## APPENDICES AND BIBLIOGRAPHY

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APPENDIX I

ENGLISH VERSION (ORIGINAL IN TELUGU)
OF THE QUESTIONNAIRE ISSUED TO BASIC
SCHOOLS AND BASIC TRAINING SCHOOLS

3-4-363/22 Narayanaguda,
Hyderabad-29, A.P.,
Phone 36004.

TO

THE HEADMASTERS OF BASIC SCHOOLS/
BASIC TRAINING SCHOOLS.

Sir,

This research is designed to find out how the basic
system of education is being implemented in our state.

I am glad to inform you that your school is selected
for co-operating in this research. So, I shall be very
grateful to you, if you send the replies to the questionnaire
within one week by book-post.

I shall be glad to receive any details connected with
the practice of basic education found out from your experience.

With grateful thanks.

Yours sincerely,

Sd. C.S.Subba Rao.

QUESTIONNAIRE

N.B.(1) Please check ( ) against the items with which you
agree, mark (X) if you disagree and dash (-) against
those items which you consider as doubtful.
1) Reasons for lack of discipline among students.
   
   1. Influence of the political leaders
   2. Helplessness of the teachers
   3. Curriculum is advanced in scope

(2) Please add your own suggestions at the end of each question.

(3) Your answers will be kept confidential and will be used for research only.

I. DETAILS ABOUT THE SCHOOL

(1) Name of the School:

(2) Place Taluk District

(3) Date of establishment of the school Day month year

(4) Date of conversion into basic pattern Day month year

(5) Population of the place Men Women Total

(6) Population of the children between 6-14 years of age Boys Girls Total

(7) Statistical details of scholars during the year 1963-64.

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of sections</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
</table>


(3) Statistical details of the boys and girls during the academic year as obtained at the end of July 1962, March 1963.

<table>
<thead>
<tr>
<th>Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(9) Reasons for the remaining boys and girls in the village attending the school.

1. Parents have not realised the importance of education.
2. Parents send the children to work as domestic servants.
3. Children have to attend to domestic duties, when parents go out for employment.
4. Economic distress.
5. Healthy people think that education is not necessary for their children.

(10) Measures taken to attract more children to the schools.

1. Award of scholarships.
2. Arrangement of free midday meals.
3. Free distribution of educational equipment like slates, books etc.
4. Establishment of Parent-Teacher Association and encouraging the parents through it to send their children to the school.
5. Organisation of lectures on the importance of education

6. Making people recognise the importance of education through Dramas, Burrakathas, Harikathas

7. Personal contact with parents

3. Making the school programmes interesting

(11) Upto what grade the basic pattern is operating?

(12) State the reasons for not being able to introduce basic pattern in other grades

1. Government has not converted all grades into basic pattern

2. Lack of public enthusiasm and co-operation

II. SCHOOL BUILDINGS

(13) Indicate the nature of the building in which your school is housed.

1. Rented building

2. Government building

3. House which was built by the public for school

4. Village chavadi

5. Cattle shed

6a. Temple

6b. Church

6c. Mosque

(14) Mark the location of your school against items given below:

1. Near the market

2. Near the Weekly fair

3. " Factory

4. " Cinema

5. " Tavern

6. " Outskirts

7. " Fields

8. " Tank

9. " Garden

10. " Main road

11.

12.

(15) Were any alterations made after your school was converted into basic pattern? Yes_______ No_______
Please check how you obtain assistance for making the necessary alterations in the school buildings?

1. Government funds
2. Continuation in shape of
   a) People's funds
   b) Shramdan
   c) In kind
3. Student-teacher co-operation
   a) Collection of subscriptions
   b) Shramdan

Do you have accommodation facilities for conducting the following programmes?

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Item</th>
<th>Separate place available</th>
<th>Sufficient ventilation available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class-room teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basic crafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Store room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Exhibition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Museum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Fine Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Cultural Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Hostel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(13) Indicate the reasons for not obtaining a suitable building for school.

__1. Suitable buildings are not available in the place.
__2. People are not contributing money for the construction of the building
__3. Government is not sanctioning funds for construction of building
__4. There is no enthusiasm in public for a building.
__5. Those who have good buildings are unwilling to give the same for housing the school

(19) What type of lavatories and urinals do you have in the school?

__1. Compost latrines __3. Ordinary type
__2. Cement latrines __4. No latrines available

(20) How much of land is available for your school for the following:

1. Agriculture ____________________________ In Sq. Yards
2. Gardening
3. Orchard
4. Play ground
5. School building

III. DETAILS ABOUT TEACHERS

(21) Number of teachers sanctioned for your school

Men | Women
---|---
- | -

(22) Number of teachers working in your school at present

Men | Women
---|---
- | -
(23) Number of teachers left during 1962-63.  -  -
(24) Number of teachers came in such vacancies.  -  -
(25) Number of teachers still required for the school.  -  -
(26) Are there teachers in your school with special training in the following subjects:
   ___1. Basic crafts ___4. Dance
   ___2. Cultural activities ___5. Drill
   ___3. Drawing ___6. Scouting
(27) Are you able to organise the above programme successfully, even when there is no specially trained teacher in your school?
(23) Are teachers receiving salaries in time? Yes___ No___
(29) Indicate the reasons for not receiving the salaries in time:
   ___1. Late sanctioning of the budget
   ___2. Delay in higher offices
   ___3. Objections of the auditors
   ___4. Inability of the teachers to prepare pay bills correctly
   ___5. Due to absence of a treasury or bank near about.
   ___6. Central schools are given the job of claiming the salaries
   ___7.
   ___8.
   ___9.
(30) Do your colleagues cooperate with you in the implementation of the basic system of education? Yes___ No___
(31) Indicate the reasons in case there is no co-operation from your colleagues.

_1. There is no enthusiasm for basic education on the part of the teachers

_2. They do not have interest in the teaching profession.

_3. They feel this system is not suitable for the new mechanical age.

_4.

_5.

_6.

(32) How many teachers of your school want to go back to the traditional elementary schools?

(33) Do you feel that your co-teachers have received sufficient training for running a basic school successfully?

(34) If not what are the drawbacks you observed in the basic teacher training programme?

(35) Which of the following records are being maintained by your assistant teachers?

_1. Annual plan
_2. Monthly plan
_3. Daily lesson plan
_4. Monthly progress report
_5. Teachers individual craft record
_6. Notes from self-study
_7. Record of students Cultural & Social activities.
_8. Physical Development
_9. Scholastic progress
_10. Personality development
_11. Students progress in crafts
_12. Aptitudes & Attitudes

(36) Indicate the daily average time devoted by the teachers for the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time devoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class room teaching</td>
<td>Hrs. Mts.</td>
</tr>
</tbody>
</table>
Activity Time devoted

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time devoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Practical work</td>
<td>Hrs. Mts.</td>
</tr>
<tr>
<td>3. Community work</td>
<td></td>
</tr>
<tr>
<td>4. Preparation for teaching</td>
<td></td>
</tr>
<tr>
<td>5. Cultural activities</td>
<td></td>
</tr>
<tr>
<td>6. Office work</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
</tbody>
</table>

(37) Have any teachers in your school produced any basic education literature (essays, books, songs, dramas, teaching aids) if so please give details regarding the teacher, and the name of the agency if the same has been published.

IV. COMMUNITY LIFE AND PUBLIC ATTITUDE

(38) Indicate in the proforma given below, the community activities conducted during the academic year 1962-63 in your school:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Community Activity</th>
<th>Once in how many days</th>
<th>Conducted under student leaders management</th>
<th>Is there cooperation from villagers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Community prayer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>School cleaning programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Village cleaning programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Community dining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Community Activity</td>
<td>Once in how many days</td>
<td>Conducted under student leaders management</td>
<td>Is there cooperation from villagers</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>5.</td>
<td>Students midday meals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Sutrayagna</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Birth days of great men, national, social, political cultural, religious festivals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>General body meetings of students to discuss school affairs on parliamentary methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Educational excursions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Social service programmes, (epidemics, fire accidents, cleaning, collections for N.D.R.) etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Burrahatha, Narikatha, Bhagavata, Music, Dance, Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Exhibition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Museum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Sports competitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Children's festivals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>School court</td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
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<td></td>
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<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are the following qualities developing in the students who are sufficiently trained in the community activities.

1. Discipline  
2. Work mindedness  
3. Initiative  
4. Tact  
5. Self reliance  
6. Intelligence  
7. General skills  
8. Liking for village life  
9. Dignity of manual labour  
10. Desire for social service  
11. Frugality  
12. Reverance to God  
13. Responsibility  
14. Team spirit  
15. Leadership  
16. Comradeship  
17. Cooperation  
18. Readiness to take orders  
19. Patriotism  
20. Patience  
21. Care of school and community property  
22. To own mistakes  
23. Capacity to appreciate other points of view

Is the attitude of the public favourable to the community programmes conducted in basic schools?  
Yes____ No____

In case the attitude of some people is not favourable to certain programmes, the reasons may be indicated.

1. People do not agree for their children to do manual work.  
2. Students are being heckled by with nick names such as 'Cotton carders', 'Weavers' etc.  
3. People feel that their children were not being educated through the basic system  
4. People are unable to understand the importance of basic education
5. People are lazy
6. Due to the lack of basic trained teachers
   1. People are not understanding this system
   2. Programmes are not implemented properly
      and so the public attitude is prejudiced
7. People are afraid of new systems
8. People do not like all castes to work together
9.
10.
11.
12.

(42) Is basic education getting public patronage? Yes__ No __

(43) In case you think that basic education is not getting public patronage please indicate your reasons for the same.
   1. Parents of basic school students are not cooperating with the school as they fail to understand this system properly
   2. Teachers do not have either complete knowledge or conviction regarding this system of education
   3. Basic education is not properly dovetailed with the higher stages of education
   4. Teachers and administrators with enthusiasm, efficiency and capacity to make this new education successful, are lacking.
   5. The material and social conditions for the growth of this system are not obtained in the country at present.
   6. The programmes for the implementation of this system of education are not only loose, but also unsatisfactory
   7. The place given to craft work and self-sufficiency in this system is not liked by all.
8. The community life in schools is mechanical as people have not understood the objectives of inter living
9. This system is not in agreement with our national (economic, technical, industrial) objectives
10. The main principles of this system i.e. correlation and activity centred learning have proved a failure
11. This system involves a lot of expenditure and so it is not progressing satisfactorily
12. Failure to appoint efficient trained teachers on higher salaries
13. As basic crafts are village oriented this system is unpopular in the cities
14. Influential persons in the society are sending their children for education to foreign countries, public schools, convents, English medium schools. So, the status of basic school is not rising
15. There are no model basic schools
16. Craft instruction is not properly carried out
17. All elementary schools are not converted into basic pattern
18. The managers are unwilling to convert the aided schools into basic pattern
19. The necessary literature and other techniques are not available for the propagation of basic system of education
20. Absence of power driven crafts in basic schools
21. The idea that the standard of education in other schools is higher than in basic schools
22. Trained graduates are not appointed as Head Masters of basic schools
23. Lack of proper guidance either from the State Education Department, or other officers and inspectors
24. Students are not sufficiently encouraged by giving scholarships, midday meals, slates etc.
25. Teachers do not have free and proper living accommodation.

26. Disregarding the interests, and aptitudes of students, the school is teaching certain crafts only depending on its convenience.

27. Lack of text books based on correlated teaching.

23. Craft proceeds are not used for the school.

29. Officers of the local authorities do not have sufficient understanding of basic education.

30. Lack of professional journals to disseminate latest techniques and principles of teaching.

31. The officers in the Education Department are trying to make the basic scheme a failure.

32. The educational standards and training present day teachers are not satisfactory.

33. The idea that basic system is utopian and not practical.

34. The Congress Government is forcibly implementing this system in the country, as this idea is given by Mr. M.K. Gandhi.

35. The following necessary facilities are lacking for making this system a success.

- 1. Teachers trained in correlated teaching.
- 2. Text books suitable for this system of education.
- 3. Guide books which are helpful for teachers.
- 4. Implements required for the proper working of crafts.
- 5. Suitable buildings, land and irrigation facilities
Please indicate the measures which you have taken to get public patronage for the basic system of education.

1. Social service
2. Ballads Haribatha, Drama, Songs
3. Formation of local Education Committee
4. Meetings and conferences
5. Processions on special occasions
6. Celebration of Basic education week
7. Convincing people individually about this system
8. School annual day
9. Exhibitions
10. Museums
11. Sutrayagna
12. Sports competitions
13. Preparation of compost according to new methods
14. Implementation of Gandhian Constructive programme through basic school
15. Bringing students to school daily
16. Adult Social Educational Programmes
17. To cultivate friendship with people opposing basic education with a view to convince them
18. Setting a day in a week for people to see this system of education in practice
19. Exhibiting films on this system
20. Distribution of propaganda literature
21.
22.
23.
24.

Please suggest further measures that can be taken for the propagation of basic education.

1. Sanctioning one motor van to every basic training school for propaganda purposes.
2. Expert committees should visit the schools in the state and tender advice to schools.
3. Efforts should be made to raise the standard of the students, as they form the tools of propaganda for basic education.
4. The legislators should carry out propaganda for this system with the help of the Director of Public Instruction.

5. The Information Department and the A.I.P. should do propaganda for this system.

6. Propagandists should be employed for propagating the importance of this system.

7. Basic education should be made progressive by adopting scientific techniques and it should be made popular.

(46) What are the social evils present in your locality.

1.

2.

3.

(47) What are the responsibilities which your school has taken for eradicating the same.

1.

2.

V. SCHOOL ORGANISATION

(43) How is your school programme decided?

1. Staff meetings - weekly ( ) fortnightly ( ) monthly ( ) are held to decide the school plan.

2. The Headmaster decides the school plan.

3. The school programmes are decided with the cooperation of the students.

4. The plan of school programmes is prepared and sent by the following offices.

   a. Secretariat    b. Education Secretary
   c. Director of    d. Regional Deputy Director
      Public Instruction of Public Instruction
   e. District Edu-    f. Basic Education Officer
      cational Officer    g. Basic Training School
   h. Zilla Parishad
5. The school programmes are decided in consultation with the local people.

6. With a view to face the circumstances as they arise no school programme is contemplated.

How is the student self-government organized in your school?

1. It is based on the pattern of the following institutions.

   1. Village panchayat
   2. Panchayat samiti
   3. Municipality
   4. Zilla Parishad
   5. State Assembly
   6. Central Parliament
   7. United Nations Organisations
   8. Appointment of pupil leaders by the Headmaster for special programmes
   9. Class Committees
   10. School committee
   11. Students Union
   12. Special Committees of the class and school

2. Are you giving the students the complete responsibility of running the school on certain days. Yes No

3. How many members are there in the Student Ministry? Please indicate their designations and duties.

<table>
<thead>
<tr>
<th>Designation</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49
(50) Are your teachers discussing the problems of the students with the parents? --

(51) Do the parents come to the school for inquiring about the progress of their children? --

(52) Is there a Parent-Teacher Association for effecting cooperation between them? --

(53) Is there a School Educational Advisory Committee with representation of the local people? --

(54) Are your students taken into higher grades in other schools with being examined? --

(55) If your school is a single teacher school, please give below the special difficulties which you are facing in implementing the programme of basic education. --

1.

2.

3.

(56) In case your school is running on shift system, indicate the difficulties in the implementation of basic education.

1.

2.

3.

(57) If you have fixed definite targets for the curricular and co-curricular activities, list the same below.

1.

2.

3.
(58) Indicate the system of teaching followed in your school.

1. Class teacher system
2. Subject teacher system
3. Mixed system

(59) According to 58 above if the class teacher system is in vogue,

a) Please state whether you follow the method of dividing the school time into periods giving bells at the end of each period?

b) Has the teacher freedom to devote his time according to his plan to provide the maximum benefit to the pupils.

(60) If the system of giving bells at the end of each period was in vogue please state duration of the period and how the morning and afternoon sessions are divided?

<table>
<thead>
<tr>
<th>Time</th>
<th>From</th>
<th>To</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interval</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(61) Please give in the proforma given below the items taught under the curricular and co-curricular programmes.

<table>
<thead>
<tr>
<th>Curricular Periods</th>
<th>Co-curricular Periods</th>
<th>Time before/in after school time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mother Tongue</td>
<td>1. Dramas</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
(62) State the items which are given as home work under each subject and indicate how much time you expect the student to devote for each of them.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Item of home work</th>
<th>Time devoted by student per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(63) Please list the purposes in giving home work assignments.

1. 
2. 
3. 

(64) State how many times the following officers have visited your school during the academic year 1962-63.

<table>
<thead>
<tr>
<th>Name of the officer</th>
<th>Purpose of visit</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minister for Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Education Secretary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Director of Public Instruction or Dy. Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Basic Education Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. District Educational Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Chairman, Zilla Parishad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Dy. Secretary, Education, of the Zilla Parishad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Dy. Inspector of School or Extension Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Tahsildar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Block Development Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. METHODS OF TEACHING

(65) Are you following the correlated technique of teaching as one of the methods of teaching?

(66) In case correlation technique is followed please state which of the following items are providing more opportunities for following the same.

1. Craft work
2. Economic environment
3. Social environment
4. Physical environment
5. Nature study
6. School community life
7. School cultural activities
3. Social service programmes

(67) Give below some of the situations which are helpful for correlation.

1.
2.
3.

(68) Give topics under subjects which are difficult to correlate.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

(69) Are you using the following techniques of teaching in your school?

1. Project method
2. Problem method
3. Excursions (Direct method)
4. Radio
5. Use of sound films and filmstrips
6. Group techniques
7.
What are the difficulties you are experiencing in following correlated techniques of teaching?

1. Lack of Literature on correlation.
   a) Text books
   b) Guide books
   c) Books on correlation
   d)  

2. Lack of reference libraries with books on correlated technique.

3. Headmasters trained in basic education and who have conviction are not appointed.

4. Basic training schools are not emphasising this method.

5. Help from the following persons is not forthcoming:
   a) Assistant teachers
   b) Educational Officers
   c) Parents and local people
   d) Other officers

6. In case of difficulty in following correlated technique there is no expert guidance to the teachers.

7. Teachers do not have the necessary proficiency to teach crafts.

8. All teachers do not have equal efficiency in all subjects for correlating all knowledge through craft activity.

9. The fear that logical order will be disturbed if correlation is followed.

10. Allotment of different periods for different subjects is not useful for the promotion of the correlated technique.

11. Children are not evincing interest in the lessons taught through this technique.

12. There are no facilities for the introduction of different crafts.
_13. Parents are not willing for their children to do manual labour.

_14. Funds are not provided for the promotion of this technique.

_15. This technique is not convenient for teaching some subjects.

_16. Indifference of officers and teachers, who have not received basic training.

_17. Teachers who have faith in basic education are not selected.

_18. Syllabus is not in accordance with the social environment the purpose of making this technique successful.

_19. This technique is not successful due to certain defects in the organisation of schools.

_20. The material and the teaching-learning aids are lacking for making this technique successful.

_21. Teachers who possess the minimum educational qualification requiring (i.e., ) matriculation cannot implement the basic system properly.

_22. The following have no belief in basic education.
   _1. Headmaster    _2. Assistant teachers    _3. Educational officers
   _4. Leaders       _5. Local people

(71) Indicate your suggestions for removing the difficulties which usually come in the way of following the correlated technique of teaching in basic schools.

_1. The teaching of items of knowledge which cannot be correlated either with the craft, physical or social environment should be postponed.

_2. Items that can not be correlated should be taught in the ordinary way.

_3. Instead of taking up complex programmes, simple activities should be made the centres for correlation.

_4. The teachers should possess integrated scientific knowledge for making this method successful.
5. The schools should be given the benefit of researches conducted in different parts of the country.

6. Teachers should make a comprehensive study of all the literature available on correlation.

7. The curriculum and syllabi should guide the teachers for making this technique successful.

8. Curriculum should be so revised as to cater to the local environment for making this technique successful.

9. The teachers should have freedom to frame the details of the curricular programmes under a broad frame of work suggested by the Education Department.

10. Basic Training Schools should give more importance to the correlated technique of teaching.

11. Ideal guide books for teachers and text books for pupils in regional languages for pupils should be supplied.

12. The Universities and the Research Institutes should carry out thorough research in the correlated technique of teaching and supply the results to the schools.

13. 

14. 

15. 

(72) Check the types of correlation followed in your school.

1. Collateral correlation
2. Unilateral correlation
3. Multilateral correlation

(73) Are there some teachers in your school who have prepared literature on how to teach certain topics
following the correlated technique, based on their teaching experience? If so, please give the details below.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of the teacher</th>
<th>Subject and topic correlated</th>
<th>Situations used for correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

( Please enclose a copy of a correlated lesson plan)

VII. CURRICULUM AND SYLLABUS

(74) Do you feel that the objectives of basic education and the new social order envisaged by it can be achieved through the current curriculum of basic education? Yes __ No __

(75) Do you have the copies of the following syllabi in your school?

1. Syllabi in different school subjects.
2. Syllabus for different Crafts.

(76) Did you consult any other syllabi? If so, please give details below:

1. 
2. 
3. 

(77) Are you able to complete the syllabus, if you are adopting the methods and techniques taught in the training institutions? Yes __ No __
(73) Do the following items obstruct the curricular practices?

1. Time table
2. School rules
3. Rules and regulations of the Education Department
4. 

(79) Do you feel that status of Basic education will rise, if English is made the medium of instruction from the lower grades? Yes  No

(30) Give your suggestions for making the curriculum more useful to the teachers.

1. Various crafts processes or activities should be suggested for each of the items of syllabus.
2. Teachers should chalk out the details of the curriculum to suit the local conditions and environment, under a broad scheme suggested by the Education Department.
3. Syllabus should give specific and concrete directions and avoid all vagueness.
4. The items of the syllabus should be so selected as to suit the different grades.
5. Instead of the government prescribing any curriculum, it should supply syllabi constructed by different agencies (Hindustani Talimi Sangh, Government of India and the different state governments.)
6. Equal place should be given for theory and practice in the curriculum.
7. Teachers should prepare the curriculum in accordance with the children's needs and environment.
8. Curriculum should be written in the regional languages and supplied to schools.
9. The items in the syllabus should be divided into the following categories.

1. Grade-wise specific educational objectives
2. Items of knowledge
3. Activities useful for correlation
4. The teaching aids necessary for such activities.

10. Suitable text books are not being prescribed for the realisation of the syllabi.

11. Correlated technique should be given due place in the practical courses of the basic training schools.

12. Curricula should be prescribed on the basis of thorough researches.

13. An expert committee should be asked to prepare a thorough curriculum.

14. The benefit of the experiences of the basic teachers should be given to the Basic curriculum.

15. The objects of the curriculum get set-back due to examinations.

16. Curriculum should be developed in the workshop of teachers and experts of basic education.

(31) Are you using the following types of books in your school?

1. Guide books for teachers
2. Text books for students

(32) What kind of guide and text books are useful for basic schools in your opinion?

1. The text books should contain activities and programmes for the items of knowledge mentioned in the syllabus.

2. The guide books should show how the items of knowledge, programmes mentioned in the syllabus and text books should be correlated to activities.

3. Text books should be written taking the local, social, economic and physical environments into consideration.

4. The items of knowledge in the text books should be based on the results of researches on the aptitudes and attitudes of children at every stage.
5. Items of knowledge in text books should be related to the objectives of the new social order envisaged by Nai Talim.

6.

7.

3.

(33) Are separate text books necessary for basic schools? If so, state your reasons.

1.

2.

2.

(34) Do you believe that there is no need for text books if students made notes of all the educational activities in the school.

VIII. CASE WORK

(35) What are the objectives of teaching crafts according to you?

1. To teach different subjects through craft work.

2. To give vocational training to the students.

3. To make worthy use of leisure time.

4. To give training to the senses and muscles.

5. To earn money for the school through the sale of craft products.

6. To enable the pupils to help their parents in their vocations.

7. To inculcate the attitude of dignity of labour in students.

3.

9.

10.
29

(36) Indicate the principles you have followed in the selection of crafts taught in your school.


2. Availability of the following locally:

   _a) The raw material._

   _b) Craft implements._

   _c) Facilities for repair of craft implements._

   _d) Technical help from craftsmen._

3. Need and demand for craft products in the locality.

4. Possibility of teaching different school subjects through the craft.

5. Aptitude of students for the craft.

6. Possibility of employing a great number of students in this craft.

7. Availability of trained teachers for teaching the craft.

8. Many parents and others practice the craft as their vocation.

9. Students can suitably and easily work this craft.

10. Students like to do this craft.

11. Possibility of his cost and increased earnings through this craft.

12. Parents advice to children for learning this craft.

13.

14.
What are the crafts introduced in your school? Mark them in the table given below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Crafts</th>
<th>Grades</th>
<th>Main Craft</th>
<th>Subsidiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Spinning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Gardening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Carpenter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Book-binding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Pottery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Leather work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Navartape weaving (Sot)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Mat weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Clay modelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Tailoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Mambal weaving (Cups)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Paper work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Paper making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Cardboard modelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Embroidery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Basket weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Tatties weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Toy making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Give the number of major and minor crafts introduced.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Major Crafts</th>
<th>Number of Minor Crafts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are all the crafts given equal time? Yes__ No__

How much time is given for the major and minor crafts in a week?

<table>
<thead>
<tr>
<th>Crafts</th>
<th>Time (Hrs. Mts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major craft</td>
<td></td>
</tr>
<tr>
<td>Minor craft</td>
<td></td>
</tr>
</tbody>
</table>

What principles have guided the students to select the crafts in the school?

1. Ability to do the craft.
2. Aptitude for the craft.
3. Interest in the craft.
4. The craft is easy to do.
5. More money can be earned through this craft.
6. The craft is compulsorily given.
7. Other crafts are not available.
8. The craft is hereditarily done by the family.
10. 
11. 
12. 
(92) Are the craft implements supplied to you sufficient for all the students? Indicate your response craft-wise, if the answer is in the negative.

<table>
<thead>
<tr>
<th>Craft</th>
<th>Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

(93) Indicate the mode of repair of the craft implements.

1. Teachers are repairing the craft implements.
2. Students themselves are repairing.
3. Students repair with the help of the teachers.
4. Local craftsmen repair the implements.
5. Repairs are got done by the Central Craft Stores.
6. Craft implements are not repaired at all.
7. The necessity of repairs has not arisen.

(94) Reasons for the unsuccessful craft work.

1. Craft implements are not received in time.
2. Lack of budget and suitable roads for transportation of craft implements.
3. The accessories of the craft implements have not been completely supplied.
4. The implements are not in good condition.
5. Suitable implements are not supplied.
6. Raw materials have not been supplied to the school.
7. Raw materials have not been supplied in time.
8. The raw material supplied is not sufficient.
9. The raw material is not of good quality.
10. There is no shop for the disposal of the craft products.
11. Trained craft teachers are not employed in the school.

12. The Education Department has not given definite instructions as to how to operate the craft work.

13. The craft budget is not communicated in time.

14. Accommodation for organising craft work is lacking.

15. Sufficient funds are not provided for craft instruction.

16. Literature is not available for consulting on how to teach the crafts.

17. The age of the boys and girls is not suitable for doing the craft work.

18. Craft instructors do not have capacity and interest to organise craft work.

19. Conditions for doing the craft work are not favourable.

(95) From which grade craft work should be organised.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 3. ___

(96) How are the craft implements and raw material supplied to your school?

1. Locally purchased

2. The Government is supplying

3. 

4. 

5. 

(97) Indicate your suggestions for the proper supply of craft implements and raw materials.

1. The officers should supply the craft material.

2. Facilities should be created for the school to purchase.

3. Government should supply the craft material through the Central Stores and Purchase Department.
4. The Director of Public Instruction should take this responsibility.

5. A regional craft store should supply the craft material.

6. The Deputy Inspector of Schools should be given the powers to supply the craft material.

7. The Basic Training Schools should take this responsibility.

8. A supply bureau should be established to work under the Block Development Officers.

(93) How do you dispose of the craft products?

1. Craft products should be sold to students for a nominal cost.

2. Craft products should be given to students free of cost.

3. Student's hostels should be given craft products for a nominal price.

4. Craft products should be sold to the different government institutions like the hospitals and other departments through the Central Stores and Purchase Department.

5. A central disposal unit should take up this work.

6. A cooperative society should be entrusted with this work.

7. An annual exhibition should be organised to sell the craft products on commercial scale.
3. Sales departments should be organised in the Basic Training Schools.
4. Sales wings should be set up in the Block Development Offices.
5. To promote quick sales, rebates should be given.

IX. SELF-SUFFICIENCY

(100) Give the details of the income and expenditure regarding crafts in the proforma given below.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Craft</th>
<th>Expenditure</th>
<th>Value of products</th>
<th>Total income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(101) State the reasons for the more expenditure or income in the production and sale of craft products.

1. Reasons for the more expenditure than the income.
   a) 
   b) 
   c) 

2. Reasons for more income than the actual expenditure.
   a) 
   b) 
   c)
(102) What is the kind of self-sufficiency you are aiming at?

1. Self-sufficient local community.
2. Self-sufficiency local community.
4. To get the money spent on raw materials.
5. To get the remuneration of the teachers through the sale of craft products.
6. To get the money sufficient for midday meals of pupils.
7. To get money for the students school uniform.

(103) What, according to you, are the modifications needed in craft programme to attain self-sufficiency?

1. Craft work should not be given more importance in the name of self-sufficiency than it really deserves.
2. Self-sufficiency is not complete, if students do not get equal proficiency in both craft and scholastic attainments.
3. The earnings which are expected to be made by the pupils given grade should be determined on the basis of Inspector's reports.
4. Quality of craft products is more important than the quantity for real self-sufficiency.
5. If the advice of experts in the different crafts is available, self-sufficiency will increase.
6. The standards of self-sufficiency should be determined on the basis of the average progress of the students in a particular region.
X. SCHOOL LIBRARIES

(104) Give the number of books available in your school library according to the proforma given below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of books for teachers</th>
<th>Number of books for students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Basic Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Social Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. General Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Arts and Crafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Telugu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Hindi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Urdu</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(105) How is collateral reading organised in your school?

_1. Collateral reading is not organised._

_2. Collateral reading is not being supervised by the teachers, but students are encouraged to do the same._

_3. Collateral reading is done by students under the direct supervision of the teachers._

_4. Collateral reading is organised under the supervision of the class monitors._

5.

6.
(106) Please indicate in the proforma given below the types of books which are read by the pupils.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Details of the books, taken by the students</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Children magazines</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2.</td>
<td>Picture albums</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>3.</td>
<td>Children's songs</td>
<td>7, 8</td>
</tr>
<tr>
<td>4.</td>
<td>Poems books</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Fiction</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Biography &amp; auto-biography</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Small books relating to science</td>
<td></td>
</tr>
</tbody>
</table>

(107) a) Do the students make notes from the books that are taken from the library for self-study. Yes _ No_

b) If so, please indicate in the proforma given below the type of notes that they make.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Details of notes</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Book reviews</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2.</td>
<td>Essays</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>3.</td>
<td>Epitomy</td>
<td>7, 8</td>
</tr>
<tr>
<td>4.</td>
<td>Outlines</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Summaries</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Meanings of difficult terms</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. EXAMINATIONS

(103) What is the frequency of examinations in your schools?

1. Weekly  
2. Fortnightly  
3. Monthly  
4. Quarterly  
5. Half yearly  
6. Annually

(109) Who conducts the annual examination?

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Agency conducting the examination</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class teachers</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2</td>
<td>Subject teachers</td>
<td>4 5 6</td>
</tr>
<tr>
<td>3</td>
<td>Head Master</td>
<td>7 8</td>
</tr>
<tr>
<td>4</td>
<td>Dy. Inspector of schools</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>E.S.L.C. Board</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Local Education Committee</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Panchayat Samiti</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Zilla Farishad</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>District Educational Officer</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What factors are taken into consideration for promoting the students into the higher grades?

1. Teachers' records maintained for each child.
2. Students records.
3. Marks obtained in the annual examination.
4. The average marks of the monthly tests.
5. Average of the marks obtained in the monthly and annual examinations.
6. Good conduct.
7. Attendance.
8. Pressure of the parents.
10. Taste and communal considerations.
11.
12.

Please indicate the type of the records maintained by the pupils of your school.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Records</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>Daily plan</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Daily progress report/diary</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Monthly progress report</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Craft record</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Report of the proceedings of school assembly</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Report of the cultural &amp; social activities conducted in school</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XII. RESEARCH

(112) If some experiments or researches have been conducted with regard to Basic education in your school, then please give the details of the same.

1. 
2. 
3. 

(113) Suggest the items of research that should be taken up in the different areas of Basic education.

<table>
<thead>
<tr>
<th>Area</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Objectives</td>
<td></td>
</tr>
<tr>
<td>2. Curriculum</td>
<td></td>
</tr>
<tr>
<td>3. Syllabus</td>
<td></td>
</tr>
<tr>
<td>4. Methods of teaching</td>
<td></td>
</tr>
<tr>
<td>5. Teaching aids</td>
<td></td>
</tr>
<tr>
<td>6. Text books</td>
<td></td>
</tr>
<tr>
<td>7. School administration</td>
<td></td>
</tr>
<tr>
<td>3. School organisation</td>
<td></td>
</tr>
</tbody>
</table>

(114) Give your suggestions for conducting experiments and researches in basic education.

- 1. A research society should be established with experienced and capable basic teachers.

- 2. A research wing should be established at the Director of Public Instruction's office and experts specially selected should be posted.

- 3. A basic trained graduate in every basic training school should be given facilities of time etc. for conducting research.

- 4. Study circles of officers and basic trained teachers should be organised for conducting researches on some special problems.
5. A State Research Centre should be established and the same should be situated in a Basic Training College.

6. The Government should establish an autonomous research centre.

7. The Headmasters of basic schools should be asked to incorporate their experiences in their annual reports.

8. Experimental research should be made compulsory in B.Ed. and M.Ed. degree examination courses.

9. Efficient research scholars should be awarded research fellowships upto Rs. 200/- p.m. and they should be asked to conduct research on certain special problems.

10. The teachers in the basic training schools and colleges should take up some joint projects of research.

11. A central library with pool books in Basic education should be established for creating necessary atmosphere for research.

12. A Basic education manual should be compiled.