committee will vest in Government which will undertake their publication.

(iv) To consider and advise Government on the point whether an embargo should be put in future on the text books published by non-Government agency which are used

in private schools although they may be in the present approved lists published by the Director of Public Instruction.

(v) At present Government has laid down that they do not favour too frequent changes of text books in schools since this practice entails unnecessary expense on parents. The schools are, therefore, advised to retain the use of the same text books for at least three successive years, unless exceptional reasons make a change necessary.

The Committee should consider and advise Government whether the period prescribed requires any change and, if so, what the revised period should be and whether the rule should be discretionary as at present or whether it should be mandatory.

(vi) To advise Government as to the arrangements which should be made for publication of approved text books and suggest other matters connected with the foregoing terms or germane thereto.

The Committee was empowered to appoint Sub-Committees and to co-opt suitable men and women on those Sub-Committees.

3. *The work of the Committee.*—The Committee held ten meetings. At the first meeting on the 7th August, 1939, the following questionnaire was framed and then issued to the public :—

(i) Should there be one uniform set of Text Books in each subject in each language used in Primary and Secondary Schools in the Province ?

If not, why not ?

(ii) If you consider diversity of text books in a subject desirable, should there be a limit to the number of sets of text books in each subject in each language in Primary and Secondary schools ?

If so, what should be the limit ?

(iii) What should be the minimum period after which the text books might be changed or revised ?

(iv) (a) What has been the total cost per pupil on text books in all subjects used in each standard in Primary and Secondary schools ?

(b) What should be the maximum cost on text books (per pupil) in each standard ?

(v) What should be the agency of publishing text books so that the best books can be made available at the cheapest possible prices ?

(vi) Should there be any text books in subjects other than language (Readers) up to and including Primary Standard III ?

A Sub-Committee consisting of the following members was also appointed at the first meeting to draft the principles on the basis of which to analyse the text books available in the market as required in the first term of reference :—

1. Chairman.
2. Mr. Narhari D. Parikh.
3. Mr. V. P. Limaye.
4. Miss S. Panandikar.
5. Miss Amy B. H. J. Rustomjee.
6. Mr. S. D. Javadekar.
7. Secretary.

When the principles in accordance with which text books should be judged were decided upon, the question of scrutinising the existing books was taken up, and Sub-Committees for each language and each subject were appointed. The names of the members of these Sub-Committees and their findings have been given in Chapter IV. It will be seen from Appendix F that in all 1,332 books were examined. The Committee thought that it was neither necessary nor desirable to analyse the text books for Secondary Schools or Training Institutions, and confined itself to the scrutiny of text books meant for Primary Schools.

The answers received to our questionnaire were examined and arranged in a tabular form by Miss Rustomjee and Miss Panandikar. We also examined 19 witnesses on the questions relating to text books in primary schools. After carefully weighing the evidence, written and oral, decisions were taken by the Committee on the issues involved in the terms of reference. A Sub-Committee consisting of the following members was appointed to draft the report on the basis of these decisions :—

1. Mr. D. C. Pavate (*Chairman*).
2. Dr. G. S. Khair.
3. Miss Amy B. H. J. Rustomjee.
4. Miss S. Panandikar.
5. Mr. V. P. Bokil (*Secretary*).

This Sub-Committee was also asked to summarise and to put in proper form the principles in accordance with which text

books should be written and judged for the guidance of prospective authors and of the Divisional School Book Committees. These principles have been given in Chapter III as finally approved by the Committee.

We take this opportunity of thanking the witnesses* for the valuable evidence which they put before us, and all those educational associations* and persons who were good enough to furnish us with detailed information bearing on our inquiry. We desire to thank Mr. L. R. Desai who acted as Secretary from the beginning to April, 1940, and Mr. V. P. Bokil who was Secretary from April, 1940 to the completion of the report for the efficient manner in which they discharged their duties. Lastly we would like to place on record our appreciation of the services rendered by Mr. S. S. Khandagale, clerk to the Committee, who worked at very great pressure all along.

* *Vide* Appendices A and B.

INTRODUCTION.

The subject referred to us was "The selection and preparation of text books" for use in schools under public management. It involves several problems which are momentous and significant. Is the quality of school books used at present as high as can be legitimately expected? Is the price of school books reasonable i.e. such as an average parent can afford? If reasonably cheap and good books are not being used in schools, is it that the methods at present employed in sanctioning and prescribing books do not lead to a wise selection? Or is it that such books are not available in the market? If they are not available, is it because writers of school books are not fully aware of certain fundamental educational principles which must necessarily be followed in writing books for children? These are some of the numerous problems involved in our terms of reference.

Text books, it is true, are not every thing, but they play a very important part in the education of children. The capacity to use a book for information or entertainment is the most valuable part of one's education. It is the habit of intelligent reading that is a distinguishing mark of an educated and cultured man. We agree entirely with the Consultative Committee in England when they say in their report on books in Public Elementary schools that "a child who, before his school days are over, has learnt to believe that books may be helpful assistants to whom he can turn for guidance and enlightenment, and who has read some books, not as a necessary drudgery, but with a zest and gusto, has been prepared in a not unimportant sphere of human interest, to receive of the best which the present generation can offer to its successors. He holds one of the keys of civilisation and has begun, in his small way, to be a citizen of the world".

Only a good book can inspire in a child a genuine love of reading and fulfil its high mission. It must be a book that is good to handle, that by its attractive appearance pleases the eye and contains matter which grips the child mind. A good text book which makes a sure appeal to children's natural interests is a potent instrument in the hands of a teacher. It

goes more than half way towards making teaching efficient and successful.

Good books must also have a reasonably low price, if they are to be used by all children. It is this fact that is uppermost in the minds of those educationists and others interested in education, who favour uniformity of school text books. Nobody can deny that cheapness in the price of books is absolutely necessary in our country where the income of the average parent is very low. Every educationist will admit, however, that this cheapness, must never be achieved at the cost of the quality of books. "Uniformity of text books" as a matter of fact was advocated as a solution which would give both quality and cheapness without sacrificing one to the other.

We went carefully into the question of the price of books which the parents have to bear. We discussed this question mainly with reference to primary education, since the question of cost is much more significant from the point of view of the parents of pupils in primary schools. There is a general feeling that even though primary education is free for the majority of pupils, it proves to be costly to parents on account of the high expenditure on school books. Taking it for granted that the cost of books is rather heavy, it was felt that this cost was not only of the text books that a pupil has to buy but also of some other quite unnecessary books and material such as books of tables, a large number of note books, etc.

We considered in great detail the question of uniformity and how it might affect the price of books. On consulting experts in the printing and publishing line and discussing the question with them we came to the conclusion (discussed fully in Chapter VI) that the cost of a book does not appreciably decrease beyond the limit of about 25,000 copies in the case of well illustrated books. If 25,000 copies of a book can be sold, the publisher will be able to price the book reasonably low. It is in the light of this finding that the Committee has made its recommendation about a limit to the number of sets of text books to be sanctioned for each linguistic division.

The second general problem was the quality of primary school books in use at present. With regard to this point we have based our recommendation on a thorough scrutiny and analysis of primary school books in the four languages of the

Province. One of our terms of reference was "to analyse the text books available in the market with a view to seeing whether they are written on any scientific basis and whether the particular basis is suitable." The scrutiny of existing books revealed among other things,

(1) that there is a dearth of really good books as regards finish and attractiveness ;

(2) that even as regards matter and style there are very few sets of books which are written with a knowledge and appreciation of the child mind and which maintain a uniformly high standard.

On going into the reasons for this state of affairs we found that several factors were responsible for it.

First of all, the Divisional School Book Committees which are the sanctioning authorities work on a plan which, though it may have been efficient at one time, has ceased to be so now. In most cases, these are heterogeneous committees where every member is called upon to give his opinion on books on all subjects. Thus there is no scope for specialised expert opinion making its weight felt. As a result, books inferior in quality have got on to the sanctioned lists. To ensure greater efficiency in the selection and sanction of books we have recommended that these committees should be reconstructed and small sub-committees of impartial experts should be set up for each subject and the members should receive adequate remuneration for the work of reviewing books. The adoption of this recommendation will lead to efficiency in the selection of books and only books of real merit which come up to a high standard will be sanctioned for use.

Secondly it was realised that the prescribing authority was very often responsible for an unwise selection of text books to be prescribed in the district. There have been cases where books totally unsuitable for the pupils were prescribed. A reform of the constitution of the Divisional School Book Committees on the lines we have suggested together with the carrying out of the recommendation regarding the procedure of prescribing books in primary schools will lead to good books being prescribed in schools.

The fact that not many books of a high standard are available in the market is, to some extent, due to the imperfect knowledge of any general guiding principles on the part of writers.

of school books. We, therefore, have given some general principles for the guidance of writers. Originally these were set down to guide ourselves in the scrutiny of books, for this scrutiny had to be thoroughly objective and uniform. These principles, we should like to point out, express no original views, but are merely certain fundamental educational principles assembled together. They should afford some real guidance to writers of school books.

We do not suggest any important change in regard to text books in secondary schools. We feel that in their case no limit in number to the sets sanctioned is necessary. A more vigorous insistence on good quality will bring about a better selection of books than is possible at present.

CHAPTER I.

BOOKS IN PRIMARY SCHOOLS FROM 1820 TO 1939.

A short account of the efforts made by Government in the past to produce text books in the regional languages of the Province will not be out of place in our report. Indeed, the question of the supply of school books is so closely bound up with educational progress that we can have a good idea of the progress of primary education during the last century from a study of the various types of school books in use. It is, therefore, proposed in the present chapter to give a brief sketch of the important stages in the history of text books in this Province.

After the fall of Bajirao II in 1818, Mountstuart Elphinstone, the Governor of Bombay, took up the question of education of the Presidency. It was a fortunate circumstance that a statesman of such enlightened views as Mr. Elphinstone was at the head of Bombay Government then. Despite the long and bitter struggle between English and the Indian languages raging then, he from the very beginning realised the importance of the supply of texts in Indian languages. Although convinced of the necessity of teaching English, he was by no means willing to make its cultivation the primary object of education in the Presidency. In 1820 "The Native School Book and School Society" came into being as a branch of the Bombay Education Society and Elphinstone made no effort to force English education upon its attention in preference to Indian. He directed that the provision of books and institution of schools primarily for the conveyance of knowledge in the language of the country should have the first claims upon the Society's energies. He also laid down that no specially written religious books should be provided apart from books of moral tendency.

2. Elphinstone also initiated an enquiry into the state of indigenous education in the Presidency and the Society mentioned above cooperated in this investigation. The investigators noted that the first and principal evil consisted in the deplorable deficiency of books for educational and mental development. A committee of the Society recommended the preparation and publication of books in Indian languages both for the elementary and more advanced stages of education. The former were to be in Indian languages and were to consist of works either translated from English or specially written from English originals. The advanced books might be in English. The need of books in Indian languages was, therefore, recognised as far back as 1820 and primary education in the Presidency thus received its first effective impulse from Elphinstone. With the assistance of Government, the Society engaged translators and writers and started the work of printing books by the Lithographic Presses (English and Balbodh).

3. The following were some of the books in the Society's depository in 1824 :—

- (1) "Leepeedhaara" (a primer giving vernacular letters, their combinations, and words up to words of five syllables, prepared by Pandits in the Society's service)—in Gujarati and Marathi ;
- (2) "Numerals", containing the numbers, multiplication tables, tables of weights and measures "after the system of the Marathi schools"—Marathi ;
- (3) "Gunnit"—i.e. arithmetic on the European system—by Captain George Jervis—in two parts—in Gujarati and Marathi ;
- (4) Advice to children (or Bodhvachun) (in short sentences) by Sadasiva Cassinath, Secretary to the Society ;
- (5) A treatise on the management of schools by Captain Molesworth ; an adaptation of Lancaster's system—in Gujarati and Marathi ;
- (6) Fables—in "Banyan" Gujarati and the same in "Parsi" Gujarati ;
- (7) The "Panchopakhyan"—Marathi ;
- (8) "Vidoor Netti" ; and
- (9) "Ball Goshtee" (tales for children).

4. By 1832 the number of school books was greatly increased, chiefly by translations of English works. These included books on general knowledge, history of the Marathas, elementary mathematics, astronomy and geography. In 1833, a history of England in Gujarati and Marathi was added and in 1836 a book on "Padarth Vidnyan". It appears that, in the beginning, the Society published books only in Marathi and Gujarati ; but, on a proposal from the Sub-Collector of Dharwar in 1831, Kannada translations of some of the Society's elementary works began to appear. In 1827 "The Native School Book and School Society" changed its title to "The Bombay Education Society" and it continued to exist until 1840 when its activities came under the supervision of the new Board of Education. The books in Marathi and Gujarati were not confined to those used in primary schools ; they also included those used in normal classes. Translations of books on abstruse subjects came to be produced with a view to the propagation of knowledge. A list for 1845 contains, *inter alia*, books on chemistry, grammar and etymology, the Modes and Persians, mathematical geography and zoology.

5. The output of such books continued and they were used in schools all over the Presidency ; but even by the forties, it was beginning to be realised that books of this kind were not *ideal school books*. Many of them had been produced without reference to Indian needs or circumstances and by men who were not school masters. The books were not graded and were often mere translations of English works. Thus the idea of a series of language readers began to be mooted. Major Candy—an experienced educationalist and the author of the well-known

English-Marathi Dictionary—was entrusted with the preparation of the Marathi series. Three books only were originally planned by the Bombay Board of Education but subsequently the Department of Public Instruction which took the place of the Board raised the number to six. The series was commenced in 1857 and completed in 1861. In 1867 it was recast under the supervision of its compiler and a seventh book, chiefly containing lessons on scientific subjects, was composed by Mr. M. S. Gole in 1896.

6. In 1857, Mr. Howard, the then Director of Public Instruction, requested Mr. T. C. Hope, Educational Inspector, N. D. to forward a plan for the entire reconstruction of class books in Gujarati. Mr. Hope was a great educationist. He furnished a methodical plan for seven graded books to include in all about 1200 pages. The subject matter, pagination, length of the lessons, treatment and style were all methodically graduated.

The object of this series was to instruct and interest children by appealing to their natural interest, i.e., their own customs and their own country as well as to their equally natural curiosity regarding European and other countries, peoples and civilizations. It may be noted that the series was got written by Gujaratis for Gujaratis.

7. The Gujarati series was completed by 1860 and the Marathi series by 1861. The important point about these two series was that they were not mere translations of English or other books and that a good deal of the matter was original and supplied by Gujarati and Marathi scholars. The two series, particularly the Gujarati one, were prepared in accordance with traditions followed in Bombay of imparting thorough and comprehensive primary education in the mother-tongue. Mr. Hope's first book was on the new "Look and Say" method. These two series served as models for the series written subsequently in the other languages of the Province. The Sindhi and Kannada series based on the Marathi books appeared in due course. The first and second books were, however, original, being the work of a Kannada scholar. The Committee of 1873-74 revised them and stories of local interest were included in them. The salient feature of the Kannada series was that there were no poems in them and two separate books containing poems and published in 1869-71 were in use.

On the whole the four series were a great success and were unequalled anywhere in India in tone, scope, matter and general get-up—(vide page 32—Occasional Reports No. 2—by J. G. Covernton). Despite certain defects in the series such as a great straining after obvious moral effects, poor choice of subjects in the higher books, formal character of some of the lessons and indifferent quality of the poems specially written for the books, these series held the field till 1906, when new series were produced by the Covernton Committee.

8. Quite apart from the series of readers, many other text books were produced since 1855. In the four languages of the Presidency, histories,

geographies, grammars, arithmetics, maps, etc., were forthcoming, thanks largely to the initiative and indefatigable energy of Mr. Hope and Major Candy. Most of them were of great use to schools and they were also supplemented by other books written and published by non-departmental agencies. There were no special series for girls. A separate series was produced in the Modi character for rural Marathi schools.

9. The Revision Committee of 1903-05 presided over by Mr. J. G. Covernton, Educational Inspector, N. D., was appointed as a result of certain resolutions regarding school books passed by the Viceroy's Conference in 1901 and also as a result of the recommendations of the Divisional Conferences held in 1902. Its duties were not only to revise the old reading series with a view to bringing them up-to-date but also to prepare a girls' series and to reconstruct the Modi series. It may be noted here that for the first time in the history of school books in the Presidency, a single committee was entrusted with a task of preparing text books in all the four languages. It was thought that the "water-tight compartment" system was applied to the readers in the different languages of the Presidency involved a waste of power, barricaded each division against the free interchange of ideas with others and blocked the uniform application of improvements, which were likely to prove of common benefit.

Since the old series were the outcome of departmental effort Government decided that the revisory body should be a departmental one with powers to enlist extra-departmental assistance where and as it might be necessary. There were in all five members on this committee in addition to the Chairman—Mr. Covernton—one from each Division and a Muhammanadan Deputy Educational Inspector to represent the Mussalman interests.

The committee organised a corps of educationists and scholars who were invited to contribute lessons in accordance with the lists of subjects and general directions issued by the committee. When the material was received, it was scrutinised and edited by the member of the committee particularly responsible and the President. This procedure was adopted, to a greater or less extent, in the composition of all the books of the four series for boys and of the three readers for girls. The primers and the first books were prepared direct by the Committee. In doubtful cases, the lessons were practically tested in a training college or elsewhere. Lessons in science and hygiene were prepared from data furnished in English. The Committee obtained advice on special points from appropriate experts, scholars and educationalists. Where the Committee felt certain lessons in one language to be better than those in another, they were translated from the one into the other. Conferences of scholars were convened to settle the vexed question raised by the orthographical difficulties in Marathi and Gujarati and endeavours were made to formulate rules which would provide a working basis satisfactory to all parties. The Committee decided that, in the revision of the four series, they should pay attention to the selection of passages

containing matter representative of the languages of the people and suited to their daily life and experience. They also introduced subjects dealing with the great historical past and civilization of India and of other countries. The books were arranged in sections as follows :—

(1) General or miscellaneous lessons including literary, moral, mythical, humorous, economic, hygienic and general historical subjects ;

(2) geographical and Indian historical matter, the former including physiographical as well as “ political geography ”,

(3) lessons on natural objects, and phenomena, animals, simple physiology, simple facts connected with light, heat, steam, electricity, domestic articles, products, manufactures, etc. or (in books VI and VII) science lessons. The general lines on which all this subject matter was graduated were governed by the then existing departmental regulations specifying the curricula for the various primary standards. Each section became the equivalent of a separate and special reader.

10. The preparation of Infants' primers is always a matter of considerable difficulty. To teach children the letters at the beginning of their schooling is an educational problem which is extremely complicated inasmuch as they have to be taught not merely to recognise the symbols visually but also to commit their forms to memory in such a way as to be able to reproduce them either in combination or as detached letters. While the Hope series had ignored the alphabet as alphabet and tried to teach on what is still considered the more advanced system of “ Look and Say ” followed in Western countries today, the Covernton series favoured the older traditional methods and dealt with the alphabet singly, while rearranging letters according to their shape and elements, as their aim was to provide instruction in reading and writing concurrently.

11. *The Girls' Series.*—The question of the desirability of a separate series for girls was considered as far back as 1850. Dr. Buhler, Educational Inspector, N. D., pleaded for separate readers again in 1873 ; but the Department refused to commit itself to this innovation for several reasons. First of all the “ Hope ” series was considered equally suitable for both boys and girls in Gujarat. Secondly the education of girls generally had not made much progress although Gujarat was far ahead of the other Divisions in this respect. The number of girls in the higher standards was very small, and the issue of a girls' series was not likely to be a success financially. The question was again considered by the Covernton Committee in 1903-05. This Committee, while agreeing with their predecessors that a complete separate series for girls was unnecessary, decided to bring out a set of three readers for use in the three highest girls' standards. These books contained general

as well as special information, poetry, etc. and were to take the place of regular readers. As the education of girls had made considerable strides by that time, specialization in the instruction to be given to older girls was felt desirable by all interested in the education of girls. Taken as a whole the girls' readers were simpler in general treatment and narrower in the range of subjects than the boys'. It was considered by the public then that biographies illustrating the good deeds of great and virtuous women, accounts of their native land and its most distinguished sons and daughters, ethical stories and lessons inculcating modesty and sobriety of conduct and demeanour and poems of moral, national and religious tendencies would appeal to and benefit girls more than the wider topics of history, literature and science. Such lessons were provided. The Committee also introduced geographical lessons dealing with important natural phenomena, historical lessons giving the sketches of important rulers, particularly those of heroines in the Indian history, lessons in domestic economy and also on elementary physiology and hygiene.

12. The Covernton Committee also prepared another important series viz., the agricultural readers. This series consisted of a set of three books intended for standards III, IV and V of rural schools. They were prepared in English, in the first instance, by Mr. Knight of the Agricultural Department and were handed over to the Committee for translation and such rearrangement and editing from the educational point of view as might seem desirable.

13. *Publication.*—The old series (i.e. Hope's and Major Candy's and similar Kannada and Sindhi Series) had grown up separately and more or less gradually. The copy-right of those readers belonged to Government, who enjoyed a "practical monopoly of a very lucrative character". The printing, preparation of pictures, selection of papers, binding, type, etc., were arranged for by the Educational Department through the two Government Book Depôts in Bombay and Karachi. These Depôts stored the books and managed their sale. There were no coloured pictures in these books at all and most of the illustrations—which were only few and far between—were executed from blocks belonging to the Department. In this way Government secured to itself entire control over the reading series used in recognised schools all over the Presidency. The handsome profits that accrued from the sale of those books enabled the Department gradually to lower the prices, while at the same time raising the standard of quality in regard to type, paper, binding, and illustrations.

14. Government undertook the responsibility of publication in the way set forth in the preceding paragraph mainly because there was no firm—Indian or British—which could have turned out four similar series of equal merit and cheapness. When the Revision Committee of 1903-05 brought out the new series, there existed agencies able and willing to take on the duties of Government in regard to the publication and sale of these books. On the other hand to publish four series of new

readers including 32 books of about 6,000 pages simultaneously was a work of considerable magnitude and great difficulty. Hence it was decided to entrust the publication and sale of the new readers to a non-departmental agency. Thus Government, without divesting itself of its rights in its own property withdrew from the management of that property on a commercial basis and transferred that privilege to a private firm which could be trusted to carry out the work with equal or greater efficiency and without increasing the price to any appreciable extent. The firm eventually selected (after a most careful consideration of the applications received) was that of Messrs. Macmillan and Co. Government and the firm concluded an agreement based upon the following terms. The scope of the agreement was limited to the publication and sale of the four series for boys' schools; the firm was to be granted the sole rights of publication in respect of these readers for a term of ten years, paying Government in return a royalty of 10 per cent. on the retail price of all books sold; the firm was also to undertake the sale and storage of the readers; the firm guaranteed that the sale prices should be adjusted as far as possible in accordance with those previously obtaining and the aggregate cost to the pupils of any series should in no case exceed the rate charged for the highest priced of the old series; it also guaranteed that the new books should be "in no respect inferior in type, binding and general get-up" to the old; the work of publication was to be carried out under the general supervision of the Educational Department; and the firm agreed to permit such revision of the books as might be required by Government during the period under contract; the firm consented to utilise the services of local presses as far as was compatible with the standard of efficiency required by the Committee; samples of paper, type and binding were to be submitted to the Committee for approval prior to adoption for publication. All proofs were to be submitted to the Committee for correction; charges connected with the preparation of pictures, diagrams, type and other details of publication were to be borne by the firm; coloured pictures were to be inserted in the primer and Books I and II; all pictures were to be passed by the committee previous to publication.

In accordance with these terms, the printing was entrusted to well-known presses in Bombay and Mangalore. The primers included a number of "three colour process" pictures and had, therefore, to be finally printed in England. The texts of the primers were set up in this country and proofs on art paper were despatched to London from which photographs were taken and plates made from the latter. The coloured pictures for Books I and II were printed in England on sheets which were sent to the Indian presses for insertion in their places in the books printed locally. The number of illustrations was about 400 for the set of seven books exclusive of the primer.

15. The Conventon Revision Committee took a year and a half to finish its work from October 1903 to March 1905. The total cost on the Committee's activities amounted to Rs. 93,000 of which a sum of Rs. 9,700 was paid to contributors and translators.

The books of the Reading Series were priced at the following rates :—

	Rs.	a.	p.
Primer	0	2	6
Book I	0	2	6
Book II	0	3	6
Book III	0	6	0
Book IV	0	7	0
Book V	0	8	0
Book VI	0	10	0
Book VII	0	14	0

After the period of agreement with the Macmillan and Co. was over, fresh tenders were called for and the work of publication of the Departmental books was entrusted to a suitable firm. This procedure was in vogue right up to 1939, when the Department discontinued its readers altogether. The procedure briefly was to call for tenders for the publication of the Departmental books and the firm, whose tender was the lowest, was granted the sole right of publication, sale and distribution for a certain period, the work of publication being carried out under the general supervision of the Educational Department. Prior to 1920, Government received a royalty of 10 per cent. on the retail price of all books sold, the average amount thus received by Government being Rs. 21,000 per annum. From 1920 onwards, Government did not claim any royalty so that the prices of the books might be further lowered. Thus the burden of the parents and guardians of children who used these books was lightened.

16. Thus it will be seen that, for the first time in the history of education, systematic efforts were made by the Government Revision Committee to achieve uniformity of text books in the whole Presidency. Absolute uniformity, however, was impossible and the Committee's motto was "Uniformity tempered by local selection". The Committee permitted to each Division the exercise of its native genius while at the same time preserving intact the general organic plan for the combined series. There was no definite embargo on other publications or their use in schools at any time. When the control of primary education was with the Department only Departmental readers were used in primary schools and they were at that time the only books available. After the transfer of control of primary education to the Local Authorities under the Primary Education Act of 1923, the power to prescribe books was vested in the School Boards and it was after 1925 that the new series of readers and other books published by non-Department agency came into the market.

17. Quite apart from the Departmental publications, school-books were also published by independent writers. The number of such books in the early days was, however, very small. For the first time in the year 1901, lists of suitable books for schools were published by the

Department, and since then the use of unsanctioned books has been discontinued in all types of recognised schools. Text-Book Committees have existed in this Province from very early days and they have done the useful work of supplying, selecting and sanctioning school-books for the Education Department. These Committees received general guidance and even detailed instructions from the Government of India from time to time (1881-1884, -1901, -1907, -1920 . . .) and the Provincial Government was urged by the Government of India to enforce the rule that no school, Government or private, aided or unaided, should use any book not sanctioned by them. Up to 1922, before placing any private publication in the regional language on the sanctioned list, the Vice-Principal of the Training College at every divisional headquarters used to make a detailed report on it and the book was then circulated among the members of the Divisional Text Book Committees along with the Vice-Principal's report. The Divisional Educational Inspector received the reports of the members on it and then passed them on to the Director of Public Instruction with his own observations for final orders. The whole work of reviewing school books was done by correspondence.

In 1924 the titles of the Text Book Committees were changed into "Provincial School Book Committee" and "Vernacular School Book Committees", because the Committees dealt with all books intended for use in schools, whether text books, library books or prize books. The Departmental monopoly in most of the school books ceased when the Government Book Depôts were abolished; only the reading series in the regional languages still remained for use in primary schools and the Department got them printed and published on contract basis by some private firms from time to time. The Bombay Primary Education Act was passed in 1923, by which the control of Primary Education was transferred to District and Municipal School Boards. The power of selecting and prescribing school books was also delegated to them [*vide* Rule 34 (K) of the Bombay Primary Education Rules, 1924]. And by the same time school-books on different subjects came to be written and published by private authors and publishers, and they were then sanctioned by the School Book Committees as text-books or library books or prize books.

18. The period of twenty years (from 1905 to 1925) saw a great upheaval in India and in particular in Bombay Presidency. The Educational Department established the Secondary Training College, Bombay, in 1905 and new ideas about educational theory and practice found their way out through that institution. The Indian languages came to be studied for some university examinations and literature, both in prose and poetry, received a fillip in those languages. Marked changes were also to be seen in social and political spheres, with the result that there was a general awakening among the people of the Presidency. Departmental readers and books also became a target of public criticism. The very fact that these readers contained lessons on subjects like history, geography and science went against them.

It was pointed out that the object of language readers was to foster a love for literature and the books which were a medley of general information on all subjects could hardly achieve that object. Moreover, separate books on history, geography, and science came to be written in large numbers, some of which at any rate could with advantage be used in primary schools. The uniformity in the four series, in spite of the variations allowed for social, historical and geographical peculiarities, was also a subject of criticism. Although separate pictures were provided in some cases where local divergences necessitated such a course, there were many common pictures which did not suit local conditions. Considerable literary activity was also in evidence in all the regional languages of the Province. The methods of approach to the teaching of the letters were also discussed by the educationalists. When, therefore, the monopoly of Departmental books came to an end with the transfer of control over primary education to the District Local Boards it was natural that a considerable output of school books on all subjects should be forthcoming in every region.

CHAPTER II.

THE PRESENT POSITION.

19. The present Provincial School Book Committee is composed of 22 members including the Director of Public Instruction who is the President. Of these 8 are non-officials and 14 are officials. The committee consists of one Standing Sub-Committee and six Special Sub-Committees for Science, Sanskrit and Prakrit, Persian and Arabic, Mathematics, Drawing and Manual Training and special subjects of Girls' schools. The Standing Sub-Committee includes a Divisional Inspector nominated by the Director of Public Instruction, the Principal, Secondary Training College, Bombay, the head of a High School recognised by the Educational Department to be nominated by Government and the head of a recognised High School to be nominated by the Syndicate of the Bombay University. Nominated members serve on the Committee for three years and are eligible for re-nomination. The Provincial School Book Committee considers all questions concerning books to be used in Secondary Schools other than books relating purely to recognised regional languages. The Standing Sub-Committee meets once a quarter; but the members of the other Special Sub-Committees send their reports in writing and meet only when they are specially summoned. Books on technical or industrial education are referred to the Committee of Direction for Technical Education, those on commercial subjects to the Principal, Sydenham College of Commerce and Economics and those on Agriculture to the Agricultural Department. The following table shows the work done by the Provincial School Book Committee during the year 1940-41 :—

No. of books received including opening balance.	No. of books disposed of		Books sanctioned as			Balance.
	Sanc-tioned.	Rejected.	Text books.	Pupils' Library books.	Teachers Library books.	
313	259	32	93	125	41	22

Books other than those sanctioned by the Department are not allowed to be used in any Government or Non-Government recognised schools. The only improvement we suggest for books for secondary schools is that no sanction should be necessary for books for the teachers' library as the Head Masters are in a position to choose books suited to the requirements of their teachers.

20. There are at present four Divisional School Book Committees, dealing with books in Marathi, Gujarati, Kannada and Urdu. [The old Sindhi Committee is no longer connected with this Province]. The head quarters of these committees are Poona, Ahmedabad, Dharwar

and Bombay respectively. Each of these committees is composed of ten members nominated by the Director of Public Instruction for a term of three years; of these more than half are generally non-officials. The School Book Committees are mainly consultative bodies and their function is to advise the Department on questions referred to them by the President, who is generally the Educational Inspector of the Division. Quarterly meetings are held and copies of the books received from the authors and publishers are circulated among all the members. There are no Sub-Committees for the different subjects as in the Provincial School Book Committee: and all the members are expected to read and review all the books before the Committee. The Educational Inspector, Bombay Division, is the President of the Urdu School Book Committee. The Hindustani School Book Committee was set up during the year 1939-40 in consequence of the decision of Government that Hindustani should be recognised as a Language of this Province: and this Committee was constituted generally on the lines of the other School Book Committees for the regional languages. The Hindustani School Book Committee has since been replaced by the Provincial Board of Education in Hindustani. The following table shows the work done by these School Book Committees during the year 1940-41:—

	No. of books received including the opening balance.	No. of books disposed of				Balance.
		Sanctioned.			Rejected.	
		Text Books.	Teachers' Library.	Pupils' Library.		
Urdu School Book Committee	168	34	45	67	20	2
Marathi do. . .	330	113	141	32	44	..
Gujarati do. . .	345	56	34	157	28	70
Kannada do. . .	156	47	20 (+26)	58	3	2
Provincial Board for Education in Hindustani . .	164	8	90	41	25	..

No books other than those sanctioned by the Department are allowed to be used in any Government or approved school or any school maintained by a Local Authority. Up to 1934 the School Book Committees sanctioned the books submitted to them according to their suitability as (1) text-books, (2) supplementary readers, (3) scholars' library books,

(4) teachers' library books or (5) prize books. This classification was considered to be too elaborate and Government by their Notification No. 1982 of 4th July, 1934, reduced the number of classes to three—(1) Text Books, (2) Pupils' Library Books, and (3) Teachers' Library Books and ordered that the pupils' library books could be used as supplementary readers and prize books. This classification is still being used by the present School Book Committees. In this connection it has to be noted that all pupils' library books are not suitable as supplementary readers. So also prize books are expected to be specially got up and to have an attractive appearance and hence they form a class by themselves. The present classification, therefore, does not seem to be satisfactory.

21. It is interesting to see whether the purpose for which the books are sanctioned by the Committee is the same as that for which they were submitted by the publishers. The following table shows the number of books sanctioned for the same purpose as that for which they were submitted and also those sanctioned for a different purpose from that mentioned in the publisher's application:—

[1940-41]

Committee.	Books received.	Books sanctioned for the purpose mentioned in the application.	Books sanctioned for a different purpose.	Books rejected.	Closing balance.
Urdu	168	146	..	20	2
Marathi	330	205	81	44	..
Gujarati	345	213	34	28	70
Kannada	156	53	98	3	2
Hindustani	164	8	131	25	..
Total ..	1,163	625	344	120	74

It has been represented to us that this procedure is irregular; the Committee should either sanction a book for the purpose for which it is submitted or reject it altogether; it should not go out of the way and sanction it for a purpose different from the one for which the book was submitted by the publisher. The publisher's application is never sent

to the members of the Committee nor are they informed of the purpose for which sanction is solicited. On the other hand it is contended that if the members are made aware of the purpose, it will amount to prejudicing their minds either in favour of or against the application. The members are expected to review the book thoroughly and to find out for what purpose it is suitable. Thus they are sent copies of the book and requested to report on the suitability of the book as (1) text book or (2) pupils' library book or (3) teachers' library book. It is true that when all the reports are considered at a meeting, the publishers' application can be laid upon the table and that the final decision can be taken with reference to it. If the decision is taken only in respect of the purpose mentioned in the application it may happen that the publishers on getting a negative decision in the case of one application will resubmit it for sanction for another purpose and then for the third if necessary or will mention all the three purposes in their application for each book. *Thus it seems that the present procedure of reviewing each book independently of the purpose for which the book is submitted and sanctioning it for what it is worth is not unsatisfactory.*

22. The members of School Book Committees are not paid any remuneration for the work of reviewing the books sent to them. The Government officers on the Committee have to do the work of reviewing books in addition to their main duty and thus are not in a position to do it with the necessary thoroughness and efficiency and very often have either to read the books hurriedly or to entrust the reading to their assistants and to accept their opinion. The non-official members are also busy with their own work and have to spare time from their leisure hours for the scrutiny of books. Thus every member is required to do this work of reviewing the books for the Committee as extra work over and above his or her usual duties. Moreover, the number of books to be scrutinised by the Divisional School Book Committees is very large and to send detailed and critical reviews on them entails hard work on the part of every member of the Committee. The need and importance of an efficient and impartial review of the books by each member of the Committee cannot be overemphasized. Many witnesses have pointed out that the present unsatisfactory position is mostly due to the indifferent way in which books have been reviewed and sanctioned. Our own scrutiny shows that a number of books in almost all subjects have found place on the sanctioned list despite their unsuitability in regard to language and treatment of the subject-matter [*vide* Chapter IV]. The need of entrusting the work of scrutinising books to experts who could be relied upon to devote sufficient time and attention to them is all the greater, because the Chairman of a Divisional School Book Committee has at times no adequate knowledge of the language in which the books are written. In such cases, the standard of text books on the sanctioned list entirely depends on the capacity and judgment of the members on whose opinions the Chairman has to rely. If efficiency and impartiality are to be insisted on, the members who take the trouble to read the books should, in fairness, be adequately remunerated for

their work. Most of the witnesses examined by the Committee suggested that the members of all the School Book Committees should be paid in proportion to the number of books reviewed by them. Only then could better work be expected of them.

23. The number of books submitted to the School Book Committees is increasing every year ; in the Central and Northern Divisions they are to be counted by hundreds. All these books are, however, not original compositions. Many of them present hardly any new aspect of the subject or follow any new method of treatment, but are mere imitations of some book already sanctioned. The School Book Committees, even if convinced of the inferiority of such books, do not reject them, because under the present system no minimum requirements including originality in treatment or approach are laid down. Hence there are several instances in which the same author or set of authors have produced books on almost all subjects of the curriculum which have been put on the sanctioned list. The present system has led to the sanctioned list being overburdened with a large number of books which are unsatisfactory and it has thus become possible for mediocrity to get preference over genuine merit. In this connection it has been represented to us that new text books should necessarily be improvements on those already sanctioned as text books and that only such books should be sanctioned by the School Book Committees. More imitations should not be put on the sanctioned list. *We are in agreement with this view.*

24. The prescribing agencies are at present chiefly three. The Educational Inspector prescribes text books for the Government [Primary or Secondary] schools and Training Institutions in his own Division. Private Managements and Associations appoint text books for their own schools [Primary and Secondary] and School Boards—Municipal and District—prescribe text books for the Primary schools in their own jurisdiction. For Local Authority schools the Administrative Officer has to recommend two or three alternative text books or sets of text books and the School Board is the final authority for prescribing any of them. The School Board can, with the previous sanction of the Department, go beyond the Administrative Officer's recommendations and prescribe any other books. All these agencies are required to select text books only from the list of text books sanctioned by the Department. Text books once appointed have to be continued for three years [*vide* P. E. Rule 34 (4)].

Several charges have been made by some witnesses against the School Boards in regard to the manner in which they prescribe school books. These charges are—

- (1) the frequent changes of text books ;
- (2) the appointment of text books [by way of supplementary readers] from the list of books for pupils' library and teachers' library ;
- (3) the appointment of text books which have not been sanctioned for any purpose.

Kind of School Boards.	Number of School Boards which changed text books or supplementary Readers during the period 1936-37 to 1941-42 in contravention of the departmental Circular and the provisions of Primary Education Rule 34 (k).	Number of School Boards which prescribed the books of the following 3 categories during the period 1936-37 to 1941-42 for use in schools as text books or supplementary Readers.			Remarks.
		Books sanctioned for Teachers' Libraries.	Books sanctioned for Pupils' Libraries.	Unsanctioned books, i.e., books not sanctioned for any of the purposes.	
(1) District Boards (total number 20).	School (total 13)	5	4	6	We have no information on the subject from one District School Board (out of 20) and one Municipal School Board (out of 15).
(2) Local Municipal Boards (total number 15).	Authority School (total number 12)	4	1	2	

The above table shows the extent to which these charges are true. We understand that of the School Boards which changed books infringing the rule of three years, 7 District School Boards and 5 Municipal School Boards had obtained the previous permission of the Director of Public Instruction before doing so. The present Primary Education Rule 34 (k) makes it quite clear that except with the previous sanction of the Director of Public Instruction no text book once selected shall be changed before the expiry of three academic years from the date of such selection and this is a good rule. *The Committee is of opinion that the present rule is good and the restriction of three academic years for any change in text books should remain in force.*

There have been instances of School Boards prescribing supplementary readers from the list of books meant for teachers' library. A few School Boards have prescribed during the last six years supplementary readers in subjects like Geography, Grammar, Nature Study and Science. This shows that the object of supplementary readers has not been fully understood by such School Boards. Some Boards have even prescribed books not sanctioned for any purpose by the Department as either text books or supplementary readers. Two of such Boards prescribed books which they "could not use because they were not printed at all". The three irregularities, viz., frequency of change, use of unsanctioned books as text books and prescription of unsuitable books as text books or supplementary readers can be set right by Departmental action. Under the Amended Act of 1938, Departmental action can also be more effective as the Administrative Officer is a Government Officer under the disciplinary control of the Department.

25. We suggest a radical reconstruction of the Divisional School Book Committees. The Department should devise a machinery to

secure that the best possible books only are put on the sanctioned list. For the purpose of reviewing school books in each regional language, sub-committees of experts [ordinarily consisting of three persons] in each subject should be set up on the lines of the Provincial School Book Committee. All books received for sanction should be sent by the Educational Inspector concerned to the appropriate sub-committee for detailed review. On obtaining such reviews from the sub-committee, the Educational Inspector should collate the opinions contained in the reviews and give his final decision in a meeting of the sub-committee. Pictures and other illustrations should be got examined by a competent authority. These sub-committees should meet at least twice a year. It is neither necessary nor desirable to communicate reviews of books to the authors and publishers. The standard of the books used in primary schools depends on the ability, integrity, experience, scholarship and impartiality of the experts appointed to review the books. The greatest possible care should, therefore, be taken to select the right type of persons. It should be laid down that no book written, edited, or published by a member of a School Book Committee shall during his membership be considered by the Committee for sanction as a text book or supplementary reader. *This rule should apply to the members of the Sub-Committees of the Provincial School Book Committee as well as to those of the Divisional School Book Committees.* In order to prevent frivolous books being sent up for scrutiny as well as to meet a part of the expenditure on the committees, we suggest that fees should be charged for all books which seek Departmental sanction. Each book submitted for sanction should be accompanied by a fee at the following rates :—

For a book of 100 pages or less, Rs. 10 and for every additional 100 pages or less, Rs. 10.

Typewritten manuscripts with original diagrams, pictures and other illustrations may be accepted at the discretion of the Committee on payment of Rs. 75 for each book and considered for provisional sanction. The book should be submitted again for final sanction after it is printed.

To avoid the present confusion regarding the use of supplementary readers, we suggest the following classification for sanctioning school books in primary schools :—

(a) Text Books.

(b) Supplementary readers (i.e., books of general interest of varied character, containing stories of various kinds dealing with Nature, Travel, Adventure and so on).

(c) Teachers' library books (i.e., books which are intended to serve as reference books, books on pedagogy, etc.).

(d) Pupils' library books.

Books falling under (a), (b) and (d) may be used as prize books.

26. We do not consider that any great change in the present procedure of prescribing text books is called for. If the Divisional School Book

Committees weed out all unsuitable books and put only appropriate books in the four classes mentioned above, the prescribing authorities cannot possibly prescribe wrong books. The Department is expected to exercise strict supervision over this matter. *So far as the Local Authority schools are concerned, the Administrative Officer should be required to read the books carefully before recommending them to the School Board and should ordinarily send a list of at least three books in each subject for each standard to the School Board and should at the same time submit a copy of the list to the Educational Inspector concerned. As soon as the School Board takes a decision, the Administrative Officer should communicate it to the Educational Inspector at least a week before issuing a circular in the matter to the schools.* The School Boards should be required to take a decision at least two months before the beginning of the school year. This will enable the Department to take suitable action promptly wherever and whenever necessary. If a member of the School Board has any financial interest in the sale of a book recommended by the Administrative Officer, he should not take part in the discussion of and voting on such a book.

27. Some School Boards [and authorities] have been found to be using books from different series of language readers for different standards in their schools just with a view to patronising different authors with the result that the same set of children have to go through different series as they go from class to class and hence sufficient attention cannot be paid to gradation and choice of material which sometimes overlaps from book to book. This is not a desirable state of affairs. Each series has its own plan and method and books of the same series should be used at least for one complete stage in the school—Infants to standard IV or Standards V to VII. *And the books in each series should be introduced step by step; so that a group of children reading a book from one series in a class get the next book in the same series to read next year in the higher class. Similarly if a series is to be replaced by another one, it should be done step by step.* The lowest book of the series should be discontinued in the first year, the next book in the second year and so on. The same procedure should be followed even when the series is removed from the sanctioned list.

CHAPTER III.

THE BASIS FOR WRITING AND JUDGING TEXT-BOOKS.

28. In accordance with the first term of reference, the Committee was required to see whether the text books available in the market were written on any "scientific basis" and whether the particular basis was suitable. The Committee, therefore, had to lay down certain principles on which the existing text books could be judged. Broadly speaking school text books should fulfil definite requisites in three fields—pedagogical, technical and economic. The economic considerations are discussed in a separate Chapter, so that we are concerned in this Chapter only with the pedagogical and technical requirements.

While preparing and selecting text books, the following *pedagogical* requirements have to be taken into consideration:—

- (1) Correctness and accuracy of the subject-matter;
- (2) Psychological gradation of the contents according to the age and development of children;
- (3) Choice of language and style in keeping with the range of child-vocabulary; and
- (4) Use of standard language.

After giving careful thought to these aspects of the pedagogical requirements of school text books, the Committee laid down the following principles on which text books should be written and judged in each subject so far as primary schools are concerned.

Language.

29. The general lines for language text books laid down by the Committee are:—

Infants and Standard I Readers.—Reading should be introduced through story method or sentence method or word method. Words and sentences should be connected round a topic with which children are familiar and in which they are interested.

In the *Infants and Standard I Readers*, sentences should not ordinarily go over the line; if there is a long sentence, it should be printed in such a way that no phrase is broken up between lines.

In these books, there should be devices which help reading with understanding such as practical instructions interpreted and carried out, exercises with things to do, pictures to be cut or coloured etc.

Subject-matter or Content and Form.—(1) The same system of spelling should be followed consistently in a series of readers.

(2) Care should be taken in the correct use of punctuation marks at all stages.

(3) The language, topics and the content should be suitable to the age, level of understanding, power of appreciation and environment of the pupils for whom the book is written.

(4) Idiom and vocabulary should be such as would be understood by children for whom the readers are meant. Language should be graded, gradually becoming richer, both in the expression and the treatment of the subject-matter.

(5) Artistic presentation and expression should be insisted on; the imparting of information should not be the main objective.

(6) The subject-matter should gradually extend the outlook and sphere of interest of the pupil.

(7) The lessons should be in harmony with ethical ideals and national culture. These should not be treated in a direct, didactic manner.

(8) The series as a whole should deal, among others, with the following topics:—

- (a) Appreciation of natural beauty.
- (b) Appreciation of works of Art.
- (c) Achievements of Science.
- (d) Travel and Adventure, Description of interesting places.
- (e) Scenes from village and town life.
- (f) Folk tales, myths and legends of all lands.
- (g) Stories from History.
- (h) Stories from lives of Great Men such as saints, inventors, explorers, scientists, warriors, and statesmen.
- (i) Stories of everyday life.
- (j) Stories from animal life and plant life.
- (k) Descriptions of manners and customs of people in various countries.
- (l) Description of Festivals.
- (m) Crafts and Craftsmen at work.
- (n) Industries.
- (o) Sanitation and Hygiene.

Poems.—In the poems selected there should be variety of form and content. Infants and Standard I Reader should include nursery rhymes. The poems selected should be good of their own kind.

Exercises.—There should be exercises which will lead children to think for themselves and to develop habits of study.

Grammar and Composition.—Grammar and Composition should be dealt with together in one and the same book. These books should deal with grammar in close relation to composition and reading. The books should attempt to teach only such grammar as will be of practical use in composition and reading. Abstruse and subtle intricacies of grammar should not be taken up for treatment.

Grammar should be taught on a concentric basis, giving a simple and general treatment of analysis and the parts of speech at the first stage to be followed by a more detailed treatment at the next stage. The grammar portion should deal with the function of words or phrases as used in sentences. This function must be defined in clear and simple language. The definitions should be deduced either (a) analytically, through analysing words or phrases as they occur in a given passage or (b) synthetically, through leading the pupil to use certain types of words, etc., in his own sentences. In either case it would be desirable to have a connected paragraph (or connected sentences) which will appeal to children for their content rather than a string of sentences entirely unconnected with one another. Instead of making the same approach to every aspect of grammar it would be advisable if different methods as outlined in (a) and (b) were used.

Exercises.—The books should contain a considerable number of varied exercises for oral as well as written work. In addition to the given exercises, directions should be given for using the class readers for similar exercises.

Besides the usual drill exercises for practising usages, there should be language exercises leading to the development of better (richer and more idiomatic) expression.

The books should contain at least two grades of exercises, those in the advanced grade meant for pupils with greater aptitude of expression.

Composition.—The teaching of composition should be based on a study of stimulating model passages of varied types and on different themes chosen from good literature.

The books should include a comprehensive list of composition exercises of varied types—descriptive, narrative, argumentative and imaginative. Some of these should be meant for oral work in class.

“Model” essays on stock subjects should not be given in composition books.

Suggestions for speech practice, topics for short speeches, debates, etc., should be included. These should be of a great variety.

Supplementary Readers.—These books are meant for general reading and should be written in such a way as to increase children's knowledge and to appeal to their interest. They should foster a love for reading and train children in the use of books. They should contain tales of adventures, nature stories, fairy tales as well as lives of scientists and explorers. While writing a supplementary reader for a particular standard, care should be taken to see that the contents of the book are in keeping with the understanding capacity of the children for whom it is meant.

History.

30. (1) On no account should historical truth be sacrificed or distorted. Narration should be firmly entrenched on ascertained facts presented in an impartial manner. In the presentation of historical events the civic value of history teaching should be kept in view.

(2) Treatment of old animosities should be tactful so as to avoid any likelihood of communal and class bitterness or acrimony.

(3) In the teaching of history special attention should be paid to the development of the people, their reactions to their natural, social and political environment, their ideas, their manners and customs, their cultural achievements and the growth of the arts of peace including industries, commerce, means of communication and the advancement of positive sciences, their laws and their literature and their various institutions.

(4) During the vast expanse of our history, we have come in contact with peoples of various countries. A text-book on Indian History should show briefly but clearly the nature of civilization and historical achievements of these peoples who have influenced the course of Indian History from time to time.

(5) At higher stages references to original sources should be copiously given and where possible interesting and suitable quotations should be inserted.

(6) In the higher stages history may be treated backwards, i.e., the present should be depicted as the effect and natural development of the happenings of the past.

(7) In the early stages history should be treated in the form of stories of the lives of outstanding historical personages.

(8) History books should carry sketch maps which clearly show the salient features needed for the topics under discussion and should contain copious illustrations.

Geography.

31. (1) Geography should be treated on a regional basis.

(2) The human aspect or the influence of environment on the life of man should be stressed throughout.

(3) Instructions and suggestions should be given in order to correlate the matters being dealt with, with local geography.

(4) No country or region should be dealt with in isolation, but must be compared and contrasted with others, preferably the home region.

(5) The books must choose facts of real geographical significance and contain accurate statistical data.

(6) All aspects of geography, commercial, economic, physical and historical, should be treated; but not necessarily at one and the same stage.

(7) Definition and nomenclature of geography should be introduced incidentally as and when the need arises.

(8) Exercises should encourage thought rather than test memory.

(9) Exercises on map and geographical picture reading should be included at all stages.

(10) Illustrations, including diagrams and maps, should be simple, accurate and up-to-date and should be inserted at the correct place.

Atlases.

(1) Atlases should contain maps showing :—

- (i) population,
- (ii) physical features,
- (iii) climate, temperature, rainfall, summer and winter,
- (iv) vegetation,
- (v) agricultural resources,
- (vi) mineral resources,
- (vii) industries,
- (viii) political divisions and important towns, and
- (ix) communications.

(2) All maps must be accurate and clear.

(3) All maps must show lines of latitude and longitude and should show clearly the scale to which they are drawn. If possible, the distance between two known places, such, e.g., as Bombay and Surat, or Bombay and Poona, or Bombay and Nasik, should be shown on the same scale.

(4) The maps should be in standard orographical colours.

(5) Every atlas should have an index.

Arithmetic.

32. In Arithmetic especially up to the fourth standard of primary schools, there should be separate books for pupils and teachers.

The pupils' books should be a collection of exercises only. Answers, if given, should be at the end of the book.

The teachers' books should contain exposition of method, exercises meant for pupils and answers thereto. They should also contain general information on the topics or subjects treated. This information should not be merely theoretical but practical and related to life.

Books for the upper classes for pupils may have some short notes on the topic and may have illustrative examples. These notes and illustrative examples should be as short and as practical as possible. The teachers' books should be exhaustive and give details regarding method and information and the subject-matter should be treated from different points of view. The various devices and models ordinarily used or advocated to be used in the class-room should be suggested in the teachers' books.

There should be no objection to using algebraic methods in solving problems in arithmetic.

Every pupils' series should be accompanied by a teachers' series.

Exercises.—(1) There should be a sufficiency of graded exercises.

(2) They should be related to child life and interest.

(3) They should be based on the actual condition in life—Agriculture, Marketing, Handicrafts, Household problems, Commerce and Industry.

(4) There should be a sufficiency of revision exercises. They should not be placed merely at the end of the book but should be at different stages in the study of the subject during the year. These revision exercises should not be arranged according to topics.

(5) There should be sufficient number of exercises for oral work on each topic.

(6) There should be a sense of reality in all exercises.

(7) The language of the problem should be clear, simple and unequivocal.

Geometry.

33. Geometry should not be taken as synonymous with Euclid. Experimental geometry should come first and should aim at giving—

(i) a knowledge of geometrical facts ;

(ii) the rudiments of the power to make and understand geometrical arguments.

There should be a sufficiency of exercises for practical and constructional work.

Practical work should include a certain amount of three dimensional geometry of a simple character. It should also include surveying, measuring, heights and distances and should be based on actual outdoor field work.

Theoretical part should be arranged in a way that is logically complete, based on a body of axioms and assumptions which are not self-contradictory. There should be well graded exercises (rulers, constructions and calculations) for each group of theorems. This part should include essential ruler and compass constructions.

Diagrams should be clear and properly lettered.

Science.

34. *Physical and Biological.*—Text-books in Science should contain up-to-date and accurate information written in straightforward and simple but interesting language.

In the treatment of Scientific problems, the following points should be noted :—

Scientific principles should be evolved from practical applications of Science in everyday life and from experiments performed in the laboratory either by children or by teachers. Experiment should ordinarily precede deduction. Every scientific principle evolved in this way should be applied to common appliances in the school and home. Thus the method should more or less be inducto-deductive and should not be merely inductive or deductive.

Historical and Biographical.—Humanistic—aspects of science should receive attention.

A sufficiency of interesting experiments to be performed by the pupils and/or teachers (for demonstrations) should be suggested to facilitate enunciation of the principle. Instructions about the conduct of experiments and the method of reporting them fully should be clearly and accurately given. While giving these suggestions care should be taken to see that the pupils are not deprived of the opportunity of learning scientific principles and truths for themselves from the study of the results of the experiments suggested.

Detailed instructions should be given for making and improvising apparatus, making of models from easily available material and charts giving in a clear but picturesque way the information learnt.

Diagrams should be sectional and clear. They should be sufficiently illustrative, accurate and properly placed in the book in relation to the subject-matter. The scale of proportion should be given under the diagrams.

Stories of pioneers of Science or biographies of Scientists should be given in simple but interesting language.

A good many exercises should be given at the end of each Chapter or Section to encourage individual work by children and to enable them to appreciate and understand the Science of common things.

Nature-Study.—(1) No text books are necessary for the lower primary stage, but teachers' handbooks should be available giving accurate information and instructions for methods of observation and record of such observations of Nature, whether animate or inanimate.

(2) They should also contain historical information about the progressive development of man and his understanding and conquest of the forces of Nature and give simple biographical information about men and women who have contributed to this development.

(3) They should give details of experiments that can be performed with simple home-made apparatus to demonstrate various scientific problems and principles.

(4) They should give instructions for making various models necessary for the proper study of the subject.

(5) They should have a wealth of exercises for the application of principles of the science studied.

(6) Pictures and diagrams should be clear and accurate.

Technical Requisites.

35. A good text-book should possess qualities that appeal to children. Two factors must be primarily considered in this respect :—

(i) General get-up—attractive exterior and quality of paper used.

(ii) Illustrative material (based on action when possible).

The binding and paper should be capable of hard wear. The cover paper should be strong and durable. Clothback should be used for books of six or more forms and for books which are intended for use by the same pupil in two or more standards. For bigger books thread stitching is necessary for durability.

The books should be attractive in appearance, clearly printed and well illustrated. Pictures should be based on action whenever possible. The illustrations should be clear and simple in treatment. There should be as many coloured and other illustrations as are economically possible in all text-books. There should be more illustrations in books meant for lower standards.

Size.—We suggest that Demy 8vo ($8\frac{3}{4}'' \times 5\frac{5}{8}''$) should be adopted for the Infant Primer. For other books (Readers as well as books on History, Geography, Science and Mathematics) the present size Crown 8vo ($7\frac{1}{2}'' \times 5''$) is suitable and should be retained.

Paper.—For Language Readers "Super Calendered" Double Demy 44 lbs. paper with a substance of 80 should be used.

For books in other subjects it may not be possible to use paper of high quality as recommended above for Language Readers. The minimum requirement for these books is "Glazed Printing" Double Crown 28 lbs.

Type.—The minimum requirements regarding the type to be used for Language Readers are as under :—

Infant	..	32 pt. for headings and words and 24 pt. for text.
Standard I	..	24 pt. for headings and words and 20 pt. for text.
Standard II	..	20 pt.
Standard III	..	16 pt. thick face.
Standard IV	..	16 pt. thin face (Leaded).
Standard V	..	16 pt. thin face (Leaded).
Standard VI	..	} 14 pt. English Body (Leaded).
Standard VII	..	

Note.—The standard body equivalents of the above are as under :—

32 pt.	=	4-line Brevier.
24 pt.	=	2-line Pica.
20 pt.	=	Paragon.
16 pt.	=	2-line Brevier.
14 pt.	=	English.

These suggestions are based on the Marathi type. Corresponding types for the other languages of the Province will have to be settled.

We would point out here that there was nobody on the Committee who could be regarded as an expert on the technical requirements of book-making. We have consulted the managers of two important printing presses in the matter and the final suggestions in regard to the size, paper and type to be used in the preparation of school books as given above have been made in consultation with the Superintendent of Government Printing and Stationery. We were unable to suggest definite specifications regarding the type by giving specimen printed pages in the four languages. In any case, no hard and fast rules can be laid down in the matter. If the School Book Committee has any doubt regarding the quality of paper and type used in a book, the Chairman of the Committee would be well advised to consult the Superintendent of Government Printing and Stationery in the matter before placing it on the sanctioned list.

CHAPTER IV.

ANALYSIS OF THE EXISTING TEXT-BOOKS FOR PRIMARY SCHOOLS.

36. As per Term of Reference No. (i) the Committee had to analyse the text-books available in the market "with a view to seeing whether they are written on any Scientific basis". Accordingly Press Notes were issued on 30th March 1940, 28th September 1940 and 13th November 1940 calling for all text-books on the different subjects of the primary school curriculum and in all the four regional languages—Marathi, Gujarati, Kannada and Urdu. Sub-Committees were then appointed to scrutinise all the books received in the light of the Basis laid down by us and of the new syllabus for Primary Schools. The result of the scrutiny is given below by subjects.

Language.

37. *Marathi*.—(1) The Sub-Committee for the scrutiny of Language text-books in Marathi was composed of the following members:—

1. Mr. V. P. Bokil.
2. Mr. K. B. Ghate.
3. Mr. B. G. Jagtap.
4. Mr. S. L. Karandikar.
5. Rao Saheb M. K. Karkhanis.
6. Miss S. Panandikar.
7. Mr. S. A. Rauf.
8. Mr. R. N. Shah.
9. Mr. S. R. Tawade.

(2) It was decided to take the following point about Modi Readers into consideration in addition to the basis laid down for language :—

In the Modi reading series Modi letters similar to the corresponding Balbodh letters should be taken first. The style of lettering in Primers and Books for Standards I and II should be uniform. Only current style of lettering should be used.

(3) The Sub-Committee received and scrutinised 175 books in all. These were distributed as under:—

(a) Balbodh Reading Series	15
(b) Infant Primers	10
(c) Selections of Prose and Poetry	2
(d) Grammar Series and Books	14
(e) Composition Series and Books	18
(f) Modi Reading Series	5

(4) None of the Balbodh Series satisfied all the requirements of the Basis. Of them the following were considered to be good on the whole though some of them do not contain an adequate number of coloured plates or large pictures.

1. Navayug Vachan Mala and Sahitya Parichaya by P. K. Atre and V. D. Ghate.
2. Arun Vachan Mala by P. K. Atre and S. K. Kanetkar.
3. Shishupatha Mala by M. K. Karkhanis.
4. Vangamaya Pravesh by Piroj Anandkar and S. B. Ambekar.
5. Marathi Sahitya Ratnahar by G. M. Vaidya, A. V. Marathe and N. R. Ranade.
6. Manvantar Vachan Mala by B. G. Jagtap and H. G. Patil.
7. Balbodh Vachan Mala by K. P. Puranik, S. V. Subhedar and D. S. Kulkarni.
8. Bal Vachan Mala by N. G. Limaye.

(5) As no book treating grammar and composition together is at present available, the following books are considered suitable as teachers' guides at the elementary stage and as pupils' books at the higher stage :—

1. Bhasha Vyavasaya by Kaveri Karve and B. D. Karve.
2. Nibandhacha Paya by M. K. Karkhanis and W. K. Shukla.
3. Swavalambi Lekhi Vyavasaya by L. V. Mandke.

(6) The Modi Readers are good on the whole and the following series are considered suitable for use in schools :—

1. Modi Bal Vachan by N. K. Behere, O. N. Vankhede and A. V. Marathe.
2. Modi Series by M. K. Karkhanis and G. G. Nitsure.
3. Modi Vachan Path by Y. G. Phaphe.
4. Navin Sope Modi Vachan by G. H. Patil.

(7) The principles of the Basis have been followed in these series of text-books to a certain extent. Questions of national culture and dignity of labour have been touched upon occasionally and incidentally, which may not fully satisfy the aspirations of some schools of Nationalism.

Gujarati.—The Sub-Committee for the scrutiny of Language text-books in Gujarati was composed of the following members :—

1. Mr. R. D. Derasari.
2. Mr. L. R. Desai.
3. Mr. G. G. Dhru.
4. Miss K. Khandwala.
5. Mr. A. N. Khansaheb.
6. Mr. A. I. Patel.
7. Miss Amy B. H. J. Rustomjee.

(2) Sixteen sets of books for Infants to Standard IV were received and examined. Some were only for Infants ; some were for Infants and Standard I ; while some were from Infants to Standard IV. Of these :—

1. Nootan Balpothi and supplement by S. S. Patel and
2. Navyug Vachanmala by M. T. Vyas and L. R. Desai were considered to be good on the whole. These satisfy almost all the requirements of the principles of the basis laid down by us, though they do not contain any coloured illustrations.

(3) Seven sets of books of selections of standard prose and poetry for study in Standards V to VII were received and scrutinised. Of these one was meant for upper standards of secondary schools and another for adult classes and were not considered suitable. Three of the remainder—

1. Sahitya Pathavali by Z. R. Desai and C. L. Bakshi
2. Sahitya Kallol by A. N. Khansaheb
3. Sahitya Pravesh by C. C. Shah

were considered suitable on the whole for use in upper primary standards.

(4) Twenty sets of Grammar and composition books were received and scrutinized. Of these 3 sets of ready made composition books were rejected. The following books treat grammar and composition together on proper lines and were considered suitable :—

1. Gujarati Vyakaran and Lekhan I, II, III by R. D. Desai and J. U. Mehta.
2. Vyakran Parichaya I, II, III by B. B. Vyas.
3. Gujarati Lekhan Rachana by R. D. Desai and J. U. Mehta.

Madhya Vyakaran by K. P. Trivedi was found to be a good authority on grammar but was suitable only for teachers.

Seat work books though submitted were not considered, as not being within the scope of the Committee.

Kannada.—The Sub-Committee for the scrutiny of Language text-books in Kannada was composed of the following members :—

1. Mr. B. B. Bagi.
2. Mr. R. R. Divakar.
3. Rao Bahadur P. G. Halkatti.
4. Mrs. K. Jamkhandi.
5. Mr. R. S. Madiman.
6. Mr. B. M. Meemansi.
7. Mr. Syed Nurullah.
8. Mr. D. C. Pavate.

(2) They discussed and accepted the following requirements in addition to the principles laid down in the Basis for scrutinizing the text-books :—

(i) Text-books for the Infants' class and Standards I and II should use the language actually current in the Bombay Karnatak.

(ii) In text-books meant for Standards III and onwards in primary schools, an effort should be made gradually to introduce words used in the other parts of the Karnatak : a suitable glossary of such and difficult words should be appended at the end of the book.

(iii) In the Reading series for Standards V, VI and VII an attempt should be made, as far as possible, to include simple and good selections in prose and poetry from standard modern writers from different parts of the Karnatak.

(iv) Only one form of particular Kannada letters should be used in all text-books and no variants should be allowed at any stage.

(3) Sixty-six books were received in all; but fourteen of them were not meant to be text-books at all. There were only three complete series, 11 primers, a few selections of Prose and Poetry and a few books on Grammar and Composition. None of them were found to be satisfactory: they do not conform to the principles of the Basis laid down by us, nor to the additional suggestions made by the Sub-Committee. The vocabulary and style of the three Reading series, especially of the books for the lower standards, are unfamiliar to the pupils as well as to the teachers of this part of Karnatak. The series are not satisfactory even from the literary and artistic points of view.

The primers are based not on the sentence or word method, but on the letter method and are otherwise also unsuitable.

The selections of prose and poetry are not properly graded nor fully representative.

The grammar books do not properly correlate grammar with composition and none of them has a sufficiency of good exercises.

Urdu.—The sub-Committee for the scrutiny of the Language text-books in Urdu was composed of the following members :—

1. Mr. S. A. Brelvi.
2. Mr. A. Khan.
3. Mr. G. B. Khan.
4. Mr. A. M. Khateeb.
5. Mr. Syed N. A. Nadvi.
6. Mr. Syed Nurullah.
7. Mrs. Z. Syed.
8. Mr. B. D. Verma.

(2) In additions to the suggestions made in the scientific basis, the Committee decided to consider the following points while scrutinising the books :—

(i) As only the muslim boys and girls are to read these books, their contents should be islamic in outlook.

(ii) There should be no separate books for boys and girls.

(iii) The type form of printing should be encouraged to minimise difficulties in printing.

(3) The Committee received 403 books from all parts of the country, mostly from upper India and scrutinised them. Of the 403 books, 41 books were on Grammar and Composition. But as none of them dealt with Grammar and Composition together, they were rejected. A great majority of the remainder were either story books, copy-writing books, charts, Hindi books, Persian Grammar, Arabic Grammar, Hindustani Readers, Books for adults, Supplementary readers for boys and girls, etc. They were rejected. The following books, satisfy the principles of the basis laid down by us to some extent and may be considered as fairly suitable text-books until better books are made available :—

- | | |
|---|---|
| 1. Hamara Qaida—Hamari Kitab, Part I, II, III and IV. | Published by Shaikh Gulam Ali and Sons, Educational Publishers, Lahore. |
|---|---|

2. Hamara Nisab, Part I, II, III and IV. Published by Shaikh Gulam Ali and Sons, Educational Publishers, Lahore.
3. Urdu-ka Qaida, I and II. . . }
 Urdu-ki Pahili Kitab .. }
 Urdu-ki Dusari Kitab .. } Published by Anjuman-I-Himayat-I-Islam, Lahore.
 Urdu-ki Tisari Kitab .. }
 Urdu-ki Chavathi Kitab. }
4. Bolta Qaida, I and II .. Published by Shaikh Chand.
5. Bachchon-ki Kitab (Qaida) Published by M. Saleem Abdulla
 Bachchon-ki Pahili Kitab. by Muhammad Sadulla Khan and Kazi Muhammad Yusuf and published by Educational Book Depot, Jubbulpore.
6. Urdu-ka Qaida, Part I. }
 Urdu-ka Qaida, Part II. }
 Urdu-ki Pahili Kitab .. }
 Urdu-ki Dusari Kitab .. }
 Urdu-ki Tisari Kitab .. } Published by Syed Mumtazali and Sons, Lahore.
 Urdu-ki Chavathi Kitab }
 Khayaban-I-Urdu, Part I .. }
 Khayaban-I-Urdu, Part II. }
 Khayaban-I-Urdu, Part III. }
 Khayaban-I-Urdu, Part IV. }

History.

38. *Marathi*.—The Sub-Committee for the scrutiny of History text-books in Marathi was composed of the following members:—

1. Mr. V. P. Bokil.
2. Mr. S. L. Karandikar.
3. Rao Saheb M. K. Karkhanis.
4. Dr. G. S. Khair.
5. Miss S. Panandikar.
6. Mr. S. R. Tawade.

(2) The Committee received and reviewed in all 42 books written by 28 authors. Of these eight were not meant for Primary schools and four were on Indian administration apart from History and as such were unsuitable.

(3) None of the rest was based on the new syllabus for Primary schools or could fully satisfy the principles of the basis laid down by us for History. Of these :—

1. Shalopayogi Bharatvarsha by G. S. Sirdesai.
2. Hindustancha Prathamik Itihas by G. S. Sirdesai.
3. Maharashtrachya Itihasatil Sopya Goshti by G. S. Sirdesai.
4. Maharashtrachya Goshtirup Itihas by G. B. Borwankar.
5. Maharashtrachya Sopa va Sachitra Itihas by V. M. Bhat.
6. Hindustancha Sopa va Sachitra Itihas by V. M. Bhat.
7. Lahan Mulancha Maharashtra by G. A. Modak.
8. Shaleya Maharashtrachya Itihas by Y. G. Phaphe.
9. Hindustancha Navin Shalopayogi Itihas va Hallinchi Shasanpadhati by N. K. Bhawe.
10. Goshtirup Maharashtra by K. V. Shukla and S. T. Dusane.
11. Maharashtrachya Itihasacha Onama by V. D. Ghate.

12. Maharashtrachya Goshti by M. V. Gujar and J. S. Tadvi were found to be fairly good and could be continued in use till books on the new syllabus fully satisfying our requirements become available. The lessons in these books are properly graded and clearly presented. Modern researches in Indian History have been more or less used by their authors in selecting the subject matter. Maps and pictures are also to be found in them in sufficiently large numbers and their general get-up is fairly satisfactory.

The remaining books were found to be unsuitable both in point of matter and method and, therefore, they had to be rejected.

Gujarati.—The Sub-Committee for the scrutiny of History text-books in Gujarati was composed of the following members :—

1. Mr. R. P. Bakshi.
2. Mr. Z. R. Desai.
3. Mr. G. G. Dhru.
4. Mr. A. N. Khansaheb.
5. Mr. R. C. Parikh.
6. Mr. A. I. Patel.

(2) In History 30 books were received and examined. No book fulfils the requirements of the new syllabus as well as the standard laid down; but 5 books have been considered fairly suitable. They too need improvement in diagrams and get-up. These books are as under :—

1. Gujarat-na Itihas-ni Kathao by Z. R. Desai.
2. Hind-na Itihas-ni Ruprekha by A. P. Kanakia.
3. Hindustan-no Itihas ane Rajvahivat by G. N. Joshi.
4. Hind-ni Praja-no Tunke Itihas by K. H. Kamdar.
5. Hindustan-no Rajkarbhar by C. M. Doctor.

(3) The other books contain mere political facts presented in a dry manner with scarcely any reference to maps or concrete illustrations. The new syllabus has not been followed in most of them nor is the treatment suitable for primary school children.

Kannada.—The Sub-Committee for the scrutiny of History text-books in Kannada was composed of the following members :—

1. Professor S. S. Basavanal.
2. Rao Bahadur P. G. Halkatti.
3. Mr. V. R. Mudholkar.
4. Mr. Syed Nurullah.
5. Mr. A. M. H. Shaikh.

(2) In History 24 books were received and examined. None of the books submitted to the Sub-Committee for scrutiny satisfy the requirements of the new syllabus or the principles laid down by us. All the books are only informational and dry in treatment. No stress has been laid on cultural, literary, social and economic developments in the Karnatak or India.

Urdu.—The Sub-Committee for the scrutiny of History text-books in Urdu was composed of the following members :—

1. Mr. K. A. Abbas.
2. Mr. A. R. Dawood.
3. Mr. A. Khan.
4. Mr. G. B. Khan.
5. Mr. A. M. Khateeb.
6. Mr. Syed Nurullah.

(2) The Sub-Committee received and examined 35 books. Of these there is not a single book which satisfies the principles laid down by us. They are written on old fashioned lines. Some are not intended as text-books, some were not suitable for use in this Province, while two were such as would offend Muslim sentiments. Until books written according to the new syllabus and satisfying the principles of the basis laid down by us become available, the following books may be considered fit for use :—

1. Tarikh-i-Hind Urdu, Part I by Syed Ameen Ahmad and Syed Iqbal Husain.
2. Tarikh-i-Hind Urdu, Part II by Syed Ameen Ahmad and Syed Iqbal Husain.
3. Tarikh-i-Hind by Dr. Sir Shafaat Ahmed Khan.
4. A new History of India, Part I by Sh. Abdur Rashid.
5. A new History of India, Part II by Sh. Abdur Rashid.

Geography.

39. *Marathi*.—The Sub-Committee for the scrutiny of Geography text-books in Marathi was composed of the following members :—

1. Mr. K. B. Ghate.
2. Mr. B. G. Jagtap.
3. Mr. C. B. Joshi.
4. Mr. K. R. Kanitkar.
5. Miss R. Reuben.
6. Miss M. Shinde.

(2) In all 18 books from 10 authors were received and reviewed by the Committee.

No book came up to the mark, fully satisfying the requirements of the New Syllabus and the principles of the basis laid down by us.

The following books :—

1. Hindustancha Parichaya by G. L. Thokal.
2. Mumbai Ilakhyacha Varnanatmak Bhugol by V. A. Modak and B. G. Nene.
3. Amacha Navin Bhugol, Mumbai Ilakha by J. K. Patil and V. R. Bende.
4. Navin Bhuwarnan, Part I by R. J. Gokhale and D. S. Kulkarni.

5. Navin Bhuwarnan, Part II, by R. J. Gokhale and D. S. Kulkarni,

6. Navin Bhuwarnan, Part III, by R. J. Gokhale and D. S. Kulkarni,

7. Hindustanche Shetaki Bhuwarnan, by Y. R. Lele and T. R. Patil,

give a fair treatment of the subject and could be used as text books subject to revision and corrections in the light of the new Syllabus and the Basis.

3. Many of the books gave inaccurate information and evidently these mistakes had been copied from author to author. The pictures were on the whole few and poor in quality.

Gujarati.—The Sub-Committee for the scrutiny of Geography Text Books in Gujarati was composed of the following members:—

1. Mr. R. P. Bakshi,
2. Mr. Z. R. Desai,
3. Mr. G. G. Dhru,
4. Mr. A. N. Khansaheb,
5. Mr. A. I. Patel,
6. Miss S. Paul,
7. Miss B. H. J. Rustomjee.

2. In Geography 24 books were examined. None of these is written strictly according to the new Syllabus and standard laid down therein. Out of the whole lot only three books come up to the standard to a certain extent. *Duniani Bhugol* by A. M. Parikh satisfies our requirements to a great extent and will do if revised and got in line with our syllabus. The same can be said about *Duniani Saral Bhugol* and *Mumbai Ilako* by the same author.

3. The other books are all on the old style; in them the regional aspect is neglected and the human element is missing; very rare references to practical or observation work are to be found and maps and illustrations are often not clear or correct.

Kannada.—The Sub-Committee for the scrutiny of Geography Text Books in Kannada was composed of the following members:—

1. Mr. M. S. Chandavarkar,
2. Mrs. K. H. Jamkhandi,
3. Mr. R. S. Madiman,
4. Mr. V. S. Nadkarni,

5. Mr. D. C. Pavate,
6. Mr. S. G. Shenolikar,
7. Mr. K. B. Tergaonkar.

2. There were 13 books in Geography which were received and scrutinized by this Sub-Committee. None of them was found to satisfy both the new syllabus and the principles of the basis laid down by us. Two books—

1. Prathamika Bhugola, by Elsa C. Stamp,
2. Hindu Deshada Prathamika Bhugola, by Elsa C. Stamp,

written on the regional basis, were fairly good, but unfortunately the language does not suit teachers and pupils in the Northern Karnatak. The approach in most of the books was not in keeping with the life and surroundings of the child.

Urdu.—The Sub-Committee for the scrutiny of Geography Text Books in Urdu was composed of the following members :—

1. Mr. K. A. Abbas,
2. Mr. A. R. Dawood,
3. Mr. A. Khan,
4. Mr. G. B. Khan,
5. Mr. A. M. Khateeb,
6. Mr. Syed Nurullah,
7. Mr. B. D. Verma.

2. The Sub-Committee received and examined 36 books. Not one of these satisfied the Basis laid down, while a large majority did not satisfy the requirements of the new Syllabus either. Some of the books were out-of-date. Others were intended for use in standards lower than Standard IV, for which no text books are required now. Some other books are intended for use in other Provinces like Bihar and are not suitable for use in this Province. So far as books intended for use as text books are concerned, the Committee does not find any one that is suitable for use even as a temporary measure.

3. Four Atlases were received for review. Of these the following three may be used in the higher standards of Primary schools :—

1. Longman's Urdu Atlas, published by Longmans, Green & Co., Bombay.
2. Macmillan Urdu Atlas, published by Macmillan & Co., Bombay.
3. Oxford Indian School Atlas, by Johan Bartholomew.

Mathematics.

40. *Marathi*.—The Sub-Committee for the scrutiny of Mathematics Text Books in Marathi was composed of the following members :—

1. Mr. K. B. Ghate,
2. Mr. B. G. Jagtap,
3. Mr. S. L. Karandikar,
4. Rao Saheb M. K. Karkhanis,
5. Mr. B. D. Karve,
6. Miss S. Panandikar.

2. In all 78 books were received and scrutinised by the Sub-Committee and they were classified as follows :—

(a) Arithmetic	..	..	..	49
(b) Indian Accounts	...	..	..	20
(c) Geometry	..	..	..	9

There are no books containing only exercises for pupils. All the books contain explanatory matter and thus even when they satisfy the syllabus they cannot be considered as suitable for the use of children in lower Primary classes. The following books are otherwise suitable :—

1. Subodha Ankaganit, Standard IV, by L. V. Mandke and A. V. Mandke.
2. Subodha Ankaganit, Standard V, by L. V. Mandke and A. V. Mandke.
3. Shaleya Praudha Ankaganit, Standards VI, VII, by L. V. Mandke and A. V. Mandke.
4. Balbodha Ganit, Standard IV, by S. A. Jagtap and M. S. Karle.
5. Balbodha Ganit, Standard V, by S. A. Jagtap and M. S. Karle.
6. Sulabha Ankaganit, Standard IV, by R. N. Pawar.
7. Sulabha Ankaganit, Standard V, by R. N. Pawar.
8. Sulabha Ankaganit, Standards VI, VII, by R. N. Pawar.
9. Mulanche Sachitra Ganit, Book IV, by V. G. Ketkar.
10. Mulanche Sachitra Ganit, Book V, by V. G. Ketkar.
11. Shalopyogi Navin Ankaganit, Standard IV, by G. M. Deshmukh.
12. Shalopyogi Navin Ankaganit, Standard V, by G. M. Deshmukh.

13. Shalopyogi Navin Ankaganit, Standard VI, by G. M. Deshmukh.

14. Shalopyogi Navin Ankaganit, Standard VII, by G. M. Deshmukh.

3. *Indian Accounts*.—No books are needed for Standards IV and V. The subject should be incorporated in the books on Arithmetic for these standards. Separate books may be sanctioned for Standards VI and VII and the following books are fairly suitable :—

1. Jamakharcha, Book II, for Standards VI and VII, by Y. K. Phatak and C. D. Indulkar.

2. Apala Jamakharcha, Part III, by G. R. Walimbe and V. K. Ranade.

3. Apala Jamakharcha, Part IV, by G. R. Walimbe and V. K. Ranade.

4. Prachalit Deshi Jamakharcha, by D. J. Gokhale.

5. Subodha Deshi Jamakharcha, by A. V. Mandke, S. Dadamiyan S. Ibrahim, and H. G. Jadhav.

4. *Geometry*.—Most of the books that were submitted to the Committee were originally written for Secondary schools or training institutions and do not follow the new Syllabus for Primary schools. The following books may be considered suitable until books following the new syllabus in entirety come out :—

1. Sulabha Bhumiti, by D. M. Jugal.

2. Prayogic Bhumiti, by D. M. Jugal.

3. Subhoda Bhumiti, by G. N. Chivate and S. M. Choudhari.

4. Shalopayogi Bhumiti, by M. S. Barhate and B. K. More.

No separate text books are required for this subject up to the Fourth Standard as it may be included in the Arithmetic books.

Gujarati.—The Sub-Committee for the scrutiny of Mathematics Text Books in Gujarati was composed of the following members :—

1. Mr. C. K. Amin,

2. Mr. R. D. Derasari,

3. Mr. L. R. Desai,

4. Miss Amy B. H. J. Rustomjee.

2. In Arithmetic 30 books were received and examined, of which hardly any could really come up to the mark fully. Only 3 books were

considered satisfactory, but even these required improvement and revision. They are as under :—

1. Balganit Part I by S. K. Patel.
2. Vidyarthi Ankaganit by C. B. Bhatt.
3. Saral Uchacha Ganit by B. K. Patwa.

The other books were all old fashioned and badly printed. Many of them contained too long explanations and too few exercises. Books for teachers' use and for pupils' use are not separately written.

3. Ten books on Indian Accounts were received for examination and it was found that only one of them viz. Saral Deshi Nama-ni-Padhathi by P. K. Shah was good enough for teachers. None of the above books was according to the new syllabus or fit for pupils' use.

4. In Geometry 7 books were received and considered, but no book comes up to our standard. They are all written on old notions of Geometry and give little practical work. In many of them the treatment of the subject is rather clumsy. None of the books is written on the new syllabus or is suitable for children's use.

Kannada.—The Sub-Committee for the scrutiny of Mathematics Text Books in Kannada was composed of the following members :—

1. Prof. B. B. Bagi.
2. Mr. R. B. Kerur.
3. Mr. D. C. Pavate.
4. Mr. S. R. Tatti.
5. Mr. H. B. Umadi.

2. *Arithmetic.*—There were 11 books submitted to the Sub-Committee for scrutiny in Arithmetic and it was found that none of them was in accordance with either the new syllabus or the Basis prepared by the Committee. However, the three books by B. S. Purohit contain good material which can form the basis for the preparation of pupils' as well as teachers' books. The portions in the books dealing with methods of treatment and illustrative examples could with suitable additions and alterations be converted into teachers' books. Similarly the exercises given in these books with suitable additions and alterations could be turned into pupils' books.

Indian Accounts.—No special book on this subject is required for the use of Standards IV and V as the topics to be taught in these Standards could be included in a book on Arithmetic. There are already two good

books, one in two parts by H. B. Umadi and another by V. C. Hull which are quite suitable for the requirements of the Standards VI and VII.

Geometry.—Mr. Chandavarkar's book "New Geometry" Part I is the best book on the subject and could with some additions [e.g. plans of fields etc.] be a suitable text book even according to the new syllabus and the Basis laid down by us. There is also another book "Sulabha Bhumiti" by D. M. Jogal translated into Kannada from Marathi which may with a few suitable alterations come up to the requisite standard provided the get-up and the arrangement of matter are also improved. The other books are much too below the standard.

Urdu.—The Sub-Committee for the scrutiny of Mathematics Text Books in Urdu was composed of the following members:—

1. Mr. S. S. Desnavi.
2. Mr. Sultan Alam Khan.
3. Khan Saheb N. K. Mirza.
4. Mr. Syed Nurullah.
5. Mr. Syed Md. Mukhtar.
6. Mr. Waliuddin W. Shaikh.

2. *Arithmetic.*—The Sub-Committee received 94 books on Arithmetic. Almost all the books were intended for use in other Provinces. Hardly any followed the syllabus of this Province and practically none satisfied the Basis. There is only one set of four books—

1. Mushar-rah Hisab, Part I by Syed Muhammad Zaki,
2. Mushar-rah Hisab, Part II by Syed Muhammad Zaki,
3. Mushar-rah Hisab, Part III by Syed Muhammad Zaki,
4. Mushar-rah Hisab, Part IV by Syed Muhammad Zaki,

which contains material useful for the preparation of separate sets of pupils' and teachers' books. At present, the books are not useful as text books as they contain a good deal of material not required for pupils.

Indian Accounts.—Only 5 books were received for scrutiny including the Departmental book which is not in print. The other four do not satisfy the principles of the basis laid down by us nor the syllabus.

Geometry.—Seven books were received and examined. Of these only—

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. Urdu Geometry IV 2. Urdu Geometry V 3. Urdu Geometry VI 4. Urdu Geometry VII | } | Published by Memo Uttarchand
Kapoor and Sons, Lahore. |
|--|---|--|

published by Messrs. Attarchand Kapoor and Sons, Lahore, are according to the new syllabus and may be used in Primary schools. However, the figures in this series are in Arabic and are written from right to left. They should be Urdu figures and written from left to right.

The other books do not satisfy the syllabus nor the Basis.

Science.

41. *Marathi*.—The Sub-Committee for the scrutiny of Science Text Books in Marathi was composed of the following members :—

1. Dr. V. G. Deshpande.
2. Mr. K. R. Kanitkar.
3. Mr. G. S. Khair.
4. Mr. D. S. Kulkarni.
5. Mr. G. G. Pundlik.
6. Miss R. Reuben.
7. Miss M. Shinde.

2. Forty books of about 20 different authors in General Science were received and reviewed by the Sub-Committee. The classification of these books was as under :—

- 20 Books on Nature-Study for Primary Standards I—VI.
- 4 Books on Physics for Primary Standards VI and VII.
- 8 Books on Hygiene for Primary schools.
- 5 Books on Hygiene for Primary schools for very small children,
and
- 3 Books on Domestic Science.

3. Of the forty books scrutinised, one was not meant for primary schools and 24 were found entirely unsuitable, as they do not follow any satisfactory line of treatment and contain several mistakes.

The following 14 books—

1. Shrishtinirikshan va Shrishtidnyan Standard IV by G. M. Suryavanshi,
2. Shrishtinirikshan va Shrishtidnyan Standard V by G. M. Suryavanshi,
3. Shastra-Parichaya, Standards VI and VII by G. M. Suryavanshi,
4. Shalopayogi Arogyashastra, Part I by G. M. Deshmukh,
5. Shalopayogi Arogyashastra, Part II by G. M. Deshmukh,

6. Arogya Deep, Book I by V. N. Bhavé,
7. Arogya Deep, Book II by V. N. Bhavé,
8. Shastra-Parichaya by Y. P. Gambhir,
9. Srishtinirikshan va Srishtidnyan Standard V by Y. P. Gambhir,
10. Srishtinirikshan va Srishtidnyan Standard IV by Y. P. Gambhir,
11. Griha Shikshan Shastra by Y. K. Pathak and N. T. Padekar,
12. Griha Shastra by Mrs. R. Tambe,
13. Sharir Sangopan Shastra by D. B. Barve,
14. Sulabha Arogya Shastra by D. S. Joshi and D. B. Lokhande, satisfy the requirements of the Basis laid down to a certain extent and are recommended for use till better books based on the new syllabus are available.

Only one book viz. Arogya Shastra va Griha Shastra by Bhanumati and Malatibai Pardeshi was found to satisfy the principles of the basis laid down and to follow the new syllabus to an appreciable extent.

Gujarati.—The Sub-Committee for the scrutiny of Science Text Books in Gujarati was composed of the following members :—

1. Mr. C. K. Amin.
2. Mr. R. D. Derasari.
3. Mr. L. R. Desai.
4. Miss S. Paul.
5. Miss Amy B. H. J. Rustomjee.

2. In Science 27 books were examined. Of these only 4 books come up to our standard to a great extent. Even these require better diagrams and further elucidation of the subject matter. They are :—

1. Arogya Shikshan by H. A. Desai.
2. Arogya Shastra by G. M. Deshmukh.
3. Saral Shristi Nirikshan by M. M. Dwivedi.
4. Arogya Deep by V. N. Bhavé.

One of the above No. 3 deals with Nature Study and as such is meant for teachers only.

3. The other books contain very few good diagrams or reference to experimental and observation work. The treatment of the subject in them is scrappy and dogmatic and their general get-up is far from satisfactory.

Kannada.—The Sub-Committee for the scrutiny of Science Text Books in Kannada was composed of the following members :—

- (1) Mr. M. S. Chandavarkar.
- (2) Mrs. K. H. Jamakhandi.
- (3) Mr. R. S. Madiman.
- (4) Mr. V. S. Nadkarni.
- (5) Mr. S. G. Shenolikar.
- (6) Mr. K. B. Tergaonkar.

2. There were 16 books on Science which were received and examined by this Sub-Committee. None of them, however, satisfy the principles of the basis laid down by us and follow the new syllabus.

Urdu.—The Sub-Committee for the scrutiny of Science Text Books in Urdu was composed of the following members :—

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|-----------------------------|--------------------------------|
| (1) Mr. S. S. Desnavi. | (4) Mr. Syed Muhammad Mukhtar. |
| (2) Mr. Sultan Alam Khan. | (5) Mr. Syed Nurullah. |
| (3) Khan Saheb N. K. Mirza. | (6) Mr. Waliuddin W. Shaikh. |

2. The Sub-Committee received and scrutinised 34 books. Most of the books were on Physiology, Hygiene and Nature Study. None of the books was found suitable as Text Book in Science for Primary Schools. The books sanctioned did not satisfy the principles laid down in the basis, nor did they follow the new syllabus.

42. It will appear from the foregoing that the existing text books, broadly speaking, do not satisfy the requirements laid down by us in the preceding Chapter, and that there is a need of better text books practically in every subject and language. When the principles set down by us in Chapter III are made known to the prospective writers, there will be doubtless a number of suitable books forthcoming. We have recommended elsewhere (*vide* Chapter V) that all books should be scrutinized at the end of every three years. *We suggest that the first scrutiny should take place in March 1943, provided that the requirements for text books as laid down by us are made known to the public at least a year in advance of that scrutiny.* We have noticed that the number of books in subjects like Science, Geography, and Arithmetic for the use of Agricultural bias schools is very limited. Authors and publishers do not venture to bring out more books in those subjects because the number

of schools using such books is small. We recommend that, in the extreme contingency of no publisher coming forward to bring out a suitable book or books in any particular subject within a reasonable period, Government should arrange to do the same for the benefit of the school world.

43. At present there is no accepted common terminology in the four languages of the Province for the expression of technical ideas in Science, Geometry, Geography and Administration. Consequently there is considerable confusion—especially when different writers use different words to describe one and the same term. It is desirable and essential that the Department should determine a generally accepted terminology for the various subjects and publish the same for the information and guidance of the public.

44. The Committee has recommended that no text books should be used in primary standards below IV in subjects other than language (excepting those containing arithmetic exercises in standards II and III). This recommendation together with the new syllabus for primary schools expects of the teacher an adequate knowledge of primary school subjects as well as acquaintance with up-to-date methods of teaching them. He should also have ready access to such books as will expand and deepen his general information on a variety of subjects. More well illustrated books for reference need to be produced and supplied to *all* primary schools—particularly full grade primary schools. The Department and the various Local Authorities should make generous provision for the production and supply of such books to school libraries.

CHAPTER V.

UNIFORMITY *versus* DIVERSITY.

45. One of the terms of reference to the Committee was to consider the question of the number of sets of books to be sanctioned for use in schools under public management, i.e. District Local Board, Municipal and private primary schools as well as Secondary Schools and Training Institutions. The question (or the desirability) of having one set of uniform text books in the whole Province or even in a linguistic division of the Province was not directly referred to us ; but the above term of reference does include the consideration of the possibility of having one set of books in each language of the Province and in each subject in the school curriculum both primary and secondary.

46. The question of text books is of vital importance not only to schools and educational bodies and associations but also to parents of school-going children and thus to the entire general public. The Committee, therefore, decided at the first meeting held on the 7th August 1939, to sound public opinion by issuing a questionnaire. A Press Note was, accordingly, issued by the Director of Information on 9th August 1939 inviting heads of schools, teachers, parents, and others, interested in the question of preparation and selection of school text books to communicate their replies to the questionnaire to the Secretary of the Committee before the 9th September 1939. The questionnaire included, *inter alia*, the following two questions :—

(1) Should there be one uniform set of text books in each subject in each language used in primary and secondary schools in the province ?

If not, why not ?

(2) If you consider diversity of text books desirable, should there be a limit to the number of sets of text books in each subject in each language in primary and secondary schools ? If so, what should be the limit ?

To these questions we received answers from persons representing various interests. The analysis of their replies is shown in the following table :—

—	Total	Invalid	Primary Uni- formity Sec- ondary Diver- sity.	Uni- formity	Diver- sity.	Some limit	No limit.	Vague.
1	2	3	4	5	6	7	8	9
1. Chairmen and Vice-Chairmen, School Boards.	6	..	..	4	2	1	1	..
2. Administrative Officers.	29	5	1	8	15	7	8	..
3. Senior Assistant Deputy Educational Inspectors.	17	3	..	6	8	6	2	..
4. Principals and Head Masters.	153	9	4	49	91	36	51	4
5. Teachers ..	440	56	6	123	255	54	175	26
6. Teachers and Parents	131	31	6	36	58	12	42	4
7. Teachers and Publishers.	14	..	..	2	12	2	10	..
8. Parents and Guardians.	522	63	29	213	217	52	149	16
9. Miscellaneous ..	350	83	17	91	159	44	68	27
Total ..	1,662	250	63	532	817	214	526	77
10. Publishers ..	13	1	..	..	12	1	11	..
11. Book Sellers ..	2	..	..	1	1	..	1	..
Total ..	15	1	..	1	13	1	12	..
<i>Associations.</i>								
12. Primary Teachers' Associations.	12	..	..	6	6	1	4	1
13. Secondary Teachers' Associations.	11	..	..	..	11	4	7	..
14. Primary and Secondary Teachers' Associations.	5	..	..	1	4	2	2	..
Total ..	28	..	..	7	21	7	13	1
15. Students' Associations	1	..	..	1	..	..	..	..
16. Parents' and Teachers' Associations	2	..	..	2	..	..	..	..
17. General ..	2	..	..	..	2	1	..	1
18. Ward Committee ..	1	..	..	1	..	..	..	..
19. Public Meetings ..	1	..	..	..	1	..	1	..
Total ..	7	..	..	4	3	1	1	1

47. The above analysis of the replies to the questionnaire reveals several interesting and important facts. The response to the questionnaire was encouraging and showed that teachers and the public in general were interested in the question of school text books. 1,662 individuals, 13 publishers, 2 book-sellers, 28 teachers' associations, and 7 other associations replied to the questionnaire. It is unfortunate that of these, 250 replies had to be treated as invalid, because in all these the answer to question 2 was in open contradiction to the answer to question 1, one negating the other, and, therefore, these replies could not be taken to be in favour of either uniformity or diversity.

Of the 28 teachers' associations, 21 were for diversity and 7 for uniformity. The 12 primary teachers' associations were evenly divided on this question; while all the 11 secondary teachers' associations and 4 of the 5 primary and secondary teachers' associations favoured diversity. A distinct majority of Administrative Officers, Deputy Educational Inspectors, Principals and Head Masters (primary and secondary schools) and teachers (even those who also represented the parent interest) showed preference for diversity of text books at the primary as well as at the secondary stage. 522 individuals representing the interests of parents and guardians replied to the questionnaire. They were almost evenly divided (there was a very slight—almost negligible—majority in favour of diversity). There were 350 individuals who were neither teachers nor claimed to represent the parent or guardian interest, but were interested in the question generally. Amongst them a distinct majority was in favour of diversity. Besides these, there were 63 individuals who favoured uniformity at the primary school stage and diversity at the secondary. Thus, on the whole, there was a definite majority in favour of diversity, 830 being in favour of diversity and 533 in favour of uniformity.

Of the 830 individuals, who were in favour of diversity, a large majority—(522)—held the opinion that there should be no limit (in number) to the text books sanctioned for use, while 214 were of opinion that there should be some limit. Out of the 21 teachers' associations in favour of diversity, 13 were against any limit to the number of text books and 7 favoured some limit.

48. We may now consider the arguments in favour of and against uniformity of text books advanced by those who sent their replies to the questionnaire issued by us and also by the witnesses whom we examined.

(A) Those who were in favour of uniformity of text books put their case as follows :—

- (1) If schools are allowed to have one uniform set of text books in each linguistic Division, it will be possible to produce the best and cheapest books in each subject. Government can get such sets of

text books written by the best educationists available and publish them on their own responsibility. They can requisition the services of a large number of educational officers at their command in the work and can also economise on printing and illustrations by calling for tenders and giving the work to the lowest bidder. Middlemen's profits are eliminated under such Government monopoly. After leaving a margin for reasonable commission to book-sellers, Government can thus supply the best books at cheapest rates to the pupils. The old departmental series remained in use for over twenty years without any revision and hence they outlived their usefulness and became unpopular. If care is taken to revise the set of uniform text books every five years, educational efficiency will not suffer and at the same time the arrangement will ensure the greatest possible economy in expenditure on school books. Best and cheapest text books can thus be had by insisting on uniformity of text books. India is a poor country and if, by having uniform sets of text books, we can bring relief to the extent of even one anna to the parents and guardians, who have to foot the bill on school books for their children, the question is well worth considering.

Under the present system of unhealthy competition among different books on the same subject, the book that is most widely canvassed commands the largest sale, and not necessarily the best book. Everybody knows that publishers or their agents tour about and induce the Head Masters and the School Board members to prescribe their own books. The methods employed by them are not always above board and honest and the School Board members are often influenced by personal and extraneous rather than purely educational considerations. This results in jobbery, corruption and favouritism; and consequently the most suitable books are often left out and inferior ones are prescribed. To put an end to all these evils, Government should prescribe one uniform set of text books in each subject in each regional language.

(2) If a uniform set of text books is prescribed in all schools, it will make for convenience of inspecting officers, teachers and pupils. Inspectors can give intelligent guidance to teachers if they know beforehand the books used in schools. It will be easy for inspecting officers to compare the work and efficiency of teachers in different schools if the same text books are used by them. Thus uniformity of text books will help inspecting officers to assess the work of different schools properly and to ascertain their relative positions.

Similarly teachers find it very convenient to teach books which they have once mastered. If text books go on changing from year to year as at present, they will not be able to do justice to the subjects they are teaching, as it takes some time to get used to the spirit of the new books. Some books may be found too difficult by the teachers themselves. This is particularly so in the case of primary school teachers

who, with their limited knowledge, find it increasingly difficult to cope with altogether new text books. The result is that the education of children suffers. If, on the other hand, there is only one set of text books in use for a definite period, say five years, teachers will be able to make an intensive study of those books. It is true that the books may be revised after some years, but revision of books does not mean a radical change in content and treatment as is the case with altogether new books. Thus, with the uniformity of text books, teachers can go to the class well prepared, can interest children in their subjects and can generally do their work with ease and confidence. As a result the subjects in the curriculum will be made easy and interesting to pupil. The pupils who change schools in the middle of or at the beginning of the school year will also not be inconvenienced if the same text books are in use in all schools. The number of children, who thus change schools, is not inconsiderable, although they form a very small percentage of the total number of school-going children. Furthermore, under the system of uniformity children are not required to buy new books every year as they can borrow the old ones from their friends or relations.

(3) Uniformity of education is desirable in the interest of the province as a whole. The State should decide the type of education suitable for its children and, to give effect to that policy, it should produce and supply the best possible books. Under the system of State "benevolent" monopoly, as one of our witnesses called it, not only could good books be supplied to children at a low cost to parents but also sound intellectual education could be provided throughout the whole province. Certain approved ideals of the Nation could be disseminated among children of the province through the books in use in schools and boys and girls brought up with a definite healthy mental outlook. Uniformity of text books is also desirable from the point of view of maintaining the same standard of education in the province and eventually in all the provinces. By having one set of text books, uniformity of methods of teaching will be achieved. It is true that children have different environments in different parts of the province; but it does not mean that a child in a particular region should have his knowledge limited to that of his own immediate surroundings. A boy in the Khandesh Districts should, for instance, know something of the life in Konkan and there should be lessons in Readers which would appeal to children of all parts of the province. This is possible only by having one set of books brought out and supplied in each regional language by one agency. If different types of books are allowed, it will not be possible to give such education as the State would desire.

(4) Under the system of uniformity of text books, the interests of authors are effectively secured. A deserving author will be able to get what is due to him without having to depend on the mercy of

teachers, inspectors and managers. At present the author of a text book is a very unimportant factor in its publication and sale. The publisher has to spend such a large amount of money on the "middle-men" that the writer of the book gets a mere pittance. Sometimes a person with influence is associated with the book as an author or a joint author; for the association of his name helps the publisher in pushing the sale of the book concerned. Thus the real author's royalties are straightaway reduced to half of what are normally due to him. Again the publisher has to incur expenditure in inducing the School Boards and Head Masters or managers of secondary schools to prescribe the book concerned. This item of expenditure varies from district to district and from school to school; but it absorbs a considerable part of the sale-proceeds of the book. In addition to these items of expenditure, every publisher has to give commission to retail book-sellers ranging from 10 per cent. to 15 per cent. of the selling price of the book. Thus, under free competition, the publisher cannot afford to give a reasonable percentage of royalty to the real author of the book. Under the present system, there is no guarantee whatsoever that a good author will command the sale of his book. Even if he does, the "incidental" expenditure on it is so great that he will get only a fraction of what is due to him. Often it is a mediocre author, who succeeds at present by reason of his influence with School Boards and Managers of schools. Very often the works of such men are but poor imitations of those written by competent men.

On the other hand, under the system of uniformity of text books only capable authors will come forward with their books, and when the best and the most deserving author's book is selected by Government, he will receive a decent lump sum or a reasonable share of the profits on the sale of the book. His ability will thus be publicly recognised and he will get a fitting reward for his labour. No "incidental expenditure" is required to be incurred by the publisher on pushing its sale, because there are no other books in the market to compete with it.

(5) Uniformity will check the business policy of unscrupulous publishers who exploit the parents.

In short uniformity of text books will remove all evils of the present system and bring about national unity and solidarity and ensure the supply of good and cheap books.

(B) Those who were against uniformity of text books argued their case as under :—

(1) From the point of view of educational efficiency it is essential that teachers should have as wide a freedom of initiative as possible. Uniformity will seriously mar the individuality, progressive

educational experimentalism and free thinking. All improvements in educational methods have resulted from experiment by the process of trial and error. Some teachers discover new ways of presenting their subject-matter or a new arrangement of topics. The enterprising ones write books incorporating their ideas and it would be suicidal for educationists to discourage such men. By having a single uniform series, the teachers' talent for writing text books is discouraged and as there will be no incentive for them to read other books and to replenish their own fountain of knowledge, the classroom work will be dull, monotonous and mechanical and this will result in educational stagnation. Freedom of expression and educational experiments are essential to have a wealth of literature on different subjects in Indian languages. It is the spur of competition that keeps authors and publishers constantly striving to produce books whose subject-matter, appearance and price will enable them to replace books already on the market. Under the present system of sanctioning any suitable text books, but not prescribing any book exclusively, publishers and authors have to rely on the merits of their books. The educational publisher thus goes on making experiments continuously and performs an invaluable service to teachers and schools. His main business is to publish text books which sell widely and for a long period and as by-products he is enabled to publish many slow-selling books which are essential to schools and teachers. The educational publisher reckons to publish a large proportion of books which will not be financially profitable, (i) because he knows he will make mistakes, (ii) because he has to publish experimental work, which is not likely to be popular for a long time, (iii) for the authorities upon whose patronage he relies (*e.g.* in a graded series of books, often the books intended for the highest classes are not financially profitable as they sell in small numbers, but nevertheless schools rightly demand a complete series in the interests of their pupils).

(2) More than one set of books on the same subject and in the same language are necessary to suit different environments and different teachers. There are many geographical regions in the Province, each having its own peculiar environment and culture and it would be wrong to force all schools to use the same set of text books. Mental development and general knowledge of pupils all over the Province is not uniform and it is a wrong postulation that one set of teaching methods and one set of text books will suit all schools in the Province. A series containing lessons on Geography, climate or agriculture—intended for Poona or Sholapur Districts—will not do for Kolaba or Ratnagiri Districts as they are so different in character and little children will not be able to understand some lessons.

(3) Uniformity will lead to over-centralisation which is undesirable from the standpoint of democratic development. If only one set of text books is allowed for use in schools, Government will doubtless

have a hand in the production of those books. Government may like to see that certain views on social, political and religious controversies are emphasized in these books. Education should not be used as an agency for a propaganda of any nature and hence text books should not be calculated to give children any definite bias in any one political or communal direction.

Then again we have had the experience of one uniform set of readers produced by Government in the past. Even though those books were in use for over 25 years, they were not revised and brought up-to-date with the result that teachers got into mechanical and routine methods by having to teach the same books year after year. This had disastrous effects on education in the Province. Government is slow in reacting to public opinions or criticisms. Thus with uniformity books may outlive their usefulness and the monopoly for such books will result in educational slovenliness and inefficiency.

(4) If a single uniform series were prescribed, many private publishing houses would be ruined and their staff would be thrown out of employment. These publishing firms, many of which are Indian concerns, have invested large sums of money in the business of book production and have employed hundreds of men trained in the technique of school books. These firms have rendered valuable service to the cause of education in India. In any case it is too late in the day to reverse the present policy and to ask them to wind up their business. Moreover, Indian publishing and printing trades have developed very recently and they need to be given as much healthy encouragement as possible. Uniformity will thus mean undeserved hardship not only to publishers who have rendered some appreciable service to education but also to authors some of whom are teachers.

(5) Education must never be sacrificed to economy. Children derive a good deal of pleasure as well as unconscious instruction from the handling of good books beautifully printed and illustrated. Merely because children are poor, they should not be asked to read second-rate books. The books must be enjoyed by children reading by themselves or in the class, and in a country like India where there are not many amenities for enjoyment of children especially in rural areas, attempts must be made at least to provide the best possible books to them. When one considers the great value of good text books as a teaching tool, no premium should be placed on the question of cost. Furthermore, all children are not poor and why should we compel a child of well-to-do parents to use cheap books which are badly got up? Diversity does not necessarily mean a great burden to parents. At the most there will be a difference of half an anna or an anna in the cost of a book and for this paltry sum, the real interest of children should not be sacrificed.

(6) Uniformity of text books will invariably lead to patronising certain publishers. Although tenders are called for the production of books, on some pretext or another, Government can give the work to a particular publisher who is in their good books. If there be public criticisms on the question, Government can always give some plausible reasons for accepting the tender of a particular publisher.

We have given careful consideration to the views expressed above. We now examine the arguments in favour of and against uniformity in the order in which they have been set forth in paragraph 4 above.

A.—For Uniformity.

(1) We agree that efforts must be made to prescribe only the best books in schools; but the term "The best books" does not necessarily mean *the best book*. Quite apart from the difficulty of adjudging any book to be the best book by standards that could be universally agreed upon, it is inconceivable that only one book can serve as *the best book* throughout the whole province or even in one linguistic division. Experience has it that more than one set of books on the same subject and in the same language are necessary to suit different environments and different teachers. There is, however, considerable force in the statement that, under the present system of unhealthy competition, it is the book which is largely canvassed that holds the field. This argument is applicable for the most part to books selected for use in primary schools. Although we are unable to say positively whether there have been cases of corruption, we have noticed frequent changes of text books as well as use of unsuitable books, even when more suitable books were on the sanctioned list.

In regard to the price of books, we agree that text books should be as cheap as possible. In primary schools, the expenditure on text books should not be prohibitive for the average parent and it is true that a majority of the parents of the children in primary schools find it difficult to foot the bill on text books at present. While we agree that other things being equal, preference must be given to cheap books, we would emphasize the importance of placing books of only good quality in the hands of children. We do think that the cost to the parent on school books should be as low as possible but we are not convinced that the best and cheapest books could be had only by insisting on uniformity. Some of the publishers have pointed out to us that in producing a book, there is a limit beyond which the cost cannot be reduced, however large the number of copies printed. For instance in producing a book without pictures and illustrations it will make very little difference (in so far as the cost per book is concerned) whether 5,000 copies are taken or 25,000 copies are taken. In the case of books for children, which require coloured pictures and other illustrations, such a limit has been approximately placed at 25,000 copies. We, therefore, think that it is possible to have more than one set of

text books without appreciably adding to the cost of production of these books. In other words they can all be sold at the same rate which may be fixed by a competent authority taking into consideration the cost of production, book-sellers' commission and a reasonable margin of profit to the publisher and the author (see Chapter VI where a detailed discussion of this point has been given).

(2) We do not see how text books used in schools affect the work of inspecting officers. If they are as competent as they are expected to be, they will give intelligent guidance to teachers whatever the text books used. Similarly text books should make no difference in assessing the work of teachers in different schools.

From the point of view of teachers, it is certainly not advisable to change books frequently. Some of the witnesses have stated that many Primary school teachers find it difficult to cope with new books every few years. The argument about the frequency of change, however, is not relevant to the question of uniformity.

It will certainly make for convenience of pupils who change schools in the middle of the year if the same books are used in all schools; but the inconvenience caused to-day is confined to pupils who migrate from the area of one Local Authority to that of another. Such cases are extremely few. If the same books are used in a particular area for a number of years, pupils can borrow them from their friends and relations. In this connection we may point out that in the Infants class and Standard I each child may even require two copies of the same book in one year and that it is impossible to use those very copies in the succeeding year. Most Administrative Officers confirmed this view.

(3) Those who advocate uniformity of text books think that education given in all schools should be of the same type by the same methods and through the same books. This view is hardly in accordance with the modern ideas of education which favour freedom of thought, curriculum and methods. There can be no arbitrary imposition of rigidly prescribed content or method. Curricula and procedure should take shape in terms of the nature and experience of the child. We are, therefore, not in favour of uniformity of methods of teaching and uniformity of education.

(4) The arguments used in this section are convincing and we think that under the present system the interests of authors particularly of books for primary schools are sacrificed a good deal. This, in our opinion, is due to the fact that a number of books are produced at present by authors who are not sufficiently competent and that such books are very often merely a re-cast of existing ones. Such books are put on the sanctioned list, merely because they satisfy the bare minimum requirements and School Boards prescribe them because they are on the sanctioned list, although better books are available. We are, therefore, of

opinion that in future no book should be put on the sanctioned list which cannot substantiate a claim to its being original in either the method of approach to the subject or the treatment. In any case a new book must show definite improvement on the existing ones.

(5) There is nothing wrong in pushing the sale of a book by fair means, for instance, by bringing it to the notice of the prescribing authorities. Unscrupulous publishers, however, may influence the prescribing authorities in an underhand manner and this should be stopped.

B.—*Against Uniformity.*

(1) We are strongly opposed to any scheme that may eventually restrict the freedom of authors and publishers in producing books. Secondary schools now enjoy freedom of selecting the books that are most suitable to them and in the interest of education they should not be deprived of that freedom. If this right of free choice of books is denied to schools, whether primary or secondary, there will be no experimentation with new methods of approach and new methods of treatment.

(2) We are in agreement with the view that more than one set of books on the same subject are necessary to suit different environments and different teachers.

(3) We subscribe to the view that education should not be used as an agency of propaganda of any nature. The contention, however, that Government may propagate certain views on religious, social and political matters through the text books need not be given much weight.

(4) The problem of unemployment and the question of encouraging Indian publishing firms are, in our opinion, irrelevant to the points at issue.

(5) There was a great difference of opinion among our witnesses on the question of economy on text books. Some were of the opinion that the price should not count at all and that it was essential to place the best book in the hands of all children. On the other hand, some pressed the view that even if it made a difference of half an anna in the price of the book, efforts must be made to relieve the parents of the burden of that half-anna as the economic conditions in rural areas were appalling. We shall deal with this question in greater detail in a Chapter on the cost of books; here we merely state that although we would favour cheapness consistent with quality, we hold that cheapness should not be the main or the only consideration in the selection of text books.

(6) Some witnesses pointed out that if uniformity of text books was desired to prevent the present unhealthy competition, the possibility of bringing pressure to bear upon the sanctioning authorities was greater under the system of one set of books than under the present system.

We are inclined to agree with this view. There are more chances of the evil being accentuated than minimised if only one set of text books is to be chosen.

The foregoing arguments both for and against uniformity will show what a vexed question it is. The position would be considerably simplified if we considered the question of supply of text books to secondary schools and primary schools separately. One of the strongest arguments against uniformity is that it constitutes an undesirable encroachment on the liberty hitherto enjoyed by the Head Masters and Managers of schools. This freedom has been enjoyed only by the secondary schools and a few primary schools, and we do not propose any change in the present system of prescribing text books in such schools.

51. For Local Authority primary schools, however, some remedies must be devised to eradicate the present evils. It has been stated that some School Boards change books and patronise different publishers. Canvassing often succeeds and good books yield place to second-rate ones. Now one might rightly ask as to why second-rate books find a place on the sanctioned list at all. This point has been already discussed in Chapter II. If the majority of the members of the Text Book Committee favour a book, the Chairman (who is generally the Educational Inspector of the Division and who may or may not know the language of the Division to the extent that is necessary to assess the merit of the book) cannot easily set aside their opinion unless something radically wrong is pointed out by the other members of the Committee. Of the books that come up before the Committee and are sanctioned by it, a large number are just mediocre barely satisfying the minimum requirements. We would point out here that this does not mean any reflection on the members of the Committee ; for they want to be fair to all authors and publishers when their books satisfy the bare minimum requirements of the syllabus. If one book is placed on the sanctioned list, a number of similar books, following the same lines of treatment, come up before the Committee which finds it difficult to reject any of them. This accounts for the plethora of indifferent books on the sanctioned list in each subject. The verdict of the same Text Book Committee would be different if they were asked to prepare a new list of some limited number of best books in each subject every three years or five years.

52. While we are conscious of these defects in the working of the present system, we are unable to subscribe to the view that only one set of books should be sanctioned in each subject even for primary schools. That view leads to regimentation of thought and language which must be avoided at all cost in education. A single set of books cannot suit the needs of all districts, areas or types of schools. On educational grounds a variety of text books should be encouraged. On economic grounds, it would, however, appear that no series which has a sale of less than 25,000 copies is likely to be produced at a reasonably low cost.

We, therefore, recommend that the number of sanctioned books on any subject should not, at any time, exceed ordinarily that arrived at on this basis. We, therefore, recommend that the number of text books on the sanctioned list should be limited to—

- (a) 10 sets of Language Readers and 10 books or sets on every other subject in Marathi ;
- (b) 5 sets of Language Readers and 5 books or sets on every other subject in Gujarati ;
- (c) 4 sets of Language Readers and 4 books or sets on every other subject in Kannada and Urdu.

The number of books on each subject will naturally depend on the availability of books satisfying *all* the requirements. The above limits are merely maximum numbers which may or may not be reached. For instance, there may be only four sets of Language Readers in Marathi which come up to the requisite standard, although the limit is 10. In that case the sanctioned list will contain only four. If the limit has not been reached fresh books that come up to the required standard may be added to the lists within the three years, but the *position should be reviewed afresh every three years, i.e., fresh books as well as the old sanctioned books should be reviewed again at the end of three years and the best books among them should be selected not exceeding the maximum number laid down.*

53. We would point out here that the Seventh International Conference on Public Education held at Geneva in July, 1938, recommended *inter alia* that the number of text books approved by the official authority should be limited in each branch and class. Now the limits of 10, 5 and 4 recommended by us for text books in Marathi, Gujarati and Kannada (and also Urdu) languages respectively have been based on practical considerations. The main object in imposing such a limit on the number of text books is to prevent the market from being swamped with books of the same type. As far as possible, care should be taken to see that there is some originality in treatment or approach in the books maintained on the sanctioned list. The present tendency of copying the style or method of other sanctioned books should be discouraged and we believe that the adoption of the recommendations made by us will substantially achieve this object. The standard of assessing the books must also be considerably raised. We have dealt with this question in Chapter II on the improvement of the procedure of sanctioning text books by the Divisional Committees. The suggestions made in that Chapter will effectively remove the evils in the present system.

CHAPTER VI.

PRODUCTION AND COST OF TEXT BOOKS.

54. In the selection and appointment of books, the total cost that has to be borne by parents is an important consideration. It is not enough that text-books should be satisfactory in reading material and attractive in general get-up, their prices also need to be reasonable and within the reach of the majority of parents whose children attend Primary schools. Recently there has been a general complaint by parents that the total expenditure on schooling including school books has gone up tremendously. The fact is that prices* of individual books have not increased appreciably; but the total cost to parents for the schooling of their children has risen owing to several other factors.

55. There have been certain cases where text books were changed rather too quickly, before the books once appointed ran through a sufficiently long period. In some areas, different sets of text books have been used in the same locality so that pupils are obliged to buy new books if for some reason or other they join other schools. During recent years, the syllabus of primary schools has been enriched by the addition of new topics. Text books are published and are appointed by schools even for the lower primary classes, where they are not at all necessary since at this stage more of oral and practical work, rather than book reading, should be done. Thus when text-books are prescribed for nature study, hygiene, geography, history, etc., parents have ground to complain that the total cost of books has been unnecessarily raised.

56. Sometimes text-books appointed in schools are unnecessarily large and bulky. This is due either to verbose writing or to the insertion of lessons that are unnecessary. This superfluous matter increases the size and the cost of books. Some teachers advise or encourage their pupils to purchase annotations, glossaries and notes, thus adding to the financial burden on the parents. Sometimes pupils are required by their schools to buy too many and too expensive types of note-books, drawing books, outline-map books, nature-study books, and this also has contributed to the rise in the cost of schooling. The operation of most of these factors could be controlled by administrative action. The educational authorities have been issuing directions to schools in the matter from time to time. Both the Grant-in-aid Code and Primary Education Rules provide that text-books once appointed shall not be changed at least for three years. A circular issued by the Department urges the Heads of Educational Institutions and Local Authorities to

* of for example, table of prices on page of this Chapter and that on page of Chapter I.

see that all possible economy is exercised in the matter of stationery articles such as paper and note-books used by pupils. Further steps need to be taken by the authorities concerned to remove similar legitimate grievances of parents about some of the unnecessary expenditure they have to incur for the education of their children. We, therefore, suggest that no text-books in subjects other than language should be appointed in primary standards below IV save arithmetic books containing mere exercises for standards II and III. Printed outline map-books should not be prescribed in primary schools. No child should be made to buy more than one note book at a time in primary schools and annotations and glossaries should not be used at all. We believe that if effective steps are taken to introduce these measures there will be substantial relief to parents.

57. The only complaint, therefore, that has to be dealt with by us is about the expenditure on school books.

The problem before us is to find ways and means by which the best text-books can be prepared and published at a reasonably low cost so that all parents may be able to purchase these books and their children may get the benefit of well printed and well illustrated books.

A comparison between the prices of various text-books in use at present will be interesting. The following table will give an idea of the minimum and maximum prices of the Marathi language readers available in the market to-day :—

Books.	Price.	
	Minimum.	Maximum.
	Rs. a. p.	Rs. a. p.
Infants Primer	0 1 0	0 2 0
Reader I	0 1 6	0 2 6
Reader II	0 2 0	0 3 6
Reader III	0 3 6	0 4 0
Reader IV	0 4 6	0 5 6
Reader V	0 5 0	0 9 0
Reader VI	0 6 0	0 10 0
Reader VII	0 7 0	0 12 0

Assuming that the lowest limit in prices of books has already been reached as a result of competition in the book market, it is necessary to

see if a still greater reduction cannot be brought about by controlling some of the factors connected with the publication and sanctioning of books. Another and still more important problem is to see if, within the lowest limit of prices that may be arrived at, a still better quality of reading material, general got-up and illustrations cannot be secured.

58. The main factors in book-making that affect their prices are size of books, size and quality of illustrations, the number of coloured plates, quality of printing, paper and binding and the total number of copies printed for each edition.

Excepting for the Infants Primer, the usual size of reading books is 16 crown octavo, i.e., 16 page Double Crown. A larger size is generally used for the Infants Primer. We recommend that 8 pages Demi size should be adopted for the Infants Primer. For other books the present size is suitable and should be retained.

59. We give below a table showing the maximum and minimum number of pages in the Marathi language Readers in use at present in various standards :—

	Number of pages.	
	Minimum.	Maximum.
Infants Primer	33	60
Reader I	72	100
Reader II	108	128
Reader III	127	162
Reader IV	140	183
Reader V	136	191
Reader VI	152	199
Reader VII	160	216

It will be seen that there is a variation of 24 to 36 pages (or two to three and a half printed forms) among various books published for any

particular standard. The number of pages in the reading series will depend on the type of print used, the number of illustrations, spacing and the size of the page. So, no hard and fast rules can be laid down about the exact number of pages. However, we suggest the minimum number of pages should be as under :—

Book.				Number of pages.
Infants Primer	..	..	..	48
Reader I	..	..	..	80
Reader II	..	..	..	96
Reader III	..	..	..	128
Reader IV	..	..	..	160
Reader V	..	..	..	176
Reader VI	..	..	..	192
Reader VII	..	..	..	208

60. The paper used for most of the books is about 28 lbs. weight in double crown size (20" by 30"). This is suitable for school books other than language readers and may be taken as standard for the future also. For language readers, however, we suggest that Double Demy 44 lbs. super calendered paper with a substance of 80 should be used. Children have to make more constant use of their Readers than of other text-books and hence for the care of their eyes it is necessary that no print should show through. The standard paper we recommend is super calendered technically known as "S. C." This must be used for Language Readers. For other books though "S. C." is preferable, "Glazed Printing" technically known as "M. F." may be allowed. Some text-books are found to have been printed on unglazed or news-glazed paper. This paper is displeasing to the eye. So also the glossy and reflecting surface of paper (just like Art paper) is harmful to the eyes of the tender children. Publishers should be definitely prevented from using any of the above said kinds of paper. Since Indian paper in all sizes and weights is now available in the market, we strongly recommend that Indian paper should be used for school books. Some publishing firms have been following this principle for a number of years without experiencing any inconvenience whatsoever.

As regards the printing types for letters to be used in books for different standards, we give below the minimum requirements in this respect :—

Infants	..	32 pt. for headings and words and 24 pt. for sentences.
Standard I	..	24 pt. for headings and words and 20 pt. for sentences.
Standard II	..	20 pt.
Standard III	..	16 pt. thick.
Standard IV	..	16 pt. thin (with lead).
Standard V	..	16 pt. thin (with lead).
Standard VI	..	} 14 pt. English Body (with lead).
Standard VII	..	

Since the manufacturers of type in regional languages hardly work to the point system *in toto*, we give below the standard body equivalents of the above :—

32 pt. = 4-line Brevier.

24 pt. = 2-line Pica.

20 pt. = Paragon.

16 pt. = 2-line Brevier.

14 pt. = English.

It must be remembered that our suggestions regarding type are based on Marathi type. Corresponding types of the other three languages will have to be settled. The same point if made by two different founders even in Marathi may vary in size of face. In the absence of commonly accepted nomenclature for printing types, our suggestions cannot be more specific.

61. Since the binding of books determines their life in the hands of children, we recommend that particular attention should be given to this matter. Thread stitching is necessary for durability.

The cover paper for the Infant and lower standard books should be strong and durable. For the binding of books for upper primary standards, cloth back is essential for durability, especially in the case of books having more than a hundred pages or six forms of sixteen pages each and of books that are expected to be used in more than one standard by the same pupils.

62. Pictures form a vital part of the books for Primary schools. They are as essential as the reading matter itself. Pictures are the gateway to reading in Primary schools. Children are attracted by the pictures in the reading books and they are led to read about them to satisfy their curiosity.

During recent years, considerable progress has been made in India in the field of making and printing pictures and children should benefit from this progress.

The following table will give an idea of the average number of pictures and illustrations in the Marathi Language Readers in use at present :—

Pictures in the existing Reading Books.

Books.	Coloured.		*Large.		Small.		Total.	
	Maxi- mum.	Mini- mum.	Maxi- mum.	Mini- mum.	Maxi- mum.	Mini- mum.	Maxi- mum.	Mini- mum.
Infants Primer.	1	0	11	0	79	32	89	43
Reader I ..	2	0	4	1	67	23	70	26
Reader II ..	3	0	6	0	58	18	61	18
Reader III ..	3	0	10	0	61	26	64	30
Reader IV ..	3	0	13	0	42	28	48	34
Reader V ..	1	0	10	1	44	9	45	11
Reader VI ..	1	0	7	0	40	9	41	11
Reader VII ..	1	0	9	0	33	9	41	12

* Large Picture means a *full page* picture.

We feel that there is scope for improvement both in the quality and appropriateness of the pictures and also in the total number of ordinary and coloured illustrations.

Pictures in lower standard books should be used to attract children towards reading books, to stimulate their interest in reading, to illustrate the reading material and to create in them a liking for good pictures. In the upper standard books, pictures should be used for illustrating the subject matter, and for creating in the minds of pupils a love and appreciation of beauty and art.

The Infant Primer and the Language Readers for the first four standards should be illustrated with coloured plates and pictures. The Language Readers and books for History and Geography and Science for

the upper standards should also have a large number of illustrations. The study of these pictures is as much a part of education as that of the reading material.

In order to satisfy these objectives, the best available artists will have to be employed to produce illustrative material for school books or to supply their pictures for reproduction in the books. This will be rather an expensive affair, and no publisher will be ready to incur such expenditure unless a large sale of the books is guaranteed to him. The cost of pictures per copy of a book will be reduced in proportion to the increase in the total number of copies that are printed by the publisher. It is evident, therefore, that the quality and number of pictures supplied in a book will depend on the total number of copies printed and sold by the publisher.

63. The cost of printing is an important factor which determines to a large extent the price of a book. The larger the number of copies printed, the smaller is the cost of the book for each copy. Consequently the selling price can also be proportionately reduced. The table in the Appendix will illustrate this point.

It will be seen from the figures in the table that for ordinary plain letter-printing the cost of a book for each copy is the highest for the first 1,000 copies, it falls down considerably when 5,000 copies are printed and then goes on falling down rather slowly up to 25,000 or 30,000 copies beyond which the fall is not appreciable. The reduction in cost between 1,000 and 5,000 copies is greater than that between 5,000 and 25,000. Therefore it may safely be concluded that for a text-book with plain letter-printing, without pictures or coloured plates, the minimum printing must be 5,000 copies while the ideal economic unit would be in the neighbourhood of 25,000.

64. The limits of minimum cheap printing are, however, raised when the factors of pictures and coloured plates are introduced. For the majority of books for primary schools, pictures are a necessity and therefore form an important consideration in the cost of printing.

A table showing the graded costs of printing coloured pictures is given in the Appendix.

It will be seen from the above table that the minimum level of printing cost per copy of a coloured picture or a form of 16 pages of coloured pictures is reached when the total number of printed copies is about 25,000. Any edition of a picture-book which is less than 25,000 is bound to be costly. It becomes cheap at 25,000 and by slow degrees goes on becoming cheaper above 25,000 reaching the lowest limit of cost at a lakh. It may safely be concluded, therefore, that a good text-book with a sufficient number of pictures, illustrations and coloured plates must be assured a sale per edition of about 25,000 copies before it can be offered by the publisher at a reasonably low price. *The inclusion of coloured illustrations is recommended chiefly in the language readers for the Infants and Standards I and II.*

65. The above considerations have an important bearing on determining the number of sets of text-books to be sanctioned for schools. The total number of sanctioned sets should be such as will provide for the text-books a sale per edition of about 25,000 copies. The logical procedure would be to estimate the total number of pupils in each standard in a linguistic Division and divide it into units of about 25,000 pupils. This may be held as the cheap-cost unit. The number of sanctioned sets or series of text-books for each standard must never be more than these cheap-cost units in a linguistic Division.

66. We have considered only the printing item in the actual cost of books. There are two other factors which determine the total cost of a book—the author's remuneration and the book-seller's commission. The approximate upper and lower limits for this expenditure in vogue at present will be seen from the table given below :—

Items.	Maximum.	Minimum.
	Per cent.	Per cent. *
Printing, etc.	60	40
Author's share	20	5
Publisher's share	20	10
Book-seller's commission	20	6½

The rates for printing will be determined by free competition in the printing market, and are, therefore, liable to change. The expenditure on paper, printing and binding in the selling price of a text-book is ordinarily somewhere between 40 and 60 per cent.

67. There are three ways of paying the author for his work. Under the royalty system, the publishers pay the author from 10 to 20 per cent. of the price of books actually sold. Some publishers follow the system of paying a certain percentage of the actual profits on the sale of the book. This percentage is generally 50. Others purchase the copy-right of the book by paying the author a fixed amount once for all. When the sale of a book is uncertain, the author would prefer a lump sum in exchange for the copy-right of his book. But when the minimum sale of a book is assured, and there is the possibility of the book running through subsequent editions, the authors would prefer to have their share on the basis of a fixed percentage in the net profits on the sale of the book or on the basis of the royalty system.

68. Taking into consideration all the above mentioned factors in the cost of production and publication of text-books, it would appear that in the lower standards of primary schools it should be possible to get a book at a reasonably low price with an adequate number of illustrations, coloured and uncoloured, and an attractive get up on the basis of an

edition of 25,000 copies. The basis may be somewhat lower for large readers in upper classes and for books on other subjects as the comparative number of illustrations will be smaller and the printing closer. Thus the economic unit would vary from an edition of about 25,000 copies to that of 10,000.

Table showing the number of pupils by standards in Primary Schools (under all Managements) on 31st March, 1941 (vide paragraph 69).

Standard.	Number of pupils in			
	Marathi Schools.	Gujarati Schools.	Kannada Schools.	Urdu Schools.
Infants	292,057	89,087	90,606	63,988
Standard I	166,159	60,184	41,325	30,386
Do. II	134,634	49,693	33,352	21,292
Do. III	97,677	39,515	24,133	15,063
Do. IV	80,727	32,930	18,252	10,528
Do. V	37,649	14,644	9,210	4,426
Do. VI	26,049	9,577	6,102	2,566
Do. VII	20,634	7,972	5,899	2,125
Total ..	855,586	303,602	229,379	150,374

Note.—The number of pupils reading in Secondary Schools in Standards I—III corresponding to primary standards V, VI and VII is not included in the above table.

69. Considering the number of pupils in different linguistic divisions as given in the table above we consider that about 10 sets of books in each subject in Marathi, about 5 sets in Gujarati, about 4 each in Kannada and Urdu will provide enough variety while securing a reasonably low price and a high standard. This number, for the respective linguistic divisions, would assure the production of books as would satisfy the needs of pupils, suit an average parent and adequately remunerate publishers, authors, artists, etc., and at the same time maintain the standard of efficiency sufficiently high. We, therefore, recommend that on the list of sanctioned text-books suggested in the previous chapter, there should be not more than 10 sets of books in each subject for Marathi schools, 5 sets for Gujarati schools and 4 each for Kannada and Urdu Schools.

If the limit of sets recommended above is adhered to, it may be possible to give still better books with better illustrations and get-up at the same price, when Primary Education further expands in the province and thereby leads to a bigger sale. If necessary, the limit to the number of sets may be revised after five or ten years.

70. We propose a definite limitation of the number of books sanctioned as text-books in order to achieve a two-fold result. In the first instance, such a limitation and the periodic revision that we recommend will serve to raise progressively the standard of books on the sanctioned list. Secondly, the limit, by narrowing the sphere of competition, will enable publishers to produce books at a reasonably low cost. In order to ensure that the results of the limitation of numbers envisaged by us are actually obtained in practice, we have laid down at length the requirements as to the content, presentation, appearance, etc., of the text-books in the light of which the Reviewing Committees may fix their standards. While the quality of books will thus be guaranteed, it is equally necessary to watch the prices that the publishers fix for them. The publishers ought not to be allowed to take any unfair advantage of the limitation of the field of competition and we recommend that before a book is placed on the sanctioned list, the Chairman of the Committee should satisfy himself that the price of the book is reasonable in view of its quality and its volume of production. As the various components of the cost of production of a book are liable to vary considerably, we do not think that any useful purpose will be served by our laying down a schedule of reasonable or minimum and maximum prices for various types of books. We have already indicated in this Chapter the manner in which the reasonableness of the price of a book could be examined and ascertained. *The cost of such items as paper, printing, etc., will, we expect, be ascertained by periodic enquiry and the cost structure made up with the advice of experts. The remuneration of authors and the charges of booksellers and publishers do not similarly fluctuate with market conditions. And in this regard we recommend that the calculation about their reasonableness should proceed on the assumption that these three together do not exceed forty per cent. of the sale price of the book.*

71. The average parent is interested in the cost of school books. This is particularly true in the case of primary schools. We have tried to look at the question of the cost of books from the stand point of the average parent and considered the problem of producing good books at a reasonably low price. If in spite of this consideration, the prices of books go beyond the capacity of certain very poor parents, it is a matter for the State to consider. One obvious method is for the Local Authorities to supply text-books free to poor children.

CHAPTER VII.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS.

1. Text-books should hereafter be written and judged on the principles laid down in Chapter III.

2. The number of books on the sanctioned list at any time in each subject should be limited to—

10 in Marathi.

5 in Gujarati.

4 in Kannada.

4 in Urdu.

(Chapter V, paragraph 52).

3. All books submitted to the Committee (fresh as well as the sanctioned ones) should be scrutinized at the end of every three years. (Chapter V, paragraph 52).

4. We suggest that the first scrutiny should take place in March 1943 provided the requirements for text-books laid down by us are made known to the public a year in advance. (Chapter IV, paragraph 42).

5. The Divisional School Book Committees should be reconstructed on the lines of the Provincial School Book Committee. Sub-Committees of impartial experts in each subject (ordinarily consisting of three persons) should be set up. All books received for sanction should be sent by the Educational Inspector concerned to the appropriate Sub-Committee for detailed review. The Educational Inspector should collate the opinions contained in the reviews and give the final decision in a meeting of the Sub-Committee. Pictures and illustrations should be got examined by a competent authority. These Sub-Committees should meet at least twice a year. It is neither necessary nor desirable to communicate detailed reviews of books to the authors and publishers.

No book written, edited, or published by a member of a School Book Committee for use in schools as a text-book or supplementary reader shall be considered by the Committee during his membership. (Chapter II, paragraph 25).

6. The members of the School Book Committee should be remunerated adequately by Government in proportion to their work (Chapter II, paragraph 22).

7. Each book submitted for sanction should be accompanied by a fee at the following rate :—

Rs. 10 for a book of 100 pages or less, and

Rs. 10 in addition for every additional 100 pages or less.

Typewritten manuscripts, with original diagrams and pictures, may be accepted at the discretion of the School Book Committee on payment of Rs. 75 for each book and considered for *provisional* sanction. The book should be submitted again for final sanction after it is printed. (Chapter II, paragraph 25).

8. New books submitted for sanction should necessarily be improvements on the old ones already sanctioned as text-books. Mere imitations should not be put on the sanctioned list. (Chapter II, paragraph 23).

9. The Administrative Officer should be required to read the books carefully before recommending them to the School Board and should ordinarily send a list of at least three books in each subject for each standard to the School Board and should, at the same time, submit a copy of the list to the Educational Inspector. As soon as the School Board has taken a decision, the Administrative Officer should communicate it to the Educational Inspector *at least a week* before issuing a circular to the schools. The School Boards should be required to make a decision at least *two* months before the beginning of the school year. If any member of the School Board has any financial interest in the sale of a book recommended by the Administrative Officer, he should not take part in the discussion of and voting on such a book. (Chapter II, paragraph 26).

10. Any irregularities committed by the Board regarding the appointment of text-books should be promptly dealt with by the Department. (Chapter II, paragraph 24).

11. The present rule that except with the previous sanction of the Director of Public Instruction no text-book, once selected, shall be changed before the expiry of three academic years from the date of such selection is good and should be rigidly enforced. Care should be taken to see that School Boards change text-books only if they find better and more suitable books. (Chapter II, paragraph 24).

12. Each series of Language Readers should consist of at least Infants' primer and Readers up to Standard IV. Readers for Standard V to Standard VII may constitute a separate series. Books from the same series should be used at least for one complete stage in the school—Infants to Standard IV and Standards V to VII. And the books in each series should be introduced step by step, so that a group of children reading a book from one series in a class get the next book in the same series to read next year in the higher class and so on.

Similarly if a series is to be replaced by another one, it should be done step by step. The lowest book of a series should be discontinued in the first year, the next book in the second year and so on. The same procedure should be followed even when the series is removed from the sanctioned list. (Chapter II, paragraph 27).

13. The following classification for sanctioning school books should be adopted :—

(a) Text-books.

(b) Supplementary readers (i.e., books of general interest of varied character containing stories of various kinds dealing with Nature, travel, adventure and so on).

(c) Teachers' library books (i.e., books which are intended as reference books, books on pedagogy, books of general interest to teachers).

(d) Pupils' library books.

Books falling under (a), (b) and (d) may be classed as prize books. (Chapter II, paragraph 25).

14. The present procedure of reviewing each book independently of the purpose for which the book is submitted and sanctioning it for what it is worth may be continued. (Chapter II, paragraph 21).

15. With a view to economy, the following steps should be taken :—

(i) No text-books in subjects other than Language should be appointed in Standards below IV, though Arithmetic books containing mere exercises may be used in Standards II and III.

(ii) No child should be made to buy more than one note book at a time.

(iii) Printed outline maps should not be prescribed in primary schools.

(iv) Books of Annotations and glossaries should not be used at all. (Chapter IV, paragraph 56).

16. The inclusion of coloured illustrations is recommended chiefly in the language readers for the Infants' Class and Standards I and II. (Chapter VI, paragraph 64).

17. Before a book is placed on the sanctioned list, the Chairman of the School Book Committee should satisfy himself that the price of the book is reasonable in view of its quality and its volume of production. The calculation about the reasonableness of the price should proceed on the assumption that the remuneration of authors and the charges of book-sellers and publishers do not exceed forty per cent. of the sale price of the book. (Chapter VI, paragraph 70).

18. We recommend that, in the extreme contingency of no publisher coming forward to bring out any suitable book or books in any particular subject within a reasonable period, Government should arrange to do the same for the benefit of the school world. (Chapter IV, paragraph 42).

19. It is desirable and essential that the Department should fix generally accepted terminology for various subjects and publish the same for the information and guidance of the public. (Chapter IV, paragraph 43).

20. Well illustrated books for reference need to be produced and supplied to *all* primary schools—particularly full grade primary schools. The Department and the various Local Authorities should make generous provision for the supply of such books to school libraries. (Chapter IV, paragraph 44).

Secondary School Books.

21. We do not suggest many changes in the present procedure of sanctioning and prescribing text-books in Secondary Schools or Training Institutions. Nor do we suggest any limit to the number of text-books in each subject. The number of sanctioned books should, however, be limited to good and suitable books and books which do not claim any originality in treatment or methods of approach should not ordinarily be placed on the sanctioned list. No sanction should be necessary for books for the teachers' library as the Head Masters of Secondary Schools or of Training Institutions are in a position to choose books suited to the requirements of their teachers. There is a rule at present that text-books once prescribed should not be changed for at least three years. It is a good rule and should be rigorously enforced. No book written, edited, or published by a member of the Provincial School Book Committee for use in schools as a text-book or a supplementary reader should be considered by the Committee during his membership.

- (1) D. C. PAVATE.
- (2) SYED NURULLAH.
- * (3) AMY B. H. J. RUSTOMJEE.
- * (4) S. PANANDIKAR.
- (5) S. R. TAWDE.
- (6) H. S. TORGAL.
- (7) P. D. VYAS.
- (8) L. R. DESAI.
- * (9) S. L. KARANDIKAR.
- † (10) S. A. BRELVI.
- (11) M. K. KARKHANIS.
- (12) B. G. JAGTAP.
- (13) D. R. GADGIL.
- * (14) K. R. KANITKAR.
- * (15) R. REUBEN.
- * (16) G. S. KHAIR.

* Subject to a minute of dissent. † Subject to a note.

A NOTE.

While I fully agree with my colleagues in their views on the question of the number of text-books to be sanctioned for use in schools, I think that the recommendations made by the Committee should not preclude the State from preparing and publishing these text-books. In the interest of education, private enterprize must have free and full scope ; but it should not be forgotten that a representative Government is not only expected to know the educational needs of children attending schools but, with its resources, is also in a position to satisfy them adequately. I suggest, therefore, that, besides setting up a machinery for examining and sanctioning text-books, Government should undertake the preparation of model text-books. They should, for this purpose, engage experts representing all interests and also make their own arrangement for the printing and publishing of these books. The books published by Government will be on the sanctioned list in addition to the maximum number of books on each subject recommended by the Committee. The preparation and publication of text-books by Government, far from discouraging private enterprize, will, I believe, stimulate healthy competition between the two agencies and thus tend to raise the standard of text books. In selecting the personnel of Committees for preparing and reviewing books, care should be taken to see that the interests of all communities are, as far as possible, safeguarded.

S. A. BRELVI.

Bombay, September 15, 1941.

MINUTES OF DISSENT.

I

The recommendations of the Committee are definite on two important points. The Committee has decided against uniformity of text-books and has also expressed the view that the publication of text-books should continue to be entrusted to private agencies as at present. As regards publication, Chapter I of the Committee's report contains some valuable information. For a long time, the publication of text-books continued to be the exclusive business and concern of Government. It is difficult to understand, at this distance of time, what induced Government to give up this "monopoly of a very lucrative character". The very fact that by the year 1905-06, "agencies able and willing to take on duties of Government in regard to the publication and sale of these books" appeared in the field seems to me to be conclusive proof of the fact that the keen business instinct of several publishing firms was able to foresee how highly profitable the text-book trade promised to be. Prior to

1920, the report admits, Government realised annually Rs. 21,000 as royalty. With the expansion of primary education since 1920, Government would certainly have realised at least double the amount every year even if Government unwilling to carry on the monopoly system, had merely received a royalty of 10 per cent. on the retail price of all books sold. These figures form a sufficient inducement to the provincial Government to revert to the monopoly system. If a business company can afford to pay Government nearly Rs. 50,000 per annum outright, it is easy to conclude that Government can, by keeping the monopoly to itself, earn something in the neighbourhood of Rs. 1,00,000. If Government accepts this view and runs this business with the diligence and prudence of a proprietary business concern, the question of the free supply of text-books to poor students in primary schools can be easily solved. Government should have no hesitation in taking upon itself this responsibility at least in the case of the first four standards in primary schools because there the problem is very simple, the Committee having made the valuable recommendation that no text-books in subjects other than the regional language should be appointed in standards below IV.

The historical facts traced in the first Chapter of the Committee's report are very useful. They establish the fact that those who advocate uniformity of text-books advocate nothing novel or fantastic. For a very long period, uniformity of text-books worked in our province successfully. Government should have remained wakeful and should have carried on the work of revising the contents of the departmental series every three or five years. It should have likewise taken up the work of revising the very basis and plan of the departmental series every ten or twelve years. Government failed to do this and, as a consequence, the departmental series of Marathi text-books was found by 1920 to be out of date both as regards plan and contents. As soon as these defects were brought to the notice of Government, prompt and sincere efforts ought to have been made to bring about the necessary improvements. Instead of doing this, Government decided to adopt what can be described as the *laissez faire* policy. The remedy proved to be worse than the disease; and when a popular Government was established in the province in 1937, it could not ignore the ever-growing volume of grievances as regards the defective contents of text-books, the repeated and capricious changes in text-books and several incidental evils that had cropped up in the course of nearly fifteen years. Government could have adopted the summary procedure of deciding in favour of uniformity but it chose the method of appointing a Committee to examine the whole problem.

I have tried to understand the arguments advanced against uniformity—some of them by educationists of status. I understand the educational principle that every child is an independent problem. The soundest educational practice would allow the teacher to study each

child independently and enable him to carry on his experiments, unfettered by any text-books sanctioned or unsanctioned. But these lofty theories and principles have nothing whatever to do with the compilation and publication of the plethora of text-books now in the field. So far as the publication aspect of it is concerned, this plethora has resulted from an eagerness to exploit the Swadeshi Spirit; so far as the compilation aspect of it is concerned, this plethora has resulted from a tendency to harness the democratic spirit in education to absolutely questionable ends and purposes. Though the Committee has tried to check this plethora by recommending that there should be in the field simultaneously only a particular number of sets of text-books, much of the evil that the Committee set out to remedy would, I am afraid, remain unredressed. Absolute uniformity alone can check the evil and so long as it is not proved that the law of diminishing returns begins to operate if more than 25,000 copies of a book are printed at one time, even the economic aspect of the question can be taken to be in favour of uniformity.

There is one point in favour of uniformity which I expected some witness or the other to emphasise. It is the national aspect of the question. India is and has been a nation so far as the geographical, cultural and traditional aspects of the nation-idea are concerned. But so far as the thought aspect is concerned, India is, to a certain extent, a nation in the making. In order that this nation should attain a maximum uniformity in the sphere of thoughts and ideas, planned effort on the part of Government, universities, educational institutions and the public is quite necessary. Uniformity of text-books is certainly one effective method by which a large number of citizens can reach a common plane of thoughts and ideas.

In order that the uniformity of text-books should really help the growth of common thought in the rising generation, one aspect of the contents of text-books must be valued as an aspect of primary importance. Many of the text-books now in vogue contain material which is trivial if not definitely frivolous. The craze for novelty and simplicity has tended to make at least primary education almost farcical. If this great nation of ours is to be able to play its destined role effectively in the onward march of the world, this serious trifling must discontinue. Text-books for primary schools must be planned from the top downward. The clear view behind the planning should be to enable the student, on the completion of his primary education, to understand the glory that was once associated with India, the stigma of slavery and helplessness that India to-day bears and the decisive part that India, with her resources in men and material, can play in the future shaping of world events, if every citizen understands how modern nations are building mighty organisations and forging effective means with the help of scientific research and discovery.

Having stated at length the reasons in favour of absolute uniformity of text-books, I now turn to a few minor points wherein I disagree with the Committee's recommendations. The proposal that every text-book submitted for being sanctioned must be accompanied by a prescribed fee is very useful. The allowance made for typed copies is also welcome. I would personally allow even manuscripts if neatly and legibly written. What I fail to understand is the Committee's unwillingness to enlighten authors and publishers as to the reasons which led either to the acceptance or rejection of books submitted. If the preparation of text-books of high quality is to proceed satisfactorily, prospective writers must understand what constitutes merit in text-books. If the reasons for which a book is either accepted or rejected are not made known to the authors, there is no scope left for their improvement. Secrecy in this matter is unjustified for a variety of other reasons also. I hope, therefore, that Government would, while considering the report, re-consider this aspect of the Committee's recommendations and allow authors and publishers to know the reasons underlying the sanctioning authority's decision either for or against a submitted text-book.

If my recommendations in favour of absolute uniformity are accepted, the point that I propose to discuss hereafter would appear out of place. In case the Committee's recommendations in favour of limited variety are finally accepted, I must very emphatically assert that members of school boards should have nothing whatever to do in prescribing text-books. Members of school boards are ordinary men in the streets—nothing better, nothing worse. It is all very well that they should be associated with the administration of primary education in their respective areas. But to clothe them with the authority to prescribe mental and intellectual tonic for thousands of children is as silly, ridiculous and harmful as to clothe them with the authority to prescribe tonics for the sickly children in schools. The ignorance of many of the members of school boards is not a serious problem. The real problem is that they do not know that they are ignorant. If at all some freedom in the final choice of text-books is to be given, I would like the headmasters in charge of the several schools to select one out of the three or four sets recommended by the Administrative Officer concerned.

S. L. KARANDIKAR.

13th September 1941.

II

I sign the report subject to a small minute of dissent. This is in regard to the recommendation made in paragraph 52 of the fifth Chapter. I am of opinion that though diversity of text-books may be desirable in higher

standards it is not so especially in the first four standards. I am led to this conclusion by my experience of about six years as Chairman of a District School Board. Only one text-book in a subject should be in use at a time in a linguistic area in every standard up to the fourth. The text-book may be changed after three years. This I am driven to say when one takes into consideration the intellectual attainment of a majority of members of a School Board, their interests and outlook on education.

K. R. KANITKAR.

13th September 1941.

III

THE PRESCRIBING AGENCY.

I disagree with the decision of the Committee on the question of the agency for prescribing text-books.

When a machinery has been devised by the committee to place only the best books on the sanctioned list, I see no reason why headmasters of primary schools should not be allowed to select the proper books for their schools. The headmaster is in a better position to know the needs, standards and interests of his pupils, and therefore he is a better person to prescribe text-books (from the sanctioned list) for his school than the members of the School-boards.

The main object in having a variety of text-books is to provide a wider field for the selection of the proper text-book, according to the various standards, tastes and needs of the pupils of different schools in different parts of a district. By maintaining the present prescribing agency as it is, there is a possibility of a uniform set of books being prescribed for the whole of a district. This means that the pupils, teachers and schools of the district are deprived of the advantages of a variety of text-books, and as far as they are concerned, they will suffer from all the disadvantages of uniformity, which the Committee has taken care to avoid.

Thus although the Committee has accepted the principle of a limited variety for the whole region, it has in practice consented to the principle of uniformity as far as a district is concerned. The advantages of variety are not made available to individual schools in a district.

It may be argued that the headmaster has neither the time nor the ability to go over the various text-books and make a proper choice. It may be further argued that the headmaster will be subject to influences in his choice of text-books. On close scrutiny it will be found that the

above charges, if true, are also applicable, and more so, in the case of a school-board than in the case of the headmaster.

As a compromise between the present prescribing agency and complete freedom for the head-master (within the limits of the sanctioned list), I would suggest that the Administrative Officer should make a list of five text-books in the case of Marathi districts and three text-books in the case of other districts, and the headmaster of a school should be free to make his choice. If even this principle of limited freedom for the headmaster is not accepted, the evils of uniformity will continue to work as far as the schools, pupils and teachers are concerned.

I am therefore in favour of complete freedom for the headmaster within the limits of the sanctioned list, or in the alternative, a limited freedom for the headmaster within a list of five or three text-books recommended by the Administrative Officer.

G. S. KHAIR.

IV.

We regret to have to differ from our colleagues on the question of setting a limit to the number of books sanctioned for use in primary schools.

On principle we feel that there should be no arbitrary limit to the number of text-books on the sanctioned list, except that which will automatically be set by quality and suitability.

A limit to the number of sanctioned books has been recommended on various grounds. It is believed that such a limit will prevent the market from being swamped with books of the same type and of inferior quality. But if School Book Committees are re-constituted on the lines recommended in the report, there will be a body of experts, competent to put only the best books on the sanctioned list, and the high standard set up will automatically drive inferior books out of the market.

It is also argued that a limited number of sanctioned books will make it easier for prescribing authorities to select the best books for use in their schools. But if the re-constituted School Book Committees take care to place only good books on the sanctioned list, no further safeguard of limitation is necessary to ensure the selection of the most suitable books.

The main argument, however, for sanctioning only a limited number of text-books is that such a limit will guarantee the required minimum sale to publishers and so induce them to risk the necessary capital to

produce books of good quality. It has been calculated that a good text book, with a sufficient number of pictures and illustrations and coloured plates, must be assured a sale, per edition, of about 25,000 copies before it can be offered by the publishers at a reasonably cheap rate.

Taking 25,000 as the cheap-cost unit, set limits of 10, 5, 4, 4 have been fixed for Marathi, Gujarati, Kannada and Urdu text-books respectively.

But such limitations, by itself, cannot guarantee the required minimum sale for everyone of the sanctioned sets. Every group of 25,000 pupils will not necessarily use a different set of books. Some sets will be more popular than others. Some may not be used at all while some may have a very limited sale. Thus the main object of limiting the number of sanctioned sets in order to guarantee a sale of 25,000 copies to each will not be achieved. Not even one set can have a guaranteed sale unless every group of about 25,000 pupils is ordered to use a different set. Very few of our colleagues would subscribe to such compulsion.

In these circumstances, we doubt if any publisher will be ready to risk the necessary capital to issue an edition of 25,000 copies which may not be sold.

The table in paragraph 68 gives the number of children in primary schools. These numbers do not justify the recommended limits on the basis of the cheap-cost unit of 25,000 copies. To ensure the required sale of 25,000 for ten sets, there should be at least 250,000 pupils. At this rate, in not one Marathi standard except the Infants, are ten sets justified. In no standard in Gujarati can the sale of 5 sets of 25,000 each be guaranteed. In fact, almost half the standard groups, cannot sustain even one set of books, if the cheap-cost criterion is to be applied.

The limitation recommended, therefore, cannot ensure to any set of books the required minimum sale of 25,000 copies.

On the other hand, such an arbitrary limitation will hinder the free production of educational text-books. Open competition has effected much improvement in school books. If a limit is now set, it will discourage a great deal of educational effort and experimentation. Inspiration cannot wait and the impetus of the moment cannot be sustained over a period of years. Though we agree that all school books should be re-scrutinised at the end of three years, we feel that scrutinizing should be a continuous process and no book should have to wait till the end of the three year period before being judged. Thus good books will be available for use in schools soon after publication.

Limitation might also prove unfair to both authors and schools by barring out books that meet all the requirements and are perhaps better

than those on the sanctioned lists, but are brought out a short time after the lists are made up. Even when the lists are revised there can be no certainty of such books finding a place on them as it is often difficult to dislodge those books that are firmly rooted there.

If only a limited number of books is to be placed on the sanctioned list, there is sure to be great competition amongst authors and publishers to find a place among the select few. There is likely to be a scramble for patronage which might lead to the use of undesirable means of influence.

Limiting the number of sanctioned books is expected to help authors to a fair share of remuneration for their work. It might help some writers, but debar many more; a few privileged ones will benefit at the expense of the many who will be deprived of all opportunities of entering the field of educational publication.

Open healthy competition will help to keep down the prices of school books and to improve their quality. If in addition to this, the Book Committees set up a high standard, the right kind of books will surely be forthcoming.

How the publishers will meet the new demand for cheap books of good quality is their business and primarily no concern of ours.

We are of opinion that putting a limit on the number of books on the sanctioned list will serve no useful purpose, but will be a retrograde step that will hamper the progress of educational thought in the country.

We would also like to point out the discrepancy between recommendations 5 and 9 about the membership of authors on School Book Committees and School Boards. In the one case they are not allowed to be on the Committees, or, if on the Committees, their books are not to be considered, while in the other they merely take no part in the discussion and voting on their books. We are of opinion that authors may be members of School Book Committees and their books may be considered for sanction but they themselves should take no part in the discussion and voting on such books.

With regard to recommendation 9, we should like to point out that the Administrative Officers in recommending books, and the School Boards in prescribing books should take into account the different needs of the different types of schools in the districts and should recommend and prescribe more than one set of books, if necessary, from which a choice would be made for each particular school.

We feel very strongly that there should be no limit to the number of school text-books sanctioned so that there may be a wide variety of good books from which the authorities concerned may choose books suited to the needs of the children they educate.

REBECCA REUBEN.
AMY B. H. J. RUSTOMJEE.
S. PANANDIKAR.

13th September 1941.

APPENDIX A.

List showing the names of witnesses examined by the Committee.

1. Mr. S. R. Nargolkar, Secretary, Bombay Primary Teachers' Association, Bombay.
2. Mr. M. T. Vyas, Secretary, New Education Fellowship and Principal, New Era High School, Bombay.
3. Mr. Saif F. B. Tayabji, Secretary, Anjuman Islam, Bombay.
4. Mr. G. J. Bhat, Administrative Officer, District School Board, Surat.
5. Mr. R. D. Derasari, Head Master, Basic Training Centre, Katargaon, Surat.
6. Mr. R. E. Hawkins, Manager, Oxford University Press, Bombay.
7. Mrs. G. R. Billimoria, Thorbourn House, Apollo Bunder, Bombay.
8. Mr. C. C. Shah, Teacher, Sarvajanic High School, Surat.
9. Dr. R. P. Paranjpye, President, Text Book Conference and Ex-Minister of Education, 1220, Bhamburda, Poona 4.
10. Mr. H. G. Deshpande, B.A., deputed by the Chairman, Karnatak Vidya Vardhak Sangh, Dharwar.
11. Mr. N. T. Jagtap, Administrative Officer, District School Board, Dharwar.
12. Mr. D. V. Bhonde, Administrative Officer, District School Board, Satara.
13. Mr. K. B. Ghate, Principal, Training College for Men, Poona.
14. Mrs. Zubaida Syed, Lady Superintendent, Urdu Training College for Women, Poona.
15. Mr. R. A. Rege, Administrative Officer, District School Board, Ratnagiri.
16. Mr. V. H. Damale, New Kitabkhana, Poona 2.
17. Mr. J. P. Naik, Member, Provincial Board for Adult Education, Dharwar.
18. Rao Bahadur P. G. Halkatti, Bijapur.
19. Mr. R. P. Sabnis, Head Master, New School, Junnar.

APPENDIX B.

List showing names of associations that sent replies to the questionnaire and of persons who supplied information in writing.

1. The Bombay Provincial Secondary Teachers' Federation, Bombay.
2. Khandesh Secondary Teachers' Association, Khandesh.
3. Satara District Secondary Teachers' Association, Satara.
4. Nawasari Secondary Teachers' Association, Nawasari.
5. Nutan Shikshan Sangh, Surat.
6. Dharwar District Board of Head Masters, Dharwar.
7. President and Members of Vishram Dham, Poona City.
8. President, Parents' Association, Lanje (Rajapur).
9. Parents' and Teachers' Association, Gaokhadi (Rajapur).
10. Municipal A Ward Local Committee, Bombay.
11. Sir Ratan Tata Industrial Association, Bombay.
12. Institute of Shri Madha Samelan, Broach.
13. Municipal Teachers' Association, Gujarat, Ahmedabad and Kathiawar.
14. New Education Fellowship, Bombay.
15. Head Masters' Association, Bombay.
16. Karnatak Secondary Teachers' Association, Dharwar.
17. Sholapur District Teachers' Association, Sholapur.
18. Sashti Teachers' Association, Thana.
19. Primary Teachers' Association, Thana.
20. Municipal Primary Teachers' Association, Kalyan.
21. Shikshaka Vichar Mandal, Satara.
22. Vidyarthi Mandal, Broach.
23. Baroda State Secondary Teachers' Association, Baroda.
24. Kadwa Patidar Kelavani Uttejak Sanstha, Ahmedabad.
25. Tasgaon Primary Teachers' Association, Tasgaon.
26. Kolhapur Secondary Teachers' Association, Kolhapur.
27. Prathmik Shikshak Mandal, Dharwar.
28. English Teaching Secondary Schools Association, Bombay.
29. Bhandari Samaj, Karwar.
30. Public Meeting of Citizens, Ahmedabad.
31. Karnatak Vidya Vardhak Sangh, Dharwar.
32. Primary Teachers' Association, Jalgaon.
33. Shree Panchal Yuvak Mandal, Ahmedabad.
34. Municipal Primary Teachers' Association, Sholapur.
35. New Education Society, Hubli.
36. Mr. J. A. Neale, J.P., Superintendent, Government Printing and Stationery, Bombay.

MO-1 BK No 32-7

APPENDIX C.

Graded Cost of Production in Relation to Number of Copies.

For a book of six Forms of 16 pages in Crown Octavo size. Printing paper 28 lbs. Cover paper 60 lbs. D. Crown. Binding, wire stitch and cover back paste.

Item.	Rate.	1,000	5,000	10,000	25,000	50,000	100,000	Description and remarks, if any.
		Copies.	Copies.	Copies.	Copies.	Copies.	Copies.	
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
(a) Composing 6 Forms	Rs. 12 per form	72 0 0	72 0 0	72 0 0	72 0 0	72 0 0	72 0 0	
(b) Printing	Rs. 3 to Rs. 2-8 per form.	18 0 0	75 0 0	150 0 0	375 0 0	750 0 0	1,500 0 0	Rs. 3 per form for first 1,000. Rs. 2-8-0 per form for and above 5,000.
(c) Cover Printing	Rs. 1 to Rs. 12 per 1,000 copies.	1 0 0	3 12 0	7 8 0	18 12 0	37 0 0	75 0 0	Rs. 1 for first 1,000. Rs. 12 per 1,000 for and above 5,000.
(d) Binding	Rs. 7-8-0 per 1,000 copies.	7 8 0	37 8 0	75 0 0	187 8 0	375 0 0	750 0 0	Thread stitch and cloth back cover will cost about Rs. 60 more per 1,000 copies.
(e) Paper for Cover and Text	Rs. 85 per 1,000 copies.	85 0 0	425 0 0	850 0 0	2,125 0 0	4,250 0 0	8,500 0 0	
(f) Total Cost	183 0 0	613 1 0	1,154 8 0	2,778 4 0	5,484 8 0	10,907 0 0	
(g) Cost per Copy	0 2 11-23	0 1 11-51	0 1 10-10	0 1 9-33	0 1 9-06	0 1 8-92	

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APPENDIX D.

Graded Cost of Production for a coloured Picture-Book.

For one Form of 16 pages (16 D. Crown Octavo) for Text Books.

Item.	Rate.	1,000	5,000	10,000	25,000	50,000	100,000	Details.
		Copies.	Copies.	Copies	Copies.	Copies.	Copies.	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
(1) 16 Designs or Pictures	Rs. 12 per Design	192	192	192	192	192	192	
(2) 16 Copper Blocks, 3 coloured	Rs. 40 per Block-set	640	640	640	640	640	640	
(3) Art Paper	Rs. 60 per 1,000 of one form plus spoilage.	60+6	300+30	600+45	1,500 +112-8-0	3,000 +150	6,000 +300	Spoilage at 5% to 10% per cent.
(4) Printing	Rs. 192 to Rs. 72 per 1,000 of one form.	192 (at Rs. 192 per 1,000).	840 (at Rs. 168 per 1,000).	1,440 (at Rs. 144 per 1,000).	2,400 (Rs. 96 per 1,000).	4,200 (Rs. 84 per 1,000).	7,200 (Rs. 72 per 1,000).	Graded reduction in the rate per 1,000.
(5) Folding, Cutting and Miscellaneous	Rs. 2 to Rs. 1 per 1,000 of one form.	2 0 0	8 12 0	15 0 0	31 4 0	50 0 0	100 0 0	Graded reduction in the rate per 1,000.
(6) Total Cost .. ..	.....	1,092 0 0	2,010 12 0	2,932 0 0	4,875 12 0	8,232 0 0	14,432 0 0	
(7) Cost per Copy .. ..	.....	1 1 5-6	0 8 5-02	0 3 8-2	0 3 1-8	0 2 7-6	0 2 3-1	
(8) Cost per Page or per Picture .. ..	.....	0 1 1-7	0 0 4-37	0 0 2-5	0 0 2-3	0 0 1-97	0 0 1-73	

APPENDIX E.

Tables showing annual average cost per pupil per standard in primary schools on (1) text-books including outline mapbooks and supplementary readers and on (2) Drawing and writing material.

MUNICIPAL GUJARATI GIRLS' SCHOOL, BHULESHWAR.

				Rs. a. p.	Rs. a. p.
Infants	..	Books	..	0 2 0	0 4 0
		Slate	..	0 2 0	
Standard I	..	Books	..	0 2 3	0 4 3
		Slate	..	0 2 0	
,, II	..	Books	..	0 10 6	1 0 6
		2 exercise books	..	0 2 0	
		Slate	..	0 4 0	
,, III	..	Books	..	1 9 6	2 6 6
		5 exercise books	..	0 9 0	
		Slate	..	0 4 0	
,, IV	..	Books	..	1 15 6	2 12 6
		Slate	..	0 4 0	
		5 exercise books	..	0 9 0	
One of the books costing Rs. 0-4-0 is the same as for Standard III. Hence actual cost is					2 8 6
				Rs. a. p.	
Standard V	..	Books	..	4 0 0	5 8 0
		9 exercise books	..	1 8 0	
,, VI	..	Books	..	6 2 0	7 12 0
		Exercise books	..	1 10 0	
Of these, however, Rs. 2-9-0 worth of books are the same as for 5th, 6th and 7th Standards. Hence actual cost is					5 3 0
				Rs. a. p.	
Standard VII	..	Books	..	6 3 0	7 13 0
		10 exercise books	..	1 10 0	
Of these, however, Rs. 2-9-0 worth of books are the same as for 5th, 6th and 7th Standards, and another Rs. 2-5-0 worth of books are the same as for Standard VI. Hence Rs. 4-14-0 should be deducted from the cost of books for Standard VII. Actual cost					2 15 0

POONA DISTRICT.

Standards.		Text Books.	Drawing and writing material.	Total.
<i>Boys' Schools.</i>		Rs. a. p.	Rs. a. p.	Rs. a. p.
Infants	..	0 1 0	0 2 0	0 3 0
Standard I	..	0 4 0	0 1 0	0 5 0
" II	..	0 7 0	2 6 0	2 13 0
" III	..	1 0 0	2 6 0	3 6 6
" IV	..	2 6 0	3 4 0	5 10 0
" V	..	4 4 0	3 12 0	8 0 0
" VI	..	7 6 0	5 1 0	12 7 0
" VII	..	6 8 0	3 2 0	9 10 0
<i>Girls' Schools.</i>				
Infants	..	0 1 0	0 2 0	0 3 0
Standard I	..	0 4 0	0 2 0	0 6 0
" II	..	0 12 0	1 5 0	2 1 0
" III	..	1 8 0	2 0 0	3 8 0
" IV	..	2 14 0	2 8 0	5 6 0
" V	..	4 11 0	2 8 0	7 3 0
" VI	..	5 8 0	3 4 0	8 12 0
" VII	..	5 8 0	4 0 0	9 8 0

POONA MUNICIPALITY.

<i>Boys' Schools.</i>				
Infants	..	0 9 0	0 4 0	0 13 0
Standard I	..	0 12 0	0 3 6	0 15 6
" II	..	1 0 0	0 7 0	1 7 0
" III	..	1 8 0	0 15 6	2 7 6
" IV	..	2 8 0	2 5 6	4 13 6
" V	..	3 0 0	4 0 0	7 0 0
" VI	..	3 0 0	5 5 0	8 5 0
" VII	..	3 8 0	4 8 0	8 0 0
<i>Girls' Schools.</i>				
Infants	..	0 9 0	0 3 0	0 12 0
Standard I	..	0 12 0	0 4 0	1 0 0
" II	..	1 4 0	0 8 6	1 12 6
" III	..	2 0 0	0 15 0	2 15 3
" IV	..	2 8 0	2 4 0	4 12 0
" V	..	3 0 0	4 7 0	7 7 0
" VI	..	3 0 0	4 14 0	8 6 0
" VII	..	4 0 0	2 6 0	6 6 0

DHARWAR DISTRICT.

Infants	..	0 3 6	0 5 0	0 8 6
Standard I	..	0 4 0	0 5 0	0 9 0
" II	..	0 5 6	0 13 0	1 2 6
" III	..	0 6 6	0 14 0	1 4 6
" IV	..	2 6 0	1 8 0	3 14 0
" V	..	3 0 0	1 14 0	4 14 0
" VI	..	6 12 0	3 14 0	10 10 0
" VII	..	6 4 0	4 0 0	9 4 0

ARMEDABAD DISTRICT.

Standard.	Expenditure on text books.		Expenditure on note books and stationery.		Total.
	Rs.	a. p.	Rs.	a. p.	Rs. a. p.
Infants	0	1 0	0	6 0	0 7 0
Standard I	0	2 0	0	7 0	0 9 0
„ II	0	2 6	0	8 0	0 10 6
„ III	0	4 0	0	8 0	0 12 0
„ IV	1	3 0	0	10 0	1 13 0
„ V	1	11 0	0	10 0	2 5 0
„ VI	3	0 0	0	12 0	3 12 0
* „ VII	0	7 0	0	12 0	1 3 0

* Some books are common in Standards V, VI and VII.

APPENDIX F.

Lists of existing text-books for primary schools, scrutinised by the Marathi, Gujarati, Kannada and Urdu Sub-Committees.

LANGUAGE.

No.	Name of book.	Name of author.	Name of publisher.
MARATHI.			
<i>(i) Balbodh Reading Series.</i>			
1	Navayuga Wachanmala— Balwahan Parts I, II.	P. K. Atre and V. D. Ghate.	Karnatak Publishing House, Chira Bazar, Bombay 2.
2	Navayuga Wachanmala— Pustak Pahilen.	Do.	Do.
3	Navayuga Wachanmala— Pustak Dusaren.	Do.	Do.
4	Navayuga Wachanmala— Pustak Tisaren.	Do.	Do.
5	Navayuga Wachanmala— Pustak Chouthen.	Do.	Do.
6	Marathi Sahitya Pari- chaya—Bhag Pahila.	S. B. Ranade and G. D. Khanolkar.	Do.
7	Marathi Sahitya Pari- chaya—Bhag Dusara.	Do.	Do.
8	Marathi Sahitya Pari- chaya—Bhag Tisara.	Do.	Do.
9	Marathi Wachanmala— Lahan Mulanachen Wachan.	V. R. Nerurkar	K. B. Dhavale, Shri Samarth Sadan, Benam Hall Lane, Girgaon, Bombay.
10	Marathi Wachanmala— Pahilen Pustak.	Do.	Do.
11	Marathi Wachanmala— Dusaren Pustak.	Do.	Do.
12	Marathi Wachanmala— Tisaren Pustak.	Do.	Do.
13	Marathi Wachanmala— Chouthen Pustak.	Do.	Do.
14	Marathi Wachanmala— Pachaven Pustak.	G. M. Vaidya and A. V. Marathe.	Do.
15	Marathi Wachanmala— Sahaven Pustak.	Do.	Do.
16	Marathi Wachanmala— Sataven Pustak.	Do.	Do.
17	Manwantarwahanmala— Bal Wachan.	B. G. Jagtap and G. H. Patil.	S. L. Kokate, 300 Sadas Shiv Peth, Poona 2.
18	Manwantarwahanmala— Pustak Pahilen.	Do.	Do.
19	Manwantarwahanmala— Pustak Dusaren.	Do.	Do.
20	Manwantarwahanmala— Pustak Tisaren.	Do.	Do.
21	Manwantarwahanmala— Pustak Chouthen.	Do.	Do.
22	Manwantarwahanmala— Pustak Pachaven.	Do.	Do.
23	Manwantarwahanmala— Pustak Sahaven.	Do.	Do.

APPENDIX F—contd.

No.	Name of book.	Name of author.	Name of publisher.
	MARATHI—contd.		
	(i) Balbodh Reading Series—contd.		
24	Vangmaya Guccha—Pustak Pahilen.	D. S. Kulkarni, K. P. Puranik and S. V. Subhedar.	S. N. Joshi, Chitrashala Press, 1026. Sadashiv Peth, Poona 2.
25	Vangmaya Guccha—Pustak Dusaren.	Do.	Do.
26	Vangmaya Guccha—Pustak Tisaren.	Do.	Do.
27	Vangmaya Guccha—Pustak Chouthen.	Do.	Do.
28	Vangmaya Guccha—Pustak Panchaven.	Do.	Do.
29	Vangmaya Guccha—Pustak Sahaven.	Do.	Do.
30	Rashtriya Wachanmala, Marathi Pahilen Pustak.	T. R. Devagirikar	Do.
31	Rashtriya Wachanmala, Marathi Dusaren Pustak.	Do.	Do.
32	Rashtriya Wachanmala, Marathi Tisaren Pustak.	Do.	Do.
33	Rashtriya Wachanmala, Marathi Chouthen Pustak.	Do.	Do.
34	Balwachanmala—B a l w a c h a n.	N. G. Limaye	Kemkar Ani Mandali, Booksellers, Bombay No. 4.
35	Balwachanmala—B a l w a c h a n Pahilen Pustak.	Do.	Do.
36	Balwachanmala—B a l w a c h a n Dusaren Pustak.	Do.	Do.
37	Balwachanmala—B a l w a c h a n Tisaren Pustak.	Do.	Do.
38	Marathi Wachan Pustaken—Pustak Pahilen.	Macmillan & Co., Bombay.	Macmillan & Co. Ltd., Hornby Road, Fort, Bombay.
39	Marathi Wachan Pustaken—Pustak Dusaren.	Do.	Do.
40	Marathi Wachan Pustaken—Pustak Tisaren.	Do.	Do.
41	Marathi Wachan Pustaken—Pustak Chouthen.	Do.	Do.
42	Balbodh Wachanmala—Navin Pahilen Pustak.	D. S. Kulkarni, K. P. Puranik and S. V. Subhedar.	S. N. Joshi, Chitrashala Press, 1026. Sadashiv Peth, Poona 2.
43	Balbodh Wachanmala—Navin Dusaren Pustak.	Do.	Do.
44	Balbodh Wachanmala—Navin Tisaren Pustak.	Do.	Do.
45	Balbodh Wachanmala—Navin Chouthen Pustak.	Do.	Do.

APPENDIX F—*contd.*

No.	Name of book.	Name of author.	Name of publisher.
MARATHI—<i>contd.</i>			
(i) Balbodh Reading Series—<i>concl'd.</i>			
46	Shishupathamala	M. K. Karkhanis	V. H. Damle, Navin Kitabhkhana, Poona 27
47	Manoranjak Pahilen Pustak.	Do.	Do.
48	Manoranjak Dusaren Pustak.	Do.	Do.
49	Arun Wachan—Pustak Pahilen.	P. K. Atre and S. K. Kanetkar.	Do.
50	Arun Wachan—Pustak Dusaren.	Do.	Do.
51	Arun Wachan—Pustak Tisaren.	Do.	Do.
52	Vangmaya Pravesh—Pustak Pahilen.	Piroj Anandkar and S. B. Ambekar.	P. B. Kale for Messrs. Joshi and Lokhande, Poona.
53	Vangmaya Pravesh—Pustak Dusaren.	Do.	Do.
54	Vangmaya Pravesh—Pustak Tisaren.	Do.	Do.
55	Marathi Wachanpath—Pustak Pahilen.	N. V. Kinkar	V. V. Hadap, Adarsha Mudranalaya, 126, Rama's Gote, Satara City.
56	Marathi Wachanpath—Pustak Dusaren.	Do.	Do.
57	Marathi Wachanpath—Pustak Tisaren.	Do.	Do.
58	Marathi Sahitya Ratnar—1.	G. M. Vaidya, N. R. Ranade and A. V. Marathe.	K. B. Dharale, Shri Samarth Sudan, Benam Hall Lane, Girgaon, Bombay.
59	Marathi Sahitya Ratnar—2.	Do.	Do.
60	Marathi Sahitya Ratnar—3.	Do.	Do.
(ii) Modi Reading Series.			
1	Modi Wachan Path—Pahilen Pustak.	Y. G. Phaphe	Y. G. Phaphe, 602, Bhamburda, Poona 4.
2	Modi Wachan Path—Dusaren Pustak.	Do.	Do.
3	Modi Wachan Path—Tisaren Pustak.	Do.	Do.
4	Modi Wachan Path—Chouthen Pustak.	Do.	Do.
5	Modi Wachan Path—Panchaven Pustak.	Do.	Do.

APPENDIX F—*contd.*

No.	Name of book.	Name of author.	Name of publisher.
	MARATHI— <i>contd.</i>		
	(ii) <i>Modi Reading Series—contd.</i>		
6	Patwardhankrit Modi Wachanamala—Modi Pahile Pustak Pahile Iyattekarita.	Recast by M. K. Karkhanis and G. G. Nitsure.	J. H. Patwardhan, 383, Narayan Peth, Poona 2.
7	Patwardhankrit Modi Wachanamala—Modi Dusare Pustak Dusare Iyattekarita.	Do.	Do.
8	Patwardhankrit Modi Wachanamala—Modi Tisare Pustak Tisare Iyattekarita.	Do.	Do.
9	Patwardhankrit Modi Wachanamala—Modi Chouthe Pustak Chouthe Iyattekarita.	Do.	Do.
10	Patwardhankrit Modi Wachanamala—Modi Panchaven Pustak Pachave Iyattekarita.	Do.	Do.
11	Navin Sopen Modi Wachan—Pustak Pahilen.	G. H. Patil, P. P. Kadam and N. M. Kakadde.	S. L. Kokate, 300, Sadashiv Peth, Poona.
12	Navin Sopen Modi Wachan—Pustak Dusaren.	Do.	Do.
13	Navin Sopen Modi Wachan—Pustak Tisaren.	Do.	Do.
14	Navin Sopen Modi Wachan—Pustak Chouthen.	Do.	Do.
15	Modi Balwachan—Pustak Pahilen.	N. K. Behere, O. N. Vankhede and A. V. Marathe.	K. B. Dhavale, Shrisamartha Sadan, Benam Hall Lane, Girgaon, Bombay.
16	Modi Balwachan—Pustak Dusaren.	Do.	Do.
17	Modi Balwachan—Pustak Tisaren.	Do.	Do.
18	Modi Balwachan—Pustak Chouthen.	Do.	Do.
19	Navin Modi Wachan—Pustak Pahilen.	S. S. Shirke	S. S. Shirke, Jalgaon.
20	Navin Modi Wachan—Pustak Dusaren.	Do.	Do.
21	Navin Modi Wachan—Pustak Tisaren.	Do.	Do.
22	Navin Modi Wachan—Pustak Chouthen.	Do.	Do.
	(iii) <i>Grammar and Composition Books.</i>		
1	Vyakaran—Pustak Pahilen.	N. V. Apte	N. V. Apte, 552, Narayan Peth, Poona 2.
2	Vyakaran—Pustak Dusaren.	Do.	Do.

APPENDIX F—contd.

No.	Name of book.	Name of author.	Name of publisher.
	MARATHI—contd.		
	<i>(iii) Grammar and Composition Books—contd.</i>		
3	Lekhan-Pravesh—Pustak Pahilen.	V. S. Salvi and V. D. Gokhale.	Karnatak Publishing House, Chira Bazar, Bombay 2.
4	Lekhan-Pravesh—Pustak Dusaren.	Do.	Do.
5	Lekhan-Pravesh—Pustak Tisaren.	Do.	Do.
6	Sanskripta Marathi Vyakaran.	M. S. Mone	Macmillan & Co., Ltd., Hornby Road, Fort, Bombay.
7	Apalen Bolane—Pustak Pahilen.	Do.	Do.
8	Apalen Bolane—Pustak Dusaren.	Do.	Do.
9	Apalen Bolane—Pustak Tisaren.	Do.	Do.
10	Apalen Bolane—Pustak Chouthen.	Do.	Do.
11	Navin Marathi Vyakaran—Pustak Pahilen.	S. B. Ambekar and N. S. Kulkarni.	S. B. Ambekar and N. S. Kulkarni, Dange Galli, Ahmednagar.
12	Navin Marathi Vyakaran—Pustak Dusaren.	Do.	Do.
13	Vyakaranacha Abhyas—Pustak Pahilen.	S. R. Nargolkar	S. R. Nargolkar, Dombivali (Thana).
14	Vyakaranacha Abhyas—Pustak Dusaren.	Do.	Do.
15	Vyakaranacha Abhyas—Pustak Tisaren.	Do.	Do.
16	Vyakaranacha Abhyas—Pustak Chouthen.	Do.	Do.
17	Vyakaranacha Abhyas—Pustak Panchaven.	Do.	Do.
18	Navin Sopen Vyakaran—Pustak Pahilen.	S. D. Phadstare and B. R. Kate.	L. B. Kokate, Hanuman Press, 300, Sadashiv Peth, Poona 2.
19	Navin Sopen Vyakaran—Pustak Dusaren.	Do.	Do.
20	Navin Sopen Vyakaran—Pustak Tisaren.	Do.	Do.
21	Navin Sopen Vyakaran—Pustak Chouthen.	Do.	Do.
22	Navin Sopen Vyakaran—Pustak Panchaven.	Do.	Do.
23	Vyakaranacha Abhyas—Pustak Pahilen.	S. R. Nargolkar	Thakur & Co. Ltd., Amraoti.
24	Vyakaranacha Abhyas—Pustak Dusaren.	Do.	Do.
25	Vyakaranacha Abhyas—Pustak Tisaren.	Do.	Do.
26	Vyakaranacha Abhyas—Pustak Chouthen.	Do.	Do.
27	Navin Subodha Vyakaran—Pustak Pahilen.	G. B. Chiplunkar	G. B. Chiplunkar, 807, Sadashiv Peth, Poona 2.

APPENDIX F—contd.*

No.	Name of book.	Name of author.	Name of publisher.
	MARATHI—contd.		
	(iii) Grammar and Composition Books—contd.		
28	Navin Subodha Vyakaran, Pustak Dusaren.	G. B. Chiplunkar	G. B. Chiplunkar, 807, Sadashiv Peth, Poona 2.
29	Navin Subodha Vyakaran Pustak Tisaren.	Do.	Do.
30	Sachitra Navin Bal Vyakaran—Pustak Pahilen.	T. P. Attarde	T. P. Attarde, Ad. Officer, Mun. Sch. Board, Sholapur.
31	Sachitra Navin Bal Vyakaran—Pustak Dusaren.	Do.	Do.
32	Mulanchan Vyakaran—Pustak Pahilen.	M. P. Sabnis	M. P. Sabnis, Headmaster, Govt. Training School, Bordi.
33	Mulanchan Vyakaran—Pustak Dusaren.	Do.	Do.
34	Mulanchan Vyakaran—Pustak Tisaren.	Do.	Do.
35	Mulanchan Vyakaran—Pustak Chouthen.	Do.	Do.
36	Mulanchan Vyakaran—Pustak Panchaven.	Do.	Do.
37	Vyakaran ani Vakyarachana—Pustak Pahilen.	G. M. Vaidya	K. B. Dhavale, Shri Samartha Sadan, Benham Hall Lane, Girgaon, Bombay.
38	Vyakaran ani Vakyarachana—Pustak Dusaren.	Do.	Do.
39	Nibandhacha Paya—Bhag Pahila.	M. K. Karkhanis and V. K. Shukla.	Macmillan & Co. Ltd., Fort, Bombay.
40	Nibandhacha Paya—Bhag Dusara.	Do.	Do.
41	Nibandhacha Paya—Bhag Tisara.	Do.	Do.
42	Swavalambi Lekhi Vyavasya—Standard IV.	L. V. Mandke	P. B. Kale for Joshi Lokhande, Ahmednagar.
43	Swavalambi Lekhi Vyavasya—Standard VII.	Do.	Do.
44	Pariksha-Path, Pustak Pahilen.	A. V. Apte	A. V. Apte, 118, Hindu Colony, Dadar, Bombay.
45	Pariksha-Path, Pustak Dusaren.	Do.	Do.
46	Pariksha-Path, Pustak Tisaren.	Do.	Do.
47	Bhashavyavasaya, Pustak Pahilen.	Kaveri Karve and B. D. Karve.	Karnatak Publishing House, Chira Bazar, Bombay.
48	Bhashavyavasaya, Pustak Dusaren.	Do.	Do.
49	Bhashavyavasaya, Pustak Tisaren.	Do.	Do.
50	Bhashavyavasaya, Pustak Chouthen.	Do.	Do.
51	Bhashavyavasaya, Pustak Panchaven.	Do.	Do.

APPENDIX F—*contd.*

No.	Name of book.	Name of author.	Name of publisher.
	MARATHI—<i>concl'd.</i>		
	<i>(iii) Grammar and Composition Books—concl'd.</i>		
52	Nibandha-Muktahar	V. V. Kulkarni and G. T. Argade.	V. V. Kulkarni, 425-B/3, Sadashiv Peth, Poona 2, and G. T. Argade, 459, Narayan Peth, Poona 2.
53	Marathi Bhasha	Do.	V. V. Kulkarni, 425-B/3, Sadashiv Peth, Poona 2.
54	Vakyarachanecha Abhyas, Pustak Pahilen.	L. V. Taralekar and V. S. Wadekar.	L. V. Taralekar, Satara.
55	Vakyarachanecha Abhyas, Pustak Dusaren.	Do.	Do.
56	Vakyarachanecha Abhyas, Pustak Tisaren.	Do.	Do.
57	Vakyarachanecha Abhyas, Pustak Chouthen.	Do.	Do.
58	Marathi Lekhan-Vikas, Bhag Pahila.	G. V. Akolkar and N. V. Patankar.	N. V. Patankar and G. V. Akolkar, 691, Budhwar Peth, Madiwale Plots, Poona. 2.
59	Marathi Lekhan-Vikas, Bhag Dusara.	Do.	Do.
60	Marathi Lekhan-Vikas, Bhag Tisara.	Do.	Do.
	GUJARATI.		
1	Sahitya Manjari, Parts I, II, III.	S. A. Dave	S. B. Shah & Co., Pan-kornaka, Ahmedabad.
2	Shri Sayaji Vachanmala, Book I, II, III.	N. N. Shah and J. D. Modi.	Macmillan & Co., Hornby Road, Bombay.
3	Sahitya Pahitavli, Part I, II, III.	Z. R. Desai and C. L. Baxi.	Karnatak Publishing House, Bombay 2.
4	Sahitya Kallol, Book I, II, III.	A. N. Khan Saheb	C. Jannadas & Co., Princess Street, Bombay.
5	Sahitya Pravesh, Book I, II, III.	C. C. Shah	Karsondas Narandas and Sons, Nanavat, Surat.
6	Sahitya Sanskar, Part I, II, III.	P. K. Desai and K. N. Kavi.	Messrs. Mangaldas & Sons.
7	Navyug Vachanmala, Balpothi Part I, II.	L. R. Desai and M. T. Vyas.	Karnatak Publishing House, Bombay 2.
8	Navyug Vachanmala, Book I-IV.	Do.	Do.
9	Trivedi Vachanmala Pravesika, Book I-VII.	K. P. Trivedi and A. K. Trivedi.	M. C. Kothari, Raopura, Baroda.
10	Prabodh Vachanmala, Balpothi Book I-IV.	G. L. Pandya	M. Vakil & Co., Godhra.
11	Vasant Vachanmala, Balpothi and Book I and II.	S. A. Dave	S. B. Shah & Co., Pan-kornaka, Ahmedabad.
12	Saurashtra Vachanmala, Book I-IV.	P. J. Ambani and D. V. Jani.	Macmillan & Co., Ltd., Hornby Road, Bombay.
13	Nutan Balpothi	S. S. Patel	S. S. Patel, Teacher, Male College, Baroda.
14	Nutan Balpothi Puravani.	Do.	Do.
15	Nutan Vachanmala, Book I.	Do.	Do.

APPENDIX F—contd.

No.	Name of book.	Name of author.	Name of publisher.
<i>GUJARATI—contd.</i>			
16	Vanchan Pravesh Pothi, Book I-IV.	R. R. Adhvaryu	Gajjar Granth Karyalaya, Ahmedabad.
17	Balpothi ..	G. D. Patel	H. D. Patel, Shahpur, Ahmedabad.
18	Saral Balpothi ..	S. C. Chanlaiya	S. C. Chanlaiya, teacher, Municipal School, Nadiad.
19	Navi Saheli Balpothi ..	K. K. Joshi	K. K. Joshi & Co., Bombay 2.
20	Bal Jodakhha ..	Do.	Do.
21	Bal Ukhana ..	Do.	Do.
22	Chalngadi ..	Gijubhai and Jugatram.	Navjivan Prakashan Mandir, Ahmedabad.
23	Praudh Shikshan Pothi, Part I.	H. A. Desai	H. A. Desai, Pritamnagar, Ahmednagar.
24	Bal Vinod, Part I-V ..	M. T. Vyas	Karnatak Publishing House, Bombay 2.
<i>(ii) Grammar and Composition.</i>			
25	Gujarati Bhashanun Laghu Vyakaran, Part I.	K. P. Trivedi	Macmillan & Co. Ltd., Bombay.
26	Gujarati Bhashanun Madhya Vyakaran, Part II.	Do.	Do.
27	Saral Vyakaran, Part I and II.	A. K. Trivedi	Do.
28	Navin Vyakaran, Part I, II, III.	M. H. Chokshi	S. B. Shah & Co., Ahmedabad.
29	Vyakaranan Sahela Patho, Book I, II, III.	S. A. Dave	Gujarat Sahitya Mandir, Ahmedabad.
30	Gujarati Vyakaran and Lekhan, Book I, II, III.	R. D. Desai and J. U. Mehta.	Karsondas Mangaldas & Sons, Surat.
31	Vyakaran Pravesh, Part I, II, III.	S. T. Patel and N. V. Patel.	Khadayata Book Depot, Ahmedabad.
32	Saral Gujarati Bal Vyakaran, Part I, II, III.	P. W. Shah	S. B. Shah & Co., Ahmedabad.
33	Vyakaran Parichaya, Part I, II, III.	B. B. Vyas	General Book Depot, Bombay.
34	Apni Bhasha, Part I, II.	A. N. Khansaheb	C. Jaunadas & Co., Princess Street, Bombay.
35	Gujarati Bhashanun Vyakaran.	G. M. Vaishnav	Karsondas Narandas & Sons, Surat.
36	Vyakaranan Navin Patho, Book I.	J. H. Trivedi and B. R. Mahta.	R. R. Sheth & Co., Booksellers and Publishers, Princess Street, Bombay.
37	Vyakaran for Standard III and IV.	H. K. Dhabhar	N. M. Tripathi & Co., Princess Street, Bombay.
38	Subodh Vyakaran, Book I.	P. D. Vyas	Mangaldas & Sons, Surat.
39	Gujarati Lekhan Rachana.	R. D. Desai and J. U. Mehta.	Longman's Green & Co., Bombay.
40	Nibandh Vichar Lekhan Prayas, Book I, II.	M. D. Patel	M. D. Patel, Nadiad.
41	Nibandh Guchha ..	K. B. Vyas	S. B. Shah & Co., Ahmedabad.
42	Nibandh Samuchaya and Patra Lekhan.	G. B. Oza	Khadayata Book Depot, Bala Hanuman, Ahmedabad.

APPENDIX F—contd.

No.	Name of book.	Name of author.	Name of publisher.
KANNADA.			
<i>Macmillan's Kannada Reading Series—</i>			
1	Kannada Infant Primer.	K. S. Kini and M. N. Kamat.	Basel Mission Book Depot, Mangalore, Hubli.
2	" Reader, I ..	Do.	Do.
3	" " II ..	Do.	Do.
4	" " III ..	K. S. Kini and U. Mangeshrao.	Do.
5	" " IV ..	Do.	Do.
6	" " V ..	K. S. Kini and M. N. Kamat.	Do.
7	" " VI ..	Do.	Do.
8	" " VII ..	Do.	Do.
<i>Macmillan's Nutana Pathamala—</i>			
9	Nutan Pathamala I..	M. R. Nambyar, U. M. Rao and D. Baliga.	Basel Mission Book Depot, Mangalore, Hubli.
10	" " II..	Do.	Do.
11	" " III..	Do.	Do.
12	" " IV..	Do.	Do.
13	" " V..	Do.	Do.
14	" " VI..	Do.	Do.
15	" " VII..	Do.	Do.
16	" " VIII..	Do.	Do.
<i>Kannada Reading Series, Mysore Province, Bangalore—</i>			
17	Kannada Infant Primer.	G. Shrinivasrao	Superintendent, Bangalore Printing and Publishing Co. Ltd., Bangalore City.
18	" Reader I ..	Do.	Do.
19	" " II ..	Do.	Do.
20	" " III ..	Do.	Do.
21	" " IV ..	Do.	Do.
22	" " V ..	Do.	Do.
23	" " VI ..	Do.	Do.
24	" " VII ..	Do.	Do.
25	Proudh Shikshana Bodhini, Book I.	K. R. Adbadi	A. R. Shivanagappa, Hubli.
26	Proudh Shikshana Bodhini, Book II.	Do.	Do.
27	Kannada Balabodhe ..	H. F. Kattimani and S. F. Kattimani.	H. F. Kattimani, Bagalkot.
28	Kannada Balabodhini ..	T. V. Katti	T. V. Katti, Dharwar.
29	Picture Balabodhe ..	Y. V. Jahagirdar	Vidyavilas Book Depot, Gadag.
30	Kannada Subodhini ..	S. T. Hegde	Prabhakar Printing Press, Udupi.
31	Akshara Bodhe (Picture).	P. R. Pawar	Karnatak Photo-Zinco Press, Belgaum.
32	Kannada Shi-she Bodhe ..	S. F. Kattimani	S. F. Kattimani, Hubli.

APPENDIX F—contd.

No.	Name of book.	Name of author.	Name of publisher.
KANNADA—contd.			
<i>Kannada Reading Series, Mysore Province, Bangalore—contd.</i>			
33	Sulabh Balabodhe ..	B. B. Budihalmath ..	A. R. Shivanagappa, Hubli.
34	Ottakkara Bodhini ..	K. R. Adbadi ..	Do.
35	Mulakshara Shikshana ..	P. G. Kulkarni ..	P. R. Pawar & Sons, Belgaum.
36	Balapatha, Part I ..	D. K. Rangapur ..	D. K. Rangapur, Gadag.
37	Do. Part II ..	Do. ..	Do.
38	Okkalatana (Raitana Rayya) ..	G. D. Amargolmath ..	B. V. Hiremath, Bailur (Belgaum).
39	Gadya-Padyavali ..	K. B. Angadei ..	Vidyavilas Book Depot, Gadag.
40	Nibandh Shikshaka ..	S. V. Udgatti ..	S. V. Udgatti, Maknur.
41	Sachitra Nibandhamale ..	K. B. Angadi ..	R. R. Kamalpur, Gadag.
42	Kandana Kavya ..	S. F. Kattimani ..	S. F. Kattimani, Hubli.
43	Kaigannadi ..	Y. V. Jahagirdar ..	Y. V. Jahagirdar, Gadag.
44	Mahammad-Paigambar ..	M. V. Jahagirdar ..	M. V. Jahagirdar, Gadag.
45	Nadnelegar ..	S. S. Kulkarni ..	S. S. Kulkarni, Dharwar.
46	Akkan Balu ..	Channa basavarajendra Swami. ..	Madivalappa & Bros., Gadag.
47	Nanna Tai ..	S. S. Kulkarni ..	S. S. Kulkarni, Dharwar.
48	Sulabha Ankalpi ..	S. K. Lingayya Swami ..	Laxmi Vilas Book Depot, Gadag.
49	Brahmanand Maharaja Charitra. ..	Pandit Nagesh Shastri ..	Narayanrao Hosur, Mulgund.
50	Kanva-Math Charitramrit. ..	G. S. Hosur ..	N. H. Hosur, Mulgund.
51	Muraghrājendra Vijaya ..	Do. ..	Do.
52	Sangeet Kalapraveshi ..	Bhaskarrao Byankar ..	Bhaskarrao Byankar, Hubli.
53	Padagala Notation Book ..	T. V. Katti ..	T. V. Katti, Kemr.
54	Laghuvyakarna ..	V. R. Katti ..	A. R. Shivanagappa, Hubli.
55	Sulabha Vyakarana ..	D. K. Rangapur ..	Do.
56	Kannada Mulavyakarna ..	P. Mangeshrao ..	Basel Mission Book Depot, Mangalore, Hubli.
57	Nudigannadi, Part I ..	M. P. Pujar ..	M. P. Pujar, Dharwar.
58	Nudigannadi, Part II ..	Do. ..	Do.
59	Kannada Nudigannadi and Chando-manjari. ..	Do. ..	Do.
60	Nudigattu ..	D. N. Mulbagal ..	S. S. Kulkarni, Dharwar.
61	Kannada Vyakarna and Lekhana, Part I. ..	S. V. Kamat ..	A. R. Kamat, Sirsi.
62	Kannada Vyakarna and Lekhana, Part II. ..	Do. ..	S. V. Kamat, Sirsi.
63	Vachana Pathmale ..	M. P. Pujar and N. V. Kurdi. ..	M. P. Pujar & N. V. Kurdi, Dharwar.
64	Kavita Pathmale ..	Do. ..	Do.
65	Kavita Kusum-manjari, Part I. ..	N. V. Kurdi ..	N. V. Kurdi, Dharwar.
66	Kavita Kusum-manjari, Part II. ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of book.	Name of author.	Name of publisher.
	URDU.		
1	Zauana Urdu Course (Qaida) ..	....	M. Ferozuddin & Sons, Lahore.
2	Do. Part I ..	....	Do.
3	Do. II ..	....	Do.
4	Do. III ..	....	Do.
5	Do. IV ..	....	Do.
6	Do. V ..	....	Do.
7	Do. VI ..	....	Do.
8	Do. VII ..	....	Do.
9	Do. VIII ..	....	Do.
10	Primary Urdu Course, Part II ..	M. Ferozuddin and Sons.	Do.
11	Do. III ..	Do.	Do.
12	Do. IV ..	Do.	Do.
13	Urdu Middle Course, Part I ..	Do.	Do.
14	Do. II ..	Do.	Do.
15	Do. III ..	Do.	Do.
16	Do. IV ..	Do.	Do.
17	Dabistan-e-Akhlaq, Part I ..	Do.	Do.
18	Do. II ..	Do.	Do.
19	Do. III ..	Do.	Do.
20	Jadeed Silsila-e-Khushtakhi Urdu, Part I ..	Do.	Do.
21	Do. II ..	Do.	Do.
22	Do. III ..	Do.	Do.
23	Do. IV ..	Do.	Do.
24	Ataliq-e-Farsi, Part I ..	Dr. Abdul Waheed- khan.	Do.
25	Do. II ..	Do.	Do.
26	Do. III ..	Do.	Do.

APPENDIX F—*contd.*

No.	Name of Book.	Name of Author.	Name of Publisher.
	URDU— <i>contd.</i>		
27	Urdu Khat-o-kitabat ..	M. Ferozuddin and Sons.	M. Ferozuddin & Sons, Lahore.
28	Zanana Khutut Nawisi ..	Do. ..	Do.
29	Qawaid-e-Farsi ..	Dr. Abdul Waheed-khan.	Do.
30	Wawaid-e-Urdu ..	M. Ferozuddin & Sons.	Do.
31	Dars-e-Akhlaq, Part I ..	Rahimatullah Khan.	Do.
32	Do. II ..	Do. ..	Do.
33	Do. III ..	Do. ..	Do.
34	Bachchon-ki-Nazmen ..	Ahmed Hussain Khan.	Do.
35	Bulbulan-e-Farsis ..	Aga Hashra ..	Do.
36	Rustum ..	....	Do.
37	Namakdan-e-Zarafat ..	....	Do.
38	Bachchon ka Shai'r ..	....	Do.
39	Dilkash Kahaniyan, Part I ..	M. Dildar Khan ..	Do.
40	Do. II ..	Do. ..	Do.
41	Tagore ki Dilchasp Kahaniyan ..	Moulana Ishrat Rahmani.	Do.
42	Guldasta-e-Hikayat ..	M. Dildar Khan ..	Do.
43	Fareb-e-Daulat ..	....	Do.
44	Khurshid Saba ..	Riyaz Dehlvi ..	Do.
45	Hikayat-e-Dostan ..	M. Ferozuddin & Sons.	Do.
46	Annes-e-Shabad ..	Azeem Abbasi ..	Do.
47	Ruqa't-e-Alamgiri ..	M. Abdul Waheed-khan.	Do.
48	Montakhab Urdu Gulistan ..	M. Ferozuddin & Sons.	Do.
49	Hamara Qaida ..	F. A. Akhtar ..	Shaikh Gulamali & Sons, Lahore.
50	Hamari Kitab, Part I ..	Do. ..	Do.
51	Do. II ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	Urdu—contd.		
52	Hamari Kitab, Part III ..	F. A. Akhter ..	Shaikh Gulamali & Sons, Lahore.
53	Do. IV ..	Do. ..	Do.
54	Hamara Nisab, Part I ..	....	Do.
55	Do. II ..	....	Do.
56	Do. III ..	....	Do.
57	Do. IV ..	....	Do.
58	Zanana Urdu ka Qaida ..	....	Ilmia Book Depôt, Lahore.
59	Zanana Urdu ka Reader, Part I.	....	Do.
60	Do. II ..	....	Do.
61	Do. III ..	....	Do.
62	Do. IV ..	....	Do.
63	Urdu ki Pahlî Kitab ..	....	Shaikh Gulam Ali & Sons, Lahore.
64	Do. Dusari Kitab ..	....	Do.
65	Do. Tisari Kitab ..	....	Do.
66	Do. Chouthi Kitab ..	....	Do.
67	Saraf Urdu ka Ibtidai Risala ..	....	Anjuman-e-Himayat Islam, Lahore.
68	Urdu ka Qaida, Part I ..	....	Do.
69	Do. II ..	....	Do.
70	Urdu ki Pahlî Kitab ..	....	Do.
71	Do. Dusari Kitab ..	....	Do.
72	Do. Tisari Kitab ..	....	Do.
73	Do. Chouthi Kitab ..	....	Do.
74	Bolta Qaida, Part I ..	Shaikh Chand Muhammad.	Munshi Book Stall, Rajkot.
75	Do. II ..	Do. ..	Do.
76	Urdu Copy Masheeh-Jadeed, Part I.	Hameedulla Afsar ..	National Press, Allahabad.
77	Do. II ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	URDU—contd.		
78	Urdu Copy Mashee-Jadeed, Part III.	Hameedulla Afsar ..	National Press, Allahabad.
79	Do. IV ..	Do. ..	Do.
80	Guldasta-i-Niswan, Part I ..	Beni Prashad Agarwala.	Lala Ram Narayan Lal, Allahabad.
81	Do. II ..	Do. ..	Do.
82	Do. III ..	Do. ..	Do.
83	Do. IV ..	Do. ..	Do.
84	Talimul Muhtadi, Part I ..	Syed Aijaz Husain and Rama Shankar Shukul.	Do.
85	Do. II ..	Do. ..	Do.
86	Do. III ..	Do. ..	Do.
87	Do. IV ..	Do. ..	Do.
88	Urdu Primer, Part I ..	Do. ..	Do.
89	Do. II ..	Do. ..	Do.
90	Hamari Zaban, Part I ..	M. Shafuddin and Rai Bahadur Pandit Ramsaran.	Do.
91	Do. II ..	Do. ..	Do.
92	Do. III ..	Do. ..	Do.
93	Do. IV ..	Do. ..	Do.
94	Khane-e-Hikmat Grade I, Part I.	Shaikh Abdul Hameed Moulvi Muhammaduddin.	Mac Millan & Company, Bombay.
95	Do. II ..	Do. ..	Do.
96	Do. III ..	Do. ..	Do.
97	Do. IV ..	Do. ..	Do.
98	Do. V ..	Do. ..	Do.
99	Do. Grade II, Part I	Do. ..	Do.
100	Do. II ..	Do. ..	Do.
101	Do. III ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
URDU—contd.			
102	Khano-e-Hikmat, Grade III, Part I.	Shaikh Abdul Hameed Moulvi Muhammaduddin.	Mac Millan & Company, Bombay.
103	Do. II ..	Do. ..	Do.
104	Do. Grade IV, Part I ..	Do. ..	Do.
105	Do. II ..	Do. ..	Do.
106	Bachchoki Kabaniyan ..	....	M. Ferozuddin & Sons, Lahore.
107	Jadeed Qaida-e-Urdu ..	M. Ferozuddin ..	....
108	Khat-o-Kitabat ..	Qazi Syed Mahmood Nawaz.	....
109	Jadid Muzmun Navisi, Part II	Do. ..	....
110	Do. III ..	Do. ..	....
111	Bachchon ki Kitab ..	....	Bal Shiksha Samiti, Bankipur, Patna.
112	Chaman-e-Urdu, Part I ..	....	Do.
113	Do. II ..	....	Do.
114	Bahar-e-Urdu, Part I ..	....	Do.
115	Do. II ..	....	Do.
116	Do. III ..	....	Do.
117	Do. IV ..	....	Do.
118	Jubilee Primer, Part I ..	Ramayan Sharam Singh and Zahur Baksh "Hindi Kawood".	Ramayan Sharam Singh, Patliputra, Bankipur.
119	Do. II ..	Do. ..	Do.
120	Jubilee Reader III ..	Do. ..	Do.
121	Do. IV ..	Do. ..	Do.
122	Prince Reader, Part I ..	Qazi Syed Nasiruddin Ahmed and Babu Manbodhan Lal Sreewasta.	Naval Kishvar Press, Lucknow.
123	Do. II ..	Do. ..	Do.
124	Do. III ..	Do. ..	Do.
125	Do. IV ..	Do. ..	Do.

APPENDIX F—*contd.*

No.	Name of Book.	Name of Author.	Name of Publisher.
	<i>URDU—contd.</i>		
126	Shahinshah Reader, Part I ..	Syed Tajammul Husain and Pandit Mudan Mohan Dixit.	Premier Publishing House, Lucknow.
127	Do. II ..	Do. ..	Do.
128	Do. III ..	Do. ..	Do.
129	Do. IV ..	Do. ..	Do.
130	Qaida ..	Khan Sahab Moulvi Mahomed Ismail.	Naval Kishvar Press, Lucknow.
131	Pahli Kitab ..	Do. ..	Do.
132	Dusari Kitab ..	Do. ..	Do.
133	Tisari Kitab ..	Do. ..	Do.
134	Chouthi Kitab ..	Do. ..	Do.
135	Panchvi Kitab ..	Do. ..	Do.
136	Kawaid-e-Urdu Wa Insha Pardazi, Part I.	Syed Tajjamul Husain.	K. D. Seth Naval Kishvar Press, Lucknow.
137	Do. II ..	Do. ..	Do.
138	Do. III ..	Do. ..	Do.
139	Do. IV ..	Do. ..	Do.
140	Silsila-e-Qawaid-e-Urdu ki Pahli Kitab.	Khan Sahab Moulvi Md. Ismail.	Naval Kishor Press, Lucknow.
141	Silsila-e-Qawaid-e-Urdu ki Dusri Kitab, Part II.	Do. ..	Do.
142	Urdu ka Qaida ..	....	Anjuman-e-Tarqiqi e-Urdu, Delhi.
143	Urdu ki Pahli ..	Khan Sahab Moulvi Md. Ismail.	Do.
144	Do. Dusri ..	Do. ..	Do.
145	Do. Tisri ..	Do. ..	Do.
146	Do. Chouthi ..	Do. ..	Do.
147	Urdu ka Qaida, Part I ..	Anjuman-e-Himayat-e-Islam, Lahore.	Husnuddin Anjuman- e-Himayat-e-Islam, Lahore.
148	Do. II ..	Do. ..	Do.
149	Urdu ki Pahli Kitab ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
URDU—contd.			
150	Urdu ki Dusri ..	Anjuman-e-Himayate-Islam, Lahore.	Husnuddin Anjuman-e-Himayate-Islam, Lahore.
151	Do. Tisri Kitab ..	Do. ..	Do.
152	Do. Choutthi Kitab ..	Do. ..	Do.
153	Urdu ka Naya Qaida ..	Syed Maqsood Husain Naqavi.	Longman's Green & Co., Bombay.
154	Nai Hindustani Pahlī Kitab ..	Prof. Jaydeesh Chandra Jain.	Do.
155	Tarik-e-Sadat, Part I ..	Moulvi Syed Zamin Kanturi.	Do.
156	Do. II ..	Do. ..	Do.
157	Insaan aur Machron ki Jang ..	Lieut.-Col. G. Joli Sham Kishwar Sheth. Translated by Babu	MacMillan & Co., Bombay.
158	Naranga Urdu Primer, Part I ..	Dr. Mahish Charan Sinha.	Navarang Club, Lucknow.
159	Urdu ka Qaida, Part I ..	Shamsul-Ulma Moulvi Syed Mumtaz Ali.	Darul Ishaat Punjab, Lahore.
160	Do. II ..	Do. ..	Do.
161	Urdu ki Pahlī Kitab ..	Do. ..	Do.
162	Do. Dusri Kitab ..	Do. ..	Do.
163	Do. Tisri Kitab ..	Do. ..	Do.
164	Urdu-e-Mualla, Part I ..	Do. ..	Do.
165	Do. II ..	Do. ..	Do.
166	Do. III ..	Do. ..	Do.
167	Do. IV ..	Do. ..	Do.
168	Urdu ka Qaida, Part I ..	....	Do.
169	Do. II ..	....	Do.
170	Urdu ki Pahlī Kitab ..	Shamsul-Ulma Moulvi Syed Mumtaz Ali.	Do.
171	(Urdu) ki Dusri Kitab ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
URDU—contd.			
172	(Urdu) ki Tisri Kitab ..	Shamsul-Ulma Syed Mumtaz Ali.	Darul Ishaat Punjab, Lahore.
173	Khiyaban-e-Urdu, Part I ..	Do. ..	Do.
174	Do. II ..	Do. ..	Do.
175	Do. III ..	Do. ..	Do.
176	Do. IV ..	Do. ..	Do.
177	Jadid Qaida ..	Munshi Rahman Saheb.	Abdur Ahmed
178	Meri Qawaid ki Pahlī Kitab ..	Do. ..	.....
179	Urdu Reader, Part I ..	.....	Ilm Dost Book Depôt, Lahore.
180	Do. II ..	.....	Do.
181	Do. III ..	.....	Do.
182	Do. IV ..	.....	Do.
183	Urdu ki Asan Sarf Nahv, Part I	Shaikh Ahmed.	Mushtaq
184	Do. II ..	Do. ..	.....
185	Do. III ..	Do. ..	.....
186	Do. IV ..	Do. ..	.....
187	Guidasta, Adab Primer, Part I.	Syed Tahir Hussain Naqvi & Babu Damodar Prasad Saksina.	P. C. Dwadash Shreni & Com., Aligarh.
188	Do. II ..	Do. ..	Do.
189	Do. I ..	Do. ..	Do.
190	Do. II ..	Do. ..	Do.
191	Do. III ..	Do. ..	Do.
192	Do. IV ..	Do. ..	Do.
193	Modern Qaida, Part I ..	Gopi Lal Mathur ..	Do.
194	Do. II ..	Do. ..	Do.
195	Hindustani Reader, Part I ..	Do. ..	Do.

APPENDIX F—*contd.*

No.	Name of Book.	Name of Author.	Name of Publisher.
<i>URDU—contd.</i>			
196	Hindustani Reader, Part II ..	Gopi Lal Mathur ..	P. C. Dwadash Shroni & Com., Aligarh.
197	Do. III ..	Do. ..	Do.
198	Do. IV ..	Do. ..	Do.
199	Nai Urdu Primer, Part I ..	Moulvi Syed Manzur Husain Rozavi.	Nand-ki-Shor & Bros., Publisher Conk, Benares.
200	Do. II ..	Do. ..	Do.
201	Kohinoor Reader, Part I ..	Pandit Madam Gopal Tawari.	Educational Publishing House, Benares.
202	Do. II ..	Do. ..	Do.
203	Do. III ..	Do. ..	Do.
204	Do. IV ..	Do. ..	Do.
205	Guldasta-i-Nazm ..	Moulvi Md. Shafi ..	Do.
206	Adabi Guldasta ..	Moulvi Syed Md. Tonki.	Narayan Publishing House, Lucknow.
207	Dastur-e-Urdu, Part I ..	Azhar Ali Farooqi ..	Nand Kishori & Bros., Benares.
208	Jadid Khutut Navisi ..	....	Do.
209	Talimi Khel, Part I ..	W. M. Rybran & Pandit Hansraj.	Oxford University Press, Bombay.
210	Do. II ..	Do. ..	Do.
211	Do. III ..	Do. ..	Do.
212	Ibtedai Qaida ..	Moulvi Md. Mutee Ullah Samar.	Jaipur Educational Book Depôt.
213	Ibtedai Kitab, Part I ..	Do. ..	Do.
214	Do. II ..	Do. ..	Do.
215	Jame-Adab ..	Do. ..	Do.
216	Ashoka Reader, Part I ..	....	Khadgavillas Press, Bankipur.
217	Do. II ..	....	Do.
218	Tajmahal Reader, Part I ..	....	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	<i>URDU—contd.</i>		
219	Tajmahal Reader, Part II ..	....	Khadgavillas Press, Bankipur.
220	Do. III ..	....	Do.
221	Mukhtasar Qawaid, Part I ..	Moulvi Hafiz Sami Ullah Khan.	Rai Sahab Ram Dayal Agarwal, Allahabad.
222	Do. II ..	Do.	Do.
223	Qaida Urdu ..	Syed Avalad Husain and Udhu Ram.	Rai Sahib Munshi Gulab Singh & Sons, Lahore.
224	Qaida Urdu, Part II ..	Do.	Do.
225	Urdu ki Dusari Kitab ..	Do.	Do.
226	Do. Tisri Kitab ..	Do.	Do.
227	Do. Chouthi Kitab ..	Do.	Do.
228	Jadid Urdu Primer, Part I ..	....	Do.
229	Do. II ..	....	Do.
230	Primary Urdu Reader, Part I ..	Syed Abid Ali & Dayal Singh.	Do.
231	Do. II ..	....	Do.
232	Do. III ..	....	Do.
233	Do. IV ..	....	Do.
234	Urdu ki Pahli Kitab ..	Shaikh Md. Ikram ..	Do.
235	Do. Dusari Kitab ..	Do.	Do.
236	Do. Tisri Kitab ..	Do.	Do.
237	Do. Chouthi Kitab ..	Do.	Do.
238	Urdu ka Qaida ..	....	Do.
239	Urdu ki Pahli Kitab ..	....	Do.
240	Do. Dusari Kitab ..	....	Do.
241	Do. Tisari Kitab ..	....	Do.
242	Do. Chouthi Kitab ..	....	Do.
243	Urdu ka Sahl Qaida ..	Dr. Ata Husain ..	Do.
244	Urdu ki Pahli Kitab ..	Do.	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	<i>Urdu—contd.</i>		
245	Urdu ki Dusri Kitab ..	Dr. Ata Husain ..	Rai Sahab Munshi Gulab Singh & Sons, Lahore.
246	Do. Tisri Kitab ..	Do. ..	Do.
247	Do. Chouthi Kitab ..	Do. ..	Do.
248	Jadid Ibtadai Urdu Grammar ..	Lala Tej Ramsaheb.	Do.
249	Mazun Nawisi ki Nai Kitab, Part I.	Lala Bihari Lal and Lala Laohmandas.	Do.
250	Hindustani Qaida ..	Khwaja Dil Md. ..	Uttar Chand Kapoor & Sons, Lahore.
251	Bachchon ka Qaida, Part I ..	....	Do.
252	Do. II ..	....	Do.
253	Hindustani Readers, Part I ..	Khwaja Dil Md. ..	Do.
254	Do. II ..	Do. ..	Do.
255	Do. III ..	Do. ..	Do.
256	Do. IV ..	Do. ..	Do.
257	Jadid Urdu Reader, Part I ..	....	Do.
258	Do. II ..	....	Do.
259	Do. III ..	....	Do.
260	Do. IV ..	....	Do.
261	Muraqqa-e-Adab, Part I ..	....	Do.
262	Do. II ..	....	Do.
263	Do. III ..	....	Do.
264	Intikhab-e-Urdu, Part I ..	....	Do.
265	Do. II ..	....	Do.
266	Do. III ..	....	Do.
267	Urdu ka Asan Qaida ..	Syed Md. Zaki ..	Kapoor Bros., Karachi.
268	Qaid-e-Khushkhatl Urdu, Part I.	....	Do.
269	Do. II.	....	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	URDU—contd.		
270	Qaid-e-Khushkhati Part III.	Urdu,	Kapoor Bros., Karachi.
271	Do. IV ..	.....	Do.
272	Urdu Course for Romh., Part I ..	.....	M. Ferozuddin & Sons, Lahore.
273	Do. II ..	.....	Do.
274	Do. III ..	.....	Do.
275	Do. IV ..	.....	Do.
276	Do. V ..	.....	Do.
277	Do. VI ..	.....	Do.
278	Do. VII ..	.....	Do.
279	Zanana Urdu Course Qaida ..	.....	Do.
280	Do. Part I ..	.....	Do.
281	Do. II ..	.....	Do.
282	Do. III ..	.....	Do.
283	Do. IV ..	.....	Do.
284	Do. V ..	.....	Do.
285	Do. VI ..	.....	Do.
286	Do. VII ..	.....	Do.
287	Jadid Silsil-e-Khushkhati, Part I.	Khan Sahib M. Ferozuddin.	Do.
288	Do. II ..	Do. ..	Do.
289	Do. III ..	Do. ..	Do.
290	Do. IV ..	Do. ..	Do.
291	Al Adab Uttaiyibu, Part I ..	Hafiz Hamced Arshad.	Abdulla Khan Do.
292	Do. II ..	Do. ..	Do.
293	Qawaid-e-Urdu ..	Feroz Sons ..	Do.
294	Urdu Khat wa Kitabhat ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	URDU—contd.		
295	Bachchon ka Bag ..	Ramji Das Bhargava.	K. D. Seht, Nolkishore Press, Lucknow.
296	Nai Urdu Reader, Part I ..	....	Indian Press, Limited, Bombay Branch.
297	Do. II ..	....	Do.
298	Do. III ..	....	Do.
299	Do. IV ..	....	Do.
300	Qawaid-e-Urdu Mualla ..	....	New India Publishing Co. Lahore.
301	Urdu Charts on Sentence Method.	....	Educational Book Depôt, Jubbulpore.
302	Do. ..	....	Do.
303	Bachchon ki Kitab (Qaida) ..	M. Salim Abdulla ..	Do.
304	Do. Pahlī Kitab ..	Md. Sadulla Khan & Qazi M. Yusuf.	Do.
305	Lalu Bandar ..	Qazi Md. Yusuf.	Do.
306	Mewn ..	Do. ..	Do.
307	Char Dost ..	Do. ..	Do.
308	Kon Bada Hai ..	Do. ..	Do.
309	Jumlati Tariqa ..	M. Salim Abdulla ..	Do.
310	Bachchon ki Talimi Khel ..	M. Sadullah Khan ..	Do.
311	Aqsam Kalam Jadid ..	Munshi Abdūl Hameed.	Do.
312	Dehistan-e-Urdu ..	Syed Masud Hasan Rizvi.	Ram Prasad & Bros., Agra.
313	Urdu ka Qaida ..	....	Lala Karam Chand, Khanna & Sons, Peshawar.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
URDU—contd.			
314	Hindustani ki Pahli Kitab ..	Moulvi Ibne Hasan & M. Naziruddin Quraishi.	Kitab Ghar, Aligarh.
315	Do. Dusri Kitab ..	Do. ..	Do.
316	Do. Tisri Kitab ..	Do. ..	Do.
317	Do. Chauthi Kitab ..	Do. ..	Do.
318	Samji Reader ..	M. Mujeeb ..	Hali Publishing House, Kitab Ghar, Delhi.
319	Story Chart with sentences ..	Abdul Hamid Devgami, Jubbul- pore.	....
320	Do. ..	Do. ..	....
321	Words Chits ..	Do. ..	....
322	Hamidia Qaida ..	Do. ..	....
323	Pahli Kitab ..	Do. ..	....
324	Urdu ka Qaida ..	Hamiduddin Ahmed.	....
325	Asan Qaida ..	Abdul Gaffar Mudholi.	Maktabai Jamia, Delhi.
326	Bachchon ka Qaida ..	Do. ..	Do.
327	Bachchon ki Kahania ..	Abdul Wahid Sindhi.	Do.
328	Bachchon ki Rubaiyin ..	Mahmood Israili ..	Do.
329	Dunia ke Bachche ..	M. Husain Hasaan ..	Do.
330	Dhunwe ki Phansi ..	S. A. Tahir ..	Do.
331	Lal Murgi ..	Abdul Wahid Sindhi.	Do.
332	Tarikh-e-Hindi ki Kahnian, Part I.	K. Sultana ..	Do.
333	Do. II ..	M. Ziaur Rahman ..	Do.
334	Hindustani ki Pahli Kitab ..	....	Do.
335	Urdu ka Qaida ..	....	S. Chand & Co., Chandni Chouk, Delhi.

APPENDIX F—*contd.*

No.	Name of Book.	Name of Author.	Name of Publisher.
	URDU— <i>contd.</i>		
336	Urdu ki Pahli Kitab ..	....	S. Chand & Co., Chandni Chouk, Delhi.
337	Do. ki Dusri Kitab ..	....	Do.
338	Do. ki Tisri Kitab ..	....	Do.
339	Do. ki Chouthi Kitab ..	....	Do.
340	Nai Urdu Reader, Part I ..	....	Indian Press, Ltd.
341	Do. II ..	....	Indian Press, Ltd., Bombay Branch.
342	Do. III ..	....	Do.
343	Do. IV ..	....	Do.
344	Urdu Primer for Infants ..	Inamul Haq ..	Pustak Bhandar, Patna.
345	Hansi Khushi ..	....	Kitab Ghar, Patna.
346	Hindustani Reader ..	Syed Ali Akbar Kazimi & Pandit Rams h a r a n Upadhya.	....
347	Tajmahal Hindustani Reader ..	S. Majeed Alam and Sidh Nath.	Pustak Bhandar, Patna.
348	Chand Hindustani Reader, Part I.	S. Ali Akbar and Pandit Ramsharan Upadhya.	....
349	Tajmahal Hindustani Reader, Part II.	S. Majeed Alam and Sidh Nath.	Pustak Bhandar, Patna.
350	Gunchai Adab, Part I ..	....	Do.
351	Tajmahal Hindustani Reader ..	S. Majeed Alam and Sidh Nath.	Do.
352	Bahar-e-Adab in three Parts for Standard II and III.	....	Path Shala Press, Patna.
353	Malumat-e-Mazmun Nawasi, Part II.	Ram Lochan Shran & Syed Md.	Pustak Bhandar, Patna.
354	Do. III.	Do. ..	Do.
355	Anwar-e-Urdu ..	Haji M. Qamrulhuda.	Do.
356	Insha Amoz-e-Jadid ..	A. Hasan ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
URDU—contd.			
357	Nigaristan-e-Urdu, Part I ..	Hafiz Jalaluddin Ahmad Jafari.	Jafri Bros., Allahabad.
358	Do. II ..	Do. ..	Do.
359	Tahzib-ul Qawaid, Part I ..	Do. ..	Do.
360	Do. II ..	Do. ..	Do.
361	Bahar-e-Urdu ..	Do. ..	Do.
362	Gulshan-e-Urdu, Part I ..	Do. ..	Do.
363	Do. II ..	Do. ..	Do.
364	Maullamul Qawaid, Part I ..	Qazi Mumtaz Husain.	Do.
365	Ashul Qawaid, Part I ..	Moulvi Qaim Riza ..	Union Press, Allahabad.
366	Do. II ..	Do. ..	Do.
367	Moallemul Muhtadi, Part I ..	Hafiz Jalaluddin Ahmad Jafari.	Jafri Bros., Allahabad.
368	Do. ..	Do. ..	Do.
369	Adeebul Atfal, Part I ..	Do. ..	Do.
370	Do. II ..	Do. ..	Do.
371	Do. III ..	Do. ..	Do.
372	Do. IV ..	Do. ..	Do.
373	Tafheemul Qawaid, Part I ..	Do. ..	Do.
374	Nazm-e-Millat ..	Do. ..	Do.
375	Urdu Asan Primer, Part I ..	Do. ..	Do.
376	Adabul Khatut ..	Do. ..	Do.
377	Guldasta-i-Akhlaq ..	Do. ..	Do.
378	Adabul Mazamin, Part I ..	M. Nisrulla ..	Do.
379	Desai Zuban ki Pabli Kitab ..	Jalaluddin Ahmad Jafari, Suresh Chandra Tirpathi.	Do.
380	Do. Dusri Kitab ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
<i>URDU—concl'd.</i>			
381	Desai Zuban ki Tisri Kitab ..	Jalaluddin Ahmad Jafari, Pandit Suresh Chandra Tirpathi.	Jafri Bros., Allahabad.
382	Do. Chouthi Kitab ..	Do. ..	Do.
383	Saidi Urdu Reader, Part I ..	M. Tahir Rizvi ..	H. M. Said & Sons, Calcutta.
384	Do. II ..	Do. ..	Do.
385	Do. III ..	Do. ..	Do.
386	Do. IV ..	Do. ..	Do.
387	Urdu Reader ..	M. Shafiq ..	Do.
388	Tarana-e-Atfal ..	Amina Khatoon- saheba.	Do.
389	Hikayate-Margub ..	M. Shafiq ..	Do.
390	Intekhab-e-Sabzarian ..	M. Tahir Rizvi ..	Do.
391	Guldasta-e-Qawaid ..	Do. ..	Do.
392	Taj-ulqawaid ..	Do. ..	Do.
393	Aina-e-Adab ..	M. Shafiq ..	Do.
394	Dini Taleem ki Arbi, Part I ..	Qazi Abid Ali ..	Do.
395	Do. II ..	Do. ..	Do.
396	Do. III ..	Do. ..	Do.
397	Do. IV ..	Do. ..	Do.
398	Urdu ka Qaida ..	....	Karam Chandkhanna & Sons, Peshawar.
399	Mangal Reader, Part I ..	....	Khadak Villas Press, Bankipur.
400	Do. II ..	....	Do.
401	Do. III ..	....	Do.
402	Makhzanul Qawaid ..	Abdul Qadir Munshi.	....
403	Dehat Sudhar ..	Master Dildar Khan.	M. Ferozuddin & Sons, Lahore.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	History. MARATHI.		
1	Hindustancha Sopapattik Itihas.	R. V. Oturkar ..	V. G. Ketkar, Manager, Anatha Vidyarthi Griha, 624, Sadashiv Peth, Poona 2.
2	Prachin Hindu Samrajya ..	Do. ..	Do.
3	Hindustanatil Britishanchen Samrajya.	Do. ..	Do.
4	Hindustanatil Musalmananchen Samrajya.	Do. ..	Do.
5	Marathyanchen Samrajya ..	Do. ..	V. G. Ketkar, Loka-Sangraha Chapkhana, 624, Sadashiv Peth, Poona 2.
6	Hindustanchi Sopapattik Shasanpaddhati.	Do. ..	V. G. Ketkar, Manager, A. V. G., 624, Sadashiv, Poona 2.
7	Shalopayogi Bharatvarsha ..	G. S. Sirdeesai ..	K. B. Dhavale, Shri Samartha Sadan, Benan Hall Lane, Girgaon, Bombay.
8	Hindustancha Prathamik Itihas.	Do. ..	Do.
9	Maharashtraच्या Sopya Goshti. Itihasatil	Do. ..	Macmillan & Co. Ltd., Hornby Road, Fort, Bombay.
10	Shalopayogi Maharashtraचा Itihas.	G. B. Borwankar ..	T. A. Patil, Messrs. Patil & Co., Karad.
11	Maharashtraचा Itihas. Goshtirup	Do. ..	G. B. Borwankar, 196/17, Tilak Road, Poona 2.
12	Shalopayogi Hindustan. Aitihaasik	Do. ..	Do.
13	Maharashtraचा Sachitra Itihas. Sopa va	V. M. Bhat ..	S. N. Joshi, Chitrashala Press, Poona.

APPENDIX F—contd.

No.	Name of book.	Name of Author.	Name of Publisher.
	History—contd. MARATHI—contd.		
14	Hindustanचा सोपे वा सचित्रा Itihas.	V. M. Bhat ..	S. N. Joshi, Chitrashala Press, Poona.
15	Itihasatil Goshti, Part I ..	C. Vakil, N. Thuthi and D. V. Kale.	Longman Green & Co. Ltd., 53, Nicol Road, Bombay.
16	Do. Part II ..	Do. ..	Do.
17	Do. Part III ..	Do. ..	Do.
18	Apala Sachitra Maharashtra ..	S. M. Shaikh, R. D. Gurav and B. B. Patil.	Messrs. Patil & Co., Karad.
19	Hindustanatil Musalmani Amal ..	S. M. Shaikh and R. D. Gurav.	Do.
20	Lahan Mulanचा Maharashtra ..	G. A. Modak ..	G. A. Modak, 410, Narayan Peth, Poona 2.
21	Lahan Mulanचा Hindustan ..	Do. ..	Do.
22	Hindustanचा Kalakram Itihas ..	R. S. Joshi ..	Navin Kitabkhana, Poona.
23	Maharashtraच्या Itihasatil Goshti.	S. R. Salave ..	S. R. Salave, Teacher, Municipal Schools, Ahmednagar.
24	Shaleya Maharashtraचा Itihas ..	Y. G. Phaphe ..	Navin Kitabkhana, Poona 2.
25	Maharashtraच्या Itihasache Sope Path.	K. G. Kinare ..	K. G. Kinare, retired Teacher, N. E. School, Poona.
26	Hindustanची Prachalit Rajya- vyavastha.	S. S. Patake ..	S. N. Joshi, Chit- rashala Press, 1026, Sadashiv Peth, Poona 2.
27	Hindustanचा Balbodha Itihas ..	K. B. Babar ..	Patil & Co., Book- sellers, Karad.
28	Hindustanचा Navin Shalo- payogi Itihas va Hallinchi Shasanpaddhati.	N. K. Bhave ..	N. N. Bhave, 130, Shukrawar Peth, Poona 2.
29	Hindustanची Rajyavyavastha ..	A. B. Patil ..	A. B. Patil, Teacher, Rethare Budruk (Satara).

APPENDIX F—contd.

No.	Name of Book.	Name of Author	Name of Publisher.
	History—contd. MARATHI—contd.		
30	Hindustancha Sulabha Itihas ..	G. N. Joshi ..	Janardan Sadashiv Ltd., 394, Sadashiv, Poona 2.
31	Hindustancha Itihas ..	D. S. Joshi and D. B. Lokhande.	D. S. Joshi and D. B. Lokhande, 335, Shanwar, Poona 2.
32	Hindustancha Itihas ..	V. V. Kulkarni and G. T. Argade.	V. V. Kulkarni, 425-B/5, Sadashiv Peth, Poona 2.
33	Goshtrup Maharashtra ..	K. V. Shukla and S. T. Dusane.	K. V. Shukla and S. T. Dusane, Jalgaon (Dharangaon).
34	Apala Maharashtra ..	V. R. Nerurkar ..	K. B. Dhavale, Shri-Samartha Sadan, Benan Hall Lane, Girgaon, Bombay.
35	Maharashtracha Itihas ..	Mrs. Hirabai Bhapkar.	P. K. Bhapkar, Malivada, Ahmednagar.
36	Karnatakacha GoshtirupItihas..	G. A. Joglekar ..	S. Y. Vibhute, P. V. Havaladar and B. G. Bedekar, Teacher (Hubli), Belgaum.
37	Maharashtrachya Itihasacha Onama.	V. D. Ghate ..	V. D. Ghate, Dadar, Bombay.
38	Hindustancha Rajyakarbhhar ..	G. M. Ghule ..	S. V. Damle, N. K. Publishing House, Poona 2.
39	Maharashtrachya Itihasatil Goshti.	S. R. Salave ..	S. R. Salave, Teacher, Municipal School, Ahmednagar.
40	Maharashtrachya Goshti ..	M. V. Gujar and J. S. Tadavi.	M. V. Gujar & J. S. Tadavi, Poona & Pimprale (E. K.).
41	Hindustancha Subodha Itihas ..	S. R. Kanitkar ..	S. R. Kanitkar, 319, Shanwar Peth, Poona 2.
42	Jag Ani Manus ..	K. S. Dixit and S. B. Sukthankar.	V. V. Hadap Adarsha Mudranalaya, 126, Ramacha Got, Satara City.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	History—contd. GUJARATI.		
1	Gujratna Itihasni Kathao ..	Snehraahmi ..	Messrs. Mangaldas & Sons, Surat.
2	Hindna Itihasni Ruprekha, Vibhag I.	A. P. Kanakia ..	General Book Depot, Bombay.
3	Hindustanna Itihas ane Rajvashivat.	G. N. Joshi ..	Macmillan & Co., Ltd., Bombay.
4	Hindni Prajano Tunko Itihas (Rajvashivat Sathe).	K. H. Kamdar ..	Karsondas Narandas & Sons, Surat.
5	Hindustanno Rajkarbhar ..	C. M. Doctor ..	C. M. Doctor, Baroda.
6	Apana Deshno Prathamik Itihas .	N. K. Desai ..	Harihar Pustakalaya, Surat.
7	Sindhno Navo Itihas ..	N. H. Lagu and D.K. Bhatt.	Reliance Store, Karachi.
8	Gujaratno Itihas, Khambhatna Itihas Sahit. ..	N. T. Dhatt ..	D. N. Bhatt, Khambhat.
9	Gujaratna Itihasni Vato ..	C. T. Modi and J. D. Modi ..	Karsondas Narandas & Sons, Surat.
10	Garavi Gujaratno Saral Itihas ..	M. K. Mulani ..	Desai Book Depot, Nadiad.
11	Gujaratna Itihasni Saheli Vato ..	V. L. Patel ..	Khadayata Book Depot, Ahmedabad.
12	Gujaratno Saral Itihas ..	M. M. Dwivedi ..	S. B. Shah, Ahmedabad.
13	Gujaratno Itihasni Sahela Patho.	Akkad and Kanuga.	Messrs. Karsondas Narandas & Sons, Surat.
14	Gujjar Bhoomina Itihas ..	D. M. Doshi ..	Mangaldas & Sons, Surat.
15	Gujaratna Itihasni Saheli Vartao	P. K. Desai ..	Macmillan & Co. Ltd., Bombay.
16	Apana Deshna Mahan Stripurushoni Sachitra Itihasik Vato.	Devalibai Rathod ..	Keshav Bhikaji Dhavale, Bombay.
17	Gate Way of India, Bk. I, II, III.	Vakil and Thuthi ..	Longman Green and Co., Bombay.
18	Bharatkhandno Itihas Sar ..	L. L. Vyas ..	Karsondas Narandas & Sons, Surat.
19	Hindno Navo Itihas Rajbandharan Sathe.	M. K. Patel ..	Desai Book Depot, Nadiad.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	History—contd.		
	GUJARATI—contd.		
20	Hindno Saral Itihas ..	V. L. Patel and P. A. Thakor.	S. B. Shah & Co., Ahmedabad.
21	Hindno Nutan Itihas Raj-bandharan Sahit.	M. A. Patel ..	M. A. Patel, Nadiad.
22	Bharatkhandno Itihas ..	V. D. Patel ..	S. B. Shah & Co., Ahmedabad.
23	Bharatkhandno Itihas and Rajvyavastha.	Do. ..	Do.
24	Bharatna Itihasni Vato ..	Akkad ..	Messrs. Karsondas Naran & Sons, Surat.
25	Hindustanno Sankshipta Itihas.	C. J. Vakil ..	Longmans Green & Co., Bombay.
26	Hindustanna Itihasmanthi Saheli Vartao.	E. Marsdon ..	Macmillan & Co., Ltd., Bombay.
27	Hindustanno Prathmik Itihas ..	A. M. Parikh ..	Longmans Green & Co., Bombay.
28	Hindustanno Subodh Itihas ..	B. N. Merchant ..	Karnatak Publishing House Bombay 2.
	KANŪADA.		
1	Nutana Samaj Nceti, Book 4 ..	K. Vittal Shetty ..	Basel Mission Book Depot.
2	Do. Book 5 ..	Do. ..	Do.
3	Do. Book 6 ..	Do. ..	Do.
4	Do. Book 7 ..	Do. ..	Do.
5	Do. Book 8 ..	Do. ..	Do.
6	Karnataka Itihas Bodhini ..	Narayana Sharma ..	S. S. Kulkarni.
7	Hindustan Itihas Bodhini, Part I.	S. S. Kulkarni ..	Do.
8	Do. Part II ..	Do. ..	Do.
9	Do. Part III ..	Do. ..	Do.
10	Do. (Combined)..	Do. ..	Do.
11	Hindustan Sulabha Itihasavu ..	K. S. Shrikantan and R. B. Patil.	Bharat Book Depot, Belgaum.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	History—contd. KANNADA—contd.		
12	The Historical Atlas of India, Part I.	I. P. Nimbalkar ..	N. H. Doddamani.
13	Sachitra Karnataka Itihasada Kathegalu.	D. G. Joshi ..	D. G. Joshi.
14	Karnatakad Kathamaya Itihasavu.	G. A. Joglekar ..	G. A. Joglekar.
15	Karnatakada Varnaneya Itihasavu.	N. S. Rajpurohit ..	Vagvilas Power Printing Press, Hubli.
16	Sachitra Kannadigara Kathe ..	K. R. Adabaddi ..	A. R. Shivanagappa, Hubli.
17	Hindustanadalli Musalmanar Alike.	B. K. Halpeti ..	Do.
18	Karnatakada Itihasa for Std. IV.	D. R. Kurandwad ..	D. R. Kurandwad.
19	Samyukta Rajya Ghatane ..	S. B. Patil ..	S. B. Patil, Hirebagewadi.
20	Bharata Nadadeviyaru ..	Girijadevi Ichhangimath.	Girijadevi Ichhangimath.
21	Bharatada Itihasa for Std. VI ..	Bala Sahitya Mandal, Ltd., Mangalore.	Bala Sahitya Mandal, Ltd., Mangalore.
22	Do. for Std. VII ..	Do. ..	Do.
23	Do. for Std. VIII ..	Do. ..	Do.
24	Hindustanada Itihas ..	S. S. Basavanal ..	A. R. Shivanagappa, Hubli.
	Urdu.		
1	Upper Tarikh, Part I ..	....	Bal Siksha Samiti, Bankipore, Patna.
2	Do. Part II ..	....	Do.
3	Ibtedai Tarikh-e-Hind or Upper Tarikh.	....	Do.
4	Bachchon ke lie Tarikhi Kabanian.	....	Do.
5	Tarikh-e-Hind, Part I ..	Syed Ameen Ahmed Syed Iqbal Husain.	Royal Educational Book Depot, Lahore.
6	Do. Part II ..	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	History—contd. URDU—contd.		
7	Dakkan-ki-Tarikhi Kahanian ..	Kayosa verbi ..	Longmans Green & Co., Bombay.
8	Urdu History of India, Part I ..	H. C. Chaterji and M. H. Naqvi.	Do.
9	Do. Part II ..	Do. ..	Do.
10	Tarikh-e-Hind ..	Dr. Shafaat Ahmed Khan.	Do.
11	Stories from Indian History ..	Lala Sohan Lal Translated in Urdu, from J. C. Allen's English Book.	Do.
12	A New History of India, Vol I ..	Sh. Abdur Rashid ..	P. C. Dwadash Sareni & Co., Aligarh.
13	Do. Vol. II ..	Do. ..	Do.
14	Tarikhi Khananian ..	Do. ..	Do.
15	Hind ke Jan Neesar ..	Munshi Suraj Narayan Mathur.	Rai Saheb Ram Dayal Agarwal, Allahabad.
16	Hamare Tarikhi Ala Deler ..	Godand Narayan Jhalani.	Lala Kanyalal Book Seller, Tarpoli Bazar, Jaipur.
17	Tarikh-e-Hind, Part I ..	Khaja Md. Ashraf Khan Saheb T. Khushmalsing and Gulam Rasul Mihr.	New India Publishing Co., Baroon Mori Gate, Lahore.
18	Tarikh-e-Hind, Part II ..	Do. ..	Do.
19	Lower Primary Twarikh ..	Ramlochan Saran and Ali Hasan.	Pustak-Bhandar, Laheriasarai & Patna.
20	Tarikhi Reader ..	....	Do.
21	Tarikhi Reader ..	....	Do.
22	Upper Primary Twarikh ..	Ramlochan Saran and Harbans Sahaya.	Pustaka Bhandar Laheria Sarai and Patna.
23	Tarikhi Jawahir-e-adab, Part I ..	....	Khadag Velas Press, Bankipur, Patna.
24	Do. Part II ..	....	Do.

APPENDIX F—*concl.*

No.	Name of Book.	Name of Author.	Name of Publisher.
	History—concl. URDU—concl.		
25	Tarikhe-e-Hind, Part I ..	Prof. Akhtar Husain and Moulvi Abdus Sattar.	Haji Md. Syed & Sons, Book Sellers, 20, Welsely Street, Calcutta.
26	Do. Part II ..	Do. ..	Do.
27	Jadid Tarikh-e-Maharashtra ..	Abdur Rahman Ahmed Saheb.	....
28	Nadirut Tawarikh ..	Mayrajuddin Mirza Chongtai.	Feroz Printing Works, Circular Rd. Lahore.
29	Tarikh-i Mashqi Bayaz ..	Shaikh Muhammad Husain.	Gulam Dastagir, Char Kaman, Hyderabad (De.).
30	Mukhtasar Tarikh-i-Hind ..	Feroz Sons ..	M. Ferozuddin & Sons, Lahore.
31	Tarikh-i-Gujrat ..	Prepared by the Urdu Text Books Translation Board, Poona.	Do.
32	Akbar-i-Azam ..	....	M. Ferozuddin & Sons, Lahore.
33	Zaheeruddin Babar ..	....	Do.
34	Akbari Nau Ratan ..	....	Do.
35	Aurang Ze b. ..	....	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	Geography. MARATHI.		
1	Mumbai Ilakhyacha Parichaya ..	G. L. Thokal ..	G. L. Thokal, Shri-Shivaji Preparatory Military School, Poona 5.
2	Hindustancha Parichaya ..	Do. ..	Do.
3	Jagacha Parichaya ..	Do. ..	Do.
4	Hindi Samrajyaacha Varnanatak Bhugol.	V. A. Modak and B. G. Nene.	S. N. Joshi, Chitrasahala Press, 1026, Sadashiv Peth, Poona 2.
5	Mumbai Ilakhyacha Varnanatak Bhugol.	Do. ..	Do.
6	Navin Bhugol, Pustak Pahilen ..	D. M. Jugal and D. B. Penkar.	V. H. Damle, Navin Kitabkhana, Poona 2.
7	Do. Pustak Dusaren	Do. ..	Do.
8	Do. Pustak Tisaren	Do. ..	Do.
9	Amacha Navin Bhugol, Mumbai Ilakha.	J. K. Patil and V. R. Bende.	V. R. Bende, Shri-Shivaji Maratha High School, Poona 2.
10	Amacha Navin Bhugol, Hindustan.	Do. ..	Do.
11	Navin Bhuwarnan, Bhag Pahila.	R. J. Gokhale and D. S. Kulkarni.	L. N. Godbole, Booksellers, Laxmi Road, Poona 2.
12	Do. Bhag Dusara	Do. ..	Do.
13	Do. Bhag Tisara	Do. ..	Do.
14	Punen Jilhyachen Bhuwarnan ..	R. J. Gokhale ..	Do.
15	Matriculation Bhugol ..	L. D. Stamp adapted by G. K. Sans and B. G. Nene.	Longmans Green & Co. Ltd., Bombay.
16	Mumbai Ilakhyachen Sankshipta Bhuwarnan.	K. R. Kelkar ..	K. R. Kelkar, Kole, taluka Karad, district Satara.
17	Sulabha Bhugol, Bhag Pahila ..	G. K. Patil and L. V. Taralekar.	G. M. Atitkar, City Stores, Satara City.
18	Hindustanche Shetki Bhuwarnan.	Y. R. Lale and T. R. Patil.	Y. R. Lale, Kasare, taluka Sakri, district West Khandesh.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	Geography—contd.		
	GUJARATI.		
1	Mumbai Ilaka	A. M. Parakh ..	Longmans Green & Co., Bombay.
2	Duniani Saral Bhoogol ..	Do. ..	Do.
3	Duniani Bhoogol ..	L. Dudley Stamp ..	Do.
4	Longmans Indian Atlas ..	Longmans Green & Co.	Do.
5	Bharooch Jilani Bhoogol ..	D. C. Desai ..	Desai Bros., Broach.
6	Sind Prantni Saheli Bhoogol ane Hindustanni Samanya Mahiti.	N. Hari Lagu and D. K. Bhatt.	Reliance Stores, Karachi.
7	Mumbai Betni Bhoogolna Patho.	R. A. Mehta and B. K. Dave.	Jivanlal & Sons, Bombay 2.
8	Saral Gujarat Prantni Bhoogol.	G. K. Mehta ..	Khadayata Book Depôt, Ahmedabad.
9	Saral Mumbai Ilako ..	Do. ..	Do.
10	Gujarat Prant—Thana Jilla Sahit.	M. K. Patel ..	Desai Book Depôt, Nadiad.
11	Mumbai Ilako—Hindna Sam- anya Gnan Sahit.	Do. ..	Do.
12	Prathamik Bhoogol Vidya, Part I.	A. M. Divanji ..	Karsondas Narandas & Sons, Surat.
13	Bhoogol Vidyana Multatvo, Parts I and II.	A. M. Divanji and A. R. Desai.	Do.
14	Mumbai Ilakani Bhoogol ..	G. A. Shastri and H. N. Shastri.	N. D. Mehta & Co., Bombay.
15	Bhoogolna Prathamik Patho ..	E. Marsden ..	Macmillan & Co. Ltd., Bombay.
16	Bhoogol Shikshika ..	N. G. Shah ..	Vallabhyajaya Book Depôt, Nadiad.
17	Navin Bhoogol, Parts I to IV..	M. H. Chokshi ..	S. B. Shah & Co., Ahmedabad.
18	Saral Bhoogolmala, Manko I, II, III.	D. M. Doshi ..	Messrs. Karsondas Narandas & Sons, Surat.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
Geography—contd.			
KANNADA.			
1	Hindada Hosa Bhugolu ..	Rao Saheb B. N. Magdal.	V. R. Joshi.
2	Prathamika Bhugola ..	Elsa C. Stamp ..	Longmans Green & Co.
3	Hindu Deshada Prathamika Bhugolu.	Do. ..	Do.
4	Bhumandala Bodhini, Part I ..	S. S. Kulkarni ..	Basel Mission Book Depôt.
5	Parasgada Talukina Varnane ..	I. N. Katagi ..	I. N. Katagi.
6	Athani Talukini Bhuvarnane ..	V. R. Mahuli ..	V. T. Mutalik.
7	Bhuvarnane (Kannada) ..	R. J. Gokhale ..	L. N. Godabole.
8	Dharwarda Jilleya Bhugola ..	Y. K. Annigeri ..	B. P. Jakkagoudar.
9	Hubballi Talukina Sachitra Bhugola.	G. B. Ugra ..	A. R. Shivanagappa, Hubli.
10	Dharwarda Jilleya Varnaneyu.	I. P. Nimbalkar ..	I. R. Akalwadi and Sons.
11	Khanapur Talukina Bhugolu ..	G. D. Amargomath.	B. N. Kulkarni.
12	Bhuvarnane (Belgaum Jille) Sachitra.	G. J. Surpur ..	G. J. Surpur.
13	Sachitra Bhuvarnane Standard IV.	Do. ..	Do.
URDU.			
1	Jadeed Geographia of India and World.	Rai Bahadur Lala Sohan.	Rai Saheb Gulab Sing & Sons, Lahore.
2	Geographical Reader ..	Do. ..	Do.
3	Geography of the Indian Empire.	....	Longmans Green & Co. Ltd., Bombay.
4	Longman's Urdu Atlas ..	....	Do.
5	Urdu Atlas of Bombay Presidency.	....	Do.
6	Istalahat-i-Geography or New Geographical Reader.	....	Ferozuddin & Sons, 119, Circular Road, Lahore.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	Geography—contd.		
	URDU—contd.		
7	Hawa Bazi or Hawai Sair ..	Azeem Abbasi Saheb	Ferozuddin & Sons, 119, Circular Road, Lahore.
8	Geographia-i-Hind & Dunya ..	M. Feroz Sons ..	Do.
9	Jadeed Geographia, Taluka Haveli.	Munshi Abdul Rah- man.	....
10	Jadeed Geographia, Zila Poona.	Do. ..	....
11	Do. Hindustan.	Do. ..	....
12	Jadeed Geographi-i-Africa, America and Australia.	Do. ..	....
13	Jadeed Geography-i-Ihatai, Bombay.	Do. ..	....
14	Jadeed Geographia Asis-O- Europe.	Do. ..	....
15	Jadeed Geographi-i-Zila-i- Bijapur, Bombay, Karnatak.	Md. Hasham A. Kadir Mulla.	....
16	Upper Primary Geographia ..	....	Bal Siksha Samiti, Bankipore, Patna.
17	Asbaq-i-Geographia, Part I ..	....	Do.
18	Do. Part II ..	....	Do.
19	Saeedi Geographia for IV and V Classes.	Syed Ali Raza and Master Hothi Lal Saheb Godh.	Haji Md. Said & Sons, No. 20, Wellesly Street, Calcutta.
20	Mashqi Biaz Geographia ..	Maulvi Shaikh Muhammad Hussain- saheb.	Gulam Dastgir, Char- Kaman, Hyderabad (Deccan).
21	Geographia-i-Zila Ratnagiri ..	Munshi Nizammud- din Ahmadsaheb Patel.	....
22	Anokhi Dunya, Part IV ..	Munshi Lal Agarwal.	Macmillan & Co. Ltd., Bombay.
23	Macmillan Urdu Atlas ..	....	Do.
24	Oxford India School Atlas ..	John Brotho Lomew.	Oxford University Press, Bombay.
25	Bachchonka Geographia for Class II.	Sajjad Mirza ..	Maktaba-i-Rahimia, Hyderabad (Deccan).
26	Bachchonka Geographia, Part III.	....	Do.

APPENDIX F—*contd.*

No.	Name of Book.	Name of Author.	Name of Publisher.
	Geography—consld. Urdu—consld.		
27	Aftab Geographia, Part I ..	....	National Press, Allaha- bad.
28	Dunya ke Rahney Waley, Part I.	....	Do.
29	Dunya ke Rahney Waley, Part II.	....	Do.
30	Upper Primary Geography ..	Ramlochan Saran & Md. Munif Beg.	Pustak-Bhandar, Lahe- ria Sarai & Patna.
31	Lower Primary Geography ..	Do. ..	Do.
32	Geography Reader for IV Class.	....	Path-Shala Press, Patna.
33	Geography Reader for V Class.	....	Do.
34	Geographia-ki-Dilchasp Khanian.	....	S. Chand & Co., Chand- ni Chowk, Delhi.
35	Istalahati-Geographia ..	Syed Abdursak Jaa- fari Zainabi.	Jafri Bros., Anwari- Ahmadi Press, Allaha- bad.
36	Istalahati-Geographia ..	Ebrar Husain Qadir.	Do.

APPENDIX F—*contd.*

No.	Name of Book.	Name of Author.	Name of Publisher.
	Mathematics.		
	MARATHI.		
	(i) <i>Arithmetic.</i>		
1	Shaleya Balganit—Bhag Pahila. Bhag Dusara.	L. V. Mandke and A. V. Mandke.	T. A. Patil & Co., Karad.
2	Shaleya Subodha Ankaganit, Bhag Dusara.	Do. ..	A. V. Mandke, 777, Sadashiv Peth, Poona, 2.
3	Shaleya Subodha Ankaganit, Bhag Pahila.	Do. ..	T. A. Patil & Co., Karad.
4	Shaleya Praudha Ankaganit, Standards 6 and 7.	Do. ..	Do.
5	Shaleya Tondi Ganit, Bhag Pahila.	Do. ..	Do.
6	Shaleya Tondi Ganit, Bhag Dusara.	Do. ..	Do.
7	Abhinava Ankaganit, Bhag Pahila.	Karnatak Publishing House.	Karnatak Publishing House, Chira Bazar, Bombay.
8	Abhinava Ankaganit, Bhag Dusara.	M. V. Kalelkar and P. Y. Pethak.	Do.
9	Abhinava Ankaganit, Bhag Tisara.	Do. ..	Do.
10	Balbodha Ganit, Standard 2 ..	S. A. Jagtap and M. R. Karle.	S. A. Jagtap, Head- master, Shri Shivaji Marathi Primary School, Poona 2.
11	Do. Bhag Dusara..	Do. ..	Do.
12	Do. Bhag Tisara ..	Do. ..	Do.
13	Do. Bhag Choutha.	Do. ..	Do.
14	Sulabha Ankaganit, Std. 2 ..	R. N. Pawar ..	P. B. Kale for Joshi- Lokhande, Poona 2.
15	Do. Std. 3 ..	Do. ..	Do.
16	Do. Std. 4 ..	Do. ..	Do.
17	Do. Std. 5 ..	Do. ..	Do.
18	Do. Stds. 6 and 7.	Do. ..	Do.

APPENDIX F—contd.

No.	Name of Book.	Name of Author.	Name of Publisher.
	Mathematics—contd.		
	MARATHI—contd.		
	(i) Arithmetic—contd.		
19	Navin Sopen Ankaganit, Standard 2.	K. V. Ghumare, N. B. Chavhan and B. N. Kumbhar.	K. V. Ghumare, 374, Narayan Peth, Poona 2.
20	Navin Sopen Ankaganit, Standard 3.	Do.	K. V. Ghumare, 203, Sadashiv Peth, Poona 2.
21	Navin Sopen Ankaganit, Standard 4.	Do.	K. V. Ghumare, 374, Narayan Peth, Poona 2.
22	Navin Sopen Ankaganit, Standard 5.	Do.	Do.
23	Navin Sopen Ankaganit, Standards 6 and 7.	Do.	Do.
24	Mulanthen Sachitra Ganit, Pustak Dusaren.	Pune Anatha Vidyarthi Griha.	Pune Anath Vidyarthi Griha, 624, Sadashiv Peth, Poona 2.
25	Mulanthen Sachitra Ganit, Pustak Tisaren.	Do.	Do.
26	Mulanthen Sachitra Ganit, Pustak Chouthen.	Do.	Do.
27	Mulanthen Sachitra Ganit, Pustak Panchaven.	Do.	Do.
28	Sulabha Prathamik Ganit, Standard 3.	S. L. Thorat and N. V. Jambhekar.	S. N. Joshi, Chitrasahala Press, 1026, Sadashiv Peth, Poona 2.
29	Sulabha Prathamik Ganit, Standard 4.	Do.	Do.
30	Sulabha Prathamik Ganit, Standard 5.	Do.	Do.
31	Shalopyogi Navin Ankaganit, Standard 2.	G. M. Deshmukh	S. V. Damle, N. K. Publishing House, Navin Kitabkhana, Poona City.
32	Shalopyogi Navin Ankaganit, Standard 3.	Do.	Do.
33	Shalopyogi Navin Ankaganit, Standard 4.	Do.	Do.
34	Shalopyogi Navin Ankaganit, Standard 5.	Do.	V. H. Damle, Navin Kitabkhana, Poona City.

APPENDIX F—contd.

No.	Name of Book. *	Name of Author.	Name of Publisher.
	Mathematics—contd.		
	MARATHI—contd.		
	(i) Arithmetic—contd.		
35	Shalopayogi Navin Ankaganit, Standard 6.	G. M. Deshmukh ..	V. H. Damle, Navin Kitabkhana, Poona City.
36	Shalopayogi Navin Ankaganit, Standard 7.	Do. ..	Do.
37	Balbodha Ankaganit, Pustak Tisaren.	P. N. Vartak ..	P. N. Vartak, Dhulia.
38	Final Ankaganit, Standards 5, 6 and 7.	Do. ..	Do.
39	Sachitra Shetki Ankaganit, Bhag I.	Y. R. Lale and T. R. Patil.	Y. R. Lale and T. R. Patil, Kusumbe, West Khandesh.
40	Sachitra Shetki Ankaganit, Bhag II.	Do. ..	Do.
41	Vyavaharik Tondi Ganit, Pustak Pahilen.	P. B. Sarmalkar. ...	Chintaman Anant Kawatkar Sahayyakari Mitra Mandal, Shanti Niwas, Kande-wadi, Bombay 4.
42	Vyavaharik Tondi Ganit, Pustak Dusaren.	Do. ..	Do.
43	Shalopayogi Ankaganit, Standards 6 and 7.	V. V. Kulkarni and G. T. Argade.	V. V. Kulkarni, 841, Sadaashiv Peth, Poona 2.
44	Vyavaharik Ankaganit ..	S. C. Walimbe ..	S. C. Walimbe, near City Library, Ahmednagar.
45	Sachitra Padhyanche Khel ..	V. K. Nerurkar ..	D. N. Moghe, School and College Book-stall, Kolhapur.
46	Sulabha Ankaganit, Standard 2.	R. N. Pawar ..	D. S. Joshi and D. B. Lokhande, Poona.
47	Prathamik Ganit, Pustak Pahilen.	V. P. Pawar, and P. V. Chavhan.	V. P. Pawar, and P. V. Chavhan, Bombay.
48	Vyavaharik Tondi Ganit—Pustak Pahilen, Pustak Dusaren.	V. A. Mandke, and B. L. Mandke.	A. V. Mandke, 777, Sadaashiv Peth, Poona City.
49	Tondi Ganit ..	R. A. Dhekane—S. G. Walimbe.	R. A. Dhekane and S. G. Walimbe, Wai (Satara).

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—contd. MARATHI—contd. <i>(ii) Indian Accounts.</i>		
1	Jamakharcha, Pustak Pahilen.	N. T. Padekar and C. D. Indulkar.	V. D. Mirssi for Jugal and Sons, 570, Shanwar Peth, Poona 2.
2	Jamakharcha, Pustak Dusaren.	Y. K. Pathak and C. D. Indulkar.	Do.
3	Apala Jamakharcha, Bhag Pahila.	G. R. Walimbe and V. K. Ranade.	Karnatak Publishing House, Chira Bazar, Bombay.
4	Apala Jamakharcha, Dusara.	Do.	Do.
5	Apala Jamakharcha, Tisara.	Do.	Do.
6	Apala Jamakharcha, Choucha.	Do.	Do.
7	Sopa Jamakharcha, Pustak Pahilen.	P. S. Bawale	M. P. Bawale, Bawale Bros., 496, Rasta Peth, Poona 2.
8	Sopa Jamakharcha, Pustak Dusaren.	Do.	Do.
9	Sopa Jamakharcha, Pustak Tisaren.	Do.	Do.
10	Sopa Jamakharcha, Pustak Chouthen.	Do.	Do.
11	Gharguti Sopa Jamakharcha, Bhag Pahila.	V. G. Athavle, S. S. Deshpande, K. T. Patil.	G. B. Chiplunkar, 807, Sadashiv Peth, Poona 2.
12	Sopa Jamakharcha, Bhag Dusara.	Do.	Do.
13	Deshi Padhdhaticha Sulabha Jamakharcha.	Waman J. Patil	Waman J. Patil, Kusumbe, West Khandesh.
14	Gharguti Sulabha Jamakharcha, Pustak Pahile.	Do.	Waman J. Patil, Varshi, West Khandesh.
15	Gharguti Sulabha Jamakharcha, Pustak Dusaren.	Do.	Do.
16	Jamakharchachi Padhdhati.	V. B. Lotlikar and R. B. Datar and S. R. Tawade.	Karsandas Narandas and Sons, Surat.

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—contd. MARATHI—contd. (ii) Indian Accounts—contd.		
17	Gharguti Jamakharcha ..	P. N. Vartak	P. N. Vartak, Dhulia.
18	Gharguti Jamakharcha ..	D. J. Gokhale	D. J. Gokhale, 6th lane, Dhulia.
19	Prachalit Deshi Jamakharcha ..	Do.	V. G. Ketkar, Loksangraha Press, 624, Sadashiv Peth, Poona.
20	Subodha Deshi Jamakharcha ..	A. V. Mandke, S. Dadamiyan, S. Ibrahim and H. G. Jadhav.	A. V. Mandke, 777, Sadashiv Peth, Poona 2.
	(iii) Geometry.		
1	Bhumiti, Bhag 1 ..	D. M. Jogal	V. D. Mirasi for Jogal and Sons, 570, Shanwar Peth, Poona City.
2	Sulabha Bhumiti ..	Do.	D. M. Jogal, Practising School Teacher, Poona 2.
3	Prayogie Bhumiti ..	Do.	Do.
4	Shaleya Bhumiti, Bhag 1 ..	G. M. Joshi and R. D. Gokhale.	V. S. Damle, N. K. Publishing House, Poona 2.
5	Prathamik Bhumiti ..	V. L. Mule and G. L. Barve.	T. A. Patil, Patil and Co., Karad.
6	Navin Bhumiti, Bhag Pahila ..	B. S. Kolhatkar and R. J. Gokhale.	Karsandas Narandas & Sons, Surat.
7	Subodha Bhumiti ..	G. N. Chivate and S. M. Choudhari.	G. N. Chivate, Amalner (East Khandesh).
8	Rekhaganit Arthat Bhumiti ..	M. R. Deshpande and V. G. Deshpande.	M. R. Deshpande, Mahilashram High School, Hingne, Poona 4.
9	Shalopyogi Bhumiti ..	S. S. Barhate and B. K. More.	S. S. Barhate, Bhusawal (East Khandesh), B. K. More, Madhe (Sholapur).

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—contd.		
	GUJARATI.		
	(i) <i>Arithmetic.</i>		
1	Bal Ganit, Book I, II ..	S. K. Patel ..	Gujjar Granth Ketna Karyalaya, Ahmedabad.
2	Vidyarthi Ganit, Part I ..	C. B. Bhatt ..	Chokshi Bros., Bala Hanuman, Ahmedabad.
3	Saral Uchha Ankaganit ..	B. K. Patwa ..	S. B. Shah & Co., Ahmedabad.
4	Bal Ganit ..	M. B. Gandhi ..	Mangaldas & Sons, Surat.
5	Saral Bal Ankaganit ..	B. K. Patwa and V. D. Desai.	S. B. Shah & Co., Ahmedabad.
6	Ganit Vidyanan Multatve ..	C. K. Amin ..	Jeychand Talakchand & Sons, Bombay.
7	Ank Ganit, Part I ..	M. N. Lakdawala ..	Messrs. Karsondas & Sons, Surat.
8	Kanya Ganit, Part I and II ..	D. P. Bhojani and R. P. Anada.	Anada Book Depôt, Ahmedabad.
9	Marun Ganit Bal Varga and Standards I to IV.	Manubhai Shah and Chunilal Patel.	Karnatak Publishing House, Bombay 2.
10	Kamar Ganit, Part I, II and III.	R. P. Anada ..	Anada Book Depôt, Ahmedabad.
11	Kramik Kumar Ganit, Part I and II.	R. P. Anada and D. T. Bhojani.	Do.
12	Ank Ganit, Standard II and III.	L. R. Desai ..	Macmillan & Co. Ltd., Bombay.
13	Motun Ank Ganit ..	L. U. Travadi ..	Messrs. Karsondas Narandas & Sons, Surat.
15	Middle School Ankaganit ..	M. N. Lakdawala ..	Messrs. Karsondas Narandas & Sons, Surat.
16	Middle School Ankaganit for Standards I, II and III.	M. B. Shah ..	Macmillan & Co. Ltd., Bombay.
17	Anada Ganit ..	R. P. Anada ..	Anada Book Depôt, Ahmedabad.

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—contd.		
	GUJARATI—contd.		
	(ii) <i>Indian Accounts.</i>		
18	Saral Deshinamani Padhdhti ..	P. K. Shah ..	S. B. Shah & Co., Ahmedabad.
19	Deshi Hishab, Part II ..	Vithaldas Dhanjibhai ..	Do.
20	Navin Bal Namun ..	Kantilal and Someshwar ..	Ishverlal Maganlal Shah, Book-Seller, Surat.
21	Namani Kala ..	Do. ..	Do.
22	Gharnun Namun ..	Do. ..	Do.
23	Kramik Kamun ke Anada Namun, Part I, II.	R. P. Anada ..	Anada Book Depôt, Ahmedabad.
24	Saral Kanyanamun ..	P. K. Shah ..	S. B. Shah & Co., Ahmedabad.
25	Saral Deshi Namun ..	D. T. Bhijani ..	D. T. Bhojani, Haveli Pole, Ahmedabad.
26	Saral Deshi Namun ane Vyaj ..	M. H. Shah and M. D. Patel.	Dessi Book Depôt, Nadiad.
	(iii) <i>Geometry.</i>		
27	Bhoomitinan Multatvo ..	B. K. Patel ..	Charotar Educational Society, Anand.
28	Bhoomitinan Multatvo, Book I ..	M. Pancholi ..	S. B. Shah & Co., Ahmedabad.
29	Navi Bhoomiti, Part I ..	B. S. Kotlekar and R. J. Gokhale.	Karsandas Narandas & Sons, Surat.
30	Kramik Bhoomiti ke Anada Bhoomiti, Part I, II, III.	R. P. Ananda ..	Anada Book Depôt, Ahmedabad.
31	Navin Bal Bhoomiti, Standard IV.	Kantilal Someshwar.	Ishverlal Maganlal Shah, Book-seller, Surat.
	KANNADA.		
1	Hosa Ankaganeeta, Part I ..	B. B. Mamadapur ..	M. R. Malliya.
2	Ankaganeeta, Part I ..	I. P. Nimbalkar ..	I. P. Nimbalkar.
3	Do. for Standard III ..	B. S. Purohit ..	Raghavendra Purohit.
4	Do. for Standard IV ..	S. P. Gaonkar ..	L. C. Hiregaudar.
5	Ganeeta Shikshaka ..	B. D. Hiremath ..	B. D. Hiremath.

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—contd.		
	KANNADA—contd.		
6	Ankaganeeta with Bhumiti for Standard II.	B. S. Purohit	Raghavendra Purohit.
7	Ankaganeeta for Standard III	S. P. Gaonkar	A. R. Shivanagappa, Hubli.
8	Do. for Standard IV	B. S. Purohit	Raghavendra Purohit.
9	Nutan Bala Ganeet for Standard III.	Ullal Mangeshrao	Bala Sahitya Mandal, Ltd.
10	Nutan Bala Ganeet for Standard IV.	Do.	Do.
11	Nutan Bala Ganeet for Standard V.	Do.	Do.
12	Bhumiti, Part I	C. S. Kulkarni	A. R. Shivanagappa, Hubli.
13	Hosa Sulabha Bhumiti	D. R. Kurandwad	D. R. Kurandwad.
14	Sulabh Bhumiti, Book I	J. G. Kulkarni	V. D. Mirasee for Jugal & Sons.
15	Hosa Bhumiti, Part I	P. S. Chandavarkar	Basel Mission Book Depôt.
16	Deshi Jamakbarchina Paddati	V. C. Huli	S. S. Kulakarni.
17	Hosa Paddhatiya Prashneutara Jamakharchu.	H. B. Betgeri	A. R. Shivanagappa, Hubli.
18	Deshiya Jamakharchu Pravesha	H. R. Kulkarni	Do.
19	Jamakharchu for Standard IV	G. J. Surpur	N. S. Shetbalkar.
20	Hinda Paddhatiya Jamakharchu, Part I.	H. B. Umadi	K. R. Kulkarni.
21	Hinda Paddhatiya Jamakharchu, Part II.	Do.	Do.
	URDU.		
1	Jadid Silsila-e-Hisab, Part I	M. Ferozuddin	Ferozuddin & Sons, Lahore.
2	Do. Part II.	Do.	Do.
3	Do. Part III.	Do.	Do.
4	Do. Part IV.	Do.	Do.
5	Do. Part V.	Do.	Do.

APPENDIX F—*contd.*

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—contd.		
	URDU—contd.		
6	Jadid Silsila-e-Hisab, Part VI ..	M. Ferozuddin ..	Ferozuddin & Sons, Lahore.
7	Do. Part VII ..	Do. ..	Do.
8	Do. Part VIII ..	Do. ..	Do.
9	Gulab Hisab, Part II ..	....	Rai Saheb Munshi Gulab, Sing & Sons, Lahore.
10	Do. Part III ..	....	Do.
11	Do. Part IV ..	....	Do.
12	Khazina-e-Hisab, Part II ..	Sufi Nazar Muhammad Sayyal.	Do.
13	Do. Part III ..	Do. ..	Do.
14	Do. Part IV ..	Do. ..	Do.
15	Jadeed Hisab II ..	Qazi Syed Mahmood Nawaz.	....
16	Do. III ..	Do. ..	....
17	Do. IV ..	Do. ..	....
18	Do. V ..	Do. ..	....
19	Do. VI ..	Do. ..	....
20	Do. VII ..	Do. ..	....
21	Jadeed Zabani Hisab ..	Do. ..	....
22	Amali Hisab I ..	....	Premier Publishing Co., Delhi.
23	Do. II ..	....	Do.
24	Do. III ..	....	Do.
25	Do. IV ..	....	Do.
26	Mushar-rah Hisab I ..	S. M. Zaki ..	Kapoor Bros., Karachi.
27	Do. II ..	Do. ..	Do.
28	Do. III ..	Do. ..	Do.
29	Do. IV ..	Do. ..	Do.

APPENDIX F—*contd.*

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—contd. URDU—contd.		
30	Mangal Ilmul Hisab I ..	Durga Pershad ..	Khadga Vilas Press, Patna.
31	Do. II ..	Do. ..	Do.
32	Do. III ..	Do. ..	Do.
33	Ilmul Hisab I ..	J. C. Chakerwari ..	P. C. Dwadash Shreni & Co., Aligarh.
34	Do. II ..	Do. ..	Do.
35	Do. III ..	Do. ..	Do.
36	Do. IV ..	Do. ..	Do.
37	Hisab Muftadi ..	Do. ..	Do.
38	Lower Primary Arithmetic ..	C. M. Sukul and A. M. Qureshy.	Do.
39	Upper Primary III and IV Arithmetic.	Do. ..	Do.
40	Jadeed Lower Primary Arithmetic I and II.	Chander Mool Sokal.	Narayan Publishing House, Lucknow.
41	Upper Primary Arithmetic III and IV.	Do. ..	Do.
42	Hindustani Standard, Hisab I	....	New India Publishing Co., Lahore.
43	Do. II	....	Do.
44	Do. III	....	Do.
45	Do. IV	....	Do.
46	Ilmul Hisab Standard II ..	Ram Lochan Saran and S. M. Muslim.	Pustak Bhandar, Patna.
47	Do. III ..	Do. ..	Do.
48	Do. IV ..	Do. ..	Do.
49	Do. V ..	Do. ..	Do.
50	Tajmahal Arithmetic II ..	Ram Lochan Saran and Durgaparshad.	Pustak Bhandar, Patna.
51	Do. III ..	Do. ..	Do.
52	Do. IV ..	Do. ..	Do.
53	Do. V ..	Do. ..	Do.

APPENDIX F—*contd.*

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—<i>contd.</i>		
	URDU—<i>contd.</i>		
54	Lower Primary Arithmetic II and III.	Ram Lochan and Ali Hasan.	Fustak Bhandar, Patna.
55	Upper Primary Arithmetic II and III.	Do.	Do.
56	Ilmul Hisab (Infant)	Edal Parshad Verma.	B. Kanyyal, Book-sellers, Jaipur.
57	Jadeed Ilmul Hisab I	Do.	Do.
58	Do. II	Do.	Do.
59	Do. III	Do.	Do.
60	Do. IV	Do.	Do.
61	Do. V	Do.	Do.
62	Do. VI	Do.	Do.
63	Silsisi Hisab I	Sukh Deo Panday	Macmillan & Co.
64	Do. II	Do.	Do.
65	Anwarul Hisab I	Lala Puran Chand Goil.	Educational Book Depot, Jubbulpore.
66	Do. II	Do.	Do.
67	Do. III	Do.	Do.
68	Do. IV	Do.	Do.
69	Lower Primary Ilmul Hisab I	Sankhtaparshad Srivastava.	Do.
70	Do. II	Do.	Do.
71	Saeedi Arithmetic I	Motilal Gora	H. M. Saeed & Sons, Calcutta.
72	Do. II	Do.	Do.
73	Do. III	Do.	Do.
74	King George Arithmetic	H. L. Gaur and J. S. Verma.	Do.
75	Taabeeul Hisab	M. M. Shafiq Attar.	Do.

APPENDIX F—*concl.*

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Mathematics—concl. URDU—concl.		
76	Himayatul Hisab I ..	Gulam Rasool ..	Maktabae Ibrahimia, Hyderabad (Dn.).
77	Do. II ..	Do. ..	Do.
78	Do. III ..	Do. ..	Do.
79	Do. IV ..	Do. ..	Do.
80	Khurashed Arithmetic (Infant)	Q. Khurashid Ahmad.	Jafri Bros., Allahabad.
81	Do. I ..	Do. ..	* Do.
82	Do. II ..	Do. ..	Do.
83	Do. III ..	Do. ..	Do.
84	Do. IV ..	Do. ..	Do.
85	Asan Hisab ..	B. Herbunsh Lal ..	Balahiksha Samiti, Bankipur, Patna.
86	Lower Arithmetic (Infant) ..	....	Do.
87	Upper Arithmetic II ..	....	Do.
88	Vernacular School Arithmetic I	Uphadia Bajpai Rajbareli.	....
89	Do. II	Do. ..	....
90	Pupils Arithmetic 1, 2 ..	P. L. Srivastara ..	National Press, Allaha- bad.
91	Shanti Press Arithmetic ..	B. Sri Chander Ager- val.	R. S. Lala Ram Dayal, Allahabad.
92	Jadeed Zabani Hisab IV ..	....	Thakur Das Anand & Sons, Ganpat Road, Lahore.
93	Do. V ..	....	Do.
94	Do. VI ..	....	Do.

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Science—contd.		
	MARATHI.		
1	Sulabha Srishtinirikshan va Srishtidnyan Pustak Pahilen.	G. M. Suryavanshi ..	City Stores, Satara.
2	Sulabha Srishtinirikshan va Srishtidnyan Pustak Dusaren.	Do. ..	Do.
3	Sulabha Srishtinirikshan va Srishtidnyan Pustak Tisaren.	Do. ..	Do.
4	Sulabha Srishtinirikshan va Srishtidnyan Pustak Chonthen	Do. ..	Do.
5	Shastra va Nirikshan, Standard III.	K. V. Badekar, S. L. Dumbre Patil and U. N. Patil.	V. D. Mirasi for Jogal & Sons, 570, Shanwar, Poona 2.
6	Shastra va Nirikshan, Standard IV.	Do. ..	Do.
7	Shastra va Nirikshan, Standard V.	Do. ..	Do.
8	Shaleya Vidnyan (Standards VI and VII).	J. S. Medhekar, J. B. Kumbekar, S. L. Dumbre Patil and U. N. Patil.	Do.
9	Srishtinirikshan va Srishtidnyan, Standard I.	G. M. Ghule and Y. P. Gambhir.	P. B. Kale for Joshi Lokhande, 335, Shanwar, Poona 2.
10	Srishtinirikshan va Srishtidnyan, Standard II.	Do. ..	Do.
11	Srishtinirikshan va Srishtidnyan, Standard III.	Do. ..	Do.
12	Srishtinirikshan va Srishtidnyan, Standard IV.	Do. ..	Do.
13	Srishtinirikshan va Srishtidnyan, Standard V.	Do. ..	Do.
14	Shastraparichaya (for Standards VI and VII).	Do. ..	Do.
15	Arogyapravesh lahan mulankarita.	G. M. Deshmukh ..	S. V. Damle, N. K. Publishing House, Navin Kitabkhana, Poona 2.
16	Arogyashastra, Bhag Pahila ..	Do. ..	Do.
17	Shalopayogi Arogyashastra, Bhag Dusara.	Do. ..	Do.

APPENDIX F—*contd.*

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Science—contd: MARATHI—contd.		
18	Lahan Mulansathi Arogya-Parichaya.	Dr. V. N. Bhawe ..	Karnatak Publishing House, Chira Bazar, Bombay 2.
19	Arogyadeep, Pustak Pahilen ..	Do. ..	Do.
20	Do. Pustak Dusaren ..	Do. ..	Do.
21	Mulanche Arogya ..	Dr. V. R. Bhusarath	K. B. Dhavale, Shri-samarthha-Sagan, Benan Hall Lane, Girgaon, Bombay.
22	Bal Arogyashastra ..	Do. ..	Do.
23	Shastraparichaya (Marathi Standards VI and VII).	Y. P. Gambhir ..	D. S. Joshi and D. B. Lokhande, 335, Shanwar, Poona 2.
24	Srishtinirikshan va Srishtidnyan, Standard V.	Do. ..	Do.
25	Srishtinirikshan va Srishtidnyan, Standard IV.	Do. ..	Do.
26	Srishtinirikshan va Srishtidnyan, Standard III.	Do. ..	Do.
27	Prathamik Shaleya Sulabha Shastriya Vidnyan.	D. S. Joshi ..	D. S. Joshi, 335, Shanwar, Poona 2.
28	Srishtidnyan va Sulabha Krishi-Shikshan.	W. Burns adapted by S. B. Ranade.	Longmans Green & Co., Bombay.
29	Grihashikshanshastra ..	Y. K. Pathak and N. T. Padekar.	Y. K. Pathak, Shrigonde (Ahmednagar).
30	Grihashastra ..	Mrs. Ramabai Tambe	Karnatak Publishing House, Chira Bazar, Bombay 2.
31	Sharir-Sangopan-Shastra ..	D. B. Barve ..	D. B. Barve, Bhadgaon (East Khandesh).
32	Sulabha Arogyashastra ..	D. S. Joshi and D. B. Lokhande.	D. S. Joshi and D. B. Lokhande, Poona 2.
33	Shalopayogi Sulabha Arogyashastra (Marathi V, VI and VII and English IV and V).	K. B. Babar, S. Dadamiya Ibrahim and H. G. Jadhav.	K. B. Babar, Poona, S. Dadamiya, Satara, and H. G. Jadhav, East Khandesh.
34	Bal Arogyashastra ..	M. K. Shirole ..	M. K. Shirole, 270, Bhamburda, Poona.

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Science—contd.		
	MARATHI—contd.		
35	Arogyashastra Onama Athava Arogya-Vishyak Path.	T. G. Zope	M. K. and N. S. Nene, Jalgaon (East Khandesh).
36	Nisarga-Shastra	G. M. Chakradeo	G. M. Chakradeo, Training College, Sevasadan, Bombay, No. 7.
37	Sachitra Srishtividnyan, Bhag I	G. B. Modak	D. N. Moghe, School and College Book Stall, Kolhapur.
38	Arogyashastra va Grihashastra Standards V, VI and VII.	Bhanumati Pardeshi and Maltibai Pardeshi.	D. S. Joshi and D. B. Lokhande, 335, Shanwar, Poona 2.
39	Nisarga-Parichaya, Pustak Pahilen.	J. N. Karve, and V. N. Bhare.	Karnatak Publishing House, Chira Bazar, Bombay.
40	Srishtidnyan ani Padarthavidnyan, Pustak Tisaren.	B. L. Pathak, Bookseller and Publisher, Bombay No. 2.	B. L. Pathak, Bookseller, Moti Bazar, Bombay No. 2.
	GUJARATI.		
1	Arogya Shikshan	H. A. Desai	Khadayata Book Depot, Ahmedabad.
2	Shalopayogi Arogya Shastra	G. M. Deshmukh	Navin Kitabkhana, Poona.
3	Saral Shrushti Nirikshan	M. M. Dwivedi	Mangaldas & Sons, Surat.
4	Arogya Dip, Book I, II	Dr. V. N. Bhare	Karnatak Publishing House, Bombay 2.
5	Sulabh Arogya Sashttra	Devdas S. Joshi and D. B. Lokhande.	P. B. Kale, Joshi & Co., Ahmednagar.
6	Arogya Vignan Shastra	D. B. Barve and A. K. Vashi.	Barve, 802, Poona.
7	Pak Uttapatina Sidhdhanto	Kumar Shri Sursinhji	Longmans Green & Co., Ltd., Bombay.
8	Sulabh Vignanamala, Book I, II, III.	D. R. Joglekar and K. R. Sant.	Macmillan & Co., Bombay.
9	Arogya Darshan	R. C. Divan	Messrs. Karsondas Narandas & Sons, Surat.

APPENDIX F—*contd.*

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Science—contd.		
	GUJARATI—contd.		
10	Arogya Dipak ..	S. S. Parmar and M. G. Gima.	S. B. Shah & Co., Ahmedabad.
11	Vignanika, Part II ..	Atal ..	Gandiv Sahitya Mandir, Surat.
12	Vignan-na Saral Patho, Book I to IV.	B. K. Dave ..	General Book Depôt, Bombay.
13	Shrushti Vignan, Part I, II, III	Dr. Y. G. Naik ..	Do.
14	Saral Arogya Shastra ..	P. G. Gohil and D. N. Joshi.	M. Vakil Bros., Godhra.
15	Arogya Shikshak ..	N. V. Patel and V. L. Patel.	Natpur Book Depôt, Nadiad.
16	Arogya Shikshika ..	H. A. Desai ..	Khadayata Book Depôt, Ahmedabad.
17	Saral Arogya Vignan ..	Y. G. Naik ..	General Book Depôt, Bombay.
18	Arogya Vignan Pravesh Potni.	P. V. Desai ..	S. B. Shah & Co., Ahmedabad.
19	Gru Vignan Pravesh Pothi ..	Do. ..	Do.
	KANNADA.		
1	Padartha Vidnyana Shastra, Part I.	K. N. Deshpande ..	Longman's Green & Co., Ltd., Bombay.
2	Rasayana Shastra, Part II ..	Do. ..	Do.
3	Pranarakshanaya Pratham Pustak.	N. Venkobacharya ..	Do.
4	Arogya Mattu Maryade ..	P. A. Barnet ..	Do.
5	Sharira Sangopana Shastra ..	D. B. Barve ..	Messrs. Ramachandra, Belgaum, and D. B. Barve.
6	Sulabha Arogya Shastra ..	Messrs. D. S. Joshi and D. B. Lokhande.	Messrs. D. S. Joshi and D. B. Lokhande.
7	Arogya Shastra, Part I ..	G. M. Deshpande ..	V. B. Damble.
8	Do. Part II ..	Do. ..	Do.

APPENDIX F—contd.

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Science—contd.		
	KANNADA—contd.		
9	Prakarti Vimarshe ..	G. D. Amargolmath	G. D. Amargolmath.
10	Madariya Tota ..	Do.	Do.
11	Samanya Vijnanya, Part I (Manuscript copies).	M. R. Malliya and B. G. Naik.	Messrs. M. R. Malliya and B. G. Naik.
12	Samanya Vijnanya for Standard IV.	C. S. Kulkarni	C. S. Kulkarni.
13	Kindergarten Shikshaka (Manuscript copies).	I. N. Balabatti	I. N. Balabatti.
14	Garbha Ratnakar ..	Girijadevi Ichhangimath.	Girijadevi Ichhangimath.
15	Samanya Vijnanya for Standard I.	C. S. Kulkarni	H. R. Namavail.
16	Samanya Vijnanya for Standards II and III.	Do.	Do.
	URDU.		
1	Asbaqul Ashya, I Standard ..	M. A. Jabbar Subhani.	Muktabai Ibrahimia, Hyderabad (Dn.).
2	Do. II Standard ..	Do.	Do.
3	Do. III Standard ..	Do.	Do.
4	Do. IV Standard ..	Do.	Do.
5	Jadid Ilmus Sehat ..	Munshi A. Rehman	....
6	Nature Study and Science II ..	M. L. Bhargawa and G. S. Bhargawa.	Nand Kishore & Sons Bros., Benares.
7	Do. I ..	Do.	Do.
8	Jism-ki-Hifazat I ..	Dr. Ruth Young	Oxford University Press, Bombay.
9	Do. II ..	Do.	Do.
10	Zindagi aur Sehat ..	....	Ferozuddin & Sons, Lahore.
11	Radio ..	Sirafuddin Zafar	Do.
12	Tandurusti Ki Pehli Kitab ..	....	Macmillan & Sons, Bombay.
13	Hifze Sehat, Intizame Khana Dari.	Lala Hushmat Rai	Do.

APPENDIX F—*concl.*

Serial No.	Name of the book.	Name of the author.	Name of the publisher.
	Science— <i>contd.</i> URDU— <i>contd.</i>		
14	Lower Primary, Nature Study	Ram Lochan Saran and Ali Hasan.	Pustak Bhandar, Patna.
15	Do. Hygiene ..	Do. ..	Do.
16	Upper Primary, Nature Study	Do. ..	Do.
17	Do. Hygiene ..	Do. ..	Do.
18	Ilme Hifzanus-sehat ..	Bihari Lal Saheb Bhatia and Premnath Saheb, Soori.	Longmans Green & Co., Bombay.
19	Physiology and Hygiene and First Aid to the Injured.	Asharfi Lal ..	Do.
20	Ilme Afalal Aza ..	Bihari Lal Saheb Bhatia and Premnath Saheb, Soori.	Do.
21	Children's Health, Book I ..	A. Doctor ..	Bal Siksha Samiti, Bankipur.
22	Modern Science, Reader I ..	S. Ali Raza and Hoti Lal.	H. M. Saeed & Sons, Calcutta.
23	Rafiqus-sehat ..	Maulvi M. Shafiq ..	Do.
24	Saedi Science Reader, III and IV.	A. Ali Raza ..	Do.
25	Usul-e-Tandurusti I for III and IV.	Hoti Lal Gaur ..	Do.
26	Dehati Science, I Part ..	....	M. Ferozuddin & Sons, Lahore.
27	Do. II Part ..	....	Do.
28	Do. III Part ..	....	Do.
29	Do. IV Part ..	....	Do.
30	Talime Sehhat ..	Shri Janki Saran ..	Ram Narain Lal, Allahabad.
31	Ilm Tabiat and Baghbani I ..	....	National Press, Allahabad.
32	Do. II ..	....	Do.
33	Sehhate Niswan ..	Shrimati Prain Lata, Agarwal.	Do.
34	Asbaque Musha Hada ka Tariqe Talim.	Pt. Shanker Shukher Upadhya.	Bal Shiksha Samiti, Bankipore.