

REPORT ON THE RECOMMENDATIONS JOSHI COMMITTEE

The recommendations* of the Joshi Committee can be divided into two groups.

The first group relates to the introduction of a basic craft and other subjects connected with it. The most important recommendation in this group is recommendation No. 1, which states that the principle of "educating children through purposeful creative activities leading on to productive work" is sound and that its adoption "is best calculated to remedy the main weaknesses obtaining in the present system of education." The other recommendations of this group viz. recommendations Nos. 12, 13, 14, 20, 21, 42, 43, 44, 45, 46, 47, 48 and 49 are merely corollaries of this and explain how our educational system should be re-organised in the light of this principle.

The Board generally accepts the principle enunciated above and believes that for instruction to be thoroughly effective and useful, it should be through purposeful creative activities leading on to productive work. But we feel that, in view of the situation with which we are faced, our acceptance of this principle will have to be modified for the time being. In the first place, neither Government nor the Local Authorities can immediately afford to spend the large amount of money that will be required to realise this ideal. Secondly, we have to remember that even the little instruction imparted at present is not available for more than 33 per cent. of the school-going children in this Province and it is our first duty to provide for expansion so that *all* children of the school-going age may be brought into schools to begin with. Thirdly, we feel that we have not yet gained sufficient experience of the working of basic schools to enable us to adopt it universally. We, therefore, recommend that all our attempts in the immediate future should be devoted to expansion of primary education with the object of bringing as many children as possible under instruction and of ultimately introducing compulsory elementary education throughout our province. In the meanwhile, we think that Government should continue unabated and, if possible, extend the experiment which they have undertaken in Basic Education. In this way, in the course of the next few years, we shall have achieved a great deal of expansion and also gained sufficient experience in Basic Education, so that it should be possible for Government, if necessary, to review the whole position and to introduce Basic Education generally even earlier than we anticipate at present.

In view of the opinion stated above, we do not propose to examine in detail the other recommendations in this group which are mere corollaries of the first.

the Joshi Committee pertaining to Primary Education are
his Report.

II.

We now turn to the other group of recommendations which aim at expansion and reorganisation of Primary Education in this Province.

To begin with, we would like to point out that we are not prepared to accept the recommendation of the Joshi Committee that 6+ should be the normal age of admission to primary schools. We would rather accept the recommendations of the Hindustani Talimi Sangha, Wardha, and fix the normal age of admission at 7+. The reasons which have led us to come to this conclusion are given below :—

(i) A study of the Life-tables for India shows that, in case of the Indian child, resistance to disease and death is definitely strengthened when the child is seven years old and it continues to grow stronger from the eighth to the tenth year after which it again decreases. The age period of 8-10 is the best part of a child's life from the point of view of resistance to mortality. His mental vigour also grows with the physical and, therefore, his education can best be commenced between the age period of 7 to 8.

(ii) Educational experts who have studied the problem carefully have come to the conclusion that a child of less than seven years of age is not sufficiently developed, physically and mentally, to receive and to retain the instruction as it is normally given in our primary schools. It is often the experience that more harm than good is done to such children by an intensive course of instruction and even if they appear "forward" for some time, they soon fall behind and are overtaken by other children.

(iii) After careful investigations about the Infant Class, Mr. Chaturvedi, the Education Expansion Officer in U. P., came to the conclusion that the progress of a child of less than seven years is "extremely precarious" and suggested eight year as the proper age for admission.

(iv) The experience of the other countries of the world shows that it is only highly industrialised countries like England, France, Belgium or Japan that have fixed 6+ as the lower age limit. Countries which are predominantly agricultural, or where the population is sparse or where the social and economic background is similar to that of India, have fixed 7+ as the lower age limit. In U. S. S. R. and some states of U. S. A., it is as high as 8. The proper course for India, therefore, is not to follow highly industrialised countries, but to follow the agricultural ones and fix 7+ as the minimum age for admission.

For these reasons, we strongly recommend that the minimum age for admission should be fixed at 7+ and not 6+ as recommended by the Joshi Committee.

We are aware of the fact that this sudden change may not be generally welcomed and that there might be cases where children of lesser age may have to be admitted to primary schools. We would, therefore, suggest that our policy should be guided by the following principles:—

(i) *Under no circumstances should Government or Local Authorities be allowed to admit children of 6 — in their schools nor should any grant from public funds be given on account of children of 6 — admitted to private institutions.*—Our reason for this conclusion is that the facilities and means of instruction that we provide in a large majority of our primary schools at present, are not suited to these children.

(ii) *Local Authorities or private bodies may, for the time being, be allowed to admit children of 6 + if they so desire.*—In the meanwhile we should carry on propaganda and try to convert public opinion in favour of 7 +.

(iii) *In all schemes of compulsion, the age limit must be fixed at 7 + to 11 +.*

If these suggestions made by us are accepted, we shall have to accept Recommendations 2 and 3 which are mere corollaries to this. According to recommendation 2, we suggest that the primary course should be reduced to seven years instead of eight as at present. The grown-up and better-developed children who will be admitted to our schools as a result of the raising of the lower age limit will learn in seven years what the children of 5 + learn in 8 years, and even a little more. Secondly, there will be no room for the objection of parents that the raising of the lower age limit will lessen the chances of their sons getting into Government service. Moreover, according to recommendation 3, we suggest that the classes should be numbered consecutively from I to VII. Whatever justification there may have been for the name "Infant Class" so long, there is no reason to keep that nomenclature when children of 6 + or 7 + are to be admitted to our schools. The adoption of the nomenclature Standards I to VII will incidentally also enable us to make a better comparative study of educational statistics in this country.

We also regret that we cannot endorse the view of the Joshi Committee regarding pre-Primary Education (*vide* Recommendation No. 5). While we agree that it is highly desirable to organise "Kindergarten", "Montessori", or "Nursery" schools we are not prepared, in the present state of our finances, to advocate that the State should either conduct or aid any such enterprises. We want to emphasise the fact that all our resources must be mobilised to give at least the four years' minimum instruction suggested in the accompanying syllabus to *all* our children and that no side-tracking or

Duration of the Primary Course and the nomenclature of standards.

Pre-primary Education.

deviation of our attempts is to be permitted so long as this fundamental obligation on the State remains unfulfilled. Our numbers are so large and our funds so few that we must distinguish between what is a fundamental necessity and what is not. We, therefore, recommend that in the immediate future, all our resources should be directed to the introduction of compulsory elementary education and after this the general question of organising or assisting institutions of a pre-Primary nature may be taken up by Government or Local Authorities.

It will be seen from the foregoing discussion that we attach the greatest importance to recommendation No. 7 of the Joshi Committee but in a slightly altered form. In other words we accept that the ultimate aim of our policy should be to introduce a seven years' compulsory course for boys and girls; but as the financial implications of this are too colossal for our present resources, we suggest that our **immediate goal** should be to introduce a compulsory course of four years and to impart to every child the "Essentials of a Junior course of Primary Education". We are convinced that if we can mobilise our resources and revise our standards in the light of the discussion to follow, we can certainly achieve it in the near future. All that is required is an unbiassed approach to the subject, a relentless effort to reach the ideal in the shortest possible time and a determination to avoid all deviations however tempting they might be.

Before attempting an analysis of the methods by which we can expand facilities for Primary Education, it would be desirable to survey the present position and to find out the factors that impede us. A study of the latest Departmental report would show that whereas more than half the boys of the school-going age are already under instruction, hardly a fourth of the girls of the school-going-age are actually attending schools. A careful study made by Mr. J. P. Naik of about 3,000 children in 34 villages of the Dharwar Taluka with a view to finding out why children do not attend the schools has revealed the following facts:—

(a) The boys that do not attend schools can be classified as under according to the cause of non-attendance:—

- | | | |
|--------------|----|--|
| 82 per cent. | .. | On account of economic difficulties. |
| 5 per cent. | .. | On account of the objection of the parents that boys who go to school grow weak and unfit for agricultural work. |
| 12 per cent. | .. | On account of negligence or unwillingness of parents. |
| 1 per cent. | .. | On account of physical infirmities. |

Compulsory Primary
Education for Stds. I-IV
—Our immediate goal.

School attendance: An
analysis showing causes
for non-attendance of
boys and girls.

(6) Similarly, the girls that do not attend schools can be classified as under :—

62 per cent.	..	on account of the girl being useful at home.
30 per cent.	..	on account of the prejudice of parents regarding girls' education or their unwillingness to send them to boys' schools.
7 per cent.	..	to the negligence of parents.
1 per cent.	..	physical infirmities.

These figures are very interesting. In the first place, they reveal the fact that the main difficulty which keeps a large majority of boys and girls out of schools is economic. The average Indian parent is so poor that he cannot afford to keep his children at school for six hours a day as he is compelled to use their labour to make both ends meet. This is the greatest stumbling block in the path of the expansion of Primary Education and we shall have to take full note of it in all our schemes which, otherwise, will either remain a dead letter or will cause incalculable harm to the impoverished villager. Secondly, though the prejudice against the education of boys has practically died out, that against the education of girls in general and against sending them to boys' schools in particular, still continues to a large extent. Thirdly, we must admit that the average villager's opinion that our schools do not impart useful information and that they lead to physical deterioration is generally true. We shall, therefore, have to remedy these defects if we want to make the school popular and compulsion effective. Lastly, there is the difficulty on the part of Government to finance the extra cost involved in schemes of expansion. With our present ideals, schemes of expansion became so costly that they have had to be given up in despair and unless we succeed in evolving cheaper methods, expansion is not possible on any great scale.

It is these considerations that have led us to attach very great importance to recommendation No. 11 which lays down that at the primary stage, not more than half the school-day should ordinarily be devoted to formal instruction in the class room. The reasons which have led us to accept this recommendation are as follows :—

Duration of daily School Session Reduction to three hours.

(i) The Board thinks that it should be possible for an ordinary child to attain the essentials of the junior stage of Primary Education in the course of four years, even if the daily session is reduced to three hours.

(ii) This will also enable enthusiastic Local Authorities to devote a good deal of time so saved to activities, e.g. Craft work, as distinguished from formal studies.

(iii) As every one is fully aware, both Government and the Local Authorities have been repeatedly complaining of lack of funds whenever the question of expansion of Primary Education has been mentioned. There is no doubt as to the need for expansion, as statistics show that not more than one in every three school-going-children is at school. In view of the very great need for expansion and the admitted fact that our present finances would not permit it under the existing conditions, it is very desirable that some method should be found by which expansion could be achieved without much additional cost to the State and to the Local Authorities. This can be achieved if the duration of instruction per day is reduced to three hours as against the existing six. With the reduced duration of the school session, it should be possible for one teacher to attend to different sets of children and particularly to teach a considerably larger number of children, if not exactly twice the number that he is handling at present. This will also incidentally solve the problem of accommodation which is very acute everywhere.

(iv) Above all, a three hours' session will enable poor parents to send children to schools without greatly upsetting their daily work. For this reason alone, if for no other, we should like to reduce the duration of the school hours; because we are convinced that unless some such expedient is adopted, it would be impossible to bring the large majority of poor children under instruction.

At this stage, we would also like to point out that though this principle looks revolutionary at first, it is hardly different from the *practice* in most of our schools. We must remember that a majority of our schools are single-teacher schools in which the teacher is generally required to manage as many as five classes. Moreover, even in multi-teacher schools, a very large number of teachers have to attend to two or more classes at a time. This will show that though the children sit in the school for six hours, the actual period of instruction for a large majority of them is hardly two or three hours a day. The long school hours, therefore, lead to little else beyond a good deal of exhaustion and boredom to the pupil.

If this far-reaching principle is accepted, it will enable us to achieve a good deal of expansion even with our present resources. But we would like to point out that the full benefit of the proposal will not be obtained unless we take the steps mentioned below :—

Three hours' session to be obligatory on all Public institutions in the case standard I and II.

(i) We have suggested above that normally a three hours' session should be adequate for Standards I-IV. We do not, however, advocate the application of this principle to all the four standards immediately. We shall be quite content for the present to confine this principle to Standards I and II only. In these standards, we feel that there should be no option left to Local Authorities or private

bodies but that it should be obligatory on their part to have the three hours' session. Should there be any private body which is unwilling to adopt this three hours' session in the first two standards, public grant to that private body should be regulated strictly on the principle of three hours' session irrespective of what the private body might itself adopt.

(ii) Although the presumption is that as a result of the introduction of the three hours' session, it will be possible for teachers to handle a larger number of children, it is quite possible that the expected larger number of children may not be immediately forthcoming or may not join the schools merely because the schools and teachers are there. In such cases we suggest that the Local Authorities concerned should be required to introduce compulsion so that *all* the children of school-going age in localities where teachers and accommodation are both available are brought into schools. This will particularly be so in villages with a population between 400—700.

(iii) As a result of the adoption of this scheme, it is possible that teachers may be released in localities where their services are not likely to be required and such teachers may have to be taken to new schools opened in other places. With the opening of such schools an additional amount will have to be spent on contingencies, rent, etc. We expect both Government and Local Authorities to cheerfully bear this additional burden in the interest of the expansion of Primary Education. Ultimately, the cost per child even with this addition, will be far smaller than what it is to-day.

(iv) If the suggestions made by us are put into practice, we expect that normally a teacher will be able to handle 45 pupils on an average in place of 33 as at present. But in many small villages, we may not get 45 pupils, even with compulsion. In such cases we suggest that a teacher may be called upon to work in two such schools provided they are within easy and convenient reach of each other.

We would like to emphasise in this connection the fact that the suggestions made by us will no doubt reduce immediately the expenditure incurred by Government and by Local Authorities on Primary Education. The temptation will naturally be for both Government and the Local Authorities to try to utilise the suggestions made by us for the purpose of saving money by reducing the number of teachers employed. We would

When compulsion should be introduced as a matter of necessity.

New Schools to be opened in School-less localities by Local Authorities with savings effected by introducing the three hours' session.

System of Travelling teachers where necessary.

A necessary warning to Local Authorities and Government against non-utilization of savings for expansion.

emphatically warn them against any such attempt at saving. Whatever saving is likely to be effected, as a result of the acceptance of the recommendations made by us should, we think, be utilised immediately for further expansion of Primary Education, that is to say, for bringing in as many more children into primary schools as possible. In addition, it should be remembered that whatever efforts at normal expansion Government and the Local Authorities would have ordinarily made by the provision of additional funds in their annual budget, should be continued so that the expansion will be expedited. We are particular that the normal expansion in expenditure should also go on side by side with the expansion based on the adoption of our suggestions, because we feel that by mere adoption of our suggestions, it would not be possible for all children to be brought into Primary schools. Our proposals are only calculated to accelerate the achievement of the object of bringing all children into schools; they are not themselves expected to meet the requirements of complete expansion.

We have stated above that normally the school session should be of three hours and that the Local Authorities may utilise the rest of the time for activities as distinguished from formal teaching. We would like to point out in this connection that, as the main purpose of our recommendations is to achieve expansion of primary education as speedily as possible, we think that Government should consider seriously whether any such activities that may be introduced by Local Authorities as pointed out above, should be aided by Government or should be undertaken at the cost of the Local Authorities themselves. In our opinion, the following alternatives deserve to be considered by Government :—

(i) No Local Authority should ordinarily be allowed to introduce activities if the Local Authority has not achieved complete expansion of Primary Education.

(ii) Local Authorities may be allowed to introduce activities side by side with the expansion of Primary Education even though expansion is not complete.

We are in favour of the former; but should Government decide that the Local Authorities may be permitted to introduce activities side by side with the expansion of Primary Education, it will be necessary that Government should consider whether such activities should be allowed to be introduced at the cost of the Local Authorities themselves or whether Government should bear its share on the cost of such activities.

We would also like to say a word about the total duration of the school so far as the work of teachers is concerned. At present, generally, teachers in rural areas work for six hours on five days and for three hours on the sixth day, while teachers in Municipal areas ordinarily work for five or six hours on five

Introduction of Activities
as distinguished from
Formal instruction.

Duration of daily or
weekly work for
teachers.

days and for three hours on the sixth day. We are of opinion that, in future, the total duration of the school work, so far as teachers are concerned, should ordinarily be six hours, and in any case not less than $5\frac{1}{2}$ hours for five days and three hours on the sixth day.

While we think that the daily session should be for three hours, we are aware that in some cases, particularly in the case of Standards I and II, it should not be difficult to have a still shorter session. We think, however, that in any case, the session for Standards I and II should not be less than of $2\frac{1}{2}$ hours. As a result of the above suggestion, we are of opinion that no primary teacher should be required to teach for more than 33 or less than $30\frac{1}{2}$ hours per week.

Shorter daily session
($2\frac{1}{2}$ hours) permissible in
the case of Stds. I and
II.

III.

This brings us to the question of syllabus. Pupils cannot be expected to complete the present syllabus of the lower primary stage, especially as we have reduced the length of the course to four years and the duration of the school session to three hours a day. We shall, therefore, have to draw up a new syllabus much simpler than the present one but not necessarily less useful. It is our considered opinion that we can draw up a Junior Course of Primary Education which may be more practical, more likely to be popular with the average villager, and hence more likely to overcome his antipathy for the ordinary primary school. In the paragraphs that follow, we shall first discuss the principles on which such a course is to be based and then give a detailed outline. It would be better to begin the discussion by a statement of the object of the course. In our opinion a Junior course of Primary Education should have the following five objects:—

The Syllabus.

(a) To ensure literacy of a type such that the child will not easily

General aims of proposed syllabus. lapse into illiteracy after he has left school ;

(b) To enable him to understand ordinary financial transactions in his life and to maintain simple accounts of his dealings ;

(c) To provide instruction in subjects which will give the pupil a living interest in his environment ;

(d) To form healthy and hygienic habits of body and mind :

(e) To develop qualities which will tend to make the child a good citizen.

In order to achieve these aims, the following subjects will be included

The subjects to be included
in the syllabus. in the syllabus :—

- | | |
|--------------------------|------------------------|
| (i) Language. | (iv) Handwork. |
| (ii) Arithmetic. | (v) Physical Training. |
| (iii) General Knowledge. | |

The objects (*d*) and (*e*) given above are mainly practical and will be realised through the practical work prescribed under subjects (iii), (iv) and (v).

The syllabus under 'Language' will have
Aim of language syllabus.

the following objects :—

- (i) Training the child in the correct use of the vocabulary of an average literate adult ;
- (ii) Enabling the child to read fluently and with understanding an ordinary book or newspaper ;
- (iii) Training the child to write correctly, legibly, and with fair speed and enabling him to manage personal correspondence ;
- (iv) Developing in the child the habit of reading for pleasure.

The syllabus in Arithmetic will have the
Aims of syllabus in
Arithmetic. following objects :—

- (a) Teaching the pupil to understand intelligently ordinary bazar, post office and land revenue transactions ;
- (b) Enabling the pupil to work out interest and amount according to local customs ;
- (c) Enabling the pupil to work out profit and loss examples in common occupations like agriculture, dairying, etc.
- (d) Enabling the pupil to maintain simple family accounts.

The syllabus under General Knowledge will have the following

Aim of syllabus in General
knowledge. objects :—

- (i) Imparting information on topics of everyday interest ;
- (ii) Training the pupil to take an intelligent interest in his immediate environment ;
- (iii) Developing love for one's own country and for one's fellow-beings.
- (iv) Training the pupil to do what he can to improve his environment ;
- (v) Forming healthy and hygienic habits of life.

The syllabus in Handwork will have the following objects :—

Aim of syllabus in Handwork.

(i) To enable children to get education through activity and thus to satisfy their creative urge ;

(ii) To train the finer muscles of the hand, so that there may be full co-ordination between the eye, the hand and the mind.

The syllabus in Physical Training will have the following objects :—

Aim of Syllabus in Physical Training.

(i) To provide an outlet for the natural impulses of children ;

(ii) To train them in self-management ;

and

(iii) To build up strong, supple and graceful bodies and to keep them fit.

We have suggested above that the total duration of school hours for the teachers should be from $5\frac{1}{2}$ hours to 6. We are of opinion that where a school meets in two sessions, with a long interval between morning and evening sessions, the total duration should necessarily be of six hours. Where, however, schools meet in one continuous session, with a short recess, the duration may be allowed to be of $5\frac{1}{2}$ hours. For purposes of administrative convenience, it may be necessary to hold the school for Standards I and II on five days only in the week and the rest of the school for half a day on the sixth day as well. Even from the educational point of view, we are of opinion that Standards I and II will not suffer at all if they work for five days only. In framing the detailed syllabus, therefore, we have taken the above position into consideration, viz. :—

Duration of daily work for teachers working in two sessions with a long interval and in one long session with a short interval.

We are of opinion that where a school meets in two sessions, with a long interval between morning and evening sessions, the total duration should necessarily be of six hours.

Where, however, schools meet in one continuous session, with a short recess, the

duration may be allowed to be of $5\frac{1}{2}$ hours. For purposes of administrative convenience, it may be necessary to hold the school for Standards I and II on five days only in the week and the rest of the school for half a day on the sixth day as well. Even from the educational point of view, we are of opinion that Standards I and II will not suffer at all if they work for five days only. In framing the detailed syllabus, therefore, we have taken the above position into consideration, viz. :—

(i) Three hours' session per day ;

Distribution of time over the various subjects per week.

(ii) Five days or a total of 15 hours for Standards I and II ; and

(iii) Six days or a total of 18 hours for Standards III and IV.

We have consequently assumed that the distribution of periods would ordinarily be as under :—

STANDARDS I AND II.

15 hours a week, 30 periods of 30 minutes each, to be distributed as follows :—

- (a) Language.—11 periods i.e. $5\frac{1}{2}$ hours.
- (b) Arithmetic.—5 periods i.e. $2\frac{1}{2}$ hours.
- (c) General Knowledge.—5 periods i.e. $2\frac{1}{2}$ hours.
- (d) Handwork.—4 periods i.e. 2 hours.
- (e) Physical Training.—5 periods i.e. $2\frac{1}{2}$ hours.

STANDARDS III AND IV.

18 hours a week—36 periods of 30 minutes each—to be distributed as follows :—

- (a) Language.—14 periods i.e. 7 hours.
- (b) Arithmetic.—6 periods i.e. 3 hours.
- (c) General Knowledge.—7 periods i.e. $3\frac{1}{2}$ hours.
- (d) Handwork.—4 periods i.e. 2 hours.
- (e) Physical Training.—5 periods i.e. $2\frac{1}{2}$ hours.

We must specially draw attention to two points regarding the attached syllabus. The usual practice is to crowd the syllabus so that it generally represents the **maximum** that we expect from the schools. In practice, the teachers are never able to complete it to the letter, because of sheer inadequacy of time and materials at their disposal. But we are prepared to connive at this deficiency rather than make our syllabus look "small". The syllabus that we have now drawn up reverses this process. It lays down the **minimum** standard and every item in it can and ought to be completed by a teacher under ordinary circumstances in the time mentioned above. Enthusiastic teachers and teachers in charge of single classes will be able to do a good deal more than what we have set down here. We should certainly welcome all such attempts to go beyond the syllabus, and to introduce extra-curricular activities. But at the same time, we would like to bring it to the special notice of the Inspecting Officers that a school should ordinarily be expected to complete the *whole* of the syllabus given here.

The proposed syllabus represents the minimum required.

Secondly, we would like to state that in our opinion, the pupils who have completed the Junior Course given here will not be at any disadvantage either in the higher Primary standards or in the Secondary stage, particularly in the latter, because of the fact that the mothertongue will be universally the medium of instruction. If it is found to be absolutely necessary that a slight readjustment should be made, we suggest that the Board of Secondary Education might be requested to revise the Secondary syllabus in the light of the one suggested by us for the Junior Primary Stage. In due course, we shall submit a syllabus for Primary Standards V, VI and VII, after the scheme suggested in this report has been accepted by Government.

Detailed Syllabus for Primary Standards I—IV.

LANGUAGE.

STANDARD I.

Aims.—To train the pupils,—

- (a) In the use of a definite vocabulary ;
- (b) To recognise rapidly and comprehend, when written, words and simple sentences which they use in oral form.
- (c) To write simple sentences they know in legible hand ; and
- (d) To speak slowly and clearly.

Oral.—Great stress should be laid on conversation in the first two standards. In the first two months, the object of conversation should be to get familiar with the newly admitted children and to make them overcome their bashfulness. Later on, the main aim of such conversation and story-telling should be to teach children to speak distinctly, correctly and naturally using short and simple sentences, to develop the speaking vocabulary and to correct common habits of using slang words and expressions and making slovenly pronunciations.

Topics for such conversation should be taken from the environment of the child and should be ordinarily correlated with "General Knowledge".

At the end of the year, the children should be able to speak in short complete sentences about themselves, their homes, their surroundings, etc., in answer to questions or to answer simple questions as would involve re-telling a known story in parts.

Dramatization of simple dialogues.

Singing.—Chorus singing of folk songs and recitation of simple poems.

Reading.—The child should be able to recognise and read with sufficient fluency simple sentences which he uses in common speech. Reading a prescribed text-book.

5. *Writing*.—Writing simple words and simple sentences from black-board or charts or to dictation. Writing two or three simple sentences about persons at home or objects in the class room.

STANDARD II.

Aims.—(a) To enlarge further the vocabulary of the pupil.

(b) To enable the pupil to read any simple book of the same standard as a prescribed text book.

(c) To train the pupil to write simple sentences correctly and legibly without the aid of the teacher.

(d) To develop powers of narration and to enable the pupil to express himself clearly and correctly in simple conversation.

Oral.—The work as outlined under Standard I should be continued in greater detail. Children should now be made familiar with more difficult constructions and must be able to narrate a whole story or a single short incident from their own experience.

Dramatization of dialogues to continue.

Singing.—Same as Standard I.

Reading.—Reading correctly and fluently the Reader prescribed for the Standard. Silent individual reading of a supplementary Reader to be encouraged. Children should also be encouraged to ask the teacher their difficulties. They should be able to answer simple questions on the subject matter read.

Writing.—Writing sentences from books or to dictation.

To write half a dozen sentences on familiar objects, persons and experiences.

Use of the full stop and the question mark.

STANDARD III.

Aims.—(a) To enlarge further the vocabulary of the pupil ;

(b) To train the pupil to read intelligently and for pleasure any material of the same grade of difficulty as in the Reader prescribed for the class ;

(c) To train the pupil to write correctly, legibly and with some rapidity a piece of simple dictation or expression of his own thought in short simple sentences ;

(d) To train the pupil adequately to express his own thoughts in more sustained conversation.

Oral.—Description of places, excursions, pictures, natural scenes etc. Imaginative work, i.e. children to say what they would do if they were birds, kings, etc. Dramatization to be continued.

Recitation.—100 lines of poetry and a few folk songs.

Reading.—Reading (with understanding) the Third Reader prescribed. Children should be able to reproduce what they have read.

Silent individual reading of supplementary books to be encouraged.

Writing.—Writing of a short story or a description of a common experience; writing a short and simple letter; writing about six sentences on a given object, person or animal. In Standards III and IV writing should ordinarily be correlated with General Knowledge. Use of the inverted comma and exclamation mark.

STANDARD IV.

Aims.—(a) To enlarge further the vocabulary of the pupil.

(b) To train the pupil to read a newspaper or a book of average difficulty.

(c) To train the pupil to write correctly, legibly and with fair speed, (1) a short letter or a simple application of his own composition, (2) a summary of any story, (3) a short narrative.

(d) To train the pupil to make a short speech or take part in a debate.

Oral.—More imaginative work on the lines of Standard III. Children should be encouraged to speak on simple topics in the school debating society.

Recitation.—120 lines of poetry.

Reading.—Reading with understanding the departmental Reader prescribed.

Children should be encouraged to read a daily or weekly newspaper for themselves and to the illiterate adults in the village. Silent reading to be continued.

Writing.—Writing letters to parents, relatives and friends and simple applications. Filling in of money order forms. Writing short descriptions or narratives.

Correlation with General Knowledge to continue.

Children should be encouraged to write the main items of news of the day or week on the black-board and to place it outside the school for the villagers to read.

Use of comma and semi-colon.

ARITHMETIC

STANDARD I.

Practical—(i) Counting concrete objects up to 100.

(ii) Grouping of objects (groups not to exceed 10) in sets of 2, 3, 4, etc., up to and inclusive of 10.

(iii) Addition and subtraction with the help of concrete objects.

(iv) Number games based on the above.

- Oral.*—(i) Enumeration and reading of numbers up to 100.
 (ii) Addition of any number up to 10 to any number up to 100 (result not to exceed 100).
 (iii) Multiplication Tables up to 10×10 .

Written.—(i) Writing of numbers up to 100.

- (ii) Addition and subtraction. Simple examples involving only one process at a time (but not involving carrying over in subtraction).
 (iii) Use of $+$, $-$, and $=$ signs.
 (iv) Arranging numbers according to a required sequence.
 (v) Idea of units and tens in a number of two digits.

STANDARD II.

Practical.—(i) Taking measurements of objects in units of length, i.e. measurements in inches, feet or yards of box, house, field, door, etc. ; taking body measurements, e.g. height, chest, waist, arms, neck.

- (ii) Measuring out a given length.

N.B.—(measurements to be taken only to the nearest inch.)

- (iii) Telling time by the clock.

(iv) Cutting out portions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ in a string, rectangular or circular pieces of paper.

- (v) Recognition of Indian coins ; giving change.

- (vi) Games based on the above.

Oral.—(i) Enumeration and reading of numbers up to 1,000.

(ii) Multiplication tables 12×16 and 16×10 , i.e. the table of twelve to be learnt up to sixteen times and that of sixteen to be learnt up to ten times.

(iii) Simple examples and bazaar transactions involving the use of above tables.

Written.—(i) Writing numbers up to 1,000.

(ii) More difficult examples in addition and subtraction involving more than one process or calculation.

(iii) Simple multiplication and division. Use of signs \times and \div (Division without remainder only).

- (iv) Knowledge of the following units :—

3 pies = 1 pice.

12 pies = 4 pice = 1 anna.

192 pies = 64 pice = 16 annas = 1 rúpce.

60 minutes	=	1 hour.
24 hours	=	1 day.
7 days	=	1 week.
365/360 days	=	1 year.

12 inches	=	1 foot.
36 inches	=	3 feet = 1 yard.
1 cubit	=	18 inches.

(Teachers should explain why "Cubit" measurement is not reliable).

(v) Simple problems on buying and selling.

(vi) Meaning of simple fractions like $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$. Fractional Notation (Numerator to be unity).

STANDARD III.

Practical.—(i) Weighing things with a balance—accuracy up to $\frac{1}{4}$ of a seer and the total weight not to exceed $2\frac{1}{2}$ seers.

(ii) Measuring grain and liquids.

(iii) Weighing or measuring out a required quantity.

(iv) Cutting out portions like $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{5}{6}$, $\frac{1}{8}$ (Denominators to be 2, 3, or their multiples up to 16).

(v) Games based on the above.

Oral.—(i) Examples involving the use of tables of Indian money and weights.

(ii) Simple calculation of wages, value of purchases and sales, etc.

(iii) Reading of numbers up to 10,000.

Written.—(i) Writing of numbers up to 10,000.

(ii) More difficult examples in the four rules; division with remainder; problems on these.

(iii) Compound addition and subtraction involving tables of money, time, weight and capacity.

(iv) Reduction (ascending and descending) of coins, weights, measures and time), the highest unit in the quantity to be reduced should not exceed 20, i.e., while reducing rupees for example, the number of rupees should not exceed 20.

(v) Knowledge of the following tables :—

(a) Distance :—

220 yards = 1 furlong.
8 furlongs = 1 mile.

(b) Time :—

60 seconds = 1 minute.

(c) Weight :—

(d) Capacity :—

} Knowledge of local tables, if any, may be given.

(vi) Fraction, concept and its notation. Multiplication of fractions by whole numbers ; $\frac{1}{2}$ and $\frac{1}{4}$ tables up to 20.

(vii) Use of Rekha—symbols for Indian money.

STANDARD IV.

Practical—(i) Keeping the school-store, if any.

(ii) Keeping accounts of family, or school store.

(iii) Projects illustrating buying and selling, borrowing and lending, and post-office dealings.

Oral :—(i) Repetition of tables ;

(ii) Rapid calculations on simple dealings as in classes I to III.

(iii) Reading of numbers up to a crore.

Written.—(i) Writing of numbers up to a crore.

(ii) Equivalent fractions. L.C.M. only so far as it is necessary for addition and subtraction of fractions. Simple addition, subtraction, multiplication and division of fractions.

(iii) Proportion : simple problems connected with the pupil's environment involving—buying and selling rents, taxes, wages, cost of cultivation and yield, family budget, etc. Children must be able to find out the profit and loss involved in these transactions.

(iv) Elementary Accounts :—General notions of debit, credit and balance. Keeping a diary of accounts.

(v) Idea of Principal, Interest and Amount. Calculation of interest and amount according to “per cent.” and local rates of interest. Principal, rate of interest and time should be in round figures. Answer should be correct up to the nearest anna.

(vi) Division of a sum of money or a quantity of grain by whole numbers (not exceeding 20).

SYLLABUS IN GENERAL KNOWLEDGE.

STANDARD I.

Theoretical :—(i) Direction finding with reference to the Sun :—

East, West, South and North.

(ii) Day and night ; names of days and months (Indian Calendar, English if necessary) Seasons of the year. Full Moon and New Moon.

(iii) Naming and recognition of the principal crops, trees, animals and birds in the neighbourhood.

(iv) Stories of typical people from other parts of India (seen by the children) dealing with their homes, dress, food and occupations.

Practical and Observational :—(i) Observation of the sky, sunrise, sunset, and the highest position of the sun in the sky ; changing shape of the moon during the month.

(ii) Observation of the movement and size of the shadow in the course of the day.

(iii) Life of the child in the school :—Civic training will be imparted through practical training aiming at the development of the following attitudes and habits :—

(a) Cleanliness and sanitation—

1. Personal Cleanliness.
2. Cleanliness of clothes.
3. Proper use of latrines and urinals.
4. Proper use of waste-paper basket and the dust-bin.
5. Keeping the class room and the school furniture clean.
6. Care and proper use of the school drinking water.

(b) Social responsibilities :—

1. Proper greeting of teachers, visitors and school fellows.
2. Use of clean language.
3. Asking and answering questions politely.
4. Waiting for one's turn in speaking.
5. Making use of the queue system.

STANDARD II.

Theoretical.—(1) Further study of directions, south-east, south-west, north-east and north-west.

(2) Stories of people in other parts of India, dealing with their homes, dress, food and occupations.

(3) Air surrounds us on all sides though we cannot see it. Motion of air is wind.

(4) English calendar ; names of months and the number of days in each month. Meaning of the term A.D. Children should be required to note the date each day.

(5) (a) Parts of a plant, roots, stem, branches, leaves, flowers, fruits and seeds.

(b) Important animals and birds in the neighbourhood ; habits, mode of locomotion, food, call or cry, use or harmfulness.

(6) Means of transport : men and beasts, carts, motors, railways, boats, ships, steamers and aeroplanes.

(7) Patel and Talati and their duties.

Practical and observational.—(1) Observation of clouds, rain, and rainbows.

(2) Observation of surface drainage in the rainy season and its effects.

(3) Collection of various types of leaves, flowers, barks, specimen of woods, seeds, etc. Observation of the growth of a plant.

(4) Preparing a sketch of the school and its neighbourhood. Reading the Map of the locality prepared by the teacher.

(5) Discharge of responsibilities—Every child should have some definite responsibility in the school life either individually or as a member of a group. The following responsibilities are suggested—

(1) Cleanliness of class room.

(2) Cleanliness of the school compound.

(3) Collection of leaves, flowers, feathers, stones, etc., for the school museum.

(4) Care of the school drinking water.

(5) Helping to decorate the school for festivals, etc.

(6) Entertaining the school and the community.

(7) Helping new pupils.

The life of the child in his home :—

- (a) (1) The place of father and mother in the home.
- (2) The place of brothers, sisters and cousins in the home.
- (3) The place of other relatives in the home.
- (4) The place of servants in the home.
- (b) The child's place in the family and his responsibility towards the elder and younger members.
- (c) The proper discharge and particular duties assigned to him in the home.

STANDARD III.

(1) Life history of the principal crops of the neighbourhood. The time of sowing, germination and harvest. Children should have a general idea of the operation of agriculture from tilling to harvesting and stocking of crops.

(2) Things seen in shops and homes whether locally made or brought from outside. Articles produced locally where they go. Importance of Swadeshi.

(3) Geography of the district with emphasis on Taluka.

(4) Sources of water supply. How water gets, impure. Decantation, Filtration and Boiling.

(5) Cleanliness at home ; disposal of night soil, cowdung and filth. Their value as manures.

(6) Wholesome food and healthy eating habits ; proper sleep and rest.

(7) Taluka and District Administration—Revenue, Police, Judicial and Educational officers.

(8) Postal information : Post Card, Envelopes, Money Orders, Registered Letters.

B—Practical and Observational.—(a) Reading the map of the district and the taluka.

(b) Excursions to the nearest market, town, railway station, places of historical interest, fairs, etc.

(c) Excursions to fields.

(d) (i) Observation of life in the locality, food, clothing, housing, occupations, water supply, the bazar, places of worship, fairs and festivals.

(ii) Continuation of practical civic training under (i) the child in his school and (ii) the child in his home as outlined in the syllabus for Standards I and II.

(iii) The child and the community—

- (1) Keeping the neighbourhood of the home clean.
- (2) Attending to cleanliness and beauty of surroundings.
- (3) Entertaining the community.
- (4) Kindness to animals.

STANDARD IV.

Theoretical.—(1) Detailed study of domestic animals.

(2) A study of the soil and climatic conditions required for important crops. Why particular crops grow in particular areas.

(3) Stories from the History of Gujrat, or Maharashtra, or Karnatak.

(4) Cause spread and prevention of the following diseases— Small-pox, cholera, plague, tuberculosis and malaria, Guinea-worm.

(5) (a) Postal information ; telegrams ; postal savings bank.

(b) Sending articles by post or train (goods or passenger).

(6) Information regarding Civic amenities like market, dispensary, cattle-pound, hospitals.

(7) A detailed study of the geography of the Province and a broad outline of that of India. Main exports and imports of India. Need of developing indigenous industries and Swadeshi.

Practical and Observational.—(1) Reading the Map of India and Bombay Province.

(2) Use of a Panchang, Postal Guide and Railway Time-table.

(3) Organising social service groups for activities like the following :—

1. Protection and cleanliness of the surroundings.
2. Organisation of games and amusements for younger children.
3. Organisation of entertainment for the children and adult population.
4. Participation in National and seasonal festivals.
5. Volunteer work in fairs and festivals, etc.

Physical Training (Drill and Games).

GENERAL METHOD (GIRLS AND BOYS).

STANDARDS I AND II

(a) *Introductory Exercises.*—Running ; skipping ; hopping ; dancing ; marching ; jumping ; breathing and handkerchief drills.

(b) *Formations.*—The ring ; flank lines ; single and double files ; open ranks.

(c) *Positions which may be used under suitable conditions.*—Kneeling ; kneel sitting ; cross-legged sitting ; rest cross sitting ; long sitting ; crook sitting ; lying on back ; long sitting with feet touching wall ; long sitting with back against wall ; head and trunk movements when conditions are suitable.

(d) *Head and Trunk Movements (any conditions)*—From starting position of feet astride.—Try to touch toes with fingers ; bend and try to touch knee with head ; try to grasp ankles ; try to touch right toe

with left hand ; *vice versa* ; try to grasp right ankle with left hand, and *vice versa* ; bend sideways and try to touch floor to left and right ; try to see who is behind ; try to place head between knees ; feet together ; try to touch knees with forehead, Kneel ; bend sideways and try to touch floor to left and right.

(e) *Arm Exercise* (Note.—*The effort made in stretching is important*).—Clap hands above head, at side, at back. Crouch as small as possible. Stretch as tall as possible. Stretch sideways as wide as possible. Swing arms in various directions. Hold hands in circle ; make arches. Stretch on tip toes. Stretch each arm separately.

(f) *Balance Exercises*.—Walk on tip toes. Hop. Hold left foot up at back and hop on the right and *vice versa*. Hold left foot in front and hop on the right and *vice versa*. Hold one foot and hop and turn. Jump on one foot ; on signal ; stand still on tip toes. Rabbit hop ; on signal ; “Ears up”. Dance or run anywhere ; on signal stop on tip toes, arms sideways stretch. Run ; on signal, hold one foot. Run or skip ; on signal, stand on one foot. “Thread and unthread the needle.”

(g) *General activity Exercise*.—Marching (all kinds) ; running ; free forms ; skipping ; outdoor games.

(h) *Jumps and Imitative Play*.—Imitate movements of animals ; birds and machines.

(i) *Breaks—Formations*.—Run to walls ; line up to wall ; line up in two ranks ; form files. Other methods—Run anywhere to wall and see who is first ; run anywhere and stop in specified attitude on signal ; files or partners change places ; files run round each other ; catch partner ; form circle. On the spot—Sit, stand, kneel, etc., jump to face towards given directions make six high jumps ; “Thread the needle” ; bounce balls.

(j) *Games of skill*.—Walk and balance light article on the head. Walk along a plank. Walk and carry bells without ringing them. Walk on stones. Walk and carry water in a glass. Walk and bounce a ball, etc. Ball games of spill. Singing games of skill. Skittle games. Breath and voice games. Race games. Action songs.

(k) *Rhythmic Interpretation (should be done to music)*.—Tone, Time. Inhabitation. Rhythmic games.

STANDARD III AND IV.

(a) *Introductory Exercises*.—Running ; skipping ; hopping ; dancing ; games of all kinds ; marching ; jumping ; breathing and handkerchief drills, etc.

(b) *Trunk Exercises*.—As for Standard II, with such exercises as—
Dorsal.—Crouch, hands on floor, stretch knees fully, crouch again.

Lateral.—Touch knee with elbow. Tug of war with linked elbows. Tug of war with one hand.

Note.—For trunk movements, such starting positions should be used as single head rest, arms under bend, hands behind thighs, head rest.

(c) *Arm Exercises.*—Upward stretch, Downward stretch. Sideways, Swing-sideways, Swing with feet astride. Downward Swing with feet together. Sideways and upwards swing with astride jump. Sideways and upwards swing with clap above. Sideways and downwards swing and slap leg. Sideways swing and downward stretch. Forward swing and downward stretch. Forward and backward swing. Sideway raise, palms up. Free arm circle. Double arm upward punch.

(d) *Balance Exercise.*—Double on the spot; on signal stand on toes. March on toes on a line. Skip jump for eight counts, then crouch. Hop on spot; on signal, hug one knee, hop on spot; on signal grasp one foot behind. Hop on spot; on signal, turn about. Hug knee and hop on spot. Hung knee and turn about. Quick leg sideways raise; arms sideways swing. Mark time with high knee raising. Prepare to jump. Knee bend with heels raise and hips firm. Toe support place. Heels raise. Toe support place, with tapping. Knees bend from astride position. Knees bend quickly with arms sideways swing.

(e) *General Activity Exercise—Marching.*—Long steps, short steps; heavy and light steps, on toes, change of step; emphasis on 3rd, 5th, etc., step; in files and wheeling; varied movements; figure marching; follow the leader; skipping; all kinds; skipping-rope games of all varieties.

Running.—Free; with jumps on a given signal; with free jumping; races.

Jumping.—Astride; skip; ladder jumps; stepping stones; follow the leader; gallop steps; giant strides; short jumps.

Note.—Correct method of landing after jumping, of halting after marching, and walking in races should be clearly demonstrated by the teacher.

(f) *Breaks.*—As for Standards I and II, and imitative play. Any dance step or fancy march already learnt and well-known.

(g) *Folk Dancing.*—Simple country dances. National jigs.

(h) *Rhythmic Dances.*—Patterns arranged to suitable simple music. Natural physical movements such as skip, run, hop, leap, etc.

(i) *Singing Games.*

(j) *Outdoor games.*—Rope races, ball games, circle games, etc.

Preparing useful agricultural articles from ropes prepared by children, e.g. halters, yoke-straps, jails, slings.

NEEDLE-WORK.

STANDARD I.

Bead threading.

Running stitch. } in coloured wool or thick thread on canvas, sack
Cross stitch. } cloth, khadi, or dasuti.

N.B.—All sewing must be such as can be put to some use, e.g. mats, dusters, kerchiefs, table covers, etc.

The turning down of the hem and tacking to be done by the teacher.

Running stitch in coloured thread on cloth on a hem and outlining designs traced on the cloth by the teacher.

Back-stitching on canvas, sack-cloth, khadi or dasuti.

N.B.—All sewing must be such as can be put to some use, e.g., mats, bags, dusters, kerchiefs, table covers, etc.

The turning down of the hem and tacking to be done by the teacher.

STANDARD II.

The following stitches to be taught:—

(a) Running,

(b) Back-stitching,

(c) Over-sewing,

(d) Blanket stitch,

(e) Tacking of two pieces of material together.

(f) Hemming—the laying down of the hem to be done by the teacher.

N.B.—Attention must be paid to the proper method of beginning and ending.

All sewing must be such as can be put to some use, e.g. mats, table covers, bags, dusters, etc.

Knitting of a strip in plain stitch with thick pin and wool.

Stitches to be done on white cloth in coloured thread or on coloured cloth in white thread to avoid eye strain.

STANDARD III.

Making of a skirt by measurement to fit the child. The measurements to be taken by the child herself. The garment to show seaming, hemming, gathering or pleating and setting in a band to be tacked by the teacher.

Some of the fancy stitches already learnt as well as some others such as stem stitch, satin stitch, chain stitch and button-hole stitch (without cut button holes) to be used in decorating the petticoat.

The designs may be made by the children in the drawing class. The fancy stitchery may be in coloured thread, but the stitching of the garment must be in white.

Knitting—plain as well as purl stitch. Scarves.

STANDARD IV.

To cut out, fix and make a jumper jacket of child's own size showing seam (french) hemming, cross-band round neck.

Fancy stitches to be used in design round neck, arms and round bottom edge (if possible).

Simple Indian embroidery.

Knitted caps or crochet square.

A note on the remaining recommendations of the Joshi Committee not dealt with in the body of the main report of the Sub-Committee.

Recommendations Nos. 9, 10, 15, 17, 18, 19, 38, 39, 40 and 41. We generally accept these recommendations. We have no remarks to offer beyond those offered by the Committee itself.

Recommendation No. 6 .. We accept this recommendation. But it is our painful experience that, inspite of repeated attempts of the Department, the suggestion is not accepted and carried out by School Boards as it ought to be. We, therefore, suggest that a rule under the Primary Education Act should be made to this effect.

Recommendation No. 22 .. This is a very important recommendation. It is our experience that average trained graduates, particularly those drawn from Secondary institutions, are not specially equipped for the task of inspecting primary schools. Their knowledge and experience are limited to general theory of education and to secondary schools. They have no experience of primary schools and still less of the vital problems that face us in Primary Education. We, therefore, suggest that Government should organise Short term Training Courses for all members of the inspecting staff. The following subjects should form part of this proposed course—

- (1) Primary Education Act and Rules, General Study of the Educational Manual.
- (2) Inspection and Supervision.
- (3) Problems of Primary Education.
- (4) A detailed study of the schemes launched by Government etc.

We do not agree with the Joshi Committee that the headquarters of the inspector should be near the centre of his beat. All things considered, we think that the present arrangement of having the headquarters of all Assistant-Deputy Educational Inspectors at the district place is best and should continue.

Recommendation No. 36 .. We accept the recommendation subject to the proviso that intimations regarding alteration or modification in the curricula should reach the Director of Public Instruction at least three months before the beginning of the school year, in which the alterations are proposed to be introduced.

APPENDIX A.

RECOMMENDATIONS OF THE JOSHI COMMITTEE RELATING TO 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) Clay work .. | |
| (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, fair 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.

* * * *

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.