

ADMINISTRATION  
OF  
BASIC EDUCATION

(Proceedings of the first short-term training course held  
during November-December 1958)



NIEPA



00536

National Institute of Basic Education  
Ministry of Education, Government of India  
43, Friends Colony, New Delhi-14

1960

- 54

371.2

Ind-A

cop 1

**This publication and other priced publications of the National  
Institute of Basic Education can be ordered from:—  
The Manager of Publications,  
Government of India,  
Civil Lines,  
Delhi-8.**

## CONTENTS

	PAGE
Preface . . . . .	i
Introduction . . . . .	3

### Chapters

#### *Part I. Symposia and Discussions*

1. Some misunderstandings about Basic Education . . . . .	13
2. Improving quality of Basic schools . . . . .	24
3. Organising Urban Basic schools . . . . .	37
4. Role of Inspection in Basic Education . . . . .	48
5. Removing apathy of teachers, administrators and the public . . . . .	51

#### *Part II. Group Reports*

6. Principles of Educational Administration with special reference to Basic Education . . . . .	59
7. Organisation of Basic Schools . . . . .	63
8. Report on some special problems . . . . .	82
9. Expansion and improvement of Basic Education . . . . .	90
10. Evaluation in Basic Education . . . . .	100
11. Financial aspects and collection of statistics . . . . .	110

#### *Part III. Lectures by Experts*

12. Problems facing the Administrator—Dr. K.L. Shrimali . . . . .	119
13. Basic Education; the key to national development—Shri Shri-man Narayan . . . . .	122
14. Understanding Basic Education—T.S. Avinashilingam . . . . .	130
15. Basic Education and Five-Year Plans—D. P. Nayar . . . . .	133
16. Educational Financing with Special Reference to Basic Educa-tion —P. D. Shukla . . . . .	137

	PAGE
17. Improving the standards of Basic Education—G. Ramachandran	145
18. Facing Administrative Problems of Basic Education—J.C. Mathur	150
19. Problems and Programmes in Basic Education—P.C. Sharma	153
20. Policy and programmes of developing the schemes of Basic Education—R.P. Nayak	156

*Appendices*

1. List of participants	158
2. Syllabus	160
3. List of members of various committees	161
4. List of members of various groups	162
5. Evaluation report	163
6. Summary of the Prime Minister's talk to participant	170
7. Bibliography	172

## PREFACE

The first Short-Term Training Course for the State administrators of Basic education was organised by the National Institute of Basic Education during November-December, 1958. At the conclusion of the course, a mimeographed report was issued by the Institute. The circulation of this report was naturally restricted. The report, however, was appreciated and owing to constant demand for more copies, it was decided to publish it and make it available for all workers and institutions interested in Basic education.

No substantial change has been made in publication, excepting that a large section devoted to State reports presented by the delegates has been excluded from the printed report. The State reports, useful as they are, do not directly relate to the training programme and have, therefore, been excluded. Moreover, it is also being issued as a priced publication of the Institute.

This report thus represents the first attempt of the Institute in organizing an in-service training programme at the national level. Since then more training programmes have been held. It may need mention that through these training programmes, we have been also experimenting on the techniques of group work. It is hoped that this report will be found useful by all those who are concerned with improving administration of Basic education.

J. K. SHUKLA  
*Director.*

NATIONAL INSTITUTE OF BASIC EDUCATION

43, FRIENDS' COLONY;  
NEW DELHI-14.

## INTRODUCTION

"Give us good administration and we shall give you good Basic education", is the refrain of the recommendations of the Assessment Committee on Basic Education. The Assessment Committee rightly felt that one of the weakest points in Basic education is the lack of proper administrative set-up to manage the affairs of Basic education. The Assessment Committee further felt that it was necessary to provide proper training to the existing administrative personnel in the field of Basic education. The following observations of the Assessment Committee reveal this: "It is at the administrative level to-day, more than any other, that serious difficulties arise in development of Basic education. Education departments are concerned with innumerable problems. Basic education is even now only a small and side item in their programme. In none of the States did we find a Director of Public Instruction to whom Basic education was an issue of the utmost importance, nor did we find any of them fully conversant with the problems of Basic education in their respective States."

The importance of organising training programmes for administrators of Basic education was further stressed by the Estimates Committee of the Parliament. In its report which was written after its visit to the National Institute of Basic Education, the Committee stressed the necessity of providing courses for administrators of Basic education. The Committee recommended that "the Institute should undertake without any loss of time the training of Basic education workers at the higher level, *i.e.*, inspectors, administrators, supervisors, etc., to enable them to properly appreciate the problem in the field of Basic education."

The problem of organising courses for administrators was also discussed in the two meetings of the Advisory Committee of National Institute of Basic Education. While it was felt that the Institute should be concerned with the training of higher level administrative personnel, it was thought that the Institute should not be saddled with the responsibility of organising long-term regular courses, as they would off-set the more urgent functions and responsibilities devolving on the Institute. In the second meeting of the Advisory

Committee it was suggested that the Institute should undertake a short-term training course of about two weeks in an exploratory way so that the plan for longer and regular courses could be finalised in the light of the experiences gained during the experimental course. The Institute had been working on the idea of the course and had decided to hold a short-term two week course in the first instance.

It was finally decided to organize this first course in November-December, 1958. Eleven States and three Union Territories responded favourably and promptly by sending their officers to participate in this course. The participants were mostly administrative officers, either District Educational Officers or Deputy Directors of Education and Principals of training institutions. The names and other details of the participants appear in Appendix I.

Welcoming the delegates, the Director of the Institute Shri J. K. Shukla, said, "Such meetings do offer a welcome opportunity in which busy administrators, school inspectors and supervisors take time away from the pressure of their daily routine of work, to meet together for the purpose of considering what they are doing, how they are doing it and how they might improve it. The planning of the programme will further reveal a special advantage of helping the officers to cut across State boundaries and getting the profit of mutual exchange of experience and guidance from senior officials of the Ministry of Education and some well known experts of Basic Education in the country."

Explaining further the scope and significance of such courses, Shri Shukla observed, "Basic education has now been adopted is the national pattern of elementary education and is being practised in about 50,000 junior Basic schools and about 7,000 senior Basic schools in the country. Naturally, in the earlier stage of the implementation of a national policy of education much time, thought and planning is devoted to the problem of expansion and orientation. However, it is also necessary that along with the expansion we should also take into consideration the necessity of consolidating the gains and removing the difficulties by positive measures of improving the practice. From the administration point of view we are faced with the problems of conversion and orientation of non-Basic schools towards the Basic patterns. This process should be synchronised

with the process of improvement. It has been well known that Basic education has been interpreted in various ways and it seems to me that even the practice of this system of Basic education at the school level varies from State to State and from place to place. Several reasons may be assigned for this state of affairs: (i) inadequate and faulty training; (ii) public apathy, misunderstandings and prejudices; (iii) lack of adequate insight on the part of the organisers and administrators and so on. The present situation, therefore, demands vigilant supervision on the part of administrators. It has been said that the impact of change that was necessary to be felt with the introduction of Basic education in our schools has not yet been properly felt. The main reason ascribed for this is the lack of radical change in administrative structure. I, however, feel the need of an over-all change in the attitude of those responsible for administering Basic education, so that they can serve as real liaison between the education departments on the one hand and the public and the school teachers on the other. A good educational administrator must necessarily possess two qualities; (i) the quality of seeing things as wholes and (ii) the capacity to understand the details and parts in their proper perspective. He must be imbued with the wisdom and foresight which are needed for the introduction of this altogether new system of education calling for new ideas and new practices into the vast elementary school system. The progress of Basic education has suffered to some extent by big-mouthed theorising and narrow concepts. Educational Administrators should concentrate on evolving the correct practice because it is through right practice that we can evoke confidence of people in any admittedly good educational theory. Good practice can be achieved by a good teacher who acts as a human spark plug. Even the best motor would perform poorly with defective spark plugs. The effectiveness of Basic schools is invariably related to the effectiveness of the teachers. In order to make teachers effective, educational inspectors, supervisors and administrators have to play the role of guides and leaders. Educational Administration, therefore, from the Director of Education down to teachers, pupils and parents must be planned on a co-operative basis imbued with the spirit and technique of participation. A good educational administrator must involve himself to a greater or lesser extent in actual policy-making and in implementing it, he must plan the work in such a way that the plan actually works. All this demands the development of educational leadership in the administrators. But an ideal administrator is as much of a myth as the ideal teacher. Every efforts should be made to prepare the educational administrators for the actual job and also for continuous education and progressive enrichment of experience."



The present training course was organised with the following 6 objectives in view:-

1. To provide opportunity to administrators to be acquainted with the educational practices and problems in the different States of the country.
2. To enable the administrators to discuss and find solutions to the urgent administrative problems in Basic education.
3. To provide opportunity to administrators to make use of the theoretical knowledge, research findings and expert discussions on the administrative problems.
4. To provide opportunity to administrators for frank and free discussion among themselves and with the experts and authorities in the field of Basic education.
5. To work out possible uniform patterns of administrative practices in Basic education in the country.
6. To refresh the administrators in the theory and practice of Basic education.

A syllabus was prepared with a view to cover the various objectives mentioned above. The syllabus was divided into six topics pertaining to general principles of educational administration, organisation of Basic schools, some special problems, expansion and improvement of Basic education, appraising the work of Basic schools and financial aspects including collection of statistics. Some details were mentioned in the syllabus to indicate the extent of coverage under the various topics. The syllabus appears in Appendix 2.

Care was taken to see that the participants received relevant information about the objectives, the procedure proposed to be followed and the outline syllabus well in advance, to enable them to think over the various aspects of the training course and come prepared with the latest facts and figures about the development of Basic education in their respective States and areas. A questionnaire was sent to the participants to enable them to collect the information and bring detailed report of the working of Basic education in their respective States with a view to enabling useful discussions among themselves.

Six working papers dealing with six topics of the syllabus were prepared in the Institute and their mimeographed copies were made available to the participants to guide their discussions.

In order to help them to live cooperative community life, the participants were lodged together in a building of the Institute.

The course was inaugurated by Dr. K. L. Shrimali, Union Minister for Education and Dr. P. D. Shukla, Deputy Educational Adviser to the Government of India, Ministry of Education presided.

The academic and other programmes of the training course was organised by various committees on a co-operative basis. For this purpose a number of committees were formed on a voluntary basis on the first day of the training-course from amongst the participants and the staff of the Institute. Each committee was in charge of one or the other aspect of the training programme and was responsible for its proper functioning. The following committees were organised:

1. Steering Committee
2. Editorial Committee
3. Mess Committee
4. Excursions Committee
5. Cultural Programmes Committee

The list of the personnel who served on the various committees appears in Appendix 3.

The work of the training course was planned to be covered through discussions, lectures, symposia etc. Each of the six topics was entrusted to a group and thus six groups were formed to discuss the various topics covered by the syllabus.

Members of the staff of the Institute worked as consultants in the various groups. Each group decided to have one member as its convener who was responsible for holding meetings, preparing reports of group assignments with the help of other members and presenting group assignment reports to the general body for discussion. The members of the staff helped in the discussions and did not impose themselves on the group. The names of the members of the various groups appear in Appendix 4.

Every day the various groups met and discussed the problems relating to their subject. The basis for discussions was provided by the respective working papers prepared for this purpose. The groups had sufficient time to discuss the various problems. According to the time table every group had an opportunity to present

the consolidated report of the assignment in the general body meeting, after it had exhausted discussions on the various problems. It was thoroughly discussed by all the participants and members of the staff, and was approved. The groups had books and other materials readily available for consultation as and when needed by them during their discussions. A small Library, was provided in the place of the residence of the participants also so that they could refer to the various books and material in their leisure time.

In addition to the group discussions, some general discussions were also organised. The purpose of such discussions was to discuss the problems with which administrators were urgently concerned and to examine them in the light of the experience of the participants, with necessary guidance by the Chairman. Two such general discussions were organised and the Director of the Institute presided over them. The participants freely participated and views were exchanged. A short report of the discussion held appears in a subsequent chapter.

Some symposia were also arranged with a view to providing opportunity to the participants to express themselves and participate in the discussions relating to some important problems. Experts were invited from outside to preside over the symposia. Symposia on the following three subjects were held:

1. Some misunderstandings about Basic Education.
2. Improving the quality of Basic Education.
3. Organising urban Basic schools.

In these symposia both the delegates and members of the Institute participated and there were lively discussions which were wound by the chairman of the symposia. The Editorial Committee took down long notes of the symposia and prepared the reports, which appear in a subsequent chapter. The symposia were organised in a systematic way. The topics of the symposium were broken into various aspects and the participants were requested to prepare themselves before-hand and to speak on some aspect of the problem.

Lectures relating to important and urgent problems in educational administration were also arranged both by some Basic education experts and members of the staff of the Institute.

Almost all the lectures were followed by discussions and in some lectures the methods of seminar discussions was adopted. After initiating the topic for a few minutes the lecturer involved the participants in throwing light on the various aspects of the subject and

developed the topic on that basis. Broad summaries of some of these lectures are given in a separate chapter.

During the course of the training programme, three foreign visitors also came to the discussions and for observation, and also spoke briefly about their observations. These were Dr. C. Myers from Technical Cooperation Mission, of U.S.A. Dr. Kemffer, Adult Education Expert from National Fundamental Education Centre and one Afghan UNESCO Fellow.

In addition to the academic programmes, provision was also made for other activities, like educational visits to some important institutions, cultural programmes etc. Visits were arranged to Jamia Millia Islamia, Basic institutions in Faridabad and some places of historical importance in the city and 'India 1958' Exhibition. These programmes which were chalked out by the Excursions Committee, provided opportunity to the participants to observe working of these institutions.

Cultural programmes were also arranged during the training course. The Cultural Programmes Committee organised two cultural evenings where the delegates and members of the staff gave some items and enjoyed themselves. Programmes in various languages were arranged during these evenings.

During the course the participants were able to meet the Prime Minister who addressed the participants and was with them for about half an hour. A summary of Prime Minister's talk to the participants appears in Appendix 6.

On the last day an evaluation form was administered to the participants in order to know to what extent the training course had been successful. The form was of a questionnaire type and was filled up by the participants. Since the names were not to be written in the questionnaire, it was expected that the opinions expressed were genuine. A brief report on the evaluation, as revealed through the analysis of the questionnaire, appears in the appendix.

At the end of the course the valedictory address was delivered by Shri Shriman Narayan and Shri Prem Kripal, the then Secretary to the Government of India in the Ministry of Education presided.

## PART I

### SYMPOSIA AND DISCUSSIONS

*Three symposia and two discussions were organised on selected topics during the training course. The main purpose of the symposia and discussions was to afford an opportunity to the participants to discuss vital problems and to involve them in finding out solutions for them. Free discussions were encouraged during the symposium and discussion sessions. The Editorial Committee took long notes, taking down, as far as possible verbatim, what the persons participating in the discussions said. The reports prepared by the Editorial Committee were later approved by the speakers concerned. The chapters included in the present part report the discussions during these sessions as prepared by the Editorial Committee.*

## CHAPTER 1

### SYMPOSIUM I

#### SOME MISUNDERSTANDINGS ABOUT BASIC EDUCATION

Chairman : DR. P. D. SHUKLA

(Miss) Adarsh Khanna (N.I.B.E.).—initiating the discussion presented the following paper:

First ideas about Basic education were given to us by Mahatma Gandhi about twenty years ago. Since then the concept of Basic education has been growing and evolving with the result that Basic education as it is accepted to-day, has incorporated many changes and novel features. This concept and the role of Basic education have been clarified by the Ministry of Education in a small pamphlet entitled 'Concept of Basic education'. Still Basic education has been misunderstood by some people and several types of erroneous views or criticisms about the different aspects of Basic education, have been expressed from time to time in the form of articles or speeches in the educational journals. These misunderstandings impede the progress and spread of the new system. Since Basic education has now been accepted as the national system of education at the elementary level, it is high time that all these misunderstandings are removed. Some of the criticisms voiced from time to time, and collected from different journals are presented here under suitable heads for to-day's discussion:

##### I. *Absence of sound psychological foundations*

"The delicate but inexorable laws governing the development of the tender mind of the child have been completely ignored. The child is treated just as a policeman or a soldier, is merely as a unit in a homogeneous mass. His precious individuality is ignored. He is viewed merely as a means to an end—the end being earning capacity and citizenship of sorts".<sup>1</sup>—P. S. Naidu

"In the Wardha scheme, of training for teachers child psychology is conspicuous by its absence."<sup>1</sup>—P. S. Naidu.

"Play is the only means by which creative energy can be released. Enlightened and informed educational opinion all over the civilised world is decidedly against forcing the child to learn a craft before

---

<sup>1</sup>. Naidu, P.S. *The Wardha Scheme—a psychological analysis*. Vishva Bharti, Vol. XIII, Parts I & II May-October 1947, p. 60-68.

he is twelve plus. It is nothing short of cruelty to make the child earn an anna or half an anna per hour during the stage when he ought to be playing and enjoying himself."<sup>1</sup>—P. S. Naidu.

"There are three aspects of human nature—cognitive, affective and conative. The Wardha scheme emphasizes the last aspect piously hoping that the student will willy nilly get trained in the first through his training in the last. The middle aspect is completely ignored."<sup>1</sup>—P. S. Naidu.

## II. *Craft as the only basis of correlation*

"It is impossible to establish any natural association between a craft and all the subjects of cultural value which any sane system of education should cover through its curriculum. Teaching should be concrete and should be based on the child's active experiences in his environment. But it is absurd to hang all knowledge from the peg of a single craft."<sup>1</sup>—P. S. Naidu.

"The essence of Basic education is that it is learning by doing, that it is activity-centred, that it is craft-centred—every thing cannot be taught through crafts or practical activities"<sup>2</sup>—Editor, Educational Review.

## III. *Ignores national genius*

"Education suited to our national genius should have a definite religious bias, with contempt of worldly pursuits in its core. Craft-centered education is decidedly alien to our ancient ideals"<sup>1</sup>—P. S. Naidu.

## IV. *Basic education and contemporary life*

"The Second Five Year plan and the policy of the Government of India as a whole are concerned with industrialisation of the country. It is not necessary to labour the point that Basic education is a concept which runs counter to such a policy. As our is a system of education which claims to produce an integrated individual, the emphasis on craft is out of place in a community which has its face turned towards developing its economy to the full. So far discussions on Basic education have failed to relate to the economic policy of the State. But if this point is ignored, we shall find ourselves burdened with an educational system which turns out misfits even more rapidly than the one with which we are so dissatisfied"<sup>3</sup>—S. Natrajan.

1. Naidu, P.S. *the Wardha Scheme—a psychological analysis*. Vishwa Bharti, Vol. XIII, Parts I & II, May—October 1947, p. 60-68.

2. *Editorial*, Educational Review, October, 1958.

3. Natrajan, S. *Basic education and contemporary life*. Teaching, September 1958, p. 20-33.

"With rapid industrialisation of India knowledge of science and mathematics may become more desirable than skill in handicrafts."<sup>1</sup>  
—Editorial, Educational Review.

"This scheme will hit the professional artisans hard by creating ruinous competition"<sup>2</sup>—P. S. Naidu.

#### V. Deficient working of Basic schools

"There is some loss in mechanical arithmetic and spelling lack of sufficient intensive and repetitive drill."<sup>3</sup>—J. Lahri.

"Two types of Basic education have ultimately crystallised: The orthodox Wardha type of eight years craft-centred Basic schools and the more literal craft-biased but activity type of Basic schools in two stages viz. Junior Basic stage of 6 to 11 plus and Senior Basic stage upto 14 plus with the result that at the moment we find two types sponsored by the different stages."<sup>3</sup>—J. Lahri.

"In a hurry to pay more attention to craft, it has neglected the child"<sup>4</sup>—Anath Nath Basu.

"Basic education is looked upon more as a social and economic duty than as a joyful adventure."<sup>4</sup>—Anath Nath Basu.

"Craft is only a slogan, a fiction, which is practised on ceremonial occasions for the benefit of visitors."<sup>5</sup>—R. K. Singh.

"In a Basic school only two-thirds or half the normal time is given to academic education. The rest being taken up by crafts. And further, since on the time table academic subjects generally come after the craft work, mostly agriculture, students are sometimes too tired to take to academic work very kindly."<sup>5</sup>—R. K. Singh.

"Literacy and knowledge of subject matter are considered to be secondary importance."<sup>5</sup>—R. K. Singh.

"Students spend one-third or half the time for craft work without acquiring any dexterity worth speaking of in any craft."<sup>5</sup>—R. K. Singh.

"A careful study of what is taking place in the Basic schools of to-day has revealed that that the teaching in such schools has less

<sup>1</sup> Editorial, Educational Review, October 1958.

<sup>2</sup> Naidu, P.S. *The Wardha Scheme—a psychological analysis*. Vishwa Bhart Vol. XIII, Part I & II May—October 1947, P. 60-68.

<sup>3</sup> Lahri, J. *Basic education in India—An appraisal*. Modern Review October, 1958, p.5-9.

<sup>4</sup> Basu, Anath Nath. *Tagore's educational philosophy in relation to Basic Education*. VishwaBharti, Vol. XIII, Part I & II, May-October, 1947. p. 47-57

<sup>5</sup> Singh, R.K. *A visit to a Basic School* Teaching September 1958, p. 25-28.



emphasis on the quantum of knowledge stipulated to be conveyed to the children during particular periods.”<sup>1</sup>—Editorial Educational Review.

Besides, doubts and criticisms have been raised regarding higher cost of Basic education, introduction of Basic education in urban areas, place of books in Basic education and self-sufficiency in Basic education.

A historical perusal of the criticisms that have been levelled against Basic education during the last twenty years, reveals that the emphasis is now changing from theory to the practice of Basic education. The latest criticisms centre round three points: (a) Higher cost of Basic education; (b) Compatibility of Basic education with the Industrialisation of the country; and (c) Working of Basic schools—craft, correlated teaching and the knowledge content of the pupils. Most of the doubts and criticisms have been met with by authorities. For example, mention may be made of the pamphlet on ‘The concept of Basic education’, the article entitled ‘Some misunderstandings about Basic education’ written by Dr. P. D. Shukla and published in the ‘Journal of the Mysore State Education Federation,’ August, 1957. Attention may also be drawn to the feature entitled ‘Common Fallacy’ in the Quarterly Journal of Basic education (BUNIYADI TALIM) issued by the National Institute of Basic Education. These have helped to a very great extent in clarifying some of the misunderstandings about Basic education, specially about the theoretical aspect of Basic education. But recently, in the year 1958, some doubts have been raised by responsible persons like the editors of ‘Educational Review’ and ‘Teaching’ and some educationists about the three aspects of Basic education referred to above. It would therefore be very desirable and useful if all the officers present here review the position of Basic education in their respective States in the light of these criticisms and see how far these criticisms are genuine and what could be done to remedy the situation from a practical point of view.

*N. Nayak (Orissa):*

We in Orissa have at present the following type of Basic institutions:—

Junior Basic Schools	360
Senior Basic Schools	20
Post Basic Schools	2
Basic Training Schools	6
Basic Training College (Post Graduate)	1

<sup>1</sup>. Editorial. Educational Review, October 1958

As per decision taken by the Board of Basic Education, no more Basic schools of the orthodox type are opened at present, but steps are being taken to convert the existing primary schools into the Basic ones. This is to be done in two stages. We are now in the first stage of conversion; we are now orienting the primary schools towards Basic pattern by introducing essential features at no considerable cost. After the first phase of conversion is effected completely and successfully, we will undertake the second phase of conversion in which Basic trained teachers will be appointed and all equipment necessary for Basic schools will be supplied so as to make the schools full-fledged Basic institutions. The second stage will take some time as we must find the necessary number of trained personnel and the funds.

When matters stand thus, we watch the reaction of the common uneducated villager as well as of the educated person, to the system of Basic education and the Basic schools. The common man who does not understand the great psychological and sociological principles on which Basic education is based, compares the academic achievements of the child during the first few years of his schooling in the *chatasali*, in the traditional primary school and in the Junior Basic school and feels, in view of the tangible academic return from the *chatasali*, that the *chatasali* is the most efficient, that the traditional school is less efficient and the Basic schools are still less efficient. The ignorant villager does not understand the alround development that we aim at in the child in the Basic school. He judges the efficiency of the school by the immediate, tangible, academic achievements produced in the child. Secondly, the craft introduced in the Basic school (spinning, agriculture or gardening) does not appeal to the villager, because it is nothing new to him, nor does the Basic school teach any thing in the craft which the villager does not know. Thus the Basic school is not very popular in the rural areas among the masses. We, as inspecting officers and administrators of Basic education, have to combat and counteract the prejudices of the masses born out of ignorance and misunderstanding of the true import and objectives of Basic education.

What is more unfortunate is that Basic education faces more formidable and scathing criticism also from the educated and semi-educated public. It is said that over-emphasis on craft and other activities in Basic schools, lessens its academic turn out and achievements and this is no augury for an independent country like ours. We want doctors, engineers, technicians, administrators and teachers of the highest calibre and quality, and Basic schools do not help to

produce such personnel as they neglect the academic side of school work at a very crucial period in the child's life. Secondly the educated person feels that teaching through craft is a far-fetched round-about process which cannot be applied beyond the rudiments of a few subjects during only the first few years of learning at the primary stage. Thirdly, the educated man does not believe in the theory of self-sufficiency. Fourthly, those who have been educated in the traditional system and long accustomed to it cannot appreciate the Basic school discarding a fixed syllabus, prescribed text books and regular examinations or the award of certificates. Fifthly the educated man complains that a complete system of Basic education has not yet been evolved with the result that the student feels stuck up after completing the Basic school. For instance, a student passing out of Junior Basic school does not find a Senior Basic school into which he may conveniently take admission; similarly one passing out of a Senior Basic school does not find a Post-Basic school into which he may immediately take admission; and so on. Sixthly, the educated man feels that much better facilities are provided in Basic schools and much more money is also spent; but given these better facilities, an ordinary primary school can produce better results (academic returns) than the Basic school.

As educationists and administrators we have to combat and counteract these criticisms which are apparently fallacious and born of defective thinking.

*Kishan Chand (Rajasthan):*

My predecessors Miss Khanna and Mr. Nayak have anticipated me to a large extent. I would not try to cover the same ground over again. Misunderstandings can be grouped under two categories—those prevailing among the public and those that are confined to the teacher.

As far as the public is concerned, it is not interested in the philosophy or aims of Basic education; it judges any system of education by its product. It has so happened that after independence the general standards of education have fallen and this deterioration has unfortunately been attributed to Basic education. The only way to remove public misunderstanding is to raise the quality of Basic education and give a better product to the society.

As for the teacher, the question to my mind is more a matter of administration; on the one hand the teacher should be provided with the necessary facilities by way of suitable school buildings, staff,

equipment and raw-material and on the other enthused to work with his heart in his job. The latter point is perhaps Basic for the progress of Basic education. Human nature being what it is, mere idealism does not carry us very far. Unless merit and good work are appreciated in a demonstrable manner, we cannot draw out the best in an average teacher. Once the teacher makes up his mind to make a success of Basic education, the so-called misunderstandings which are in most cases a sort of defence-mechanism on his part to rationalise his mental and physical sloth, will miraculously disappear.

*A. Sankara Pillai (Kerala):*

One of the chief misconceptions about Basic education is the belief that it is a rigid pattern from which even the slightest deviation is not permissible. It is gratifying that the Union Minister for Education in his inaugural address has clearly exposed the fallacy and has pointed out that suitable modifications may be made in Basic education to adjust it to the changing needs of time and place. Anything that does not grow and change loses all vitality, however perfect it may be in other respects. In fact, any system of education may be considered basic if it satisfies the following conditions:—

- (1) that it develops the total personality of the child including the skills involved in socially useful labour;
- (2) that productive work is given the central place in the school programme;
- (3) that it gives the fundamental knowledge, skills and attitudes expected in a normal intelligent citizen of free India;
- (4) that the method of teaching adopted is that of correlation; and
- (5) that systematic training in community living visualised in the socialistic pattern of society is given.

Miss Khanna has carefully analysed the different kinds of misconceptions prevalent among the educated public and among educationists about Basic education in her working paper. Let us examine them one by one:

*1. Absence of sound psychological foundations*

It was the realisation of the fact that the traditional system of education did not develop the total personality of the child that led the sponsors of Basic education to evolve the new programme practised in all Basic schools. If the traditional schools neglected the

education of the heart and the hand and gave undue importance to the development of the head, Basic education seeks to prevent the imbalance and achieve the harmonious development of his head, the heart and the hands. It will also be readily admitted that learning by doing is the best way of learning anything and, therefore, we can say with confidence that Basic education is based on sound psychological foundations.

## 2. *Craft as the only basis of correlation*

It is wrong to say that craft is the only centre of correlation in Basic education. There are two other potent basis of correlation—the natural environment and the social environment. The activity programme followed in Basic schools is based on a careful analysis of the activities of life and almost all the major areas of learning are included therein.

## 3. *Basic education ignores national genius*

It is equally wrong to say that Basic education ignores the national genius of India. In fact, it is the English system of education that was based on an alien culture and was therefore alien to our national genius. In Basic schools there is conscious and deliberate attempt to base the education of the child on the culture and genius of his motherland.

## 4. *Basic education runs counter to the needs of contemporary life*

The view that Basic education is not related to the economic policy of the State and does not help the process of industrialisation is untenable. In fact the Basic school pupil will prove to be a better technician in an industrial plant than the pupil of the traditional school, because his manual skills have been carefully developed at the school through continued practice of crafts.

## 5. *Defective working of Basic schools*

In spite of the sound psychological and sociological basis of this system of education, it has to be admitted that there are some defects also in the actual working of Basic schools at present. Academic standards have fallen, craft work is shoddy, the technique of correlation is ignored or carried to ludicrous extremes and community living has not been organized systematically. It is the duty of all workers in the field of Basic education to find out the defects, diagnose the causes and suggest ways and means of remedying them from a practical point of view.

Jagdish Raj (Panjab):

Some of the misunderstandings about Basic education which I have come across can be stated under four 'F's.

1. Basic Education is a *FAD*. It has no sound psychological and pedagogical basis.
2. Basic Education is a *FALLACY*. The very fundamentals are wrong and not properly conceived.
3. Basic Education is a *FARCE*. The scheme is impracticable. Traditional methods are still followed. The craft materials are just stored and a show is put up, whenever there are visitors.
4. Basic Education is a *FRAUD*, which is being committed on the nation by those who are in power. It is a sort of political stunt to play with the sentiments of the people.

These observations have been made from time to time. The common complaint regarding lowering of standards is also there.

We as workers in the field of Basic education have to dispel these doubts and remove these misunderstandings.

Udai Pareek (N.I.B.E.)

The misunderstanding about Basic education have to be understood from another point of view. It is necessary for us to find out the cause of the misunderstandings. We find that the misunderstandings about and the resistance for Basic education has been growing since 1947. It shows that public opinion is becoming more and more against Basic education. We cannot brush aside public opinion. It is a barometer which reveals the clarity or confusion in thinking of the nation. The main cause of misunderstanding seems to be this that Basic education is not being seriously accepted by us. Basic education envisages a new type of social order. The official hierarchy in the country wants to maintain the *status quo* and is not prepared to accept the new type of society. The result is that there is a conflict between theory and practice. We are diluting Basic education every day in order to make it palatable not to the public but to ourselves. If we want to remove misunderstandings, we will have to clearly decide whether we want the new order of society envisaged in Basic education to be brought in the country or not. In my opinion this is the central conflict giving rise to misunderstandings about Basic education.

*P.D. Shukla (Chairman):*

It is a fact that misunderstandings about Basic education are on the increase. In fact some kind of hostility against Basic education is growing. We must not only be conscious of this, but should also make all efforts to remove the misunderstandings and the hostility. I am glad that the various misunderstandings as revealed in the discussions today have come from the actual experience of persons who are doing field work. We have to find out the causes of such misunderstandings. It appears to me that there are four main causes of the misunderstandings about Basic education.

1. Some misunderstandings arise because of the inconsistency inherent in the transition from the old type of society to the new. This is the cause to which Dr. Pareek referred.
2. Some misunderstandings arise because we regard Basic education to have a fixed pattern and think that only the same pattern evolved in one place should exist in other parts of the country.
3. Sometimes misunderstandings arise because of the way we handle things. While dealing with Basic education we are dealing with pupils and it is necessary to satisfy them. Basic education should not be taken as a cult; otherwise it would create enemies. There has, unfortunately, been a feeling that there are some people to be termed as 'Basic-walas'. The orthodox adherence to some fixed principles and turning Basic education into a cult, go against the progress of Basic education.
4. Some misunderstandings arise because of the insistence on the way of life as an integral part of Basic education programmes. Basic education is no doubt a way of life in the sense that is based on some Basic philosophy and it visualises a type of society to be developed in the country. But it should not be taken to mean normal ways of life and expression. Unnecessary insistence on way of life as a part of Basic education programmes, leads to some types of misunderstandings.

It is only when we remove these causes that we can succeed in expanding Basic education. Basic education as a national pattern in the country relates to elementary education and I would even go to the extent of defining Basic education as improved elementary education. We have accepted the term Basic education not only

because Mahatma Gandhi's name is associated with this term, but also because it is suited most to the Indian conditions. Basic education is really the minimum education that should be given to all citizens and, as such, the programmes of free and compulsory education become a part of Basic education. We have to confine Basic education only to education at the elementary level. Let us not raise the problem of Post-Basic schools which, are, in fact, a part of the multi-purpose school system at the secondary education level in the country.

Various misunderstandings have been enumerated. It is sometimes said that Basic education does not provide for different types of aptitudes. But it is altogether wrong to think that aptitudes mature before the elementary age level, i.e., before fourteen years of age. The question of aptitudes can come only at the secondary stage.

Craft and correlation should not be made fads. Craft should be used in a liberal sense of productive work. A varied choice of crafts should be available in Basic schools. Similarly, correlation should be taken to be a corollary of the improvement of elementary education, rather than a cult. Correlation has in fact never been a cult, because it is a natural outcome of better teaching. The potentiality of correlation decreases in proportion as we go higher and higher in the educational system. Academic standards in Basic schools should not be lowered.

It would be good for the administrative officers to remove the various misunderstandings prevalent about Basic education. I am happy that this discussion has been organized during this training programme.



## CHAPTER 2

### SYMPOSIUM II

#### IMPROVING QUALITY OF BASIC SCHOOLS

*Chairman:* DR. SALAMAT ULLAH

##### A. General Defects in the present working of Basic Schools:

*R. C. Sharma (N.I.B.E.):*

The problem of improvement of a Basic school is of a fundamental yet complex nature. Complex it is because a Basic school is an innovation to evolve an all-round development in the personality of a child. His head, hand and heart are to be integrated and he is to be prepared for citizenship in a democratic society. Thus in a Basic school a teacher is expected to impart multidirectional education whereas in a traditional school he was imparting unilateral or biliteral education. Consequently, the work of a Basic school teacher has increased very much when compared with that of his contemporary in a traditional school. To express in quantitative terms, if the development of the head devolves a workload of on the teacher, the development of the hand, the heart and the habits will augment it to 4 x if equal weightage is given to each facet of development. Therefore, unless a radical and revolutionary change is effected in the efficiency of a teacher or unless the school hours are increased, no tangible improvement may be expected in the working of a Basic school despite our introducing any number of activities and any number of practical ways to pursue these activities.

Naturally, in this seminar our approach should not be like those of other seminars wherein I have been seeing for years that routine and occasional Basic school activities have been laid down and the practical ways of pursuing these activities have also been prescribed but all in vain. What our attempt should be is to consider the limitations of the teacher. Here we have to keep in view that the present teacher is not of a higher calibre than his predecessor. Nay his competence or capacity is ever deteriorating. Till even a decade ago the academic standards were higher. A matriculate teacher of 1937 was better than that of 1947. Thus we see that an inverse proportion is being maintained between the work load and the competence of a teacher in a Basic school.

How to obviate this has become a baffling problem for us. The obvious solution seems to be to increase the number of teachers to lessen their work load. This implies that the pupil teacher ratio may be decreased. But the recent trends in educational statistics seem to belie expectations. Right from the academic year 1955-56 the pupil teacher ratio in Basic schools has been waxing and waning between 1:33 to 1:34 and the same ratio exists in non-Basic schools. Further, it may not be possible to decrease this ratio in view of the financial stringency of the country. The envisaged industrialisation on the one hand and the directive of the Constitution stipulating free, compulsory and universal education on the other, further aggravate the situation. Yet we need not be pessimistic. So far as my knowledge goes, in some progressive countries the same situation is also confronted. In U.S.A. the pupil teacher ratio is approximately 30 or 32 and till a quinquennium back there were 64% single teacher schools. In Australia about 75% of the primary schools are single teacher schools. Thus the work load on the teacher is heavy in foreign countries as well. Why then is an American teacher carrying the load efficiently, whereas an Indian teacher is trembling and shuddering? Some may answer this by saying that the efficiency of an American (of low income group) is 3 to 4 times higher than that of an Indian (of low income group). But this is simply distortion of truth. The fact, therefore, remains that the efficiency of our teacher is to be increased, and this cannot be done by enumerating activities to him which he already knows. What should, therefore, be done is to try to produce changes in attitudes of our teacher and with the perceptible changes in the attitudes of the teachers more and more activities may be introduced in the Basic school. At the beginning 2 or 3 activities may be introduced, and from year to year the number of these activities may be increased. The process should go on till we reach our desired standards.

The problem, therefore, reduces to enumerating activities and suggesting changes in the organisational set-up, which may change the attitudes of the teacher. In this direction setting up of village committees at central school level and local school committees at the school level, may be useful. Thus an experiment may be made on the lines of improving school administration by making communities effectively responsible and adapting it to suit Indian conditions.

*Sishacharya (Mysore):*

Some of the difficulties that need be removed are:

1. Most of the schools are ill-housed and are unhygienical, making the children learn either in temples or in village Nakas, with no play ground.

2. Most of the existing Basic schools have no agricultural land attached to them, and even if attached, there are no water facilities to turn them into kitchen gardens.

3. The timely provision for the purchase of raw material like cotton seeds and manure is not being made to each Basic school.

4. It is practically impossible to work out the correlated technique of teaching in single-teacher schools and one teacher to each class has to be provided.

5. There are no proper textbooks for use in Basic schools. The lessons should be graded so as to correspond to the graded activities in different standards.

6. Efficiency in craft suffers as equipment fall short of the requirement for all the children in the school.

### B. Improving Academic Standards

*N. Nayak (Orissa):*

1. It is on account of the lowering of academic standards in the Basic schools that Basic education is becoming popular, both with the masses and the classes, both in the rural areas and the cities.

2. The principles and the ideals on which Basic education is based are no doubt very sound and high, but the change was so sudden and so drastic that one who was long accustomed to the traditional system could not accustom and attune himself to the change all at once. The transition has to be slow and gradual and should not be too sudden and drastic and dazzling.

3. What lowers the academic standards and how to improve the standards:—

- (a) Over-emphasis on craft and other Basic activities should be reduced and more attention should be paid to the regular subjects. Now it is the other way about. At least 60% of the working hours should be devoted to the teaching of subjects.

- (b) **Methods of teaching:** Teaching should be done not necessarily through the medium of craft which often becomes very far-fetched, round about and uninteresting. Perhaps the social and natural environments are to be pressed into Service more than the craft.

Modern Techniques and Teaching aids may be used. The teacher will have to prepare his own teaching aids, wherever possible.

- (c) The teacher himself should be well equipped and well trained. He should at least be a Matriculate with an aptitude for the teaching profession and for Basic education. His professional training should also be thorough and efficient.

It is said that Basic Training School should lay sufficient emphasis on Craft Training, avoiding the undue emphasis on professional part of the syllabus when compared to non-Basic teacher training institutions.

- (d) **Syllabus, textbooks and examinations (assessment):** There should be a carefully prepared syllabus for the guidance of the teacher and laying down the contents of knowledge aimed at, at different stages or at the end of different classes.

Similarly for the guidance of the teacher carefully prepared and selected textbooks on the different subjects should be prescribed and made available for use both by teachers and pupils.

Similarly assessment should also be arranged taking into account the day-to-day work throughout the year. Assessment is not an end in itself; it helps the teacher to improve his methods of teaching and the administrator to make a general assessment of school work. It also makes the pupils alert and dutiful.

- (e) The supervisor, inspecting officer should be an experienced and capable person. He should pay adequate attention to his part of the school work.

People want improvement in academic standards, the country wants it, the parents want it and we should therefore provide it.

### C. Improving Efficiency of Teachers

*Soma Sundaram (Andhra):*

The Government has committed itself to compulsory education. To bring this about a large number of schools are being opened every year. In many places a single teacher is appointed and he is the whole school. In the absence of a building or a shed to run the school, the very objectives of running a school are defeated. The teacher is paid his salary regularly but the school is non-existent. The absolute minimum for a school is that it must be provided with a meeting place, and unless and until a meeting place of its own is provided, the school cannot work and there can be no efficiency at all.

Another important factor for increasing efficiency in the Basic schools is the teacher. He must be provided for, so that he may lead a careful and respectable life to be able to give his whole-hearted attention to his duties.

Generally the staff we get as teachers are third rate men who take recourse to the teaching profession as they cannot get a footing anywhere else. Even this third rate staff can be improved upon. In High Schools where there are a number of electives, the practice and theory of education may be included as an elective and candidates studying these subjects may be selected as teachers.

A certain amount of orientation towards service and sacrifice may be included in the High Schools and training courses.

*Jayaraman (N.I.B.E.):*

It is an obvious fact that success of any scheme largely depends upon the quality of the workers. The quality of teacher is no less important in the scheme of Basic education. The best scheme of education can become a bad scheme if the teachers handling it are bad, even so a bad scheme can in practice be made good one if the teachers are good. After all born teachers are a few and most of the teachers are made. So persons must be selected and trained to become good teachers with initiative and enthusiasm.

Basic education is education through craft, and other activities and experiences. Further it serves as the spearhead of social revolution. It is, therefore, essential that these teachers should have an understanding of the new educational and social ideology. Moreover the new scheme demands the highest intellectual ability of the personnel who can put into practice the new technique of correlation.

Unfortunately the teaching profession in our country does not attract men of such a high intellectual calibre. In fact the primary education which ought to be manned by the highly qualified teachers which is in practice in the progressive countries, is left in the hands of least qualified persons, who have hardly had their education in high school. Majority of these teachers are having the academic qualification of the school elementary leaving certificate. This is a bare fact which should be borne in mind when we think of improving the quality of Basic schools through teachers.

Even when these teachers are gradually replaced by secondary trained personnel, we cannot expect a marvellous change unless we make continuous efforts to change the mental and moral attitude of the teachers and prepare them efficiently to the demands of the new situation.

The hurdles that come in the way of the teaching personnel in the organization of Basic schools are so many. However, they can be brought under these three heads:

- (i) the technique of correlation,
- (ii) the organisation of craft,
- (iii) the availability of source materials.

Let us now examine how the teachers, with their resourcefulness can run over these hurdles.

### The Technique of Correlation

The technique of correlation is not such a strange phenomenon as to be frightened with. With a thorough knowledge of the syllabus and careful planning even a teacher of an average ability is able to do well in this method. In the case of traditional school teacher, he is neither likely to get into touch with the syllabus nor he is required to plan in so detail as he can safely rely upon the text books and made easy guide books available in the market. But Basic education demands a certain amount of enthusiasm and initiative of the teachers. But an ordinary teacher with a little enthusiasm will be successful in the technique of correlation provided he devotes adequate time in planning the syllabus and unit.

A Basic school teacher is required to do the planning at three levels. The primary level planning consists in breaking all the items of syllabus into a number of activity units and arrange them month-wise for the whole year wherein he has to write out the

points of knowledge that lend themselves to those units and sort out the portions that could not fit into those activity units so that he might avail some other opportunities; later on, which can be profitably utilised. Unless this is done, the teacher of Basic schools will miserably fail in his attempts to cover up the syllabus and he cannot expect pupils to attain the required standard. This can be termed as the plan of the programme for the whole year.

The second level of planning is unit or activity plan. Each unit has to be analysed in details and there are nine steps of planning the unit, purposing, planning, preparation, execution, finishing, recording, assessing, developing the attitudes and correlating the knowledge. These nine steps can be reduced to three *viz.* preparation, execution and evaluation. The first part *i.e.* *preparation* includes motivating the pupils to the work and planning the unit in order to achieve the required results *i.e.* skill, knowledge, attitude of the pupils. *Execution* should indicate how the pupils must be engaged in certain activity and how every pupil should actively participate with a view to derive the first hand knowledge. This means that the teacher should carefully plan every item of unit in order to ensure that the pupils get maximum experiences which ultimately result in improving the knowledge, skill and attitude. *Evaluation* is stressed in modern education as a continuous process. The teacher must be able to assess pupils at every stage. - He must be vigilant in planning ahead and anticipate the various situations where he can assess the individual pupil.

The third level planning lies in the plan for the whole day. Here again the teacher has to organize every thing in such a way as to enable the pupils to learn mostly by their own experience. For instance, he should plan the method of organizing the pupils into groups and each group working with the cooperation of other groups. He must work out in such a way as to enable the pupils to learn things through work, through discussion with themselves, with others, through information from experienced persons and through books. This means a detail planning for each hour of the day. Thus the efficient planning at these levels will bring in success even to an ordinary teacher in the technique of correlation.

### The Craft Organisation

As craft forms the vital medium of education, the teacher must be adept in organizing this activity. It is alleged that craft does not sustain the interest of the pupils. But the evoking and sustaining of interest lies in the method of presentation. The monotony of the

craft lies not in the craft itself but in the method. There are a number of processes involved in the spinning craft. Again in the process of takli spinning itself there are 48 methods (*vide* Mool Udyog—Kathna—by Vinobaji) and so in the case of wood polishing in wood work there are different methods of polishing. The teacher must acquire sufficient skill in these and introduce at least occasionally a few novel methods of each process. One of the prerequisites of the efficient organization of the craft work is the teachers' proficiency in the skill. The second point which will have desirable effect is the presence of the teacher throughout the craft class and setting up good example to the pupils not through his precept but by his practice. He must put a pause to the pupils' mechanical way of doing the craft work and seize an opportunity, whenever the pupil goes wrong to inculcate the scientific principle underlying the process.

Moreover the teacher must have definite craft targets—daily, monthly and for the whole year. The teacher should not apply the targets to the pupils uniformly irrespective of the individual capacity. Targets should be there only to guide him and to enable him to measure and evaluate the efficiency of the work of the pupils.

### **The Source Materials**

Since Basic schools are required to organize these activities the provision of source materials for the various activities is essential need. These materials include, a good library of source books, reading books for the pupils and guide books and literature for the teachers. By his self effort the teacher can also find out some of these materials, for instance, the text books of traditional type can very well be utilised as source materials. The charts and models usually prepared during training course should serve useful purpose in actual class room teaching.

In addition to these, the teacher must prepare a log book on the study of natural environment regarding natural phenomena and on the study of social environments regarding the poets, saints, temples and historical places of the locality. This can be supplemented by gathering of information through books, magazines and dailies.

Thus a resourceful teacher can find ways and means to improve the quality of Basic schools to a considerable extent through effective planning for teaching.



*Jagdish Raj (Punjab);*

A system of education, however well conceived, is bound to fail in the hands of a poor teacher. Basic education to a great extent has suffered at the hands of inefficient teachers.

Let us analyse the state of things. By whom are our Basic schools manned? What type of training has been provided to the teachers?

Usually Basic school teachers (in a large majority) are under-Matrices (in some cases even primary passed). Matriculates are given a year's training in Basic education. These people sometimes do not have any background of training in some craft work. Most of these are unaware of the contents of the course in subjects, like social studies and general science which are the special features of Basic education. The sudden expansion of teacher-training facilities in recent years has given rise to the emergence of institutions which impart not too good a training to such teachers with poor background. In the training institutions, there are no arrangements for the proper guidance of these teachers-under-training. Adequate practice in teaching is not arranged. The teacher trainers themselves do not have sufficient faith and confidence in Basic education and its working. They have nothing with them to inspire the trainees.

The steps which we should take to remove these defects are:—

1. The minimum academic qualification for admission to the Junior Basic Training (Under-graduate Basic Training) Institutions should be a pass in the High School/Higher Secondary/Matriculation Examination.
2. The period of training should not be less than two years.
3. Sufficient training in craft work need be given.
4. Contents of the course in Social Studies, General Science and other subjects should be taught in the training institutions.
5. There should be full-fledged practising school on Basic lines attached to the training institutions for demonstration and practical work.
6. The teachers in training institutions should be properly selected. They should have good educational background and should be fully conversant with Basic education and its practices.
7. There should be a programme for in-service refresher courses for the trained teachers at regular intervals with a view to equipping them with the latest development in the field of education.

**B. G. Tewari (Rajasthan):**

In his characteristic style elaborated on the following lines:—

1. Life—A process of manifestation of:—

The will-to-be

The Libido

The Hormic Force.

2. Can you educate?

(a) Can a gardener produce floroscene and fructification?

(b) Can a doctor restore life? [If the intrinsic force of the plant or the human being ceases to draw in the nutrition or draw out (*i.e.* manifest) its inner self?

3. Who teaches the plant to grow, the egg to mature, the seedling to sprout, the nestling to throb, the fawn to leap and bounce?

4. The child—a citizen of the universe—opening its eyes, reacting in dumb wonder, gaining experiences in its own right, growing inspite of

(a) the relentless forces of nature,

(b) the suppressing forces of society,

(c) the repressing circumstances of its pre-possessions.

It lives and grows inspite of you.

5. Your importance:

(a) Atlas took pity on Hercules, to bear the burden eternally; Hercules is free.

(b) Hercules did not carry basketfuls of filth or cart loads of refuse as *shramdan*. He only changed the course of the river, and the Aegean Stables were cleaned.

Do not grow old, "O Master Saheb." Cease to be "Master Saheb" and be a "Child of God"—be a Jesus, not a Pastor, not a Blind Mount, not a Pilot of Galilean Lake, bearing two massy Keys of metals twain and wearing mitred locks".

6. Where does the would-be mother get the training? Who ex-hers her.

(a) to lied in wet clothing, sparing dry clothes for the child,

(b) to keep awake the whole night, in an attempt to induce the child to sleep,

- (c) to bear hunger, thirst, privations of various kinds, various indignities in the hope that the child should live, and grow and prosper.
- (d) to bleed her heart to creeping anaemia when she loses a poor, screaming creature brought into existence by her, and the like of which she can, and will, bring into existence at will?

In her, there is a fire which burns but does not fumigate, a heart which yearns but does not promulgate, a throb which cheers but does not inebriate.

7. Solomon said "Go to the ants, thou sluggard, consider their ways and be wise".

There has been enough of conation and cognition in the field of education. There is a retort from the child to every teacher if he has an ear "Go to the Mother, thou affectioner, consider her ways and be wise." She hums, she chants, she trolls to the child, even like a child; she quarrels with the winds, she plays with the moon, she argues with the sun, much as a younger sister would have done.

Emotion is the root, action the stem and knowledge the fruit of life. Emotion is the oil, action the wick and knowledge the flame of life. Would you have the flame burning without the oil rising?

Having finished with all the learned dissertations in quest of the centre of this cyclone of life, let us be sure that the winds never reach the centre. The best way is to approach the Centre—the child—directly and seek HIS guidance. Listen to his squeak, and attend to his looks. His looks are the best looks you can find on the earth, his activities the best vocation and his affection the highest prize. Then it is that a little effort on your part will bring forth results, far, far above human comprehension.

When the quality of training approximates to the purity of a mother-of-pearl, a drop of water is converted into a pearl and a pinch of dust to a nugget of gold.

Whatever be the degree of the purity of the mineral particles or of the clouds of *swati nakshatra*, it is only under the influence of the clear sun that the former becomes gold and latter pearl.

You will have to be pure hearted from head to foot so as to get a place before the object of your affection, for a mirror is given a place before Beings endowed with Beauty.

The other day, Shri J. C. Mathur said that we should have different financial rules. I would like to go further and say that there should be different rules of recruitment for the Education Department.

Those of you, ladies and gentlemen, who cannot be mothers, please vacate, because richer harvests await you elsewhere. Here you can have only. . . . . There is no place here for those who want.

#### D. Improving Inspection and Supervision.

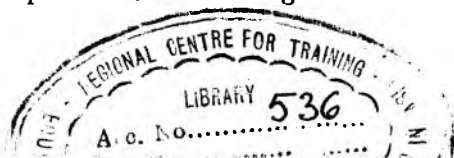
*A. N. K. Adalati (Madhya Pradesh):*

No one can deny that an efficient and sympathetic supervisory staff is almost as important for Basic schools as well-trained teaching personnel. In brief, supervision is a fairly specialized technical service primarily concerned with improving the conditions that promote learning and pupil-growth. This is an expert service concerned with improving character, quality and quantity of childrens' teaching—learning situation. It is democratic guidance and personal cooperation to one who is less experienced and resourceful. Supervisors are to play the role of leaders and guides in the educational experiment. They are to act as liaison between the teacher and the community in order to create cordial relationship between them. They are to meet the curriculum—problems and formulate suitable plans to develop and improve them. They are to coordinate the activities of the field workers and create leadership among the teaching personnel. They are to offer in-service training also. Hence there would be need of an adequate number of supervisors in the field of education. To get proper and efficient personnel for this purpose, following steps may be considered:

- (1) Trained teachers of experience should be appointed for this purpose.
- (2) Provision should be made to train supervisory staff in the training institutes.
- (3) Teachers having rendered remarkable service should also be given an opportunity to work as supervisors.

*Salamat Ullah (Chairman).*

The subject is a very comprehensive one covering all aspects and the participants who are experienced people drawn from various fields of the Education Department, have brought their actual ex-



periences to bear upon the discussion of today. The aspects into which the subject has been sub-divided are very relevant and the discussion has been carried on, on a very high level. The topic can be looked at from two points of view. We may divide the subject into several aspects as it has been done and discuss each topic in detail. The subject may also be looked from another point of view, namely by dividing it into only two main aspects—the teaching community including the teachers, the supervisors and the administrators and secondly the community whose interest the schools serve. Well, if we can bring about a proper relationship between these two factors, namely, the teaching community and the community at large then a good deal of the problem is solved; otherwise things might happen which might mar the schools altogether. If there is no proper cooperation and coordination between these two factors, then there will be no progress in the schools. As a matter of fact the villagers can do a good deal for the improvement of the schools. They can provide buildings and equipment for the schools and can always be a source of support in its progress. Of the two, perhaps the teacher is the more important factor and a good deal of care and attention must be bestowed upon the recruitment of teachers, his training and also his in-service training. The teacher should be given the minimum standard of living, otherwise he will not be in a fit position to give his best to the school. After the minimum standard is assured for the teacher, there is something that is more important, namely, the teacher's devotion to his work, his love and affection for the children put in his charge. The minimum standard that is required for the teacher may be guaranteed by some effort, but if the devotion, the love and the affection are wanting in the teacher it is very difficult to supply them from any external agency. These qualities of head and heart must be inherent in the teacher himself and must come from within. As the head of the training college I have devised methods of selecting teachers who have the right attitude for the teaching profession. But still every method of selection has failed, because the selected trainees have often disappointed us and have brought us trouble. Therefore, the problem is how to identify such teachers who would be as loving and as devoted to their work as the mother is to the child. There is no doubt that there are such real teachers but the difficulty is only how to discover them. If we have devised any suitable method by which we can discover the right sort of person for the teaching profession and select him for training, we will have done a great job indeed.

## CHAPTER 3

### SYMPOSIUM

## ORGANISING URBAN BASIC SCHOOLS

*Chairman:* SHRI G. RAMACHANDARAN

*G. Ramachandaran (Chairman):*

I do not want Basic education to appear like a beggar in rags, rather I want that Basic education should be dressed decently, fed decently and should appear decently. By a fortuitous combination of circumstances I am at the moment on the subject itself, namely, how to introduce Basic education in the Public schools. The Public schools are cent per cent urban in all respects. They are so to say the Red-Fort of Basic education. If the Red-Fort of Basic education is conquered, then the non-Basic urban schools will surrender themselves. I should describe Basic education as the best elementary education for India suiting the genius and facts of India. We think mistakenly that Basic education is a way of life, but I am trying my best to combat this misconception. It is no doubt a way of life but we should not make a ghost of it to frighten people. Now I want to put this ghost into my pocket and pin it up. As in all systems of education, there is a core in Basic education and this core consists of productive work; it replaces a book-centred education. It is a creative, productive, work-centred education. Therefore, it should be good for both the urban and the rural schools, as it suits the local environment which is germane to the urban society. If we think of suitable crafts for different localities, I should say spinning is most unsuitable for a city like Delhi but printing will be most suitable. If printing is taken up as a craft for city schools I can build up a university based upon the craft of printing. Similarly, pottery is a wonderful craft. It is pottery that speaks of the civilisation of the world through its relics of the past and when other materials are destroyed or change in colour and substance, it is parts of pottery that remain indestructible for ages.

If we say that Basic education is only through craft it is truncating Basic education, and not giving a complete picture thereof. Basic education comes through three factors, namely, the natural environment, the social environment and productive work. These are like the three sides of an equilateral triangle

such factor or aspect being very important. In urban areas it is not possible to have the natural environment so well as it can be had in rural areas. Hence in urban schools greater stress should be laid on the social environment. If you like, you may also go a little farther away from cities to have enough of the natural environment. Therefore, productive craft like printing may be taken as suitable for cities. Students' self-government is another core factor which should be emphasised in urban Basic schools. Perhaps it is in the Basic schools that you have today innumerable Prime ministers both men and women. Now taking the core factors of Basic education into account, there is nothing in Basic education that cannot be introduced in the urban schools.

### A. DIFFICULTIES FOR ORGANIZING URBAN BASIC SCHOOLS

*A. P. Kapila (Delhi):*

If Basic education is accepted as a national pattern of education at the elementary level, it is not known why there should be so much resistance to it from the people. It is known that there is so much of resistance against Basic education from the people; still no organisation has been set up in order to combat this resistance. It is high time that some propaganda machinery is set up to combat this resistance. Unfortunately, in Delhi teachers of Basic schools are not Basic trained. Recently, a competitive examination was held to recruit teachers but non-Basic candidates who scored better in the examination, were selected in preference to Basic trained teachers who could not stand high in the competition. It is necessary that Basic schools are manned by basic trained personnel. If all the elementary schools in the State are to be of the Basic pattern there is no reason why there should be non-Basic training schools in the State. All training schools that train teachers at the primary level should be of the Basic type. Crafts suitable for urban areas should also be selected very judiciously. Perhaps, agriculture, spinning and weaving are not suitable for urban Basic schools.

*D Gopal (N.I.B.E.):*

It is not difficult to organise Basic schools in urban areas. Some fallacies and misconceptions have crept into Basic education because people feel that this education is meant for rural areas only. But Mahatma Gandhi himself who was the originator of this education, called it 'Rural National Education.' Also, as we have introduced only village handicraft and as Basic schools were

started in rural areas only people think that Basic education is not intended for urban areas. As a matter of fact urban people are in greater need of Basic education because it is they who need craft most. If Basic education is intended to create a socially efficient citizen, such education is necessary for the cities as well as for the villages. Unfortunately, in our country supervisors of Basic education are doing their work most theoretically, having no practical knowledge of Basic education. This is one reason why Basic education is growing unpopular. We want an economically just social order in our country and Basic education does this for us. What is necessary is that rural Basic schools should be urbanised and urban Basic schools should be ruralized. This will bridge the gulf between urban and rural Basic schools.

## B. THE PROBLEM OF ACCOMMODATION

*Gopalakrishna Rao (Mysore):*

Basic education has been accepted as the pattern of national education and therefore it cannot be restricted to isolated units in rural areas. As such the scheme of Basic education should be extended to urban areas as well. In doing so the peculiar needs, circumstances and problems of urban areas will have to be borne in mind. For any system of education to be efficient and effective, the material conditions should be properly organised. The problems of buildings, and accommodation deserves our very first attention.

Urban Basic schools will have to lay special emphasis on craft activities and as such arrangements for conducting craft classes will have to be made. Due to compulsory system of education in urban areas, the classes tend to be overcrowded with the result that it becomes difficult to introduce a basic and subsidiary craft activities unless there is a separate craft room, big enough to accommodate about 40 boys at a time. So for each kind of craft, a separate craft room is necessary. An urban Basic school should have at least two crafts and therefore two extra rooms in addition to the class rooms that are necessary. Many may advance the argument that it is an ambitious suggestion especially, when there is no proper accommodation for running the usual classes. To solve this difficulty, the following measures are suggested:—

- (i) In urban Basic schools, the elementary principles of civil engineering, building and masonry may be taught to the pupils and with the labour of the children, buildings or craft sheds may be put up in course of a year with out incurring much expenditure.



- (ii) Open air classes may be conducted for one or two sections under the shade of trees. This will relieve to a certain extent the problem of accommodation.
- (iii) One or two classes may be 'wandering classes' i.e. the pupils of these classes will move from one vacant class to another when these classes will have craft or physical education or any other outdoor work. A special time table will have to be devised for this purpose in order that the 'wandering classes' will occupy any of the rooms during the day.
- (iv) 'Shift system' may be adopted to solve the difficulty of accommodation. The school then will have to work in two sessions of about 5 hours each for three or four classes at a time. The classes may alternatively come for the first and second session during the days of the week.

### C. STAFFING OF URBAN BASIC SCHOOLS

*Girdhari Lal (Rajasthan):*

We all know that it is the urban people who oppose Basic education most and being very intelligent and vocal, they can put forward their opposition in a forceful manner. Hence we have to be very careful and cautious in organizing Basic schools in urban areas. Shri Avinashilingam has rightly said that the best scheme of education can become bad, if the teachers handling it are bad, and hence there arises the necessity for selecting good teachers for urban Basic schools.

In rural areas, there is the problem of non-availability of teachers because in village teachers do not get good houses. There are no communication facilities. There are no other amenities of life. But teachers are easily available for cities and towns. Many teachers are also anxious for a transfer from villages to cities. Hence in urban Basic schools the question is not of the non-availability of teachers but of non-availability of the right type of teachers who are really good at their work. Now, why do teachers want transfers from villages to cities? There are three reasons for this. Firstly, as I have pointed out before, there are more facilities and conveniences in cities than in villages. There is no harm if a teacher wants to come to a city for this reason. It is but natural. But there are other reasons too. One of them is that in cities teachers make money out of tuition while in villages they do not get any. The second reason that they want to appear

in public examinations as private candidates. It is well known that many candidates come to the Education Department in order to pass examinations. They cannot appear in Intermediate, B.A. and M.A., examinations as private candidates if they are not teachers or librarians. I have heard people say that the pay they get as teachers is to them a kind of scholarship for passing examinations privately. In villages, there are no facilities of passing these examinations. In cities there are good libraries and also senior teachers who can help them in the preparation for examinations. I am not opposed to teachers passing public examinations privately only if they are sincere in discharging their duty. But generally I find that teachers who are after examinations and tuition, never work honestly and sincerely in school; they have no time to do full justice to their job. Therefore, you should be cautious. Such teachers should not be put in urban Basic schools if you want that urban Basic schools should run efficiently. What is required most is zeal and enthusiasm, honesty and sincerity on the part of teachers and only such teachers should be posted in urban Basic schools as have such qualities. An inspector or an educational administrator should be a 'Paarkhi' of men and he should select suitable teachers for staffing Basic schools in general and urban Basic schools in particular.

As regards training of teachers, I suppose there are sufficient Basic training schools in every state now. If training schools of the traditional type still exist in some of the states, they should be converted into Basic training schools without delay so that there may be no difficulty in getting Basic trained teachers not only for urban areas but also for rural areas. Then such teachers as are trained in traditional methods should also be given some short term training for two or three months in the technique of Basic education, so that we may not have to face the problem of shortage of Basic trained teachers. But to my mind, the most important thing is the selection of enthusiastic, sincere and efficient teachers for urban Basic schools.

#### D. UTILIZING THE ENVIRONMENT FOR TEACHING IN URBAN BASIC SCHOOLS

*(Miss) Adarsh Khanna (N.I.B.E.):*

Basic education is coextensive with life. No education worth the name can ignore the social and physical environment of the pupil. The teacher should make use of the experiences of the locality in his education. In urban areas there are municipalities and peculiar types of society and the teacher must know these and

utilise them in his day-to-day work. The teacher in an urban school should not confine his activities only to urban surroundings and urban situations. No doubt, at the first instance, he should utilise the immediate environment but his activities should extend also to the remote environments, namely, the rural environment as far as it is practicable. As a matter of fact there is greater need for the city child to know more and more about rural matters. Similarly, there is need now for the rural child to come to know more and more of urban affairs. It is thus that the gap between the urban school and the rural school should be bridged for their mutual benefit. The urban child should certainly know where his milk and vegetables come from, how and when the raw materials of his clothing are produced etc.

*B. G. Tewari (Rajasthan):*

In his characteristic style of alluding to examples from Science and anecdotes from literature brought out in effect the following points:—

1. The need for co-ordinated integration between the various experiences of the pupils.

2. Environment + Creative activity = Experience.

Similarly

Life actuation + raw material + physical activity = creative activity = production + experience = Educative Craft.

3. The question of using the environment for teaching in urban Basic schools, thus, though not answered by recounting individual, isolated, disjointed, items, has been answered. There is no fundamental existence of the problem. The urban area is just a specialised area, just as a diseased man is just a 'Man' with a certain additional burden of disease. The general principles of personal and environmental hygiene hold good, with slight modifications laying down Do's and Don'ts.

Let us make use of what we have, keeping our eye on knowledge based on personal experience, pooled together and digested, and giving enjoyment in the process of acquiring it.

#### E. ACTIVITIES IN URBAN BASIC SCHOOLS

*Appar Apar Singh (Punjab):*

I have some experience about the work of senior Basic schools. In my school activities were organised by pupils themselves, who worked under the guidance of teacher. Student leaders were ap-

pointed and they planned and executed all their activities like scouting, picnics, co-operative societies etc. In all these activities the teacher was in the background giving the students occasional guidance whenever necessary. The teachers also subjected themselves to strict discipline of the group and were also prepared to obey the orders from student leaders. All the activities of the schools were conducted by the students themselves in a most co-operative and democratic fashion.

*R. F. Katare (Madhya Pradesh):*

The activities must differ according to the social environment and needs in which a school is situated. In every activity there must be proper planning, execution and assessment of results, and teachers should take a keen interest in these activities which should have an educational value and should be a part of the day-to-day programme of the school. Any activity introduced in a Basic school should not require considerable funds and should not be out of the ordinary means of the school. Only such activities as are possible with local resources and under local circumstances should be undertaken. In an urban school a workshop may be organised instead of an agricultural farm.

#### **E. SELECTION OF CRAFTS FOR URBAN BASIC SCHOOLS**

*Kishan Chand (Rajasthan):*

As the old schools are converted into Basic ones and new ones are opened, the craft that is selected and introduced is most often looked upon as an additional subject only and not as one of the three media of education. The craft should in fact be selected on two criteria:—

- (1) its educational potentialities *i.e.*, whether it offers a continuous process from the lowest to the highest class involving subsidiary process capable of serving as centres of correlation from different subjects; and
- (2) whether it fits into the physical and social environment of the school.

From the point of view of selecting a craft for urban schools, it is the second factor that would decide it. This factor can be analysed as follows:—

- (i) A craft may be selected if it is practised by the people of that locality.

- (ii) The selection may be made on the basis as to whether raw material for it is available in the locality even if it is not practised in that place because;
  - (a) that craft may result in such finished articles as may be useful to the child;
  - (b) that craft may prove useful to the community if practised by them for example, fibre craft.

Examining specifically the question of selecting crafts for the urban schools as distinct from the rural ones, it will be obvious that kitchen gardening is not suitable in the absence of a suitable piece of land and water facilities. Spinning and weaving though it may not be practised in the locality will prove useful. Clay modelling and pottery, card-board modelling leading to wood-work, printing, etc. are crafts that admirably suit urban areas.

The urban schools have generally on their rolls pupils coming from different types of localities and different strata of society. If more than one craft is introduced in schools it will cater better to the different interests and aptitudes of the children.

## F. CURRICULUM FOR URBAN BASIC SCHOOLS

### A. Shankara Pillai (Kerala):

It is the general tendency in all systems of national education to have a common school at the primary stage where all the children of the land receive their education and develop the consciousness that they are members of the same nation. In India, too, education at the lowest level has to be organised in this way, so that unity of the nation is promoted in spite of the diversities that tend to break it up. Basic education has been accepted as the pattern of national education in India at the primary stage. This means that the aims, content and methods of education in Basic school will be substantially the same whether it is an urban school or a rural school.

The aim of education at the primary stage is to give all children the Basic knowledge, skills and attitudes expected in a normal intelligent citizen during the school course. The skills and knowledge expected include the following:—

1. Language.
  - (a) The ability to speak, read, and write the regional language and also to understand and appreciate its literature.

(b) The ability to use and understand the national language.

(c) The ability to understand English, a foreign language.

2. Mathematics

3. General Science.

4. Social Studies.

5. Art.

6. Physical education.

The quantum of knowledge imparted in these fields will be substantially the same wherever the school may be whether it be in a rural area or in an urban area.

But craft taught may differ in urban and rural Basic schools. The craft chosen must be in consonance with the school environment and urban crafts differ considerably from rural crafts. Agriculture and kitchen gardening are ideal crafts for the rural school; but in an urban area where land is scarce it is not possible to have agriculture as a Basic craft. But horticulture and flower gardening may be practised in almost all urban schools. Spinning and weaving may be organized both in the rural and urban schools. Foundry, smithy, carpentry, masonry, sheetmetal work etc. may also be organized. Thus it is clear even in the field of crafts there may be substantial agreement in the curriculum of rural and urban Basic schools.

It is in the methods of teaching and in the nature of the activity programme that the two types of schools will differ. All teaching will be by the method of correlation; and the centres of correlation will be the natural environment, the social environment and the craft. But the natural environment in the town and the village differ considerably. So does the social environment and to a certain extent the crafts. The differences in the centres of correlation will be reflected in the activity programme of the rural and urban schools, though fundamentally they may be the same. For example, the water we drink in the rural area is well water but in urban school it may be tap water from the town water supply plant: drawing water from the well for drinking purpose may be an activity in the rural school, but stopping the leak in a leaking tap by replacing the washer may be the activity in the urban school. But both the activities will lead to the study of the problem of the water we drink. In this connection, it must be pointed out that special programmes have to be organized to

give rural children first hand experiences of urban life and urban children that of rural life. This can be done by organizing educational trips to the villages by children from the town and *vice versa*. In this way the gulf between the town Basic school and the village Basic school may be bridged.

*G. Ramachandaran (Chairman):*

After I have heard you I feel that things are safe with Basic education. There is a general feeling that Basic education has lost its quality and speed but as a matter of fact we have taken Basic education from monastic cells and spread it all over the country. I have elsewhere said, "give me good administration, I shall give you good Basic education". This is very true. You are not amateurs. You have come here with considerable experience and field knowledge and much depends upon administrators like you to serve the cause of Basic education.

You have all agreed that Basic education is necessary for urban areas also. But there are some difficulties. As a matter of fact there are difficulties at every stage of education. Even primary education has its tremendous difficulties. So how can Basic education, which is of recent origin, not have its own difficulties. In all types of schools there is the problem of accommodation. Rules governing the construction of buildings present the greatest difficulties. I can never subscribe to the view that a school does not need a building. It is no longer possible to hold a school under a tree unless it is 'Shantiniketan'. I strongly feel that a school should have a habitation of its own. Let us not deceive ourselves by saying that we do not need a building for a school. But we should have a building constructed as cheaply as possible. Occasionally we may have open air classes here and there but we cannot do without a building.

It is easier to get teachers in urban area. It is no use saying that we want a first class man to run a Basic School. If we insist upon first class men, we cannot start Basic schools. We should take men of average abilities and give them necessary training and manage with such men. We cannot all at once find first class men for our Basic schools.

You should not confine yourself to only the local environment but should extend your activities and utilise remote environment as far as possible.

The quantum of knowledge given in both the types of schools should be the same. Basic education aims at good education which is the birth right of every child in a free democracy. Gandhiji said "My birth right is good education."

We are making a mistake when we think that any craft is good for a Basic school. We should select such crafts as should be good from an educational point of view. The craft should provide continuous processes. It should not only be a medium of teaching but it should be such as should be born in the school, it should be made to grow from stage to stage, along with the growth of the children and must offer continuous processes. Judging the craft on these bases, spinning is a very suitable craft because it is a multi-process craft. It can be started right from the earliest class and its processes can be carried on till the end of the 8th year of education. It offers many processes like picking, ginning etc. Thus, spinning is the best of five crafts selected for Basic schools. At best you may have two major crafts and two minor crafts in a school. You cannot introduce any craft without due consideration of the processes it involves, the educational possibilities it offers and it should actually build up a correlated system of education through the craft. You should also provide qualified teachers in the craft and also provide training facilities in such crafts. Without thinking of these factors you cannot select any craft for Basic schools. Coming to games in Basic schools, there are hundreds of indigenous games, that there should be research in these games and many such games which are found in the rural areas should be discovered and brought to light. This does not mean that foreign games like Volley-ball, which are cheap and useful, should be ruled out. Teachers should also be trained in indigenous games and how to organize them.



## CHAPTER 4

### DISCUSSION I

#### THE ROLE OF INSPECTION IN BASIC EDUCATION

*Chairman:* SHRI J. K. SHUKLA

Introducing the topic the Chairman said as follows:—

The title 'inspector' has to-day come to be regarded as unpopular because of its association with strict and bureaucratic control and supervision. Till now the responsibility of inspectorate in education was considered synonymous with unquestionable authority and superiority demanding unqualified obedience and respect from the teaching profession. However, a new attitude in education has been developed recently which regards the work of inspection as leadership through guidance. The inspector is no longer regarded as more responsible than the teaching profession for the establishment and maintenance of educational standards and the level of teaching. He is regarded more as a partner with teachers, parents and pupils in the whole business of education. He is, no doubt, even now regarded as a partner who is expected to be both a counsellor and a guide rather than merely an administrator or an executive authority. It will be an interesting study to find out what sort of help is expected by the teaching profession from the inspector. In some of the advanced countries like the U.S.A. the majority of teachers expect the inspector to suggest the nature and use of certain desirable methods of teaching, advice concerning new problems of learning and behaviour and demonstration of new techniques and new procedures for the benefit of the classroom teachers. Along with this expectation new duties and new demands have increased because of the expansion of educational services. This new position has been recognised but very few realise it in actual practice. As Ben Morris, Chairman of the N.E.F. International Conference for Inspectors of Schools, which was held at Chichester, England, in 1955, observed that the nature of the duties of the inspector varies with the different structures of education control found in different countries—there being marked contrast, for instance, between centralised systems and decentralised ones—and with the inspectors, place within a particular system.

In the educational set-up of our country the inspector of schools smacks too much of an educational policeman and even if his title

were to be changed to 'education officer' or 'supervisor', it is doubtful whether the attitude of the inspectorate or the teaching profession or the parents is likely to change. The new position as outlined above has been recognised in our country but very few realise it in actual practice.

The inspecting officers' new role of leadership through guidance is fundamental to the successful implementation of the various activities and programmes envisaged under the scheme of Basic education because of the multifarious activities of the Basic school and its close link with the community. The inspector (or by whatever title he is called) is an integral part of the school development programme. He has to promote the right type of relations between the school and the community. He has to understand the routine and occasional activities pertaining to social and physical environments of the schools and also be closely acquainted with the craft activities and processes going on in the schools. He has also to make himself sure that the achievement standards of children do not in any way fall short of expectations with the introduction of these new activities. He has also to help and guide the teachers in evolving new practices of assessment and clarifying correlated techniques of teaching. With this background of ideas I would now request you to consider both in the light of your own experience and in the light of new awareness of the role and functions of the inspector in our new education movement, the following problems:

1. What should be the functions and duties of an inspector?
2. How can he make the school efficient?
3. How far can he fulfil the dual role of an executive as well as a supervisor?
4. How far can he win the confidence of the school and the community?
5. In what ways can he make his professional work efficient in the context of Basic school programmes?

The discussion took a very lively turn as most of the participants took keen interest therein. It was decided that the quality of inspection will improve if the Inspector takes the role of a teacher and supervisor rather than an Inspector.

In order that the Inspector can act as a real supervisor and leader, his work load should be properly fixed. At present the

Inspector is bothered with so much of routine work, enquiries etc. that he does not find time to attend to supervision which is his legitimate duty.

In order to improve the schools we have to combat the hostility of the local community and also to improve the quality of the teachers.

Then the question as to whether the Inspector can combine both the functions of the Inspector and the supervisor came up for discussion. There was very keen, exhaustive, and lively discussion on this issue. It was argued that if the Inspector concerns himself with only the structural aspect and is executive in his tendency and outlook, if he goes to a school with an air of authority and superiority to be feared by the teachers, then there will be no supervision; then teachers will not have the freedom and the willingness to approach him or seek guidance from him. It was therefore suggested that the functions of inspection and supervision should be separated and two different persons one to inspect and another to supervise may be appointed. A section of the delegates objected to this suggested bifurcation of functions. From the administration point of view it would create certain difficulties besides the additional financial implication. Therefore after a good deal of discussion, the consensus of opinion of the group was that (i) if the inspector was selected from among the teachers and Headmasters; (2) if he had sufficient experience in administration; (3) if he had passed departmental tests; (4) if he had the human approach; (5) if he devoted part of the time to the routine matters and part of the time to the instructional side; (6) if his jurisdiction and the number of schools is properly fixed, then he can combine both the functions. Dual control leads to administrative difficulty.

In order to increase the professional efficiency of the Inspector it was suggested that there should be a number of short-term refresher courses on the various aspects of Basic education and all the existing inspectorate staff should by turn go through these courses.

## CHAPTER 5

### DISCUSSION II

#### REMOVING APATHY OF TEACHERS, ADMINISTRATORS, AND THE PUBLIC

*Chairman:* SHRI J. K. SHUKLA

The various discussions and talks held during the 'Training Course' showed that one of the main factors responsible for the retarded progress of Basic education in the country is the apathy of teachers and concerned administrators to Basic education. The discussion was held in three phases, concerned with apathy of teachers, administrators and the public respectively.

The main problem discussed in relation to the apathy of teachers was the question of enthusing teachers of Basic schools and of improving their work. Many a suggestion was put forward by members of the group. It was agreed that the problem of enthusing teachers have to be looked from two points of view—we have to enthuse the whole mass of teachers and we have to find out ways of encouraging those doing good work.

The problem of enthusing the whole mass of teachers was discussed from various angles. Many members felt that this was the real urgent problem. Shri Kadam felt that this was in fact the crux of the problem of increasing teachers' efficiency in Basic schools. Various solutions were suggested to tackle the problem. Shri Tewari was of the opinion that every State should have ten or twelve good persons who may be responsible for enthusing the whole mass of teachers in the State. He felt that the presence of a few magnets would be necessary to magnetise a large number of iron pieces. It was, however, agreed that it would be necessary to improve working and service conditions of the teachers so that better persons may be attracted to this profession. For this, it was suggested that amenities like providing free education to the teachers' children at all the stages, provident fund-cum-pension-cum-insurance scheme, provision for housing facilities etc., should be provided with immediate effect so that the teachers who are hard pressed economically may get some kind of relief.

It would be necessary, the members felt, that those teachers who are doing exceptionally good work are encouraged. Some scheme of providing incentives both positive and negative was a necessary thing. Shri Kapila and others felt that due recognition should be given to merit so that those who are doing good work may be encouraged to go on further with their work. Various suggestions were offered in this regard. Shri Kishan Chand pleaded for introducing a scheme of accelerated promotions. But some members objected to this suggestion. Shri Jagdish Raj, for example, felt that such a practice may increase corruption. Shri Kishan Chand further suggested that the promotions may be recommended by a committee and not by individuals. Shri Jagdish Raj pointed out that like the Public Service Commissions, commissions may be formed at the district level with a view to considering cases for special promotions on the basis of merit. Mr. Tewari was afraid that in the absence of objective criteria such practices may not work well and that objective criteria should first be worked out. Shri Chugh thought that the introduction of professional examinations may be helpful in providing incentives to really good workers. The general feeling of the members was, however, against the introduction of such examinations mainly because the examinations would motivate teachers to pay more attention to the examinations than to their professional work. Similarly, Miss Sharda Devi's suggestion of introducing an educational service was not approved by the members. Shri Joshi pointed out in this connection the practice in the Bombay State. He said that percentage of promotions to inspectorate posts are given to good teachers on the basis of their work.

The group also discussed the problem of improving the standard of work of Basic school teachers. Much importance was given to planning of the work at the inspectorate level. The place of libraries and magazines was also discussed. Shri Joshi suggested that good libraries should be made available to the teachers, and good magazines should be issued for this purpose. Shri Tewari suggested that teachers should improve in their work through their living contact with a few efficient workers in the State. Dr. Pareek suggested that the role of teachers' associations and unions should be given due importance in this regard and felt that the work of improvement should come from the associations, so that the teachers may be fully involved in such a work. There was, however, difference of opinion among the members as to the utility of teachers' associations and unions. Shri Kapila and Shri Dharam Vir felt that the associations would rather lead to deterioration in the professional level of teachers and would prove a hinderance in

their work Shri Kadam endorsed the suggestion of Dr. Pareek and though that even if the associations work on trade union pattern, it should be welcomed by the administrators. Shri Jayaraman and Shri Habib, on the basis of the experience of the South Indian Teacher Union, pleaded for utilising the associations for raising the standards of teachers. The Chairman suggested that the group may discuss the ways in which these teachers' associations, which already exist, can be put to a good use in improving the standards of teachers in Basic schools. Dr. Pareek suggested three measures to be adopted in this connection. He said that the attitude of the administrators should change and they should encourage and welcome the formation of such associations, that proper financial help should be given to them and that some definite habitation should be provided to them so that they may be able to organise cultural activities as well.

Another suggestion which emerged was that of improving training programmes. While the members agreed that the training programme should be improved in the various training institutions, some suggestions were put forward to make training more practical. Shri Kishan Chand suggested that the posts of the teachers of training colleges and the inspecting personnel should be interchangeable so that the experiences gathered during one's tenure in a training institution may be utilised in making supervision **better**. However, Shri Dharam Singh did not agree with this suggestion.

The group then discussed the problem of apathy of administrators to Basic education. It was generally felt that the apathy was caused because of lack of understanding and the lack of faith in Basic education on the part of the administrators. It was suggested that the inspectors should have given some kind of training in Basic education.

The problem of the apathy of the public was also discussed. Shri Shankar Pillai thought that there were three main causes for the apathy of the public, namely political, economic and religious. Some people feel that Basic education is sponsored by one political party that it hinders the process of industrialisation of the country and that it is education of one religion only. The Chairman pointed out the need of considering the ways of counteracting such misunderstandings. Dr. Pareek felt that the main cause of the apathy is the anomaly created by officers and persons in power, who preach Basic education as good education and still send their children to public and other costly schools. Shri Kishan Chand suggested that good Basic schools should be started.

in the town in order to remove this kind of feeling. Shri Tewari felt that there was no good Basic school which could be taken as a model. Shri Kadam thought that the officers should be requested to send their children to Basic schools. Dr. Pareek, however, felt that starting of public Basic schools would not be solution for this problem. Shri Habib pointed out that one of the main reasons was too much insistence on craft work in Basic schools.

Concluding the discussion the Chairman summarised the various suggestions for removing the apathy of teachers as follows:—

It was observed that some positive incentives should be given to enthuse the whole mass of teachers and encourage really efficient and excellent teachers. In this connection it was pointed out that the service conditions of the teachers may be improved by the following measures:

- (a) Providing free education at all stages for the children of elementary school teachers.
- (b) Providing free housing accommodation.
- (c) Travel concessions.
- (d) Medical concessions.
- (e) Pension-cum-provident schemes.
- (f) Compulsory insurance.

For giving positive incentives to really excellent teachers it was suggested that:—

- (a) Accelerated increments and merit certificates may be given and the scheme of national awards may also be implemented by State Governments at State and District levels.
- (b) Certain percentage of efficient and excellent teachers may be reserved for selection for high posts and in order to implement all these suggestions in a fair and impartial manner, formation of a committee at District level was suggested.

The basis of selection of worthy teachers may be through one or more of the following ways:—

- (i) Excellent report consistently for three years.
- (ii) Transcript of the actual day-to-day work done by the Headmaster and supported by the supervisory inspecting officers.
- (iii) An interview before the selection committee.

He exhorted that administrators and inspecting officers should strive their best to avoid dilatory methods of expansion of Basic education and win over the confidence of public by improving work in the Basic schools.



## PART II

### GROUP REPORTS

*The participants in the training course were divided into six groups according to their interests. Each group had a working paper prepared by the Institute as the basis of discussions. Every group had one member of the staff of the Institute working as a consultant and a convener as elected from the group itself. The various groups had long sittings and devoted much time to the discussions of the problems relating to that group. The chapters that are included in this part are the reports that were endorsed by the entire group and were approved by the general body after they were presented by the Convener of the group.*

## CHAPTER 6

### Group I: PRINCIPLES OF EDUCATIONAL ADMINISTRATION WITH SPECIAL REFERENCE TO BASIC EDUCATION

Before discussing the principles of educational administration it is necessary to define Basic education, because the definition and the principles of Basic education form the foundation and actually determine the main principles of educational administration in the field of Basic education.

The group considered the several definitions given for Basic education. Of them the best definition, it is felt, is that Basic education is education for life, through life. The group feels that any education worth the name should necessarily be imparted in a natural setting through useful and productive activities of life. Obviously, these activities should emanate from the social and natural environments. Further, to meet the varying needs and requirements of pupils and to develop skills and abilities leading to the harmonious development of the child, it is necessary that work provided is made not only productive, purposeful and creative but also interesting. To this end, a number of crafts are recommended to be introduced wherever possible in the same school. For example, crafts like spinning, weaving, gardening and agriculture may be introduced to achieve the harmonious development of the pupil. It is necessary that education is imparted through the several activities of life. Since the aim of Basic education is not merely to make the pupils good citizens but also to enable them to acquire certain useful and productive skills which will in turn enable them to prepare themselves for life, the definition stated above seems to be sufficient and complete in all respects.

Since we in India have taken upon ourselves that our society should follow the socialistic pattern it is necessary that our administration of education should be governed by socialistic principles. In the field of Basic education it should be governed by the philosophy of Basic education. It is necessary, therefore, that centralisation is replaced by decentralisation. Decentralisation should be firmly established through democratisation. Thus the principles of democratisation should form the back-bone of educational administration, particularly in the school organisation. To achieve this the

group puts forth the following suggestions in administering Basic education.

1. Wherever possible a staff council may be formed. The headmaster will be the president of the staff council, which will plan all matters at the school level.

2. Apart from the mere election of pupil-leaders, as at present there should be a student council of the pupil-leaders which should be made to assume leadership and carry out specific duties in execution of the plan undertaken by them and approved by the staff council at the school level.

3. The student council may be entrusted with specific responsibility such as activities under the auspices of the dramatic club, the literary association, school parliament, maintenance of newsboard, bringing out magazines at the class as well as school level etc.

4. There should be a managing body or Advisory body for each school. It should consist of members of the community and the headmaster as the secretary of the Committee. A president may be elected from among the non-staff members. This committee may be made to look after the needs of the school such as construction of buildings, mid-day meals for children, supply and purchase of raw materials, repairs to the school buildings, etc., with the contributions raised locally. Even the State funds may be spent usefully by the headmaster for the items for which they were intended with the co-operation and the advice of the committee.

5. Children's club should be formed with a view to help the community in their activities and to encourage them to take interest in the affairs of the school.

6. Regular daily school assembly may be conducted.

7. Social Service Squads may be formed in schools and the pupils may be encouraged to render service such as laying roads, helping in digging of wells for the use of the community etc. In this way school will have the appreciation of the public. Public will take a lively interest in the affairs of the school.

8. Teachers association meetings may be held once a month for all elementary schools in groups of villages at a central place as is done in some States.

9. It is necessary that apart from the organisation of such teachers associations throughout the country for elementary school teachers, cultural centres are also established at convenient places. In this connection the group strongly recommends that as an initial step in this direction, the organisation of such cultural centres may be immediately undertaken at least in municipal areas where the municipality may be easily made to render necessary help by way of provision of separate building, supply of educational journals, setting up of library etc.

10. The group feels that a committee should be set up at the State level to examine the books on the several subjects submitted by different publishers including those submitted by private individuals and agencies. It is very desirable to have such committees for each subject for the Junior Basic stage. It shall be the duty of the committee to select as many books for prescribing as text-books as there are regions in the State. The committee may be constituted as follows:

- (a) An elementary or Basic school teacher.
- (b) A Headmaster of a senior Basic school.
- (c) A Headmaster of a Secondary school.
- (d) A Headmaster of a Basic training school.
- (e) A Supervisor of a junior and senior Basic schools.

The Director of Education will nominate the members based purely upon the recommendations submitted by the District education officers, who in turn will submit their recommendations based on those submitted by their immediate subordinates in respect of candidates for nomination under categories one and two above. Each District Education Officer may be required to submit a panel of 3 names under each category arranged in the order of preference.

11. A similar committee may be set up on the same lines for framing syllabus as well. Separate committees are necessary for each subject.

12. For efficient administration not more than 80 basic schools may be assigned to a supervisor for purposes of supervision. It shall be the duty of the educational administrator and the supervisor of junior and senior Basic schools to explore the possibility of improving the existing schools and opening new schools, wherever necessary. He shall submit a periodical return every month to his superior

in this regard. Apart from merely filling up the prescribed questionnaire, if any, it shall be the duty of the supervisor to go into details of all aspects of work done in each school and submit an annexure containing the summary of all aspects of the work done in the school. The supervision of a school should last for not less than three days and should be rounded with a staff conference, where the supervisor can clarify and explain the several relevant matters and offer suggestions. It shall be the duty of the supervisor to see that teachers association are formed and regular meetings are held every month at two or three places in his jurisdiction. At these meetings the supervisor should bring to the notice of the teachers the reports published by the State and Central Governments and important articles in standard journals pertaining to education etc. The supervisor should always be a friend, guide, cooperator and cross-fertilising agent rather than a fault-finding officer.

13. The Constitution provides for free and compulsory education for children up to the age of fourteen years. This is to be achieved at the latest by 1960-61, but since this cannot be achieved hence there has been a directive from the Government that the target of introducing compulsory education up to the age of 11 years should be achieved by the end of 3rd Five Year Plan, and the Government accepted Basic education as the pattern of education at the elementary stage. To this end the Director of each State should see that all inspecting officers of the department are given training in Basic education, that the schools at present are converted into Basic schools within the next three years and that new schools are opened in all villages. The new schools to be opened in future should only be Basic schools.

14. The Director of Education should see that the relations between the teachers and the officers are made more cordial through the organisation of teachers meetings throughout the State, seminars for teachers from time to time and the undertaking of frequent visits by himself and his staff to the teachers cultural centres.

The group in general endorses the suggestions outlined in the working paper prepared by the National Institute of Basic Education. While implementing these suggestions the resourcefulness of the workers on the spot is to be taken into consideration and necessary modifications may be made to suit the local conditions. The group feels that to derive full benefit out of these recommendations the worth of teachers should be raised much higher than what it is at present by securing job-satisfaction for them through improvement in salaries and in service conditions.

## CHAPTER 7

### Group II: ORGANISATION OF BASIC SCHOOLS

The Subject has been discussed under the following 4 heads:

- A. General Principles and Scope.
- B. Organisation of Urban Basic Schools.
- C. Activities in Basic Schools.
- D. School and Community.

#### A. General Principles & Scope

There has been a lot of misconception about the ideas, educational philosophy, general principles and scope of Basic education which has hindered its healthy and speedy growth. Following seem to be some of the points which may have caused doubts and confusion:—

1. A rigid and inelastic pattern.
2. Selection of crafts not suited to certain localities, specially in urban areas.
3. Tendency to make a fetish of correlation.
4. Existence of parallel systems of education in urban areas.
5. Reaction of rural people to the introduction of craft in the schools only in the rural areas, in the initial stages. This aroused suspicion among the rural as well as the urban people.
6. Absence of clear cut and uniform policy of working of Basic institutions in the functioning of the supervisory staff.
7. Lack of adequate efforts to educate public opinion and their cooperation.
8. Undue stress on self-sufficiency aspect—manual work.
9. Ascetic, social and moral philosophy and austere methods.
10. Neglect of academic content.

With the acceptance of the Basic Education system as the national pattern of elementary education, a new, broad based and elastic concept of Basic Education has been gradually coming to the fore.

To assist in this process of growth, the following guiding principles with a more practical content and better suited to meet the life needs of the growing child and of society around him are suggested for consideration.

1. To provide opportunities for such experiences as would contribute to the all round development of the child, such experiences would also include participation in activities socially desirable and useful.
2. Stimulation of child's interest in his environment.
3. To provide adequate opportunities for the child to live certain experiences so that learning may become purposeful, realistic, interesting and effective.
4. Activities selected and their processes should have possibilities for providing knowledge in correlated form.
5. The activities should give scope for the child's exercise of initiative and freedom.
6. They should lead to cooperation among children and encourage group life.
7. They should give the child training in citizenship through self government and shouldering responsibilities.
8. To teach the use of leisure in a profitable way and for recreation.

The final aim of this system of education will be to develop a juster social order in keeping with the aim of establishing a socialistic and democratic pattern of society.

To achieve this the following aspects may be emphasised:

- (a) *Provision of adequate facilities of accommodation, personnel and equipment:*

Adequate facilities of accommodation, personnel and equipment should be provided. It should be noted that without provision of minimum facilities the question of conversion of old schools or starting of new Basic schools should not be considered. Efforts may be made to harness community resources as is done in the State of Madras.

- (b) *Proper planning of work:*

The work of the year may be planned monthwise and weekwise through discussion with the staff in the beginning of the year. A list of activities and intended celebrations for the year may be prepared and the syllabus broken up into convenient units.

**(c) Time table:**

- (1) It should be flexible.
- (2) Activities pertaining to craft work, physical and social environment, celebrations of various festivals, community activities, assemblies, Bal Sabhas and staff meetings should have due share.
- (3) Activity lessons, correlated knowledge lessons based on activity and supplementary lessons.

**(d) Organisation of the school as a Cooperative Community:**

- (1) By arranging cooperative programmes in which the whole school cooperates.
- (2) By giving equal opportunities to all children in all aspects of school life in the class room and in the play ground etc.
- (3) The activities should be carried out in an atmosphere of mutual regard and respect.
- (4) All the problems of the school should be tackled through mutual discussion and cooperation. Every student and teacher should feel himself as important and respected member of the school community.

**(e) Organization of school on democratic lines:**

- (1) Building of relations based on friendliness, cooperation, mutual consultation and mutual respect between the head, staff and the students.
- (2) Formation of students self-government in the form of school parliament. The school parliament should be really functional and should have a clear impact on the working of the various aspects of the school including the ground. Children should feel that they take decisions, which are honoured by the staff.

**(f) Developing school community relationship by providing facilities of library and expert guidance to the community and through other ways of mutual cooperation.**

Efforts should also be made to provide occasional entertainments in the form of variety programmes, dramatics and music.

**(g) Assessment Activities:**

Organization of an objective and scientific system of assessment is very essential. This should be done through the maintenance of



continuous school record showing the progressive development of the individual pupil. The records should take note of different aspects of child's personality viz. physical intellectual and moral.

(h) *Organization of correlated Teaching:*

This can be done through (i) Selection of the crafts which suit the natural environment of the School; (ii) Organizing the craft activities so that each process involved in discharging those activities is fully exploited and utilized for the education of the child; (iii) Planning and organizing activities, trips and celebrations to study the social and physical environment to enable the child to get thoroughly acquainted with the immediate environment, celebrations to initiate him into the vast area of knowledge under the heads of social studies and General Science; (iv) Relating the teaching of different subjects in the school to the child's natural interests and his experiences in the school and outside; (v) Besides, activity and correlated knowledge lessons, supplementary drill lessons have to be organized to fill gaps in the knowledge of the child. It needs to be stressed that wherever any portion of the syllabus cannot be naturally correlated with the three centres, of correlation, additional supplementary lessons may be taken up.

While organizing a Basic School, it should be borne in mind that what is important in Basic schools is the development of the right type of atmosphere and corporate spirit of devotion, identification with willing sacrifice and service of the community. A developing spirit of this type as well as the machinery through which it is made effective are essential for a Basic School.

## B. ORGANISATION OF URBAN BASIC SCHOOLS

The following problems face us when Basic schools are opened in urban areas. There is a misconception that Basic education is only a scheme of rural education. The actual fact is that being the national system of elementary education it has to include urban areas as well. Problems anticipated would include (1) Lack of enthusiasm, resistance, apathy and white collar attitude for manual work; (2) Lack of accommodation; (3) Lack of Basic Trained personnel; (4) Existence of parallel schools in cities; (5) Introduction of a suitable craft suited to the urban environments, (6) Complexity in the Social and economic set-up of the urban areas.

Organizers of Basic Schools in the urban areas have to perform the dual function of educating the urban society properly and also organizing the urban schools very efficiently.

In this regard the following is suggested:

(1) Proper propoganda on the need and utility of training the hand for the development of the entire personality of the child.

(2) Starting of model Basic Schools to combat hostility.

(3) Adoption of a common syllabus for all schools with a difference only in the selection of the craft and nature of activities to be done.

(4) Orientation courses in Basic Education should be given to all the non-Basic teaching staff and the inspectorates. This should have the first priority. Even in the traditional schools which cannot be converted to the Basic Pattern immediately, community activities such as cleanliness and sanitation work as also some craft should be introduced as has been already done in some of the States.

(5) At present there is a tendency on the part of urban parents to give private coaching to children at home rather than sending them to a Basic school where craft work and manual work are necessary. To combat this, pupils desiring admission to a recognized school should be required to undergo a test in craft and other community work.

(6) In selecting the craft for the urban areas great care should be taken to see that it is suitable to the locality and contains rich educative potentialities. Printing, clay modelling and pottery work, Cardboard and wood-work, bamboo craft, spinning and weaving, fibre and coir craft, sericulture and silk-factory may be considered wherever necessary facilities are available.

(7) The occupations of the people in urban areas are such that the contacts between the school and community cannot be very intimate and frequent. But urban schools have the advantage of dealing with more educated and enlightened community which can offer useful suggestions for the working of the school. Parent-teacher associations and other school functions should help to get such suggestions. Similarly the school can more easily enlist the cooperation of the homes in implementing the teaching programmes of the school. The programme of work and activities can be sent to guardians for their suggestions and comments.

The structure of the urban society has a great disparity on the economic and social plans. Probably the school will be the only place where all the parents will meet on an equal footing. This great advantage should be utilized in full in bridging the wide-gaps

between them by forming parent-teacher associations and celebrating festivals, organizing exhibitions etc.

A school canteen may be organized for mid-day meals, some of the parents volunteering to act as organizers of the canteen.

(8) Modern audiovisual aids and other useful equipment found in good traditional schools should be supplied as far as possible. In this connection the attempt made in some Punjab schools to make the post-Basic School a part of multipurpose school is a welcome one.

(9) In developing urban Basic Schools great care should have been taken to see that we do not create two parallel systems of Basic Education—one for the urban areas and the other for the rural areas. The principles and the ideology and broadly speaking the syllabus should be the same and the variation should only be in the selection of crafts suitable to respective localities.

(10) To evaluate both the rural and urban schools, it is suggested that a uniform assessment and examination should be introduced as has been done in Bihar.

### C. ACTIVITIES IN BASIC SCHOOLS

In order to ensure the all-round and well-balanced development of the personality of each child and the fulfilment of the social objectives of Basic education, a Basic school has to initiate various literary, social, occupational and other activities in the school. Each activity is a means to an end and therefore it has to serve some definite purpose. Suggested below are some of the important activities of a Basic school and the method of organising them for consideration.

#### 1. Morning Assembly.—Purpose:

1. To create a feeling of oneness in the school-community.
2. To draw inspiration for the day's work.
3. To inform the school about the day's programme.
4. To promote the habit of punctuality and discipline.

The regular work of a Basic school begins with a common prayer. It ensures the spiritual and functional unity of the school-community. The Head-master, teachers and all the pupils—the members of the school-community—should participate in it.

## 2. Practice of clean and healthy living.—Purpose.

1. To develop personal and social habits and attitudes necessary for individual health and cleanliness and community hygiene.
2. To acquire practical skill to carry out all types of cleaning and sanitation work efficiently.

This implies the organisation of:

- (a) Health parade to check up personal cleanliness of each student and programmes of personal cleanliness in the case of defaulters.
- (b) Collective cleaning of the school, its compound and surroundings. This should be a part of the daily programme of the school.
- (c) Storage of clean drinking water.
- (d) Physical drill, exercise and out-door games.
- (e) Periodical medical check-up of the members of the school-community to ensure their satisfactory health and its progressive improvement.

## 3. Cultural Activities.—Purpose:

1. To promote social advancement.
2. To promote intellectual, and moral advancement of the individuals.
3. To develop spirit of patriotism.

These activities will include the organisation of

### (a) Bal Sabha and (b) Celebrations.

(a) **Bal Sabha.**—Balsabha should meet once a week to provide an opportunity for training in debating, oratory, singing, dancing, recitation etc. The running of Balsabha should be completely in the hands of the students with proper guidance by teachers.

(b) **Celebrations.**—These will include the celebrations of:—

- (i) national days.
- (ii) days in the memory of greatmen such as writers, poets, leaders, scientists, etc.
- (iii) national weeks.
- (iv) festivals.

The school should be decorated on such occasions and proper cultural programmes should be arranged. The students should be fully acquainted with the life and work of the national leaders, writers, poets or scientists and with the origin and importance of the festivals. If possible, local community should also be invited to participate in these celebrations.

#### 4. Newspapers and magazines

Issuing of school news paper, wall-magazine, special number devoted to the celebrations of important days and festivals or special school programmes.

Since the school news-paper may not be available to all the students, a group of students from the higher grades may be entrusted with the task of collecting important daily news and reading them to the students at the morning assembly. Afterwards it may be pasted on the school news-board for the whole day to be seen and read by the students.

Fortnightly magazine should be a regular feature of a Basic school. On the occasion of important festivals and celebrations—the school should bring out special numbers devoted to the origin and importance of these celebrations, how they are celebrated etc. The work of editing should be done by the students themselves under the guidance of the teacher.

#### 5. Excursions and Trips.—Purpose:

1. To study the physical and social environment of the neighbouring locality.
2. To link education with the problems of life existing today.
3. To bring the young child into direct contact with the objects of instruction.

The objective of school excursions is the cultural and educational advancement of the pupils. In order that this objective may be achieved, excursions should be fully planned and systematically organized. While arranging an excursion, it should be seen that the excursions are a means of bridging the old and new education. They cater to the child's interest and are helpful in the education of the child. Children themselves should prepare plan and execute their school excursions.

Excursions should be well planned. Each child and teacher should take a note book with him to record important observations. At the planning stage children should set up in advance the questions which they hope to have answered. These will necessitate

preliminary reading, research into the questions raised, and the organisations of a bibliography. Proper educational use should be made of the excursions.

**6. Self-government Activities.—Objectives:**

1. To make the school a better and happier place in which to live and work.
2. To develop leadership and fellowship in pupils.
3. To develop techniques through which democracy functions and train the students in democratic procedures.
4. To develop sense of responsibility in children for personal and group control.
5. To maintain order and smooth-working of the community.
6. To develop the feeling that the whole school forms a co-operative community.

For the achievement of these objectives suitable departments of work can be created in the school and student ministers can be put in charge of those departments. One student he may be called the prime minister of the school parliament—may be put in the over all charge of all the departments. These ministers should be elected through regular elections and they should be asked to maintain complete notes of their plans of work, the steps being taken by them to successfully carry it out, the difficulties experienced etc. The role of the teachers would be to guide rather than dictate the students.

While constructing such a democratic machinery care should be taken that every member of the school is given a sense of participation in the affairs of the school and an opportunity for having his views and ideas considered.

**7. Craft Activities:** Each Basic school selects some main and subsidiary crafts. All children are encouraged to take part in craft activities. The details about the selection and teaching of craft are discussed separately in another paper. It should, however, be made clear that the main object of the introduction of craft is not the production of craftsmen able to practise some craft mechanically, but rather the exploitation for educational purposes of the resources implicit in craft work. Stress should, therefore, be laid on educational exploitation of craft work and on the principles of co-operative activity, planning, accuracy, initiative and individual responsibility in learning.

**8. Teaching Activities:** The method of Basic education is to organise purposeful activities related to craft, the natural and the social environment of the child and to impart knowledge through such activities.

Correlation should come in a natural way and should not be forced. There will be three types of lessons in a Basic school.

- (a) Activity lessons to be characterised by three stages of work: (i) planning (ii) execution (iii) assessment.
- (b) Correlated knowledge lessons based upon activity: These lessons should give all the knowledge for which the activity provides natural occasions. The knowledge thus given should not be divided into different subjects. It should be imparted as one coherent piece of knowledge.
- (c) Supplementary lessons to fix the subject-matter in the mind of the child and to avoid any gaps in his knowledge. These lessons may be of various types, like drill and fixation lessons; revision and review lessons; filling in gaps or systematisation lessons to systematise the knowledge which might have been scappily given in random bits in correlated knowledge lessons; grammer lessons; lessons on appreciation of poetry, reading, memorising, application lessons applying the knowledge given through correlated lessons.

**9. Self-study:** A Basic school will have failed in its purpose if it is not able to cultivate and create in the students permanent love and zest for knowledge and a habit of independent study. Books should therefore be regarded as tools of learning essential to the equipment in the same way as globes, maps, blackboards and laboratory equipment. The school library should be so organised that it offers a variety of books catering to all interests. The help of the pupils may be enlisted in preparing accession records, shelf and author lists and catalogue for the school library.

**10. Activities contributing to good school-community relationships.**

**11. Evaluation of pupils' growth:** In connection with the organisation of these activities, it should be remembered that mere introduction of these activities does not make a Basic school. What is important is the spirit with which these activities are executed and the effect they produce on the children. Each activity programme

should be looked upon as a means to the growth of the students and therefore its success is to be judged by the extent to which it has contributed to the development of the desirable habits and attitudes of co-operation, industry, planning, initiative, community spirit etc. and the extent to which all its educational possibilities have been exploited.

#### D. School and Community.

The importance of the problem of improving school community relations for effective educational programmes is increasing because of the democratic needs of the society and the share which education is supposed to have in promoting democratic values in society. The school and the community are two important agencies of education. The school and community are like the convex and concave of the same circle. And it can be said that while school is a formal agency of education community is an informal agency. The school formalizes and systematizes the experiences for the child, while in the community the experiences are available to the child, in their natural form. It is therefore, necessary to pay attention to the better development of school community relations. This becomes more important in case of Basic education for many obvious reasons.

Much importance is given to the utilization of social environments for educational programmes. In fact social environment is one of the media of education in a Basic school. Social environment can be best studied and exploited through the use of community study and experiences. It is through closer contact with the community that social environment can be utilised to its maximum.

Basic education requires that self-sufficiency in some form and to some extent should be attempted in every Basic school. The productive aspect of Basic education can not be neglected. In order to achieve minimum productive targets, it would be necessary to see that school community relations are promoted. One of the main productive sources is craft material produced in Basic schools. The possible market for the school products is the community which can be helpful if there are better relations existing between the school and the community.

Better school community relations usually also contribute to the improvement of school practices. If the community takes interest in school affairs it will tend to develop some standards of



assessment of the work of the school, whereby the standards of educational programmes will improve.

The advantages of better school community relations are not in one directions only. The community also stands to gain a lot from better school community relations. The improvement of the relations will contribute immensely to better social education programmes. The community, while becoming conscious about the role of the school and its educational standards, will be educating itself and the school will contribute effectively to both informal and formal programmes of community education.

However, the most important reason why we should attend to the promotion of better relations between the school and the community is that this will enable us to make use of community resources for the improvement and expansion of Basic education. This has been stressed from time to time, and the planning Commission has also made reference of it, that the Government alone cannot share the burden of elementary education in the country. Community resources have to be tapped and utilized for this purpose. These resources may be available in the form of school buildings, necessary finances for the school, land, craft equipment etc. All this can be done only when good relations exist between the school and the community.

### The Approach.

When we are clear that school community relations should be promoted, the next problem before us is in what way the question of the improvement of the relations should be approached. The problem of approach is an important problem because the detailed programmes depend on it. No attention is being paid in the first place to the subject of school community relations, and wherever some programmes are being organized to this effect the approach is quite defective.

The problem can be approached either in a spirit of convincing the community about certain steps to be taken by the Education Department or by school authorities. This approach can be stated to be 'salesmanship approach'. In such an approach certain ideas or programmes are 'sold' to the public with a view to convince them as to their utility. The main limitation of this approach is that it does not take into account the growing needs of the community and does not insist on the partnership and co-operation on the part of the community.

Another approach may be 'ivory tower approach'. The school considers itself to have a separate identity. It is thought that the school can seek co-operation of the community by sending out information about the working of the school, and it thus functions in an ivory tower way. This approach also lacks two-way traffic system. Here the aim is not to convince the community, but merely to inform the community about school programmes.

Another kind of approach, may be 'assessive acceptance' approach. The underlying idea behind this approach is that the community consists of people who are more or less ignorant and the school is in a position to educate the members of the community. As a result certain programmes are framed in the school, and members of the community are expected to participate in those programmes according to the schedule worked out in the school.

All these approaches are defective in one way or the other. The only sane approach in this regard can be a democratic approach in which the school and the community equally share ideas and mutually decide about the programmes to be undertaken either in the school or with the help of the community. This approach is what somebody has called 'comprehensive, co-operative partnership approach'. The school and the community are partners in an educational programme and are equally responsible for the good functioning of the school.

#### **Promoting School-community Relations:**

The problem of promoting school community relations assumes great importance in relation to Basic education for the various reasons cited above. We have to consider the various ways in which the relations between the school and the community can be improved. The various methods suggested in this paper only indicate the possible lines of approach, while the actual methods to be followed will differ from place to place according to the specific needs.

1. **Studying community needs:** The first thing which the school can do in order to establish better relations with the community is to try to understand the community. The structure and the needs of the community may differ from others. The school should try to study the needs of the community. This can be in a variety of ways. For example, survey programmes are quite effective in the study of community needs. In a Basic school survey is an important item because it provides adequate resource material to the

teacher which he can utilize for his teaching programmes. In fact, the development of the syllabus should itself be based on a good survey programme. Some detailed specific studies of prevalent craft in the community can be led specific studies of prevalent craft in the community can be of great help in understanding the economic and the social needs of the community.

2. **Meeting Community needs:** After the community needs have been studied by the school through surveys and other studies, the school is to plan methods of meeting needs of the community. It needs no stress that the basis of relationship is led and the needs of the participating agencies or persons are met by each other. If the needs of the community are served by the school and the school personnel the community will naturally come closer to the school. For this purpose the following programmes can be undertaken:—

- (a) **Providing expert advice:** Agriculture teacher may for example, provide guidance to the community regarding the crops to be sown, fighting against pests, new methods of cultivation, use of new fertilizers, etc. This would add both to the practical experience of agricultural teacher and to the improvement of agricultural practices in a community.
- (b) **Providing expert help:** In addition to the expert advice actual help can be provided by teachers of schools. If the community is illiterate the teachers can help the members of the community in writing applications or letters, etc. Similarly, no other help can be provided by the personnel of the school.
- (c) **Organizing social service programmes:** Once the community needs are studied through service etc. programmes can be detailed in order to meet those needs. For this purpose programmes of cleaning the streets of the village, fighting an epidemic like malaria programmes etc., can be utilized for improving school-community relations. These programmes help the community in meeting urgent needs which they are facing. This would be also useful for pupils of a Basic school because it would provide them opportunities of understanding social needs and getting functional knowledge of the various concepts which they come across during the academic studies.

**3. Developing the school into a community school:** The idea of community school is of late becoming important. The school should become a centre of community education as well. Quite a high literature is being published on community school. Generally, it is said that a community's school has the following characteristics. The community school improves the quality of living here and now; it uses the community as a laboratory for learning, it makes the school a community centre; it organizes the curriculum around the problems of living; it includes members of the community in school policy and programme, it leads a community co-ordination; and it promotes democracy in all its forms. Community school in a way meets the needs of the community, through effective educational programmes. This can be done in Basic schools in the following two ways:

- (a) Teachers of Basic schools should be required to stay in the village and should as far as possible be recruited from the community in which the school is situated. This is one of the main requirements of the day and for this purpose necessary facilities and amenities should be provided by the community and the State.
- (b) The school should organize community centre programmes. Since the school has to play role of an agency meeting, all possible needs of the community, the following kinds of programmes can be included, and organized in the morning or afternoons for the community.
  - (i) Reading room and library services, where the members of the community can come and acquaint themselves with the latest developments in the world.
  - (ii) Home science programmes for the ladies, whereby the women members of the community may be able to learn necessary preliminary things about household keeping child rearing, dietics and sewing, weaving etc. Important programmes of fruit preservation can also be included for this purpose.
  - (iii) Recreation programmes, like out-door, games, in-door games, special programmes of folk-dances, music, cinema shows etc.
  - (iv) Social education programmes including literacy classes special programmes for improvement of agricultural practices, etc.

4. **Securing co-operation of the community:** It is absolutely necessary to secure co-operation of the community for the better working of the school. For this purpose various programmes can be planned. Some regular ways of securing co-operation should be adopted. The following methods can be tried in this regard.

- (a) *Parent teacher associations:* In order to seek the co-operation of the parents of the pupils and to educate the parents it is necessary to organize effective parent teacher associations. The association should discuss the problems relating to the progress of the pupils in the scholastic achievement, and personality development and other problems. Parent-teacher association may be of informal nature and may be constituted with a view to involving parents in the development of the pupils.
- (b) *Community Advisory Council:* It is necessary to make the community interested in the school, for which a committee consisting of elderly persons of the community may be formed to look into the affairs of the school and give advice from time to time regarding working of the various aspects of the school. If the leaders of the community participate in the school programmes and are responsible for laying down the lines of action, they will naturally be interested in the development of the school and the co-operation of the community will be forthcoming through these leaders.
- (c) *Utilization of the services of the community artisans:* For classroom teaching cooperation of the craftsmen living in the community may be sought. The craftsman has a rich experience and may be able to contribute to the knowledge of the pupils and teachers regarding the craft work. This can be achieved either by inviting the craftsmen to the school and discussing relevant problems with them, or by taking pupils and teachers to the places of the artisans. The teachers and pupils may learn a lot from such programmes. At the same time the craftsman may be acquainted with the problems of craft work as arising in the school.

- (d) *Motivating community for health:* The community can contribute a lot to the development of its school provided proper incentives are used in listing the co-operation of the community. Ways and means have to be found out for motivating the members of the community to take interest in school affairs to provide material help for the development of the school. For this purpose, the members of the community may be approached and their pride in having a good Basic school may be invoked so that they come forward with ideas and material. Special programmes for collecting funds would also be planned so that necessary financial help can be secured.

**5. Co-ordinating educational and community development Programmes:** Now-a-days, development work is being increased and accelerated by the expanding programmes of community development in the villages of the country. The community development programmes have educational implications and possibilities. Unfortunately, there is a little co-ordination between the educational programmes worked out through Basic education and the programmes of community development. Ways and means should be devised to seek necessary co-ordination between the two types of programmes. For this purpose, the following two suggestions may be considered.

- (a) More and more teachers should participate in the community development programmes. The details can be worked out in consultation with the community development personnel.
- (b) The Basic school should work as the co-ordinating unit for such programmes. If the Basic school becomes centre for the programme of community development educational programmes can very well and effectively be co-ordinated with the programmes of the community development department.

**6. Sharing and enriching community life experiences:** A great deal of co-operation can be secured by contributing effectively to the rich life of the community. The community has a cultural background and has certain norms which are being followed from generation to generation. The Basic school can contribute to the deve-

lopment of the community by sharing as well as enriching the traditions of the community. This would itself contribute to the development of the Basic school. The following ways are suggested:

- (a) *Organizing exhibitions:* There are many advantages in organizing regular exhibitions by the Basic schools. In addition to displaying its worth to the community, it would enrich the life of the community by suggesting new techniques in craft work and demonstrations of how cheap devices can be used in connection with a variety of crafts.
- (b) *Organizing cultural programmes:* The cultural tradition of the community is a rich source which can be utilised to realize energy for a variety of purposes. It is the cultural tradition which sustains the mental and emotional health of the community. It would be in the fitness of things for Basic schools to participate in the cultural tradition by organizing cultural programmes like dramas, folk dances, dangala, 'Kavisammelans' etc.
- (c) *Celebrating community festivals etc:* The allied programmes with cultural programmes are fairs and festivals celebrated in a community. Since, these occasions are good for mass communication the Basic school should participate in the celebrations of festivals and fairs organized by the community. Social service programmes can be linked up with the celebrations of such festivals. A book on harnessing community effort for educational purposes has been published by the Madras Government which makes it clear how the community gives willing co-operation if properly approached.

#### *Administrators' Role:*

The importance and the methods of promoting school-community relations have been briefly sketched above. The main important questions before us now is how the administrator can help in the effective relations between the school and the community. The inspector of schools can function as a co-ordinator in connection with the improvement of school-community relations. The role of the inspectors is a vital one because

he is the link between the school and the administrative set up of the community. The Inspector should be able to sympathetically understand the problems of the school and the community around, and try sincerely to solve them. The inspectors of school can be helpful in this connection through the following ways:

1. Greatest attention should be paid to the better method of selection and appointment of teachers. Teachers should be appointed purely on the basis of merit, which should include criteria to assess a candidate's physical and mental suitability to work in the environment for which he is being recruited. Moreover the teachers should belong as far as possible to the local community. By having teachers from the same community it is possible to get better results because the teachers' age is involved and they will, therefore, take a great interest in the development of the school belonging to their own community. The selection should be unaffected by political considerations and influences.
2. It would be necessary to insist that teachers should stay in the community the school is situated in. All this would be possible only when proper necessary amenities and facilities are provided by the State department or the community.
3. The administrator should organize good evaluation programmes to know to what extent the relations between the schools and the community are being maintained. The administrator should also think what methods can be adopted to encourage school community relations. Necessary conferences and seminars can be held to work out such details.



## CHAPTER 8

### Group III: REPORT ON SOME SPECIAL PROBLEMS

#### I. *Problems related to craft work:*

Craft work was viewed as an activity essential to the all-round development of the child, as a productive, socially useful work and as one of the three media of instruction in the school, the other two being the physical and the social environments.

It should be ensured that craft work is a source of joy with a sense of achievement to the individual and the group engaged in it. As such it should not be truncated but all its processes should be practised and carried to some measure of completion resulting in the production of useful articles.

#### (A) Selection of Crafts

- (i) Major crafts need not be limited to the prevailing ones; new crafts like the fibre or the bamboo ones as may satisfy the essential conditions of local suitability and educational potentiality should be possible for a school to take up.
- (ii) It has been found that the introduction of one craft only in the lower classes is not able to sustain the interest of a child for long, much less for the whole session. It would therefore be desirable to introduce there more than one craft according to the availability of raw material.
- (iii) Any craft practised at any stage should give the pupil a finished article of personal, school or home utility, the craft of spinning should not finish in any class at the stage of yarn only but on the other hand the hand spun yarn should be used in making a useful article e.g. string, rope, asan, niwar etc.
- (iv) The teachers' training school should give to its alumni training in all the crafts practised in the schools of the area.
- (v) It should be remembered that crafts prevailing in the rural schools may not suit the urban area, for the urban schools such crafts should be selected as may prove productive and socially useful there.
- (vi) The craft of spinning and weaving has not been found suitable for introduction in the lowest two classes; the children at this stage are too young to make any

useful article out of the very crude yarn spun and very soon they lose all interest in it and the whole thing becomes a mechanical, drudgery type of affairs.

### (B) Raw materials and Equipment

- (i) Whether a basic school can practise a craft and use it as one of the media of instruction will very much depend upon the adequate and regular supply of the necessary raw material. It should be supplied by the Government or Local Boards except where the pupils can bring it from their homes; in the latter case the articles prepared will be the pupils property.
- (ii) When the raw material is supplied by the Government or Local Boards the supply is arranged through a central agency, this system in the nature of things does not work efficiently with the result that craft activity or as a consequence of it education in Basic schools suffers. It would be better if necessary funds are made available to a school for the purchase of raw material through a local school committee consisting of the Headmaster, village sarpanch and the craft teacher.
- (iii) It would be desirable to encourage schools to obtain raw material from the village people. It is being successfully done in certain areas.

### Equipment:

- (i) It is obvious that minimum equipment necessary for a craft or crafts should be made available to a school; for the list of such equipment the following publications may be referred to:
  - (a) Hand-book of suggestions for teachers in Basic schools.
  - (b) Basic Education in Bihar.
- (ii) Some equipment like niwar or asan frames can be improvised from local material available. The teacher should be able to do it. For this a small sum by way of contingency should be made available to a school for improvising equipment or obtaining it locally.

lopment of the community by sharing as well as enriching the traditions of the community. This would itself contribute to the development of the Basic school. The following ways are suggested:

- (a) *Organizing exhibitions:* There are many advantages in organizing regular exhibitions by the Basic schools. In addition to displaying its worth to the community, it would enrich the life of the community by suggesting new techniques in craft work and demonstrations of how cheap devices can be used in connection with a variety of crafts.
- (b) *Organizing cultural programmes:* The cultural tradition of the community is a rich source which can be utilised to realize energy for a variety of purposes. It is the cultural tradition which sustains the mental and emotional health of the community. It would be in the fitness of things for Basic schools to participate in the cultural tradition by organizing cultural programmes like dramas, folk dances, dangala, 'Kavi-sammelans' etc.
- (c) *Celebrating community festivals etc:* The allied programmes with cultural programmes are fairs and festivals celebrated in a community. Since, these occasions are good for mass communication the Basic school should participate in the celebrations of festivals and fairs organized by the community. Social service programmes can be linked up with the celebrations of such festivals. A book on harnessing community effort for educational purposes has been published by the Madras Government which makes it clear how the community gives willing co-operation if properly approached.

#### *Administrators' Role:*

The importance and the methods of promoting school-community relations have been briefly sketched above. The main important questions before us now is how the administrator can help in the effective relations between the school and the community. The inspector of schools can function as a co-ordinator in connection with the improvement of school-community relations. The role of the inspectors is a vital one because

he is the link between the school and the administrative set up of the community. The Inspector should be able to sympathetically understand the problems of the school and the community around, and try sincerely to solve them. The inspectors of school can be helpful in this connection through the following ways:

1. Greatest attention should be paid to the better method of selection and appointment of teachers. Teachers should be appointed purely on the basis of merit, which should include criteria to assess a candidates physical and mental suitability to work in the environment for which he is being recruited. Moreover the teachers should belong as far as possible to the local community. By having teachers from the same community it is possible to get better results because the teachers' age is involved and they will, therefore, take a great interest in the development of the school belonging to their own community. The selection should be unaffected by political considerations and influences.
2. It would be necessary to insist that teachers should stay in the community the school is situated in. All this would be possible only when proper necessary amenities and facilities are provided by the State department or the community.
3. The administrator should organize good evaluation programmes to know to what extent the relations between the schools and the community are being maintained. The administrator should also think what methods can be adopted to encourage school community relations. Necessary conferences and seminars can be held to work out such details.

## CHAPTER 8

### Group III: REPORT ON SOME SPECIAL PROBLEMS

#### I. Problems related to craft work:

Craft work was viewed as an activity essential to the all-round development of the child, as a productive, socially useful work and as one of the three media of instruction in the school, the other two being the physical and the social environments.

It should be ensured that craft work is a source of joy with a sense of achievement to the individual and the group engaged in it. As such it should not be truncated but all its processes should be practised and carried to some measure of completion resulting in the production of useful articles.

#### (A) Selection of Crafts

- (i) Major crafts need not be limited to the prevailing ones; new crafts like the fibre or the bamboo ones as may satisfy the essential conditions of local suitability and educational potentiality should be possible for a school to take up.
- (ii) It has been found that the introduction of one craft only in the lower classes is not able to sustain the interest of a child for long, much less for the whole session. It would therefore be desirable to introduce there more than one craft according to the availability of raw material.
- (iii) Any craft practised at any stage should give the pupil a finished article of personal, school or home utility, the craft of spinning should not finish in any class at the stage of yarn only but on the other hand the hand spun yarn should be used in making a useful article e.g. string, rope, asan, niwar etc.
- (iv) The teachers' training school should give to its alumni training in all the crafts practised in the schools of the area.
- (v) It should be remembered that crafts prevailing in the rural schools may not suit the urban area, for the urban schools such crafts should be selected as may prove productive and socially useful there.
- (vi) The craft of spinning and weaving has not been found suitable for introduction in the lowest two classes; the children at this stage are too young to make any

useful article out of the very crude yarn spun and very soon they lose all interest in it and the whole thing becomes a mechanical, drudgery type of affairs.

### (B) Raw materials and Equipment

- (i) Whether a basic school can practise a craft and use it as one of the media of instruction will very much depend upon the adequate and regular supply of the necessary raw material. It should be supplied by the Government or Local Boards except where the pupils can bring it from their homes; in the latter case the articles prepared will be the pupils property.
- (ii) When the raw material is supplied by the Government or Local Boards the supply is arranged through a central agency, this system in the nature of things does not work efficiently with the result that craft activity or as a consequence of it education in Basic schools suffers. It would be better if necessary funds are made available to a school for the purchase of raw material through a local school committee consisting of the Headmaster, village sarpanch and the craft teacher.
- (iii) It would be desirable to encourage schools to obtain raw material from the village people. It is being successfully done in certain areas.

### Equipment:

- (i) It is obvious that minimum equipment necessary for a craft or crafts should be made available to a school; for the list of such equipment the following publications may be referred to:
  - (a) Hand-book of suggestions for teachers in Basic schools.
  - (b) Basic Education in Bihar.
- (ii) Some equipment like niwar or asan frames can be improvised from local material available. The teacher should be able to do it. For this a small sum by way of contingency should be made available to a school for improvising equipment or obtaining it locally.

- (iii) The teachers can be trained in improvising equipment from local material by providing such training at the teacher training schools, holding such demonstrations at the Seminars and special meets. This sort of training is also necessary for the inspecting officers incharge of the primary and the middle schools.
- (iv) Certain States have the system of central or group or Primary centre school under which a number of schools within a radius of 5-10 miles are attached to a central school for purposes of extra-curricular activities, educational guidance etc. thus in service training with demonstration in improvising craft equipment can be organised at these centres.
- (v) If a certain school happens to improvise something new its demonstration can be arranged at the District Headquarter for the concerned inspecting officers who in their turn can demonstrate it to their teachers at the central or group or Primary centres.

#### (C) Disposal of the Programme:

It is often found that such articles are made as cannot be disposed of by the schools with the result that the pupils do not experience the joy of achievement, the school is burdened with the problem of storing them and the basic purpose of the craft is defeated. It is, therefore, suggested that articles of personal, school or local utility only should be prepared e.g. dusters, towels, ropes, darpatties, asans, shalk-sticks, file-covers, envelopes etc.

These finished articles can be purchased by:

- (i) The District Inspector of Schools for the Middle and Primary Schools of his district.
- (ii) The High and Higher Secondary Schools and the colleges of the district.
- (iii) The stationery and other departments of the state, in the third instance the State Government will have to issue a circular making it incumbent upon the stationery and other Departments to purchase such articles of their requirement as are made by the Basic schools as per their specification instead of from the market, this will only be in line with what obtains in the case of the supply of Khadi Bhandars.

The sale price of an article may be permitted to be fixed by the Headmaster and the teacher concerned in the case of Agriculture produce and in that of other craft-produce by the Headmaster, the concerned teacher and the Inspecting officer of the school. It should be borne in mind that as far as possible the sale of craft-produce should cover the cost of raw material and depreciation of value of equipment.

**(D). Repair of Craft-implements:**

- (i) Every Basic school should have a minimum set of tools for repairs e.g. a chisel, a saw, a hammer with claw, a screw driver, a rough file, all of medium size. Till such a set of tools is made available to the schools, a small amount of contingency should be provided to every school for getting repairs done by a local artisan.
- (ii) A central or primary centre or Group school (as they are differently called in different states) should be equipped with tools of carpentry and smithy for the repairs of the equipment of the schools attached to that centre.

*Carpentry tools:* Hand-drill, chisel of 4 types, pliers, hammer with claw, file, triangular-file, screw driver, saw, knife (big).

*Smithy tools:* A smiths bellows, iron incus, hammer, sharpening wheel, bucket.

An adequate amount of contingency should also be provided to meet the cost of coal etc.

- (iii) The central school should be a multi-craft school to serve as a training and helping centre to the attached schools in the matter of working the craft and repairing the craft equipment.
- (iv) Training in repairing craft-equipment and improvising suitable apparatus for crafts from local material should be an essential part of craft-training at the teachers' training schools.

**(E) Targets in Craft Production:**

It is felt that every Basic school must have certain targets in the crafts practised there. At present in some of the states the craft work



is carried on without fixing any target with the result that it is aimless, slipshod and practically without any return.

- (i) The targets fixed by the Hindustani Talimi Sangh are rather high. It will be better if every school fixed up targets for itself according to the time and craft material available.
- (ii) The targets should instead of being quantitative better be in terms of money value; at least that much money as is invested in raw material plus the depreciation value of craft equipment should be possible to be realised from the sale of the craft produce in each school.
- (iii) It is to be desired that a good Basic school should be able to go considerably beyond the minimum target the more the extra income the greater can be the amenities that can be provided to the pupils by way of free meals etc.
- (iv) Such schools as are able to realise double the amount invested in raw material plus depreciation of craft equipment and the contingent amount provided should be considered good schools with regard to craft.

#### (F) Training of Craft Teachers:

The present position *vis a vis* the supply of craft teachers at all levels—training schools, post, seminars and Junior Basic schools—is very unsatisfactory. The first thing that requires to be done is to strengthen the craft personnel of the teachers' training school as given under:

- (i) There should be qualified craft teachers of as many crafts as are taught in the schools of the area.
- (ii) To make such craft teachers available every state should have a handicraft training institution of two levels—college and school.
- (iii) The research section in craft work existing at the National Institute of Basic Education should also undertake to make the results of its research available to the states not only by publishing it but also by practical demonstration; this practical demonstration may be arranged at different state Headquarters, or at the Institute itself.

- (iv) To meet the present dearth of craft teachers it is suggested that professionals may be employed on part or full-time basis. Care will have to be taken that these professionals work in close collaboration with the concerned member of the staff.
- (v) For the Basic schools the Basic trained teacher has to play the role of the craft-teacher; his ten-month training at a training school not sufficient to give him the requisite mastery in craft work. It is, therefore, necessary to organise short-term in-service training courses during vacations etc. to give such teachers better grounding in craft work.
- (vi) The ten-month Basic trained teacher is still less helpful in Senior Basic schools. He needs to be sent for full-term craft-training to a handicraft-training institute.
- (vii) The idea of a distinct and separate craft teacher does not fit into the scheme of Basic Education. Every Basic trained teacher should be sufficiently good in craft work also. As such the practice of sending untrained teachers of Handicraft training institutions as it obtains in some states is not correct; Only Basic trained teachers should be deputed for training at these institutes.
- (viii) It will help if the Handicraft training institutions instead of confining themselves to craft training only introduce limited pedagogical courses also.

#### (G) Inspection and Supervision:

Taking the practical aspect only the following suggestions are made:

- (i) The Inspecting officers, especially those incharge of Basic schools should be trained in Basic Education.
- (ii) The Inspecting officer in-charge of Basic schools should have a working knowledge of all the crafts prevailing in the schools of his area. For this he needs to be given a short-term in-service training in different crafts.
- (iii) Also a member of the staff of the Central or Group or the Primary Centre school should be a multi-craft trained person so as to be able to give guidance to the schools of this area in all the crafts practised there.

## II. *The Technique of Correlation and Supervision:*

### (a) Correlation :

Correlation is an essential element of Basic education; the craft, the physical and the social environment have to be made the media of instruction; it often happens that the teacher tries to correlate instruction with craft and fails to draw upon the rich physical and social environment present round him. A detailed survey of the physical and the social environment of the children of the school should be made and in the light of that correlation planned for the year.

It should be remembered that all lessons in a Basic school need not be and cannot be of the correlated type. Lessons in the nature of systematising, reviewing or drilling children in the knowledge acquired will have to be of the uncorrelated type.

A school should classify at the beginning of the academic year the topics that can be covered in the correlated or un-correlated way, Standard-wise, this planned programme should be broken up into terminal, monthly and fortnightly units, taking into account the child's physical and social environment and the progress of the craft, the teacher should remember that he need not follow the syllabus in the order the topics are given therein. He can have his order of taking up the topics provided the required ground is covered by the end of the year.

### (b) Supervision:

Supervision is called for at the levels of the Headmaster, Assistant or Sub-Deputy Inspectors, and the District Education Officers.

The Inspecting officers while visiting a school should spend sufficient time there in observing and participating in the activities and on the basis of that give the necessary guidance by talks, discussions and demonstrations.

The Headmaster should have a regular time-table of supervision and maintain a supervision register to record the results of his supervision from the point of view of the teacher and the pupils. It should be possible for him to supervise a teachers' work about once a week. The Assistant Inspector or Sub-Deputy Inspector should visit a school twice and inspect it once in a year; the first visit should be of the nature of guidance, the second a surprise check-up and the third at the end, an inspection. If in the case of Senior Basic Schools

three visits are not possible, atleast one visit and one inspection are necessary. The District Inspectors should try to visit as many Junior and Senior Basic schools as possible.

It is important that there is a follow-up of the suggestions made as a result of the visit and inspections.

### III. *Teaching Materials and their use :*

Teaching material can be supplied by the Department or improvised by the school or collected by the pupils. A school should try to keep the latter two sources to the fullest extent possible.

Very often even when the teaching material is there it is not put to the proper use for want of systematic arrangement to make it available or negligence on the part of teachers. It is the duty of the Headmaster that the teaching material available in the school is used.

The Inspecting officer should in consultation with the expert teachers achieve a certain amount of minimum uniformity in respect of the improvised and collected teaching material in the schools of his area. The teaching material to be supplied to a school should be standardised and the same provided to it.

It need not be pointed out that the teaching material should be properly displayed and taken care of.

## CHAPTER 9

### Group IV:—EXPANSION AND IMPROVEMENT OF BASIC EDUCATION.

Basic Education after having passed through the experimental stage has been accepted and adopted as the National pattern of elementary education in this country. Therefore it is necessary that its scope be extended and quality improved. The pace of expansion so far has been very slow for many reasons. This has to be accelerated if we want to make the system national in the real sense of the term. Expansion is not possible without creating confidence in the school itself which so far has not been practised in a way as to attract the attention of the masses as also the educationists. This brings us to the problem of improving the quality of Basic Education which is being imparted at present.

The working group considered both the aspects of the problem during its discussions and found that the problem of expansion has to be tackled in three ways.

- (i) Orientation of the existing traditional elementary schools towards the Basic pattern with a view to set a stage for conversion. This need be done without any loss of time.
- (ii) Conversion of the existing traditional elementary schools, wherever conditions warrant, into the Basic type.
- (iii) Opening of new Basic schools.

The improvement can be brought about in two ways: (i) Improving the material conditions of the existing Basic school (ii) improving the efficiency of the personnel implementing the scheme.

The group considered all these problems from a practical point of view and recommends as under:

#### A. The problem and technique of Orientation:

1. The approach in orientation should be horizontal i.e. the essential features of Basic Education which do not involve financial burden to the State may be introduced immediately in all the schools. Recently the question has been discussed at four Regional Seminars held in the country and the recommendations after their approval have been circulated amongst the State Governments. The programme envisages the introduction of routine and occasional

activities like safai morning assemblies, celebrations of festivals, citizenship training, games and sports, excursions and field trips, library and recreational activities, social service etc.

The practical method to introduce these activities will be as follows:

- (i) Holding of morning assemblies daily where prayers and devotional songs, national songs may be recited followed by the announcement of news.
- (ii) Organisation of health parades to check up personal cleanliness immediately after the school assembly.
- (iii) Organisation of the cleanliness of the school premises daily in groups.
- (iv) Organisation of community sanitation programme in groups as a part of community extension work with the cooperation of public.
- (v) Organisation of games and sports daily for the pupils and occasionally for the community specially at the time of local fairs and festivals.
- (vi) Organisation of planned field trips and excursions to acquaint the children with their physical and social environments at least once a month.
- (vii) Introduction of activities leading to self-discipline like sharing social responsibilities, as the situation demands.
- (viii) Organisation of students' self-government and holding of the sessions at least once a month according to the needs of the school community.
- (ix) Organisation of literary cultural and recreational activities in which as many children as possible should take part class-wise. Balsabhas should be held once a week, for the whole school once a month and drama children fair etc. at the time of local Fairs and festivals to which the local community should be invited.

- (x) Maintenance of diaries by children of classes IV to VIII may be encouraged.
- (xi) Introduction of a manuscript magazine by the students.
- (xii) Organisation of school libraries and class libraries with a view to encourage self-study and habits of reading.
- (xiii) Organisation of the Pen Friendship amongst children of different schools wherever possible.
- (xiv) Organisation of school museums at whatever scale possible where the objects collected by the children like stamps, pictures, labels feathers, shells etc. are displayed by the children—An Exhibition of all these objects may be held on the occasions of the celebration of a function or a festival in the school premises to which the local community should also be invited.

*Introduction of inexpensive craft :*

It has also been suggested in the reports of the seminars referred to above that the orientation programme implies besides the introduction of routine and occasional activities, some inexpensive crafts, the raw materials also for which are available locally. Suggestions in this regard are:

- (i) Community resources may be tapped and utilised for the purpose including any existing school funds.
- (ii) The services of the local village artisans can be utilised for leading these crafts to the teachers and demonstrate purposes to the pupils.
- (iii) The pupils should be encouraged to visit the working places at village artisans occasionally to have first hand knowledge about the particular craft.
- (iv) The raw material for these crafts can be collected while referred to above.

*Programme of Orienting teachers :*

Orientation towards basic education depends to a large extent on the teacher. Therefore it is necessary that the large bulk of elemen-

tary school teachers should be acquainted with this programme immediately. The following steps may be taken in this connection.

- (i) Preliminary orientation can be given in monthly meetings at central schools under the guidance of the supervisory staff.
- (ii) Short term courses of two to three weeks duration may be organised during summer vacation in the Basic training institutions and other convenient centres of the state under the guidance of the staff of these institutions and other experts.
- (iii) Wherever possible mobile training squad consisting of the following staff may be set-up to impart training in orientation programme to teachers.—One experienced Basic trained graduate, two assistants—one of whom should be a craft expert.

One squad may cater to the needs of two to three districts according to the number of teachers to be oriented.

#### *Financial implications of the programme of Orientation :*

It has already been stated that the orientation programme should not involve much financial burden on the state exchequer. The introduction of routine and occasional activities and inexpensive craft do not involve any financial implications. The programme of orienting teachers may involve the payment of T/A. & D. A. to teachers which may be met out of the existing state budget. The cost of organisation of mobile training squads may be met out of the allotment in the various states for holding short-term courses.

#### *The process of assessing and evaluating orientation programmes:*

It is very necessary that the orientation programme should be properly assessed and evaluated with a view to create confidence in the minds of the workers and the public. This could be done in the following ways:—

- (i) By maintaining individual record of various activities.
- (ii) Examination of teaching methods.



- (iii) Forming School Committees consisting of head teachers and community leaders interested in Education and seeking their opinion about the work.

It is desirable that a standardised assessment proforma be evolved for the purpose in which the progress of all the school activities and programmes be indicated. Such proformas have been framed in the seminars held recently.

It is expected that the orientation programme will be completed within the Second Five Year Plan.

#### **B. Conversion of Non-Basic schools:**

Orientation implies the setting up of the stage for the conversion of traditional schools into the Basic ones. Therefore in the Third Five Year Plan it is suggested that the process of conversion may be embarked upon and completed. The following steps may be taken to reach this goal.

- (i) 20% of elementary schools may be converted every year throughout the state. The schools be so selected that they are uniformly distributed all over the state.
- (ii) So far as primary schools are concerned all the classes may be converted into the Basic ones, simultaneously and not by stages, whereas the Middle schools be converted into Senior Basic schools gradually one class each year starting with class VI.
- (iii) Before the programme of conversion is embarked upon, a well worked out syllabus broken into units and activities will have to be prepared for Basic schools with due regard to the level of maturity and growth of children and their experiences of a particular locality. The syllabus should be prepared at the State level in which broad themes and topics of the curriculum be mentioned; the detailed break up be worked out at the District level. The implementation of this worked out syllabus be done by teachers under expert guidance of the supervisory staff. The syllabus prepared needs to be elastic enough to give ample freedom to teachers for making modifications in accordance with the local environment of each school.

- (iv) It is also desired that each state should take immediate steps to prepare suitable literature in Basic Education—guide and hand books for teachers, reference books for libraries and text-books and supplementary literature for children. This problem need be immediately attended to by the National Institute of Basic Education at all-India level and by other such agency. (like the State-Board of Basic Education etc.).
- (v) The worked out syllabus and production of suitable literature are prerequisites for introducing the technique of correlation. These go a long way to facilitate the introduction of this new technique in a scientific manner. This should be considered as the last in the conversion programme.

### C. Opening of new Basic Schools:

It is essential that, as far as possible, all new schools which are opened in future, be of the Basic type. If however for want of adequate funds and trained personnel it is not possible to provide adequate craft equipment and man the schools with suitable staff, it is suggested that the orientation programme should be started immediately in these new schools.

#### *Improving the standards of Basic Education :*

With a view to infuse confidence in the mind of the public and the teachers regarding Basic Education and enthrusting them for taking up the work of orientation and conversion, it is very necessary that the standard of Basic Education imparted at present be improved. Mere expansion is not enough. As a matter of fact, expansion is not possible if the existing Basic schools are not properly organised and standardised. This problem is directly related to the improvement of the material conditions of the Basic schools. In this connection, the following items should be attended to:

(i) **Building:**—This is a necessary requisite for a Basic school. Efforts should be made to enlist the cooperation of the local community in putting up the school building so that the entire burden does not fall on the State Exchequer which may be required to grant only the essential initial expenditure or subsidy. The building should be of the less expensive type. Standardised plans for the building of Junior Basic and Senior Basic schools may be evolved at the State level. It is to be stressed that the locally available material be utilised in the construction of these buildings and provision

may also be made that the part of the material required for construction and repair be raised at the school level e.g. by growing trees, collection of sand, making and taking bricks, tiles etc. There is an urgent need for the provision of quarters to teachers especially to ladies in rural areas.

(ii) **Equipment:**—The progress of Basic Education has been hampered for want of adequate equipment for craft work. Therefore it is necessary that minimum standardised craft equipment in respect of various crafts be worked out on the pattern of Bombay State and be given as a supplement to the curriculum. This minimum equipment must be made available to a school in the beginning. Provision of raw material has also to be made well in time. The headmaster of the school may be authorised for its purchase. Suitable furniture and teaching aids are vital elements in the teaching-learning situations and as such, it is considered highly desirable that early steps must be taken to provide these things to the Basic schools. It will go a long way in their smooth and efficient functioning.

(iii) With a view to making the craft produced saleable it is necessary that the teaching of craft is made more efficient and skillful. The quality of the article produced is appreciably improved by bringing into the product an aesthetic touch and by producing articles of greater utility to the pupils, teachers and the local community.

- (a) Standards in respect of the size of the articles to be produced in Basic schools in connection with the various crafts may also be worked out and fixed to facilitate their sale and the pupils must be encouraged to prepare articles only of the standardised specifications.
- (b) Standardised and working specimens of articles for various crafts may be evolved and prepared for the several grades of Basic Schools with due regard to the maturity and growth of the child. They may be made available to all the Basic Schools with a view to providing incentive to the pupils and guidance to teachers.
- (c) The sale price of the article may be fixed at the cost price of the raw material plus 20% other charges. Products, however, may be sold at the cost price to the pupils and teachers. The profits from the sale proceeds of articles should invariably be utilised in providing mid-day meals and uniforms for pupils as decided by the Government of India.

- (d) Targets of production for various crafts may be fixed for various grades, but they should not be insisted upon at the cost of the quality.
- (e) As regards the disposal of the produce, the cooperation of the State Department and private agencies like All-India Khadi and Village Industries Board etc. should be sought. It will, however, be advisable if a central agency is organised and established at State level to undertake this job.

(iv) It is necessary that attention should also be paid to the organisation of the various kinds of activities in a Basic School. Such activities may include the community and routine activities like personal and school cleanliness, healthy storage of clean drinking water, morning assembly, announcement of news, functioning of pupils Government, Community celebrations etc. It would be necessary to see that such activities are properly and regularly organised in all Basic Schools. For the proper assessment of these practices, craft records, scholastic achievement records about interest, attitudes and the participation of children in routine activities will have to be maintained.

(v) It is considered desirable that attention should also be paid to the improvement of the teaching staff so that they may assume the role of leadership in the school and the community.

With a view to improving the working conditions of Basic schools, it is strongly recommended that immediate steps may be taken to start at least one model school in each district.

(vi) It is being increasingly realised that local advisory school Committees with the headmaster as the convener may be constituted at the earliest with a view to stimulate the local community in getting interested in the affairs of the school. Parent-teachers' Associations may also be formed to enlist the cooperation of the local community in working of the Basic Schools.

(vii) Expert advice from the supervisory staff for the implementation of the curriculum and guidance for solving the various problems which confront the teacher of a Basic School is a necessary condition for the improvement of the standard of Basic Education. The supervisory staff, therefore, need be well conversant with the methods and technique of Basic Education.

(iii) **Training of Teachers:** The success of a system of Education to a large extent, depends upon the type of teachers who implement it. The emphasis on quality in Basic Education necessitates availability of suitable, trained and efficient teachers for Basic schools. The teacher in a Basic School has to play a very vital role and should have some qualities which he wants to inculcate in children.

The problem of training teachers should be taken up in its two aspects—(a) Training of fresh teachers, (b) In-service and refresher courses for already trained teachers.

#### (a) Training of fresh teachers

There should be a standardised pattern of training for Under-graduate and Post-graduate Teachers throughout the country.

- (i) The minimum qualification for admission to undergraduate course should be as in the High School/or Matriculation Examination.
- (ii) The duration of the under-graduate course should be two years and that of the post-graduate one year.
- (iii) The programme of training should include instructions in theory and practice of Education, practical craft work and participation in group life, community activities and social service.
- (iv) A thorough grounding should be given in the content of the course in Social Studies and General Science, Mathematics and languages in the case of under-graduate teachers and the special subject, in the case of post-graduates.
- (v) The qualities which we expect in a Basic teacher should be given due weight while selecting candidates. The selection programme should include testing of aptitude, attitude, interest and academic achievement. In this connection a regular selection or admission procedure should be worked out in each State.
- (vi) It is also necessary that there should be a standardized method of assessing the work in training institutions. Assessment should be as objective and scientific as possible.

**(b) In Service Training for already trained teachers**

In this connection some courses to meet the specific needs of teachers may have to be instituted.

- (i) These courses should be arranged for a period necessary for meeting the specific need.
- (ii) Teachers trained in the traditional way should be given a training of 3 to 6 months duration.
- (iii) Refresher courses for teachers trained in Basic Education are also necessary with a view to keep them abreast of the latest developments in the field. Such courses may be held for further training in crafts, methods of correlation and content of courses in various subjects.
- (iv) Occasional seminars and workshops should be held to discuss certain specific topics. These should be planned and executed properly and assessed scientifically. There should be a regular follow-up of these special activities.

(iii) **Training of Teachers:** The success of a system of Education to a large extent, depends upon the type of teachers who implement it. The emphasis on quality in Basic Education necessitates availability of suitable, trained and efficient teachers for Basic schools. The teacher in a Basic School has to play a very vital role and should have some qualities which he wants to inculcate in children.

The problem of training teachers should be taken up in its two aspects—(a) Training of fresh teachers, (b) In-service and refresher courses for already trained teachers.

**(a) Training of fresh teachers**

There should be a standardised pattern of training for Under-graduate and Post-graduate Teachers throughout the country.

- (i) The minimum qualification for admission to undergraduate course should be as in the High School/or Marticulation Examination.
- (ii) The duration of the under-graduate course should be two years and that of the post-graduate one year.
- (iii) The programme of training should include instructions in theory and practice of Education, practical craft work and participation in group life, community activities and social service.
- (iv) A thorough grounding should be given in the content of the course in Social Studies and General Science, Mathematics and languages in the case of under-graduate teachers and the special subject, in the case of post-graduates.
- (v) The qualities which we expect in a Basic teacher should be given due weight while selecting candidates. The selection programme should include testing of aptitude, attitude, interest and academic achievement. In this connection a regular selection or admission procedure should be worked out in each State.
- (vi) It is also necessary that there should be a standardized method of assessing the work in training institutions. Assessment should be as objective and scientific as possible.

**(b) In Service Training for already trained teachers**

In this connection some courses to meet the specific needs of teachers may have to be instituted.

- (i) These courses should be arranged for a period necessary for meeting the specific need.
- (ii) Teachers trained in the traditional way should be given a training of 3 to 6 months duration.
- (iii) Refresher courses for teachers trained in Basic Education are also necessary with a view to keep them abreast of the latest developments in the field. Such courses may be held for further training in crafts, methods of correlation and content of courses in various subjects.
- (iv) Occasional seminars and workshops should be held to discuss certain specific topics. These should be planned and executed properly and assessed scientifically. There should be a regular follow-up of these special activities.



## CHAPTER 10

### Group v: EVALUATION IN BASIC EDUCATION

#### Introduction

Measurement is a fundamental tool of educational research. In fact, assessment is a necessary part of all educational process, because it is necessary to know to what extent the goods set up by a particular process have been realised. The assessment is a new concept and has undergone various changes, with changes in emphasis on the various aspects of education. One of the best definitions of assessment is given by Clara M. Brown, "Evaluation is essential in the never ending cycle of formulating goods, measuring progress towards them and determining the new goals which emerge as a result of new warnings. Evaluation involves measurement which means objective quantitative evidence. But it is broader than measurement and implies that considerations have been given to certain values, standards and that interpretation of the evidence has been made in the light of the particular situation". This would make clear that assessment or evaluation is a dynamic process, in which the progress made in the educational programmes is to be appraised in the light of the goals set-up.

Measurement in education involves a careful and scientific determination of the child's ability to learn and finding out to what extent he has learnt at a given time. Assessment should form an important functional part of all the school programme, since necessary changes have to be effected in the school programmes in the light of the findings of the assessment. The Basic school teachers should therefore, have thorough acquaintance with the new and scientific techniques of evaluation and should know how to construct, administer and interpret simple instruments of measurement.

The main aim of evaluation or assessment should be the improvement of educational process. With this aim in view assessment assumes two important functions, namely, diagnostic and remedial. The first function is concerned with the detailed examination of the results of the process while the second one is concerned with using measurements for removing deficiencies at certain points. Thus the aim of assessment is to examine the educational process from its very beginning in the light of the goals set up, and follow-up the process to its end with a view to see how the progress is being made.

The form of assessment of a particular educational process has to be developed in relation to the ideals which the process is following. With this view it may be quite clear that the work of assessment in Basic educational institutions is to be considered differently from the

work in traditional institutions. The principles of assessment have to be developed in the context of the principles of Basic education. From this point of view main stress in assessment in a Basic institution is to be given on cooperative work and personality changes such as changes in attitude etc.

Since assessment practice is a new thing for Basic institutions it would be better to lay down certain principles which should govern assessment practice in Basic institutions. The following principles are recommended:

- (i) Assessment should be as simple as possible. Unfortunately, in many places assessment is being made into a demi god. Since the teachers in Basic institutions are not familiar with new assessment practices it would be better to have the assessment programme as simple as possible. The teacher should be able to prepare the tools, administer them and interpret the results.
- (ii) Assessment should be as comprehensive as possible. In view of the principles of Basic education assessment in Basic institutions cannot afford to be limited to appraising scholastic achievement only. Assessment should cover all the aspects of child's education, namely scholastic achievement, achievement crafts, community work, physical achievement etc.
- (iii) Assessment should be as objective as possible. Since education is a dynamic process and is concerned with human relationship, assessment cannot be purely objective. However, new researches have shown that some objectivity in assessment is possible. Even the essay type of tests which have an element of subjectivity in them are being standardised and a system of making scoring objective is evolved. Objective type of tests should be used to a greater extent. The tests to be used should be reliable and valid.

#### Assessment and the Teacher

Assessment is a continuous process and should be taken as such by the teachers. The teacher should have a diary in which he takes down relevant and significant information about the pupils. The group has, however, considered problem of the frequency of assessment. It is recommended that assessment should not be too frequent in the early stage at least. There should be monthly tests and the cumulative record card should be filled up quarterly.

The main responsibility of assessment of the pupils work in a Basic schools lies on the teacher. The teacher has to assess the various aspects of the educational programme of the school.

(a) *Assessment of scholastic achievement:*

The usual method adopted at present of assessing scholastic achievement of pupils in a Basic school is the traditional essay type of examination. No other scientific methods are being tried. This test is neither valid nor reliable. It should be partly replaced by the new type of achievement tests. The essay type of tests, however, have their own value and cannot be rejected outright. Such tests may be necessary in subjects like language. However, these should also be made scientific in their preparation, administration and scoring.

Achievement tests should be given due importance in the reformed programme of evaluation. These tests should be given periodically and should be supplemented by the records of class work maintained by children and teachers. Since teachers in most of the Basic institutions are not familiar with the various kinds of items used in the achievement tests the group feels that a central agency like National Institute of Basic Education may compile a long list of the various kinds of items covering the syllabus of eight grades of a Basic school and such a collection may be made available to teachers who may make use of the items in preparing their own tests. The various State Governments should take steps to prepare and standardise achievement tests and make such tests available to the schools.

(b) *The assessment of craft work:*

Because of the special place of craft in Basic education special attention should be given to its assessment. Obviously, different crafts will call for different methods of assessment.

Systematic craft records have to be maintained for helping in the proper assessment of craft work. Such records may pertain to individual work by pupils, class work and work of the school. Such systematic record should be evolved by the various post-graduate Basic Training Colleges and should be made available to schools of the locality for maintenance.

While undertaking assessment programme in craft work attention should be paid to all the necessary aspects of the work, namely planning, achievement in the skill of the craft, theoretical knowledge

of the various processes of the craft and proper attitudes developed through craft work in pupils. As far as the skill in craft work is concerned equal importance should be given to the quality and quantity of work. The group after considering various points has come to the conclusion that equal weightage should be given to the quality and quantity. In order to assess quantity specific methods will have to be developed for specific crafts. The assessment of quality may, however, be best on a rating scale preferably five-point rating scale. Regarding the theoretical knowledge of the processes of craft work tests on the lines of objective tests may be prepared. The attitudes developed through craft work can be assessed with the help of instrument like rating scales.

A word may be said here about the use of the rating scales. Rating scales as will be clear are being recommended for assessment of qualitative aspects of educational work. While preparing the rating scale clear definitions should be given for the various points of the rating scale so that teachers may not be in a confusion about the meaning of the various points of the scale.

(c) *Assessment of community work:*

Great stress is given on activities on school community in a Basic school. As such it becomes necessary to evaluate the child's participation in community work, which generally includes cultural activities, personal and community cleanliness etc.

The teachers themselves should participate in these various activities and make careful observation of the participation of the pupils. Each child's participation should be carefully assessed.

It would be necessary to maintain observation in order to assess the work of the children as far as community living is concerned. Such records should be standardised and the details of keeping the records may be explained to the teacher.

(d) *Assessment of personality:*

In Basic education great stress is on the development of a balanced personality. The following traits of personality should be given importance in a Basic school.

1. Cleanliness.
2. Punctuality and regularity.
3. Cooperativeness.

4. Honesty.
5. Devotion to work.
6. Obedience.
7. Helpfulness to others.

The main technique to be used in assessing the development of children on the various personality trait would be a rating scale, preferably the five-point scale. It would be necessary for that purpose to define clearly each of the traits and prepare clear explanations about the various points of the scale in relation to a particular trait. While preparing such explanations examples should be given so that teacher is able to understand in a concrete way what the various points of the rating scale mean.

Factual statements may also be recorded by the teacher, in order to prepare assessment of the pupils on the various personality traits. It may, for example, be needed for a particular pupil whether he has been generally obedient or only once in a term he has been disobedient on the playground etc.

In some schools situational tests may be tried. Although the group feels that situational tests should be increasingly used for assessing personality traits; the group is hesitant in recommending the use of the situational tests for the reason that the teachers may not be able to make use of such tests at the present time. However, in some schools experiments may be made on the use of situational tests to test traits like honesty, punctuality, orderliness, etc. Situational tests take some time and may, therefore, not be suitable for administration on a large-scale. It would be necessary to evolve proper methods of scoring such tests.

(c) *Assessment of physical development:*

Basic education is equally concerned and interested in the physical development of the pupils. Proper assessment methods have to be found out, for appraising physical development of children.

The assessment programme for physical development will have to be three-fold, remedial, preventive and promotive.

The role of the school in remedying the physical ailments and disease is limited. Yet the school staff should have some knowledge of children's common disease and ailments, and should be able to provide first-aid. On the preventive side the school should help

children to develop healthy habits so that they may be able to avoid disease and ailments. On the promotive side it would be necessary to evaluate how far each child has imbibed healthy habits. The following suggestions are offered in this connection:

- (i) Provision for proper health inspection of children should be made with the necessary follow-up.
  - (ii) A systematic record of weight and height of children should be taken by teacher at regular intervals.
  - (iii) The general science course should be integrated with physical education programmes in the school.
  - (iv) Health and hygiene parade should be held every morning before the school work starts.
  - (v) Pupil's participation in games, physical exercises and sports may be assessed on the basis of observation of teachers' records.
- (f) *The use of cumulative record cards.*

It is clear that the assessment programme is a many facet programme. We have to take into consideration children's many sided development. This is done by maintaining of records, giving achievement tests, rating of pupils, observing them in the class-room and playgrounds etc. In order to facilitate the work of assessment and in order to provide a picture of pupils' development throughout his career in the school it would be necessary to maintain cumulative record card for each child. Such record card is useful not only for the purpose of promoting the pupil to the next class but for understanding the child in a better way.

The cumulative record card should contain the following data for the evaluation of the different aspects of the educational programme:

- (i) Scholastic achievement showing progress in curricular subjects.
- (ii) Rating by the teachers of the work done in the various school subjects

- (iii) Achievement in craft work indicating the quantity of work done, quality and efficiency and habits and attitudes developed.
- (iv) Participation in community life activities.
- (v) Physical development including participation in games and sports.
- (vi) Personality development including ratings on the various personality traits.
- (vii) Other items like attendance, honour etc.

(g) *The role of the headmaster:*

The headmaster plays an important role in the assessment work of the school. The headmaster should not only carefully observe the various records maintained by the children and the teachers but also devise his own records so that he may have a glimpse of the progress of work done in the school. The headmaster in a Basic school should be particularly careful about the maintenance of records and craft work. Records in the form of graphs may be maintained. He should also maintain a diary in which he should be able to note down specific items of information about teaching in the various classes and about the work of notorious teachers. He should periodically examine teachers' diaries and other records. The headmaster should also have a regular observation book in which necessary points about teaching the different teachers may be noted for informal and frank discussions with the teachers concerned.

The group discussed the problem of promotion from one grade to the other. The purpose of maintaining the cumulative record card is to see that all pupils come up to a normal standard. This helps the teachers to find out the weaklings and take necessary action to improve their achievement. Hence the question of detention or failure is not a serious problem. There will be very few failures. There should be no or as less failures as possible. The cumulative record card should be taken into consideration while promoting pupils to the next grades. There cannot be any rigid formulae with regard to rules promotion to be followed in all the States. The group is also of opinion that there should be no public examination at any stage of elementary education.

### Assessment and the Supervisor

When the supervisor goes to a school he has to take into consideration the programme of the school with a view to effect improvements. The supervisor has to see the work of the school in terms of the school, the teacher and the pupil.

The inspector of schools inspects the worth of the school in its total effect. He should observe the general atmosphere of the school. He may be able to appraise the artistic atmosphere and the standards of the social activities in the school. He should also pay attention to the physical education, sports, community living, etc. While supervising following may be especially observed:

- (i) Cleanliness and health.
- (ii) Cooperative and self-help activities.
- (iii) Co-curricular activities.
- (iv) Craft work including quality and speed of work.
- (v) Teaching of various subjects and the standard as compared to other schools.

#### The School:

The major tool of supervision would be the observation of the school performance as revealed in its different activities and study of the records maintained in the school. Zakir Hussain's Committee has suggested that institutions should be utilised for the assessment of school work. The supervisor may arrange for an exhibition of the school of his area where the various schools may bring their own things.

#### The Teacher:

The inspector should try to understand and appraise the teacher sympathetically and objectively. The following points may be taken into account for this purpose.

- (i) The physical appearance of the teacher including his dress, speech and habits.
- (ii) The methods of teaching used by the teacher and his disciplinary devices.
- (iii) The attitudes of the teacher with respect to his fellow workers, the teachers, pupils and the parents.
- (iv) The professional level of the teacher.



- (iii) Achievement in craft work indicating the quantity of work done, quality and efficiency and habits and attitudes developed.
- (iv) Participation in community life activities.
- (v) Physical development including participation in **games and sports**.
- (vi) Personality development including ratings on the various personality traits.
- (vii) Other items like attendance, honour etc.

(g) *The role of the headmaster:*

The headmaster plays an important role in the assessment work of the school. The headmaster should not only carefully observe the various records maintained by the children and the teachers but also devise his own records so that he may have a glimpse of the progress of work done in the school. The headmaster in a Basic school should be particularly careful about the maintenance of records and craft work. Records in the form of graphs may be maintained. He should also maintain a diary in which he should be able to note down specific items of information about teaching in the various classes and about the work of notorious teachers. He should periodically examine teachers' diaries and other records. The headmaster should also have a regular observation book in which necessary points about teaching the different teachers may be noted for informal and frank discussions with the teachers concerned.

The group discussed the problem of promotion from one grade to the other. The purpose of maintaining the cumulative record card is to see that all pupils come up to a normal standard. This helps the teachers to find out the weaklings and take necessary action to improve their achievement. Hence the question of detention or failure is not a serious problem. There will be very few failures. There should be no or as less failures as possible. The cumulative record card should be taken into consideration while promoting pupils to the next grades. There cannot be any rigid formulae with regard to rules promotion to be followed in all the States. The group is also of opinion that there should be no public examination at any stage of elementary education.

### Assessment and the Supervisor

When the supervisor goes to a school he has to take into consideration the programme of the school with a view to effect improvements. The supervisor has to see the work of the school in terms of the school, the teacher and the pupil.

The inspector of schools inspects the worth of the school in its total effect. He should observe the general atmosphere of the school. He may be able to appraise the artistic atmosphere and the standards of the social activities in the school. He should also pay attention to the physical education, sports, community living, etc. While supervising following may be especially observed:

- (i) Cleanliness and health.
- (ii) Cooperative and self-help activities.
- (iii) Co-curricular activities.
- (iv) Craft work including quality and speed of work.
- (v) Teaching of various subjects and the standard as compared to other schools.

#### The School:

The major tool of supervision would be the observation of the school performance as revealed in its different activities and study of the records maintained in the school. Zakir Hussain's Committee has suggested that institutions should be utilised for the assessment of school work. The supervisor may arrange for an exhibition of the school of his area where the various schools may bring their own things.

#### The Teacher:

The inspector should try to understand and appraise the teacher sympathetically and objectively. The following points may be taken into account for this purpose.

- (i) The physical appearance of the teacher including his dress, speech and habits.
- (ii) The methods of teaching used by the teacher and his disciplinary devices.
- (iii) The attitudes of the teacher with respect to his fellow workers, the teachers, pupils and the parents.
- (iv) The professional level of the teacher.

The supervisor should sit together with the school staff as also with individual teachers and discuss with them the various problems he comes across offering solutions for them.

### **The pupil:**

Since the pupil is the product of education the inspector can find no better means of knowing the value of education than through the appraisal of the pupils. The best way for doing this would be through visiting the classes. These visits may be either quick visits that is short and informal visits to promote good inter-personal relations between the inspectors and teachers, or examination visits that is more directly pertaining to the work and appraising.

The inspector can appraise the work of the pupils whether through formal examination including short, oral, written examination, or by examining pupils records and work. The supervisor may see the teaching of a teacher for a few minutes which would give him some information about the level of teaching and the teacher and the way in which pupils respond to the teacher.

It would be necessary to evolve a proforma which the supervisor can use when he goes for a visit to a particular school. This proforma can be used to make systematic observations of the work being done in a particular school.

### *Assessment in teacher training institutions:*

The group was mainly concerned with assessment work of a Basic school. However, since Basic training institutions also fall on the supervisor, due attention should be given to scientific assessment in a Basic training institution. The main problems which should be considered in this regard are working out weightage for the various aspects of the training course, the place of examination and written tests and the assessment programmes and weightage to be given to external and internal assessment. The more difficult problems would be regarding assessment of teaching practice, craft work and community living. The recommendation of the National Seminar of Post Graduate Basic Training Colleges is given below which may be accepted for this purpose:

Each theory subject should have maximum of 100 marks allotted to it, fifty for college work and fifty for external examination. In the practical activities the following may be made:

Community living—300 (100 for each part)

Teaching practice—200

Craft — (200 for main craft and 100 for subsidiary craft).

For the purpose of assessment and final records of results a three-point scale may be used as follows:

1. 60 per cent and above.
2. Pass 40 per cent.
3. 39 per cent and below.

If the final is to be issued both the marks of internal assessment and external examination should be given under the four heads.

A cumulative records card should also be used in the teacher training institutions. In fact all the techniques of assessment which are envisaged to be used in ordinary Basic schools should be practised in the training institutions so that the teachers may have a clear idea about such techniques.

## CHAPTER 11

### Group VI: FINANCIAL ASPECTS AND COLLECTION OF STATISTICS:

#### (A) Economics of craft work:

1. The group gave anxious consideration to the economics of craft work in Basic schools and felt that it should build upon the following hypotheses:

- (i) That the teacher knows his job and has heart in the work, and that he does not utilise the period as a springboard for something else.
- (ii) That he stays in the locality and associates with the public intimately, seeking the cooperation of the village elders or city fathers in his work and taking interest in their welfare.
- (iii) That he has not ceased to be a student and he studies from available pamphlets on various subjects touching the interest of the people so that while he would be making useful suggestions, he would also be extending his study by personal observation.
- (iv) That regular and proper supervision and guidance is arranged by the departments of education.
- (v) That a minimum of the facilities which must be made available to him are provided.
- (vi) That a machinery of timely repairs of craft equipment and supply of raw materials is ensured.

2. We feel that these hypotheses place too heavy a burden on the teacher under the present circumstances. We accordingly recommend that such incidental income as may be possible be provided to augment his emoluments by way of extra duty allowances e.g. social education work.

3. We are particularly keen that the teacher should reside in the locality and should be able to live in the way the people of the locality may be living. The teacher recruited from urban areas are generally not suitable for rural areas. We would, therefore, recommend the recruitment rules to be so amended as to give preference to persons belonging to those areas. We further feel that it will not be too much to expect that some houses or hutments are constructed in the vicinity of the school if residential accommodation is not available.

4. With these preliminaries, we would like to say that except in exceptional circumstances, which should be investigated in each case, no losses should be anticipated or actually met with. Taking the life of a particular craft equipment to be 20 years, the production should be able to repay 5% of its cost every year. Besides this, there should be some profits which should go back to the producer in the form of mid-day meals. Bihar and Bombay have already shown beyond doubts that if proper steps for efficient working can be taken, profits must accrue. Bihar also pays back 6½% of the cost of equipment every year. Thus the expenditure of craft equipment should be regarded as investment and not expenditure.

5. We, however, note that in Government schools, the procedure of supplying craft equipment and raw materials is severally very cumbersome, and purchase of raw materials from funds provided in the budget and remittances of sale price to treasury take the initiative out of the teacher. That is one reason why private institutions seem to fare better. We, therefore, propose that there should be a relaxation in the Rules of purchase and that the earnings should not go to the treasury. The possibility of providing a revolving capital on Bihar pattern be explored in respect of each school (Rs. 250 for a junior basic school and Rs. 500 for a senior Basic school and Rs. 1500 for a training or Post-Basic school) and the purchase of raw material be made by a local committee in which the Headmaster and the craft teacher concerned may be chairman and secretary respectively and some public spirited persons of the locality may be members.

6. We have observed that some states have laid down that 20 per cent. or so should be added to the cost price to determine the sale price and also that large quantities of the produce are lying unsold. We suggest that the sale price be also fixed by some formula, keeping in view the quality of the articles produced, by the local committee referred to above so that the articles may be able to stand good chances of sale at their fair intrinsic value. It will give the children a false sense of their ability and efficiency if they are not made aware of the real value of their work. Moreover, fixation of price without reference to the quality will stand no test based on reason and will lead to disillusionment. Sometimes, as in the case of clay modelling and bamboo-work, the marketable price is likely to be a decent amount while the cost of raw materials will be negligible. If the price be fixed by the committee referred above, which may meet once or twice a month, it will give incentive to the producer and the articles will not accumulate. Instances are not

wanting showing how a casual visitor to the school feels anxious to purchase an article but is disappointed because the sale price is not fixed and the sale has not been authorised.

7. We discussed the question of wastage arising from the working of classes I and II at the crafts. It is, however, felt that in no case should the cost price be in jeopardy. The rough yarn spun by the students of classes I and II, for example, can be utilised in the weaving of Durrie-patties. Yet it will be worth while making a little allowance for occasional losses, but they should be supported by definite reasons.

8. The question of stocks lying unsold engaged our special attention. It was said in certain reports that huge quantities of cloth were lying and almirahas had to be purchased for idle storage. If the Khadi Bhandars do not purchase these, they can be sold to our own schools for use as dusters, to our offices as Basta-cloth and to examining bodies as packing cloth.

We would however, suggest that certain articles be so standardised in every craft that, while they give a direct experience of all the processes of production involved in the craft, they be among the requirements of our own department for example Tat patties, Durrie of montessory schools, chowkies, desks, file-boards, etc. Experts in each craft may examine the lists and purchases in any district office and any High, Higher secondary, training and junior and senior Basic schools and the syllabuses, instead of mentioning the process alone mention the articles and then say which processes are to be gone through in the preparation of these articles. The teaching, when done as a project will be more realistic, though less formal, and the students will emerge as workers endowed with self-confidence.

9. The question of occasional repairs attracted our special attention. We feel that schools in a viable area should not live in isolation with from other but should develop a cooperative community. Each group of schools should be able to behave as a self-adjusting unit, incorporating within it schools of all practising crafts. The carpentry centred school would then undertake repairs of the furniture and equipment of its other co-parceners. The schools of higher grades will be possessing the enhanced resources and will not only give timely assistance to sister institutions but will also be able to train up its own students in the modes of community living and cooperative partnership. The agricultural Higher Secondary Schools will similarly be able to provide bullocks to a neighbouring school,

saving the latter expenditure and botheration and getting the maximum of its own existence. Without limiting the freedom of local initiative, we would suggest that an area of about 10 miles radius be regarded as the service-area of each school having resources of rendering such services. If, however, this is not possible in some places, either a whole-time efficient mechanic be employed to serve specifically defined area or craft teachers of training schools and multipurpose schools be spared during holidays and vacations for the purpose and compensatory leave be allowed to them.

10. List of requirements of the various schools of various grades may be drawn up by experts and their specifications should be standardised. We have tried to compile such lists, but they are to be regarded as surely tentative. It is of utmost importance to lay down definite specifications and also to suggest what specifications would suit children of certain specified sizes or age. We, however, feel that wherever possible as in Bihar *taklies* and *Bal Charkhas* should be possessed by the students themselves, like books in various subjects and similar individual items in each craft should be singled out taking care that they be not too many. A small hammer for a carpentry student and a small *khurpi* for an agriculture student will be a possession to conjure him with and will constantly cause a flow of the instinct of construction into some activity.

11. We are of opinion that equipment and material connected with at least 2 crafts be provided in every school. If funds do not permit, one of these be the main craft while the other a subsidiary craft.

12. We considered the question of per capita production and also of the amount earned by each pupil per year. We find that these will vary from craft to craft, from child to child and from school to school. We wish, however, to point out that all earnings is not production. For example, if a school has 20 acres of land, overgrown with grass, the sale proceeds of the grass is like the interest earned on money, or rent realised on buildings. It is, therefore, necessary that our schools take care to dissociate production from earning. In some calculations, we found that the expenditure on purchase of *charkhas* etc. was debited to craft account. As observed above, this expenditure should not be mixed up with recurring expenditure.

13. Certain articles produced may be so good as to be kept permanently in the school museum. The prices of these may be marked but the label "not for sale" may be pasted on them for sometime, after which they should be purchased by the school.



14. Record of day-to-day work will have to be maintained so as to be clear of difficulties and ensure clear thinking. For this, we have tried to prepare some proformas. But they require the test of actual working supplemented by the suggestions of experts.

15. Though the prospects do not appear to be gloomy, we feel that the work needs well-knit machinery of execution at the school and effective supervision and guidance of inspecting officers. We would therefore suggest that in the interest of better education and better production, special steps be taken to see that no inspection officer might be expected to control more than 50 schools as a direct charge, depending on distances covered and number of students and number of teachers.

**(B) The minimum cost of a Basic school:**

We find that the pay scales of teachers in the various states are widely different. It appears, therefore, to be difficult to give the cost in terms of money. We would however, like to lay the following items of expenditure for consideration:—

- (i) *Teachers*—One teacher per section, plus the Headmaster, each section consisting of about 30 pupils; otherwise teachers on the basis of a pupil-teacher ratio of 1:30. We feel that enhancement of pupil teacher ratio will be detrimental and defeat its own purpose.
- (ii) *Building*—To begin with, one pucca room for store and one for placing the various articles of daily use and locating the Headmasters' office. This room may be divided into compartments if found desirable. Additional accommodation, which may consist of katcha rooms or even some varandahs. We feel that with local grass, kans, bamboo bricks and mud much can be done locally with the help of the public. We also feel construction of katcha houses could be included in the training courses as a part of social service programme, it will go a long way to solve the problem.
- (iii) *Teachers quarters*—Where rented houses are not available it is necessary to give some habitation to the teachers. The above suggestion regarding school building could be applied here. The importance of teachers and their pupils being able to repair mud houses and thatches is a *sine qua non* of all development in the field of Basic Education.

- (iv) *Furniture*—In our opinion it is essential to provide something to the children to sit upon and they should not be made to sit upon bare ground. A few almirahs be also provided unless there are some already in the walls.
- (v) *Equipment*—Standard lists of requirements may be finalised in consultation with experts to be further kept upto date on the basis of subsequent suggestions from persons actually working. A tentative list is enclosed.
- (vi) *Teaching aids*—Lists of maps, charts, appliances, science apparatus etc. may be made out to serve as a guide. It will not be possible to have exhaustive lists. Ingenuity of the teachers will always invent teaching aids in various patterns.
- (vii) *Land*—As far as possible, lands from 2 to 5 acres should be provided to the school buildings, for play-grounds and kitchen gardens. If there are lands at a distance for the kitchen garden, it will be a disadvantage. If agriculture is the main craft, at least 5 acres should be provided in Senior Basic Schools with facilities of irrigation. In calculating costs, the water-rate, the rent of Bullocks, the land revenue etc. should all be added up.
- (viii) *Library*—A school should aspire to be a community centre and should keep books not only for the use of teaching but also to enable the teacher to help the public with his knowledge of the various problems of the community and their solution. An initial grant of Rs. 100 for a junior school and Rs. 250 for a Senior school will do with a recurring grant of Rs. 25 and Rs. 50 respectively. Careful selection of Books is of primary importance.
- (ix) *Contingencies*—An amount of Rs. 5 to 15 p.m. may be necessary to provide for part time servants for fetching water and doing odd jobs which the children and the teachers cannot do. An amount of Rs. 2 to 5 p.m. be provided for various kinds of petty expenses. Forms, registers and other printed material as also service stamps be supplied by the department. The annual cost may be about Rs. 50 to 100.

Expenditure on games and cultural activities may amount to Rs. 100 to 500 every year. If possible this should be met from local donations etc.

**(C) Collection of Educational Statistics:**

We realise the importance of recording facts and figures to give us solid bases for scientific investigations of various new problems. The form A which is submitted to the Government of India, Ministry of Education does not contain all the details required from Basic schools for the purpose. The National Institute of Basic Education has already prepared some proformas to be filled in at state level and after careful scrutiny and discussion, we find that they are admirable. Some suggestions have been given by us for being incorporated in them.

We tried to prepare proformas for use at the state level but we cannot yet put them up with any degree of confidence. We, however propose that we try them actually in our areas for sometime and as good alumni of the *alma mater*, supply reliable information and suggestions to the Institute.

### PART III

#### LECTURES BY EXPERTS

*During the training course some outside experts were invited to talk to the delegates on problems of Basic education. In addition to the outside speakers some members of the staff also spoke to the delegates on various topics. The talks delivered by the members of the staff are not included in this publication. Long notes of the talks given by outside experts were taken down by the Editorial Committee. The chapters included in this part are based on the notes prepared by the Committee. The inaugural address and valedictory address have also been included in this part. As will be seen, some talks are reproduced in considerable length while for other talks only summaries have been presented.*

## CHAPTER 12

### PROBLEMS FACING THE ADMINISTRATOR\*

DR. K. L. SHRIMALI

*Union Minister for Education*

We have accepted Basic education as the national pattern and we have to face the problems that confront us. There should be no dead-uniformity about Basic education in the country. India is a big country with different climates and conditions of living. It is neither possible nor desirable to have a uniform system throughout the country. Basic education has of late been a subject of great controversy, and much confusion arises because we think that we should have a uniform system of education in the country. We have accepted the fundamental concept of Basic education and should allow freedom to develop this concept. The main underlying principle is that education should be related to life, and since life means work, education should not be divorced from work. In fact, all the trends in modern education give the importance to greater and greater synthesis and coordination between education and work. Having accepted this fundamental basis of our programme of Basic education, we can allow people certain amount of freedom to work out their plans. If freedom is not allowed in the various aspects of education, the very spirit of education will be killed. The future of Basic education largely depends on the extent to which we give freedom in the field of education. It would be wrong to draw out a blue print for the education of the country, and then to ask the various State Governments and agencies to work it out. This would lead to rigidity, and rigidity leads to regimentation. As is obvious, regimentation results in destruction of democratic thinking. We cannot have a strictly uniform pattern in a democracy. Basic education was started by Mahatma Gandhi in order to bridge the gulf which divided manual work from intellectual work. He wanted to use education as the spear-head of a silent social revolution. This social philosophy underlying Basic education should be adhered to and freedom should be given to teachers and administrators to work out their own plans.

There are one or two problems which this Conference or Seminar could consider. One is concerned with the economics of Basic education. Mahatma Gandhi wanted education to be self-sufficient

---

\*Based on the inaugural address.

and thought that the products of a Basic school would bring returns to meet the salaries and other expenditure on education. Now, it is agreed that it is not possible to make schools self-sufficient. But it was never envisaged that Basic schools would become so costly that it would not be possible to implement the policies of expansion of education effectively. It is necessary that the administrators keep economics of education before them. It has come to my notice that many States are making schools very costly. We are facing the problem of expanding Elementary Education as quickly as possible, so that by the end of third Five-Year Plan we may be able to make it compulsory and free for the age group 6-11. It is often said that good schools are expensive, and Basic schools being better type of schools will cost more. We may allow the schools to be expensive if they are better type of schools. But care should be taken to see that there is no wastage in the functioning of the schools. In many places craft material is not utilised: they are simply dumped in some room and are never used. In one place cotton was distributed in a quantity which would not last more than a week. This was a sheer waste. We should take care to see that there is no wastage of any kind in education. If we spend money in increasing the salaries of the teachers, the expenditure would be most welcome. But the expenditure is going up because of waste in Basic schools and other institutions and this should be stopped. We should ask ourselves if we are making full use of the material provided. Moreover, some kind of return should come from the material that is being used. Basic schools should not be allowed to be a drag in the progress of Basic education.

The other problem is with regard to the various factors responsible for the hostility and antagonism to Basic education. In no State has Basic education been accepted whole heartedly. We should find out the reasons for that. We are functioning in a democratic set-up. We have to take care that the people accept a system of education. It cannot be imposed on the people. We should study the causes of resistance in the people for Basic education. For this purpose it would be necessary to re-orient our own attitude. Our attitude towards work should undergo a change. Administrators are averse to manual work but expect only pupils and teachers to do it. There is a general aversion to manual work. We should find out how this can be removed. The teachers and administrators themselves should also actively participate in manual activities instead of acting as silent spectators. Education is a partnership of pupils, teachers and administrators and all of these should join in the

common endeavour. The whole outlook needs transformation. There is a great disparity between what is being done in the institutions and what is being done at home. We ask the child to do manual work and spinning in the school, but he may be having a number of servants to order at home. It is necessary to bridge this gulf. We should not behave as silent spectators but should be active partners in education which is a joint enterprise. It is only then that we can make Basic education a really effective instrument of social reconstruction.

We are really living in a society in which mighty changes are taking place. Technological and scientific reconstruction is going on continuously in our country. These are bringing about fundamental changes in the life of the country. Education to be true and real should mirror these changes. There is no doubt now that we are moving towards a technological society. We cannot be dogmatic about the form of Basic education which should adapt itself to the changing needs of society.

Crafts may, for example, have to change. Educational programmes and methods should meet the changes in society and to prepare citizens of the right type for the future. We have to ask ourselves whether Basic education can face the future. If we are clear about the fundamental concept and the social philosophy underlying Basic education and can adopt it to the changing needs of the times, it can face the future. A scientific attitude is needed in a scientific age. We are now out to make an open society, and Basic education should help us in achieving our aim.

**CHAPTER 13**  
**BASIC EDUCATION: THE KEY TO NATIONAL**  
**DEVELOPMENT\***

SHRI SHRIMAN NARAYAN

*Member, Planning Commission*

I have been associated from the beginning. i.e., 1937 onwards, with Basic Education, when the first Conference on Basic Education was convened at Wardha. At that time, we did not anticipate that this thing will grow into such dimensions and that it will become really a National Scheme of Education. Although the progress during these last 20 years has not been as satisfactory as we should have imagined or hoped, still there is no cause for any kind of pessimism. After all, a new type of education or progressive steps do take time and it is better to delay things rather than hustle them into wrong channels. Therefore, it is better that we experiment fully, that we understand the wide implications of the experiment and then have a sound foundation for future development and expansion.

I will not like you to feel even for a single moment that Basic Education is being pushed by the Government merely because Gandhiji initiated it because he blessed it and because in deference to the Father of the Nation, we must continue something, whether we like it or not. That will be completely wrong on our part. The more I think of Basic Education, the more I feel the inspiration that Gandhiji gave us more than 20 years back. He gave us something, although he was not an Educationist in the orthodox sense of the word, but he gave us something which is not only good now, but will be good for many more years to come, not only in this country, but in other parts of the world. You might have read in the papers how in China and Russia, where lot of importance is given to labour and productive work, they have come to the conclusion that their education still is academic and divorced from life. It is rather surprising to read from Mr. Khrushchev's speech on educational reform in Russia that students are divorced from life. They are now planning to have elementary and secondary education for 8 years instead of 10 years. They have reduced the course by two years and during these two years they will put every young man and woman either into a factory or farm—two rigorous years of pure and hard manual labour—before they are allowed to go the College and complete their University education. In China, they are trying

---

\*Based on the validictory address.



to start schools in every factory or farm. Every farm or factory is being persuaded or encouraged to start schools. They are thus trying to combine education with work. All this, to my mind, is good, but Basic Education involves much higher techniques of education. "Education plus work" experiment is going on in a number of countries. In Germany, they have been conducting this experiment for a number of years. But, Basic Education takes us several steps further. Gandhiji's idea was education *through* productive activity, *through* work. If we organise education through work, it is a co-ordinated integrated approach, a broader approach. It does not create split personalities. Under the present system, you try to become a student or a farmer or a worker trying to do things as if they are watertight compartments. Life is after all an integrated process and it is much better to have education as an integrated process at every stage, elementary, secondary or even high technical education.

Ministry of Education is now thinking of some kind of a scheme for Compulsory Social Service, i.e., every Graduate before he takes a degree, will be asked to do some compulsory social service for six months or a year. That is good. Education is also a social obligation. If the Nation educates you, you are also, duty bound, to help in social education. A much better scheme, however, would be to carry the principles of Basic Education from the elementary, secondary to the collegiate course, where the students work all the time and learn through work and they feel not only the dignity of work but feel that they are prepared for an avocation in life, an avocation which will make them useful citizens. I have suggested to the Ministry of Education that even if you want to give this six months or one year manual work or social work to the students, it must not come at the end of the course, it must come in between. The students should feel that whatever they learn, they will put them to use in the rural areas, when they return home. Instead of that, if you are asked to complete the education and then do something by way of social service, that does not create a proper atmosphere, a scientific atmosphere. Then you will think that it is a fad on the part of the Planning Commission or the Government of India to put you unnecessarily to some labour for wasting your time. It is not so. If the whole education process, is really intertwined or interwoven into the very scheme, at every stage, then you won't feel it. It will also do you a tremendous good. Modern Schools in U.K. are not really good, because they do not train up young men for definite vocations in life. They are also trying to think of a comprehensive school, multi-purpose school, etc. There also, the problem

is that young men before they take their degree do not know exactly where they are going. They should know exactly what they are going to do after finishing their education; otherwise, it is not planning, it is not education. They do not know what they are being trained for.

There are a number of jobs in the Government of India under various plans and projects, which are in need of trained personnel. There are big buildings for schools in villages and towns, but there are not enough trained teachers. There are nice hospitals built through small savings of the poor people, but there are no trained Doctors. We find young men after completing their college education getting frustrated, asking for some post or the other some clerical post somewhere. That is not at all good. From this point of view, either in this country or in any other country—East or West—an integrated education, Basic type of education, is of paramount importance for any National Planning. Even the Community Development schemes will not work, unless the Primary, Elementary and High Schools in the area are converted into Basic Schools. The Community Development people say that Education is not under them. Community Development, without proper educational development, will not be of any use. You are teaching something on the one hand and the boys are trained for some thing else. Take for instance the question of increasing the production of agriculture. I went some months ago to a village near Ahmedabad. I met some agriculturists and talked to them about increasing the food production. They said, "We are trying to do our best; but what about our children?" One man said, "My boy goes to the High School. They do not teach there agriculture or industry. I will have to sell my land when I get old". That is what the whole thing is coming to. Even in the sphere of agriculture, we do not know what will happen after the present generation. Depopulation from the villages to the cities is going on a tremendous scale. The son is studying in a High School or a College in the city, so the father also must go and stay in the city, because the boy has to be looked after. What happens to the boy after his education? He knocks at the doors of all offices and some kind of job has to be found for him.

After independence, we are finding that this new type of education—education through work—to young children is the only remedy. Till then our Second Plan, Third Plan or Fourth Plan will not succeed. There are people who think that Basic Education is some

kind of orthodoxy. It is unfortunate that Basic Education is regarded as very difficult and Correlation is supposed to be difficult so that an ordinary person cannot understand. I will say that ordinary type of education, so unscientific and bookish, is not easy at all. Basic Education is the natural type of education. A teacher will not try to lecture to the boys. The teacher will really try to impart education through physical, social and economic environment. Whatever the boy learns or says or does will be in touch with realities. This is rational approach. So the Basic type of education is rational and scientific. The present type is unnatural. There is scope for endless experiments in the Basic education. It will not like some kind of rigidity in imparting Basic Education. Every area, every village, will be different and Basic Education should be imparted according to the need, environment and other available opportunities in those areas. For instance, one village will be suitable for imparting education through spinning and weaving, another village through oil crushing, another through leather-tanning, another through coir-matting. There has to be an endless variety to suit the local environment, atmosphere and other opportunities. There are different crops in different areas, like wheat, rice, cotton, jute, tobacco and other things. Training in agriculture will also vary from place to place. Some stereotyped training everywhere is no good.

Another thing is very important. So far, we have tried Basic education mostly in the rural areas. Gandhiji's idea was that good things should be given first to the villagers. They form the Nation. We must give the best to them. But unfortunately most of us merely carried on the experiments in the villages and not in the cities. A stage has come, and rightly too, when the villagers think that this type of education is something inferior, which is doled out to them. The city boys do not work, they succeed in the competitive examination, they go into the colleges. The rural boys are not taught English, so they are placed at a disadvantage. This is a natural reaction, the reaction that one will have to take note of. Unless we spread Basic Education in the urban areas also, I am not prepared now to go on telling the villagers to allow their children to learn through Basic methods. So far as the Basic craft is concerned, it may be different in a village and a city. But, by and large, the type of education has to be the same. Therefore, I would suggest that in each State, at least in the bigger towns, good Basic Schools must be started and experiments carried on for different type of Basic crafts.

When, last year, the Principals of Public Schools gathered here, in Delhi, the Ministry of Education invited them to appoint a Committee to go round these Public Schools and to suggest how these Public Schools also could be converted into Basic Schools through a phased programme. Shri Ramachandran and some others went round these Public Schools and studied how best the Basic principles of the new type of education can be introduced in these schools also. What flourishes in the cities becomes the fashion in the villages. Children of the officials, non-officials, M.Ps and Ministers must go to the same school, where the children of the villagers are also taught. People in the village will welcome it. Merely trying to spread the Basic method in the rural areas is no good. Urban schools should take as much interest in imparting education through Basic methods as the rural schools are expected to do. Some months ago I had an occasion to visit Chandigarh. I was shown round an urban school, where this method is being experimented. I asked them, "Who are these children?" I was told they were mostly the children of the Chaprasis or Class IV employees in the offices there. I told them that I was not prepared to go round the school. It is better not to start such types of schools at all. You must get children from the top, from the *intelligentia* of the society. Do you think this Basic education is really meant only for the village people, tribal people? Is it meant only for the down-trodden? If you think so, it is better to wind up the show. Urban schools and rural schools have to be started on a first-class basis, where children from all types of people are prepared to go. Really good type of education should be imparted. The Ministry of Education should give a serious thought to this matter. Otherwise, we will have to encounter a very difficult problem sooner or later. The matter has to be faced very squarely.

There is some misunderstanding about correlation. It is felt that correlation is some kind of *mantram*. Correlation should be a very natural process. From the beginning, it was said that there must be three things for correlation—the craft, the social environment and physical environment. Social environment has a very wide implication. Social environment would mean economics, politics, sociology, civics and a number of other things that we read in the newspapers. If you think that correlation means only the craft, that is not correct. Social environment is very important. This should be exploited fully for purposes of correlation. So it is necessary to make it clear that correlation is not something, some kind of a difficult process, which people tried to understand in Sewagram in 1937. I have seen some diaries of teachers who are

supposed to be imparting education through these methods. Somewhere they mention about some craft, some productive activity in an artificial manner. This is wrong. Acharya Vinoba Bhave explained last time in Mysore, that two things are required for Basic Education, i.e., an intelligent teacher and an ignorant pupil. A well-meaning teacher should surely carry on the correlation, according to the local needs and local atmosphere. We need not make a fetish of it. It should not be artificial.

There is a feeling that Basic Education is very costly. This is wrong. In our country several hundred crores are being provided for a number of development schemes, viz., Khadi Commission, Community Development, Irrigation Projects, Small Scale Industries, Handloom and Handicraft, etc. Huge amounts are being spent on all these. We suggested that a number of other schemes, like agriculture, irrigation, local development etc. should be interwoven with this experiment of Basic Education. Khadi Commission is prepared to help the Basic Education Scheme. They have prepared a pamphlet. They are prepared to help by supplying Ambar charkas, giving cotton, collecting on payment the finished product. Community Development organisation has also a number of projects. We need not build workshops in each School. Whenever there are workshops they can be attached to schools. For example, whenever there are Ambar Charka Centres, they should become centres for Basic Education. This can be done in each Block in each Village. All the schemes under different Ministries should be interwoven, inter-related, coordinated. There should be coordination in planning at every stage.

The Prime Minister now-a-days has been talking of three things as the basis of planning. They are Village Panchayats, Village Co-operatives—agricultural and industrial, and Village Schools. If they are correlated, your problem of extra finance disappears. Expansion of Basic Education is necessary. Big buildings need not be there; simple buildings are enough. Pattern of holidays should be reconsidered. There need not be classes in rainy season; they can declare this season as vacation. During this period they can work in the fields also as in Japan. It is not necessary to attach farms to the Schools. After all, the whole village becomes a farm. The boys can go to one farm today, to a second the next day and so on. They can help their own parents. Then the whole village, with all its developmental activities, industrial and agricultural, social and political, becomes the centre of activity for Basic Education. That is the line along which we should try to develop. The Village School

should be a part of an integrated picture of village community, village life. Then it will not be expensive. If you want to kill Basic Education, then prepare costly schemes in the name of it. After all, any type of better education is slightly costly—you have to pay the teacher. The teachers' salaries are now-a-days very poor—whether Basic or non-Basic, they should be improved. That only Basic education is costly is not correct. Even ordinary Education is costly, if you want to make it really better. Gandhiji wanted Basic Education because it would suit a poor country like India better. All the products in the Basic schools should not be used for the funds of the Public Exchequer. We have made it always clear in our Standing Committee that all products that children prepare in Basic schools should either be consumed by the children themselves directly—the fruits, vegetables, cloth or any other thing—or if they are converted into money, that money should be used for the good of the children of that school. It will be very wrong to make the children feel that they are made to work for part of the salary of the teacher or for the coffers of the Government of India or the State Government. It should be made clear that the labour put in by children is made for their own good, say for their mid-day meal, or uniform or for something else.

Lastly, the teachers and the officers who are entrusted with this work should have the faith that education in any scheme in national development is of the highest importance. You might have read in the papers that Shri Deshmukh, who was the Finance Minister and who is now the Chairman of the University Grants Commission, said that it was a mistake that he had made in not placing sufficient fund for 'Education' in the First and Second Plans. Education is a long-term investment, national investment. If we do not invest properly on education, we lose very heavily later. Investment in agriculture is important, investment in industry is important, investment in communication and all other projects is important. But the most important of all these investments is in Man. If we are not able to invest in creating and preparing better type of men and women, even this long term planning will not succeed. Therefore, I would say agriculture is the base of the Plan, Basic industries are key to the Plan. I would like to add: but education is the life and soul of the Plan. If education is neglected you cannot implement a plan through machines. There should be enough men and women to implement the Plan. There should be men and women to arouse the enthusiasm of the masses, utilise all the idle man power. We require men with vision, who have faith and who have a sense of mission, not mercenary workers.

What Gandhiji said twenty years ago about Basic Education is taking shape now. Although we have delayed it long, now we should go on spreading the Basic Education from one corner to the other, both in the rural as well as in the urban areas, so that the people will reap the fruits of freedom not only politically but economically and culturally.

---

## CHAPTER 14

### UNDERSTANDING BASIC EDUCATION

SHRI T. S. AVINASHILINGHAM

*Members of Parliament*

Since its inception, almost a decade back Basic education has not been able to adjust itself properly. Misunderstandings about it prevail in all quarters. The public teachers, and administrators all think differently about it, and sometimes it even has to face strong oppositions.

For the speedy progress of Basic education it becomes imperative to analyse and put forth the Basic principles of Basic education. So also it is necessary to find out the factors thwarting the growth and expansion of Basic education. At present as the statistics reveal, the number of Basic schools is so few, and with the envisaged expansion of primary education, it may be relatively fewer. The main problem, therefore, is to find out difficulties which impede the spread of Basic education.

So far as the principles of Basic education are concerned, there is no dissention of doubt about them. Regarding the practice there may be differences. We shall therefore discuss these statewise. (The following observations were made with the help of the delegates from the respective States).

#### **Bihar.**

In Bihar Basic education started in the year 1939. But at present it is confronted with the following difficulties:

- (1) Apathetic attitude of administrators.
- (2) Spinning and weaving is the main craft but no cotton is grown in the State.
- (3) Lack of integrated syllabus for Basic and non-Basic schools. Such syllabus has now been evolved and will be put into practice from January 1959.

#### **Rajasthan.**

- (1) Lack of trained personnel.
- (2) Basic education is being started now.



**Punjab.**

- (1) Apathetic attitude of non-Basic trained officers towards Basic trained people in the department.
- (2) Manual work was deprecated as before and was not regarded work of educational value.
- (3) Teacher training was inefficient.

**Kerala.**

- (1) Lack of trained personnel.

**Andhra Pradesh.**

- (1) Lack of trained personnel.
- (2) Lack of sympathy of big people.

**Mysore.**

- (1) Want of accommodation.

**Bombay.**

- (1) Highly centralised administration.
- (2) Difficulty in securing land.

**Orissa.**

- (1) Financial difficulty.
- (2) Apathy of people due to emphasis on craft.

**Tripura.**

- (1) Lack of trained personnel.
- (2) Sanction of contingency.

**Delhi.**

- (1) Academic achievements of Basic school children are lower as compared to those of non-Basic schools.
- (2) Lack of accommodation.
- (3) Basic education is not in urban areas.

**Manipur.**

- (1) Lack of trained personnel.
- (2) Real desire on part of administrators to introduce the system.

These difficulties can be classified into 6 heads:

- (1) Apathy by administrators.
- (2) High ideals.
- (3) Lack of trained personnel.
- (4) Funds are wanting.
- (5) Academic standards in Basic schools are lower than non-Basic schools.
- (6) Load of work on administrators and teachers is high.

Regarding financial problems, notwithstanding that they are very important we can add a little, for they are the concern of the government and have their own place in the priorities of State and Central Governments. The training for personnel is being improved in almost all the States, and in some States almost all the training schools have been converted into those of the Basic type. So far as academic standards are concerned as revealed by the information just supplied by representatives from various States, academic standards in Basic schools are only lower in 2 States, Delhi and Kerala. In Delhi the problem is aggravated further because the syllabus in Basic schools is lower and poor in academic contents than that of non-Basic schools. The entire problem in the end reduces in enthusing the teachers to reducing the workload and to removing the apathy on the part of administrators towards Basic education. This problem is to be discussed and thrashed out by you.

## CHAPTER 15

### BASIC EDUCATION AND FIVE-YEAR PLANS

SHRI D. P. NAYAR

*Assistant Chief (Education), Planning Commission\**

I am afraid I must begin by defining Basic education. For, the most unfortunate thing about it is that even today many of us do not seem to be clear as to what it means. Gandhiji was primarily an educationist, whose task was man-making. As Pandit Jawaharlal put it, Gandhiji made heroes out of clay. It was this man who conceived basic education and conceived it as "the spearhead of a silent, social revolution, fraught with the most far-reaching consequences." Mirza Ismail called it "a retreat from civilization." Between these two extremes we find varying shades of grey. The Government of India and the States have decided to convert all elementary schools to the basic pattern and yet there are men in the highest seats of Government, who are not convinced about its soundness and publicly express their lack of conviction. The programme meets with opposition, open or concealed, by teachers and administrators, who are really responsible for delivering the goods. For very insufficient efforts have been made to educate them. I cannot, therefore, do better than begin by restating the fundamental principles of Basic education as a basis of today's discussion.

Basic education is life-centred education. Life may be divided into three broad aspects: the natural environment, the society in which one lives and the economic and productive activities in which one must be engaged. It is common knowledge that three fourths of our life is spent in earning a livelihood, which in our country is chiefly through agriculture and cottage crafts. That is why craft—which here includes agriculture occupies a central place in basic education.

Cottage crafts occupy a very important place in the occupational scheme of this country, and their proper encouragement and development on scientific lines is the only solution to the country's vast unemployment problem. The Second Five-Year Plan aimed at providing for only eight millions jobs to cater to the anticipated addition to the labour force during this period. No provision was made here for the backlog of unemployment. Yet even this modest target is not likely to be achieved and the present estimates are that additional employment provided may not exceed 5 to 6 million jobs.

---

\*Now, Director (Education), Planning Commission.

Thus at the end of the Second Plan the employment position will probably be even worse than at the beginning of the Plan. It was the realisation of the limitations of programmes of large industries to provide employment—at least in the initial stages—that led the planners to provide for Rs. 200 crores for cottage and small-scale industries. Further cottage industries are the only means of providing immediate relief to the lowest range of society. For it will take considerable time before benefits of our other development activities can percolate to the underdog.

Rapid industrial development of a country requires that the people at large should develop a high degree of finger skills. Dr. Karve—who some time back headed a committee, appointed to investigate into the problems connected with the implementation of the programmes of village and small scale industries—said in a meeting of the Standing Committee on Basic Education that the evidence coming before his Committee pointed out that the high degree of finger skills possessed by the Japanese was the key to their rapid industrialisation. Now finger skills can be best developed through crafts, because we can neither think of having a factory in every primary school, nor do the children have the capacity for handling machines.

India is passing through a period of rapid change, the tempo of which can only increase with time. She has recently become free after centuries of slavery and has to face the challenge of raising the living standards of 360 million people, living in sub-human conditions, within a reasonable period of time. Under the impact of science and modern forces, her social structure is cracking and old values need to be restated in modern terms. The pace of change could be accelerated by a dictator. But India's task is much more difficult because she has to proceed democratically, through people's understanding, willing assent and cooperative. So far, unfortunately, our most dismal failures have been at points where we seek people's cooperation. For that it is necessary to develop proper attitudes and values. These changes can best be accomplished on a nation wide scale in our schools.

Let us see how basic education can bring about the desired changes in attitudes, hopes and aspirations of children and ultimately of the people at large.

Basic education teaches students to perform every little act of life not in a routine way, but in a way that the 'why' and 'wherefore' of every operation is asked. That builds up the habit of

detailed observation, the spirit of enquiry and powers of deductive and inductive reasoning. This is the essence of the scientific spirit, the wide diffusion of which among the people at large is essential for the scientific advance and progress in the modern age.

Another salient feature of basic education is that life in the school is organised on the basis of cooperative community living. The socialistic pattern of society contemplated in our Constitution requires that we develop the cooperative way of life. That way we avoid the dangers of capitalism, with its unhealthy and cut-throat competition, leading to gross inequalities, and of dictatorship with its crushing concentration of power in the hands of the State, resulting in the loss of individual freedom. Further, through cooperation small units can combine together and take advantage of the economies of large-scale production, without resulting in the concentration of wealth in a few hands. That is why both in the First and Second Plans, so much emphasis has been put on the development of the cooperative movement. Nevertheless, the cooperative movement is not flourishing because of lack of people's spontaneous cooperation. The entire movement is really spoon-fed by the State. The habit of cooperation, like other habits, can best be ingrained through living when the child is young. In a basic school the whole of life is organised on the cooperative principle and children are taught that it is the society and not the individual, cooperation and not competition that he should respect in the larger and wider context of life.

Inculcation of self-reliance is another fundamental feature of basic education. How important that is for our villages today will be clear from a few instances. Refuse in the villages is not properly disposed of and, therefore, not only becomes a source of contamination of water and causes many diseases, but also leads to the loss of crores of rupees worth of manure. It will not be possible to provide the flush system of latrines in all our villages in the foreseeable future. The improvement of sanitary conditions can only be effected through self-help. Mrs. Deshmukh, the Chairman of the National Committee on Women's Education, recently said that unless we provided clothing to girls, it would be difficult to bring them to school. Because of their poverty people cannot afford mill cloth. The only alternative before them remains either to produce cloth themselves or to go without it. Hence the importance of spinning and weaving in the scheme of Basic education.

A well-run Basic school further has the potentiality of becoming the most effective agency for socio-economic extension. As

8-years school will have eight teachers, and at least 90 boys of the senior classes whose links with the community will be close and natural, and whose course of study is, or should be, closely linked with intelligent living of the life of the community around. No extension agency will be able to penetrate deeper into the villages. The school can, however, develop its potentiality only if the resources and technical know-how of the community development machinery is concentrated on the school as the most strategic point from which it impregnates the community with new ideas.

In the end, I would only say that the idea of Basic education has come to us from one of the greatest constructive geniuses of the age, and if we implement it intelligently and properly, we shall be making a great contribution not only to India's reconstruction, but will also show the way to other junder-developed countries.

## CHAPTER 16

### EDUCATIONAL FINANCING WITH SPECIAL REFERENCE TO BASIC EDUCATION

DR. P. D. SHUKLA

*Deputy Educational Adviser to the Government of India*

**Ministry of Education**

The problem of financing education is of a different nature in an expanding economy like ours. The financial resources have to be channelled mostly towards the agricultural, industrial and technological development of the country. Production is to be augmented. Consequently, the river-valley projects, steel plants and heavy industries which promise early and visible monetary return have to become our immediate and inevitable undertakings. The result is that money cannot be found for improving and expanding education as desired.

Education, being a social service, is an expanding item of expenditure with recurring liabilities. A teacher once employed will go on earning his emoluments and will thus become a permanent item of expenditure. Nevertheless, this expenditure is essential for building up a nation and has to be treated as a long term investment and not a mere expenditure.

In India we have decided to undertake all developmental activities through the Five-Year Plans. These plans are based on the study of our resources and needs and indicate the priorities given to different sectors of national life. Accordingly, a sum of Rs. 169 crores was allocated to education in the First Five-Year Plan. In the Second Plan Rs. 307\* crores were provided. The latter resulted in an increase of about 77 per cent. In addition to these funds provided for development in education there is an expenditure on the maintenance of the educational level which has been reached by the end of the First Plan. The total educational expenditure in the whole country on all stages of education and from all sources was Rs. 190 crores in 1955-56 (the last year of the First Plan) and about Rs. 202 crores (unreconciled figures) in 1956-57. These include Rs. 117 crores and Rs. 12 crores respectively from public (Government) funds, alone. If therefore, we assume Rs. 100 crores to be the average maintenance expenditure per year, we would

---

\*Subsequently proposed to be reduced Rs. 275 crores on reappraisal in the 3rd year of the Plan.

incur about Rs. 500 crores on that item in the whole of the Second Plan period. Adding to this Rs. 30 crores stipulated to be spent during the Second Plan, the entire educational expenditure expected to be incurred during five years amounts to Rs. 807 crores and indicates an increase of nearly 60 per cent. over the previous expenditure.

The figures mentioned above are not insignificant. Still there has been some dissatisfaction among educationists that the Plan could not pay as much attention to education as it needed. But the dissatisfaction may not be fully justified since the legislatures, who represent the people, have approved the Plan as well as the expenditure pattern included in it. Funds are needed not only to expand educational facilities, but also to improve its quality and standard. It is the Directive Principle of State Policy, as laid down in the Indian Constitution, that universal, free and compulsory education should be provided for all children up to the age of 14. That is obviously essential to make proper citizens of our country's boys and girls. Suitable expansion of educational facilities at secondary and higher level is also necessary to provide personnel at different levels for various needs of the nation, including those of the engineering and other profit making projects in the plan itself.

Basic education represents the improved form of Elementary education. Somebody has said that there are three main difficulties in Basic education and out of these one is its costliness. It is worthwhile examining this view. There is obviously no point in comparing a Primary school which is worst provided, staffed and equipped with Basic which is well provided and then to say that Basic education is more expensive. There are all grades of both Basic and non-Basic schools. An average non-Basic school should be compared with an average Basic school in order to study the cost involved more realistically.

In Basic and non-Basic schools of average standard, the cost on account of the teacher's salary, furniture, teaching aids, library games material etc., should be the same. In the matter of building also the requirements of both are the same, except that a Basic school would need an extra craft shed. Even the latter is not a 'must' and by suitable adjustment in the time-table of the school it may often be possible to utilise the class-rooms themselves for craft activities as well. The main difference, therefore, exists in the provision of craft equipment and craft material required additionally by a Basic school. If the craft-work is organised well and



the school has senior classes also (say it is a senior Basic school), the expenditure on the craft equipment may be returnable in 3 or 4 years. I understand the latter has already happened in some schools at least.

Further, what percentage does the expenditure on the craft equipment constitute of the total expenditure needed to establish a school? The sizes of different schools vary. Let us, therefore, speak in terms of a unit of 40 students with one teacher. Normally the following may be the pattern of expenditure of non-recurring character for such a unit or a school of that size:—

	Rs.
School buildings	2,000*
Furniture	50
Teaching aids	50
Library	50
Games' material	25
Craft equipment	125
<b>Total</b>	<b>2,300</b>

Thus the expenditure on craft equipment would usually constitute only about 5 per cent of the total non-recurring expenditure. As regards expenditure on craft material like cotton, clay, paper, wood etc., it should be expected that normally the value of the products is at least equal to the money spent on the raw material, so that the expenditure need not always be considered as an additional expenditure.

The actual position may also be seen now. The following table gives the comparative cost of Basic and non-Basic education for the latest year for which information is available. This has been collected from the State Governments themselves:

---

\*According to the existing practice from public funds (Central and State governments combined) not more than Rs. 1,000 is allowed for the school building for the first 40 children and Rs. 500 for each unit of about 40 children subsequently in the same school.

## Cost per student per annum in 1956-57.

State	Junior Basic schools	Non-Basic Primary schools
Andhra	28·8	24·9
Assam	20·0	13·2
Bihar	18·3	15·2
Bombay	30·8	30·3
Jammu & Kashmir	..	25·0
Kerala	17·3*	13·4*
Madhya Pradesh	26·7	30·3
Madras	25·9	26·4
Mysore	27·9	25·7
Orissa	36·3	16·5
Punjab	27·4	29·0
Rajasthan	57·0	31·0
Uttar Pradesh	19·5	..
West Bengal	26·1	23·6
A. & N. Islands	54·5	51·7
Delhi	56·3*	86·9*
Himachal Pradesh	29·0	50·9
L. M. & A. Islands	..	7·1
Manipur	44·6	14·7
Tripura	56·8	42·5
N.E.F.A.	39·0	80·4
Pondicherry	..	50·9**
India	22·1	24·4

It will be noted that for the country as a whole cost per child in a Junior Basic school is less than that for a non-Basic Primary school. The former stands at Rs. 22·1 per child while the latter is Rs. 24·4.

On State-wise basis also the position is not firmly either in favour of Basic education being comparatively more expensive or less. There are about 7 States/Administrations (Andhra, Assam,

\*Figures pertain to 1955-56

\*\*Includes Middle schools also.

Kerala, Orissa, Rajasthan, Manipur, Tripura) where the cost of Junior Basic education is notably more than of non-Basic education. Similarly, there are 4 States/Administrations (Madhya Pradesh, Delhi, Himachal Pradesh, N.E.F.A.) where the position is notably otherwise.

What is the reason for this difference? An exact reply will need a very detailed investigation of the expenditure pattern on education in each State and an equally detailed and comparative study of the inter-state situation on the same point. The conditions may vary greatly from State to State and a simple reply may not fully apply to all the States. In the Union Territory of Delhi, for example, all rural schools are Basic and most of the urban schools are non-Basic. The urban teachers have to be given city allowances which make the cost per child in non-Basic schools more than that in Basic schools.

Generally the teacher's salary constitutes a major item of Educational expenditure. The following table giving the average annual salary in Basic and non-Basic schools may, therefore, be of some significance for a very general study of the question in hand:—

Average salary per teacher per annum (1956-57).

State	Junior Basic Schools	Non-Basic Primary Schools
	Rs.	Rs.
Andhra . . . . .	770·9	689·9
Assam . . . . .	583·2	449·6
Bihar . . . . .	398·1	404·6
Bombay . . . . .	892·1	882·4
Jammu & Kashmir . . . . .	..	791·9
Kerala . . . . .	679·3	504·1
Madhya Pradesh . . . . .	646·6	738·6
Madras . . . . .	697·7	680·5
Mysore . . . . .	732·9	716·9
Orissa . . . . .	880·5	406·6
Punjab . . . . .	859·7	877·5
Rajasthan . . . . .	1224·1	667·5
Uttar Pradesh . . . . .	152·5	..
West Bengal . . . . .	642·7	697·2
A. & N. Islands . . . . .	1382·8	1216·0
Delhi . . . . .	1524·5	1789·9
Himachal Pradesh . . . . .	932·9	1013·9
Manipur . . . . .	828·4	499·5
Tripura . . . . .	1318·3	1049·6
N.E.F.A. . . . .	2009·6	1119·9
INDIA . . . . .	620·1	690·5

It will be seen from this table that the States where the cost of Basic education was found to be notably higher than that of non-Basic education, have the average annual salary of a Basic schools teacher to be more than that of a non-Basic school. Since all teacher training at Primary level is gradually changing over only to the Basic pattern, no special grades have been supported for Basic trained teachers; all trained teachers should be in the same grade. Why then this difference in the annual average salary of teachers working in the two types of schools? It has been discussed (at least on the basis of a detailed study in one State; and the situation seems typical) that the reason for this is that (i) Basic schools usually have more senior teachers working there, so that their salary today in the same grade is relatively higher, and (ii) in the beginning some teachers with higher qualifications had to be recruited to work in Basic schools in anticipation of the difficulties of educational work in that system and they had, therefore, to be given a higher grade also. So the main reason for the increase in cost of Basic education, wherever it is so found, may be mainly because of the expenditure on teachers' salary. That more experienced (and occasionally better qualified) teachers have been posted in Basic schools is obviously an action in the right direction and satisfying.

Is the expenditure on Basic education relatively more wasteful? One method to evaluate this may be to study the teacher-pupil ratio. The following table reveals that there is no difference from that point of view. If anything, the all-India situation in this respect is better in Basic schools with 34:1 as compared to 32:1 in non-Basic schools.

**Teacher-Pupil Ratio, 1956-57**

State	Junior Basic Schools	Non-Basic Primary Schools
Andhra	30	32
Assam	34	39
Bihar	27	32
Bombay	34	36
Jammu & Kashmir	..	37
Kerala*	..	..
Madhya Pradesh	27	29
Madras	32	24
Mysore	30	32
Orissa	26	27

\*Not available.

State	Junior Basic Schools	Non-Basic Primary Schools
Punjab . . . . .	42	39
Rajasthan . . . . .	24	28
Uttar Pradesh . . . . .	36	..
West Bengal . . . . .	28	31
A. & N. Islands . . . . .	28	30
Delhi** . . . . .	28	40
Himachal Pradesh . . . . .	38	19
L. M. Islands . . . . .	..	54
Manipur . . . . .	21	35
Tripura . . . . .	24	25
N.E.F.A. . . . .	17	15
INDIA . . . . .	34	30

Another source of wastage of educational expenditure may be the poor administration or inspection of Basic schools. This cannot be discovered by statistics alone. Also, the administrative and inspectional machinery for both Basic and non-Basic schools is the same. There is, however one situation because of which there can be more wastage of funds in Basic schools as compared to non-Basic schools. Basic schools are eligible to receive craft-equipment and craft-material which has no counterpart in the non-Basic schools. If these things are not purchased well, not supplied properly and in time to the schools, do not have the right specification and quality, not used, looked after and maintained (e.g. are not repaired in time) satisfactorily and adequate arrangements are not made for timely and proper disposal of the craft-produce, then wastage is bound to occur. Since the schools at that level are in thousands in each State, such a wastage although very small in one school can be quite voluminous and, therefore, serious for the whole State. This can be improved only by improving the administrative machinery at all levels.

There cannot be two views on the point that at the present level of development in the country when financial resources are so meagre to meet the heavy demands of expansion of education and reaching it to every child, our educational cost should be as austere as possible. But it would perhaps be wise to make it the lowest, subject, of course, to ensuring a minimum standard of education. The following table prepared from a study recently published by UNESCO\* gives the comparative cost of education in India and some countries of the world:

\*\* Figures pertain to 1955-56.

\* World Survey of Education—II—Primary Education 1958, Unesco, Paris.

## Annual cost per pupil in some foreign countries and India

Country	Year	Type of schools @	Cost per pupil from public funds	Corresponding cost per pupil in India from all sources †
(1)	(2)	(3)	(4)	(5)
Australia . . . . .	1953—54	Pre-Primary & Primary	Rs. 318	Rs. 22·3
Canada . . . . .	1953—54	Pre-Primary, Primary & Secondary	714	32·5
Ceylon . . . . .	1953—54	Primary & Secondary	75	32·5
East Germany . . . . .	1954—55	Primary	767	22·9
Egypt . . . . .	1951—52	Pre-Primary & Primary	167	21·3
France . . . . .	1954—55	Pre-Primary & Primary	264	23·0
Japan . . . . .	1954—55	Primary	13	22·9
New Zealand . . . . .	1953—54	Primary	311	22·2
Philippines . . . . .	1954—55	Primary	116	22·9
Thailand . . . . .	1954—55	Pre-Primary & Primary	78	23·0
West Germany & Berlin	1953—54	Primary	453	22·2
U.K. . . . .	1953—54	Pre-Primary & Primary	335	22·3
U.S.A. . . . .	1951—52	Pre-Primary & Secondary	919	30·5
U.S.S.R. . . . .	1954—56**	Primary & Secondary	975**	36·7

It will be noted that while in the economically and educationally advanced countries of the world cost of education is many times more than in India, even in our neighbouring countries like Ceylon and Thailand, it is very significantly more. This aspect of the question cannot also be ignored in making any study of the pattern of expenditure on education.

As far as Basic education is concerned, it may also be pertinent to mention that in India it represents quality education and as such it may be, particularly in the beginning, not only a little more expensive but at the present level of development it may have even to go slow. We will certainly have to pay more for good education as for everything good in life.

@ A somewhat varying basis for stage of education included in this column was conditioned by the form in which information was available.

† The expenditure pertains to the year 1955-56 and the enrolment to 1954-55.

\*\* The expenditure pertains to the year 1955-56 and the enrolment to 1954-55.

\* Pertaining to the year and the type of school as indicated in columns (2) and (3)

**CHAPTER 17**  
**IMPROVING THE STANDARDS OF BASIC**  
**EDUCATION**

SHRI G. RAMACHANDRAN  
*Secretary, Gandhi Smarak Nidhi*

The subject given to me for to-day's talk is very comprehensive and I may not be able to do justice to this subject within one lecture. This is a subject about the whole reconstruction of Basic education. It is really a bundle of subjects tied down and given to me to discuss. It reminds me of the visit of Acharya Kriplani whom I once invited to speak on the impact of Gandhi on modern Indian life. Acharya Kirplani told me that he would rather like to go away than to speak on such a comprehensive subject. I have the same feeling to-day. But, I shall try to knock at your head and heart in the hope that you will in turn, knock-at my head and heart and this knocking and counter-knocking may be useful.

When we talk of improving Basic education we must first understand what Basic education is. Most people have not been able to discover what Basic education is. Some ideas have stuck in our minds, and we go by them. We should look at Basic education merely and wholly as good primary education. Elementary education in India is in a hopeless muddle, the quantity is poor and the quality is worse. Only about 50 per cent. of the school going children are in schools. In 1958, 78 per cent. of the population could not read and write. One of the directives of the Constitution lays down that within ten years of the promulgation of the Constitution, we will have had free and compulsory education for all children up to fourteen years of age. The facts show that we have grossly betrayed the Constitution. The education panel of the Planning Commission considered the question and it is now doubtful whether we shall be able to achieve that even in thirty years. The Prime Minister was hurt with this finding and he wrote personal letters to the Chief Ministers of all the States. The Planning Commission has now fixed a target of providing free and compulsory education to all the children of the age group six to eleven by the end of the third Five-Year Plan. Dr. Zakir Hussain does not like the idea of spending millions and millions on primary

education upto the age of eleven years, because he feels that we are throwing the money down the drain-pipe if we aim at providing education only upto eleven years of age.

The quality of elementary education is still poor. Nothing is being said about it. Seventy per cent. or more of the schools are no schools at all. For example there are 42,000 Basic schools in U.P. These are Basic schools in name only. Their quality is very poor in all respects—accommodation, equipment, staff etc. The condition of Basic and non-Basic schools is equally bad. In these schools the souls of the pupils are tortured and stunted grotesquely. In most schools one teacher is provided for five classes. I am afraid even God cannot manage to teach five classes at a time.

Basic education should be consistent with the facts, needs and circumstances of India. India is a very poor country and millions of children do not attend school because they cannot afford, clothing and books. Gandhiji said that in such a country as ours, we must have schools which pay part of their way. The school should pay something back to the school. This concept of self-sufficiency has changed from time to time. Originally it began with the hope that if productions for the eight years are taken into consideration, we can pay the salaries of the teachers. But we have not lived up to that idea. It is, however, possible to achieve this idea in post-Basic schools. For example, none of the boys or girls who number 120 in the post-Basic schools in Gandhigram costs anything either to the Institution or to the parents. However, the concept of self-sufficiency was discussed by various committees and finally by the Central Advisory Board of Education. It was finally decided that self-sufficiency should mean that the school must produce enough to give every pupil a noon-meal and two sets of clothing. If this is done, 45 per cent of the children will automatically attend school.

Now, let us consider what we can do about improving the standards. Improving of standards should mean improvement of the various aspects of Basic education, the academic standards, personality development, development of self-reliance methodology and production. Academic standards should necessarily improve. The child should fit in properly as a healthy unit in the structure of free peaceful society and democracy. If such a child is not produced, he will swell the ranks of the unemployed and be a menace to the democracy. Fascism regiments, patterns, steam roles people. But Basic education should not do that. Just as in democracy the individual has the right to question every thing that is being done by the Government, wants to know the reasons for any measure



that is taken, so also in the school, the pupil must be given freedom to put questions and get correct answers. The Basic schools should aim at the all-round growth of the children. The traditional primary school is not doing it, it is producing imperfect beings; certain capacities in the child remain altogether untouched and this means a classical waste of human capacities and materials.

Methodology in Basic schools should also improve. Basic education should not be book centred; it should be activity-centred, environment-centred, society-centred and production-centred. When I say that Basic education should make use of the natural environment, I don't mean that we want to produce nature poets like Wordsworth or Valmiki, but that we should use the natural surroundings in imparting instruction to the pupil. Through books and through traditional methods, we are memorizing, we are gathering and stocking knowledge, but we are not learning in the true sense of the word. Learning is best done through nature, society, and activity. This does not mean that books should be thrown away altogether. They should serve as aids and reference material. It is good methods that will give good results. In learning a language, the Direct Method which is audio-visual one should be used; the word should be associated with the object in the child's environment. Text books are a bane in the teaching of languages. If Basic education is employing such a method it is a progressive and dynamic method. Language can be best taught by the methodology. Similarly, arithmetic is taught best by the Basic method. But the basic method requires prior thinking and planning on the part of the teacher. The traditional method is a short-cut in teaching, but it has caused in comparable loss to the children. It appears as if a great crime has been committed on children on a mass scale. The old method is like the rice-eating habits of South Indians, which they do not want to change simply because millions have done it for hundreds of years. But in the new method things are learnt through what is vital to the children and become a part and parcel of himself by entering into the blood and bones.

Training in responsibility is best given by assigning responsibility to children. Swimming is best learnt by actually getting into the water, not by reading, hearing or speaking about swimming.

In order to improve the standards of Basic education the following must be attended to:

- (1) We must have adequate understanding of the methodology of Basic education, that is, learning through doing. Books are not to be thrown away but to be used as necessary aids.

- (2) Teachers must themselves be good productive workers so that they may be able to teach the children effectively. That is why a good deal of training in craft is necessary for the teacher.
- (3) Teachers must have a good knowledge of the contents of the syllabus.
- (4) They must know what teaching of what subjects can be taken up of the natural environment, social environment and the processes of productive work. Gandhiji rightly called the syllabus, the mariner's compass. It indicates the general quantum of knowledge but the syllabus should not be rigidly followed.
- (5) Make students Self-Government a reality through Asam Sabhas and through student cabinets. Treat the student Ministers with respect.
- (6) Children should be made self-reliant in terms of school work, incentive, punctuality, discipline etc., consistent with their age levels. Programmes of self-reliance and responsibility must teach them to be self-reliant and ready to undertake responsibility.

All these would involve tremendous work for the teacher. The greatest reason why the teacher finds Basic education so difficult is that we are often used to easier things in the past. Let us take things more seriously. Of course, the teacher should be well paid but the salaries of teachers can increase only when we produce more wealth in the country. However, more amenities and facilities can be provided to teachers in place of many payments.

In the end Shri Ramachandran gave a graphic description of a good Basic school. The Basic school would not wait for a good, grandbuilding because we lack resources. The maximum use of the floor space available and of trees and available material is to be made. The teachers and the children should be attracted to the school even before the school begins. They break themselves into groups, each group attending to some work or the other before the regular teaching begins, another dusts the school furniture; a third look to the arrangement of drinking water; a fourth batch does a little decoration, for which purpose cheap and locally available materials are to be used and fifth batch looking to the Saphai work, cleaning the school premises. Thus after all this work is done, regular teaching work commences in the classes after the class Mantri takes attendance. At the noon time meals cooked

by pupils are distributed by pupils themselves. There is a short interval for a little relaxation. Then afternoon classes start. Craft and study are interwoven. In the evening games are arranged. Games which do not involve cost. Importance should be given to local indigenous but foreign games should not be shut out. The pupils then finally assemble, sing a song in prayer or chorus and disperse.

Extension work forms important part of a Basic School. Recreational and cultural programmes should be arranged once a week or once a fortnight, in which teachers should also take part and co-operation from the community should also be enlisted. All the teachers and the pupils should act as members of a joint family. Caste should be completely killed in a Basic schools, because caste and New India cannot coexist.

Thus if Basic education succeeds, it will produce the greatest and the best democracy in the world.

## CHAPTER 18

### FACING ADMINISTRATIVE PROBLEMS OF BASIC EDUCATION

SHRI J. C. MATHUR

*Director General, All India Radio*

#### 1. Planning for involving local community.

I am happy to share a few ideas with the administrators.

I feel that the administrative set-up of Basic education should be of different type. My long experience leads me to think that Basic schools may be encouraged to develop as subsidised schools run by the local community. The Government is faced with the problem of opening more and more schools, but the rigid structure of inspectorate personnel proves detrimental to the growth of education, as the local community after initiating the preliminary set-up of a Basic school begins to lose interest and does not contribute to the recurring expenditure of the schools.

The various problems confronting administrators could be divided into several parts. One problem is concerned with planning. Basic schools have to be planned on a large scale. While planning it may be considered how to get over the dilemma facing the educationists. The government opens schools but the teachers get entangled in transfers and promotions. Planning on large scale naturally tends to create an attitude of hasty judgements and actions. Ways have to be found of involving the local community. To fulfil this purpose Basic schools should have some autonomy like public schools and the local community should be actively associated with the work of schools. The new schemes of reorienting the primary schools towards the Basic pattern is a more practical plan.

#### 2. Adaptation to modern living.

Basic schools should keep abreast of the times and for that purpose modernised techniques should find place in Basic schools. The future of Basic education can be assured if there is full coordination between Basic education and the Community Development Administration. The recent demands from the Rural Areas Committee and the fears expressed by parents that the Basic school children are handicapped when they appear before Public Service Commission have got to be considered. The main reason for such

a situation is that members of the various Public Service Commissions and Boards are not aware of the needs of rural community, nor do they put any importance on general knowledge about rural areas. The urban-biased outlook is mainly responsible for this situation. But Basic schools have to move towards more modernised educational practices. Modern educational aids and techniques should be introduced in Basic schools.

As far as crafts are concerned, the stress on the utility of the articles should now give way to the consideration of the aesthetic aspect which will be in keeping with modern trends.

Basic education was visualised by Mahatma Gandhi as a way of life, but unfortunately this has not been realised. In fact, the conquest of India by Western way of life began in 1947. The workers in the field of Basic education are finding themselves isolated to-day. It is difficult to say to what extent the rural areas will be able to resist the onslaught of the Western ideals. The Basic school, in order to be more effective, has to adapt itself to modern life and we can safely dream of Basic public schools with the best of teachers and modern equipment in which all the facilities of community life are available. The child wants to know about the rocket. How can you keep him confined only to rural surrounding? Now the village itself is coming closer to the city.

### 3. Selection of Personnel.

There was a need of employing more and more persons of high intellectual calibre both at the inspectorate and directorate levels for managing, planning spread and the promotion of Basic education. Another important problem is that of selection of personnel. The old procedure to select teachers has been to recruit them through Public Service Commissions. There may be many difficulties in such a procedure. The better way will be to have a selection committee for such a purpose. In a school in Netrahat in Bihar, the teachers are kept for three or four days in schools and the headmasters observe them to make a selection. As far as the selection of administrators is concerned, it would be necessary to have intellectually bright persons who may be given a training in the theory of education. The National Institute of Basic Education can play a definite role in this connection.

Basic schools should not be tied to the ordinary supervisory staff who are not able to do justice to such type of schools. Subjecting Basic schools to the conventional technicalities of accounting, is unfavourable to the growth of Basic schools. Strict financial and audit rules should not be forced, but should be simplified for Basic schools.

#### 4. The Problem of School Buildings.

The problem of school buildings is an equally baffling one. New civil lines are being created by modern architects in all the 'native' places. There should be a separate architect for Basic schools and it would be better to choose designs to suit local traditions and building materials which are locally available should be employed for this purpose. The aesthetic aspect of the school should not be lost sight of, as art and aesthetics have an important place in the life of the child. As far as possible local art should be introduced.

#### 5. Equipment and Library.

Equipment is another big drain on the financial resources. It would be better to work out and adopt a minimum set of equipment. It may perhaps be better to have central workshops where such equipments are made or equipment prepared elsewhere collected, and supplied to the Basic schools. The appalling difference in the quality and quantity of equipment supplied to urban schools and rural schools should be eliminated.

Library should be given a place of importance in Basic schools, and modern books should be stocked at a convenient place for the use of teachers and pupils.

#### 6. Concluding Suggestions.

Basic education can work well as a system of elementary education and to make it successful, rigidity and the creed of uniform applicability should be avoided. Art and craft should go together. Manual work should be given importance by making it more respectable and acceptable to the pupils. For example, the Winston Hill School of Mussorie was doing good work in making the school a self-sufficient community.

At the secondary stage there should be a different pattern. Cultural expression, reading, playing etc., should be considered important at this stage. At the university stage, there should be specialisation for the different kinds of job to which after graduation graduates might take. For example, the modern graduate was a misfit for the specialised job of a Block Development Officer. The old graduate is no good for the work of a Block Development Officer; the new graduate should be created by giving him specialised training at the University level to suit him for the work of N.E.S. Blocks.

## CHAPTER 19

### PROBLEMS AND PROGRAMMES IN BASIC EDUCATION\*

SHRI P. C. SHARMA

*Assistant Educational Adviser to the Government of India*

One of the main problems, before us is to minimise the gap between Basic and traditional schools. This is envisaged to be done through orientation. The orientation seminars held in the four regions emphasised the different aspects of the problems. Ministry of Education now propose to consolidate the four reports, print the matter and place it in the hands of all concerned. The orientation seminars and the orientation programme have their *raison d'être* in the fact that 'compact area method' for expanding Basic education has failed. Compact area proved to be oasis in the desert and could not influence other schools of the non-Basic type. On the other hand two parallel systems retarded the progress of Basic education. Hence the need of replacing the vertical approach by the horizontal one. Thus it has now been decided to introduce in all primary schools salient features of Basic education, which do not require much expenditure. In this way 3 types of schools will not be made to exist—non-basic, Basic and oriented, but there will be only two types of schools—Basic and oriented.

The Union Minister for Education pointed out at Hansbhavi that there are two enemies of Basic education:

1. Those who are very orthodox about Basic education and do not move with the times.
2. Persons who refuse to consider ways other than those in which they have been trained.

Notwithstanding these enemies, Basic education has made an impact in other countries like Japan and China who have adopted the system. But we in India are good theorists. Our theories are taken up by other countries and are worked out by them satisfactorily and successfully.

The reason why Basic education is being criticised by parents and the public in India is that people do not understand the importance of the activity and correlated method employed in Basic education. The attitudes of these people have, therefore, to be

---

\*Broad summary of the lecture.

changed to make programmes like the orientation programmes successful. The question of training teachers and officers for the orientation programme is a matter to be left to the State governments themselves. At present Basic schools form only 10 per cent. of the primary schools. When we open many more schools during the 3rd plan period this percentage will still decrease.

Schemes of education according to the planning Commission are divided into three categories:

1. State schemes of Centrally aided schemes.
2. Central Schemes.
3. Centrally sponsored schemes.

During the First Five Year Plan, the schemes were drawn up and sponsored by the Centre. Then the states as well as the centre were precise with regard to the estimates and the execution. The Central Government was allocating money on receipt of progress reports from State Governments. Thus, before all the funds were given to the States, the financial year expired. But during the Second Plan, money is being given to the States without insisting upon the progress reports on various schemes. The stock-taking will take place at the end of the year.

So far as Basic education is concerned, the Centre has got schemes on introduction of crafts, provision of equipment, training of teachers etc. Still provision can be made for some of these at the state level in the State Budgets. The Centre gives subsidy to the extent of 60 per cent. on the expenditure on such schemes for promotion of Basic education.

Special schemes of the Central Government in the Basic branch are:

1. The National Institute of Basic Education and its varied activities.
2. Establishment of a model Basic school in Delhi.
3. Science consultant scheme for Basic and Primary Schools.
4. Seminars and conferences.
5. Up-grading Senior Basic schools into Post-Basic-schools; and assistance to improve the existing Post Basic Schools. Here cent per cent assistance is being given, because there are not many Post-Basic schools in existence and the Central Government is anxious to increase their number and quality.



6. Committees appointed in connection with introduction of Basic education in Anglo-Indian and Public schools.
7. Committee to assess the work of Post-Graduate Basic Training Colleges.
8. A committee to integrate the syllabuses of Post-Basic and secondary schools in the country.

**CHAPTER 20**  
**POLICY AND PROGRAMMES OF DEVELOPING THE**  
**SCHEMES OF BASIC EDUCATION**

SHRI R. P. NAYAK

*Joint Secretary to the Government of India, Ministry of Education*

I am happy to be among the educational administrators and to discuss some problems with them. Unfortunately, I have had no opportunity to refresh my memory and to make preparation for this talk. I may not be able to give figures about the progress of Basic education. The policy decision has already been taken that Basic education will be the pattern of elementary education in India. Now the question is how best we can implement the policy. The constitution clearly lays down the policy and the Government is not wavering on this point. According to the Constitution, free and compulsory education is to be imparted to children up to fourteen years of age. After careful consideration the Planning Commission came to the conclusion that we cannot do this at an early date. In view of some practical difficulties, the Government of India have accepted a new target of providing free and compulsory education to children of the age group six to eleven by the end of the Third Five Year Plan. We have some difficulties before us. The main difficulties are regarding resources and trained personnel.

As far as Basic education is concerned, the policy decision of the Government of India is quite clear. There are two types of persons who are concerned with problems of education—educationists and administrators. Sometimes it is thought that administrators are quite different from educationists. It is wrong to think that administrators cannot be educationists. In order to understand the things in a better perspective, it would be necessary for us to take ourselves a little away from the field. Practical difficulties have to be faced. Sometimes some educationists claim that they can achieve results without adequate resources and personnel. There are certain pre-requisites which should be met before the target can be achieved. The progress of Basic education is impeded not because the Government is not interested in or serious about it. There are difficulties of resources and trained personnel. Facts

---

\*Broad summary of the lecture.

have to be faced and solutions have to be found out. With the present resources at our disposal, it is not possible for us to do as the theorist would have us do.

Despite the difficulties results have to be achieved. There is no doubt that the Government is serious about the compulsory and free education to be provided at the elementary stage and about the mother tongue as being the medium of education. As far as crafts are concerned, some changes may be necessary to adapt Basic education to the new needs.

To do any work successfully it is quite necessary to have proper tools. We should, therefore, provide the resources and trained personnel to work out the Basic system. But Basic education should not be pursued in a ritual fashion. We should take lessons from the anecdote in which a daughter-in-law who used to see her mother-in-law often performing puja was befuddled after the death of the mother-in-law, because she could not find a basket before the Puja. When asked by her husband why the basket was needed, the poor woman replied that she used to see her mother-in-law put a cat under a basket before the Puja. She who was blindly imitating the mother-in-law perhaps thought this was a necessary part of the Puja. Our country has many such daughters-in-law who take unnecessary and accidental things to be the essence of systems. We have to get rid of this kind of slavery of thinking.

Correlation is the most difficult aspect of Basic education. How can we expect effective correlation by the half starved and ill-equipped teachers? Correlation cannot be done on the basis of words; it should come out of understanding. We will have to pay the teachers better in order to equip them to shoulder this responsibility. Highly educated persons who can think and plan and can make teaching really worthwhile should be put in charge of Basic education in our schools.

There is a need of revising the policy regarding books in Basic education. I feel that there should be no text-books for Basic schools, more so in social studies. The best way of making correlation a success is to have good teachers and good source books should be placed in their hands. There is a Sanskrit Sloka which enjoins upon every child that he should do this 'Drama' he should worship his books (studies), his parents and preceptors as gods. Gandhiji had these ideas in mind when he propounded the concept of Basic education. We should all realise this and address ourselves seriously to the task and do our bit in order to make a success of Basic education in our country, this great experiment.

APPENDIX 1

*List of Participants*

State	Name of the Delegate	Designation & Address
Andhra	1. Shri Gopalkrishnan	District Education Officer, Rajahmundry.
	2. Shri C Somasundaram	District Education Officer, Mahboobnagar.
Bihar	1. Shri Balmukund Sharma	Secretary, Basic Education Board, Bihar, Patna.
Bombay	1. Shri B.R. Patil	Education Inspector, North Satara, Satara, Bombay.
	2. Shri P.M. Joshi	Education Inspector, Surat, Bombay.
Delhi	1. Shri A.P. Kapila	Assistant Education Offi- cer, Delhi Municipal Corporation, Delhi.
	2. Shri Dharm Singh	Assistant Education Offi- cer, Delhi Municipal Corporation, Delhi.
Kerala	1. Sri A. Sankara Pillai	Principal, Post—Graduate Basic Training College, Trichur.
	2. Shri K.C. Kamaran	District Education Officer, Kozikode.
Madhya Pradesh	1. Shri A.N.K. Adalti	Principal, Government Basic Teachers Training College, Tikamgarh.
	2. Shri R.F. Katare	Inspector of Schools, Gwalior.
Madras	1. Shri S. Mohammed Habib	District Education Officer, Trichurapalli.
	2. Shri K. Venkatasubra- maniam	District Education Officer, Tirunchveli South.
Mysore	1. Shri Manchainah,	Superintendent, Basic Training Centre, Vidyal- nagar, Bangalore.
	2. Shri Sechacharya	Superintendent, Seco- ndary Teachers Basic Training School Yer- marus, Riachur District.
	3. Shri S. Krishna Rao	Principal, Government Basic Training College, Kudige, Coorg Distt.

State	Name of the Delegate	Designation & Address
Manipur Administration	1. Shri B.S. Guha	Headmaster, Moirang High School, Imphal.
Orissa	1. Shri N. Nayak*	Deputy Director, Public Instruction (Basic & Primary), Orissa, Cuttack-2.
Punjab	1. Shri Jagdish Raj	Assistant, Director (Teachers' Training), Director of Public Instruction Office, Simla.
	2. Shri H. K. Nijhwan	Deputy Inspector of Schools, Jullundur.
	3. Shri Appar Apaar Singh	District Inspector of School, Ferozepur.
Rajasthan	1. Shri B.G. Tewari*	Deputy Director of Education, Bikaner.
	2. Shri Girdhari Lal	Inspector of Schools, Sikar.
	3. Shri Kishan Chand	Inspector of Schools, Udaipur.
Tripura	1. Shri Nirode Chandra Dhole	Inspector of Schools, Agartala.

## APPENDIX 2

### SYLLABUS

#### *I. Principles of Educational Administration with special reference to Basic Education*

- (i) General principles of Basic education.
- (ii) Principles of educational administration in the light of philosophy of Basic education.
- (iii) Educational administration in a welfare state.
- (iv) The changing role of educational administrators.
- (v) Some practical suggestions.

#### *II. Organisation of Basic Schools*

- (i) General principles and scope.
- (ii) Organisation of urban Basic schools.
- (iii) Activities in Basic schools.
- (iv) School and community.

#### *III. Some Special Problems*

- (i) Problems related to craft work.
- (ii) The technique of correlation and the supervisor.
- (iii) Teaching materials and their use.

#### *IV. Expansion and Improvement of Basic Education*

- (i) The problem and technique of orientation
- (ii) Conversion of non-Basic schools.
- (iii) Improving the standards of Basic education.
- (iv) Training of teachers

#### *V. Appraising the work of Basic Schools*

- (i) Need for systematic evaluation
- (ii) Scope of evaluation
- (iii) Cumulative Record Card in evaluation
- (iv) What the Inspector of Schools should evaluate

#### *VI. Financial Aspects and Collection of Statistics*

- (i) Economics of craft work
- (ii) Minimum cost of running a Basic school
- (iii) Collection of educational statistics

## APPENDIX 3

### *List of the members of various Committees*

#### I. *Steering Committee*

- (i) Shri B.G. Tewari . . . . . (Rajasthan)
- (ii) Shri S. Manchayya . . . . . (Mysore)
- (iii) Shri Jagdish Raj . . . . . (Punjab)
- (iv) Dr. Udai Pareek . . . . . (N.I.B.E.)

#### II. *Mess Committee*

- (i) Shri Appar Apaar Singh . . . . . (Punjab)
- (ii) Shri Sheshacharya . . . . . (Mysore)
- (iii) Shri N.C. Dhole . . . . . (Tripura)
- (iv) Shri S.M. Habib . . . . . (Madras)
- (v) Miss Adarsh Khanna . . . . . (N.I.B.E.)
- (vi) Miss Sharda Devi . . . . . (N.I.B.E.)
- (vii) Shri Shanti Kumar . . . . . (N.I.B.E.)

#### III. *Cultural Programme Committee*

- (i) Shri H.K. Nijhawan . . . . . (Punjab)
- (ii) Shri B.R. Patil . . . . . (Bombay)
- (iii) Shri T.Y. Deo . . . . . (N.I.B.E.)

#### IV. *Editorial Committee*

- (i) Shri N. Naik . . . . . (Orissa)
- (ii) Shri Venkatasubramanian . . . . . (Madras)
- (iii) Shri A. Sankara Pillai . . . . . (Kerala)
- (iv) Shri Bal Mukund Sharma . . . . . (Bihar)
- (v) Dr. Udai Pareek . . . . . (N.I.B.E.)
- (vi) Shri G.D. Nagar . . . . . (N.I.B.E.)

#### V. *Excursion Committee*

- (i) Shri Dharam Singh . . . . . (Delhi)
- (ii) Shri A.N.K. Adalti . . . . . (Madhya Pradesh)
- (iii) Shri K.C. Kumaran . . . . . (Kerala)
- (iv) Miss Adarsh Khanna . . . . . (N.I.B.E.)

## APPENDIX 4

### *List of the Members of the Various Groups*

#### I. Principles

- |       |                                |                       |
|-------|--------------------------------|-----------------------|
| (i)   | Shri N.C. Dhole . . . . .      | (Tripura)—Convener    |
| (ii)  | Shri Gopala Krishnan . . . . . | (Andhra)              |
| (iii) | Shri Dharam Singh . . . . .    | (Delhi)               |
| (iv)  | Shri B.S. Guba . . . . .       | (Manipur)             |
| (v)   | Miss Sharda Devi . . . . .     | (N.I.B.E.)—Consultant |

#### II. Organisation

- |       |                                   |                       |
|-------|-----------------------------------|-----------------------|
| (i)   | Shri H.K. Nijhawan . . . . .      | (Punjab)—Convener     |
| (ii)  | Shri A.N.K. Adalti . . . . .      | (M.P.)                |
| (iii) | Shri Venkatasubramanian . . . . . | (Madras)              |
| (iv)  | Shri S.M. Habib . . . . .         | (Madras)              |
| (v)   | Shri Sheshacharya . . . . .       | (Mysore)              |
| (vi)  | Miss Adarsh Khanna . . . . .      | (N.I.B.E.)—Consultant |

#### III. Special Problems

- |       |                                  |                          |
|-------|----------------------------------|--------------------------|
| (i)   | Shri Kishan Chand . . . . .      | (Rajasthan)—Convener     |
| (ii)  | Shri B.R. Patil . . . . .        | (Bombay)                 |
| (iii) | Shri Apar Appaar Singh . . . . . | (Punjab)                 |
| (iv)  | Shri Jayaraman . . . . .         | (N.I.B.E.)               |
| (v)   | Shri L.P. Kadam . . . . .        | (N.I.B.E.)               |
| (vi)  | Shri D.C. Solanky . . . . .      | (N.I.B.E.) }—Consultants |

#### IV. Expansion and Improvement

- |       |                                |                          |
|-------|--------------------------------|--------------------------|
| (i)   | Shri Jagdish Raj . . . . .     | (Punjab)—Convener        |
| (ii)  | Shri Girdhari Lal . . . . .    | (Rajasthan)              |
| (iii) | Shri Krishan Rao . . . . .     | (Mysore)                 |
| (iv)  | Shri C. Somasundaram . . . . . | (Andhra)                 |
| (v)   | Shri K.C. Kumaran . . . . .    | (Kerala)                 |
| (vi)  | Shri G.D. Nagar . . . . .      | (N.I.B.E.)               |
| (vii) | Shri R.C. Sharma . . . . .     | (N.I.B.E.) }—Consultants |

#### V. Appraisal

- |       |                                |                          |
|-------|--------------------------------|--------------------------|
| (i)   | Shri A.P. Kapila . . . . .     | (Delhi)—Convener         |
| (ii)  | Shri Shankara Pillai . . . . . | (Kerala)                 |
| (iii) | Shri Manchayya . . . . .       | (Mysore)                 |
| (iv)  | Shri D. Gopal . . . . .        | (N.I.B.E.)               |
| (v)   | Dr. Udai Pareek . . . . .      | (N.I.B.E.) } Consultants |

#### VI. Financial Aspects

- |       |                                  |                       |
|-------|----------------------------------|-----------------------|
| (i)   | Shri B.G. Tewari . . . . .       | (Rajasthan)—Convener  |
| (ii)  | Shri Bal Mukund Sharma . . . . . | (Bihar)               |
| (iii) | Shri N. Naik . . . . .           | (Orissa)              |
| (iv)  | Shri H.K.L. Chugh . . . . .      | (N.I.B.E.)—Consultant |



## APPENDIX 5

### EVALUATION REPORT

On the last day of the training course an evaluation programme was organised. For this purpose an evaluation form was used. The evaluation form consisted of a number of items which can be divided into three kinds. There were certain items which required the individual participants to answer in 'yes' or 'no', while on other items the individual participants had to give their opinion on a 3-point scale. In the last item which was concerned with the evaluation of the overall success of the training course, the participants were required to express their opinion about the overall success on a 5-point scale.

As will be seen from the Evaluation Form which appears at the end of the items on which the individual participants were required to give an answer in 'yes' or 'no' concerned with the discussion aspect of the training course. The participants were required to answer whether they felt that discussions were sufficient as far as their group was concerned. The other two questions which required the individual to answer in 'yes' or 'no' concerned with the recommendations of the entire training course and with the reports which were presented in the training course. The items which required the individuals to express their opinion on a 3-point scale were cultural programmes, arrangements of lectures, educational visits, films shows etc.

The last item consisted of the evaluation of the training course. In this a 3-point scale has been used.

In addition to evaluating the success of the training course in terms of the individual aspects or the overall success, the individual participants were also required to give suggestions about the organisation of the training courses in future. They were also requested to give the good points of the training course and to indicate which points can be considered to be the weaknesses of the training course. In the question which required the participants to express their opinion about the group reports, they were also requested to indicate what steps may be taken to improve the standard of group discussions. It was clearly indicated that the participants need not write their names on the evaluation forms. This was insisted in order to make them as free and frank as possible.

The number of persons in different groups appear in Table 1. It may be seen that 5 persons were in group I, II and IV respectively only 3 persons were in groups III, I and IV.

TABLE 1.

## NUMBER OF PARTICIPANTS IN THE VARIOUS GROUPS

Groups	No. of participants
I . . . . .	5
II . . . . .	5
III . . . . .	3
IV . . . . .	5
V . . . . .	3
VI . . . . .	3
TOTAL . . . . .	24

It appears that on the whole, the training course was regarded to be successful, 17 persons out of 24 expressed their opinions to the fourth point of the scale and 7 persons indicated that the course was very successful. There was no response on the other three categories. The details may be seen in Table 2. It is, however, to be noted that there is some improvement needed in some aspects of the training course.

TABLE 2

## Percentages of Responses on the Success and Planning of the Course.

	Points of the Scale	Percentages
General Estimate . . . . .	Very successful . . . . .	29
	Successful . . . . .	71
	Not successful . . . . .	..
	Failure . . . . .	..
Planning . . . . .	Very well done . . . . .	75
	Ordinary . . . . .	25
	Poorly done . . . . .	..

As far as planning of the course is concerned the majority of the participants felt that the planning was very well done. As is clear from Table 2, 75% of the participants checked A and indicated the very well done planning, 25% said that the planning was ordinary and not a single participants was of the opinion that it was poorly done.

As far as the discussions in the general meeting and group meetings were concerned the details are shown in Table 3. As will be seen, the general opinion of the participants was that the discussions gave enough scope for individual participation. 23 persons replied to this question in affirmative while one person was not of this opinion. Similarly, 20 persons were satisfied with the level of group discussions and 3 were dissatisfied.

TABLE 3

*Percentages of Yes—No Answers*

Questions (Code No.)	Percentages	
	Yes	No.
B.2 . . . . .	96	4
B.4 . . . . .	87	13
D.1 . . . . .	91	9
D.2 . . . . .	93	7

About the general discussions, 21 out of 23 persons (one did not make any reply) were satisfied and 2 were not satisfied. Most of the participants were satisfied with the group reports.

Participants expressed their opinions about the various aspects of the training course, namely, residence, meals, lectures, educational visits and cultural programmes. Opinions about these aspects were got on a 3-point scale. The ratings given appear in Table 4. The table reveals that 79% of participants thought that residential arrangements were good and 21% thought that these were fair. As far as meals are concerned this seems to be a weak spot.

About 83% of participants felt that the arrangements for meals were fair and only 17% gave the opinion that the arrangements were good. However, not a single person felt that the arrangements were bad. It is quite difficult to cater to the individual differences in the needs and tastes of persons coming from various parts of the country. Improvement on the lines of the suggestions offered by the participants may be attempted in future arrangements.

TABLE 4

*Ratings of the Various Aspects of the Training Course*

Aspects	Percentages of response		
	Good	Ordinary	Bad
Residence . . . . .	71	21	..
Meals . . . . .	17	83	..
Lectures . . . . .	88	12	..
Educational visits . . . . .	37	50	13
Cultural programmes . . . . .	33	67	..

Regarding lectures about 88% of the participants felt that the lectures arranged were good, and only 12% feel that they were fair. Educational visits come out to be fair as rated by the majority of the participants. Similarly, about the

cultural programmes the percentage figures may be seen from Table 4. In fact, not much attention could be paid to these aspects, since the period of training was so short that attention had to be concentrated on other important aspects.

The evaluation form also required the participants to offer suggestions and to point out the strong and weak points of the training-course. The suggestions regarding working papers as offered by the participants are as follows:

- (i) Three participants suggested that working papers should be supplied earlier so that sufficient time may be available to the delegates to study them comprehensively.
- (ii) Four persons suggested that the participants should be more serious about the discussions and three persons suggested that the problems of discussions should be more practical and realistic.
- (iii) A suggestion was given by two persons that one sub-topic should be allotted to each individual for intensive study to provide a better basis for discussion in the groups.
- (iv) Suggestion that the members of the staff of the Institute should assert more than what they had done and give greater lead was made by two persons.
- (v) One suggestion wanted more time for discussions. Another suggestion was that the strength of the group should not exceed four members.
- (vi) One participant suggested that more books should be provided to the delegates. Their another suggestion was that written suggestions should be given for discussions.

Similarly, general suggestions were offered on the entire course. These suggestions are summarised in Table 5.

TABLE 5  
*Suggestions for Courses*  
(6 persons gave no suggestions)

S. No.	Description of Suggestions made	Frequency
1	Course should be of a shorter duration . . . . .	2
2	Proceedings of each day should be cyclostyled and distributed the next day . . . . .	2
3	Course should be in October or February . . . . .	1
4	Course should be at a distance from Delhi . . . . .	1
5	Sundays should not be working days . . . . .	1
6	There should be more excursions so that practical working may be seen . . . . .	2

7	Follow up work should be attended to . . . . .	2
8	More bathrooms should be provided . . . . .	1
9	More community life activities should be organised . . . . .	1
10	There should be more discussions and few lectures . . . . .	1
11	Planning should be systematic . . . . .	1
12	Approach should be more practical, keeping the teacher in consideration . . . . .	2
13	There should be parallel courses for Head Masters . . . . .	1

Participants were also required to point out the weak and strong points about the training course. Among the strong points enumerated are frank discussions, good attitudes of the members of the staff etc. The details are shown in Table 6.

**TABLE 6**  
*Strong Points of the Training Course*

S. No.	Nature and description	Frequency
1	Frank discussions . . . . .	7
2	Helpful guiding and courteous attitude of the staff of the Institute . . . . .	3
3	Director's forceful speech . . . . .	3
4	The good quality of working papers . . . . .	3
5	Removing misunderstandings about Basic education . . . . .	4
6	Practical approaches based on experiences . . . . .	2
7	Planning, organisation and atmosphere were good . . . . .	3
8	Good lectures . . . . .	2

The weak points of the training course relate to inadequate educational excursions and lack of planning and democratisation. The details can be seen from Table 7.

TABLE 7

*Weak Points of the Training Course*

No.	Nature of Description	Frequency
1	Inadequate educative excursions . . . . .	5
2	Lack of planning and democratisation . . . . .	3
3	Improper mess and bathroom arrangements . . . . .	2
4	Laziness in participants due to lenient attitude of the Director . . . . .	1
5	Lack of community life activities . . . . .	1
6	Theoretical nature of course . . . . .	1
7	Irrelevant points discussed . . . . .	1
8	Too much emphasis on the word 'Basic' . . . . .	1
9	Too much discussion on State reports . . . . .	1

*Evaluation Form*

Please read the following questions carefully and give your frank replies. This will help us in evaluating the work done during this course and in the organisation of future courses.

**A. Planning:**

Please check below by putting tick mark (✓) to express your opinion.

**(i) The planning of the course was:**

- (a) Very well done . . . . . \_\_\_\_\_
- (b) Ordinary . . . . . \_\_\_\_\_
- (c) Poorly done . . . . . \_\_\_\_\_

**(ii) The working papers prepared were**

- (a) Excellent . . . . . \_\_\_\_\_
- (b) Good . . . . . \_\_\_\_\_
- (c) Poor . . . . . \_\_\_\_\_

**B. Discussion:**

- To which group do you belong? \_\_\_\_\_
- Did the discussion give enough scope for individual participation? \_\_\_\_\_
- What was your individual contribution to the discussions in your group? \_\_\_\_\_
- Were you satisfied with the level of discussions of your group? \_\_\_\_\_
- What improvements do you suggest to raise the tone and level of discussions? \_\_\_\_\_

**C. Group Life:**

Give below your opinion about the organisation of the following

	Good	Fair	Bad
1. Residence . . . . .	_____	_____	_____
2. Meals . . . . .	_____	_____	_____

**D. General Discussions:**

1. Are you satisfied with the general discussions? \_\_\_\_\_
2. Are you satisfied with the standard of the group reports? \_\_\_\_\_

**E. Lectures etc:**

Give below your opinion about the organization of the following

	Good	Fair	Bad
1. Lectures . . . . .	_____	_____	_____
2. Educational Visits . . . . .	_____	_____	_____
3. Cultural Programmes . . . . .	_____	_____	_____

**F. General Estimate:**

Check below by putting tick mark (✓) to express your opinion.

1. The Course on the whole has been
  - (a) Very successful . . . . . \_\_\_\_\_
  - (b) Successful . . . . . \_\_\_\_\_
  - (c) Not successful . . . . . \_\_\_\_\_
  - (d) Unsuccessful . . . . . \_\_\_\_\_
  - (e) Failure . . . . . \_\_\_\_\_

2. Give below the strong points of the course, with brief reasons:

Strong points	Brief reason
---------------	--------------

---



---



---

3. Give below the weak points of the course, with brief reasons:

---



---



---

4. Give below suggestions for improving the working of such courses in future.

---



---

## APPENDIX 6

### *Summary of the Prime Minister's talk to Participants*

The Prime Minister, Shri Jawahar Lal Nehru met the delegates to the short-term training course on 'Administration of Basic Education' in the Conference Room of the External Affairs Ministry on 9-10-1958 at 10.00 A.M. Talking to them for over half an hour he exhorted the administrators to think of certain fundamental things which involve the human aspect rather than such physical aspects like costly buildings etc.

He did not like the use of the word 'administrator' in the field of education. He said designations are important, they colour a person and his outlook of work. Of all the thousand things we have to do for example, industrialization, better agriculture, small industries—the basis of every thing is a wide-spread foundation of education on which you can build technical, agricultural or industrial education. He gave the practical and technical reason for the need of spreading free and compulsory education. Every country that is advanced to-day economically or industrially, has started with free and compulsory education because it was compelled to do so. Giving the real reason, in so far as our country is concerned, he said we have to train people in good citizenship, in civilized ways of living, to train their minds, bodies, to be cooperative to fit in the society and to be creative and productive not only actually but from a psychological point of view as well. Speaking on the need of manual work he said manual work was associated with people of low degree and it was believed that people doing intellectual work had nothing to do with manual work. If this psychology is developed it will come in the way of the nation progressing. In a country like India we have great advantages and disadvantages. Among the advantages, he referred to the cultural traditions which affect our people and every peasant in the field, which gives him a certain inner culture which a smattering of literacy cannot give. Among the disadvantages he referred to a feeling of separateness whether that was from religions, from provincial, regional, language or caste separateness. All this prevents from developing a national entity.

Education is not obviously merely teaching, reading, writing and counting arithmetic, it consists in training of mind. The best way to educate is not through lecturing but through developing certain habits which come through work and not only by reading. Reading is important but the development of an individual comes through creative activities. There may not be need for a great poet or a great artist to indulge in manual work but an average person has to develop through some occupation involving manual labour plus intellectual work. Every manual labour ultimately involves intellect, develops and coordinates hand and mind and thus develops an integrated person. To-day in the country as well as in the world there is an utter sense of lack of integration, perhaps, because of quick changes happening in the world.



The real period in the growth of a child is the early period of childhood, say up to 11, during which—practically and psychological foundations are laid.

It is here that the child should have the opportunities to grow. That is the Basic school period. It is important that the child should have opportunities of growth, not learning by heart but really taking interest. If you can combine craft with intellectual training, you make it more fascinating. Explaining the concept of Basic education he laid stress on the fact that Basic education fits in with the latest lines or ideas of education in every country with this difference that in other countries the kind of practical activity is usually useless having no practical value. Our concept of Basic education is that practical activity should be connected with the child's normal environment and work. In a village the child's mind grows on rural lines. If you talk of towns he may not grasp it in the rural setting, if you talk of agriculture and animal husbandry he understands it. Later on he may know about towns and other things.

It is a delicate task to bring up a child. Most parents give affection but very few supply intellectual training. Here is the job of the school master to supply both affection and gentle training. Gentleness and affection should come above every thing else.

Dwelling on the human aspect of education he said that in the ultimate analysis it is pupils and teachers who count and nothing else—not the bricks and the mortars and building. This becomes important when we think of our limited resources. We should utilise these limited resources in paying our teachers rather than spending them on buildings because you cannot expect a teacher to work on semi-starvation wages. We have to increase our resources and wealth to raise standards and that is what we want to do through our Five Year Plans.

He further added—for my part I would start school without any building. Explaining this from the point of view of health and establishment of clinics and health centres, he said, in the final analysis it is the trained doctor or nurse who is important. We think too much of buildings and forget the human aspect. He advised the administrators to think for simple types of buildings, forgetting the P.W.D. standards which are not satisfactory and practical. The Education Departments should get away from the rut of the P.W.D. Outlining a scheme of cheap buildings having a room, say 20' x 20' or 25' x 25' divided diagonally into four parts he said that this room would serve as an equipment room and not a classroom. Each of the four walls should have outside a black-board and teaching will go on in all the four directions outside these walls. If necessary a platform and shade may be provided and gradually even a pacca building may come into existence through village cooperation. We have to adapt these things to our conditions and make them cheap so that we can concentrate on giving more equipment and wages.

He considered that teacher was the soul of the school. Referring to the problem of students indiscipline he said 90% of it is due to the failure of the teacher who has not been able to control the class in a friendly way. The teacher should like his job and therefore he must be a person of character and capacity. The teacher training is important more especially for Basic schools and there must be constant training by way of refresher courses and conferences. We are passing through a period of vital changes and therefore our approach should be such as would develop a feeling of vitality, hope and hard work. This is what a teacher should do.

## APPENDIX 7

### BIBLIOGRAPHY

1. Adams, Harold P. and Dickey, Frank G. *Basic Principles of Supervision*. New York: American Book Co. 1953.
2. Allard, Evaluating and reporting the work of teachers and pupils. *Quebec A. L. Affiche*, October 1954.
3. Bartky, John A., *Administration as educational leadership*. Stanford: University Press, 1956.
4. *Basic Activities for non-Basic schools*, New Delhi: National Institute of Basic Education, 1958.
5. *Basic National Education: report of the Zakir Hussain-Committee and the detailed syllabus*, Sevagram, Wardha: Hindustani Talimi Sangh, 1958.
6. Bhatia, Kamla. *Basic school Prabandh (Basic school Organisation)*, Jullundur: University Publishers, 1955.
7. Bhatia, H. R. *What Basic education means*, Bombay: Orient Longmans, 1954.
8. Bolton, Frederick Elmer and others. *The beginning superintendent*, New York: Macmillan Co., 1949.
9. Boulard: Appraising the teachers and pupils work. *Quebec A. L. Affiche*, October 1954.
10. Briggs, Thomas H. and Justman, Joseph. *Improving instruction through supervision*, New York: Macmillan Co., 1954.
11. Burton, William H. and Bruckner, Leo L. *Supervision: a social process* 3rd ed., New York: Appleton Century-Crafts, 1955.
12. *Buniyadi Talim: Quarterly journal on Basic education*, Orientation number, October 1958, New Delhi, National Institute of Basic Education.
13. Campbell, Clyde M. *Practical application of democratic administration*, New York: Harpar & Bros., 1952.
14. Chandra Kant, L. S. and others. *Educational Administration: What it means*, New Delhi: Ministry of Education, Government of India, 1957.
15. *Changing concept in educational administration*, Chicago: National Society for the Study of Education. 1946. (45th Yrbk. Pt. II).

16. Chaturvedi, Sita Ram. *Pathshala Prabandh (School organisation) Banaras: Nand Kishore and Bros. 1955 (H).*
17. Chikarmane, D. V. *Buniyadi Shalao mane karyana sanchalan ave samavayi shikshan angeiu pustika (Hand book for the organisation of work and correlated teaching in Basic schools—Pt. I) Bombay Education Department, 1957. (G).*
18. Chickarmane, D. V. *Buniyadi shaleonmen samaji shikshan ane Kamnum ayojan vatavati pustika (Handbook for the organisation of work and correlated teaching in Basic schools. Pt. 2. Activities of Basic schools.) Bombay Education Department, 1957. (G).*
19. Chickarmane, D. V. *Buniyadi salan men samavi shikshan ane kammd ayojan angend pustika (Hand book for the organisation of work and correlated teaching in Basic schools A.3 Teaching of school subjects) Bombay State Ed. Dept. 1957 (G).*
20. *Concept of Basic education*, New Delhi: Ministry of Education Government of India, 1957.
21. *Critical problems of School. Adm.* 12th Year book Deptt. of Superintendence, NEA, Washington, 1934.
22. Crosby, Muriel, *Supervision as co-operation action*, New York: Appliton-Century Crafts, 1957.
23. Dougherty, James Henry and others. *Elementary school organisation and management*, New York, Macmillan Co. 1956.
24. Eckel, Howard *An experiment in teachin educational administration*, Kentucky: University College of Education, 1955.
25. *Educational Leadership: Progressive possibilities.* 11th Yearbook of the Department of Superintendence, NEA, Washington, 1944.
26. *Educational Reconstruction.* Sevagram, Wardha: Hindustani Talimi Sangh, 1950.
27. Elsbree, William S. and Nally, Harold J. *Elementary school administration and supervision*, New York: American Book Co., 1954.
28. Gandhi M. K. *Basic education* Ahmedabad.: Navjivan Publishing House, 1955.
29. Hagmen, Harlan L. *Administration of elementary schools.* New York: McGraw Hill Book Co. 1956.
30. Hagman, Harlan L. & Schwartz, Alfred. *Administration in profile for school executives.* New York: Harper Bros. 1955,
31. Hamburg, Marris. *Class studies in elementary school administration.* New York: Bureau off Pub. Teachers College, Columbia University, 1957.

32. *Handbook for Teachers of Basic school.* New Delhi: Ministry of Education, Government of India, 1956.
33. Hichs Willam C. and Joneson Marshal C. *Elementary school principal at work.* New York: Prentice Hall.
34. Jacobson, Paul B. and others. *The effective school principal in elementary and secondary schools.* New York: Prentice Hall, 1955.
35. Jordan A. M. *Measurement in education an introduction* New York: McGraw Hill Book Co. 1953.
36. Laljani, M. R. *Evaluation in Basic schools.* New Delhi: Jamia Millia Islamia, 1956.
37. Lane, Robert Hill. *The Principal in the modern elementary school.* Boston: Houghton Mifflin, 1944.
38. *Leadership through supervision, 1946 year book.* Association for Supervision and Curriculum Development of NEA. Washington.
39. Lindquist, E. F. *Educational measurement.* New York: American Council on Education, 1950.
40. Melby, Arnest O. *Administering community education.* Englewood Cliffs: Prentice Hall, 1955.
41. Nickelson, Peter Palmer and Mansen, Ekenneth H. *Elementary School administration,* New York: McGraw Hill, 1957.
42. Mort, Paul R. *Principles of school administration: a synthesis of basic concepts.* New York: McGraw Hill.
43. Olsen, Edward G. Ed. *The Modern Community School.* New York: Appleton-Century-Crafts, 1953.
44. Olsen Edward G., Ed. *School and Community Programs: a case book of successful practice from kinder-garten through college and adult education.* New York: Prentice Hall 1950.
45. Otto, Henry H. *Elementary School Organisation and admn:* New York: Appleton Century Crafts, 1954.
46. Patel, M. S. *The educational Philosophy of Mahatma Gandhi.* Ahmedabad: Navjivan Publishing House.
47. Pittenger, Benjamin Floyd. *Local public school administration,* New York: McGraw Hill, 1951.
48. Ramchandran, G. *Orienting primary schools towards the Basic pattern.* New Delhi, Ministry of Education, 1957.
49. Reeder Ward G. *The fundamentals of Public school administration,* 1st ed. New York: Macmillan Co. 1955.

50. *Report of the Assessment Committee on basic education.* New Delhi: Ministry of Education, Government of India, 1956.
51. *Report of the Bihar Primary, Middle, Basic and Social education Inquiry Committee,* Patna: Government of Bihar, 1956.
52. *Report of the State seminar on Basic education and the scheme of educational reorientation.* Allahabad: U.P. Government.
53. *Report of the Western Regional Seminar on Orientation of non-basic schools towards the basic pattern* (Memographed).
54. *Report on Eastern Regional Seminar on Orientation of elementary schools towards the basic pattern* (Memographed).
55. Ryburn, W. M. *The organisation of schools.* 4th ed. London. Oxford University Press, 1956.
56. Saiyidan, K. G. *The problem of education reconstruction.* Bombay: Asia Publishing House, 1957.
57. *Seminar, on Basic education.* New Delhi: Ministry of Education. Govt. of India, 1957.
58. Sharma, Shivkumar and \_\_\_\_\_ *shiksha shala probandu* (School administration) Delhi: \_\_\_\_\_.
59. Shrimali, K. L. *Better teacher education.* New Delhi, Ministry of Education, 1954.
60. Shrimali, K. L. *Organising a Basic school.* Udaipur: Vidyabhawan Society, 1957.
61. Shrimali, K. L. *The Wardha Scheme* Udaipur: Vidya Bhawan Society, 1949.
62. Simon, Herbert A. *Administrative Behaviour.* New York: Macmillan Co., 1957.
63. Singh, Dwarika, *Correlation in Basic education.* Patna, Magadho, Rajdhan Prakashan, 1954.
64. Smith William Owen Lester. *Teacher and the Community* London: Evans Bros., 1950 (Univ. of Lond., Institute of Ed., 3).
65. Solanki A. B. *Technique of correlation in Basic education.* Ahmedabad: Navjivan Publications, 1958.
66. Spain, Charles R. and other. *Educational leadership and the elementary school principal.* New York: Rinehart & Co. 1956.
67. Spears, Harold. *Improving the supervision of instruction.* New York: Prentice Hall, 1953.

68. *Staff relations in school administration 33rd Year Book of Association of School Administrators, NEA, Washington 1955.*
69. Ferguson Theodore and Adams, Georgia Sacho. *Measurement and evaluation for the elementary school teacher.* New York: Dryden Press, 1955.
70. Unesco & International Bureau of Education, *School Inspection, Paris, 1956.*
71. White, Goodrich C. *The education of the administrator.* Nashville: Div. of Educational Institutions, Board of Education, The Methodist Church, 1957.
72. Wofford, Kate V. *Modern education in small rural school.* New York: Macmillan & Co. 1950.
73. Wofford, Kate V. *Teaching in small schools,* New York: Macmillan & Co., 1946.
- Zoal, M. N. and Zoal, R. N. *Basic Sealakshi chalayadi (How to conduct a Basic school)* Poona: Venus Prakshan, 1956.



NIEPA



00536