

SELF - REFORM IN SCHOOLS

A REPORT BY WORKING EDUCATORS



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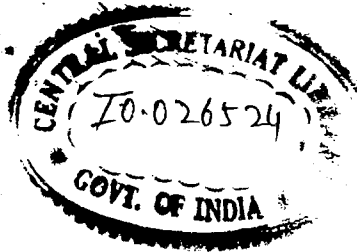
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INTRODUCTION

This is a special report on a special seminar. The seminar was special because of the selective nature of the group of participants. The report is special because of the selective nature of the material presented.

The 40 participants were teachers, headmasters, and inspectors of secondary schools selected from over 250 who had attended four eight-week workshops (these may be described as seminars with a strong practical bias) sponsored by the U.S. Educational Foundation at Patna, Jabalpur, Mysore, and Baroda in 1953-54. If it be asked why the Ministry of Education invited these particular 40 men and women to Delhi for a two-week seminar in early 1955, the answer is very simple. These 40 educationists had not only participated actively in the discussions of needed reforms in secondary schools at the workshops they had attended, but had followed up their discussions by doing something concrete in their own schools to bring about needed reforms. This seminar was thus composed of educationists who feel that *talk* about needed changes in school practices is not enough. They are people who believe in *action* and have proved that many necessary changes can be made in spite of existing financial and administrative limitations under which secondary schools have to work.

In the long run, school reform in India must take place on a school-by-school basis. The Ministry therefore felt that a special report on this seminar, describing instances in which individuals in the school system have taken it upon themselves to make concrete changes in school practices, would have a special value. It would offer both an example and a challenge to men and women in secondary schools throughout India and indicate to them that they can introduce many salutary changes in their own schools without waiting for a wholesale reconstruction of the entire system. If, for example, every secondary school in India were to introduce one concrete improvement in school practices every month, most of the present problems of secondary education would be well on the way to solution by the end of the first Five-Year Plan period and this despite financial and other limitations.

A special word about the topical headings, editing, and organization of the report is necessary. The topical headings in the report represent the "agenda" of the seminar. The agenda was arrived at in a pre-seminar meeting by a planning committee composed of representatives of the four workshops under the able guidance and leadership of Mr. N. V. Tampi.

This report shares some of the limitations of the original fuller report of the seminar. Much good material which was reported verbally during individual discussions or group meetings or at general assembly meetings did not find its way into the written record. The

organization of each section and each sub-section in the report, for presentation purposes, is not consistent, since each discussion group handled its subject matter in its own way. In addition, some platitudinous material has been cut out. An effort has also been made to retain the flavour of the seminar by sticking as far as possible to the actual words of reports by individuals and groups.

The Ministry of Education does not necessarily agree with everything that is said or with all of the recommendations found in this report, but it has chosen to publish this special report, as it stands, because it feels that persons concerned with secondary schools all over India will find considerable food for thought, discussion and action in the words of some of their colleagues who have not only thought over the problems but also initiated programmes of action for solving them.

In conclusion, I would like to express my appreciation of the hard and earnest work of all the participants which made the Seminar such a success. Last but not least, I wish to thank Dr. Miss Bina Roy of the United States Educational Foundation in India and Dr. L.K. McLaughlin of the Ford Foundation for their work during the Seminar and the skill and devotion with which they have supervised the preparation of this Report.

HUMAYUN KABIR

*Educational Adviser to the
Government of India.*

NEW DELHI,
22nd March, 1955.

I

CHANGES IN CURRICULAR PRACTICES AND TEACHING METHODS

A. EXAMINATIONS, TESTS AND CUMULATIVE RECORDS

What is being done to develop more sensible ways to assess pupil progress, to improve examinations, and to take the curse of annual examinations off our secondary schools ?

The headmaster of an aided high school in Rajasthan reported the efforts he and his staff have been making during the past year, as follows:

“Early in this session I called a meeting of my staff to discuss what improvements we could bring about in our existing set-up of the school. Naturally the first thing we wanted to attend to was the examinations and improvement of results. We talked about the need of uniform development of the boys and to take care to improve the mental, the physical and the general activities of the students simultaneously. Some new type tests designed to reduce the subjectivity in marking the question papers, using a five point scale in place of percentile marks, and maintaining cumulative records were also discussed at length. A chart, which I had framed during the vacations in order to record the periodical progress of students, was also put forth. In the end a committee was appointed to consider and implement improvements regarding the assessment of students’ work in our school. This committee consisted of five members including myself as head of the institution.

After several meetings the committee drew up the following propositions:

1. In order to reduce the importance of the annual examination monthly tests should be started.
2. These tests should determine the all-round progress of the child, i.e. academic attainments, health, general activities, and aptitudes.
3. Home tasks should also be assessed on the basis of quality and regularity.
4. The assessment should be on five point scale, but as teachers are not used to it, and in order to keep a facility of converting the percentile marks to five point scale and vice versa, each scale should cover a definite range of percentile marking.

5. There should only be one terminal and an annual examination.
6. Fifty percent of the questions in the terminal and annual examination should be of the objective type.
7. While considering the promotion of the students due consideration should be made for the general development of the boys on the basis of these periodical tests.
8. The individual periodical progress charts should be preserved with the class teacher in the form of a monthly individual record of class.
9. At the end of every month the entries should be copied out by the class teacher in the class progress chart and submitted to the office to be kept as a monthly class record.
10. A copy of the individual progress chart should be sent for parents' or guardians' signatures after the terminal and annual examinations.
11. The questions of maintaining cumulative records was considered but in the absence of any standardised forms, and in view of the frequent transfers of teachers in Government schools and the shifting of students from one school to the other in the city every year, the question of maintaining cumulative records in this high school only was postponed till it could be taken up and standardised by the State Education Department. For the present, these periodical progress charts and the class progress charts would be maintained to serve as monthly and annual individual records.

IMPLEMENTATION

A programme for monthly tests was drawn up according to which each class has tests in two subjects every week. The dates are to be fixed by the subject teachers in consultation with the students. Tests for the same subjects are reported in the same week every month. The subject teacher conveys the result of his test on a five point scale to the class teacher who enters it in his individual periodical progress register which contains the following information:

the name of the pupil
 his guardian's or fathers' name and address
 his class and section (as there are several sections in each class)
 his register number
 the name of the class teacher and that of the warden, along with his address.

In the horizontal columns are to be found the serial number, last year's marks by way of comparison, and then months from July to April. Only one terminal is visualized, but according to departmental orders we have to carry out the first terminal also. Last on the horizontal columns appears the annual examination results and marks,

In the vertical columns is found the academic subjects according to departmental syllabus from sixth to eighth class and according to Rajputana University syllabus for High Schools. First the list of compulsory subjects has been given, then optional, then craft, and then home task is entered. From columns 10-17 will be found entries about age and health, interests, aptitudes and attendance. In order to minimize the time for making entries special codes have been devised and these appear, along with instructions for their use, on the reverse. The instructions are meant for the guidance of the teachers and also parents and guardians to whom the progress charts are sent from time to time.

The individual's records are copied down by the class teacher in one class progress chart which also consists of the same columns for each month with the names of all the students of one class. This is submitted to the office for office record.

It has been mentioned in the instructions on the reverse of the chart that the health tests are to be carried out by the physical instructor in the P.T. period. The physical instructor for this purpose has been supplied with a health register which has columns for height, weight, chest measurement, etc. The register is filled up in the beginning of the session and checked up again at the time of terminal and annual examinations. With the help of this register, the physical instructor fills up the height and weight columns of the monthly class progress charts, examines the boys for neatness, sight, hearing and games, etc., every month, makes entries in these charts, and hands them over to the class teachers who keep the health record of their classes on individual periodical progress with the help of these charts. The other entries in the class progress charts are made by the class teachers with the help of this individual periodical progress report on the last working day of the month when the school is run for half the time only for the purpose.

In order to assure the reliability of the general tests an attempt has been made to provide more than one period to the class teacher in the same class. Moreover, class picnics and outings are generally encouraged and the class teacher is usually sent with the class so that he may have individual contacts and know the boys individually.

In the first terminal examination an attempt was made to introduce some objective-type questions in the question papers. For this, certain teachers were chosen (one for each subject) to set some model objective-type questions for a certain class. Objective question samples and instructions for framing them were supplied to these persons. They were allowed one full week to study and set some model questions of objective-type for their subjects. These model questions for different subjects were circulated in turn to paper setters of different classes. They were then asked to set 50 percent of the questions on that model in their papers. Thus we could start objective-type questions which are liked both by teachers and students.

MY OBSERVATIONS

1. It has been observed that work of monthly tests has been taken up with enthusiasm by most of the teachers and some of them are doing it very sincerely and punctually.
2. Boys are taking interest and some progress has been noted, especially in the boys of lower classes.
3. As my school runs in two shifts, the duration of the periods cannot be more than 35 minutes. This time is generally short for the class tests and it has been marked that the subject teacher has to continue in the following period also.
4. Frequent transfers of teachers from the school has created some difficulty in the maintenance of these records.
5. The students and teachers are getting used to the five point scale of assessment.
6. It is not yet known whether we shall be able to use these test results for annual promotion, as we are governed by departmental promotion rules. The higher authorities have been requested by us to add 25% of the final evaluation of these monthly tests to the annual examination results of failure candidates in order to bring them to the promotion level according to the existing promotion rules.
7. Objective-type questions have been liked by the boys very much though, so far, our questions are mostly limited to the true-false type, the multiple-choice type and the matching type."

The following also reported briefly:

The headmaster of an aided high school in Bihar:

"I have made a beginning in maintaining something in the form of a cumulative record, although for the present, the record is intended to show the accumulated achievements and attainments of individual pupils for the whole year. Regular monthly and weekly tests have been enforced in all classes. I have also experimented with conducting class examinations on trust, without active supervision by teachers, and found it to be rather encouraging in some classes."

The headmaster of an aided high school, Punjab:

"I have tried a new experiment with the examination system. I do not believe in the memory feats required of pupils in all subjects at the time of the annual examination. In order to ensure an intensive study of the subjects slowly, systematically,

and thoroughly, I have devised a system of giving seven assignments in every subject for the year in each class, and tests are conducted in finishing the assignment for the month. Thus tests of the portion included in assignments, is now a regular feature. Seventy marks are allotted for the tests in assignments, while 30 marks are reserved for general activities, health practices, games, etc. Thus the performance of pupils in the monthly tests, their initiative, and physical activities are taken into consideration for the purpose of promotions."

The headmaster of a municipal high school, Cannanore (South India):

"I have introduced monthly tests in all subjects in all classes. Every subject teacher is supplied with a mark book in every subject, and the teachers always take their books to class. One page of the book is allotted for every month. Tests, according to me, are not confined to oral and written types only. Tests of various kinds are used. Different types are used for different months. Written tests are frequently used. Every teacher decides what different kinds of evaluation are adopted every month. Assessment is made on a five point scale under different convenient topics ; accordingly each subject lends itself for assessment. Thus marking is done for maintaining notes up-to-date, homework, attention, regularity, practical work, execution, punctuality, reading, hand-writing, expression, oral test and written test. The object is to make pupils less examination-minded and to make them regular and neat in their habits and systematic in their day-to-day studies. Tests are, therefore, made a regular feature of the school work, a day-to-day affair not conducted on the same day for all pupils of a class in one subject, but uniformly distributed, forming an integral part of the learning and teaching process. These mark books are called for every month by the headmaster, and backward pupils are given special attention, and their progress month after month is specially noted. If a pupil continues to be graded as very poor in a subject, the teacher concerned is supposed to bestow sufficient attention on the pupil rather than attributing the entire blame to the pupil.

On the basis of these classroom tests, pupils are graded again on a five point scale at the end of every year by the subject teachers concerned. Results are communicated to the headmaster and weightage is given in deciding annual promotion.

Progress reports are issued after every terminal examination and particulars regarding participation in games, health, habits, etc., have been added to the reports.

As for cumulative records, while particulars for the records are gathered by class teachers, no specific form has yet been prescribed as the department is expected to prescribe a standardized form of cumulative record in the near future. I am of the opinion that cumulative records should be of uniform pattern as far as possible and that undue haste in introducing cumulative records,

in some form or the other, without studying the technique of assessing personality, aptitude, interest etc. in detail, will not be conducive to real progress in education."

The headmaster of a Government high school, Bhopal:

"I have evolved a system in which due importance will be given to classroom tests, terminal examinations and the annual examination. Twenty per cent of the marks are allotted for class work, attendance, neatness, regularity and such other basis qualities and attainments required for progress, 40 per cent of marks for the terminal examination and 40 per cent for the annual examinations. This system was found to be useful in making pupils take seriously in day-to-day work and all examinations. This system has been approved by the Department in Bhopal State. Fortnightly, tests are conducted in classes in each subject and records are maintained by the teachers concerned. By way of encouraging social work among pupils, a "bonus" of not more than ten marks is allowed to pupils with outstanding record in social service, though social service as such, has not been made the main criterion for deciding promotion."

The headmaster of an aided private school in Madras:

"I have introduced a series of reforms in tests, examinations, etc., in my school. Mine is a residential school with limited facilities. Many experiments are being tried there to give individual attention to pupils in all fields. In addition to an elaborate system of judging the achievements of pupils in all fields of activities, efforts are being made to find out :—

1. The aptitude of pupils intending to take the diversified course in secondary school by an interest inventory, by visits to smithies, workshops of neighbouring craftsmen, and by careful observation of pupils by teachers.
2. Fundamental abilities in language and practical skill in non-language subjects are given great importance, so much so that 40 per cent of marks are assigned for such abilities.
3. Attainments in crafts are decided by turnover, craftsmanship, aptitude, and physical endurance.
4. A broad assessment of certain personality traits is entered on a five point scale by maintaining among other things, cumulative records in the form suggested by the Mysore Workshop.
5. The emotional maturity of the students with the help of a check list, administered to VI class pupils."

The headmaster, Government training college for teachers, Vindhya Pradesh:

"I have tried a successful experiment in maintaining cumulative records for the first time for the pupils of the 9th class

inspite of the scepticism of some of my colleagues. Besides, fortnightly tests have been newly introduced by me in English and 50 per cent of marks are assigned to new objective-type questions in these tests."

The principal of a private aided school in Uttar Pradesh:

"I have already dispensed with the system of terminal and annual examinations in three classes and in their places I have introduced seven monthly tests by subject teachers. The question papers and evaluation are checked by a panel of three teachers twice a year to find out the weak points. Promotions are based on the sum total of the tests. Credit is given to neatness and healthy habits and initiative, progress reports are issued after each test and cumulative records are maintained for four years. These are given to the pupils on their leaving the school. Even in classes where terminal and annual examinations are held, four classroom tests are conducted every year."

DIFFICULTIES AND RECOMMENDATIONS

Despite the fact that experiments of the type mentioned in the preceding section are possible within the existing framework and should be carried out by every teacher and headmaster in every secondary school in India, the following recommendations may be made to the States and the Centre which will make it possible to remove certain blocks to progress and solve more rapidly the problem of assessment in the school. However, before presenting the recommendations, the group responsible for discussing this item made up the following consolidated list of difficulties:

1. Lack of appreciation of the need for reform by colleagues.
2. Lack of understanding of modern methods and approaches by older teachers.
3. Inflexibility of the rules laid down by departments.
4. Staff apathy.
5. Lack of encouragement by the Department.
6. Lukewarm interest and lethargy of head teachers in some cases.
7. Lack of cooperation on the part of parents.
8. Strict Departmental standard of promotion.
9. Heavy syllabus and the anxiety of teachers to cover the syllabus.
10. The tendency on the part of subject teachers to hoodwink the head-teacher, by assigning marks without conducting tests.

11. The tendency to misuse the power of discretion given to teachers.
12. Lack of time for teachers to go through the answer papers of pupils every month, as he has other correction work also.
13. Dissatisfaction of many teachers over the additional labour involved.
14. The tendency of pupils to resort to malpractice in answering objective-type of questions.
15. The labour involved in setting question papers.
16. The high cost of printing.
17. Transfer in the middle of the year of teachers who launch some scheme of reform.
18. Lack of standardized form of new type tests.

Some of these difficulties are overcome by enlisting the sympathy of the Department and the cooperation of the teachers by persuasion. A more careful system of tactful supervision by the Headmaster and the planning of the reforms on a cooperative basis has gone far in overcoming many of the difficulties, but there are many more difficulties which can be overcome only with the whole-hearted support of the Department, the State Government and the Central Government.

Facilities that institutions should get from the State Government and Union Government:

1. Some sort of uniformity with regard to external and internal examinations and tests has to be brought about in secondary education.
2. It is highly necessary to arrange for in-service training of teachers to fit them in the new set-up.
3. An approved type of cumulative record should be prescribed in all schools in the State with clear instructions as to how to maintain those records.
4. The Department should not insist on regular terminal examination.
5. Less importance should be attached to the external examination, as it dominates the curriculum and methods.
6. The standard of a school should not be decided by the results in the final external examination.
7. Every pupil who completes the secondary education course should be awarded a certificate based on school records.

8. Pupils should be allowed to appear for the examination on a subjectwise system, every pupil being free to appear for any subject or subjects he chooses.
9. Objective-type tests should be carefully prepared by experts.
10. Every training school should be equipped with a good library and some courses of in-service training should be conducted there periodically.
11. The establishment of a psychological bureau in each district is desirable.
12. Test should not be confined to intellectual attainments only, but should be such as to help the uniform growth of the pupil and to enable the teacher to find out his own weak points in imparting instruction.
13. One of the methods suggested to eliminate chances of the use of unfair means in the examination by the pupils is to try the experiment of supplying them with textbooks in the examination. The success of such an experiment will depend on the very careful selection of the right type of questions.
14. Almost immediate steps should be taken to see that teachers of secondary schools utilize more time and energy for conducting class-room test, for maintaining records etc. which is possible only if they are free from the anxiety of seeking some means of supplementing their meagre income to make both ends meet.

B. OPEN SHELF LIBRARY, READING ROOM, ETC.

An ideal modern school looks forward to an up-to-date library, equipped with suitable books, with open stacks and an informal home-like atmosphere. A library is an integral part of a school, providing ample opportunities for all. It is an intellectual nerve centre in the school. A dynamic library can be of much help in the building up of proper standards in pupils and providing a stimulating influence in the child's education.

EXISTING LIMITATIONS

In addition to insufficient space given to the library in most schools, lack of funds and imagination in the purchase of books, lack of funds and imagination in the purchase of books, lack of opportunities for the selection and display of books, four major limitations in the satisfactory functioning of a library were noted:

1. Lack of trained librarians.
2. Lack of a full-time librarian even though untrained.

3. Lack of adequate time for the students to browse in the library and handle books.
4. Locked shelves and book cases.

An assistant master in a government high school, Mysore, reported:

"In my school one period a week used to be set apart as the library period. The practice was that the teacher was responsible for taking the books from the school library, for distributing them to the pupils in the classroom, and for collecting and returning them to the library at the end of the period. The obvious consequence was that the students had to read not only what the teacher selected for them, but hardly had half an hour for reading. If the day of the library period happened to be a holiday, they had to wait a fortnight to continue their reading.

To give the students more time to read what they desired, I took more books out than the exact number of students, so that students could have some choice in the matter. I also planned in detail a report card which was kept in the book as each student returned the book. These helped to minimize the time taken to distribute the books during the next library period. With individual attention and help, the students began to choose the books they would like to read. Thus with constant supervision it was possible to create interest in at least a few boys for general reading, but even this did not solve the problem of encouraging the pupils to spend more time "out of school" for reading, as the library books could not be given to the students to take home.

I, therefore, started building a class library by requesting students to contribute one story book each. Most of them did it. A few others did it with slight persuasion and to the very few remaining over I advanced a little money to buy a story book each so that no boy in the class would be left who had not contributed a book to the class library. These were kept in locked trunks with one key in charge of the monitor. The monitor organised the distribution of these books with appropriate record daily before regular classes started and during the midday break. The boys were allowed to take these books home. In this way, the average reading went up to about 35 books a year as against about 12 a year from the school library. So far, no books have been lost from the class libraries.

In addition to the starting of the students' own class libraries I persuaded the boys at the beginning of the year to set up at home their own home libraries and home laboratories. Three or four boys who live in the same locality were permitted to form themselves into a small group for this purpose. They were told that I would visit them to see what they were doing at home. With the permission of the parents I visited some of the students at their homes and was very happy to see their home libraries and home

laboratories set up by them. The parents who met me during my visits expressed satisfaction and pleasure and promised me every cooperation to encourage the boys in this endeavour."

The headmaster of a collegiate school in Orissa reported:

"I started by taking the books from the school library to the classroom and distributing them among the boys. I enlisted the cooperation of the pupils in subscribing for the purchase of some books."

The headmaster of a high school from Tripura said:

"I could not rely upon the pupils, as many books were either stolen or lost. I made use of the "Students' Council" and through a library minister the loss of books was effectively checked."

RECOMMENDATIONS OF THE GROUP

1. The main difficulties pointed out were:

- (a) lack of space for the reading room and library.
- (b) lack of finance.

This the group believes can best be solved by government aid. The group requests the Governments both Central and State to give substantial grants at the initial stage so as to enable the high schools to equip their reading rooms and libraries properly. A long-term policy may be chalked out by the Government so as to enable the headmasters to plan the working of their organization efficiently.

- 2. In the selection of books the headmasters should not be handicapped by rigid and unrealistic rules and regulations pertaining to the purchase and disposal of books.
- 3. Provision should be made for full-time trained librarians in the school.
- 4. The group recommends that in large areas where many schools exist an experiment may be carried out to establish cooperative circular libraries, so as to extend wider benefits to all the pupils of that area.
- 5. The group feels, that unless the teachers guide and counsel the pupils in proper utilization of the library and reading room the purpose would stand defeated and hence appeals to all teachers to look upon this work as important and extend their counselling and guidance to all the pupils.

6. The group suggests that in rural areas where public or general libraries do not exist the school library should play that role because it would bring the relation between the school and community closer.
7. The group feels that in big cities and towns, where there are many libraries, there should be a common catalogue, which should be kept in all the constituent libraries so as to give the benefit of all books to all the people.

C. AUDIO-VISUAL AIDS

The discussion centred around the use of films, filmstrips, projectors, gramophone and linguaphone records, models, charts and other aids. Two of the limitations which need to be surmounted before these aids can be used effectively for better education, were felt to be:

- (a) The high cost of projectors and other aids mean that most schools cannot afford to own these aids.
- (b) Difficulty is experienced in the matter of easy availability of visual aids already in stock in the schools.

Despite existing limitations, the following progress was reported:

1. Some schools reported on the advantages and beneficial work done with the help of the epidiascope. It is cheap, easy to use and flexible for teaching purposes.
2. Some institutions reported on the exploration they have been making with the role of pictures in the field of visual education. A very cheap visual aid, that can be easily prepared by each class in a secondary school, is a scrap book made out of cuttings from the newspapers and magazines. To enable students to prepare scrap books the Department of Education in each state may be requested to relax rules, regarding the selling of newspapers and magazines at the end of every year. Help may be secured from foreign embassies, departments of information, and industries for securing suitable pictures, charts etc.
3. Some schools reported success with the use of excursions linked up with social studies and science. Excursions were made more successful by organized preparation, by suitable questionnaire and by follow them up with writing articles, painting and displaying pictures and sampling of specimens

collected. Visits to local institutions like the post office, railway station, magistrate's court and municipal council were organized and students were able to see how they were organized and how they worked.

4. Successful experiments were made by some of the schools in building up a school museum. Students are interested in helping to develop this very practical and feasible visual aid in their school if given proper guidance.

RECOMMENDATIONS

1. In every state, there should be a section for audio-visual education attached to the state's Departments of Education.
2. Where there is no visual education by means of film projectors steps may be taken to introduce it by levying a small fee and until such time as the individual schools are able to have their own projects, each district should be provided with a projector to be kept in the custody of the district inspector of schools or the district educational officer.
3. Wherever possible audio-visual education may be a cooperative effort on the part of two or three schools situated in a particular locality.
4. In the schools where audio-visual education has made some headway, provision must be made to relax the departmental rules for spending a part of the amount collected under visual education fund for making visual aids.
5. The ultimate aim of projection of educational films in schools should be to link up films with everyday class teaching. Hence class rooms, specially science and geography rooms, should be so fitted up as to be fit for projection at short notice.
6. Educational broadcasts should be organized in such a way as to enable the schools to take full advantage of them and schools should be informed about the broadcasts sufficiently early.
7. As a further step in the popularisation of teaching aids the Government should take steps to publish a monthly or quarterly journal containing information about audio-visual aids gathered from schools all over India and the schools made to subscribe for it. Government should also permit the despatch of certified educational films to and from schools at the lowest possible rate of postage.
8. Epidiascopes should be made available to all institutions.

9. It was felt that for the teaching of languages the audio-visual aids are not as widely used as they should be. Hence the group emphasised that in the teaching of languages use has to be made of gramophone and lingua-phone records. This may be permitted to be the first charge in the visual education fund.
10. Every school should have a miniature school museum. Some of the materials necessary for the museum, such as show cases etc., may be made out of biscuit tins, cocoanut shells, soap boxes etc. Miniature models of things like the electric bell, electric buzzer, clay models of different stages of life of frog and butterfly etc. can be made by pupils themselves.
11. Government should take steps to institute refresher courses for secondary school teachers in the making and use of visual aids with the help of experts in the line.

D. "WORKSHOP" METHOD IN TEACHING

Principal features of the "Workshop method" :

1. Participant oriented and directed.
2. Discussion method is principal method used.
3. Problems are the focus for teaching and discussion.
4. Self-evaluation and progress.

Efforts to put principles of "Workshop" method into practice:

One psychology teacher in the private aided training college in Madras reported:

"I attempted to relate the teaching of psychology to the actual problems faced by the trainees during their teaching experiences prior to their joining the Training College. The questions framed by the trainees on the basis of the problems faced by them, revealed the relative importance of the various topics in psychology from their points of view. This enabled me to take a different approach with regard to the sequence of topics in the psychology syllabus of the year. Under the present system of organization of work in the College there are only a certain number of tutorial periods during which the workshop technique is practicable. For success the size of the class needs to be relatively small. As each batch gets

only one tutorial hour a week in each subject and there is not sufficient continuity, books need to be available in order to use the technique effectively.

In any case, my colleagues have been impressed with the workshop technique and are already thinking about how it could be introduced in their respective subjects. Self-evaluation has proved useful and the resident tutors feel that as part of their tutorial work they could discuss with their wards from time to time, their purposes and how they are being fulfilled."

One headmaster from Bihar reported on his experiment thus:

"I conducted two short training courses on teaching methods as applied to the various subjects. The whole course was conducted along workshop lines. It was very successful and the science teachers particularly creative."

Another headmaster of a high school in Bihar said:

"I tried this method with those classes where the teachers happen to be on leave. I found that where a teacher had to be in charge of two or three classes owing to the absence of his colleagues this method produced better discipline and at the same time led to some useful learning on the part of the pupils."

The headmaster of a high school in Andhra reported:

"I tried an experiment with self-evaluation which proved to be very successful. A paper was set in General Mathematics for VI Form by teacher concerned and the students were asked to evaluate their work. All the necessary instructions were given to them for evaluation. The students arranged themselves into various groups and did the work with much enthusiasm. Even the backward students in Mathematics evinced an unusually keen interest in doing this job. The consensus of opinion of the class was that the pupil evaluation process helped them, not only in understanding the problems better, but also in creating confidence in them that the subject of mathematics was no longer a subject of which to be frightened."

The headmaster of a high school in Mysore said:

"In working with the pupils of the high school classes, I found that students lacked confidence in speaking out and in gathering information by their own individual effort due to their being habituated to passive listening. So as a first step I gave opportunities for the students to read for themselves in the class in the presence of the teacher and to gather information on assigned topic or unit. Having obtained a certain amount of success in this, I divided a large lesson of about eight periods into the following three phases:

- i. Introductory recitation, general outline formation of groups, arrangements of assignments and indication of source material.
2. The groups work on assignment-preparation of notes, charts etc.
3. Groups reports and summing up recitation."

The headmaster of a high school in Andhra said:

"I used the questionnaire method with my staff in regard to school organization, co-curricular activities and administration. This was by way of a preliminary survey to enable the teachers to study the most urgent problems and tackle them along workshop lines in subsequent staff meetings."

RECOMMENDATIONS

1. That the schools manned by workshop trained headmasters be reorganized as experimental schools and be given the necessary freedom in the matter of altering of time tables, distribution of periods of study, purchase of equipment etc.
2. That in-service training be organized by trained "workshop-pers" for the benefit of other teachers both on a regional basis and subject basis.
3. That the State Government should regard the entire expenditure incurred by managements in deputing teachers to undergo such training as approved expenditure and full grant be given for same.
4. That the Ministry of Education should publish and make available to all schools a bulletin describing the workshop technique with special reference to an actual workshop.
5. That duplication of material resources of the library such as the buying of more copies of books already in the library be approved by the Directors of Public Instruction for purpose of grant.

E. SYLLABUS REVISION

The group discussed at length the distinction between curriculum and syllabus. It was their considered opinion that the present syllabuses do not help to realise the aims of secondary education put forth after the advent of independence. It was also felt that the pupils are over-loaded

with syllabus content and so a revision is necessary. The group also considered the following points to be remembered at the time of syllabus revision:

1. The common core subjects to be studied throughout India
2. Duration of the secondary course
3. The number of working days
4. The number of hours of work per day
5. The number of periods to be allotted to each subject
6. The number of periods for practical work for subjects

and

7. the aims of teaching the various subjects. The general opinion was that these could be discussed in detail only after the curriculum is decided upon.

One headmaster reported on his experiment with one approach to syllabus revision:

“Instead of topics being taken in the usual chronological sequence in the syllabus, I re-arranged them so that they were woven around significant current events. Evaluation of this approach showed that the pupils were taking greater interest in the subject matter and therefore learning more.”

RECOMMENDATIONS

1. Given the fact that the curriculum is in the hands of the State and Central Governments, the teachers ought to be consulted in the framing of the syllabuses. Though some states have taken the teachers' view while framing their syllabuses, greater representation should be given to the opinion of those who are actually teaching the subjects.
2. That the recommendation of the Secondary Education Commission as given on page 77, namely, the establishment in each State and at the Centre—preferably in association with teachers' training institutions—of bureaus or boards charged with the duty of curricular research on lines which have been successfully tried in some western countries, notably in United States. It should be the function of such boards constantly to evaluate and sift the existing curricula in the light of the students, psychological interests as well as the changing and developing sociological needs. The details of the curricula in each subject should be settled on the basis of this continuous research, be immediately implemented.

3. That while framing the syllabus, it should be done on broad outlines giving ample scope to suit the interests of particular localities and of the pupils. Once the syllabus is agreed upon, the choice of source material should be left entirely in the hands of the schools. This is practicable when the external examination is done away with and each school allowed to issue its own certificate and
4. That a suitable coordinating committee to reduce the syllabus load be appointed at state level.

II

STAFF DEVELOPMENT

A. DISCUSSING AND DECIDING POLICY WITH THE STAFF

The problem under discussion was how far headmasters should go in developing democratic relationships. The extent to which he should subordinate his views to the view of his colleagues was the point which led to prolonged discussion. In this respect the following conclusions were reached by the group.

- (a) In order to develop a sense of oneness among the staff of the school and in their love and cooperation in school work the headmaster should be entirely democratic in his relationship with his assistant and subordinate his individual will to the collective will of the teachers' council in matters where he has discretion to do so. Even in cases where he does not agree with their views he should make an earnest attempt to convince them and carry them with him.
- (b) Staff council meetings should be regular, frequent, free, frank and mainly informal. The decisions should be formulated by taking the concensus of opinion and following it in all matters affecting day-to-day administration of the school and its educational policies and activities. Sub-committees and panels may be formed, wherever necessary, to discuss and work out definite aspects of the school programme.

EXAMPLES OF PROGRESS

The principal of a private aided school at Banaras, Uttar Pradesh reported:

"I have regular staff meetings at a fixed hour and the meetings are presided over by the Principal or any other member of the staff. The meetings are entirely informal and discussions perfectly free and frank. The headmaster should feel that he is one of the staff members like his other assistants and hence should seek the advice of his teachers council at all times. He should try to convince his teachers about the justice of his views by appeals and persuasions, but should not impose his will on his staff, except under very exceptional circumstances."

The headmaster of a high school in Uttar Pradesh reported:

A definite change was effected in my attitude and relationship with my staff members after I returned from the Jabalpur workshop, I developed a democratic outlook and conducted several staff meetings during the year when all matters like time-table,

curricular activities, promotions, fee concessions etc., were considered, discussed, and decided by the teachers. I never imposed my views on the teachers but sought their independent views on all important matters and acted according to them. This change in my attitude resulted in great initiative, understanding and co-operation of the teachers in school work."

The headmaster of the high school in Mysore reported:

"My experience in the workshop at Mysore has induced me to be more democratic in my relationship with my teachers. Originally, I only had individual consultations with staff members, but never consulted them as a group, except in the case of very important matters. Now after my return from the workshop I conducted several meetings on the workshop pattern and consulted my teachers before I took decisions. This frequent consultation has resulted in greater cooperation and harmony."

The headmaster of a Madhya Pradesh high school reported:

"I tried to democratise my relationship with the teachers by constant discussions with the Teachers' Council. Even where I differed from them I refrained from imposing my will on them and kept myself in the background. This enabled me to win better cooperation from my teachers."

The headmaster of an Orissa high school gave an account of the way in which he formed a planning committee of staff members to distribute and carry out the activities of the school. He said:

"I interfered with the work of this committee only when I found it absolutely essential under exceptional circumstances."

The headmaster of high school from Bhopal described the advantages of convening staff-student council meetings and associating both students and teachers in the school.

RECOMMENDATIONS

1. The management and departments of education should be persuaded to consider teachers' council activities as an important school activity which is essential for efficient school work and therefore should be induced to make liberal grants for expenses incurred for such meetings. The expenditure incurred for a teachers' council gathering should be charged as a legitimate expenditure for the development of the school.
2. Inspection officers should be required to convene staff council meetings at the time of inspection and explain to the staff members all suggestions for improvement.
3. In the case of private educational institutions even the budget of the school may be discussed before the staff council. This

will result in preventing misunderstanding between the management and the staff.

4. Educational codes or manuals should contain rules which recognize the utility of these staff council meetings and make it compulsory for the headmaster to convene such meetings at least once a month.
5. The headmaster can with the help of his teachers develop an *esprit de corps* in the school by following some of these instructions in his relationship with his staff :—
 - (a) He should treat his teachers as co-workers and friends and free them from the idea of boss-subordinate relationship.
 - (b) He should periodically enquire about their problems and difficulties, their health, and that of the members of their family, and try to be of service to them in their difficulties.
 - (c) He should invite them to tea or dinner individually or in small groups and develop personal and intimate contacts with them.
 - (d) He should stay with them go on excursions with them, and be present as often as possible in the staff room.
 - (e) He should give them a role of importance, whenever there is occasion, and make them feel that they are as important in the life of the school as the headmaster himself.
 - (f) He should give freedom to experiment with different methods and encourage and support the spirit of initiative.
 - (g) He should entrust them with power and responsibility and give them opportunities for administration.
 - (h) He should work with them and not just make them work. He should never delegate his work to others. He should take his share of teaching work and correction work and set an example for them in the proper performance of their duties. He should rule by precept and example.
 - (i) He should help them to get financial aid whenever they are in difficulties.
 - (j) He should not ask any teacher to undertake any work which he himself is not prepared to do.
 - (k) He should welcome and appreciate constructive criticism from his assistants and accept his mistakes courageously whenever he is convinced of them and make amends for them,

B. DELEGATING RESPONSIBILITY TO STAFF

From a survey of the existing and developing practices in their schools, the group members were gratified to find that headmasters have distributed many of their responsibilities among their colleagues. This does not mean that the responsibility of the headmaster has, on that account, diminished. But it means that the head no longer domineers but coordinates the work of all the members of the staff for the smooth and easy working of the school. Distribution of responsibility becomes inevitable in the cooperative endeavour of a democratic society like the school because it is practically impossible for one man to try to do everything.

It was pointed out that while many teachers welcome opportunities for sharing responsibility of school work and contribute to the welfare of the school, there are still some teachers who feel that it is a burden imposed upon them unjustly. In such cases, it is learnt from experience that the headmaster can, by sympathy, understanding and cordiality, move the teacher to change his unfavourable attitude to school work. Very good results have been found in cases of teachers assuming responsibility or taking the initiative themselves quite willingly and whole-heartedly.

The following are the areas of responsibility now delegated to the teachers in our schools:

- (a) Collection of fees and maintenance of accounts and registers.
- (b) Admission, attendance, examinations, marks and promotions.
- (c) Discipline of pupils.
- (d) Awards of freeships and scholarships.
- (e) Custody and annual verification of stock of science laboratory, reading room, library and sports.
- (f) Organization of co-curricular activities and participation in the various standing and *ad hoc* committees.

One headmaster of a municipal high school in Madras reported as follows:

“Checking of Office Work:

The finances of the school require careful scrutiny. Though according to the declarations in the Monthly Statement, Pay Bill, Financial Statements, S. S. L. C. Records, D. C. B. Statements, etc., the Headmaster is supposed to have varified every entry and satisfied himself with every figure and every entry in them, it is practically impossible for the Headmaster to attend to all these details with the result that many discrepancies in accounts often creep in, resulting sometimes in convictions and punishments.

Therefore, I have formed a small committee of teachers with one expert at accounts as the chairman to go through the accounts, especially 'Special Fee Accounts' and found that this arrangement is working very satisfactorily.

In the Matter of Maintaining Discipline:

Every teacher is made responsible for the discipline of his class. Besides, there is a small committee of teachers and pupils to help me in maintaining general discipline with the result that skulking in the class has been effectively stopped and every stray case of indiscipline outside the school is brought to my notice. This school, one of the biggest in the district, had acquired a bad name for indiscipline till a few years ago. The main cause for the indiscipline was that the assistant teachers were made to think that the problem of general discipline is a matter for the headmaster to tackle. There were cases where some of the assistant teachers not only connived at acts of indiscipline on the part of pupils, but fomented them indirectly and sometimes played champion to the pupils and tried to shelter them and give them suggestions for defence when the pupils were hauled up for such acts of indiscipline. But the sharing of responsibility for maintaining discipline with the assistant teachers and by often reminding them of their own responsibilities, I have effectively succeeded in bringing about good discipline in the school and in getting rid of the stigma attached to the school.

Admissions and Promotions:

Assistant teachers often complain that the poor results in the S. S. L. C. Public Examination is due to the indiscriminate admission of pupils, especially supplementary pupils, and also by a liberal standard of promotion by the headmaster. The complaint is not always unfounded. Headmasters are often criticized by his assistants, though not in their hearing, in regard to the policy of admissions and promotions. Often such loose talk has a bad effect in the general discipline of the school. I have therefore adopted a method of making a committee of teachers responsible for admissions and promotions. The staff council consisting of representatives of class teachers of the upper and lower forms and specialist teachers, is always consulted in the matter of admissions of pupils, which are likely to be controversial.

The standard of promotion and selection is also laid down by this Committee. Teachers are not, however, permitted to look at the marks of individual pupils or to decide the question of their promotion, except in borderline cases. Even the names of pupils are not divulged. The standard laid down by the committee is applied by the headmaster and pupils are promoted according to it. This system was found successful in preventing loose talk on the part of some teachers regarding my policy in the matter of admissions and promotions.

Even in awarding punishments to some pupils, especially, when such pupils happen to be ring leaders, the Staff Council is consulted. The occasions for such consultation are becoming rare. But there were days when the ring leaders often looked to some teachers for help and guidance when they were hauled up for grave misconduct. Now I say, I do not punish any pupil. It is "we" who punish the offended! While I had formerly many occasions to haul up pupils for misconduct, we have very few such occasions now.

Administration of Special Fee:

There are ten different kinds of special fees in my school. The Department in the Madras State has suggested the formation of committees consisting of teachers and representatives of pupils for the administration of the special fees. I have drawn-up certain rules with regard to the formation and functioning of such committees, on the lines suggested by the Department. Every item of expenditure is based on either a resolution of each committee, or is ratified at the next committee meeting. This system of administration of special fees and the checking of entries with the vouchers, places the headmaster above all suspicion, real or imaginary, and helps to enlist the cooperation of teachers in spending the amount on items commonly agreed upon. There cannot be serious conflicts of opinions if the headmaster is sufficiently tactful.

Annual Verification of Stocks:

Every year, the headmaster has to verify the stock of the school. This is such a laborious task that checking is rather superficial. There may not be serious trouble during the regime of one headmaster, but when another person happens to take charge from him, many discrepancies may be noted. I have found that if a committee of teachers is delegated the power of verification of stocks (such as the stocks of the school laboratory, school museum, school library, furniture, teaching aids, etc.) and if defective or missing articles are got written off in time, there will be no trouble for the headmaster. Committees of teachers are put in charge of the various stocks of the school and I have found that they become very careful, as they have to account for the missing articles.

I have found that the best method of ensuring efficiency in school activities, both curricular and co-curricular is to make small special committees of teachers (pupils included) responsible for them. Thus, in my school, I have formed various committees such as:

- (a) celebration committee.
- (b) excursion committee.
- (c) literary and school magazines committee.

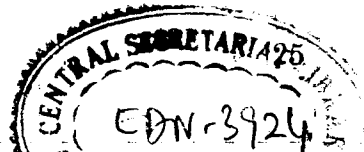


- (d) Red Cross committee.
- (e) Scout committee.
- (f) Guidance committee.
- (g) Audio-visual education committee.
- (h) Entertainment and drama committee.
- (i) Music Academy.
- (j) School committee relationship committee.
- (k) Canteen committee.
- (l) Committee for feeding the poor.
- (m) Library committee.
- (n) Museum committee.
- (o) Games committee.

The duties and responsibilities of each committee are clearly specified in a code of rules framed by me. Each committee is keen on carrying out the activities entrusted to it. I call for periodical reports from the chairman of each committee."

RECOMMENDATIONS

1. That headmasters determine every move relating to the working of the school, as far as possible, through cordial discussions with the members of the staff and give them the feeling that it is they, as members of a corporate body, who are administering the institution.
2. That each school have a head for each subject-section. The head should carry a special higher pay than the other posts of subject teachers. The promotion to such head can be determined not only by seniority but by proved worth. The headmaster should delegate his responsibility of supervision of lessons, notes of lessons and pupil excursions in a particular subject to the head of that subject section.
3. That the number of teachers be increased in schools, so that the individuals teacher's load is reduced so as to enable him to discharge his responsibility thoroughly and more satisfactorily.
4. That the programme of in-service training of teachers include all the areas of responsibility delegated to the teacher.
5. That at the time of recruitment, selection of teachers be made not only on the applicant's academic qualification but also on his ability to shoulder responsibility.



6. That clerks be appointed to secondary schools where there are none at present.

C. IN-SERVICE TRAINING

It was noted that the training schools and colleges are incapable of turning out as many trained teachers as are required to cope with the huge task of educating the youth of the country. No country, however advanced, can achieve this goal. A system of in-service training of teachers should be a part of any educational programme in all progressive countries.

Special difficulties are experienced in India for teachers who wish to attend these courses. These can be organized in two categories. Firstly, there are those rules and regulations which do not facilitate leave for teachers to attend these courses. Secondly, there are no attractions for the teacher in India in terms of a better salary or other opportunities after completing a course in in-service training.

The group members discussing this item developed the following summary of in-service training in states from which they come:

1. In Delhi, a core committee of senior teachers was appointed to discuss plans for in-service training. This committee served as clearing house for all the reports of teachers, the areas of common concerns were picked up, suitable library books were selected, and guidance of the study circles consisting of the staff members of the Central Institute of Education, Delhi, was sought. Discussions were organized around the following topics:
 - (a) school syllabus
 - (b) midday meals
 - (c) method of teaching
 - (d) audio-visual aids
 - (e) theory of rewards and punishment
 - (f) discipline, and so on.

In Delhi, there are ample opportunities for teacher improvement through the organization of central meetings by the state basic schools where such topics designed to increase the knowledge of teachers are dealt with. The in-service training programme consists of:

- (a) subject conferences
- (b) group discussions

- (c) study circle meetings and
- (d) psychology study meetings.

2. In order to train un-trained secondary teachers employed in schools in Secunderabad who cannot join regular training schools, evening classes are conducted in places like Mehboob College High School (Hyderabad State). The Headmaster and staff assisted by a few others from neighbouring institutions are conducting this educational program. The Government of Hyderabad have officially recognised this and the teachers will be appearing at the final Government examinations this March.
3. In Baroda, special staff meetings are held and more effective methods of teaching are found through discussion. Demonstration lessons are given by good experienced teachers for others to see and learn to handle subject teaching in the correct way. Teachers are encouraged to prepare lessons with best teaching aids and then they are asked questions. Criticisms are invited and answered.
4. In Coimbatore, there is a study circle organized which discusses various topics of educational importance. Experts on education are called to address the staff and this widens the mental outlook of teachers. Educational trips are organized to other good schools where teachers see with their own eyes what good work is being done in every department and so learn a great deal.
5. In Bihar, there are two agencies for organizing training for untrained teachers:
 - (a) private and
 - (b) state government.

In the former category there is the Headmasters' Association of Deoghar. This association organizes one short-training course for un-trained graduates and undergraduate teachers with the help of "ex-workshoppers" and others willing to assist. The State Government has arranged two training courses for graduates, undergraduates and craft-teachers of secondary schools. After completing these courses the teachers get advance increments.

6. In the Punjab there are "holiday homes" where teachers are improved professionally. A training camp was run at Hoshiarpur by "ex-workshoppers."
7. In Rajasthan, it is the policy of the Government not to leave teachers untrained even for a day. In July, when hundreds of

new schools are opened throughout the State and after the appointment of teachers for the new posts, all the new teachers are trained for six to eight weeks under a scheme of short training courses. The programme of work and the actual conducting of camps is in the hands of trained "workshoppers" assisted by other trained persons from training school and colleges. The new entrants are first initiated into the arts of teaching and child-study, school management, school discipline, and office routine. The pupil-teachers prepare maps and charts illustrating subject-topics. They make teaching aids from clay or card board or wood. Hundreds of articles, made by the pupil teachers themselves, are displayed in the museum organized for the closing function, at which certificates are given to these teachers. The use of audiovisual aids, film strips and documentaries, vivifies the theoretical knowledge gained over the eight weeks lectures by experts on such topics as the backward children, the abnormal child, methods of teaching, the dejected child, how to measure intelligence, examinations, evaluation, etc. This programme is designed for teachers in primary schools as well as teachers in secondary schools.

RECOMMENDATIONS

1. Considering the paucity of trained teachers to impart education to the millions of students in India it is resolved to request the Education Department of the State and Central Government to start forthwith in-service training centres with the help of workshoppers and other trained personnel from aided and Government training schools and colleges wherever available.
2. That these programmes may be conducted in the form of evening colleges, week-end camps, excursions, trips, tours, and camps of long duration during long vacations.
3. The Department in charge of secondary and diploma courses be requested to divide the courses under various subject heads into suitable units to be completed at the various centres proposed above. The camps relating to these should be of 10 days duration. The training should be in relation to needs.
4. That when the entire course is thus completed, the teachers may be permitted to appear for the higher certificate, diploma or degree course of the department.
5. That when parts of the course are completed, the teachers be granted increments in their emoluments by way of encouragement.
6. That the Government accept such increments in emoluments when granted as approved items of expenditure for purposes of grants.

7. That workshoppers, and others willing to help, be afforded all facilities and encouragement to conduct refresher courses for the benefit of teachers. trained and untrained, in their own schools, in the neighbourhood, in their city, and in their districts.
8. That provision should be made for every member of the staff of every school to undergo a refresher course regularly at the end of about six years.
9. The cooperation of universities should be sought with regard to in-service courses. Of course it should remain the primary responsibility of the training college. While holding in-service training seminars the guidance of training colleges should also be sought.
10. Staff meetings should be used for the discussion of educational problems, so that quite a lot of in-service training could be done within the school days.
11. Exchange of teachers was proposed as a kind of in-service training. It was suggested that inter-state exchanges of teachers was possible and that groups of three or four teachers each may be sent from one state to another for this sort of training.
12. With regard to railway concessions, these should be provided by the State and Central Governments for the teachers who go on excursions and educational tours. As teachers are poorly paid, they cannot manage to go on educational trips and tours. By allowing them railway concessions it will help the teachers to enrich their knowledge in the field of education.
13. To give an incentive to teachers, some allowance must be paid during the period of in-service training seminars. This should be in addition to their salaries.

D. TEACHER WELFARE

The teacher welfare problem was discussed under three major topics:

1. The present social status of a teacher in the community, what it ought to be, and how to achieve it.
2. The present scales of pay, and what they ought to be.
3. The minimum amenities which should be provided to a teacher by the State,

All specific instances of progress in the past year reported by various individuals from all states are listed below:

- (a) Successful attempts were made to get the pay scales of the District Board teachers at par with Government scales.
- (b) Persuaded members of the staff to invest in the National Savings Scheme of the Government.
- (c) Women teachers were posted at places where their relatives or husbands were residing.
- (d) Steps were taken to see that the salaries of the teachers, which were hitherto disbursed very late, are now disbursed by the first week of the month.
- (e) The public undertook the provision of residential accommodations for lady teachers who are opening new schools in the districts.
- (f) Preference was given to the sons and daughters of teachers at the time of recruitment of new teachers.
- (g) Concession in fees was allowed to the sons and daughters of members of the teaching staff in the schools.
- (h) Exemption from professional tax was secured for teachers.
- (i) Medical certificates were not insisted upon in matters of leave.
- (j) Higher starts were given to new entrants in the school.
- (k) Uniform rates of T.A. were fixed for all members of the staff irrespective of their cadre.
- (l) Staff quarters were constructed out of the money lying unused for the building scheme for which the money was provided by the State.
- (m) Staff clubs were organized to provide midday meals to teachers.
- (n) Free accommodation was provided for a number of teachers moving without families.
- (o) A cook, free of charge, was arranged for the benefit of teachers moving without families.
- (p) Rs. 1,000/- was set aside by the headmaster for giving loans to permanent teachers ranging up to a sum equivalent to two months salary.

- (q) A Teachers' Cooperative Society was established and the profits were distributed as dividends to the members.
- (r) Teachers Associations were formed to look after the welfare of teachers.
- (s) Free medical aid was arranged for members of the staff.

RECOMMENDATIONS

The committee felt that given a reasonable and just social status, a reasonable salary, and the minimum of privileges and amenities asked for the teacher community will rise and take its due share in moulding the future of the country. With this end in view, the following suggestions were made:

1. The difficulties mentioned below should be removed:
 - (a) The pay scales are low in comparison to the pay scales of other departments having similar qualifications.
 - (b) There is a disparity in paying allowances to teachers in Government schools and those employed under district boards and private managements.
 - (c) Living accommodation is not provided to teachers whereas it is arranged for employees of other departments at some places.
 - (d) There is a practice of compulsory cuts or voluntary donations every month from teachers serving in non-Government schools.
 - (e) The teacher is not given the social status befitting the the profession that he is following.
 - (f) Services of teachers are terminated at short notice and sometimes without adequate reasons.
 - (g) Frequent transfers are made, thus putting teachers to inconvenience and hindrance in the execution of their plans.
 - (h) Absence of staff rooms.
 - (i) Fee collection and consequent clerical work obstruct the teacher in the discharge of his professional duties.

2. The group was of the opinion that all recommendations of the Secondary Education Commission in its Report regarding the following should be implemented:

- (a) Conditions of service
- (b) Triple benefit scheme

- (c) Security of service
 - (d) Age of retirement
 - (e) Other amenities :
 - (1) Free education to sons and daughters of teachers.
 - (2) Housing scheme for teachers.
 - (3) Railway travel concessions.
 - (4) Holiday homes and health resorts.
 - (5) Medical relief.
 - (6) Leave concessions :—
 - (i) That teachers who have put in at least 10 years of service should be granted study leave not exceeding two years, provided the study is conducive to his professional advancement as a teachers.
 - (ii) That all such study leave be on half pay.
 - (iii) That teachers be permitted to combine any earned leave or privilege leave to their credit together with study leave and they be granted full pay for the period covered by such privilege or earned leave.
3. It was suggested that teachers who qualify themselves in the course of their service by passing higher examinations may be given the salary fixed for teachers of such cadre as a sort of incentive to teachers to increase their professional qualifications.
4. In several Universities, periodical study leave is given. Such leave may also be given to teachers in secondary schools. Representations should be made to the Government of India in this regard.
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III

SCHOOL-COMMUNITY RELATIONS

A. SCHOOL GUARDIANS ASSOCIATION

Difficulties in establishing School guardian Association were experienced mainly along the following lines:

- a. Lack of interest in some guardians,
- b. The notion in some guardians that the sole responsibility for educating the child rests with the teacher and the school,
- c. Some teachers have been, therefore, experiencing considerable difficulty in getting the cooperation of the guardians for better education of the child.

In spite of these difficulties it was found that wherever the attempt was made to enlist the cooperation of the guardians in the activities of their child, in most cases it produced successful and encouraging results. However to utilize fully the new enthusiasm of the parents other problems need to be solved. These are:

- a. To make the managing committees of schools take some interest in organizing such organizations.
- b. To enlist better cooperation of teachers. Underpaid and overloaded teachers have practically no leisure or enthusiasm for the extra work involved.
- c. To prevent undue interference in the activities of the school by some interested parents and members of the managing committees.

Despite these difficulties the following progress was reported:

One headmaster from Bihar reported:

“We have started a Parent-Teacher Association in our school. This association is based on mutual goodwill and cooperation between parents and teachers on the one hand and teachers and students on the other.

Our school is situated on the fringe of a municipality and, as such, it caters for both the villagers and the town people. The whole area has been divided into 16 blocks. We have left the town area for the present. Six blocks have been taken up. Every block is under one teacher. Out of 18 teachers, only

ten have volunteered their services and I have selected six of them.

Boys of classes X & XI have made economic surveys of their respective areas under the guidance of the teacher-in-charge of the subject of social studies, as this work comes within the syllabus of the subject "Practical Social Studies."

Parents are invited to various cultural and other functions organized by boys. They are made to feel that the school is theirs not only in theory, but in practice. They are made to feel that the school often wants their cooperation, almost without their knowing it.

As a result, the social life of the school has improved. Teachers and parents have begun to understand each other better now. There have been far fewer complaints from parents to me and still fewer from me to the parents. The discipline has improved considerably."

The headmaster of a Board high school from Andhra reported:

"The parents of my school pupils are invited to the school on two occasions (i) exhibition day and (ii) admission day. On the exhibition day the maps, charts and models prepared by the staff and the students are exhibited by the boys themselves to their guardians. Among other things, cooperative stores, musical entertainment, and physical activities are the main attractions of the day. Some visits by class teachers have helped a lot in bringing the parents and the teachers together."

The principal of a Government high school reported:

"I have no association, as such. However, I enlist the support of the guardians by inviting them to a number of functions held in my school. Guardians are requested to contribute articles to the school magazine. I have printed cards ready for inviting the guardians whenever the necessity arises. It proved quite helpful to me. Inferiority complex on the part of the guardians arising out of their social status and illiteracy is one of the problems which needs to be overcome."

The headmaster of a high school from Kashmir reported:

"I am delighted to tell about the voluntary cooperation of the guardians for the construction of a school hall. The guardians of the boys often visit the school and I discuss my problems with them. I am able to give entertainment to both literate and illiterate guardians by means of "Evening Clubs."

The assistant master in a collegiate school in West Bengal reported:

“I believe in small projects and careful planning beforehand. I have no ‘Guardian Association’ as such. I like to invite guardians in small numbers to see their wards at work in their classes. Guardians are also invited to important school functions to see and assess for themselves the performances of their boys. Interviews with the boys and home visits have been taken up as a preparatory steps to the formation of the association. These little things done so far have obtained results far beyond my expectations. The tone of the school had improved considerably and in curricular subjects the boys gave a much better account of themselves in the last annual examination.”

The headmaster of a private high school in U.P. said:

“Parents’ Day has existed in my school for the last five years. Last year an association was formed. This year I organized separate Parents’ Days for the different classes and gave the guardians ample scope to help their boys and watch their activities. I gave valuable suggestions for better relations between the guardians and the teachers.”

The headmaster of a collegiate school from Orissa reported:

“The school guardian association was formed in my school last year. It helped to improve regularity in attendance on the part of the boys and enlisted the cooperation of the guardians with reference to the ill-health of defective children in my school. Moreover, backward boys are now given more attention at home. It has helped me to introduce midday tiffin in my school with the enthusiastic support of the guardians.”

The headmaster of a high school in the Punjab reported:

“In view of some unavoidable difficulties in my school, I favoured the formation of an ‘advisory committee’ rather than a full-blown School Guardian Association to secure the cooperation of the parents.”

RECOMMENDATIONS

(for bringing about effective association)

1. Certain teachers must shake off a sense of superiority toward parents.
2. Ascertain by interviews with boys, home visits, and surveys the social outlook of the parents and classify them accordingly.
3. Arrange for the recreation of the parents at convenient hours and give them an opportunity to do something for their boys and girls at school.

4. Invite them in small numbers to watch their sons and daughters at work in their classes.
5. Let each parent have an idea about the differences between his son or daughter and other children and encourage him to think for himself about how to improve the child.
6. Give the parents opportunities, on suitable occasions, to address a few words to the children.
7. Give an opportunity to parent-guardians to appreciate the values of co-curricular activities and let them explore the latent possibilities in the child.
8. Always be prepared to learn new things from able and efficient guardians and set things right immediately without any mental reservation.
9. Send the progress reports of the children to guardians not less than once in two months. Special letters should also be sent when necessary.
10. With a reasonable time, all schools should be able to establish School Guardian Associations. After that, we should establish School Guardian Association on state, and ultimately, on a national basis, as an auxiliary to the provincial, and All-India Teachers Associations respectively.

B. ADULT OR SOCIAL EDUCATION CLASSES

As a basis for discussion, an attempt was made to begin to visualize the school as a community centre where, at different times of the day and night, when children and adults, men and women, officials and non-officials can all meet for certain educational, cultural, social and recreational activities, and thereby develop a proper community spirit.

The following difficulties were raised :

1. In many schools in different parts of India, night classes are held to eliminate illiteracy among adults. But as it involves additional work on the part of the teachers, unless suitable remuneration is provided they are not willing to take up the work in right earnest.

2. Many adults, after strenuous work during the day, are exhausted and, therefore, reluctant to attend these classes.
3. In schools where boys participate in the activities of social work, the results from the stand point of student activity has been found to be satisfactory, but as the scope of such activities on the part of the students is very limited. Under the present educational set up, tangible results in the field of social education are difficult to achieve.

Despite difficulties, the following progress was noted:

A teacher from Punjab reported:

“Owing to the lack of means of communication, prevalence of several local dialects in an educationally backward district and lack of adequate teachers, any undertaking is likely to be very slow in producing results.

Working under these difficulties a few social education centres, with the following activities therein, have been started under the direction of the primary school teachers during the last year:

1. Literary classes.
2. First-aid, home nursing, and child welfare classes.
3. Sewing and knitting classes.
4. Instructional classes in beautifying the home and maintaining kitchen gardens.
5. Recreational activities such as singing folk-songs, *bhajans*, *kirtans* etc.

It is not essential that *all* these activities be started in a centre. The teachers are at liberty to include any other activity which they think would be useful and to delete any from the above list for which they do not possess efficient and proper knowledge.

In organising these classes help and cooperation of all persons such as, the Lady Health Visitor and the Inspectress of Co-operative Thrift-Societies, is obtained. They requested to give lectures on home nursing, child care, house-hold budget etc. Requests are made to local welfare organizations, such as the Hospital Welfare Society, to give cloth and wool to women who cannot afford to buy these materials themselves. In this way, women learn sewing and knitting in the centres and the Society gets the clothes, socks, and sweaters ready made for supplying to poor patients in the Hospital. Recently the UNICEF has sent skimmed and full cream milk to the district for under-nourished children and expectant

mothers. Wherever arrangements for the transport could be made, milk has been sent to the Social Education Centres.

For want of sufficient numbers of teachers on the staff of the schools, the classes are conducted twice, and in some cases thrice, a week and are held after school hours.

Although the teachers have to put in a little bit of extra work without any extra remuneration, they are happy and satisfied with the result achieved. The centres, in their own way, have helped the school considerably. In schools where such classes are conducted teachers complain less about the indifferent attitude of the parents towards the education of their daughters and their school requirements are readily fulfilled. Co-curricular activities like the Junior Red Cross, Girl Guides etc., are becoming more popular in these schools. The women folk of the village community are often invited to attend school functions and they often help in organizing and celebrating school functions. This continuous contact and exchange of ideas between the teachers and the community has resulted in an understanding of each others point of view; so much so, that many of our administrative problems are being solved by mutual understanding of both the parties. The number of public complaints against the teachers has also decreased to a considerable extent. Previously the office had to make requests to the Panchayats regarding repairs and extension of the school buildings and had to issue notices and reminders. It is now the teachers in these schools who are solving these difficulties with the help and cooperation of the village community."

Other individual reports are summarized below:

In Bihar schools, 20 marks are earmarked for "social-practical". Boys go to village in batches where they undertake following activities:

- (a) economic survey
- (b) village cleaning programme
- (c) agriculture
- (d) social education

Janata Colleges, *Mod Mandali*, and Adult Literacy Councils have been functioning in many of the states with a view to educating adults.

In some schools Adult Education Associations, Red Cross Societies and other such student groups carry out social education programmes satisfactorily.

Some education classes have been started in some girls schools of the Punjab where the teaching work is carried on by women.

RECOMMENDATIONS

1. Schools should have adult education associations and members of these associations should go to adjoining areas on week ends and holiday vacations with a well-planned programme. Boys should be trained to undertake this work. Teachers engaged in such activities should be given suitable remuneration.

Boys of these societies will:

- (a) start home classes for their parents and relations who are illiterate; and
 - (b) conduct this work for adults during vacations and holidays.
2. Practical social work may be included as a compulsory subject in the schools as has been done in Bihar.
 3. Every school should arrange for Parents Days and such other attractive and useful programmes to which the adults of the locality may be invited. There should be arrangements for charts, models and exhibits which should be attractive as well as educative. Recreation and other useful subjects should also be included in the programme.
 4. Each state should have at least one Janata College where facilities should be provided for short intensive courses for the teachers of secondary schools.
 5. States should equip every school with literature and other materials necessary for this purpose. State help for meeting contingent expenditure should be forthcoming.

C. WORK FOR THE COMMUNITY BY THE STUDENT

India is a rural country as about 85% of its population lives in villages. Rural uplift is the only solution if we want to see India standing in the row of all advanced countries. The Community Projects and National Extension Service schemes have in view the object of making our villages pulsate with life as in the old days and not continue to decay as at present. With that object in view, the contribution a school situated in a rural area can make by way of serving the village, became the focus for discussion in the group.

The following examples of progress were noted:

The headmaster of a Board high school in Andhra reported:

“During the summer holidays our boys go to the villages and serve in Students’ Social Service Camps for a period of about one month. Originally these camps were being run with the financial support of the Adult Education Council, but now we get help from the Bharath Sevadal, a national youth organization in Mysore, which emphasises constructive work on Gandhian lines. We have already conducted six such service camps in six villages in our taluk and have effected many improvement works in these villages of a permanent nature like the construction of school buildings, improvement of *panchayat* halls, electrification of the village and the like, apart from a programme of varied cultural and recreational activities during evening hours. Even as I am telling you this about 30 of our boys are taking part in a social service camp at Pura, a village near Goribidnur. These camps serve a double purpose : they serve to educate the students and they create a stir in the village and provide an incentive for attempts at better living among the villagers.

In every one of these camps community study and collection of vital statistics of the village form an important aspect of our work. Just as I left to come to this seminar, our Junior Red Cross group are conducting community study project at a village. I believe that community study should have a prominent place in school life as it brings the school and the community into very close contact.”

The headmaster of a Board high school from Andhra reported:

“The students of my school render social service to villages by

- (i) conducting sample, economic surveys with a view to determining needs,
- (ii) road work,
- (iii) supplying medicines to outlying villages, and
- (iv) visiting hospital wards.

My school has organized a permanent labour squad to carry on the above activities.”

The headmaster of a Government high school in Mysore reported:

“During summer vacation, various camps are organized by the Bharat Scouts and Guides, the Seva Dal, and the N.E.S. My students took part in three such camps.

In one of the taluks there was one such camp for students. I sent 12 students to this camp. In the first instance, the students did not volunteer themselves for such work. But when they came back from the camp, the community and the teachers very much appreciated the work done by the students. Now many students are volunteering to participate in such camp.

There is a village near my school, the population of which is mainly of harijans. There was a primary school working without a building. The District Scouts Association planned to construct a building. They organized a camp in which 25 scouts from my school took part. The camp was held for three weeks. The construction of the building was half-way completed and it is hoped that it will be fully completed this year.

During the prohibition work, my students helped the authorities by accompanying them from village to village and doing propaganda work. As a mark of appreciation of their work, a lantern was presented to the students by the officials.

The compound wall of the local girls' school will be constructed by my students during this year.

There is now a permanent "social service unit" formed in the school."

The Principal of a high school from Uttar Pradesh reported:

"In my state, the village reconstruction work is done by the displaced persons through the agency of the National Cadet Corps (N.C.C.) and the Bharat Sewak Samaj. Schools are required to help these two agencies in the construction of roads, soak-pits and kitchen gardens round about the village huts. Surveys are made through different units serving the village, and each unit has to go for a week or so once a while, and improve the condition in the village by helping to construct roads, soak-pits etc. The Government of Uttar Pradesh has recognized the need of reconstructing the village and the scheme of *shramdan*, as it is called, has been initiated in the State on a wide scale.

In my school there is a permanent labour squad, besides the occasional labour organizations, which looks after school improvements like repair of furnitures, painting of doors and windows, etc."

The headmaster of a Rajasthan high school reported:

"Community work by the students in my school was started in 1951 when in a "social education week" five teachers and 15 boys from my school helped to clean a well and the streets of villages. Since then, it has become a regular routine for the school.

For example, in the beginning of 1954, 35 A.C.C. and 66 N.C.C. cadets went to a camp where they participated in the digging of soak-pits and *kutchha* roads.

My students have also rendered social service in organizing fairs and festivals, and have helped the B.C.G. in its campaign."

A Punjab teacher reported:

"My school is in a village. The village *panchayat* wanted to construct a road between the main road and the rest house—a distance of about 200 yards. My students helped the village *panchayat* in the construction of this road. The work was undertaken by the students at the beginning of June 1954 and was completed before the rainy season. The officials and the village community have very much appreciated the work of the students."

The headmaster of a Rajasthan school reported:

"In May 1954 a camp was held about six miles away from my school. Twentyfive of my students participated for a full month. The student took up digging work under the guidance of planning officers. And before Diwali, 40 students of my school took part in a camp that was held at a distance of 50 miles from my school. The students helped the villagers in harvesting their crops."

The headmaster of a high school from Bihar reported:

"I have divided the villages, from where my students come, into zones. The students in a particular zone are asked to do some sort of social service for the community. The teachers visit the villages and report on the service rendered by the students."

The headmaster of a Madras high school reported:

"In summer, my students supply drinking water to railway passengers at noon time ; on all important national days my pupils go in batches to the surrounding villages with shovels, brooms and baskets and take up sanitation work.

There is a '*rural service centre*' attached to my school. There is also a mobile van containing a library and a medical unit for four of the surrounding villages. All my pupils participate in some of these activities when there is an opportunity."

The principal of a private school from Uttar Pradesh reported:

"Under the auspices of Bharat Scouts and Guides, a six-day camp composed of 200 scouts from different higher secondary schools was held and they constructed a two-mile road. Scouts from my school took a very active part in this work.

Twice in the year, for a period of one week each time, batches of my students worked at the *ghats* removing the accumulated silt. The bed of a big irrigation tank was deepened by my students.

Much relief work was done in the Banaras and Gorakhpur districts. Twelve bags of food grains collected from Banaras was distributed among the people in famine areas."

RECOMMENDATIONS

1. At least one teacher of every school be trained in "social service." States should depute the teachers for training in universities, like Baroda University and the Tata Institute, Bombay, where facilities for such training exist.
2. Wherever possible some *kutchra* work should be done by students and the maintenance and follow-up should be taken up by the Development Department.
3. Wherever new school buildings are to be built, the schools must seek the help of the students in construction work.
4. Social service must be an integral part of the school activities and occasionally labour weeks should be organized.
5. Such type of work must be taken up in vacation.
6. Extensive work for the community must be done by the students of higher secondary stage. But it should depend on the physical fitness of each student.
7. It should be left to the head of the institution as to how many hours and what type of social service work is to be done in a year by each student.
8. All expenses incurred in development work must be borne by the planning department.
9. The work done by students should be measured, not merely by the actual manual work done, but by its educational effects on students.

D. THE SCHOOL AS A SOCIAL, RECREATIONAL OR COMMUNITY CENTRE

The discussion of this item was in three parts *i.e.* the school as:

1. Social and cultural centre
2. Recreational centre
3. Library centre

1. *The school as a social and cultural centre:*

As most of the rural schools are the only common meeting place in the villages, the cultural, physical and social activities in the villages are planned, organized and held in the schools with the joint cooperation of the public, the staff and the pupils. In this way social service activities such as, health and education weeks, are organized in the schools. Religious discourses, national celebrations, *prachar sangh* programmes attract many members of the community to the school.

2. *The school as a recreational centre:*

Most school grounds are made use of by village children for playing as they have no other properly maintained and marked grounds available to them. They play after the regular scheduled games for the pupils of the school are played. The grounds are used by the older section of the community to spend their evenings and discuss problems of the day. Progressive schools have organized regular events at the school such as an annual sports day. In some cases, district tournaments are conducted in the schools and many thousands of people meet on these occasions. Evening programme involving entertainment by magic lantern projector shows, radio programmes can be organized with no prejudice to school work.

One headmaster of an aided school in Mysore reported:

“My school tries to attract the public to its premises in various ways so that the parents may develop love towards the school and the students may benefit from the experiences of the adults in various walks of life. These are some of the ways :

- (a) Various “resource visitors” are invited to the school to give out their life experiences in various walks of life and increase the general knowledge of the pupils.
- (b) The school visual education programmes are often open to the public so that there may be scope for adult education.
- (c) An adult night school was being conducted a few years ago in the school hall for the sweepers of the locality with the help of students who worked by turns. Now the work is continuing in the colony itself which is next to the school.
- (d) The school playgrounds are often used by outsiders and “old boys” so that there is constant scope for students and outsiders to mix together in a mutual activity.
- (e) Every year a “school day” is celebrated when various educational and recreational activities are undertaken. Prior to this function a week’s ‘National Festival’ is organized, when

lectures and recreational programmes are arranged with the cooperation of distinguished speakers. Dramas are enacted by old boys, staff members, and students. Fancy dress items are organized. A lucky dip is arranged for the benefit of all.

(f) On occasions like the "school day" exhibitions are arranged for the benefit of the students and public. This school exhibition generally consists of three sections:

- (i) A United Nations poster and charts exhibition consisting of U. N. posters and charts which are possessed by the school U. N. Association.
- (ii) An arts and crafts exhibition consisting of paintings, drawings, collections of curious articles, stamp and coin collections etc. In this exhibit the collections of parents' are also included.
- (iii) A science exhibition mainly organized by the students, where experiments are set, conducted, and explained by students to the parents.

These exhibitions are open to the public for a day or two and many parents visit them.

Recently the Government of Mysore have taken up a programme of *samskrithi prachar* or cultural development and have set up a special department for the purpose. Our representation to the authorities concerned, it is agreed that the school should be the centre for such activities. We have also suggested a programme of extension lectures by our staff members in the surrounding villages of this area and if funds are forthcoming the school will undertake such a programme.

(g) The effort is also made to extend the services of the library to the community. This takes many forms:

- (i) Books are issued to parents and others in the name and responsibility of the pupils.
- (ii) Public may come and read in the libraries before and after school hours, on holidays, and during vacations.
- (iii) Old students' association secretary takes the books and acts as librarian to the old students and is responsible for returning the books to the school.
- (iv) Books are issued to those who are known to the librarian and sometimes fixed deposits are taken.
- (v) A local social service organization, such as the Y.M.C.A., is given a room in which to keep books and serve the

community as a library while at the same time engaging them in recreational activities.

- (vi) Specimen copies, UNESCO publications and other donated books are placed at the disposal of the public."

RECOMMENDATIONS

1. To relax the rules governing the audit of special funds in order to provide
 - (a) games materials,
 - (b) hiring films or filmstrips,
 - (c) to supplement funds collected for erecting a stage with curtains and equipment, and
 - (d) remuneration to the librarians who are in charge of the open library or issuing of books to the public.
2. To negotiate with the managements and make them give their consent to use the building and grounds for the purpose as and when required.
3. To provide residence for the head librarian and others engaged in games and audio-visual activities near the school building and proportionately reduce their regular work of the school.
4. To authorize the headmasters to receive deposits from the public towards the books they borrow.
5. To request the Ministry of Education to send to the school library specimen copies of their publications as this is the best way of getting information across.
6. In States like Mysore, where the Government have directly taken up a programme of cultural development, the schools should be made centres for such work, and facilities be given to the headmasters of high schools to organize functions in such schemes.
7. Wherever possible, schools may be enabled to conduct short-term refresher courses for adults on the pattern of the folk schools of Denmark or the Indian Vidyapeeth during the holidays.
8. Student social service camps be encouraged and funds provided for running such camps during holidays.
9. To attract older men to the school, the school should organize certain activities such as bee-keeping, opportunities for technical training, continuation class for those who left schools in the middle for some reason or other.

IV

DEVELOPMENT OF STUDENT RESPONSIBILITY AND SPECIAL INTERESTS

A. STUDENT COUNCIL

Acknowledging that Secondary Education has become a great democratic cooperative undertaking, and that student participation in the government of the school is an effective method of citizenship training and is a means of keeping the energies of the pupils canalised for the useful purposes in the development of a wholesome personality through a definite constructive, well-planned programme, the group sat down to hear the experiments carried out in various institutions and to find out means of making student participation more effective in the schools.

The headmaster of a Bombay high school reported:

“Before forming the student council I called an assembly of all the pupils and explained to them that the motives for forming such a body were:

1. development of school unity,
2. the proper encouragement of school spirit,
3. the motivation of curricular functions,
4. the stimulating of extra-curricular activities, and
5. the development of proper habits and attitudes.

The “student council” was then formed and was given the name “Student Parliament.” It consisted of 50 elected members from the boys (two boys from each of 25 class units) and four elected members from the girl students.

This body elected ten members from amongs them to form a cabinet of ministers with one member to work as a chief minister and another as chief secretary.

The ministers were to be responsible for drive and initiative. Their activities were carefully watched by the members of the staff. Full liberty was given in the utilization of school funds, in the inaugurations of debates, in extending invitations to guests and in collection of donations and subscriptions on important days of rejoicing. I am well satisfied with the results. My pupils have behaved admirably. On the basis of my experience, I am of opinion that if liberty, with certain reservations, is extended to the pupils in my school in the matter of running the activities of the school the tone and discipline would improve a great deal.”

The headmistress of a Delhi high school reported:

“I started a student council in my school after my return from the Baroda workshop. After explaining the aims and objectives, the necessity, and the uses of such a body to my staff, and through them to the pupils, I formed a student council. I entrusted the running of the activities like games, social service, examinations, poor boys fund, and the like, entirely to the pupils. The activities progressed well and the discipline of the entire school improved considerably. However, I did feel that the departmental rules came in the way of delegating the powers of utilising the funds of various activities to the pupils.”

A Bombay high school headmistress reported:

“I also formed a student council in my school and it is working satisfactorily. The pupils have now begun to show a keen interest in all the activities of the school. However, the adviser-members of the staff generally took a dominating part in planning the activities but I have helped to overcome this drawback.”

The headmaster of Madhya Pradesh high school reported:

“I formed a student council in my school after returning from the Jabalpur workshop on the following lines:

Three boys and three girls were elected to the council from each class on dates fixed for the purpose. The general council was then split up into three or four committees consisting of nine members each, each being made responsible for the running of specific activities. The council has:

1. a discipline committee, whose first achievement was to formulate rules of conduct for the pupils,
2. a judicial committee,
3. constitution drafting committee, and
4. a health committee for organizing games, sports and gardening. However, local funds were still operated by an amalgamated fund committee formed under departmental conventions and rules.”

The headmaster of a Madras high school reported:

“My school is an activity school of a residential type. All activities except cooking are undertaken by the pupils themselves. The following are some of the student responsibilities in my school:

- (a) dining hall organisation
- (b) bathroom cleaning.

- (c) prayer and assembly.
- (d) daily life chart—recording.
- (e) maintenance of kitchen garden.
- (f) store keeping.
- (g) games.
- (h) boys' parliament.

For the Boys' Parliament, monitors are elected from each class and they form the Cabinet of Ministers. They elect their own Premier and "captains" or leaders of various activities.

The entire school is divided into a number of groups according to the sizes of the boys. For games and other activities each group works in a particular activity for one week and then moves to another the next week. Parliament meets once a fortnight. The warden attends the meetings. Parliament has its own written constitution."

The headmaster of a high school from Kashmir reported:

"I had a student council in my school last year, but this year the elections were on more democratic lines. The school was divided into twelve units to form constituencies to send two members from each to the 'student council'. Submission of nomination papers, scrutiny of those papers, publication of validity nominated candidates, withdrawals of candidature and voting by secret ballots were followed as a means of election. Counting of votes and announcement of results was conducted under presiding officers drafted from the local officers, municipal counsellors, and munsifs of the locality. Two days were set apart for elections. The election of the cabinet and a speaker then followed. There is health minister for local self-government and a law minister in the cabinet.

The student council organized morning assembly, mushairas, dramas and folk dances."

The headmaster of a West Bengal high school reported:

"I had felt the need of a student council long before I attended the Patna Workshop for I had already had the experience of delegating the powers of disposing of the mangoes on the trees surrounding my school to a committee of students and I found that the desired results were achieved and that the valuable species of mangoes were not destroyed by the boys. Pleased with the success I achieved, and impressed by the utility of students council in matters of maintaining discipline and in training for citizenship, I framed a number of committees with liberal concessions and

powers, and entrusted them with the running of activities. I started a tiffin committee and sports committee. At first, in elections, I noticed that it was the lazy and the dull, who shirked their studies, who were returned, but after a bit the boys did not like their own chosen leaders. To make provision for this shortcoming I allowed the committee to change their leaders every three months."

The headmaster of a Rajasthan school reported:

"I have started a student council in my school this session on the following lines:

- (a) Two boys from each class elected by the class as monitors.
- (b) Election of the office bearers from the entire school for the following offices:
 - (i) Secretary for games, sports, scouting, A.C.C. & P.T.
 - (ii) Secretary for literary activities including library, reading room and magazines.
 - (iii) Secretary for dramatics, decorations and cultural programs.
 - (iv) Secretary for *shramdan* and social services.
 - (v) Secretary for self-government, including discipline and cleanliness.
 - (vi) Vice-President.
 - (vii) Secretary and a Joint Secretary.
 - (viii) Treasurer-cum-accountant.
- (c) Nominated Members:
 - (i) Representatives of Class X
 - (ii) Representative of Class IX
 - (iii) Representative of Boarding of Class VI, VII & VIII
 - (iv) Representative of Boarding House.
- (d) Two advisers elected by the staff from amongst the members of the staff.

Full responsibility and liberty of action in the running of the various activities is given to this body. One member of the staff is attached to each activity to assist the group when required. The results have been satisfactory so far as training them in citizenship and leadership is concerned."

The principal of a private school from Uttar Pradesh reported:

“The student council in my school is composed of the following:

- (a) class monitors,
- (b) members of the proctorial board,
- (c) games captains,
- (d) P. T. leaders, and
- (e) three members of the staff.

It acts both as a legislative body and supreme appellate body. The two highest classes are given more representation. These are five members nominated by the head of the institution. The following are the responsibilities:

- (i) Maintenance of law and order
- (ii) Organization of daily assembly
- (iii) Organization and running school canteens
- (iv) Acting as watch and ward committees
- (v) Working as a judicial committee, and
- (vi) Organizing functions and dramatics.

The powers of the Principal are occasionally delegated to the Proctorial Board.”

RECOMMENDATIONS

The group recommended the following for making the students council really effective in providing opportunities for :

- (a) developing leadership,
 - (b) developing team spirit of service.
 - (c) furnishing a working model of government inspiring the students with a sense of duty, patriotism, and love for constitutional liberties, and inculcating habits of self-reliance, social service and tolerance.
1. Each student council should have its own written constitution.
 2. Election to the student council should be on purely democratic lines and by secret ballot,

3. Students should be given full liberty
 - (a) to prepare their own budget for various activities
 - (b) to make purchases, and
 - (c) to arrange the running of various activities. Members of the staff should be ready to come forward with guidance when their guidance is sought.
4. Student council may have the right to co-opt more students to various committees, if such a need arises. This should find a place in the constitution.
5. A specific room be assigned in the school building for the student council.
6. Where a shift system exists, steps may be taken to end it in order to allow more time for co-curricular activities.
7. Departmental control hitherto exercised in some States over students' funds may be removed in order to let the head of the institution utilise the funds through the students council on a well-planned budget and a constructive programme.
8. In order to make the students and members of the staff fully conversant with student government in schools, the Ford Foundation, the U. S. Educational Foundation in India, or any other body may be requested to supply literature on the subject to the institution.

B. STUDENT—MANAGED ACTIVITIES

The main difficulty in developing student-managed activities arising from the discussion of this item was that only a few teachers who were deputed to be in charge of these activities had any real faith in the democratic way of carrying out such activities.

PROGRESS REPORTED

The headmaster of an Andhra high school reported:

“The home room period, the planning committee, and the workshop technique offer ample opportunities for the democratic way of life in my school. Other student-managed activities include

the Junior Red Cross in which the students collect money for flood relief work visit the sick, and clean the slums. The Literary Association in addition to its usual activities, has formed a Poor Fund Academy for granting scholarships to poor students. The school council with the student pupil leader, managed the school assembly, promoted health habits among students, and is responsible for general discipline as well as the cleanliness of the classrooms and the school surroundings. Students also participated in various other committees connected with visual education, hobbies and crafts etc. The student parliament gives valuable training in the running of a democratic institution and occasionally invited the attention of the school management to things needing immediate attention and 'improvement'.

The headmaster of a Mysore School reported:

"I have a system of class panchayats in my school. Each class elects four or five members as monitors for health, debate etc. The school panchayat consists of all the class panchayats and in addition, a few able students nominated by the headmaster. The school panchayat has an elected secretary and an elected president.

The following are some of the activities taken up on the initiative of students:

1. Maintenance of discipline in all school gatherings.
2. On all working days, whenever the school had to be gathered together during working hours (for example : to meet and listen to a distinguished visitor) there is a definite procedure by which each class comes out and assembles in the prayer hall, only at the request of the president of the school panchayat or someone deputed by him. The president calls out the classes, one by one, and this procedure makes for the efficient and orderly gathering of students at short notice.
3. Class cooperative societies have been formed to help poor boys pay school fees without fine. Nominal interest is charged for money advanced to him. Out of the amount realised, a part is set for dividends, and the rest for presenting a portrait to the school.
4. Helping in the serving of food in a free canteen maintained by the school for the benefit of the poor students.
5. Keeping the urinals clean by taking turns in cleaning them.
6. Writing up newsboards and illustrating "hot spots" on maps on the board.
7. Helping to conduct physical training of the special type of exercises taught by the Bharat Seva Dal of Mysore.

8. Managing extra work periods, during the absence of any teacher, by organizing debates or by taking students for work on the farm attached to the school.
9. Helping in School Day Celebrations."

The headmaster of a private school in Uttar Pradesh reported:

"I have a proctorial board in my school consisting of elected monitors of the classes, who were responsible for the behaviour of pupils within the class, games captains, and the elected proctors who are responsible for the behaviour to the proctorial board. A part of the sport's fund is administered by a committee consisting of the games captains and a teacher. There are sub-committees of the proctorial board for various out-of-class activities such as school assemblies, canteens, watch and ward etc. There is also a judicial sub-committee. The proctors have the privilege of making important announcements in the assemblies such as school rules to be observed etc. The president of the proctorial board hoists the flag on all important occasions. For two days in the term, the entire school administration is handed over to the proctorial board. On such days, the proctorial board also does the supervision of the whole scheme by dividing the work among themselves. Newsboards are managed by a special sub-committee of the proctorial board. In addition to putting up news items, the best literary work of pupils is put up on the board for other pupils to appreciate and emulate."

The headmaster of a Punjab high school reported:

"In organizing student managed activities I felt that the presence of a teacher is necessary to give the students guidance. In club meetings for instance, I found that a teacher acting as secretary was able to record the points which need appreciation and recognition. A lost and found society, games committees, and news-boards committees are some of the activities in which students manage their own affairs. Once a fortnight, the students wash rooms and clean window panes, etc. They are encouraged in this by a competitive system of assigning marks to the groups which do the jobs best.

We have a system by which students are trained to be honest. We place in separate boxes various articles of stationery needed by pupils with the prices marked. The students are allowed to take whatever they want and to put the money into the cash box. No one supervises this and I found that in one seven month period we lost only Rs. 5/- on a total sale of Rs. 145/-. In our hostel, with a strength of 100 resident members, I have no difficulty in maintaining the routine of the hostel without the help of a superintendent. We have a system by which boys themselves are responsible for ringing the bells announcing the time for various activities."

A headmaster from Bhopal reported:

"In my school each class elects its representative to the student council in the ratio of one to 20. The secretary of the Literary and Dramatic Society and the Games Captain are elected directly by all the students. The 17 members thus elected are divided into five committees, each in charge of a different activity of the school. The activities include games, dramatics, excursions, school decoration, health and cleanliness, social service, and school community relationships. The monthly programs of sub-committees are put on the notice board after discussion and approved by the student council."

The headmaster of a Mission school in Madras reported:

"In my school we have a Cooperative Bank Store. Every boy is a share-holder of the bank and makes payments for articles purchased in the store by cheques. The bank has earned a net profit of Rs. 250/- out of which allocations are made by the general body for dividends, reserve funds, common good fund, presents to cashier, secretary, and salesman.

Hair cutting is an activity carried on by students. Managing the mess and the Boys Court are other activities carried on by the students.

A Carelessness-Condemning Committee restores lost articles found and levies a fine of one anna per article to condemn carelessness. The amount so realised is used for the Poor Boys Fund."

RECOMMENDATIONS

Considering the fact no difficulties were experienced due to rules and regulations, the group feels no need to make any recommendations to the government with regard to rules. The group realised the usefulness of such student managed activities as possible, sympathetic teacher participation being regarded as an important aspect of all such programs.

C. HOBBY CLUBS

The reports of the divergent practices led to a lively discussion as to the nature and scope of hobbies. Some members of the group were of the opinion that the use of the term hobbies should be restricted to spare time activities individual in nature, on his own initiative without by instruction from his teacher. The others were of the view that hobbies need not be divided from co-curricular activities. Whether

a particular activity is called a hobby or a co-curricular activity is of far less importance than the attitude and approach of the pupils towards it.

The following difficulties were mentioned:

1. To find suitable teachers to act as consultants. Some can be secured from outside the school.
2. Students are not regular in attendance.
3. Some students try to cultivate more than one hobby.

PROGRESS REPORTED

The headmaster of a high school in Mysore reported:

“I cleared a period in the week for hobbies and asked the pupils to indicate their interests. With this list, and in consultation with my colleagues I announced the following activities to my pupils:

1. Drill, physical culture, asanas and suryanamaskars
2. Scouting
3. Drawing and painting
4. Singing
5. Recitation of poems and acting
6. Sewing
7. Making small articles of utility
8. Museum and pamphlet writing
9. Photography and album making
10. School magazine.

I worked out the arrangements for these activities as follows:

For the singing club, which had only girls as members, a girl student was consultant. She had learnt music and had gained proficiency in it as her father is a music teacher in the local middle school. She was happy to teach girls songs and learn new songs herself.

For sewing I was on the look out for a lady willing to become a consultant. I discovered from the local medical officer that the District Health Officer had been offered a sewing machine, a gift of the UNICEF, for the use of women in the locality and that he was thinking of declining the offer as there was no facility for

running a sewing class for women. I told him about the sewing club in my school and promised facilities to run classes in the school. The health officer was very glad to hand the machine over to the club. Under the general supervision of the lady assistant surgeon of the place, a lady tailor is holding sewing classes twice a week for the girls of the school, and for women in the locality. On other days, the members use the machine and learn things on their own.

To teachers of the school quite competent to help the Play Acting Club and the School Magazine Club. These clubs are working very well and at the moment are busy preparing for the annual students union day.

For the photography club, I was able to get the help and cooperation of a local amateur photographer. He visits the club once or twice in the week and talks to the members on cameras, composition, developing and printing. He brings his own equipment for demonstration. On other days members collect pictures and make albums. Not much concrete progress has been achieved as yet in this club as its activities require money and equipment.

The school manuscript magazine for the year is under preparation. Three young artists are beautifying it with pictures and attractive page borders.

I aim to form a small workshop in the school where interested pupils can prepare small articles of utility. As it is a question of money and as there is no accommodation available for that purpose, I have not yet been able to achieve this ambition.

Each member of the group detailed the hobby club activities existing in his or her school. From the reports it was seen that wide variety of activities is provided and encouraged.

The following were some of the activities.

Coin collection	Bulletin boards
Picture album	Manuscript magazine
Photography	Gardening
Painting	Bee-keeping
Needle work	Music
Toy making	Soap making
Rattan work	Clay modelling
Tape making	Book binding
Scrap books	Collection of folk songs
International pen friendship.	

A variety of practices were reported in the schools and it was seen that in some schools these activities are provided for in the

school time table for one period a day, while in other schools these activities are encouraged outside the school hours. In some schools, the hobbies are not entirely different from and opposed to what are commonly termed co-curricular activities. They are organized along with such activities like tailoring, wood work, book-binding, on the one hand, and dance, dramatics, and music on the other. In one private school in Uttar Pradesh school certificates of proficiency are issued to pupils to encourage hobby activities in the school.

The provisions made for hobbies and the financing of them vary from school to school. There are some schools where a regular fee ranging from Rs. 2/- to As. -/8/- is collected per annum from each pupil. Again there are other schools where the incidental charges are met by the pupils or a philanthropic teacher.

Exhibitions of arts and crafts are organized and in one district the contributions and the gate money came up to nearly Rs. 2,000/-. In some cases, the sale proceeds have been fairly high from handicrafts produced by the pupils. In some schools, teaching aids were also prepared by the pupils."

RECOMMENDATIONS

The group resolved that:

1. It was necessary and desirable for every school to make provision and provide resources and guidance for hobby activities of pupils in the school itself.
2. The headmaster may allot a couple of periods for this purpose in the time-table if he deems it necessary to do so.
3. As for the money needed it was felt that it was not desirable to make compulsory levy by way of fees. It should be left to the resourcefulness of the teacher and the voluntary contribution of pupils and,
4. Mention of hobbies practised should find a place in the cumulative records.

D. QUESTION BOX

In order to encourage children to be inquisitive, question box sessions must be held. Students should be encouraged to put questions and be given an opportunity of participating in discussions.

In fact, when we allow our children to put questions freely, we attach importance to their personality. If in this way their inquisitiveness is properly guided we enable them to learn many things without our asking them to learn them.

The main difficulty in using this approach was felt to be the timidity of the student in asking questions. Another was the tendency of the guardians to prompt questions to their wards.

PROGRESS REPORTED

A headmaster from Orissa reported:

"I have allotted one question box to each class. The students are asked to put the question slips in them. At the beginning it was found that the questions were so many and so varied in nature that the class teacher found it impossible to answer them within a single period. I then decided that in a particular period allotted to each class, each body should frame only two questions on any subject which should be sorted out there and sent to the subject teacher for answers. All such questions are supplied to the class teacher who reads them out and answers them on the following question box period which is regularly held once a week. My boys are taking much interest in this procedure."

The headmaster of a Punjab high school reported:

"I started the question box session in the class X of my school. The boys were supplied with a box and the procedure of using it as a question box was explained. They were clearly given to understand that personal and vague questions were to be avoided.

On the first day I found only two questions in the box but later the children rose to the occasion. On Saturdays the answers to these questions are supplied using discretion wherever necessary.

It has become a regular routine in the class. Instead of putting the questions in the box, some students who were previously shy have started putting questions to the teachers to remove their doubts regarding the subjects."

The headmaster of a Bihar high school reported:

"At the instance of the State Government I had to conduct two short training courses for untrained graduate and undergraduate teachers of secondary schools along workshop lines.

Every Friday we had two periods for "question box". Pupil-teachers were asked a week ahead to submit questions which were sorted subject-wise and distributed to the lecturers concerned to answer. This scheme worked especially well in the second course which was meant for science teachers.

I have experimented on this in my school as well. It worked very well with the science students of X and XI classes. My students have been greatly benefitted."

One Mysore headmaster reported:

“After the questions are put in the question box, they are sorted and distributed among the subject teachers who give the answers in the general assembly on Saturdays.

Some of the easy questions are answered by some of the students of the school. One important question is selected weekly and put under the caption “Questions of the Week” along with its answer. Good questions are published in the school magazine.”

The headmistress of an Andhra School reported:

“The question box in my school is placed within easy reach of the pupils. Uniform slips of papers for noting down the question were supplied. The box is opened on Thursday, every week, and questions are sorted subjectwise and sent to the subject teachers concerned to prepare the answers. In the general assembly the teachers concerned answer the questions on every Friday. The pupils take a lot of interest in putting questions on any subject they choose, education, or otherwise. It is working successfully in my school.”

RECOMMENDATIONS

1. Every school must have a period set apart for “question box” in order that students may be given an opportunity to ask questions freely on any subject within their competence.
2. Teachers should use discretion in selecting questions for answering. All awkward questions relating to school administration and personal affairs of the teachers should be avoided as far as practicable.
3. Intelligent boys may also be entrusted with answering questions.
4. Important questions and their answers must be written on the blackboard with a view to improve the general knowledge of the students.
5. The teachers and headmasters of the schools should also make arrangements to collect questions in any other manner they think fit.
6. Each school must be equipped with good reference books and encyclopaedias in order to enable teachers and students to have upto-date information. Some proper encouragement by way of prizes should be given to the students by every school.

E. STUDENT SELF-DISCIPLINE

The group felt that discipline is at its best most effective when self-imposed. Student self-discipline is then the discipline of the pupil, by the pupil, for the pupil. A disciplined life willing to give and take is an essential mental adjunct to every citizen, and this is best inculcated when self-imposed and undergone at a time the habits are in formation. The main limitation is the lack of knowledge and skill among the teachers in guiding the students' activities with the aim of achieving this end.

The Headmaster of a private aided high school reported:

"In my school, each class is divided into units of six to eight pupils called "squads." The squads are named after rivers, mountains or other objects or ideas the pupils like. The class master acts as consultant in a discussion meeting of class problems under the chairmanship of class pupil leader.

The school pupil leader is chosen in one of the following ways:

1. General vote by all students.
2. The class pupil leaders suggest a panel of names to me who in consultation with the teachers select the leader.
3. The class pupil leaders meet to elect the school pupil leader.

These are in charge of keeping order in the school. The school pupil leader is the liaison between the school management and the pupils of the school.

The school council consists of the class leaders with the school pupil leader presiding over the meetings."

RECOMMENDATIONS

1. That the ultimate aim of disciplinary measures in the school should be self-discipline.
2. That the headmaster should bring about self-discipline among his teachers as an example so that they may proceed to do the same thing with their students.
3. That the State and Central Education Ministries should introduce into all schools throughout the country a citizenship training as given in States such as Andhra and Madras. The work of the pupils should be remunerated adequately by taking into consideration the part played by them in this set up at the time of evaluation and promotion.

V

COUNSELLING AND GUIDANCE

A. "HOMEROOM"

"Homeroom" is an American term. The purpose of it is to enable the teacher to come into closer contact with the pupils, and the activity in the period set aside for it centres round guidance and counselling. Personal interviews and home visits serve a similar end.

The group felt that the use of the homeroom idea had the following limitations:

1. Lack of knowledge and understanding in teachers of the purpose of homeroom.
2. It is not possible to have homogeneous age-groups for homeroom programme.
3. It is difficult to find a separate period for the homeroom programme in the present schedule.

REPORTS OF PROGRESS

A headmaster of a high school in Hyderabad reported:

"I convened a meeting of the staff and explained to them my idea of organizing homerooms in my school. But I confess that the experiment that I tried was not exactly of the American pattern. I don't believe in copying anything and everything simply because it is American or English. I tried it in this way to suit my own purpose so as to fit in with the conditions under which I have to work.

I gave the term homeroom a different interpretation. I tried to make the boys feel that there is no reason for them to make any distinction between home and school. They should develop same love and attachment to their school building, trees, the garden and anything belonging to the school, as they have for their own homes and personal belongings. The teacher should be to them in the position of their parents, as the students are so many sons to them. The purpose of counselling and guidance was fulfilled by entrusting the position and duties of the homeroom teacher to each class teacher. The first period was called a homeroom period in which the class teacher devotes his time to establishing intimate contact with each individual pupils and tries to get to know his personal difficulties and problems. Each class

elected a "home room council" consisting of five members who in turn elect their chairman periodically. These councils form the nucleus of the students' council and the student parliament. The chairman of the homeroom council is the class leader. The other four members take up the duties and responsibilities of sanitation and recreation, sports and other co-curricular activities like weekly cultural entertainment, finance, and class discipline.

All cases of complaint from the pupils are first made to the chairman, who decides the complaint in the regular homeroom council meetings with the guidance of the homeroom teacher whenever necessary. The homeroom council recommends cases for help from the poor boys fund, and for free studentship. Each homeroom has its own football team, and manages its own activities.

The special feature of this homeroom organization in my school is the personal contact with the individual parents of the pupils by the homeroom teacher at least once a quarter. This is handled in three small batches by month by month."

RECOMMENDATIONS

A class or form by itself cannot constitute a homeroom group. In each class there are pupils of different age groups and varied attainments. Hence the following suggestions were given:

1. That the whole school must be divided into as many homeroom groups as there are whole-time teachers and each homeroom group should consist of pupils of a particular age group. Under no circumstances should there be more than 25 or 30 pupils in each homeroom group. The groups may form units for co-curricular activities and games also.
2. Teachers assigned to the homeroom group must develop a new orientation towards their work. They must regard the homeroom work as a significant social service. They must not be dominated by routine but must keep an open mind. It need not be emphasised that the attitude of the teacher must suit the age-group to which he is assigned. He must be the friend, philosopher and guide to the pupils he is put in charge of.
3. The homeroom period may come at the beginning of the school and may consist of only 15 minutes. Each homeroom group meets separately with the teacher. The teacher must necessarily but in the most informal way possible discuss with the pupils their difficulties, enquire into their welfare and suggest remedies, if necessary. He must keep a brief record of all he has heard and done in the homeroom period. It is also suggested that the general assembly of the school may be held twice in the week and on the rest of the days the time may be utilized for homeroom activities. However, guidance and

counselling should be through informal contacts with the pupils in the homeroom period and through visits to the home of the pupil.

B. PERSONAL INTERVIEWS AND HOME VISITS AS AIDS TO GUIDANCE AND COUNSELLING

A teacher of West Bengal initiated the discussion in the group by describing the experiment with home visits and personal interviews performed by him in his school as follows:

“I first discussed in the Teachers’ Council of my school the desirability of studying the tastes and aptitudes of boys by means of interviews with them at their respective homes. In the first instance, boys of the four upper forms were selected for the purpose. Each class was asked to prepare a map of the town and to show on it the position of the homes of the different boys with the help of roll numbers. In addition, each boy was required to draw the plan of his respective house and submit it to the class teacher. After this preliminary work by the boys, the class teachers first interviewed them in school, outside school hours. Questions on the following matters were put to them in the interviews:

1. Name, address and occupation of the father or guardian,
2. Whether both the parents were living,
3. Whether the father married a second time—in case the boy’s mother was dead,
4. Number of brothers and sisters and the position of the boy amongst them,
5. Whether the family was progressing or declining financially and in other respects,
6. Whether he was a refugee,
7. His aim in life,
8. His hobbies,
9. His best friend,
10. Who loves him most and why,
11. Whether he has an enemy—if so, who ?

This was followed with home visits by teachers, I observed that after the home visits boys began take a more active interest in co-curricular activities and the guardians attended school functions in greater numbers."

A teacher from a government school in Uttar Pradesh reported:

"By visiting the homes of students, I have been able to understand the aptitudes of the students and guide them better. It has also been easier for me to maintain discipline in the school with the co-operation of the guardians."

An assistant master from a high school in Mysore reported:

"I visit homes only after a previous appointment. These have been sincerely appreciated and I have helped some boys to develop their hobby of photography."

A headmistress of a government training school for women in West Godavari district reported:

"I have a home-visiting committee consisting of class teachers drawing and music teachers. These teachers pay weekly visits to the homes of these students who are irregular in attendance and in submitting their weekly written work. Homes of all students are visited atleast twice a year. This has helped here much in improving the defaulters."

A headmaster of a high school in Alwar reported:

"I have classified my boys mohallahwise and a group of 30 boys have been put in charge of a teacher living in the same mohalla or near about it. Every teacher is required to visit the boys' parents at least once a year. It has created a healthy influence on the disciplinary tone of the school."

A principal of a school in Uttar Pradesh reported:

"I have an organized programme of home visits by the staff in my school. Each teacher has been assigned a group of students who live in his own locality or mohalla so that he can easily familiarize himself with the boys' home environments. They periodically contact the parents, sometimes just as a social call and at other times on business connected with their wards. I also organize parents' days for one or two classes at a time and group discussions with some parents are held on these days."

RECOMMENDATIONS

1. Home visits should be regular.
2. They should be undertaken by teachers in their own areas or mohallas to make them more effective and convenient.

3. Boy's defects should be brought to the notice of the guardian very tactfully. The aim should always be to reform the child rather than complain about him.
4. The teacher should try to find out the real home condition and keep a record of students who need their help and guidance.
5. The viewpoint of the guardians should be heard patiently and given due weight.
6. The guardians should be freely invited to all school functions and given opportunities of coming into closer contact with the staff.
7. When a particular teacher is sent to visit the guardian at his home the head should intimate to the guardians on a printed form the purpose to the visit, time and the date.

C. MAINTAINING PERSONAL RECORDS ETC, FOR ADEQUATE COUNSELLING AND GUIDANCE

The aim of guidance is to help solve student problems to help the pupil know himself and to understand his general and special abilities, interests, habits, etc. For this, the student is to be evaluated continuously in terms of his attainments, attitudes, behaviour and interests. Not only that, he has to evaluate himself at every step to see how far he has progressed in all aspects. So, in order that a teacher might be able to give guidance, educationally and vocationally, the collection of significant and cumulative information about the total personality of the individual child becomes a necessity. Such a collection involves study of the child, use of evaluative techniques, and maintenance of records.

PROGRESS REPORTED

The headmaster of a school in Madras reported:

"I give the following tests which supplies basic data for the personal records of the students:

1. Tamil interest inventory of 120 items covering nine areas including engineering.
2. "Three things you like about the school" test. This brings out the attitudes and appreciations of the students. These are recorded on the personal record.

3. "Three wishes" test. This brings out personal desires and aims in life and the results are recorded on the personal record of each student.
4. Socio-metric tests of various kinds."

It was reported that in Madras all schools have to maintain a record called the Secondary School Leaving Certificate for the High School course of three years. It was suggested that this could be replaced by the cumulative record form prepared at Baroda and Mysore workshops.

A headmaster from a private school in Mysore reported:

"While only formal progress cards are issued in Mysore state, in my school, I tried a record similar to the Madras S.S.L.C."

The headmaster of a Government high school in Rajasthan stated:

"I have framed a cumulative record on the lines of the Secondary Education Commission Report form for use in my school."

A teacher from a Government high school, Punjab reported:

"I have introduced a modified form of cumulative record for my 10th class."

The headmaster of a high school in Saurashtra said:

"I have introduced an exhaustive progress report in my school containing almost all the items suggested in the Secondary Education Commission Report."

The headmaster of a Government high school, Kashmir stated:

"Besides cumulative record on the Commission Report lines I introduced progress report which contains some more items to give a full picture of the individual child."

RECOMMENDATIONS

1. Every State Education Department may prescribe uniform pattern of cumulative record on the lines suggested by the Secondary Education Commission.
2. In the teacher training institutions special training in the construction, preparation and administration of aptitude tests, personality tests, questionnaires, checklists, attitude tests, maturity tests, appreciation tests etc., must form an integral part of the training course.

3. In-service training in the construction and administration of such tests and in giving guidance may be provided by the training colleges by way of short-term intensive courses during vacation or otherwise.
 4. In view of the enormous increase in the work of the teacher entailed in the construction and administration of such tests and in the maintenance of cumulative record for every individual child, the teacher must be suitably remunerated.
 5. While the construction of standardised aptitude and other tests should be urgently undertaken by the training college or research bureaus, teachers in schools who are research-minded should be encouraged to devise tests of their own which get co-ordinated with the work of the training college in this respect.
 6. In view of the present condition of teachers and schools which are unable to carry on the standardized tests, individual records without these tests can be accepted in the present circumstances. One form for this kind of record has been prepared by the Central Institute of Education and published by the Ministry of Education, Government of India, New Delhi.
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VI

MISCELLANEOUS

A desire was expressed by the participants to describe the problems related to collateral reading, managing committees of private aided schools, and moral and spiritual values in education. Since these topics did not fit into the subjects of discussion in the programme planned by the planning committee, a separate period was allotted to the discussion of these miscellaneous topics.

A. COLLATERAL READING

By collateral reading is meant providing extra reading on a particular topic dealt with in the class with additional information through a number of other sources. Unless our pupils are given the necessary encouragement and opportunity to read not only their class texts but also general and reference books, their powers of comprehension and expression can never be improved. Collateral reading which is our topic under discussion is one of the many agencies through which the above purpose can be achieved. Collateral reading should not be mistaken for mere library reading. It is something which naturally lends support to a deeper and clearer understanding of a particular subject dealt with in class. Though the experiment has not been tried by any member of the group it was strongly felt that this experiment on collateral reading should be tried in every school in its own way taking financial and other limitations into account.

One of the main defects of the present system of secondary education is that pupils have become slaves to the spoon-feeding method. Notwithstanding the various difficulties which dissuade the teacher from embarking on a new programme of this nature, a sincere trial in this direction would undoubtedly bring about the required result.

PROGRESS REPORTED

A teacher from a primary school in Mysore while initiating the discussion on this subject of collateral reading clearly explained through pictures and documents the experiments he conducted in his own school at the time of fee collection. The task of collecting fees from pupils, is the duty of every teacher in my school and the pupils during this time were usually left to themselves. It was an unhappy situation that necessitated the adoption of collateral reading.

"I selected about 100 essays from different books and encyclopaedias ; these essays having direct bearing on the classroom lessons. I had them typed for the use of the students but did not give them away to take home as they had been prepared with great labour and cost. Yet, I wanted to make collateral reading effective.

So I utilized the school fee collection time of about two hours between 11:00 A.M. and 1:00 P.M. on the 20th of every month for eight months in the year. On the collection of fees day I take the typed essays to each class. Before the collection of the fees the typed essays are distributed to the boys with instructions to read them carefully and in the end to write a brief note about the essay read and attach it to the concerned essay.

While the boys read the essays, one after another of the boys come to the table and pay their fees to the teacher. By questioning now and then he keeps a check to see that the boys actually read the essays and don't waste their time."

RECOMMENDATIONS

1. The committee is fully convinced of the need to encourage collateral reading.
2. The library should be fully equipped for the purpose of collateral reading.
3. If there are two library periods, or one period may be utilised for the purpose of collateral reading.
4. Where there is only one library period, or none at all, books may be issued to the pupils for this type of reading.
5. In case there is no fully equipped library the subject teacher is required to collect the materials needed from other sources. The headmaster will get the topics typed or hand-written and give such essays to the subject teacher concerned to issue them to the pupils for collateral reading. A check may be kept on its effectiveness.

B. MANAGING COMMITTEE

The powers and jurisdiction of authority of the Managing Committees of the private aided schools were discussed with a view to explore possibilities of giving more opportunities to the teachers to carry on new experiments, and also with a view to suggest ways and means for checking the abusive use of the power and the patronage these committees have.

EXAMPLES OF DIFFICULTIES

One teacher described the unenviable lot of teachers in one state on account of the powers of the Managing Committee to oust a teacher by giving one month's notice without assigning reasons. He also stated that Secretaries play all sorts of tricks with grant-in-aid amounts and the Headmaster has only to protest if he wishes to be given the sack. Some managements are also too reactionary to permit headmasters to make new experiments.

Another teacher from the same state expressed his regret that there was no provision in the Education Code to remove secretaries of Managing Committees if they did not work properly. The same set of persons manage to get elected term after term, making the schools more or less proprietary. He strongly pleaded for radical changes in these powerful Managing Committees if better education is to be achieved.

Another teacher stated that Managing Committees interfere in the internal administration of the school, wanted to inspect class teaching and did not want the teachers to participate in any activities except actual teaching. He came to the present seminar due to pressure by the Directorate of Education, even though the Managing Committee had, at the beginning, passed a resolution against his participation. As an instance of the perversity of the management he gave an example of his pay for the last summer vacation when he conducted the secondary training course training at the request of the Education Department still remains unpaid inspite of the orders of the Divisional Inspector of Schools.

A teacher from another state said that conditions in rural schools were deplorable and teachers are absolutely at the mercy of the Managing Committee which sometimes dismisses teachers without notice. Appeals to authorities bear little fruit. Schools are run on a commercial basis, auditors are hoodwinked by secretaries, and teachers in the "good books" of the secretary defy headmasters. He felt that only if the headmasters were made secretaries would the state of affairs show any improvement.

A teacher from still another state stated that the majority of high schools in his state were non-Government and managed by certain communities. There was uneasiness and a feeling of insecurity in the minds of teachers, particularly of other communities. Teachers had to dance attendance on the whims and prejudices of members of the committee. Very minor things angered them and made teachers victims of their wrath. He felt that without a feeling of security, teachers could not make much contribution to the growth of education. He recommended non-interference in internal administration, security of service, and allowing headmaster a voice in the Committee.

PROGRESS REPORTS

The headmaster of private school in Bihar noted that some good and efficient managing committees can be found where these committees

function as advisory committees and the headmasters function for all practical purposes as secretaries.

A teacher of Andhra was happy to relate that conditions in his State were much better as accounts were duly audited by auditors and secretaries could not cause trouble in financial matters or accounts. Headmasters are also consulted, he said, in the appointment of teachers. He recommended complete control by the headmaster over income and expenditure, audit of accounts by departmental and chartered auditors, and the formation of arbitration boards in every States.

A teacher from Madhya Pradesh stated that the School Code in force there insisted on every non-Government school having a school committee, with the headmaster as ex-officio secretary. This helped in the smooth running of the school and mutual understanding between teachers and members of school committees. Moreover, the school code insists on every confirmed teacher and the Managing Committee signing an agreement laying down satisfactory conditions of security of tenure.

A teacher from Uttar Pradesh told of the happy lot of teachers in his school as the Managing Committee had the Principal and two teachers on it. In Uttar Pradesh the relatives of committee members could not be on the staff, as agreements had to be signed by teachers and as manager and arbitration boards could be resorted to by dismissed teachers. He also said that there was no interference in internal administration in his school.

Another teacher from Uttar Pradesh reported on how he was sacked during the summer vacation after being headmaster for one year, how he fought against the termination of his services and how, with the help of local people, the Headmasters' Association, the District Magistrate and the District Inspector of Schools, he succeeded in getting reinstated. He had also to fight his way to confirmation, He stated that Managing Committee did interfere and dominate and that the headmaster was at their mercy, He was, however, happy that now without the previous permission and sanction of the District Inspector of Schools, no teacher could be dismissed.

RECOMMENDATIONS

The group recommends:

1. that suitable steps be taken by Government to reduce the present formidable powers of managing committees over teachers.
2. that headmasters be appointed as ex-officio secretaries; and
3. the Government form arbitration boards in every State.

C. MORAL AND SPIRITUAL VALUES IN EDUCATION

Opening the discussion on the subject a headmaster from Mysore explained how important this problem was in a country like India where spiritual heritage was the keynote of culture. He felt that this important aspect of education is neglected and that teachers fail to think of ways and means to develop the spiritual nature of man. Any national system of education in India must provide for moral and spiritual instruction. Some kind of direct instruction in comparative ethics and religion may be attempted in the schools in an objective and universal manner, omitting rituals and other superficial differences to give a philosophical background to the practice of moral virtues in life. The value of universal prayer in rousing the spiritual consciousness of man was emphasised.

The following difficulties were mentioned:

1. There is likely to be a tendency to over-emphasise a particular religion or its practices according to the beliefs of the teachers. This would have the danger of domination of one particular religion.
2. Conflicting ideas and opinions among educators regarding not the method only but also the possibility of imparting religious instruction.
3. There are very few, if any, teachers competent to give such instruction. Moral values could be preached indirectly through the lives of great men and sayings of great scriptures.

PROGRESS REPORTED

One teacher worked on the following principles in planning his experiment on religious education :

- (a) The study of other religions besides one's own will give us an idea of the rock bottom unity of all religions and afford a glimpse of the universal and absolute truth which lies beyond creeds and faiths. So equal regard for all religions must be practised.
- (b) Prayer has the power of ennobling man's nature and leading him to the divine. Hence it should be constantly practised.
- (c) Lives of great personages of all times and all claims will always help us to drive home to our students the lessons of religion and morality.
- (d) As far as possible such instruction should be given outside the four walls of the school, on a voluntary basis, in a free atmosphere, preferably amidst natural surroundings.

- (e) The behaviour of the teachers themselves and life in the school community as a whole should inspire an essentially moral and spiritual outlook.

The actual work done in his school was described as follows:

- (a) At the school assembly, at the commencement of every day, a non-denominational national prayer, singing the great spiritual heritage of our motherland, is sung by all pupils.
- (b) On Friday evenings, special prayers are conducted on universal lines when quotations from the prayers of all religions are sung by the group in the school prayer hall.
- (c) On Friday morning, they have a programme of moral and spiritual instruction for such of the boys who are willing and eager to join the activity. Such students, about 60 in number, walk in groups early in the morning to a grand grove which is about a mile from the school called the Nava Bharath Ashram Grove and carry out the following programme:
1. Performing group worship.
 2. Silent individual prayer under shady trees.
 3. Group singing and *bhajans* of universal importance, passages being selected from sacred texts of different religions on non-sectarian lines.
 4. Talk on the life of a great man of spiritual attainments and his teachings or a talk on the essential unity of all religions is given by a teacher of the school or any distinguished visitor.
 5. Singing of the national anthem-*Janaganamana*.

This programme is becoming increasingly popular in his school and many students regularly attend it and participate in it.

- (d) There is a *mahakavya* board and a "thought for the day" board where students write out important sayings of great men or sacred texts in Kannada and English. All the students are advised to make a note of these sayings in a separate notebook and think over the idea during the day and expand it if possible. These activities have helped the boys to become more spiritual minded.

A headmaster from a Madras district school gave an account of various activities which fostered a spiritual atmosphere in his school:

- (a) Common worship in mornings and evenings.

- (b) Talks on great personages like Buddha, Christ, Mohammad etc.
- (c) Silent prayer and meditation on such occasions.
- (d) Study circle on the sayings of great men and panel discussion. By organizing these and similar activities boys were gradually being trained to a spiritual life.

A principal from Uttar Pradesh pointed out that morality should be developed by practice and not by preaching. Attempts at direct moral instruction were not successful in many schools where an attempt was made in this direction. Neither the teachers nor the students took interest in such instruction. So he pleaded for incidental and indirect teaching of morality through all the subjects of the school. The personal example of the teacher is most important.

Another principal from Uttar Pradesh narrated various activities which were developed in his school to create a spiritual atmosphere. The day's work always begins with an assembly and prayer song. Complete silence all over the school is observed for two minutes every day to enable students to think of one's duty and dedication to our country and to brood over an omnipotent power under whose eyes everything moves. Lectures on the fundamentals of various religions are delivered by experts and believers in such religions. An earnest attempt is made to develop a sense of reverence towards all forms of life in its varied aspects. No direct or formal instruction is imparted but a spiritual feeling is created indirectly by the personal example of the teacher and by properly explaining the opportunities which are available while teaching regular school subjects. What is aimed at is the promotion of certain broad values by indirect methods."

RECOMMENDATIONS

At the stage when the group had to draw some conclusions from the discussion, it was found that opinion on this issue was so divided and diverse that no definite conclusions or recommendations could be made to the open session. The opinion of the majority of the members was not in favour of any direct religious instruction in schools. All that can be done in our schools is to develop a proper atmosphere in our schools where it would be possible to practise moral and spiritual values by personal example and participation in suitable activities and life situations.

However, it was suggested that though we could not teach religion to pupils directly, teaching facts about religion could be attempted. We should think of practical living situations in schools when the intangible basic values of life could be brought home to the students. An earnest attempt has to be made in this direction. But the teacher should guard himself against his views and attitudes which would be too much beyond the capacity of his pupils to understand and follow.

APPENDIX

CANDIDATES SELECTED FOR FOLLOWUP WORKSHOP BY THE: UNITED STATES EDUCATIONAL FOUNDATION IN INDIA & THE FORD FOUNDATION.

Patna Workshop

Bihar

1. Hiralal Chanda
Headmaster, Lakhanpur Y.S.S.K.
Vidyapith High School
P.O. Lakhanpur, Manbhum District
2. Ayodhya Prasad
Headmaster, Gandhi Memorial High School
P. O. Jehananbad, Distt. Gaya
3. Tarakeshwar Prasad
Headmaster
A. N. S. H. E. School
Barh (Patna)
4. Jamuna Prasad Singh
Headmaster, Gait H. E. School
Aurangabad, Distt. Gaya
5. G. B. Chaudhury,
Nathnagar, Bhagalpur.

Orissa

6. R. L. Ray
Headmaster, Christ Collegiate School
Cuttack

Tripura

7. A. K. Das Gupta
Headmaster, Bodhgunj Government High School
Agartala

W. Bengal

8. S. C. Sarkar
Asstt. Master Collegiate School
Kishanagar

Jabalpur Workshop

Madhya Pradesh

9. J. P. Paliwal
Headmaster, D.P. Misra H. School
P.O. Chaurai, Distt, Chindwara.

Punjab

10. N. S. Hoonjan (Deputed by Punjab Govt. for training) Government Training College for the Teachers of the Deaf, Aish Bagh Lucknow
11. Sarla Sharma
Inspectress of Schools
Dharamsala
12. Pritam Singh
Headmaster, Khalsa High School
Kila Raipur (Ludhiana)

Uttar Pradesh

13. J. D. Banerji
Principal Gandhi H. S. School
Dehra Dun
14. R. P. Bhatnagar
Government Normal School
Balrampur
15. R. S. Srivastava
Principal Government School
Fatehgarh
16. N. V. Tampi
Principal, Besant Theosophical School
Kamacha, Banaras

Baroda Workshop**Bhopal**

17. D. R. Malhotra
Headmaster Government High School
Bairagarh

Bombay

18. Miss E. M. Desai
Webb Memorial High School Baroda Residency
Baroda
19. S. S. Halapnavar
Principal, Lamington High School
Hubli

- Delhi** 20. Mrs. Sarla Bhatnagar
Govt. Girls' High School
Malviya Nagar, NewDelhi
- Kashmir** 21. Sheik Gulam Ahmed
Headmaster, Govt. High School Anantnag,
Kashmir
- Rajasthan** 22. M. S. Bhatnagar
Headmaster, Kanwaspada High School
Udaipur
23. R. C. Mathur
Headmaster, Government High School
Rajgarh (Alwar)
24. K. M. L. Saxena
Headmaster, Jashwant High School
Alwar
25. B. D. Singh
Headmaster, Govt. High School
Jhunjhunu
- Saurashtra** 26. J. D. Maru
Bhagwatsinhji High School
Doraji
27. Taj Beharilal
Headmaster, Jawhar High School
Kuchaman City
- Mysore Workshop**
- Andhra** 28. K. A. Jonathan
Headmaster, Noble High School
Masulipatam
29. A. Malik Moinuddin
Headmaster, Municipal Muslim High School
Cuddapah

30. H. S. V. Ramana
Vivekananda Board High School
Lepakshi, Anantapur Distt.
31. M. Subbarayudu
Headmaster, Board High School
Kothapeta, E. Godavari
32. Srimati K. M. Sugana
Headmistress, Govt. Sec. & Training School
for Women
Eluru, W. Godavari Distt.
33. P. Ravi Varma
Headmaster & Correspondent, American
Baptist Mission High School
Ongole, Guntur
- Madras**
34. T. P. Raghava Menon
Headmaster Municipal High School
Cannanore
35. V. N. Subramanyam
Prof. of Psychology Dr. A. C. Training College
Karaikudi
36. K. Venkatachalam
Headmaster, Sri Ramakrishna Mission Vidyalaya
P. O. Perianaickenpalayam, Coimbatore Distt.
- Mysore**
37. Miss P. S. Beliappa
Asstt. Mistress Vani Vilas Institute
Fort, Bangalore
38. Mir Murtuza Husain
Asstt. Master Marimallappa's High School
Mysore
39. M. A. Srinivasa Iyengar
Secy. & Headmaster Acharya High School
National & Rural Education Association
Goribidnur, Mysore
40. M. R. Ramiah
Headmaster Government High School
Mudigere

