

Department of Education, Uttar Pradesh

THE STATE SEMINAR

ON

BASIC EDUCATION

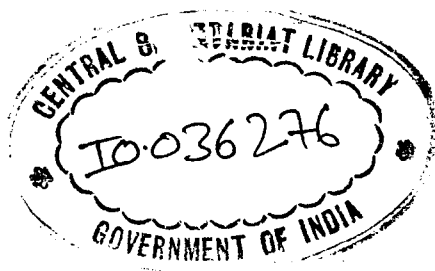
AND

The Scheme of Educational Reorientation

Lucknow, November 18 to 22, 1955



ALLAHABAD :
SUPERINTENDENT, PRINTING AND STATIONERY, UTTAR PRADESH, INDIA
1956



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FOREWORD

The State Seminar was organized with the aim of bringing together for free and frank discussion, all those who are charged with the implementation of Basic Education and the Reorientation Scheme in the State. Principal, C. N. Hangal, and I were entrusted with the organization of the Seminar. In preparing this Report, I have been assisted by Dr. S. N. Upadhyaya, Psychologist, Bureau of Psychology, Allahabad; Sri B. Ghosh, First Professor, Government Central Pedagogical Institute, Allahabad; Sri S. C. Bhandari, Professor, Government Central Pedagogical Institute, Allahabad and Sri T. S. Mehta, Lecturer, Government Central Pedagogical Institute, Allahabad and to these gentlemen my sincere thanks are due.

I must also thank Sri Sudhakar Sharma, the office staff of the Reorientation Scheme and the members of the staff of the Government Central Pedagogical Institute, Allahabad, who have helped me in various ways in preparing this report.

I cannot close without expressing my deep sense of gratitude to Sri R. R. Singh, Additional Director of Education, Uttar Pradesh, who has been the moving spirit behind this Seminar and given guidance and enthusiastic co-operation to all of us.

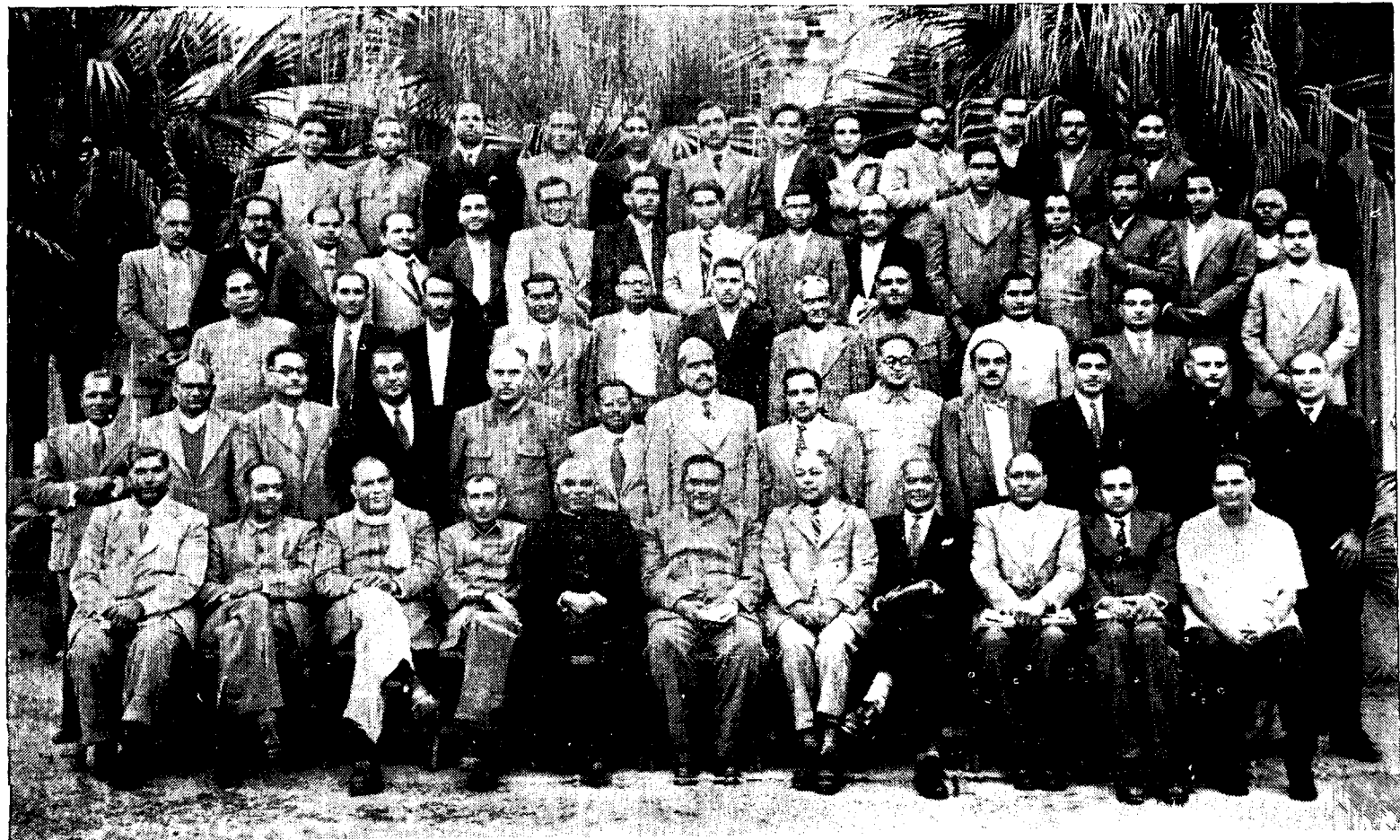
K. N. MALAVIYA,

Officer on Special Duty,

Reorientation Section.

ALLAHABAD :

Dated December 11, 1955.



FIRST STATE SEMINAR

ON

BASIC EDUCATION AND SCHEME OF EDUCATIONAL REORIENTATION,
NOVEMBER 18 to 22, 1955

FIRST ROW SITTING :— (1) *N. K. Srivastava*, (2) *P. K. Banerji*, (3) *K. N. Sukul*, (4) *M. U. Ahmad*, (5) *M. N. Hasan*,
(6) *R. R. Singh*, (7) *W. C. Chowfin*, (8) *Z. Ahmad*, (9) *K. N. Malaviya*, (10) *S. N. Sharma*,
(11) *S. D. Pant*.

SECOND ROW STANDING :— (1) *B. D. Srivastava*, (2) *Subedar Singh*, (3) *L. P. Singh*, (4) *M. Baqar*, (5) *H. S. Sharma*, (6) *G. M. Prakash*,
(7) *S. N. Upadhyay*, (8) *R. Singh*, (9) *D. D. Tevari*, (10) *M. M. Kar*, (11) *H. S. Gautam*,
(12) *P. N. Dutta*, (13) *C. N. Hangal*.

THIRD ROW STANDING :— (1) *Banshi Dhar*, (2) *V. C. Singh*, (3) *Kuldip Lal*, (4) *Ramesh Chandra*, (5) *R. S. Mohta*,
(6) *M. L. Varshney*, (7) *N. P. Saxena*, (8) *D. P. Bajpai*, (9) *N. C. Sharma*, (10) *N. P. Kapoor*,
(11) *Surendra Singh*.

FOURTH ROW STANDING :— (1) *M. L. Srivastava*, (2) *B. C. Joshi*, (3) *Abul Qasim*, (4) *S. S. Chauhan*, (5) *B. P. Bagchi*,
(6) *B. Ghosh*, (7) *A. S. Rizvi*, (8) *S. K. Bisnoi*, (9) *V. Singh*, (10) *S. H. Rizvi*, (11) *J. P. Dube*, (12)
B. N. Dube, (13) *R. N. Tripathi*, (14) *Hari Singh*, (15) *Gaya Prasad Misra*.

FIFTH ROW STANDING :— (1) *G. R. Singh*, (2) *B. D. Singh*, (3) *A. P. Herbert*, (4) *M. Z. Chagtai*, (5)
(6) *B. B. Singh*, (7) *G. K. Asthana*, (8) *S. V. Singh*, (9) *G. C. Gupta*, (10) *Ramji Rai*, (11) *S. K. Dube*,
(12) *B. N. Gupta*.

LIST OF PARTICIPANTS IN THE SEMINAR.

List of Participants in the State Seminar held at Lucknow.

1. Sri R. R. Singh, I.A.S., Additional Director of Education, Uttar Pradesh.
2. Dr. S.B. Singh, Director of Agriculture, Uttar Pradesh, Lucknow.
3. Sri R. N. Gupta, Deputy Director of Education (II), Headquarters.
4. Sri K. N. Sukul, Director, Central Pedagogical Institute, Uttar Pradesh, Allahabad.
5. Sri Z. Ahmad, Deputy Director of Education (III), Headquarters.
6. Sri W. C. Chowfin, Deputy Director of Education, Banaras.
7. Sri M. N. Husain, Deputy Director of Education, Bareilly.
8. Dr. A. R. Pachauri, Deputy Director of Education, Lucknow.
9. Sri P. K. Banerji, Deputy Director of Education, Meerut.
10. Sri M. U. Ahmad, Deputy Director of Education, Allahabad.
11. Dr. C. M. Bhatia, Director Bureau of Psychology, Allahabad.
12. Sri D. N. Chaturvedi, Director, Military Education, Uttar Pradesh.
13. Sri K. N. Malaviya, Officer on Special Duty, Reorientation, Uttar Pradesh.
14. Dr. S. N. Upadhyaya, Bureau of Psychology, Allahabad.
15. Sri D. D. Trivedi, District Inspector of Schools, Lucknow.
16. Sri S. M. Baqar, District Inspector of Schools, Moradabad.
17. Sri R. R. Lahiri, District Inspector of Schools, Allahabad.
18. Sri Nawal Kishore, District Inspector of Schools, Banaras.
19. Sri Hari Shanker, District Inspector of Schools, Kanpur.
20. Sri S. N. Sharma, District Inspector of Schools, Meerut.
21. Sri S. D. Pant, Officer on Special Duty, Planning Research Institute, Lucknow.
22. Sri B. Ghosh, Professor, Central Pedagogical Institute, Allahabad.
23. Sri Subedar Singh, District Inspector of Schools, Etah.
24. Sri L. P. Singh, District Inspector of Schools, Deoria.
25. Sri G. M. Prakash, District Inspector of Schools, Pratapgarh.
26. Sri P. K. Shukla, District Inspector of Schools, Almora.
27. Sri S. K. Sharma, Officer on Special Duty, Reorientation.
28. Sri D. D. Tewari, District Inspector of Schools, Azamgarh.

29. Sri Raghunandan Singh, District Inspector of Schools, Rampur.
30. Sri R. S. Mehta, District Inspector of Schools, Ghazipur.
31. Sri J. N. Rai, District Inspector of Schools, Bara Banki.
32. Sri C. N. Hangal, Principal, Government Constructive Training College, Lucknow.
33. Srimati L. Mehmood, P. A. (W) to Director of Education, Uttar Pradesh.
34. Srimati R. Kakkar, Principal, Government Training College for Women, Lucknow.
35. Sri Lakshmi Kant, Principal, Government Higher Secondary School, Unnao.
36. Sri B. D. Srivastava, Principal, Government Junior Basic Training College, Allahabad.
37. Sri B. N. Khanna, Principal, Government Junior Basic Training College, Muzaffarnagar.
38. Sri N. P. Kapoor, Principal, Government Junior Basic Training College, Lucknow.
39. Srimati S. Mathur, Vice-Principal, Government Training College for Women, Lucknow.
40. Sri T. S. Mehta, Central Pedagogical Institute, Allahabad.
41. Sri B. C. Joshi, Headmaster, Government Normal School, Bhimtal.
42. Sri M. L. Srivastava, Principal, Junior Training College, Agra.
43. Sri B. D. Srivastava, Principal, Junior Training College, Jhansi.
44. Sri B. N. Dubey, Headmaster, Government Normal School, Ballia.
45. Dr. B. P. Bagchi, Principal, Junior Training College, Gorakhpur.
46. Sri V. C. Singh, Superintendent, Agricultural Education, Uttar Pradesh.
47. Sri Ramesh Chandra, Headmaster, Government Extension Teachers' Training Centre, Pratapgarh.
48. Sri S. S. Chauhan, Deputy Inspector of Schools, Pilibhit.
49. Sri S. N. Srivastava, Deputy Inspector of Schools, Meerut.
50. Sri U. N. Chaturvedi, Deputy Inspector of Schools, Agra.
51. Sri A. Qasim, Deputy Inspector of Schools, Ballia.
52. Sri J. N. Sharma, Deputy Inspector of Schools, Allahabad.
53. Sri B. D. Singh, Deputy Inspector of Schools, Jaunpur.
54. Sri M. M. Kar, Assistant Inspector, Arts and Crafts, Uttar Pradesh.

55. Sri B. R. Katyar, Agricultural Supervisor, Headquarters.
56. Sri J. P. Dubey, ditto.
57. Sri D. P. Bajpai, ditto.
58. Sri N. P. Saksena, ditto.
59. Sri M. L. Varshneya, ditto.
60. Sri B. N. Srivastava, Lecturer, Government Extension Teachers Training Centre, Pratapgarh.
61. Sri Prabhakar Saxena, ditto.
62. Sri G. K. Asthana, ditto.
63. Sri B. B. Singh, ditto.
64. Sri G. C. Gupta, ditto.
65. Sri K. L. Kacker, Crafts Technician, Headquarters.
66. Sri S. K. Bishnoi, Lecturer, Reorientation Scheme, Chaubattia,
67. Sri S. H. Rizvi, Lecturer, Reorientation Scheme, Bhimtal.
68. Sri P. C. Mathur, Government Constructive Training College, Lucknow.
69. Sri V. D. Misra, Government Constructive Training College, Lucknow.
70. Sri B. M. Singh, ditto.
71. Sri S. C. Kala, ditto.
72. Sri A. D. Dube, ditto.
73. Sri Gajadhar Rai, ditto.
74. Sri V. D. Merh, ditto.
75. Sri N. L. Medhawal, ditto.
76. Sri Satya Prakash, Sub-Deputy Inspector of Schools, Muzaffarnagar.
77. Sri A. R. Rizvi, Sub-Deputy Inspector of Schools, Sitapur.
78. Sri J. N. Mukerji, Sub-Deputy Inspector of Schools, Allahabad.
79. Sri A. P. Herbert, Sub-Deputy Inspector of Schools, Deoria.
80. Sri M. Z. Chughtai, Sub-Deputy Inspector of Schools, Shahjahanpur.
81. Sri H. C. Sahai, Sub-Deputy Inspector of Schools, Gonda.
82. Sri T. P. Shukla, Extension Guide, Headquarters.
83. Sri H. S. Gautam, ditto.
84. Sri Virendra Singh, ditto.
85. Sri Giri Raj Singh, ditto.
86. Sri N. C. Sharma, ditto.
87. Sri Surendra Singh, Instructor, Junior Training College, Agra
88. Sri P. C. Sharma, Extension Guide, Agra.
89. Sri Kuldip Lal, Extension Guide, Ballia.
90. Sri B. N. Gupta, Extension Guide, Meerut.

91. Sri Hari Singh, Instructor, Junior Training College, Gorakhpur.
92. Sri Satya Vir Singh, Extension Guide, Bareilly.
93. Sri M. Rab, Extension Teacher, Allahabad.
94. Sri Ram Ji Rai, Instructor, Government Normal School, Ballia.
95. Sri R. N. Tripathi, Instructor, Junior Training College, Jhansi.
96. Sri S. K. Dubey, Extension Guide, Lucknow.
97. Sri Mata Saran Shukla, Headmaster, District Board Junior High School, Soraon, Allahabad.
98. Sri Gaya Prasad Misra, Headmaster, District Board Junior High School, Kichauna, Hardoi.
99. Sri Ahmad Yar Khan, Headmaster, District Board Junior High School, Bareilly.
100. Sri Lalji Singh, Headmaster, District Board Junior High School, Gorakhpur.

GENERAL REPORT OF THE PROCEEDINGS

The State Seminar on Basic Education and the Scheme of Educational Reorientation, U. P. met at Lucknow on November 18, 1955 and continued its deliberations till November 22, 1955.

Working papers, which formed the basis of discussions, had already been received and most of them were printed. They were distributed before the session started. The papers that could not be printed because they were received late were presented in manuscript. Abridged versions of some of these papers, have been reproduced in the Appendices to this Report. The views expressed in these papers are personal to those who presented the papers and do not necessarily represent the views of the Department.

A notable feature of the Seminar was that all the participants had their meals together every day.

The detailed programme of the Seminar was as follows :

Forenoon Session—11.00 a.m., November 18, 1955.

Chairman : Sri R. R. Singh, Additional Director of Education, Uttar Pradesh.

I. Introductory Remarks, by Sri C. N. Hangal, Principal, Government Constructive Training College, Lucknow.

II. Inaugural Address by the Additional Director of Education, Uttar Pradesh.

III. The following papers were read :

(1) *The Concept of Basic Education*, by Sri K. N. Sukul, Director, Government Central Pedagogical Institute, Allahabad.

(2) *The Concept of Basic Education and Educational Reorientation*, by Sri Z. Ahmad, Deputy Director of Education, Headquarters, Allahabad.

(3) *The Concept of Basic Education and the Reorientation Scheme*, by Sri B. D. Srivastava, Principal, Junior Basic Training College, Allahabad.

(4) *School and Community*, by Dr. S. N. Upadhyaya, Psychologist, Bureau of Psychology, Allahabad.

Afternoon Session—2.30 p. m.

(5) *Teaching of Agriculture*, by Sri K. N. Malaviya, Officer on Special Duty, Educational Reorientation Scheme, Uttar Pradesh, Allahabad.

(6) *Teaching of Agriculture in Reoriented Schools in Uttar Pradesh*, by Dr. Sheo Murat Singh, Professor of Horticulture, B. R. College, Agra.

(7) *Teaching of Agriculture in the Reoriented Schools of Uttar Pradesh*, by Sri B. M. Singh, Lecturer, Government Constructive Training College, Lucknow.

(8) *Teaching of Craft*, by Sri M. M. Kar, Assistant Inspector of Arts and Crafts, Uttar Pradesh, Allahabad.

(9) *Teaching of Craft*, by Sri S. C. Chowdhary, Lecturer, Government Constructive Training College, Lucknow.

(10) *Fundamental Education and the Scheme of Educational Reorientation*, by Sri P. K. Shukla, District Inspector of Schools, Almora.

Papers were then thrown open for discussion and the following members participated in the same :

- (1) Sri K. N. Malaviya.
- (2) Dr. C. M. Bhatia.
- (3) Sri D. D. Tewari.
- (4) Sri R. N. Gupta.
- (5) Sri G. M. Prakash.
- (6) Sri M. N. Husain.
- (7) Sri B. S. Sial.
- (8) Dr. A. R. Pachauri.

Forenoon Session—9-30 a.m.—November 19, 1955—

Chairman : Sri K. N. Sukul, Director, Government Central Pedagogical Institute, Allahabad.

Papers read :

(11) *Extension Methods and Techniques*, by Sri S. D. Pant, Officer on Special Duty, Planning Research and Action Institute, Uttar Pradesh, Lucknow.

(12) *Extension Methods and Techniques*, by Sri D. D. Tewari, District Inspector of Schools, Azamgarh.

(13) *Role and Pattern of Extension work for making a Reoriented school a Community Centre*, by Sri R. Singh, District Inspector of Schools, Rampur.

(14) *Extension Methods and Techniques*, by Sri Hari Singh, Lecturer, Government Extension Teachers' Training Centre, attached to the Government Normal School, Gorakhpur.

(15) *Teaching in Basic Schools*, by Sri C. N. Hangal, Principal, Government Basic Training College, Lucknow.

(16) *Syllabus of the Basic School with particular reference to two and three teacher schools*, by Sri B. Ghosh, First Professor, Government Central Pedagogical Institute, Allahabad.

(17) *Syllabus of classes I to V for Basic Schools*, by Sri L. N. Medhawal and Sri S. C. Kala, Lecturers, Government Basic Training College, Lucknow.

(18) *Evaluation in Basic and Reoriented schools*, by Sri P. C. Mathur, Lecturer, Government Basic Training College, Lucknow.

Afternoon Session—2.30 p.m.

Chairman : Sri Z. Ahmad, Deputy Director of Education, Headquarters, Allahabad.

Papers read :

(19) *Training of Teachers for Basic Schools*, by Sri B. D. Dikshit, Vice-Principal, Government Basic Training College, Lucknow.

(20) *Training of Teachers for Reoriented schools*, by Sri Ramesh Chandra Srivastava, Headmaster, Government Extension Teachers' Training Centre, Pratapgarh.

(21) "In-service" *training of teachers in Basic and Reoriented schools*, by Sri T. S. Mehta, Lecturer, Government Central Pedagogical Institute, Allahabad.

(22) *Requirements of a Basic school*. by Sri S. C. Garg, Lecturer, Government Basic Training College, Lucknow.

(23) *Requirements of a Basic school*, by Sri N. P. Kapoor, Principal, Government Junior Basic Training College, Lucknow.

(24) *Inspection and Control of Basic schools*, by Sri B. N. Khanna, Principal, Government Junior Basic Training College, Muzaffarnagar.

(25) *Inspection and Control of Basic and Reoriented schools*, by Sri G. M. Prakash, District Inspector of Schools, Pratapgarh.

(26) बेसिक तथा पुनः संगठित पाठशालाओं का निरीक्षण तथा प्रबंध
Sri S. Prakash, Sub-Deputy Inspector of Schools, Muzaffarnagar.

(27) बेसिक स्कूलों का बाल साहित्य by Sri J. R. Sharma, Lecturer, Government Basic Training College, Lucknow.

(28) बेसिक विद्यालयों के लिए साहित्य by Sri B. B. Sharma, Professor, Government Central Pedagogical Institute, Allahabad. Papers were discussed after being read.

The following gentlemen also sent detailed notes on the points to be discussed at the Seminar :

- (1) Sri Nawal Kishore, District Inspector of Schools, Banaras.
- (2) Sri S. M. Baqar, District Inspector of Schools, Moradabad.
- (3) Sri L. P. Singh, District Inspector of Schools, Deoria.
- (4) Dr. B. P. Bagchi, Principal, Government Junior Training College, Gorakhpur.
- (5) Sri S. S. Chauhan, Deputy Inspector of Schools, Pilibhit.
- (6) Sri B. D. Singh, Deputy Inspector of Schools, Jaunpur.
- (7) Sri S. N. Srivastava, Deputy Inspector of Schools, Meerut.
- (8) Sri A. S. Rizvi, Sub-Deputy Inspector of Schools, Sitapur.
- (9) Sri S. Prakash, Sub-Deputy Inspector of Schools, Muzaffarnagar.
- (10) Sri S. V. Singh, Extension Guide, Bareilly.

These were considered by the Study Groups on the points that concerned them.

November 20 and 21, 1955—

The meeting broke up into seven Study Groups, which met for two days, from 9-30 a.m. to 1 p.m. and again from 2-30 p.m. to 5-30 p.m. every day, and prepared reports of their discussions and decisions.

Sri C. N. Chak, Director of Education, Uttar Pradesh, addressed the gathering on the 20th.

November 22, 1955—

Members of the Seminar met in an open session at 9-30 a.m. under the Chairmanship of the Additional Director of Education, Uttar Pradesh.

Dr. S. B. Singh, Director of Agriculture, Uttar Pradesh, addressed the Seminar on how the reoriented schools could help in improving the agricultural conditions in the villages and in disseminating knowledge of improved agricultural methods and techniques.

Reports of the Study Groups were thereafter presented by the Conveners, and were discussed in detail.

The concluding session of the Seminar was addressed by Sri Har Govind Singh, Minister of Education, Uttar Pradesh.

INTRODUCTORY REMARKS

By SRI C. N. HANGAL, *Principal, Government Basic Training College, Lucknow.*

MR. PRESIDENT, LADIES AND GENTLEMEN,

ON behalf of the Reorientation section and the Government Basic Training College, I extend a hearty welcome to you all and thank you very much for attending this symposium. I am very grateful to the Additional Director of Education, who encouraged the idea of holding this symposium and helped us in all respects to organize it at such a short notice. I am, particularly grateful to the Director of Education who in spite of his multifarious duties has so kindly consented to inaugurate the symposium today.

Let me now explain to you the purpose of holding this symposium.

You all know that Basic Education was introduced in this State in 1938. With the introduction of this scheme, a Basic Training College was started to train the field-workers of Basic Training Education. Subsequently, Basic Training Centres were opened where Primary School teachers were trained in the technique of Basic Education in batches of 200 each for three months. Also Refresher Courses were held, from time to time for the Inspecting Staff, Assistant Masters of Normal Schools, Superintendents of Education, Art Masters and Handicraft Teachers. All this was done to convert all Primary Schools into Basic Schools in due course of time.

The conception of Basic Education with which we started in 1938 was based on the reports of Acharya Narendra Deva and Dr. Zakir Hussain. The whole conception of Basic Education has since changed. Ghandhiji in his letters and writings clearly said that cent. per cent. self-sufficiency or self-supporting tendency would not take us very far. He clearly explained that mere introduction of new spinning wheels and spades in a school for introducing an activity for the sake of activity would not be enough to call a school "a Basic School." He brought in a new activity into the domain of Basic Education, viz. community living and the development of the rural community through the school activities. His idea of 'Education for life' now forms the core of Basic Education. How to achieve it is the burning problem of today. The introduction and the productive aspect of crafts, community living and development of rural community life, correlation, teaching of core subjects, etc. are the various constituents of Basic Education. Their integration and harmonious blending into one which may develop the child and eventually the society, intellectually, morally, socially, economically and culturally, actually measure the success of Basic Education.

Up till now no conception of Basic Education has been evolved by the field-workers of this State. No facilities existed in this college for bringing out literature on Basic Education from time to time. Consequently, as days passed by, the old conception of Basic Educae-

tion as well as the training given in the past have now become out of date. No efforts were made to bring the field-workers together to think and discuss about the problems and difficulties of Basic Education and to solve them. Consequently, field-workers could not be kept posted up to date regarding the latest ideas of Basic Education, with the result that today not a single field-worker has got anything in his mind which may guide him in his day-to-day work. Today nobody can speak with authority on what he understands by Basic Education.

Just to draw your attention to the following points :

- (1) There are 32,500 Basic Schools in this State.
- (2) There are about 3,000 Junior High Schools, in this State.
- (3) A Basic School must have an integrated course from classes I to VIII.
- (4) This leads to the fact that only 3,000 schools can be converted into Basic Schools ranging from classes I to VIII.
- (5) What about 29,500 (Basic) Schools ranging from classes I to VIII?

From the above it is clear that Basic Education was restricted only up to class V. There is nothing to show that teaching in classes VI to VIII was done on the Basic pattern. With a view to revitalize and give a new orientation to the present scheme of education in Junior High Schools, it was decided to attach a 10-acre farm to each Junior High School and a 5-acre farm to each Primary School. Necessary funds have been provided to these schools from the Chief Minister's fund for the purchase of bullocks, implements, etc. Agriculture teachers in the form of extension teachers have been posted in various schools to improve the teaching of agriculture and to develop the local community through the school activities.

In these schools, Agriculture is the main activity and all subjects are integrated round this craft. It should be made clear here that Agriculture has to be taken both as a means and an end itself. But what is this Reorientation of Education? It is synonymous with an educational scheme run in the Junior High Schools on the Basic pattern. This scheme has, no doubt, done a great service in introducing Basic Education in all the Junior High Schools of the State.

The idea behind the Reorientation scheme is as follows :

Agriculture has been introduced not only as a separate subject but also to serve as a means for extension work in rural areas. Agriculture extension work constitutes every educational approach for increasing agricultural produce and improving rural community life. The problem is to develop a system of education for rural schools which may provide an educational service for the rural population according to the every-day needs of the

people. To do this effectively, it has been found necessary to reorientate the curriculum and the programme of a rural school, so that it may reflect more accurately the real needs of the rural population.

Since the most basic problems of the rural population emerge from a deficit agricultural production and from the insanitary and unhealthy conditions of the villages, it is desirable to develop a school curriculum centred round the teaching of improved agricultural practices, home improvement, techniques and the inculcation of healthy living habits. The new scheme of reorientation, therefore, centres round such fundamental and basic needs of the people.

In other words, the Reorientation scheme is the scheme for the revitalization of Basic Education in the Junior High Schools of the State. The objectives and techniques of teaching in both the Junior and Senior Basic stages are fundamentally the same. Basic Education has now been declared as our national pattern of education. It is, therefore, in the fitness of things that the reorientation scheme has come in to complete the picture of Basic Education from classes I to VIII.

It is to clarify these ideas and to discuss the techniques of running the Basic scheme of Education that this symposium has been organized, where every participant may give out his views freely and frankly in this connection.

There are many other points to be thrashed out during the course of this symposium. I am sure, our conclusions will go a long way to revitalize and resuscitate the Basic Education in this State. I would, therefore, request you to be free and frank in your views and give constructive suggestions to evolve a working plan for the guidance of the teachers in the Basic Schools of the State. It is hardly necessary for me to explain the urgency of this situation as Basic education has now been acknowledged as the national pattern of Education of this country.

INAUGURAL ADDRESS TO STATE SEMINAR ON BASIC EDUCATION

By SRI R. R. SINGH, *Additional Director of Education, U. P.*
GENTLEMEN,

THE Director of Education was to be with us today to inaugurate this Seminar, which is the first of its kind we have arranged in the State. He has instructed me to convey to you his deep regrets that he is unable to attend today as he has been called away out of station on urgent work. He has asked me also to convey his greetings of welcome to you all, and his best wishes. He will be participating in our deliberations on his return to station. In his absence, it has fallen on me to welcome you on behalf of the organisers of the Seminar and to perform the pleasant duty of inaugurating it.

2. Seminars, Workshops, Symposia, Discussion Groups these are the new methods for stimulating intellectual activity and promote exchange of ideas and thoughts. The main purpose of a Seminar of this kind is to bring together the workers in the different sectors of a field of activity so that they may examine and discuss some specific problems connected with their calling, and lay down the sign-posts for the field-workers as well as the policy makers. It is of the essence of the Seminar-technique that the discussion should be free, unreserved and constructive that all the participants should share the common desire to find workable solutions of the problems presented for their consideration. There is no place for *ex cathedra* and the pontifical in a Seminar. At the same time it is necessary to ensure that the discussion does not become an intellectual and verbal gymnastic pleasurable for its own sake, a stream of resonant platitudes flowing from arm-chair ease. We guard against this temptation by having as participants those who have daily to deal with the matters under discussion. The ideas we thrash out here have to influence our day-to-day work in the field; they have to reach our colleague workers down to the lowest rung. The suggestions that we make will have to be tested in practice in our primary schools, our junior high schools, our training colleges and training schools. Many of them might be found unworkable in practice; others might need modification. These modifications will have to be considered by us again in due course. Thus there are four processes involved in the Seminar-technique. First, getting together as we are doing today, discuss specific problems and formulate workable suggestions; second, conveying the suggestions to other workers; third putting the suggestions to the test of practice; fourth, re-examination of these suggestions and ideas in the light of experience gained in actual practice. Our Seminar today is therefore only the first of a series. This will be followed by regional seminars where the ideas formulated by us in our deliberations here will be examined further and be conveyed through free discussions to a large number of workers at the regional level; this will be followed in turn by seminars organized in the districts which will convey these ideas to all our schools, teachers and members of the inspecting staff. As these ideas travel down to the regions and to the districts they will



Sri Raja Roy Singh, Additional Director of Education U. P. delivering his inaugural speech

acquire a more concrete shape and sharper outlines to suit the varying conditions from region to region and from district to district. You will observe that this is par-excellence the application of the democratic method in administration.

It is particularly appropriate that more than in any other field of administrative activity, it should be adopted as the regular method of work in educational development. Education is dynamic; it has to be constantly fed from the springs of new ideas and practices. It has constantly to meet the challenge of a rapidly changing social order. In relation to a social order, it has dual functions; it has to meet the needs of that social order and at the same time generate the force which will change the social order or put it on a new alignment.

Basic Education and the Reorientation scheme which are two facts of the same thing are primarily the systems of education in a social setting. During the course of the Seminar we shall be examining in detail the mechanics of these educational techniques; the teaching methods, the place of craft activity etc. But I should like to emphasize here the social content of these theories. I should like to remind you that the formulation of the Basic Education does not merely include a place of pre-eminence for craft but also, and I should like to suggest, primarily, pre-eminence of the social environment of the child as a learning situation. The conflicts of the modern age have forced to our attention the realization that man must be a social being, with responsibilities towards the society he lives in. Individual perfection is not enough. Full development of personality is not the development of only the personal virtues but the social personality. The school and the community have therefore to interact. In an under-developed country like India this has an added significance. In an ocean of illiteracy and sometimes of ignorance, the school is the only island of light and knowledge. It has, therefore, to act as a social engineering force for progress. The Reorientation Scheme is an attempt in this direction. Extension methods were designed in the country of their origin—America—as the means for the application of scientific methods in agriculture, home-improvements, etc. The schools come into the picture somewhere in the periphery through school clubs. In the Reorientation Scheme, the school is the very centre, is the hub of Extension work. We have to solve the problem of how the child in school can relate all his learning to the processes and activities of the community and at the same time, the school as a whole as well as the pupils individually can exert their influence on the community towards enlightenment.

We thus see that this conception is in a clear line of progress. There was first the traditional text-book school, whose objective was the mastery of the three R's, whose method was memorization and reproduction, whose curriculum was based on a rigid classification of subject-matter and whose learning values ignored the child as well as the community. The next stage was the development of new schools which were child-centred, whose objective was the individual development of the personality of the child, whose method was self-

expression and freedom from restraint, whose curriculum was centred round the interests of the child. The third type of school is the one that is now developing and which, I submit, it is the function of Basic Education to develop. This type of school has to be community centred, whose objective is to develop the constructive skills of the child, whose aim is to make him a more useful and better citizen, whose curriculum is based on the social processes as learning situation and whose keynote is to promote the sense of social responsibility in the child. These three types of schools do not represent absolute breaks in the development of educational thoughts. There are many basic techniques of the traditional school which are as useful and effective in a community centred school. They represent a widening scope, an enlargement of the material and resources which are used for the education of the child. I would submit five key-point criteria for the community centred schools :

- (1) The school is the natural venue for all activities calculated to promote the social and community welfare of non-school-going, population.
- (2) Community resources and activities are the source material of the school programme.
- (3) Community structure and problems and social behaviour should be the focal points of the school curriculum.
- (4) The school acts as an improvement agency in the community through participation in all community activities.
- (5) The school should lead the community.

What we need for the implementation of this conception is a band of clear-sighted workers and faith in our work.

REPORTS
OF
STUDY GROUPS
I TO VII

STUDY GROUP I*Convener—*

Sri K. N. Sukul, Director, Government Central Pedagogical Institute, Allahabad.

Members—

- (1) Sri C. N. Hangal.
- (2) Sri B. Ghosh.
- (3) Sri Bansidhar Srivastava.
- (4) Sri B. N. Khanna.
- (5) Sri N. P. Kapoor.
- (6) Sri B. D. Dikshit.
- (7) Sri T. S. Mehta.
- (8) Sri Gaya Prasad Misra.

Also participated—

- (1) Sri R. R. Singh.
- (2) Sri K. N. Malaviya.
- (3) Sri D. N. Chaturvedi.

Topic for study—

I—Concept of Basic Education.

II—Community and School.

REPORT

I—CONCEPT OF BASIC EDUCATION

It is difficult to define the concept of Basic Education in the short time available, except in a very concise way :

(a) Education has to be child-centred, being based on the needs of the child both as an individual and as a member of the community, keeping in view his growing mental, emotional and physical powers. An all-round development of the child will be aimed at.

(b) The need of activity being essential, weaving of all learning round a craft (or crafts) or some other social activity becomes a necessary principle of the curriculum.

The syllabi for the different classes should, therefore, be based on the school crafts and other activities.

Basic Education is possible even in the small rural school where there are fewer teachers than classes, based as the teaching is on craft activity and units of work connected with the physical and social environment, and on a curriculum drawn up on the basis of these.

(c) The most effective learning is that which takes place through the child's own experience in proper social situations which only the Community can provide. The Basic School should, therefore, be a Community centre intimately connected with the social and economic life of the Community.

(d) Teaching should be correlated with the child's craft work, his social environment and physical surroundings. This correlation should not be far-fetched or unnatural. Isolated lessons may have to be given wherever necessary.

(e) In order to ensure efficiency in craft work and to have to be set for the different stages, so that activity does not end in an activity only for its own sake but also leads to the acquisition of worthwhile attitudes and skills.

II—COMMUNITY AND SCHOOL

It may not be possible at this stage of the development of our schools to attempt a full-fledged experiment on the latest concept of the Community School. What should be aimed at now is a closer co-operation between the Community and the school. The child should be made to feel that the school and the Community are working together to achieve a common purpose, and the community should also be connected to the maximum extent with the work at school.

At the Primary School level the opportunities to bring about this reapproachment are necessarily restricted, but no efforts should be spared to utilize these few opportunities. The school would be the

venue of all village activities—public meetings (excepting, of course, election or political meetings), observance of special days, cultural shows, etc. Within their limited capacities, school pupils should share in them, hold cultural shows of their own, stage short plays and arrange for exhibitions both at the school and in the village. It should be emphasised here that at no stage should the purpose of all these be lost sight of: from the point of view of the pupils, all these are part of their education. They are not show-boys or the means to educate their elders in the village.

The Community—its physical surroundings and its social environment—is always the store house from where the schools, both Primary and Junior High (Senior Basic), will draw their examples and experiences. The school should also be community in miniature.

In the Junior High (Senior Basic) School, the opportunities are wider and much more varied. The earlier activities would certainly continue. In addition, pupils can be put to an elementary socio-economic survey of the village, to study the felt needs of the villagers to hold clean-up campaigns on a small scale, to render help at the time of unforeseen natural calamities and do everything within their power to awaken the community's consciousness of the educational programme.

The community can through a committee of its own, easily be drawn into the administrative set-up of the school. A parent-teacher association should be actively at work. The co-operation of the members of the community should be enlisted for the provision of those physical facilities which they can easily offer.

In short, we aim at a two-way traffic, the scope of which would necessarily be restricted because of the tender ages and limited capacities of the pupils concerned. It has also to be remembered that the educational aspect of these activities should not be obscured by any other consideration. The life and experiences of the pupils should grow richer as a result thereof. Through the school and at school, the child should primarily build up ideals, attitudes and enthusiasms which would help him to reconstruct a better society.

STUDY GROUP II

Convener—

Sri W. C. Chowfin, Deputy Director of Education, IV Region,
Banaras.

Members—

- (1) Sri S. D. Pant.
- (2) Dr. S. N. Upadhyay.
- (3) Sri D. D. Tewari.
- (4) Sri P. K. Shukla.
- (5) Sri L. P. Singh.
- (6) Sri G. M. Prakash.
- (7) Sri R. Singh.
- (8) Sri R. S. Mehta.
- (9) Sri T. P. Shukla.
- (10) Sri D. P. Bajpai.
- (11) Sri N. P. Saxena.
- (12) Sri A. P. Herbert.
- (13) Sri N. N. Kapoor.
- (14) Sri B. N. Singh.

Also participated—

- (1) Sri R. R. Singh.
- (2) Sri K. N. Malaviya.

Topics for study—

I—Community and School.

II—Extension Methods and Techniques.

REPORT

I. COMMUNITY AND SCHOOL (WITH PARTICULAR REFERENCE TO JUNIOR HIGH SCHOOLS)

(1) The function of the school is to prepare and train the child to be useful member of the Community.

(2) The Community School should be the radiating centre for ideas and practices for better living.

II. EXTENSION METHODS AND TECHNIQUE

(1) The first objective can be achieved through systematic organization of curricular and co-curricular activities keeping in view the specific needs of the Community.

(2) The second objective can be realized by carrying out the programme of extension work through rural youth organization which is a promising method of conducting extension work.

(3) In the existing reoriented schools the extension teacher has received training in methods and techniques of extension work but his present work-load in the school does not leave him much time to execute the extension programme. A reduction in the work-load is obviously called for; alternatively the remaining teachers of the reoriented schools may be put through an in service training course in extension methods so that they may share the work of the extension teacher.

(4) In the pattern of the rural youth organization sponsored by the Research and Action Institute, the rural youth clubs do not make any distinction between students and non-students. An apprehension was expressed whether this would have an adverse effect on the school discipline besides presenting organizational difficulties.

(5) It was also felt that the extension work envisaged by the Education Department could not be the same as that proposed by the Planning Department and it was emphasized that curricular and co-curricular activities of the school carried out efficiently in the school would in themselves involve a training in extension methods to the younger students to be translated into practice by them for a better living later on in the home and the Community.

The Committee generally approves of this interpretation and therefore suggests the following:

Agriculture Extension work in schools will include—

- (i) Demonstration or Model farms.
- (ii) Beautification of schools.
- (iii) Maintenance of school-nurseries for supplying seeds and seedlings.

Animal Husbandry

- (i) Practical knowledge of animal diseases.
- (ii) Care and handling of animals and birds.

Rural Sanitation

- (i) Personal cleanliness.
- (ii) Cleaning the school and its premises, and carrying these habits to their homes.
- (iii) Sanitary disposal of refuse.
- (iv) First-aid and Junior Red Cross activities.

Cultural and recreational

- (i) Games and sports.
- (ii) Dramatics, folk songs, folk dances, shadow plays, bhajan, kirtans.

Services through organized team work

The School may occasionally participate in projects of community service through organized teams.

STUDY GROUP III

Convener : Sri R. N. Gupta, Deputy Director of Education, Headquarters, Allahabad.

Members : (1) Sri K. N. Malaviya.
(2) Sri R. R. Lahiri.
(3) Sri C. N. Hangal.
(4) Sri D. D. Tewari.
(5) Sri B. N. Khanna.
(6) Sri S. C. Chowdhary.
(7) Sri S. G. Garg.
(8) Sri B. N. Singh.
(9) Sri M. M. Kar.
(10) Sri V. C. Singh.
(11) Sri A. S. Rizvi.
(12) Sri G. K. Asthana.

Topics for Study : I—Teaching in Basic Schools.
II—Teaching of Crafts.
III—Teaching of Agriculture.



*Sri Har Govind Singh, Education Minister U. P.,
presiding over the closing function of the
State Seminar.*

REPORT

I—TEACHING IN BASIC SCHOOLS

The teaching in Basic Schools requires certain methods and techniques to utilize the life-situations and the craft-activity in the education of the child.

Method and technique—We begin with the teaching of craft which aims to fulfil the felt need of the child, his home or the community. This determines the choice of the craft. The plan of work is then discussed and determined.

The next step is to develop manipulative skill required to attain proficiency in the selected craft. The pursuit of the craft activity scientifically and intelligently will provide opportunities for study of curricular subjects. The opportunity will be utilized to the best possible extent and the teaching of the subjects will be correlated with the craft-activity. Excursions to nearby places of importance will provide occasion for correlation with the physical environment. The customs of the people, their festivities and their problems—economic and social will also be utilized. In addition to the above, the felt needs of the schools and the child, or the community in relation to the child, will be taken up in the form of occasional projects providing a natural correlation. Topics of the syllabi not so covered will be taught as isolated lessons.

Suitable material and illustrative aids will be used in consideration of the stage and development of the child.

The children will be encouraged to take initiative and to discover things for themselves rather than have them imposed by the teachers. This will be possible if situations provided by the craft-activity are properly utilized.

Pit-falls to avoid—It will be profitable to indicate in brief the pit-falls to be avoided while teaching in Basic Schools :

(1) Attempts at artificial correlation should be avoided.

(2) Teaching of craft, *merely* as a productive activity without utilizing the opportunities provided for educating the child, should be avoided.

(3) Window-dressing to be avoided as the plague.

suggestions for improvement in the teaching in Basic Schools—The crux of the problem of improving the teaching in Basic Schools is the teacher. His position in the development of the pattern of life we are trying to evolve in our Basic Schools is pivotal, and after requisite aids and equipments have been provided to our schools, the effectiveness of teaching will directly depend on the quality of the job that the Basic School teacher makes of it.

The deliberations of the Group dealing with the training of teachers will tackle the problem of the pre-service training of Basic School teachers. Our suggestions hereunder relate only to the teachers already in service in the Basic Schools.

It is time that we revise our opinion of the Basic School teacher in our rural schools. In spite of economic backwardness and social handicaps, the teacher, with his education and the nature of profession he is in, is still the intellectual leader of the village community, not only in the educational field but also in the social, political and religious. It is the experience of every worker in any developmental department working in the village that no scheme is likely to succeed without the help and co-operation of village school teachers.

Yet after all this has been said, the Basic School teacher cannot get away from the background of his academic qualification up to the Junior High School stage and his training in an institution where the atmosphere has so far been overcast with uncertainty about the concept and content of education and the methods and techniques of teaching. Our first responsibility, therefore, is to help the teacher acquire the new and reoriented outlook on Basic Education that is assuming shape here.

Under the Second Five-Year Plan, provision has been made for arrangements to conduct the in service training of Basic School teachers. Our suggestion in this connection is that while conducting such courses care should be taken to deal with only a particular aspect or aspects of Basic Education which can be thoroughly understood during a session of the in service training. As these sessions will be held at intervals, be the ideas learnt at previous sessions should during the intervening period, be put into practice, experiences gathered about them and assessment made. These processes will be repeated after each session.

It is proposed that the Sub-Deputy Inspector of Schools of the circle from which the teachers are drawn for the in-service training should be allowed to attend it off and on so as to make himself conversant with the working of the session. During actual inspection work he will then be in a position to render necessary suggestions to the teachers.

The establishment of a Guidance Service is also recommended as an integral unit of the in-service training centre on the lines of a Research Centre proposed in connection with the teaching of craft. New ideas, methods, techniques, illustrative aids, etc., well thought out and previously experimented upon, will flow from the Guidance Service to the Basic Schools through the District Inspector of Schools or through the nearest Normal School. On the pattern of the Central Guidance Centre we should have District Guidance Centres at the Normal Schools and their replicas in the Junior High Schools, serving a number of primary schools in the area covered by them. Basic School teachers should periodically assemble at the Junior High Schools with the problems, difficulties, experiments and experiences from their own schools and collectively thrash out the ways of meeting the difficulties, making improvements and taking up new experiments. The result of these deliberations of the Junior High Schools should be sent to the Normal Schools for being duly considered. The approval of these decisions or suggested improve-

ments must be communicated back to Junior High Schools for circulation amongst its feeder Basic Schools. This two-way traffic of ideas is essential. It will not only rehabilitate the Basic School teacher in a position of an important and active participant in conducting the scheme of Basic Education, but also compel the Guidance Centres at the district or the regional level to remain within the limits of practical possibilities of rural situations. It will further be underlining the democratic nature of the task of nation building which the Education Department is fulfilling.

II—TEACHING OF CRAFTS

1. The Group recognises that in Basic education the craft activity should be purposeful and productive and should provide the medium for correlation.
2. The criteria of evaluation should be the knowledge gained, skill acquired and craft mindedness attained by children.
3. The selection of crafts for a place will depend upon the occupation of the community and the Educational value of the craft.
4. The minimum qualification of craft teachers in Basic Schools should be High School Pass and a two years' technical training in crafts and pedagogics in a Training College.
5. The syllabus of the main crafts should also contain elementary items of the associated crafts. The different crafts and allied art, exercises and studies, given in the syllabus should be more elaborate and explanatory, so that the Basic School teachers may form a clear conception of the matter.
6. The wood and metal craft syllabii should include elementary repair and reconditioning of agricultural instruments.
7. The craft-teacher should plan his detailed syllabus periodically, preferably every fortnight, in collaboration with other subject teachers, to ensure maximum co-ordination and correlation in the teaching.
8. More stress should be laid on visual aids and each practical work must be preceded with a full demonstration by the teacher. Educative charts, pertaining to the teaching and showing gradual development of different exercises and models, as well as, on the principles and execution of decorative designs, should be prepared by the teacher for constant reference during the teaching of the subject.
9. Individual progress reports and proper accounting of raw material and finished goods should be maintained.
10. To carry out the assignment, suggested in paras 7 and 8 above and also to keep ready the tools and materials for the day's work, two additional free periods per day should be provided to every craft teacher.
11. The desirability of immediately providing a workshop bearer to every double-section school should be seriously considered.

12. A research centre should be established to evolve new ideas and designs, pertaining to the products and the actual construction of new models, to prepare guide books for teachers and simple illustrative aids, as charts, diagrams etc. to carry on research on the improvement and improvization of tools and equipment, to try the scope of new materials, tools and apparatus, and to attend to the individual difficulties of the teachers referred to it. This work should be taken up by the Government Constructive Training College, Lucknow.

13. Educational "Workshops" should be organized at Normal Schools for bringing together craft teachers so that they may pool their experiences to seek practical answers to some of their problems. The "workshops" will provide the true learning situations in which the participants will evolve their own programme and work upon the problems of their choice. The initial organization work of such workshops, may be done by the staff of the Research Centre.

14. Along with the extension of Craft training in schools, regional supervisors and guides in crafts should be organized on the lines of agricultural supervisors and extension guides.

15. The tools and implements for use in Basic Schools should be standardized and checked up in reference to the respective specifications.

Teaching of art in Primary Schools—The aim of Art Teaching in the primary classes up to V will be mainly expressional so as to develop the whole personality of the child, and should be approached in the spirit of play. The children will be encouraged to use various materials, e.g. colour, crayon, clay, etc. His activities connected with the home, school, social and physical environments will afford subjects for such expression.

In the Junior High School Allied Art is compulsory, but those students who offer Art as an optional subject will have to be given a more formal training in that subject.

III—TEACHING OF AGRICULTURE

The teaching of Agriculture should aim at providing a scientific bent of mind. It should develop the pupils intellectual powers more than a narrow theoretical outlook. It should aim at giving the why and the how of every phenomena as at the earliest stages there should be no difference in the aims of teaching general Science and Agriculture. Later on, while emphasizing the Agricultural aspect in the teaching process the basic core of teaching Science (and Agriculture which too is a Science) should not lost sight of.

In order to make the teaching of Agriculture more effective and to put it more on the scientific basis the teacher should improve his methods and techniques. The child should learn by observation, experiments, practice and projects. Suitable opportunities should be provided for learning through these ways in the school and the village. At the Primary stage, there should be plenty of scope for observation. This can be provided by arranging field trips, demonstrations and object

lessons. At the Junior High School stage, experiments and projects should be designed and carried out by the students. The teacher should make full use of Audio-Visual aids, class-room demonstrations and other conventional aids. The syllabus should provide ample opportunities to the teachers and students, experiments and demonstrations. The syllabus prepared by a Committee of Agricultural experts should be reviewed by a Committee of trained agriculture teachers who may modify it from the point of the child's capacity, interest and attainments. The Government Central Pedagogical Institute, Allahabad should also help in the framing of the syllabus and try to improve it from time to time as a result of their experiments and researches. Training Colleges should work the syllabus in their Model Schools before it is introduced all over the State. As suggested by the Officer on Special Duty. (Reorientation) in his working paper, the posts of Professors of Agriculture at the Government Central Pedagogical Institute and the Basic Training Colleges are imperative.

An outline syllabus is proposed below. For the working of this syllabus in the school there should be a complete collaboration between the General Science teacher and the Agriculture teacher. The theory of Agriculture is more or less, similar to that of General Science. The methods of teaching are also similar. Equipments, etc., should be borrowed from the General Science laboratory for demonstration purposes. There should be a separate syllabus for the hilly regions of the State with emphasis on Horticulture and local crafts (wool spinning and weaving and bee-keeping). Equipment should be provided to them accordingly. There should also be complete and intensive co-ordination, co-operation and planning between the teachers of different subjects and those of General Science and Agriculture.

A list of equipment is also appended. With the help of the pupils the teacher should try to build an agricultural museum for which some models may also be supplied by the Department.

Books—(i) Suitable books written on modern lines should be made available, which should specify experiments, projects and demonstration lessons.

(ii) A handbook of suggestions for Agriculture teaching should be prepared by the Department.

Syllabus in Agriculture—The existing syllabus needs to be amended. The syllabus for the Junior High School should be grouped into demonstration lessons, projects, experiments and farm practicals.

Class VI

Demonstration experiments

- | | |
|--|---|
| 1. Pot experiments. | 1. Demonstration of soil fertility. |
| 2. Effect of manure on the physical characteristics of the soil. | 2. Soil conservation. |
| | 3. Soil erosion by water. |
| | 4. Effects of artificial manure on crops. |
| | 5. Demonstration of rise and fall of water in the soil water. |

Growth of plants in different kind of soil.

Demonstration

Projects

1. Classification of soils.
 2. Collection of crop plants of different seasons.
 3. Classification of seeds.
 4. Collection of improved seeds.
 5. Destroying weeds etc.
 6. Compost making.
1. Soil analysis.
 2. Germination tests.
 3. Classification of manures.

Experiments by Pupils

Class VII

Demonstration experiments

Class-rooms :

- | | | |
|--------------------------------------|----|----------------------------|
| 1. Methods of propagation | .. | 1. Propagation. |
| 2. Field: Propagation of fruit plant | | 2. Improved seeds. |
| | | 3. Rotation demonstration. |

Projects :

1. Cultivation of local crops.
2. Cultivation of local vegetables.
3. Propagation of fruit plants.
4. Preparing cropping schemes.
5. Care of cattle.
6. Roguing.
7. Measurement of field and land survey.

Experiments

1. Identification of artificial manures.
2. Propagation.

Class VIII

Class Room : Effect of vegetation on a slopy soil when water is passed over it.

1. Use of balanced manures.
2. Methods of soil conservation.
3. Demonstration of improved methods.
4. Demonstration of sowing sugarcane in line.

Field : Developing pastures and planting trees on slopy soils.

5. Use of olpad thrahser.
6. Use of green manure.
7. Production of pure milk.

Projects :

1. Sale of Agricultural produce.
2. Keeping farm records.
3. Care of cattle.
4. Co-operative society.
5. Collection of insect pests.
6. Control of rats.
7. Van Mahotsava.

Experiments :

1. Gradation of produce.
2. Rearing of insects.
3. Cold storage.
4. Use of insecticides.

Equipment :

Teaching aids—Working models of all improved ploughs, implements and water lifts, charts dealing with different processes of agriculture and horticulture, keroscope for projecting film strips and community listening sets should be available to each school.

Laboratory equipment—Equipment required for General Science up to class VIII plus the following additional things :

- (i) Demonstration table—one.
- (ii) Almirahs—two.
- (iii) Show cases attached to the wall.
- (iv) Climatological appliances.
- (v) Sieves for soil analysis.
- (vi) Horticultural tools.

Farm equipment—Live stock—Farms of more than 5 acres shall be provided one pair of bullocks and a man to look after them.

Dead stock—One Victory or Punjab plough.

Two deshi ploughs.

One meston plough.

One cultivator.

Hand Hoe.

Rakes.

Spades—one for two students.

Khurpies—one for each student.

Hansias.

The implements should be specially designed to suit the students.

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STUDY GROUP IV

Convener :—Sri M. N. Husain, Deputy Director of Education,
II Region, Bareilly.

Members :—(1) Sri Bansidhar.

(2) Sri L. P. Singh.

(3) Sri N. P. Kapoor.

(4) Sri S. M. Baqar.

(5) Sri S. S. Chawhan.

(6) Sri Abdul Qasim.

(7) Sri S. N. Srivastava.

(8) Sri Ahmad Yar Khan.

Topics for study : I—Syllabus of Basic Schools.

II—Requirements of Basic Schools.

REPORT

I—SYLLABUS OF BASIC SCHOOLS

The following are some of the fundamental principles which should underline the framing of the Basic School Curriculum :

(i) It should be based on a craft, with teaching of different subjects, as far as possible and practicable, done round the craft.

(ii) The syllabus should proceed from the home and the village to the State and from the State to world situations and conditions.

(iii) Subjects other than Craft and Agriculture should not receive less attention.

(iv) There should be 8 periods of 40 minutes each with a gap of at least 40 minutes.

(v) that students of classes I and II should remain in the school for its entire duration though not actually engaged in tuitional activities.

(vi) that the working capacity of the teacher in Primary school should be rated at 6 hours.

II—REQUIREMENTS OF BASIC SCHOOLS

Financial Implications*Building*

| | | | Rs. |
|-----------------------|-----------------------|----|-------|
| Existing provision .. | New construction .. | .. | 2,000 |
| | Planning Deptt. .. | .. | 2,000 |
| | Local contribution .. | .. | 2,000 |
| Total .. | | | 6,000 |
| Old building .. | | | 1,000 |

The provision for the old buildings at Rs. 1,000 per school to be placed at the disposal of the District Inspector of Schools in a lump sum for being utilised in the completion of as many as possible school buildings as are two-thirds or one-third adequate.

Non-recurring

| | | |
|----------------------|----|---|
| Existing Provision : | .. | Rs. 150 in the first year. |
| | | Rs. 100 in the 2nd year. |
| | | Rs. 100 in the 3rd year for replacement of furniture. |
| Total | .. | Rs. 350 |

Expenditure—

| | Rs. |
|------------------------------|---------------------------|
| Furniture | 210 as per list attached. |
| Agriculture/Book Craft | 32 |
| Spinning and Weaving | 30 |
| General science | 45 |
| Map and other aids | 25 |
| Miscellaneous | 8 |
| Total | 350 |

NOTE—In schools where facilities for agriculture do not exist Book—craft will be taught instead

Recurring :—

| | Rs. |
|------------------------------|-----|
| Existing provision— | 100 |
| Expenditure : | |
| Agriculture/Book Craft | 35 |
| Science | 15 |
| Spinning and Weaving | 35 |
| Art | 15 |
| | 100 |

We consider that the minimum general requirements of a Basic School are :

(i) It would have at least 3 trained teachers whose minimum qualifications should be the Hindustani Teacher's Certificate.

(ii) It should have a building (pucca) consisting of two class rooms and a verandah and one working room for Crafts.

(iii) It should have one acre of land in the plains and half an acre in the hills.

(iv) It should have the following minimum equipment :

| | | <i>Furniture</i> | | Rs. |
|----|----------------------|------------------|------|--------------------------------|
| 1. | Chairs | 3 | | 24 |
| 2. | Tables | 3 | | 30 |
| 3. | Tat patties | 15 | | 90 (5 per class plus 5 extra). |
| 4. | Black boards | 2 | | 20 |
| 5. | Gong | 1 | | 5 |
| 6. | Boxes | 3 | | 30 |
| 7. | Balti and lota | 2 | each | 10 |
| | Total | | | 209 |

We consider the following as the minimum requirements for special subjects :—Agriculture, Spinning and Weaving, Book craft, and General Science.

Agriculture

| | | | Rs. |
|------------------------|----|--|----------------|
| 1. Khurpies (small) .. | 20 | | 10 |
| 2. Phauras (small) .. | 4 | | 10 |
| 3. Kudals | 2 | | 4 |
| 4. Watering can .. | 3 | | 6 |
| 5. Sickles | 2 | | 2 |
| Total | | | <hr/> 32 <hr/> |

Spinning and Weaving

| | | | Rs. |
|---------------------|---|--|----------------|
| 1. Puni pats .. | 6 | | 6 |
| 2. Otani | 1 | | 6 |
| 3. Chhoti Dhunki .. | 2 | | 6 |
| 4. Salai patri .. | 5 | | 5 |
| 5. Charkha .. | 2 | | 5 |
| 6. Asan frame .. | 1 | | 2 |
| Total | | | <hr/> 30 <hr/> |

Book Craft

Non-recurring

| | | | Rs. |
|------------------------|----|--|----------------|
| 1. Scissors | 10 | | 12 |
| 2. Knife-cum-Nahani .. | 8 | | 4 |
| 3. Scales (Metal) .. | 6 | | 6 |
| 4. Metal tray .. | 2 | | 10 |
| Total | | | <hr/> 32 <hr/> |

General Science

| | | | Rs. |
|-------------|-------------------------|------|------------------------------|
| 1. | Retort stand with clamp | .. 2 | 5 |
| 2. | Tripod stand | .. 2 | 3 |
| 3. | Wire gauge | .. 2 | 2 |
| 4. | Funnel stand | .. 2 | 4 |
| 5. | Beakers .. | .. 6 | 6 |
| 6. | Funnel .. | .. 3 | 4 and annas 8 |
| 7. | Flask .. | .. 2 | 2 |
| 8. | Spirit lamp | .. 2 | 5 |
| 9. | Glass dishes | .. 6 | 3 |
| 10. | Leibigs condensor | .. 2 | 10 |
| Total | | | 44 and annas 8. or Rs. 45 |

*Recurring expenditure***Agriculture**

| | | | Rs. |
|-------------|---------------|-------|-----|
| | Manure | .. .. | 10 |
| | Seeds .. | .. .. | 10 |
| | Miscellaneous | .. .. | 15 |
| Total | | | 35 |

Book.-Craft

| | | | |
|-------------|------------------|-------|----|
| 1. | Card Board | .. .. | 10 |
| 2. | Pastel paper | .. .. | 2 |
| 3. | Bamboo paper | .. .. | 2 |
| 4. | White paper | .. .. | 2 |
| 5. | Coloured paper | .. .. | 2 |
| 6. | Crepe paper | .. .. | 2 |
| 7. | Paste .. | .. .. | 2 |
| 8. | Oil colour tubes | .. .. | 5 |
| 9. | Kerosene oil | .. .. | 1 |
| 10. | Brushes .. | .. .. | 2 |
| 11. | Binding clot | .. .. | 5 |
| Total | | | 35 |

General Science

| | |
|---------------------------------|-------|
| 1. Potassium Permanganate 1 lb. | 2 |
| 2. Alum $\frac{1}{2}$ lb. | 2 |
| 3. Candle sticks 1 doz. | 1 |
| 4. Filter paper 1 packet | 2 |
| 5. Spirit | 2 |
| 6. Miscellaneous | 6 |
| | <hr/> |
| Total | 15 |
| | <hr/> |

Spinning and Weaving

| | |
|-----------------------------|-------|
| 1. Cotton 10 seers | 25 |
| 2. Tant (12 lachhies) | 5 |
| 3. Miscellaneous | 5 |
| | <hr/> |
| Total | 35 |
| | <hr/> |

Art

| | |
|---|-------|
| 1. Colour three primary and two neutrals | 10 |
| 2. Paper | 5 |
| | <hr/> |
| Total | 15 |
| | <hr/> |

STUDY GROUP V**Convener—**

Sri M. U. Ahmad, Deputy Director of Education, III Region,
Allahabad.

Members—

- (1) Sri Hari Shanker Sharma.
- (2) Sri G. M. Prakash.
- (3) Sri B. N. Khanna.
- (4) Sri Bansidhar.
- (5) Sri T. S. Mehta.
- (6) Sri Ramesh Chandra.
- (7) Sri B. D. Dikshit
- (8) Dr. B. P. Bagchi.
- (9) Sri M. Rab.
- (10) Sri B. K. Singh.
- (11) Sri Girish Chandra Gupta.
- (12) Sri N. P. Saxena.
- (13) Sri M. L. Varshney.
- (14) Sri J. P. Dubey.
- (15) Sri S. R. Hasan Rizvi.
- (16) Sri N. C. Sharma.
- (17) Sri B. R. Katyar.
- (18) Sri Satya Prakash.
- (19) Sri P. N. Dutta.
- (20) Sri Laxmi Kant.
- (21) Sri V. C. Singh.

Topics for study :

I—Inspection and control.

II—Teacher Training for Reoriented school.

III—Teacher Training for Basic Schools.

REPORT

I INSPECTION AND CONTROL OF BASIC SCHOOLS

In order to provide a manageable and strong controlling agency for education in the district at the Basic Stage and in consonance with the principle of a sufficient share and participation of the local bodies, the Committee proposes that the District Board Education Committee should be raised to a statutory status and reconstituted as follows :

- (a) The President, District Board, should be the *ex officio* Chairman of the Committee.
- (b) The Deputy Inspector of Schools will act as the *ex officio* Secretary of the Committee.
- (c) Four District Board members including one Harijan representative.
- (d) District Planning Officer, *ex officio* member.
- (e) One representative of the District Board teachers.
- (f) Three Government nominees (Educationists) including one lady.

This Education Committee will administer and control Basic Education, both Junior and Senior, in general. The Deputy Inspector of Schools as Secretary of the Committee will have full control over the education office, including recruitment, promotion, punishment, reward, leave and entry in the character roll of all the ministerial and inferior staff.

The recruitment and promotion of the teachers should be made by a selection board consisting of the President, District Board, the Deputy Inspector of Schools and one out of the three Government nominees to be elected by the Education Committee, and the list is to be approved as in the case of the Municipal Boards. The Deputy Inspector of Schools will act as Secretary of this Committee as well.

Inspection—The Inspecting Officer should be considered as an educational guide to the teachers. He should hold monthly meetings of the teachers in order to assess their work and give further suggestions. The Inspecting Staff, particularly the newly recruited, should be trained for Inspection and Guidance.

For better and closer supervision, the number of schools per Sub-Deputy Inspector of Schools should be 50. There is already a proposal in the Second Five-Year Plan for increasing the number of Sub-Deputy Inspectors of Schools, but even with that increase the number of schools per Sub-Deputy Inspector works out at 80. There should be at least two detailed inspections of each Basic School as at present. Full one day should be devoted for the inspection of Basic School (Junior) and two days for Basic School (Senior). Besides, there should be surprise visits also to ensure that the suggestions given at the time of inspections are being implemented. It is also suggested that the Extension Guides be also utilized for detailed inspection work of Basic Schools

after two years when the farms are fully developed and these Guides receive the requisite pedagogic training. To improve efficiency of work, every extension guide should be provided with an orderly penon.

The Sub-Deputy Inspector of Schools who have no agricultural or craft qualifications be given refresher courses in Agriculture and Crafts.

A modification in the form of the inspection note as given below is necessary, and similarly, one is suggested below for the Extension Guides :

(1) *Staff*—With reference to the adequacy, qualifications of the teachers, etc.

(2) *Enrolment and attendance*—Classwise and sectionwise with comparison of the total enrolment and attendance at the time of the last inspection. In case the enrolment or attendance has fallen or is not adequate in relation to the population of the children of the school-going age in the areas served by the school, the reasons and the suggestions for its improvement be given.

(3) *Discipline and tone of the school.*

(4) *Physical Education and Games.*

(5) *Text-books*—Both for teachers and pupils.

(6) *Building.*

(7) *Equipment and Furniture.*

(8) *Register and accounts.*

(9) *Tuitional condition*—With special reference to Methods, particularly, correlation, attainments of the students and written work. Reference to Craft work, Agriculture, and condition of school farms.

(10) *Results*—In case they are not satisfactory, the reasons be given and the suggestions for its improvement be noted.

(11) *Co-curricular activities*—With special reference to the wholesome relation of the School on the Community.

(12) Compliance of the last inspection note and important points on which action is to be taken.

(13) *General*—Under this head the general impression of the school formed on the whole as well as any other points need be noted.

Points to be incorporated for the inspections by the Extension Guide

1. Name of the school and enrolment of the students.
2. Name of the Extension teacher along with his qualifications.
3. Teaching of Agriculture, time-table of Theory and Practical classes.

4. Farms—
 - (a) Map and area.
 - (b) Site.
 - (c) Soil.
 - (d) Lay-out of the farm.
 - (e) Development of the farm.
 - (f) Irrigation facilities,
5. *Cropping Scheme*—
 - (a) Area under cultivation.
 - (b) Crop rotations whether approved by the Extension Guide or not.
 - (c) Standing crops and their condition and estimated yield, if possible.
6. *Provision for seed, manure, etc.*
7. *Equipment*—
 - (a) Agricultural implements and store room.
 - (b) Bullocks their condition and shed.
 - (c) Library.
8. *Agricultural Museum*—
 - (a) Charts and maps.
 - (b) Collection of seeds, soil, manures, fertilizers, weeds, specimens of diseased plants.
 - (c) Methods of implements and water lift, etc.
9. *Nursery*—
 - (a) Provision of seedlings and saplings.
 - (b) Condition of Nursery.
10. *Farm and Nursery accounts, Registers.*
11. *Agricultural Extension work.*
12. *General*—
 - (a) Beautification of the school compound.
 - (b) Co-operation of the staff.
 - (c) Help from other departments.
 - (d) Working of the School Reorientation Committee.
13. *Action taken on the last inspection report.*
14. *Any other suggestions for all round improvement.*

II—TEACHER TRAINING FOR REORIENTED SCHOOLS

Aims and objects

For teachers of Agriculture—

To give them basic and fundamental knowledge of the theory and practice in Agriculture, Horticulture, Animal Husbandry including Veterinary Science, Agricultural Extension, Social Education, Public Health, Rural Economics and Co-operation.

For training centre

- (a) To make new experiments and to devise methods and techniques of teaching.
- (b) To prepare suitable material for the teacher, the child and the community.
- (c) To devise, if possible, improved methods in local crafts.

Building and Situation

The Training centre should be located in the rural areas, not very far from the cities where adequate facilities of Agricultural and Horticultural operations and extension work are available. A farm of at least 25 acres, fully equipped with irrigation facilities and appliances, should be attached. There should be a small herd of cattle to impart training in Animal Husbandry. The institution should be residential.

Equipment

There should be following equipment at the centre—

- (1) All improved Agriculture-Horticulture implements.
- (2) Fully equipped library.
- (3) Laboratory for General Science.
- (4) Teaching aids and materials.
- (5) Workshops.
- (6) Audio-Visual aids.
- (7) Museum.
- (8) Musical and recreational material.
- (9) Craft equipment.
- (10) Gymnastic and Games material.

Staff and establishment

There should be following lecturers :

- (1) Lecturer in Agriculture.
- (2) Ditto Horticulture.

- (3) Lecturer in Animal Husbandry and Veterinary Science.
- (4) Ditto Social Education, Agri-Extension and Community Organization.
- (5) Ditto Psychology and Principles of Education.
- (6) Ditto General method, History of Education and Teaching technique.
- (7) Ditto Agricultural Engineering.
- (8) Ditto General Science.
- (9) Ditto Physical Education and Games.
- (10) Ditto Respective Crafts.
- (11) Demonstrator in Agriculture.
- (12) Ditto one in each craft.
- (13) Ditto in each laboratory.
- (14) Librarian.
- (15) Music Teacher.
- (16) Artist.
- (17) Lecturer in Public Health.
- (18) One Farm Superintendent.
- (19) One Head Clerk.
- (20) One Clerk.
- (21) 15 peons including farm servants.
- (22) 5 Lab. boys, one for each Lab.
- (23) 1 Daftari.
- (24) Farm mate.

Enrolment

Not more than 100 teachers should be enrolled in one session.

*Qualifications—For extension teacher—*At least High School pass with Agriculture or Science.

There should be separate classes for graduates and undergraduates.

*Training—*There should be two type of training :

(a) *For new entrants—*The training course should be of two years. In the first year Agriculture and Craft education be given and in the second year the teachers should be trained in pedagogy.

(b) *For teachers in service—*The training course should be for one year from 1st June to 31st May.

*Excursion—*A provision for Excursion to 3 to 4 experimental and Research farms, dairies and extension and community project areas should be made. This would broaden their outlook.

*Time-table—*It should be on Ashram Pattern.

Curriculum—There should be an expert committee of the following: experts to chalk out curriculum.

- (1) One expert of Agriculture.
- (2) Ditto Horticulture.
- (3) Ditto Animal Husbandry.
- (4) Ditto Social Education.
- (5) Ditto Pedagogics.
- (6) Ditto Physical Education.

III—TEACHER TRAINING FOR BASIC SCHOOLS

1. Teacher Education has two equally important parts :

- (a) Pre-service Training.
- (b) In-service Training.

2. *Objectives of this Education*—(1) To enable the teachers-in-training to understand the concept of Basic education and the social philosophy underlying it, and to develop faith in the same.

(2) To help the teacher-in-service acquire the new and reoriented outlook on Basic education.

(3) To develop newly skills in teaching techniques.

(A) Pre-service Training

3. *Admission*—(1) The trainees should mostly be recruited from rural areas as their field of work lies there.

(2) For admission, apart from the interview, intelligence and personality tests, suitably selected for the purpose, should also be employed.

(3) Admissions to these institutions should be planned on the basis of State requirements.

(4) All the Normal Schools be designated Basic Training Schools and the Junior Training Colleges, Junior Basic Training Colleges.

The Senior Basic Training College will train teachers for Junior Basic Training Colleges, Basic Training Schools, and the inspectorate. The Junior Basic Training Colleges will train teachers for Senior Basic Schools as well as for classes VI, VII and VIII of Higher Secondary Schools.

The Basic Training Schools will train teachers for Basic Schools.

5. *Duration of Courses*—(a) Two years for professional training.

(b) Three months for special courses.

6. *Courses of Study*—In such institutions the following will be taught.

(A) *Theory*—(i) Educational sociology.

(ii) Philosophy and History of Education :

Emphasis on Basic Education.

(iii) Educational Psychology :

Emphasis on Child Psychology.

(iv) School Organization and Administration.

(v) Methods of Teaching :

Emphasis on correlated teaching methods.

(B) *Practice*—It should be of dynamic rather than formal and artificial.

(i) Practising schools should also set as Laboratories and should have flexibility of syllabus for experimentation.

(ii) *Practice in correlated teaching*—Preparation of notes of lessons and diaries workable in real conditions.

(iii) Practice in methods of teaching in one-teacher and two-teacher school.

(iv) Practice in organizing co-curricular activities, functions, etc.

(v) Psychological experiments.

(vi) *Craft work*—Regular and systematic practice in Basic crafts to be given so that the pupil teachers may acquire skills and proficiency. Applied Art should also be taught.

6. *Staff*—In addition to suitable educational and training qualifications :

(a) It should have practical experience of field work and

(b) there should be a regular and periodic exchange between the field work staff and the training institution staff.

7. *Life in training institutions*—The members of the staff should set example of community living by their behaviour towards one another and the students. Self-help, sociability and dignity of labour should not remain mere catch-words but should actually be practised in the co-operative and democratic life in training institutions.

(B) In-service Training

1. It should form an integral part of the teachers' Educational programme at all stages and should be given equal importance as the education of a teacher is a life-long process and is merely initiated in training institutions.

2. Additional staff (at least two members) should be provided in all training institutions for the co-ordination of this work and for establishing closer contact between the schools and the training institutions.

3. Training in "In-service Techniques" should be given (i. e. workshops, seminars, study-groups) at the Basic Training Schools and Colleges. A workable programme of in-service training should also be evolved by these institutions jointly.

4. Every teacher should have an opportunity to come to the training institution for a refresher course at some suitable time once in every three years.

5. Essential implements and books for the in-service training work, e.g. Film-strips, Projectors, Duplicators (for publications), Gramophones, etc. should be provided to the training institutions.



*Sri C. N. Chak Director of Education U. P., thanking the
Minister of Education*

STUDY GROUP VI

Convener : Sri Z. Ahmad, Deputy Director of Education, Head-Quarters, Allahabad.

Members :—(1) Sri P. N. Dutta.

(2) Sri B. B. L. Sharma.

(3) Sri J. R. Misra.

(4) Sri P. C. Mathur.

(5) Sri J. N. Rai.

(6) Sri B. D. Dikshit.

Topics for study :—I—Education in Basic Schools.

II.—Literature for Basic Schools.

REPORT

I. EVALUATION IN BASIC SCHOOLS

The term 'evaluation' signifies the following :—

- (i) Attainment of the children in the school activities.
- (ii) An assessment of the child's aptitudes ; and
- (iii) a check-up of his physical development, social traits and character.

Evaluation will proceed along the lines noted below :—

(a) As far as the curricular activities in classes I to IV are concerned, the attainments will be assessed by the teacher himself.

(b) All the children from classes I to IV should be invariably promoted to the next higher class after a year's stay in each class provided they put in adequate percentage of attendance, say 80.

(c) The promotion examination from class V would also be the responsibility of the primary school Head Teacher.

(d) For promotion in Junior High Schools, informal objective tests prepared by a competent authority may be used, supplemented by the usual type of tests conducted hitherto for classes V to VII.

(e) With regard to the aptitude and the social traits of the child, the teacher should be able to find this out through careful observation and the maintenance of individual Cumulative Records. This may be taken up at the Senior Basic stage for the present.

(f) While making an assessment of the individual child, the teacher should bear in mind also his participation in health activities and his physical growth and development. The place of a useful medical check-up once a year or so cannot be over-emphasised.

II—LITERATURE FOR BASIC SCHOOLS

The literature for Basic Schools may be considered under three categories, viz. (i) for children, (ii) for the teacher, (iii) pictures and charts etc. :—

(i) The following considerations should guide the construction of reading material for children :—

(a) Books to be prepared on the basis of a well-selected and graded vocabulary ;

(b) They should conform to the physiological and Psychological needs of the child, i.e., they should be suitably illustrated, be attractive and cheap as far as possible.

(c) Where children are learning the mechanics of reading at the initial stage, the vocabulary should be already familiar and confined to objects and actions in which children are interested and may be drawn from the home, school and social environment.

(d) Books on reading-for-content should use mostly the vocabulary already acquired in the lower classes.

(e) Work-books both on language and content subjects may be prepared.

(f) The use of one book covering the reading material for the whole year is not very desirable. No book as a rule should contain material for more than two to three months. The advisability, therefore, of viewing two small books instead of only one in the first two classes may be considered.

(g) All Basic Schools should be provided with a library which should have suitably reading books for children. These books should be graded. The Department may also consider the publication of a magazine or magazines for Basic Schools. A comprehensive list of books may be drawn classwise and distributed among the District purchasing authorities, who should consult them while purchasing books for school libraries.

(h) There may be District Organization to circulate suitable reading and illustrated material to school children.

(i) Full encouragement may be provided to authors and writers interested in producing children's literature to write books on the same lines as in England and America.

(ii) Literature for the teacher may be of three types :—

(a) Hand-books for the teacher containing suggestions on methods of teaching the various subjects, techniques of assessing the child's progress and maintaining the relevant records (b) Source-books for different subjects and projects (c) Detailed integrated syllabus.

(iii) Various types of apparatus, pictures and charts for teaching, reading, writing and Arithmetic should be prepared and distributed to schools. The Flannelograph technique may be used. Self-corrective apparatus for Hindi and Arithmetic may also be useful. Charts for marking the progress of the individual child and the class should be prepared and printed for distribution.

STUDY GROUP VII

Convener :—Sri P. K. Banerji, Deputy Director of Education,
I Region, Meerut.

- Members* :—(1) Sri S. N. Sharma.
(2) Sri P. K. Shukla.
(3) Sri Sudhakar Sharma.
(4) Sri G. S. Shukla.
(5) Sri Subedar Singh.
(6) Sri S. N. Srivastava.
(7) Sri U. N. Chaturvedi.
(8) Sri Satya Prakash.
(9) Sri B. N. Gupta.

Topics for study :—Fundamental Education and the Educational Reorientation Scheme.

REPORT

FUNDAMENTAL EDUCATION AND REORIENTATION SCHEME
SUGGESTIONS AND RECOMMENDATIONS

(1) As defined by the UNESCO, Fundamental Education is that kind of minimum and general education, which aims to help children and adults, who do not have the advantage of formal education, to understand the problems of their immediate environment and their rights and duties as citizens and individuals and to participate more effectively in the economic and social progress of their community. This is not a new concept as it has existed in various forms in different countries of the world. The main objective of the Fundamental Education is contained in the definition itself.

(2) This definition of the UNESCO takes into account those adults also who had formal education at a certain stage but have subsequently drifted into ignorance.

(3) The programme should be carried out through the agency of the Extension teacher in our State.

(4) The various functions that are expected to be carried out through Fundamental Education are such as require a full control of the Education Department, because the responsibility rests with this department whereas the resources are mostly in the hands of the Planning Department who are also carrying on the programme in their own way. The best results can be achieved only if the control is entrusted to one Department, i.e. the Education Department.

(5) The Primary School and the Junior High School have to be the centres for Fundamental Education as well, and these schools will function in two ways. Firstly, formal education will be imparted to the pupils and secondly, outside school hours, all teachers and the pupils will be expected to carry on the Fundamental Education work.

A special remuneration should be given to the teaching staff for carrying on Fundamental Education in off-hours. (6)(a) Fundamental Education has to be so adjusted with the existing system of education that the extension teacher will do most of the work required except the purely technical activities. He will, however, give all possible assistance in these activities also. Greater stress should be laid by the Extension teacher on Fundamental Education, particularly Extension work, rather than merely on formal education, and if necessary, the Extension teachers will have to be relieved of teaching General Science and even Agriculture in classrooms by appointing other subject teachers.

(b) The Extension teacher should be able to bring about the co-ordination of the various departments for the successful implementation of the programme by inviting technical persons from other

departments to the school at suitable intervals. For this, he should be given proper authority by the Government, so that the technicians from other Departments may respond to his request.

(c) The programme which the extension teacher will carry out in his area would be determined by the people of that area rather than be superimposed by him. The extension teacher should make his best efforts to convert the real needs of the villager into their felt needs.

(7) The material aids needed for carrying out this education should be supplied by a Central Agency preferably by the Education Expansion Department of this State. This should also be equipped with a Department of Research and Specialised Training for the same purpose. The production of the various aids as well as the publication of literature in this respect for the workers at different levels should be entrusted to the Education Expansion Department, which may form a Central Production Bureau for this purpose.

(8) A Detailed programme should be framed by a Committee of experts and a definite training should be imparted to workers to be entrusted with this work at different levels. There should be also a Refresher Course from time to time.

(9) For carrying out this work of Fundamental Education five reoriented schools in each district may be selected at the first instance on an experimental basis, and subsequently the scheme may be extended to other schools in the light of the experience gained.

(10) To avoid over-lapping with similar activities, the ultimate control of Fundamental Education which includes Social Education should be vested with the Education Department.

(11) A Draft Working Plan as envisaged in its initial stage is also enclosed.

A DRAFT WORKING PLAN FOR FUNDAMENTAL EDUCATION

*Special Officer for Fundamental Education (Advisory Board
for Fundamental Education)*

(Syllabus—A Sub-Committee)

**Director Central
Production Bureau**

Training programmes

**Research, Survey
and Evaluation**

**A. V. Aids (Special
Officer) Assisted
by a complete
Film Unit.**

**Reading Materials
(Special Officer)
Budget provision
for Commissioning
outside authors
and artists.**

1. Orientation of
 - (a) Field Officers (D. I. O. S., Dy. Inspectors etc.) for two weeks.
 - (b) Supervisors and Instructors (Special staff, Extension Guides and S. D. I's. etc.) for 4 weeks at Headquarters.
2. Training of Field-workers (Extension teachers) for three months at Training Centres and Junior Basic Training Colleges.

1. Social Scientist.
2. Statistician.
3. Research Assistants 4 working in collaboration with C. P. I. Bureau of Psychology, Training Colleges and University Departments.

SYNOPSIS OF WORKING PAPERS

WORKING PAPER NO. 1

The concept of Basic Education

(By SRI K. N. SUKUL, *Director, Government Central Pedagogical Institute, Allahabad*)

Mahatma Gandhi, realized that most of the parents in India were too poor to provide education for their children. The State too could not spend as much on education as should be done. To meet the situation he gave us the pattern of education known as Basic Education. He wanted Basic Education to be centred round Spinning and Weaving and to be self-sufficient. Soon this scheme caught the imagination of educationists and gained an all India importance. It has now been considered to be the national pattern of education.

Long before the Central Government accepted this Scheme, all the Primary Schools in U. P. had been converted into Basic Schools. But the scheme we accepted was evolved after deep deliberations and study, and had Art and Music and Dancing as compulsory subjects to develop expression and appreciation for rhythm. Self-sufficiency, we had also realized, will create skill at the cost of learning and the very aim of education will be defeated. Children at school could not be expected to produce finished products for the market. We, therefore, aimed that the child should be guided to produce an article as best as he could with the minimum waste.

The common feature of the U. P. pattern and the Wardha pattern of Basic Education was the correlation of all school subjects with the physical and social environment of the child. All teaching was to be spun round the central craft.

The years of the World War II and after had a deadening influence on all aspects of our life. Money was scarce, the standard of education went down and education languished at all levels. But the educationists of our State introduced at the first opportunity a reorientation in the Basic Scheme. Now emphasis has been placed on Agriculture as the main basic craft, and the correlation of school work with Community life has been given the first priority. Spinning and Weaving is now the main subsidiary craft. A ten-acre and a five-acre farm were to be provided respectively for a Junior High School and a Primary School. Out of 3,000 Junior High Schools, 2,100 have now got farms and are imparting education spun round Agriculture and Spinning and weaving. A trained extension teacher has been provided in each one of them. The school is the centre of community work and generally has an Extension Library. The young pupils carry the influence of the school to the villages by organizing clubs and community work.

The present scheme lays emphasis on the development of the child in relation to the life of the community. Though the stress is on a craft or crafts, yet production, except incidentally, is not aimed at. The child feels his importance in the social structure of the village.

Briefly put, Basic Education in U. P. recognises that—

(i) Education has to be child-centred, being based on the needs of the child both as an individual and as a member of the community, keeping in view his growing mental, emotional and physical powers.

(ii) Activity is essential for all learning and growth. A craft (or crafts) and Art and so many other activities will thus necessarily form an important part of the curriculum. All the components of the curriculum will be naturally correlated and integrated through the craft (or crafts), through projects and otherwise.

(iii) The most effective learning is that which takes place through the child's own experiences in proper social situations.

(iv) Correlation shall be wise and natural, and never forced.

(v) An all-round development of the child will be aimed at and this will naturally include the attainment of manual dexterity and necessary skill making the teaching of crafts purposeful and satisfying.

WORKING PAPER NO. 2

Concept of Basic Education and Educational Reorientation

(By SRI Z. AHMAD, *Deputy Director of Education, U. P. Headquarters, Allahabad*)

Basic Education accepts the universally accepted principles of education of the child of 6—14 age-group. Briefly, these are—

- (1) To provide the child with opportunities to develop a balanced personality within the limits of his own potentialities and environment ;
- (2) To provide the kind of environment which is best conducive to individual and social development ;
- (3) To provide the child to acquire habits, skills, interests etc. necessary for living a useful and complete life ;
- (4) To establish standards of behaviour, effort and efficiency by which the child could measure his conduct and achievement ;
- (5) To arrange things so that the child could learn through joy and self-activity ;
- (6) To express and expound all that primary education stands for.

The child is the centre of all activity; he learns by practice and personal experience. He becomes a living part of his community and need not be attracted by urban life.

Basic education ties in teaching the child round the chosen basic crafts with a view to making him a well-disciplined, responsible citizen, useful to himself and to his family, and ultimately to adjust himself to his particular environment.

Knowledge has to be developed progressively in a psychological order. Where a scheme of correlated studies is not possible, instruction is given in the conventional manner to ensure the child's progress, step by step. The aim of craft teaching in classes I to V is educational as compared to a vocational end. The child does things merely for the joy of doing. It may, however, be well if a minimum productive efficiency and skill is demanded from him in a progressive manner.

Each school is also to be the centre of community life to enable the child to take a full share in that life. Education is preparation for life and it should be imparted through life.

The reorientation of Education in U. P. means that teaching in schools will switch on to a new pattern of education through agriculture and other basic crafts, both at the Senior and Junior Basic stages. At the senior stage, it is merely an extension of the Junior stage. Permeation of the Activity Principle, productive ability, manual dexterity, skilled craftsmanship, training for leadership and democracy self-expression through written and oral work, craft work and art work for the community and all other constituents of a progressive, enlightened and useful educational system should mark the Senior stage, as they do, the Junior.

WORKING PAPER NO. 3

The concept of Basic Education and the Reorientation Scheme

(By SRI B. D. SRIVASTAVA, *Principal, Government Junior Basic Training College, Allahabad*)

Gandhiji defined Basic Education as "Education for life". By "Education" he meant drawing out of the best in the child and man. According to him education should begin with teaching a useful craft and to enable the child to produce from the moment it began its training. Teaching of craft was not from the production point of view but for developing the mind of the pupil. The main idea was not only to educate the body, mind and soul through handicraft, but also to correlate the teaching of the various school subjects with and through that craft.

Gandhiji thought that such education would be self-supporting, though the test of success would lie in how much had been drawn out through the teaching of that craft. No doubt if a boy worked at a craft for about three hours a day he would be earning his keep.

Basic Education has now been accepted all over India. The pattern may differ in different parts yet the fundamentals are the same :

(1) It is craft-centred—This idea is the backbone of Basic Education.

(2) The craft activity is purposeful and productive. The child has to make certain things with also an ulterior goal to achieve. The thing produced should be able to meet the cost of the material and equipment for practical work. This creates a sense of responsibility, brings in efficiency and checks wastage.

(3) It emphasises correlation of other subjects with craft work. All the components of the curriculum are correlated with and through the main craft. The correlation is natural.

(4) It includes self-reliance and respect for physical labour. The distinction between those that worked and those who did not has been broken by Basic Education and this has been the highest contribution of this system to the progress of our country.

(5) The Basic School should be a community centre connected with the social and economic life of the locality. It should be adapted to the needs of the local community and should promote community development. It should also serve as a library, a reading room and an adult-gathering centre.

(6) The schools should be well equipped with tools and appliances and should have sufficient land. The guidance should be of a trained person faithful to his job.

The concept of the Reorientation Scheme in Uttar Pradesh

Basic Education was introduced in U. P. in 1938-39 at the Junior stage of the Primary Education. In 1954, Agriculture (with spinning and weaving) was introduced as the basic craft in almost all the Junior High Schools (Senior Basic) where a farm of 10 acres was available. A local craft (with spinning and weaving) replaced agriculture where such a farm was not available. This scheme is known as the Reorientation Scheme by which Basic Education has come to the Senior Stage. It has sought to make the Basic Schools real community centres which will, in course of time, become the chief instructional places and seed and plant stores for the agriculturists.

WORKING PAPER NO. 4

School and Community

(By DR. S. N. UPADHYAYA, *Psychologist, Bureau of Psychology, Allahabad.*)

The community School is directly concerned with improving all aspects of living in the Community in its broad meaning. Its buildings and physical facilities are at once a centre for both the youth and the adults, who together are actively engaged in analysing problems suggested by the needs of the community.

The School looks upon the community as a source for the enrichment of its programme. Community resources help in determining the kind of learning experiences which children will have.

The programme of the community school should aim at achieving the following results :

- (1) Concern for community welfare.
- (2) Skills of group planning, discussion and leadership needed in co-operative process.
- (3) Ability to gather, organize, interpret and use data pertaining to community needs and problems.
- (4) Attitude to carry projected solutions of community problems into action.

The professional members of community school staff need to be flexible—willing to change the programme of the school according to the needs and problems of the community. They should have faith in helping communities become “not only better, but better able to help themselves”.

The community school seeks to improve the quality of human living, includes lay people in school policy and programme planning, organizes the required core of the curriculum around the major processes and problems of living, makes the school building a community centre, leads in community co-ordination of educational effort, and promotes democracy in all human relationships.

WORKING PAPER NO. 5

Teaching of Agriculture

(By SRI K. N. MALAVIYA, O. S. D. (*Educational Reorientation, Uttar Pradesh, Allahabad*))

Education to be meaningful and effective must be based upon the life activities of the community, which it is meant to serve, and upon the environment of the child. In our State the environment of more than 40 percent. of the children is rural and the life activity of the community, agriculture. Hence the education of our children must be based upon agriculture as the life activity, and the rural country side as the environment. It is with this aim in view that every Junior High school situated in the countryside has been provided with a ten-acre farm. Agriculture will be the basic craft for these schools and all other subjects will be taught through practical agriculture. The Reorientation Scheme of Education does not aim at producing skilled farmers, but at the exploitation of the educative purposes implicit in agriculture.

Agriculture is so very vast a science and touches upon so many subjects that great care should be taken in drafting the school science course with agriculture as the main subject. All topics which do not lend themselves to observational and experimental work or cannot be related to general principles must be discarded. It should give the child a clear understanding of the process of plant and animal life and of soil cultivation so that he may know the how and the why of the processes involved in farming, and work in his farm in a scientific way. For this it is essential for him to know the fundamentals of Physics, Chemistry and Biology. Hence, the General Science course at the Junior High School stage must be modified in such a way that the teaching of Physics, Mechanics, Chemistry, Zoology and Botany may be fully utilized for imparting a scientific knowledge of agriculture at this stage.

Agriculture is a science, and the basic principles of teaching science must be applied to the teaching of agriculture also. Like the teaching of science the teaching of agriculture should be inductive. Beginning with simple facts the pupils should be led to discover new things through the experiments performed by the teacher or by the pupils, wherever that is possible. Then they should be led to generalise from those facts. In short, the teaching of agriculture should be made living by bringing the child into contact with the objects themselves and by allowing him to handle the tools, implements, seeds and plants, birds and animals.

A list of experiments which can easily be performed by the pupils in the school laboratory or the farm should be carefully drawn up. Every experiment should be first performed by the teacher himself and detailed instructions regarding the handling of apparatus, precautions to be taken and observations to be made, should be prepared. Difficult experiments requiring greater skill and ability should be performed by

the teacher himself before the class. The brighter pupils should be called to help the teacher at the demonstration table. Observation should be recorded on the blackboard with the help of the class and conclusions drawn by suitable questioning. Models, improvised apparatus, charts, diagrams and pictures should be used whenever possible. The keroscope, recently supplied to the Reoriented schools should be used to show films and pictures in class teaching, and where electricity is available the epidioscope may be used for projecting small objects, pictures and diagrams on the screen for observation by the pupils.

Teaching of Agriculture in Reoriented Schools in Uttar Pradesh

(By SRI SHEO MURAT SINGH, B. R. College, Agra)

Agriculture is now the core subject in our Junior High Schools in the rural areas. The various aspects of the new programme need, however, a thorough examination.

Is it advisable to have a syllabus predominantly Agronomical in areas which are mainly Horticultural and vice-versa? The possibility of having at least two kinds of syllabi—one for the Hill areas and the other for the plains should also be considered. The division of the entire course into three parts for the three classes needs careful consideration. Is it correct to divide it on the pattern of college education where the boys are first given the fundamental knowledge and are then taught its application in producing crops and looking after animals? Is it not more desirable to make them proceed from the known to the unknown, i.e., from crops and animals to formation of soil, etc.?

Requirements :

Have the schools been provided with the minimum necessary equipments on the farms i.e., a pair of bullocks, labour and irrigation facilities and improved implements? Will it be desirable to work upon "D" class land which only is available to some schools?

Teachers efficiency is an important factor in the working of this scheme. Has the right type of teacher been selected? If not, how can their efficiency be increased? Are the teachers teaching Agriculture only or are they loaded with other responsibilities as well?

Methods :

The teaching of Agriculture ought to be on "Activity principle" or on the principle of "Learning by doing". The boys must appreciate the worthwhileness and importance of doing the work and the teacher is to function as a guide and an inspirer.

There should be scope for individual as well as group work. In selected plots efforts should be made to produce the maximum so that the young workers may have an idea of their capacity. They should also be encouraged to take interest in their private farms and fields and to apply there the knowledge gained by them at school.

There should be proper supervision of teaching and farm work and proper records should be maintained on the farm in order to assess the work of the students.

The enthusiasm for Agriculture should not minimize the importance of other subjects. There should be a judicious distribution of emphasis and correlation of one subject with another.

Teaching Agriculture in the reoriented schools of Uttar Pradesh

(By SRI B. M. SINGH, *Lecturer, Government Constructive Training College, Lucknow*)

An important change has been effected in the educational pattern of our state through the Reorientation of education. We have been gun to realise that the activity-centred and correlated teaching as visualized in the system of Basic education can best be achieved through agriculture. It is a significant fact in this content that in one of the recent talks broadcast by the B. B. C. Aldons Huxley advocated the teaching of all subjects up to the Higher Secondary stage through Agriculture and Music.

We shall be clear about our aim of teaching agriculture to students at the primary and Junior High School stages. The importance of agriculture consists in its supplying to children modes of experience which are intrinsically valuable. The subject affords an avenue of approach to knowledge and should be utilized for a proper study of the facts of nature, gradually leading to the development of a scientific attitude in the students. An undue emphasis on production is to be avoided realising that if agriculture is properly taught, production would necessarily follow.

The syllabus for classes I to VIII should be one whole, the parts of which may be covered in different classes in a graded manner. In classes I to III children should learn to handle small tools and implements, they should be made familiar with various crops, animals and insects which are either useful or harmful to the farmer. In classes IV and V students should be acquainted with the laws governing crop production by means of experiments and observations. Excursions should be capable of applying theoretical knowledge to their problems.

While teaching agriculture the teacher should take care to see that the work in which children are engaged is interesting. He should guard against taking too much manual work from them. We need books written in simple language, which deal with different topics of agriculture. Every school should possess a small library where suitably illustrated books on agricultural topics are available.

WORKING PAPER NO. 8

Teaching of Crafts

(By SRI M. M. KAR, *Assistant Inspector of Arts and Crafts, Uttar Pradesh.*)

Education should aim at developing both body and mind in co-ordination by balancing the intellectual and practical elements of experience. Hence, all subjects of the school curriculum can be called 'constructive'. The boy has to make some craft the basis of education. Knowledge will thus become related to life.

In teaching crafts we should have a clear conception of their bearing on the general and complete education of our boys on creative lines through educational channels. Of all educational crafts wood work and metal work have been universally accepted as the most suitable. They involve skilled use of different types of tools. Through these subjects 'heads' are taught to order, hands to work and 'eyes' to supervise and direct.

These subjects should not be approached mechanically, depending solely on the syllabus. The approach should be scientific. The teacher must see that each day's work fulfils some specific function in the realization of the whole course. He should prepare his daily lesson plan systematically, step by step and stage by stage. He must 'analyse' 'select' and 'teach'. He has to 'analyse' the students as they are and as they will be. His work in 'selection' must be the best for the pupil and the best for the school and society, and his 'teaching' must carry method. The teacher should be conversant with major educational aims and objectives.

The teaching of crafts must include proper use of appliances, their maintenance and reconditioning. Formerly wood craft used to be called 'manual training' and it was introduced in the Central Hindu School, Banaras in 1908. Today 496 Higher Secondary Schools of the State have six different crafts in them.

Under the Uttar Pradesh Reorientation Scheme, 98 Junior High Schools and 52 Government Normal Schools have been equipped for teaching different craft subjects. Craft education is slowly but steadily gaining ground.

WORKING PAPER NO. 9

Teaching of Craft in Basic Schools

By SRI S. C. CHAUDHARI—*Lecturer, Government Constructive Training College, Lucknow.*

Every effort is determined by the purpose behind it. The purpose of teaching crafts has changed so often and now the claims made on the teaching of these subjects are so many that the craft teacher is bewildered.

The various claims made on the teaching of these subjects mentioned in short are as following :

- (1) Craft for crafts sake.
- (2) For providing activity.
- (3) As a medium of correlation.
- (4) For making the school self-sufficient.
- (5) To keep the boys engaged.
- (6) For preparing and repairing the articles of daily necessity.
- (7) For finding the aptitude of boys.
- (8) As a training for a vocation.
- (9) Preparation for manning heavy and cottage industries.
- (10) For providing an activity where facilities for material and equipment do not exist.

These claims are so varied and divergent in some cases that no workable method can be evolved to satisfy all of these, hence, the participants are requested to determine as to which of these are they going to attach importance so that the method may be determined to fulfil these.

Fundamental Education and Reorientation Scheme

(By SRI P. K. SHUKLA, *District Inspector of Schools, Almora*)

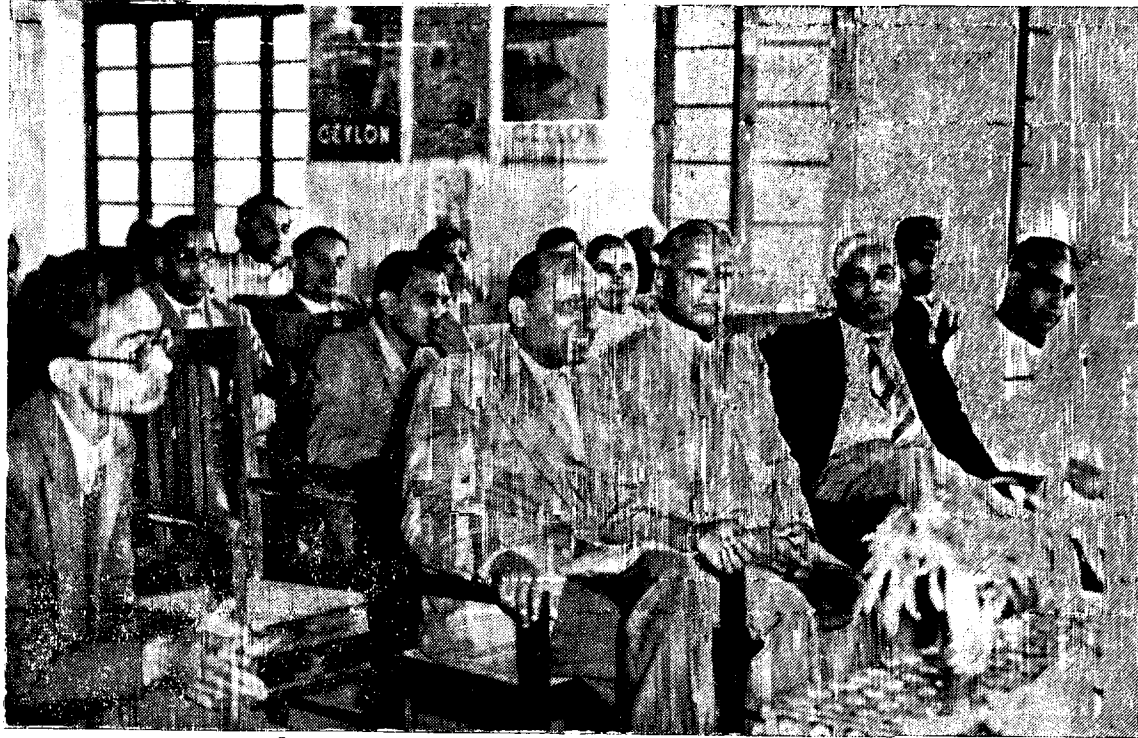
The term Fundamental Education was first adopted and put into operation by the Unesco authorities. It has been defined as 'that kind of minimum and general education which aims to help children and adults, who do not have the advantage of formal education, to understand the problems of their immediate environment and their rights and duties as citizens and individuals and to participate more effectively in the economic and social progress of the community.' It aims at the development of both individual and social life by focussing interest on practical problems in the environment.

The difference between fundamental education and formal education chiefly consists in their methods. While formal education is confined within the school walls, Fundamental education has a wider scope and attempts to integrate the various aspects of the life of the common man who did not have the advantage of formal schooling.

The content of Fundamental Education for a particular locality should ordinarily be decided by the felt needs of the people. An effort should be made to make the people express their wishes, and once it has been done, methods and projects should hunt local conditions. In any large-scale community development and 'fundamental education programme, we shall have generally three levels of educational activities' outside the school system:

- (i) Specialist services (Research, production and high r specialized service).
- (ii) Training for the supervision of field activities.
- (iii) Village level extension work and training of villagers.

The Extension teacher will necessarily play an important role in popularising fundamental education. He needs a special type of training to fit him for this great task. The country needs a bold fundamental education programme in which it acts as a spearhead through the agency of the Extension teacher with the school as a nucleus.



A view of the delegates participating in the Seminar

WORKING PAPER NO. 11

Extension methods and techniques with special reference to the Organization of Rural Youth Clubs

(BY SRI S. D. PANT, O.S. D. *Planning, Research and Action Institute, Lucknow.*)

Extension work aims at more fruitful lives and better living for all. This development will necessarily include improvement of the economic, social and spiritual well being of the farmer family through improved methods of agriculture and farm mechanization. It will also bring about a general improvement in their standards of living offering them better educational and recreational facilities.

While undertaking an extension programme it is advisable to enlist the co-operation of local leadership. An enthusiastic extension worker should, however, avoid the usual pitfall of building the entire programme around himself.

The Rural Youth programme, like all other educational programmes aims at the physical, mental and moral development of boys and girls participating in it. It also includes a few distinctive objectives which improve the rural youth as a citizen and as useful member of his nation.

According to the observations of the Pilot Project conducted by the Planning Research and Action Institute, Lucknow, in connection with Rural Youth organization, the basic technique of the youth programme should be to learn by doing and earn while learning. It is recognized that rural youth work is an integral part of social education and agricultural extension regarded not merely as an important side line but as a main plank of the programme.

While selecting projects for rural areas we should take particular care to see that they are based on the real needs of villagers realising that the keynote of all programmes should be helping young people to help themselves.

The emphasis should be laid on cultural and recreational activities which constitute another phase of training that helps to develop youth providing healthy recreation and removing monotony of life in rural areas.

WORKING PAPER NO. 12

Extension Methods and Techniques

(By SRI D. D. TEWARI, *District Inspector of Schools Azamgarh*)

The aim of extension is total development of the community. It includes a wide range of activities, e.g. agriculture, co-operation, animal husbandry, village organization, social education, cottage industry, public health, public works etc. Change in behaviour and attitudes of the individuals as well as of society is the test of the success of extension objectives and methods and schools are right media for effecting such a change.

An extension worker must make himself one with the community and impress upon it through his sincerity, honesty, courtesy and knowledge that he is there to serve. He should win the confidence of the community and acquire an intimate knowledge of the group with which he is to work. The character, culture, capacity, location, vocation, etc. of the people he is going to work with will effect the methods and techniques he uses. It is important to have names and addresses of all people he intends to reach. Selection of the right type of leaders and their proper training is of utmost importance. Training in leadership should be both in theory and practice through suitable literature and practical organization. Personal group contacts are very effective devices which must be fully exploited.

WORKING PAPER NO. 13

Role and Pattern of Extension work for making a Reoriented School A Community Centre(BY SRI R. SINGH, *District Inspector of Schools, Rampur.*)

The aim of education is the attainment of a definite social order for whose establishment in the words of Hon'ble Pandit Pant, 'a real concord between the literate and the illiterate in the countryside' is essential. This is possible if the school becomes the centre of community life performing the two-fold function of satisfying the existing needs and creating new demands and values. In view of this the activities of a reoriented school in the scheme include education through the main craft, social and cultural education, farm and general agricultural work, welfare activities and cottage industries. To organize them the main lines of action are—

- (a) developing a school demonstration farm,
- (b) extension work,
- (c) entertainment, and
- (d) introduction of cottage industries.

(a) Development of a school demonstration farm is the most fundamental item for it will be both a centre of attraction for the villagers and an institution to educate persons for village life. But there are serious limitations as the land given to the school farm is fragmented and only 50 per cent of it can be considered good, with irrigation and manuring facilities. The extension teacher as cultivator lacks practical experience and the student labour cannot meet all requirements, which make it necessary to employ a hired ploughman. This means that we have to wait for some time but in the meantime work can be started in the following directions :

- (1) Intensive training of the extension teacher in agriculture.
- (2) Increasing the stake of the teacher by letting him have 25 per cent of the net profits.
- (3) Increasing the number of the extension teachers.
- (4) Provision for equipment.

(b and c) The extension work and entertainment programmes can be taken up. The former includes publicity and implementation of development plans for which the extension teacher can act as the on-the-spot representative of the block staff. Besides, the school can run a workshop for repairing rural tools and consumers co-operative shop, spread knowledge of animal diseases and breeds and carry out sanitation and cultural programmes. Similarly, there is a great need for healthy recreational and informative entertainments.

A single extension teacher cannot meet all the above demands. More teachers preferably of the qualifications required for Junior High School teachers should be provided. Other teachers should also be given extension work.

The number of holidays should be curtailed. Weekly programmes for various types of extension activities should be planned in advance. During seasonal increase in work tuitional work should be suspended for certain days, the students going to work in batches to avoid overcrowding.

Short refresher courses are necessary for every teacher should learn two trades. The equipment has to be simple and cheap. A room or two and a shed for the workshop have to be added to a Junior High School building.

Refresher courses for inspecting staff particularly S. D. I's have to be organized at district or regional level to raise their efficiency and the effectiveness of their supervision. They should not have more than 50 schools each for inspection which means that their number should be increased.

WORKING PAPER NO. 14

“प्रसार और प्रसार की विधियाँ”

(हरी सिंह० एम० एस-सी० (कृषि), प्रशिक्षक “प्रशिक्षण केन्द्र, गोरखपुर”)

विकासोन्मुख राष्ट्रों के नायकों ने तथा मेधावी मनोवियों ने लोक-कल्याण की भावना से प्रेरित होकर समुन्नत जीवनयापन की विधियों का प्रसार तथा प्रचार अपने जीवन-काल में किया है। प्रसार शब्द कोई नवीन नहीं है यद्यपि आज यह शब्द बड़ा लोकप्रिय बन गया है, जिसकी परिभाषा भिन्न-भिन्न राष्ट्र-नायकों ने भिन्न-भिन्न काल में भिन्न-भिन्न दी है। भारत-सरकार की प्रथम पंचवर्षीय योजना के अनुसार “प्रसार” ग्रामीण जनता को उसकी समस्याओं के प्रति जागरूक बनाने तथा उसे उन समस्याओं के समाधान और सुलझाव के ढंगों को अवगत कराने का सतत क्रम है।

प्रसार का तात्पर्य गांवों में उन्नत कृषि और उससे संबंधित सभी विषयों के उन्नत ढंगों का प्रसार कर ग्रामीण-जीवन के आर्थिक, नैतिक, सामाजिक तथा आध्यात्मिक स्तर को ऊंचा उठाना है; गांव के प्रत्येक व्यक्ति को स्वावलम्बी, अपने में परिपूर्ण, शासन को स्वस्थ इकाई बनाना है; विकसित ग्राम-जीवन का प्रादुर्भाव करना है; व्यक्तिगत पारिवारिक भावनाओं को ग्राम-परिवार की भावनाओं में परिणत करना है।

प्रसार कार्य के उद्देश्य--

(१) कृषकों को उत्तम खेती करने के ढंग सिखलाना और उनकी सहायता करना।

(२) कृषकों को भोजन की पौष्टिक वस्तुएं स्वयं उत्पन्न करने के लिए उत्साहित करना।

(३) ऐसा वातावरण उत्पन्न करना जिससे ग्रामीण लोग ग्राम्य-जीवन की सुन्दरताओं और सुअवसरों और जीवन के महत्व को भली भाँति समझें।

(४) इस प्रकार की शिक्षा देना कि वे परिवार और समाज में उचित स्थान प्राप्त कर सकें।

(५) ग्रामवासियों के सामाजिक, सांस्कृतिक, बौद्धिक तथा आध्यात्मिक जीवन का विकास करना।

(६) ग्रामवासियों को सफाई, स्वास्थ्य, पढ़ाई और घर-गृहस्थी की ओर आकृष्ट करना।

प्रसार कार्य के सिद्धान्त--

(१) अपने हाथ स विकास कर्मचारी को सफल प्रदर्शन करना चाहिये।

(२) प्रसार कार्य में विशेषज्ञों द्वारा परीक्षित नतीजे ही प्रदर्शित किए जायें।

(३) कृषि में प्रसार कार्य स्थानीय ज्ञान और चतुर किसानों के अनुभवों पर आधारित होना चाहिये।

(४) प्रसार कार्य में स्थानीय समस्याओं को विशेषज्ञों तक पहुंचाया जाय।

(५) प्रसार से किसानों की खेती-बारी की उन्नति हो।

प्रसार की विधियां--

(१) युवक संगठन--ग्राम युवक संगठन का उद्देश्य साधारण लोगों को उत्तम कृषक और कृषकों को उत्तम व्यक्ति बनाना है। युवक कार्य-क्रम की मूल कार्य विधि है "करके सीखना" और "सीखते हुए कमाना"। इनका संबंध ऐसे व्यावहारिक और आर्थिक कार्यों से है जिनका उद्देश्य कृषि विधियों का सुधार और ग्रामों का विकास तो करना ही है, साथ ही साथ गांव वालों में मिलकर काम करने की भावना उत्पन्न करने तथा उनके ज्ञान के स्तर को ऊंचा उठाने के लिये सांस्कृतिक कार्य-क्रमों का आयोजन करना भी है।

(२) प्रदर्शन--प्रदर्शन का वही उद्देश्य है जो प्रसार का। यह प्रसार का प्रथम अंग है। इसका प्रभाव भारतीय-कृषकों पर अमिट रूप से पड़ता है।

(३) किसान मेला--समय-समय पर ग्रामों में मेले का आयोजन करना चाहिये। जिसमें कृषि की उन्नति के लिये सभी वस्तुओं--बीज यंत्र, पुष्ट पशुओं, कुश्ती और अभिनय आदि का प्रदर्शन होना चाहिये।

(४) प्रदर्शिनी--कृषकों को प्रदर्शिनी करने के लिये उत्साहित करना चाहिये।

(५) कठपुतली--इसके द्वारा किसी भी कार्य को ग्रामीणों के समक्ष एक सफल एवं आदर्श अभिनय के रूप में रखा जा सकता है। इसमें अधिकांश जन रुच्यानुसार भाग लेते हैं।

इसके अतिरिक्त ग्रामीण विकास की निम्न गौण विधियां भी हैं।

- (१) प्रतियोगिताएं,
- (२) सभाएं,
- (३) समुदाय गोष्ठी,
- (४) जलूस पोस्टर,
- (५) पत्र-पत्रिकाएं,
- (६) मानचित्र या नक्शे,
- (७) ग्राम्य-गीत व भजन कीर्तन,
- (८) अभिनय,
- (९) रेडियो एवं ग्रामोफोन, सिनेमा,
- (१०) कविता एवं प्रवचन,
- (११) ग्रामीण शिविर,
- (१२) समाज सेवा-कार्य क्रम, तथा
- (१३) खेल तथा मनोरंजन कार्यक्रम।

प्रसार का क्षेत्र बहुत ही व्यापक और प्रभावशाली है। प्रसार के लिये कृषि-विज्ञान के अतिरिक्त पशुपालन व चिकित्सा, बागवानी, सहकारिता, जल-वायु-विज्ञान, व्यापार-प्रणाली, समाज विज्ञान, प्रारम्भिक इंजीनियरिंग, गणित, राजनीति शास्त्र आदि विषयों को जानकारी आवश्यक है।

WORKING PAPER NO. 15

Teaching in Basic Schools

(By SRI C. N. HANGAL, *Principal, Government Basic Training College, Lucknow*)

Teaching in basic schools should give free scope for the development of the individual personality of the child in his own way so that the various qualities inherent in him may find full expression in the development of his character. The child should also be trained in social, moral, cultural and economic activities of social and community life so that he may be an active partner within the social group in the activities of the society according to his aptitude and capabilities. Thus every school should arrange its programme for the development of each child's personality intellectually, morally physically and socially. The whole programme of the school should be so arranged that life in the school follows a pattern of the community life we want to produce in the future. It should aim at developing the 5, H's. Head, Heart, Hand Habit and Home environment and community development attitude.

Enough time should be given to craft teaching in a basic school and useful articles of the market value should be prepared. In addition to the daily routine of living a healthy, clean and moral life in a basic school, it is desirable that some formal lessons on core subjects like language, Arithmetic, Social Studies, etc, should be given for the intellectual development of the children.

The plan of work in the basic school should consist of—

(i) daily routine activities-sweeping, dusting, setting the furniture, etc.

(ii) fortnightly, monthly, quarterly and annual activities based on craft and social activities planned in details and in advance.

(iii) an integrated plan of teaching with isolated lessons at the appropriate place.

(iv) the syllabi and activities based on the environment.

This should stress and enforce the production aspect of craft and community development and should aim in creating in the child the spirit of work-mindedness, co-operation self-help and the development of community life based on the ideal of a new social order.

WORKING PAPER NO. 16

Syllabus of the Basic School with particular reference to two and three teacher Schools.

(By SRI B. GHOSH, *First Professor, Government Central Pedagogical Institute, Allahabad*)

An examination of the curriculum and its principle is a pre-requisite for the consideration of a syllabus. Some of these principles are enumerated below :

(1) The goal of Society would ultimately dictate the contents of education.

(2) The needs of the child *Qua* child must be respected at school.

(3) Education is both the conquered and the potential conqueror.

(4) The curriculum of the Primary School must be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored.

(5) Psychological research has shifted emphasis from the material learnt to the method of learning.

(6) Stress must be laid on the role of the Community as an integral part of teaching and learning.

(7) The practice of conceiving the curriculum primarily in terms of 'subjects' has to be given up.

These arguments and principles substantiate two thesis of Basic Education-emphasis on teaching through crafts and the principle of correlation. In the light of the above, it is also necessary to revise the existing curriculum along the lines suggested below :

(i) Craft and Handwork should continue to play the important part they do now, but their place in the curriculum has to be clearly stated.

(ii) Much more attention will have to be paid to the teaching of language in all its aspects.

(iii) The tendency of laying stress on formal learning has to be overcome.

(iv) The child's experiences of the social heritage and the physical environment must be enriched.

(v) Physical education, including games and dances must find place in the child's life at school.

(vi) Activities that help the aesthetic and emotional development of the child must be included in the curriculum.

Improvements in Basic Education and the development of the Basic School, both from within and from without have to be a simultaneous process. To effect improvement in school (i) the curriculum and the syllabi will have to be full and detailed, (ii) even the methods to be followed will have to be outlined in detail, (iii) schools should gradually be supplied with important teaching aids and other necessary equipments and (iv) systematic attention has to be paid to both the pre-service and in-service education of the teacher.

As regards the adjustments necessary in the syllabi for the small rural schools several methods may be followed. Pupils may be grouped differently for purposes of instruction. Curriculum materials can be selected from the day by day experiences of the child. An alteration of subject-matter by years is possible. There is no necessity for the traditional sequence of subject-matter, which can profitably be organized by fusing it into units or alternating it by odd and even years.

Syllabus of classes I to V For Basic Schools

(By SARVSI L. N. MUDAVAL and S. C. KALA, *Lecturers, Government Basic Training College, Lucknow*)

The Primary school is a place where knowledge in 3 R's is imparted. This conception of the Primary school still continues in spite of far-reaching social, economic and political changes.

1. The child should develop desirable attitudes, ideas and social contacts in primary schools.
2. A new approach to teaching through the 'child and activities' is to be made now.
3. Education is to be not merely craft-centred but also correlated with the social and natural environment of the child.
4. In the democratic climate of the activity school, the curriculum is so framed as to give the boys greater opportunities to complete their socialization.
5. Emphasis on the training of 4 H's head, heart, hand and habits is to be laid at the formative period of a child's life. The curriculum should provide material for the balanced development of these 4 H's.
6. Different subjects are not treated in isolation but as one as the activity proceeds.
7. In the preparation of the curriculum an attempt has been made to organize the subject-matter into significant and comprehensive units of experiences. Not only is the teaching of the subjects closely co-ordinated but it springs from actual social circumstances.
8. Grades have been combined to enable the teacher to cover the courses in a planned way.
9. The syllabus has been so formulated as to give a teacher enough scope to combine subjects.

WORKING PAPER NO. 18

Evaluation in Basic Schools

(By SRI P. C. MATHUR, *Lecturer, Government Basic Training College Lucknow*)

The merits and demerits of a 'system of testing' are merely the reflections of the aims of the educational system it claims to serve. The Basic system of education aims at an all-round development of personality and the appraisal of its results cannot therefore be made through traditional and formal examinations. Evaluation not only includes measurement of achievement in subject-matter but also covers testing of attitude, aptitude, interest, sociability, intelligence and physical growth. Only then can it be helpful in guidance programmes by diagnosing the weakness and suggesting the remedies.

Since the Basic curriculum is not text book-centred, the child's practical ability to apply his knowledge of a subject to every day life-situations needs to be assessed. He should be able to solve speedily arithmetical and geometrical problems connected with the family, farm or shop. In language he is expected to speak lucidly, write letters and applications and read with comprehension magazines and newspapers. In social studies it should include understanding the spirit of nationalism and internationalism and significance of social welfare activities and community life. For this, new type and standardized tests are required.

In practical subjects, such as crafts, achievement scales are needed to judge the usefulness and marketability of children's products. 'Record-sheets' should also be maintained.

As suggested by the Narendra Deva Committee Report (1953) promotions should not be withheld and should be based on the day-to-day performance of the child as reflected in the periodic tests. Intelligence, attainment and aptitude tests should be conducted by the teacher under the direction of the supervisory staff at the end of 5th and 7th school year.

Since an estimate of child's intelligence is useful for forming a correct view of his general performance his I. Q. should be measured with the help of some standardized tests. The assessment of personality traits comprising the qualities of head and heart is essential and can be made on 'point scales' There is need for standardized sociometer scales. The evaluation of physical development is no less important and medical examination at least twice during the school career is necessary and an annual check-up desirable. Cumulative records should be maintained to help in educational and vocational guidance.

Evaluation is in keeping with the concept of self-sufficiency as it can help in diagnosing the short-comings of the scheme. It is the task of the teacher but his ignorance of scientific methods is a serious limitation. They should be acquainted with them during their training period. The role of the supervisory staff is very important in initiating and conducting systematic evaluation programmes. They should have practical experience and should be given time and thought to these problems and guide the teacher as a friend and helper.

Training of Teachers for Basic Schools

(By SRI B. D. DIXIT, *Vice-Principal, Government Basic Training College, Lucknow*)

A national system of education should be scientific and democratic in consonance with the social and cultural heritage, preparing people for life. The Basic system of Education is justified in laying claim to be so specially because it stands for a new social order and for the reconstruction of rural society to suit the needs of our democratic constitution and agricultural economy by promoting a life of self-sufficiency through the Activity method. Rural problems mainly concern economic, social, cultural, health and sanitary conditions and in the scheme of improving them the teacher should play a vital role. But for this he needs to be reconditioned, revitalized and reoriented. His training thus assumes a great importance.

The training school should be situated in rural surrounding and have a suitable building, agricultural land and equipment. The recruitment of candidates should be from those who are willing to work in villages. The course should extend to two years' professional and three months' special training. Every care should be taken to see that they secure employment after their training.

Life in the training institutions should foster in the teachers correct attitudes towards life and their profession together with a sense of responsibility for which it needs be inspirational, rich, attractive, democratic, co-operative and practical, bridging the gulf between practice and theory and leading to the development of an honest personality. Mechanistic relationship between the student and the lecturer and feeling of caste and class are undesirable. In order to inculcate self help and social service, servants should not be employed.

Consistent with the above aims the course of study will include the following :

- (1) *Craft work*—Agriculture being the principal occupation of the society will be the main craft supported by a knowledge of subsidiary occupations related to it and useful in village life. A regular practice without the use of costly machinery will be given with emphasis on allied art.
- (2) Social and community work consisting of the study of village-survey work, health, sanitation, cultural life and Indian sociology.
- (3) Principles of Basic Education.
- (4) Educational Psychology with an emphasis on the growth and development of the child.
- (5) School organization and administration including a comparative study of educational systems in other countries.

(6) Methods of teaching, comprising general principle and method of teaching various subjects.

Teaching practice should be effective rather than formal keeping in view the needs of consideration of one-two-and three teacher schools, the Activity Principle, the integrated curriculum and co-ordinated subjects.

Experiments and research must be organized to include observational child study in class, home and field. Students should learn testing, survey work, preparation of material aids, and also keep a psychological record of one child each.

A daily routine should be drawn up from 5 a.m. to 10 p.m. to include P.T. prayer, meals, lectures, craft work, tuitional work, social, cultural and recreational activities.

In-service training and follow-up programmes must be organized for it is wrong to presume that professional education of the teacher ends in the training institutions.

The old methods of administration should yield place to democratic ones in which the administrator assumes the part of a helper and guide. Experience tells us that an unsympathetic attitude has baneful influence on young and enthusiastic teachers.

The profession of the teacher will come to be held in high esteem if it has persons of fine character, with thorough training and high qualifications.

Training of Teachers for Reoriented Schools

(By SRI RAMESH CHANDRA, *Headmaster, Government Extension Teachers Training Centre, Pratapgarh*)

The new scheme of Educational Reorientation in our state aims at integrating education with social and economic realities obtaining in the State and at transforming the existing Primary and Secondary schools into effective community schools. As 80 per cent of our people live in villages and are dependent upon agriculture and allied crafts (such as spinning and weaving, wood craft, leather-craft, dyeing and printing) the scheme integrates studies through agriculture or allied crafts and is calculated to bring about renaissance among the Indian peasants and to make them progressive in outlook, scientifically minded co-operative, cheerful, patriotic and competent to think their day-to-day problems more intelligently.

To achieve these aims the importance of the selection of the right type of personnel, the syllabus of study for the trainees and the nature of training to be imparted cannot be over-emphasized for it is the teachers who will give practical shape to all that the Reorientation scheme stands for. Hence a suitable method of recruiting the right type of men should be devised. The prevalent method of selection through interviews and an examination of the academic and extra-curricular records of the candidates suffers from subjectivity, and should be carefully combined with standardized objective tests. In this scheme, people who shun manual labour and cannot attract people around them will prove failures as Extension teachers. They should have the capacity to manage and supervise social activities, should be at least a matriculate in agriculture and fit for training and teaching.

The syllabus for the Extension teachers undergoing training should include essentials of educational psychology, the psychology of vocations, occupations and industries, the theory of education, teaching skill, techniques of Modern Educational practice, the theory and practice of agriculture and allied crafts and social education and practice of community work including agricultural extension.

The training centres should be situated in rural areas and should be manned by a competent staff of lecturers in Agriculture, Horticulture, Agricultural engineering, Animal husbandry and social education and teachers for the various rural crafts. Each centre should have at least 10 acres of good farm land and properly equipped craft workshops. The training period should be extended to one full session and the trainees should be given intensive training in the theory and practice of Agriculture and allied crafts, Agricultural Extension, Community work and Adult literacy. They should be trained to study the needs and resources of the community through actual surveys, the

problems of rural community life, health, hygiene, sanitation, poverty, indebtedness and to find out possible remedies. They should be trained in effective community leadership through participation in games, scouting and cultural activities. The work at the centre should be designed on "Ashram" lines. A Patrol system should be introduced wherein the patrols will be required to do different duties on weekly rotation basis.

In-Service Training of Teachers in Basic Schools

(By SRI T. S. MEHTA, *Lecturer, Government Central Pedagogical Institute, Allahabad*)

We are today at one of the great cross-roads of our history when the pattern of our social order is being re-fashioned in which education has specially a difficult and critical role to play. Our Basic schools may be the best agents of this transformation if we set seriously to work to make them centres of Co-operative purposeful work for all, and of standards of values which are truly democratic. Unless right contacts are established between the school and life education would remain ineffective and artificial. The Reorientation scheme rightly envisages the transformation of the existing schools into "effective community schools" and "radiating centres of progressive community life".

The teacher inevitably plays the central role in any scheme of educational reconstruction. Therefore, the problem of resurrection of the teacher in service is inextricably linked up with that of the Reorientation of education.

Both at home and at school the teacher is struggling hard against myriad odds. Labouring under these circumstances he is unable to deliver the goods and the life-giving breath of the New Education fails to enter the school. His urge for further growth is still born and he fails to realise that teacher education is a life long process merely initiated at the training institution. Stagnation means professional death for him.

Training institutions have to courageously take up this huge task of the Re-education of teachers in service. This can be done through extension services in Training institutions.

The main object of the in-service training would be to repeat the teacher's knowledge to make him aware of the new ideas (e.g. growing community school ideas) and practices and to enrich his personal and professional experience. The extension service would also provide a link between the training colleges and the schools, guiding and helping the teacher to solve the problems that confront him in actual practice.

In-service training (Extension-work) is a two-way process. The teacher coming to the training college and the training college going to the teacher in school can offer a variety of services. Teachers can come to Training Institutions for Long and short-term refresher courses, workshops, Seminars study-groups and periodical conferences. Training college can approach them through the library service, audio-visual aids service and publications.

The first requisite for success in the work is a "co-operative atmosphere" at all levels concerned. The willing and voluntary co-operation of teachers is equally important for this programme. Then,

the question of allurements and future prospects has to be calmly considered. Sympathy on the part of educational authorities and a will to provide facilities to teachers would go a long way to help in this work. Training institutions should go slow in this work and start with modest, practicable projects. Lastly in Dr. Srimali's words "Before undertaking programmes of in-service education of teachers, it is of utmost importance that we remove all the handicaps and obstacles which teachers have to encounter in continuing their professional preparation." Can we afford to forget it ?

WORKING PAPER NO. 22

Requirement of a Basic School

(By SRI S. C. GARG, *Lecturer, Government Basic Training College, Lucknow*)

Building—The first and foremost characteristic feature of these schools is the school-building. We may be satisfied with a mud walls and thatched roofs, but we should have at least two rooms big enough to accommodate at least 20 children with at least 10 sq. ft. of space for each child. A convenient size of each such room should be $12\frac{1}{2}' \times 16'$. These should be well ventilated and connected by doors. A verandah on one side of these rooms will enhance their utility to a very great extent. A pucca well, at least one acre of fertile land, and two residential quarters for teachers should be provided. A store-room should be provided for the storing of agricultural tools, implements and crops.

Furniture—This consists of tat-patties or preferably Asans for each individual child, chair and a table or a Takhat for each teacher and a black-board for each class. Four almirahs of the size $5' \times 3'$, one each for books, the science-apparatus, charts, raw materials and models should be provided. A time-piece and a school-bell may be deemed to be among the most essential requirements for the school. All the above things will cost at least Rs.1,000 only.

Teaching personnel—Five or at least three Basic trained teachers should be there to man one primary Basic school. They will live and work wholetime with the school in the quarters attached to the school.

Teaching materials—These may be divided into two categories non-consumable and consumable. The expenses for Agriculture or spinning and Weaving as the main Basic crafts is approximately Rs.180. The approximate total expenditure per school for non-consumable materials is Rs.350 and for consumable materials Rs.100 each.

Other items of requirements e.g. urinal, a Dheki, a counting board, a sun-dial, a globe and relief maps, etc. should be constructed through class projects according to the needs and facilities available in the school.

WORKING PAPER NO. 23

Requirements of a Basic School

(By SRI N. P. KAPOOR, *Principal, Government Junior Basic Training College, Lucknow*)

In a Basic School efforts are directed towards securing conditions under which the individuality of the child is completely developed. In this school teaching would be as far as possible, through and by means of actual life situations centring round the Basic craft and the social and physical environments of the child. The Basic craft, besides being used as one of the means of education has also some specific aims behind it. Full emphasis has to be laid on the productive aspect of the craft. All school-produce in a Basic school should thus have a utilitarian and economic value and add to the school income from year to year. The problem of equipping our Primary Basic Schools is of a fundamental importance and no Primary school can be properly called a Basic school unless it is so equipped as to meet the needs of the new curriculum and the new techniques.

Building—A Basic Primary School building should normally consist of at least 3 rooms, one or two verandahs, a store-room for keeping Agriculture implements, seeds, raw-materials used in spinning and weaving or other crafts practised in the school, finished products, one teacher's room and open space for P. T. and games. Provision should be made for departmental aid at the rate of Rs.4,000 for building plus Shramdan for new buildings, and Rs.1,500 per building for renovation of existing buildings.

Furniture and equipment—Each school should be provided with tatpatties, as many tables and chairs as there are teachers plus a couple more, two almiraahs, as many boxes as teachers, simple low desks one for each student, black-boards, a big dari, balties, dole, 3 lotas, and about 6 tumblers, 2 katoras, easels, a petromax, two lanterns one takhat and one clock.

Every individual subject taught in the school should also have its necessary equipment.

WORKING PAPER NO. 24

Inspection and Control of Basic Schools

(By SRI B. N. KHANNA, *Principal, Government Junior Basic Training College, Muzaffarnagar*)

The administrative set-up for Basic Education, besides routine administration, should be responsible for :

- (i) Planning of new techniques and their working out,
- (ii) Production of literature,
- (iii) Fixing standards to evaluate progress,
- (iv) Devising programmes for community and cultural work,
- (v) Preparation of teaching aids and devices, and
- (vi) Suggesting articles to be made and arranging for their marketing.

To work this programme an organization under Deputy Director of Education (Basic) will be required.

The number of Basic schools in charge of a Sub-Deputy Inspector of schools is at present far too large for him to do justice to them. This number should be reduced.

It should be the task of the inspecting staff to infuse in the teachers a pride in their work. Inspection, therefore, will have to be constructive and sympathetic. It is only through awakening a sense of self-respect, dignity and responsibility amongst the teachers that we can succeed in building up our schools into instruments of real service to the community.

WORKING PAPER NO. 25

Control and Inspection of Basic and Reoriented schools

(By SRI G. M. PRAKASH, *District Inspector of Schools, Pratapgarh*)

All is not well with either inspection or control of basic and reoriented schools. Since the passing of Primary Education Act large powers of control went to the local bodies all over India. In Uttar Pradesh since the District Board Act of 1922, control of basic schools was in the hands of the Education Committee, but since 1948, the law has been amended and the President, District Board exercises all powers except some which remain with the Deputy Inspector of Schools.

The Deputy Inspector is under dual control of the District Board and the Department of Education, U. P. The schools under the Municipal Boards are not under the control of the Government Officers. The Primary and Secondary Education Reorganization Committee, 1939, severely criticised this system, for it led to wastage, complaints and non-observance of rules. The Hartog Committee also described at length the defects of the system and recommended transfer of powers to the Department of Education. The State of Bombay acted these recommendations. In 1947, the District Board Schools were made independent of the District Boards, and control over Primary Education was vested in the Administrative Officer, a Government Servant. In 1938 inspection was transferred from local bodies to Government in that State.

Our State proposes to reorganize the Inspectorate in the Department of Education. The District Board Act too is under revision. It is difficult to effect a change over in U. P. as was done in Bombay, but some efforts may be made in that direction. The extension teacher is under the control of the Department of Education and his work is supervised by Extension Guides. The following suggestions are offered for the control and inspection of schools.

The word "Inspection" should be replaced by "Supervision" which includes efforts to make up deficiencies. There should be provision for research, teachers conferences, refresher courses and study circles. The inspecting officers should be the guiding spirits in all these activities.

The inspecting staff should be reorganized and the number of schools per Sub-Deputy Inspector reduced. It would be profitable to organize well planned refresher courses for the Sub-Deputy Inspector of Schools and Extension Guides. Model Schools and good libraries should be set up in the circle of every Sub-Deputy Inspector of Schools. Action on visit and inspection notes by school authorities should not be delayed.

A concrete plan should be evolved to help the supervising staff to spot out weak points and to propagate better practices more easily and effectively.

बेसिक तथा पुनः संगठित पाठशालाओं का निरीक्षण
(श्री एस० प्रकाश, सब-डिप्टी इन्स्पेक्टर, मुजफ्फरनगर)

१—सुव्यवस्थित प्रबन्ध के उद्देश्य—

शिक्षा के आदर्शों और उद्देश्यों तथा जनता की आवश्यकताओं और मांगों को ध्यानान में रख कर शिक्षाक्रम निर्धारित करना, उपयुक्त पुस्तकें प्रस्तुत करना, अध्यापकों के प्रशिक्षण की व्यवस्था, धनराशि का प्रबन्ध करना, निरीक्षण की व्यवस्था तथा शिक्षण-कार्य का मूल्यांकन, आँकड़े रखना।

२—निरीक्षण के उद्देश्य—

शिक्षकों का पथ-प्रदर्शन तथा नवीन अनुसंधानों से उन्हें अवगत करना, सेवाकालीन प्रशिक्षण का प्रबन्ध, पिछड़े हुए वालकों को पढ़ाने में शिक्षकों की सहायता।

३—शिक्षा शास्त्रियों के मत—

काका कालेलकर—तालीम का तंत्र सरकार के हाथ में न रह कर क्रान्ति-दर्शी, प्रजाहित-परायण शिक्षा-शास्त्रियों के हाथ में रहना चाहिये।

कृष्ण दास जाजू—स्थानीय परिषदों द्वारा ठीक प्रबन्ध न होने पर शिक्षा का प्रबन्ध राज्य सरकारें अपने हाथ में ले लें।

सारजेंट—स्थानीय शिक्षा प्रेमी व्यक्तियों का सहयोग प्राप्त कर विद्यालयों का प्रबन्ध राज्य-सरकारों को अपने हाथ में लेने से ही सुधार हो सकता है।

आचार्य नरेन्द्र देव—बेसिक तथा उच्च शिक्षा के लिये केन्द्रीय बोर्ड होना चाहिये।।।

मुद्दालियर—निरीक्षक महोदय अफसर के रूप में काम करते हैं और अधिकांश समय प्रबन्ध के देखने में लगाते हैं। ऐसा न होना चाहिये।

४—अन्य देशों की व्यवस्था—

इंग्लैंड—स्थानीय संस्थाओं द्वारा विकेन्द्रीकृत प्रबन्ध।

अमेरिका—विकेन्द्रित शिक्षा, स्कूल डिस्ट्रिक्ट्स के बहुत अधिकार कर भी लेना पा।

रूस—केन्द्रीकृत।

बम्बई—बम्बई प्रदेश में निरीक्षण प्रबन्ध पृथक् कर दिये गये हैं।

५—सुझाव—

(क) पुनः संगठित शिक्षा के लिये सात सदस्यों के राज्य बोर्डों की स्थापना—ना—शिक्षासचिव—अध्यक्ष, शिक्षा संचालक सचिव, स्थानीय परिषद् तथा राज्य सभाओं द्वारा मनोनीत सदस्य।

(ख) जिला समिति—जिले का निवासी शिक्षा शास्त्री, अध्यक्ष, जिला विद्यालयालय निरीक्षक—सचिव, पंचायतों और शिक्षकों के प्रतिनिधि, विद्यालय—प्रबन्धक (राज्य का ओर से नियुक्त) सचिव।

व्यवस्था तथा बजट इत्यादि का उत्तरदायित्व जिला समिति पर ही होगा।।।

(ग) निरीक्षक वर्ग—जिला विद्यालय निरीक्षक के अधीन।

बेसिक स्कूलों का बाल साहित्य

(जगत राम मिश्र, लेक्चरर, राजकीय बेसिक ट्रेनिंग कालेज, लखनऊ)

महत्व:—

इस काल की शिक्षा का महत्व स्थायी होता है। हरिश्चन्द्र नाटक और श्रवण-कुमार की मातृ-पितृ-भक्ति-वर्णन का महात्मा गांधी पर भी विशेष प्रभाव पड़ा था। देश-विदेश के भूतपूर्व और प्रस्तुत महापुरुषों का चरित्र जानकर छात्र स्वावलम्बी, चरित्रवान तथा जिज्ञासु होंगे। विश्व-शांति एवं अन्तर्राष्ट्रीय भाई-चारे की भावना उनमें उदय होगी।

स्वाध्याय के प्रति रुचि—

स्वाध्याय को प्रेरित करने से प्रस्तुत अध्यापकों के ही पद-प्रदर्शन में कई गुने छात्र शिक्षा प्राप्त कर सकते हैं। अधिकांश बेसिक स्कूलों में दो या तीन अध्यापक हैं। फलतः स्वाध्याय को प्रोत्साहित करना बहुत ही आवश्यक है। परन्तु इसके लिये पुस्तकें रोचक तथा जीवनोपयोगी होनी चाहिये। पुस्तकें छात्रों की अवस्था एवं प्रकृतियों के अनुकूल होनी चाहिये।

बालकों के लिये बाल साहित्य का प्रबन्ध करते समय निम्न बातें ध्यान देने योग्य हैं:—

(१) बाल साहित्य की भाषा—शब्दावली, वाक्य-रचना, वर्णन, विषय बालकों की बौद्धिक तथा मानसिक योग्यता के अनुसार हों। आरम्भ में सरल और छोटे शब्द हों। साहित्य हिन्दी के आधारभूत शब्दों की एक सुनियोजित तथा क्रमिक सूची के आधार पर होना चाहिये।

(२) बाल साहित्य और चित्र—बालकों की कौतूहल की प्रकृति के अनुकूल रंगीन चित्र होने चाहिये।

(३) बाल साहित्य का विषय तथा विस्तार-क्षेत्र—भाषा, गणित, सामाजिक विषय और सामान्य विज्ञान आदि पाठ्य-क्रम के विभिन्न विषयों का खेल, कार्य, अनुभव और निरीक्षण से संबद्ध होना चाहिये और उनका आधार सामाजिक, सांस्कृतिक, प्राकृतिक और आर्थिक पर्यावरण हो। साथ ही बालकों की बौद्धिक और मानसिक योग्यता तथा रुचि के अनुरूप होना चाहिये।

(४) पाठ्यपुस्तक—गद्य-पद्य के पाठ इतने छोटे हों कि एक ही घंटे में समाप्त हो जायें।

(५) पुस्तकों तथा पत्रिकाओं का प्रबन्ध—बौद्धिक एवं मानसिक विकास और विस्तार के लिये सुनियोजित तथा क्रमिक पुस्तकें और पत्र-पत्रिकाएँ होनी चाहिये।

(६) अभ्यास कार्य की पुस्तिकाओं का प्रबन्ध, प्रकाशन तथा प्रयोग—बेसिक पाठ-शालाओं में एक अध्यापक दो-तीन कक्षाओं को पढ़ाता है। फलतः अमेरिका और आस्ट्रेलिया के आदर्श पर विभिन्न विषयों की लिखित कार्य की पुस्तिकाएँ होनी चाहिये। इनमें कहानी-चित्रण, रिक्त स्थानों की पूर्ति और शब्द-निर्माण सम्बन्धी चित्र हों।

(७) क्लोनोग्राफ एवं सचित्र साहित्य—एक डायम पट पर फलानेल लगाकर कहानी आदि के वर्णन को रोचक बनाया जा सकता है।

(८) स्वयं शोधक सामग्री—इसे इतनी प्रचुर मात्रा में होना चाहिये कि बालक कार्य संलग्न रह सकें तथा अपनी अशुद्धियों को स्वयं शुद्ध कर सकें।

(९) प्रोजेक्ट—सामाजिक तथा कृषि आदि उपक्रिया-संबन्धी साभिप्राय प्रोजेक्टों की सारिणी का प्रबन्ध होना चाहिये। इन्हें पढ़ कर बालक प्रोजेक्ट के बहुत से कार्य स्वयं कर

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बेसिक विद्यालयों के लिये साहित्य

(श्री ब्रज भूषण शर्मा, प्रोफेसर, सेण्ट्रल पेडागाजिकल इंस्टीट्यूट, इलाहाबाद)

प्रारम्भिक स्तर की सामग्री को तैयार करने में विशेष सावधानी इसलिये रखने की और आवश्यकता है क्योंकि इस वयक्रम में बनने वाली आरम्भिक रचियां तथा अर्द्धतक समस्त भावी शिक्षा में सहायक तथा बाधक हो सकती हैं। इन सामग्री को तीन खंडों में लेना है:--

- (क) बालकों की पठन-सामग्री ।
- (ख) शिक्षकोपयोगी सामग्री ।
- (ग) अन्य सहायक सामग्री ।

सामान्य सिद्धांत--

- (१) सामग्री नवीन तथा शिक्षण-सिद्धांत के अनुसार होनी चाहिये।
- (२) उसमें व्यक्तिगत विकास की पर्याप्त व्यवस्था होनी चाहिये।
- (३) पाठ्यक्रम के विभिन्न विषयों और केन्द्रीय शिल्प से संबंधित सामग्री में पूर्ण अनुबन्ध होना चाहिये।

(४) सामग्री ऐसी हो कि ज्ञानार्जन की क्रियाओं में बालक अधिकाधिक स्वावलम्बी रहें। इससे दो-तीन अध्यापक वाले बेसिक पाठशालाओं के कार्य में विशेष सुविधा होगी।

(५) सामग्री ऐसी हो जिससे समय तथा श्रम की मितव्ययता संभव हो।

(६) उस सामग्री से अध्यापकों की अपेक्षित ज्ञातव्य बातों का भी उनको पता लग जाय और कार्य व्यवस्था भी स्पष्ट हो जाय।

(७) शारीरिक स्वास्थ्य, सामाजिक तथा भावात्मक संतुलन, नागरिकता आदि को भी उचित प्रोत्साहन मिलना चाहिये।

(क) बालकों का साहित्य--

(१) पठन-सामग्री सीमित, संकलित तथा क्रमयोजित शब्द-भंडार के भीतर ऐसी होनी चाहिये जिससे छात्र पढ़ने की कला सीख सकें तथा पढ़ कर मनोरंजन के लिये ज्ञान प्राप्त कर सकें।

(२) पठन-कला के प्रारंभिक स्तर में केवल वही शब्द आने चाहिये जिनके अर्थ बालक जान गये हों। विषय भी परिचित तथा रचिकर हो।

(३) विभिन्न अक्षरों से बने हुये शुद्ध, छोटे-बड़े आकार के शब्द, संयुक्ताक्षरों के शब्द मिलाजुला कर हों।

(४) अर्थान्विति के अनुसार शब्दों की पारस्परिक दूरी में अन्तर रखना चाहिये। सरल और रोचक चित्र भी साथ में हों।

(५) शब्दों, अक्षरों तथा मात्राओं के चार्ट हों।

(६) पूर्व परिचित बहुत से शब्दों में एक-एक करके नये शब्द आवें।

(७) विषय-ज्ञान की पुस्तकें भी सीमित शब्द-भंडार के भीतर हों।

(८) अभ्यास-पुस्तकें दोनों प्रकार की पठन-सामग्री के आधार पर बनी होनी चाहिये जिनसे छात्र सीख भी सकें और मनोरंजन भी कर सकें।

(९) कक्षा १-२ में साल भर के लिये एक ही पुस्तक के स्थान पर कम से कम ३ पुस्तकें हों। २-३ मास की पठन-सामग्री से अधिक सामग्री किसी पुस्तक में न हो।

(१०) कक्षा ४-५ के लिये शिल्प संबंधी सरल पुस्तकें हों।

(ख) शिक्षणोपयोगी सामग्री—

सामान्य—

प्रारम्भिक विद्यालयों के शिक्षकों के लिये उपयुक्त सहायक पुस्तक की परम आवश्यकता है। परन्तु आदेशिका न होकर निर्देशिका हो।

विषय—

नवीनतम प्रणाली की पाठन-विधि और शारीरिक, मानसिक तथा भावात्मक विकास और सामंजस्य एवं स्वास्थ्य रक्षा पर ज्ञातव्य बातों से पूर्ण—प्रणयन—“शिक्षकपथ-निर्देशिका” के प्रणयन की समुचित व्यवस्था होनी चाहिये।

(ग) अन्य सहायक सामग्री—

(१) सचित्र तथा बिना चित्र के अलग-अलग कार्डों पर लिखे वाक्य, शब्द तथा अक्षर :

(२) चक्षुगति का वेग बढ़ाने के लिये अभ्यास।

(३) एक-एक दफती के टुकड़ों पर लिखे अक्षर तथा मात्राएँ।

(४) तुकांत शब्दों की सूचियाँ।

(५) रचना के लिये चित्र।

(६) बालकों की व्यक्तिगत तथा सामूहिक प्रगति संबंधी तालिकाएँ और कार्ड।

(७) उभरे हुए अक्षर। गोंद और रेत से लकड़ी पर विद्यालयों में ही बनें।

(८) गणित संबंधी चार्ट।