

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

3-4-663/22 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:

Ex: 1) Reasons for lack of discipline among students.

 1. Influence of the political leaders

X2. 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.

Class	Number of sections	Boys	Girls	Total
-------	--------------------	------	-------	-------

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

		Class							
		1	2	3	4	5	6	7	8
July-1962	Boys								
	Girls								
March-1963	Boys								
	Girls								

- (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. Wealthy people think that education is not necessary for their children
- __6.
- __7.
- __8.

- (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
 - ☐ 8. 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.
- | | |
|--|---|
| <input type="checkbox"/> 1. Rented building | <input type="checkbox"/> 5. Cattle shed |
| <input type="checkbox"/> 2. Government building | <input type="checkbox"/> 6a. Temple |
| <input type="checkbox"/> 3. House which was built by the public for school | <input type="checkbox"/> b. Church |
| <input type="checkbox"/> 4. Village chavadi | <input type="checkbox"/> c. Mosque |
- (14) Mark the location of your school against items given below:
- | | |
|---|--|
| <input type="checkbox"/> 1. Near the market | <input type="checkbox"/> 2. Near the Weekly fair |
| <input type="checkbox"/> 3. " " Factory | <input type="checkbox"/> 4. " " Cinema |
| <input type="checkbox"/> 5. " " Tavern | <input type="checkbox"/> 6. " " Outskirts |
| <input type="checkbox"/> 7. " " Fields | <input type="checkbox"/> 3. " " Tank |
| <input type="checkbox"/> 9. " " Garden | <input type="checkbox"/> 10. " " Main road |
| <input type="checkbox"/> 11. | <input type="checkbox"/> 12. |
- (15) Were any alterations made after your school was converted into basic pattern? Yes _____ No _____

(16) 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

(17) Do you have accommodation facilities for conducting the following programmes.

Sl.No.	Item	Separate place available	Sufficient place available.	Ventilation Satisfactory
1.	Class-room teaching	'	'	'
2.	Basic crafts	'	'	'
3.	Assembly	'	'	'
4.	Reading room	'	'	'
5.	Library	'	'	'
6.	Store room	'	'	'
7.	Exhibition	'	'	'
8.	Museum	'	'	'
9.	Agriculture	'	'	'
10.	Fine Arts	'	'	'
11.	Cultural Activities	'	'	'
12.	Hostel	'	'	'

(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
- ☐ 6.
- ☐ 7.
- ☐ 8.

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

- ☐ 1. Compost latrines
- ☐ 2. Cement latrines
- ☐ 3. Ordinary type
- ☐ 4. No latrines available

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

- | | <u>In Sq. Yards</u> |
|--------------------|---------------------|
| 1. Agriculture | |
| 2. Gardening | |
| 3. Orchard | |
| 4. Play ground | |
| 5. School building | |

III. DETAILS ABOUT TEACHERS

	<u>Men</u>	<u>Women</u>
(21) Number of teachers sanctioned for your school	-	-
(22) Number of teachers working in your school at present	-	-

- | | <u>Men</u> | <u>Women</u> |
|---|------------|-----------------------|
| (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. Scoutingg |
| (27) Are you able to organise the above programme successfully, even when there is no specially trained teacher in your school? | | |
| (28) 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 | __7. Record of students Cultural & Social activities. |
| __2. Monthly plan | __8. Physical Development |
| __3. Daily lesson plan | __9. Scholastic progress |
| __4. Monthly progress report | __10. Personality development |
| __5. Teachers individual craft record | __11. Students progress in crafts |
| __6. Notes from self-study | __12. Aptitudes & Attitudes |
- (36) Indicate the daily average time devoted by the teachers for the following activities:-
- | Activity | Time devoted
<u>Hrs. Mts.</u> |
|--------------------------|----------------------------------|
| __1. Class room teaching | |

Activity	Time devoted	
	Hrs.	Mts.
2. Practical work		
3. Community work		
4. Preparation for teaching		
5. Cultural activities		
6. Office work		
7.		
8.		
9.		
(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:-

Sl.No.	Community Activity	Once in how many days	Conducted under student leaders management	Is there cooperation from villager
1.	Community prayer			
2.	School cleaning programme			
3.	Village cleaning programme			
4.	Community dining			

Sl.No.	Community Activity	Once in how many days	Conducted under student leaders management	Is there cooperat- ion from villagers
5.	Students midday meals			
6.	Sutrayagna			
7.	Birth days of great men, national, social, political cultural, religious restivals			
8.	General body meetings of students to discuss school affairs on parliamentary methods			
9.	Educational excursions			
10.	Social service programmes, (epidemics, fire accidents, cleaning, collections for N.D.F.) etc.			
11.	Burrakatha, Marikatha, Bhagavatan, Music, Dance, Drama			
12.	Exhibition			
13.	Museum			
14.	Sports competetions			
15.	Children's festivals			
16.	School court			
17.				
18.				
19.				

- (39) Are the following qualities developing in the students who are sufficiently trained in the community activities.

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

- (40) Is the attitude of the public favourable to the community programmes conducted in basic schools?

Yes No

- (41) 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.
- __28. 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
- __36.
- __37.
- __38.

(44) Please indicate the measures which you have taken to get public patronage for the basic system of education.

- | | |
|---|--|
| __1. Social service | __2. Ballads, Harikatha, 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. |

(45) 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.R. 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 Public Instruction ___d. Regional Deputy Director of Public Instruction
 - ___e. District Educational Officer ___f. Basic Education Officer
 - ___g. Basic Training School ___h. Zilla Parishad

- i) Panchayat samiti j)
 k) l)

- 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.

(49) How is the student self-government organised in your school?

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

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

Designation

Duties

- 1.
- 2.
- 3.
- 4.
- 5.

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| (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 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?

Time	From	To	Number of periods
Morning			
Interval			
Afternoon			

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

Curricular subj cts	Periods per week	Co-curricular programmes	Periods week	Time before/in after school time
1. Mother Tongue		1. Dramas		
2.		2.		
3.		3.		
4.		4.		

- (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.

Subject	Item of home work	Time devoted by student per week
1.		
2.		
3.		

- (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.

Name of the officer.	Purpose of visit	Frequency
1. Minister for Education		
2. Education Secretary		
3. Director of Public Instruction or Dy. Director		
4. Basic Education Officer		
5. District Educational Officer		
6. Chairman, Zilla Parishad		
7. Dy. Secretary, Education, of the Zilla Parishad		
8. Dy. Inspector of School or Extension Officer		
9. Tahsildar		
10. Block Development Officer		
11.		
12.		

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.
- | | |
|--|---|
| <input type="checkbox"/> 1. Craft work | <input type="checkbox"/> 2. Economic environment |
| <input type="checkbox"/> 3. Social environment | <input type="checkbox"/> 4. Physical environment |
| <input type="checkbox"/> 5. Nature study | <input type="checkbox"/> 6. School community life |
| <input type="checkbox"/> 7. School cultural activities | <input type="checkbox"/> 8. 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.
- | <u>Subjects</u> | <u>Topics</u> |
|-----------------|---------------|
| 1. | |
| 2. | |
| 3. | |
- (69) Are you using the following techniques of teaching in your school?
- | | |
|--|--|
| <input type="checkbox"/> 1. Project method | <input type="checkbox"/> 2. Problem method |
| <input type="checkbox"/> 3. Excursions
(Direct method) | <input type="checkbox"/> 4. Radio |
| <input type="checkbox"/> 5. Use of sound films
and filmstrips | <input type="checkbox"/> 6. Group techniques |
| 7. | 8. |

(7C) 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.

Sl.No.	Name of the teacher	Subject and topic correlated	Situations used for correlation
1.			
2.			
3.			

(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 ☐

(80) 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. Gradewise 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.
 - 8.
- (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. CRAFT 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.
 - 8.
 - 9.
 - 10.

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

- __1. Decisions of the Government.
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.

(87) What are the crafts introduced in your school?
Mark them in the table given below:

Sl.No.	Crafts	Grades	Main Craft	Subsidiary
1.	Spinning			
2.	Weaving			
3.	Gardening			
4.	Arviculture			
5.	Carpentary			
6.	Book-binding			
7.	Art			
8.	Pottery			
9.	Leather work			
10.	Navartape weaving (Cot)			
11.	Mat weaving			
12.	Clay modelling			
13.	Tailoring			
14.	Hambal weaving (Rugs)			
15.	Paper work			
16.	Paper making			
17.	Cardboard modelling			
18.	Embroidery			
19.	Basket weaving			
20.	Tatties weaving			
21.	Toy making			

(83) Give the number of major and minor crafts introduced.

Grades	Number of Major Crafts	Number of Minor Crafts
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

(89) Are all the crafts given equal time? Yes___ No___

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

Crafts.

Time
Hrs. Mts.

Major craft

— —

Minor craft

— —

(91) 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. Parents advice.

__9. 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.

Craft.

Deficiency.

- 1.
- 2.
- 3.

- (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. ☐ 8. ☐

(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.
- 9.
- 10.
- 11.

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

- 1.
- 2.
- 3.

(93) Indicate your suggestions for the disposal 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.
- 9. Sales wings should be set up in the Block Development Offices.
- 10. To promote quick sales, rebates should be given.
- 11.
- 12.

IX. SELF-SUFFICIENCY

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

Sl.No.	Name of Craft.	Expenditure	Value of products	Total income
1.				
2.				
3.				
4.	Total			

- (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.
- __3. Self-sufficient and self-reliant individual.
- __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.
- 3.
- 9.

(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.
- 7.
- 3.

X. SCHOOL LIBRARIES

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

Subject	Number of books for teachers	Number of books for students	Total
1. Education			
2. Basic Education			
3. Social Education			
4. Social Studies			
5. General Science			
6. Mathematics			
7. Arts and Crafts			
8. Telugu			
9. English			
10. Hindi			
11. Urdu			

- (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.

Sl.No.	Details of the books, taken by the students.	Grades							
		1	2	3	4	5	6	7	8
1.	Children magazines								
2.	Picture albums								
3.	Children's songs								
4.	Poems books								
5.	Fiction								
6.	Biography & auto-biography								
7.	Small books relating to science								

(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.

Sl.No.	Details of notes	Grades							
		1	2	3	4	5	6	7	8
1.	Book reviews								
2.	Essays								
3.	Epitomy								
4.	Outlines								
5.	Summaries								
6.	Meanings of difficult terms								
7.									
8.									

(110) 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.
- __9. Recommendations.
- __10. Caste and communal considerations.
- 11.
- 12.

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

[illegible]

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.

<u>Area</u>	<u>Items.</u>
1. Objectives	
2. Curriculum	
3. Syllabus	
4. Methods of teaching	
5. Teaching aids	
6. Text books	
7. School administration	
3. School organisation	

- (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 Collage.
 - __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 good books in Basic education should be established for creating necessary atmosphere for research.
 - __12. A Basic education manual should be compiled.
-