

ORIENTATION
OF
ELEMENTARY SCHOOLS
TOWARDS
THE BASIC PATTERN

Report of the National Seminar
held at Allahabad on
May 11—13, 1959



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CONTENTS

	PAGE
Introduction	I
Working Paper	4
Annexure I	11
II	19
III	20
IV	21
V	23
VI	24
VII	26
VIII	27
Summary of the Proceedings	29
Recommendations of the Seminar	39
Appendix (A) Welcome address by Shri R.S. Yadav, Deputy Minister of Education, U. P. Government	43
(B) Inaugural address by Dr. K. L. Shrimali, Union Minister of Education	45
(C) Valedictory address by Shri K. G. Saiyidain, Secretary, Union Ministry of Education	49
(D) Report of the Sub-Committee	54
(E) List of Participants	57

INTRODUCTION

The Assessment Committee on Basic education set up by the Government of India in 1955 to study the progress of Basic education in the country till then and to suggest future lines of its development, observed in its *Report that the "Compact area method (whereby all the elementary schools in a compact area were simultaneously converted into Basic) would no longer be adequate." This, it was reported, "has tended merely to create small patches of Basic schools here and there, without these patches multiplying or spreading quickly or extensively enough. The creation of such patches has led to their remaining in that condition for too long without affecting the surrounding vast area of Elementary education which is non-Basic. Also this has resulted in some special conditions being created which make Basic education look artificial." The Committee further found that "the gulf between the compact areas of Basic schools and remaining vast non-Basic areas has come to be accepted as a matter of course by the Education Departments concerned. Instead of the compact areas affecting the remaining areas, in actual practice, the larger area of non-Basic schools has affected and weakened the morale of the Basic schools." The Committee observed that it was made clear to them "over and again that the compact area method of developing Basic education is no longer satisfactory by itself and that the great need now is to turn the whole of Elementary education towards Basic education".

The Committee, therefore, recommended that "the whole of Elementary education should be plunged into a programme of conversion step by step and be completed within a stipulated period. We must replace the vertical process by the horizontal. Thus alone can we galvanise Education Departments and bring a sense of urgency into Educational reconstruction. Every Elementary school teacher, every Inspecting officer and co-ordinating official will thus get involved in the programme and the whole outlook and psychology within Education Departments will change in the right direction." This was proposed to be brought about through the introduction of such of the features of Basic Education in non-Basic schools as would not require large financial resources and/or Basic trained personnel.

This recommendation was accepted by the Government of India, and a national programme for the orientation of Elementary schools towards the Basic pattern was initiated. The following steps have so far been taken in this connection:

- (i) The publication of two brochures entitled "Orienting Primary Schools towards the Basic Pattern" and "Basic Activities for non-Basic Schools" by the Union Ministry of Education and the National Institute of Basic Education, respectively, was meant for giving concrete suggestions in the organisation of the orientation activities. (Both the brochures have been printed in English and Hindi.)

*Report of the Assessment Committee on Basic Education published by the Ministry of Education (Publication No. 274): pp. 4-5.

- (ii) Four Regional Seminars of the Divisional/District Inspectors of Schools were organised during May-June, 1958 at Gandhigram (Southern Region), Chandigarh (Northern Region), Puri (Eastern Region) and Bhopal (Western Region). A consolidated *Report prepared in the Ministry of Education on the basis of the reports submitted by the Regional Seminars, formed the basis of the deliberations of the National Seminar.
- (iii) The State Governments were suggested to appoint Basic-trained teachers in the non-Basic schools also.
- (iv) Suggestions were also given to the State Governments to adopt a common syllabus for Basic and non-Basic schools. (Some of the States have already introduced the common syllabus while the others have accepted it in principle and are working on it).

As the programme was being worked out, the Planning Commission also brought forward a proposal for the reorientation of the curricular content of the Elementary schools. (See Annexure I to Working Paper). It was found that the Ministry of Community Development and Cooperation was also running a scheme for the orientation-training of village school teachers towards the Community Development activities. Since the national programme for the orientation of Elementary (non-Basic) schools towards the Basic pattern, initiated by the Union Ministry of Education, was more comprehensive and covered the major part of the other two schemes, it has been decided to integrate all the three programmes into a single programme under the Ministry of Education.

The State Governments/Administrations had already initiated work on the implementation of the recommendations of the four Regional Seminars held on the subject last year. The main features of the programme are: (i) orientation-training of the Elementary school teachers and inspecting officers, and (ii) provision of certain minimum equipment and teaching aids in the non-Basic schools.

The need for this National Seminar at which there were present some of the State Deputy Education Ministers, Directors of Education/Public Instructions and other high level administrators in the field of Elementary education was to take stock of the programme as it was progressing, to consider its implementation schedule and the target date by which it should be completed, the syllabus and the duration for the orientation-training of teachers and inspecting officers, and certain other administrative problems of mutual interest. A Working Paper prepared in the Union Ministry of Education on the basis of the reports of the four Regional Seminars and the experience since gained in the working of the orientation programme brought to the fore some of the problems to be considered by the seminar. (See Working Paper).

Since the orientation programme is to cover all the Elementary schools in the country—whether Government or private, it was thought useful to associate with the seminar the representatives of

*Being published separately.

the two important voluntary organisations in the country, viz., the Indian Public Schools Conference and the Inter-State Board of Anglo-Indian Education. Some of the Directors and Joint Directors of the Regional Seminars were also invited to this National Seminar to give the participants the benefit of their experience at the Regional Seminars. A list of participants in the Seminar is given at Appendix E.

The Seminar was inaugurated by Dr. K. L. Shrimali, Union Minister of Education on the 11th May, 1959 on the premises of the Junior Basic Training College, Allahabad. A copy of his inaugural address is given at Appendix B. A brief summary of the proceedings and recommendations of the Seminar is given in the following pages. Shri K. G. Saiyidain, Secretary, Union Ministry of Education, who was to have participated in the deliberations of the Seminar on the last day and deliver the valedictory address, could not attend the Seminar owing to his indisposition and his address was read by Dr. P. D. Shukla, Deputy Educational Adviser, Union Ministry of Education. (See Appendix C).

WORKING PAPER

National Seminar on the Orientation of Elementary Schools towards the Basic Pattern

1. The circumstances in which the "Orientation" programme was conceived are too well known to be recounted here. The progress of Basic education has not been satisfactory due mainly to the dearth of the requisite finances and the trained personnel. The compact area method of expansion of Basic education whereby all the Elementary schools in a selected compact area are converted into Basic has not brought about the desired result. Instead of these areas inspiring and enthusing the large number of non-Basic schools lying around them the Basic schools themselves became isolated like small dotted islands in a big sea. This state of affairs led to some further thinking on the subject. It was, therefore, thought necessary that side by side with the process of complete conversion of the non-Basic school in selected areas there should be introduced a minimum programme covering all the non-Basic schools.

2. The orientation programme has been evolved in order to reduce the wide gulf that exists today between Basic and traditional schools and to improve the quality and standard of all the Elementary schools. The chief considerations of this programme have been thoroughly discussed at the four Regional Seminars organised by the Union Ministry of Education. Broadly, it may be said that the programme of orientation envisages the adoption of salient features of Basic education in all the Elementary schools of the country. The main criteria for selecting these features to be included are, that they should be easy to introduce in all schools involving as little expenditure as possible. They should not require specifically trained teachers and the activities should be acceptable to all schools. The assumptions behind this programme are: (a) the programme is intended to create a favourable atmosphere for the eventual conversion of all Elementary schools into the Basic pattern; (b) the programme should also independently stand as an intrinsically sound educational programme and (c) it should aim at strengthening and developing the existing activities wherever they already exist and introduce them into other schools in a systematic manner where they do not exist at present.

3. With this assumption and the details of the programme already worked out by the four Regional Seminars, it is for this high-level Seminar now to discuss and finalise details of implementation of the entire programme. The Seminar has to come to grips with the following important issues pertaining to this programme:

- (i) The contents of the programme in the schools;
- (ii) Training of the personnel at various levels;
- (iii) Production of literature;
- (iv) Publicity programme and educating public opinion;

- (v) Implementation schedule and target date for completion;
- (vi) Financial implications; and
- (vii) Administrative problems involved and their solution.

The Contents of the Programme in the Schools

4. As stated above, the orientation programme is intrinsically sound in itself. It is expected to enrich the contents of Primary education and give it a suitable social bias, which is so essential for successfully building up the democratic attitudes in the future citizens of the country. This is proposed to be achieved through the introduction of the following types of activities in the non-Basic schools:

- (a) Activities leading to healthy living;
- (b) Activities leading to citizenship-training and social living;
- (c) Activities leading to a better knowledge of the environment;
- (d) Purposive activities connected with simple crafts;
- (e) Recreational and cultural activities; and
- (f) Social service activities—linking the school with the home and community.

5. The Ministry of Community Development had also initiated during 1956-57 a programme to orient the rural primary school teachers towards Community Development activities. For this purpose, they had set up peripatetic teams consisting of two trainers in each of them. The Planning Commission has also proposed a programme for the reorientation of the curricular content of Elementary schools (See—Annexure I). All these proposals seem to be complementary and it is, therefore, proposed to incorporate all these ideas into an integrated programme to be executed by the Union Ministry of Education under the present heading. The useful and essential elements of the Ministry of Community Development programme and the ideas given by the Planning Commission in their suggestions on reorientation of the curricular content may be put forth in the orientation programme.

Training of Personnel at Various Levels

6. If the targets for the expansion of Basic education in the Second Five-Year Plan are fully achieved, the Basic schools will hardly form 20 per cent of the total number of Elementary schools. The orientation programme will, therefore, have to cover about 80 per cent of the existing Elementary schools and the additional Primary schools which will be started, to a great extent, as a result of the drive for universal and compulsory education during the Third Five-Year Plan. The training programme, therefore, will have to be planned to cover the existing situation, the present possibilities of development as well as the future expansion. The training programme may be visualised at various levels; for example, the training for the Elementary school teachers, training for headmasters, inspectors of schools and the higher level officers controlling and supervising the

Elementary schools. The duration, nature and content of training will depend upon the level for which the training programme is planned.

7. For the Elementary school teachers the Seminar may consider three aspects of training.

(a) *Short-term Training*, say, of not more than 15 days. For this short-term training course a syllabus on 'Orientation' will have to be prepared so as to give both practical as well as theoretical training in the implementation of this programme. A tentative syllabus worked out is appended herewith (Annexure II) for consideration of the Seminar.

(b) *Short-term Teachers' Training Courses*.—In order to meet the shortage of trained teachers for the implementation of the universal and compulsory Primary education it has been proposed to organise eight-ten weeks' short courses in educational theory and practice for newly recruited untrained teachers before they are posted in any school. While preparing syllabus of such short teachers' training courses, the needs of the orientation programme may be kept in view. The teachers going through such courses should receive sufficient training in implementing the orientation programme.

(c) *Teacher Training Institutions*.—Side by side with the short-term training courses mentioned above, the Seminar has also to consider the need for revising the regular teacher training courses so as to include the orientation programme in it. This will be a long term measure. It may be considered, for example, whether it will be useful to include topics regarding theory and practice of orientation programme in the existing syllabus of the regular teacher training institutions. For example, under the Paper—'School Organisation and Administration', the following additional topics may be recommended for inclusion—the need and basic considerations of orientation programme—the orientation activities—technique of orientation—administrative problems involved.

8. Regarding the training of headmasters, inspectors and high-level officers, the planning of the syllabus and other details may be worked out on the lines of workshop or seminar discussions and greater stress may be laid on administrative problems, supervision and evaluation.

9. One of the most important aspects of planning of the training programme will be the adoption of a syllabus to be evolved for this purpose. The Seminar may, therefore, decide the following:

- (a) Planning of the training programme in a phased manner;
- (b) The exact nature and the duration of the training programme for various levels;
- (c) The syllabus and other details of the training.

Production of Literature

10. Production of suitable literature for pushing up the orientation programme also will have to be taken up systematically.

Literature will vary according to the varying needs. For example, in educating public opinion it may be necessary to bring out broad-sheets, posters and picture-books. To help and guide the teachers, headmasters and inspecting officers it will be necessary to bring out illustrated pamphlets and brochures. Some sort of periodical publication like "Bulletin" may have to be started by each State Directorate to guide the implementation of the orientation programme and report progress. There will be a need of a series of small pamphlets on organizing various types of orientation activities in schools. A list of suitable topics is appended herewith (Annexure III) which may be discussed and finalised by the Seminar.

Publicity of the Programme and Educating Public Opinion

11. In order to execute this programme in an effective manner, it will be necessary to educate public opinion. The orientation programme aims at linking the school with the home and the community. It will, therefore, be necessary for the departments to draw up an integrated publicity programme for the benefit of parents, the teaching-community and the general public. All the different agencies of the Union and State Governments will have to be co-ordinated for this purpose at the State level. This integrated publicity programme may include publication of broad-sheets, brochures, pamphlets and picture-books on the subject, utilisation of all other visual publicity materials, organisation of exhibitions and utilisation of other mass media of communication like radio, film, press, etc. The Seminar may consider the need and nature of publicity and how effectively a State Department could utilise all the agencies and avenues of publicity for this programme. Some suggestions in this connection are made in Annexure IV.

Implementation Schedule and Target Date for the Orientation Programme

12. The vital factor about the orientation programme is that the entire programme should be completed by a target date. We have already got two categories of Elementary schools (Basic and non-Basic) in the country. If the process of orientation takes a long period, there is a possibility that the oriented schools will form a third category standing between the Basic and non-Basic schools. This danger should be avoided. This Seminar may like to consider if the entire programme can be completed by 1960-61.

13. The implementation schedule of the programme will depend entirely on this target date. Once the target date is fixed, the training programme at various levels should be phased accordingly. There are different ways of phasing the training programme for inspecting officers and the school teachers. Nothing would have been better if the inspecting officers and teachers could have been trained simultaneously within a short period but unfortunately this will not be possible. The Seminar has, therefore, to consider which of the following ways, in its opinion, would be the best in phasing the training programme:

- (i) It is possible to arrange the training of the inspecting officers and the teachers on geographical basis, the inspecting officers of a few contiguous districts may be

oriented first—others to follow in similar suitable groups. This will mean that the orientation activities can be introduced in the schools of these districts only in the first instance. Introduction of the same activities will follow as and when the personnel will be trained in other districts. This approach has the advantage of introducing the orientation activities simultaneously in a few districts but obviously this will mean that for some time to come there will remain traditional schools in other districts, thus posing the same problem as the compact area method has presented.

- (ii) The orientation activities can be introduced in a few selected classes only at the initial stage. The same activities can be extended to other classes as and when more teachers are trained. This approach presupposes that at least one teacher from each school will be trained in the first batch. This may not, however, be a practicable proposition although it has all the charm of introducing the orientation programme simultaneously in all the schools.
- (iii) A third approach is also possible—to begin with only a few orientation activities may be selected for introduction in all the non-Basic schools, the remaining activities may be introduced as and when more resources and trained teachers become available. This approach also takes it for granted that at least one teacher from each school will be trained simultaneously.

14. It would appear from what has been stated above, that two factors are principally involved in the phasing of the orientation programme: (a) availability of resources, and (b) the pace of the training programme both for the inspecting officers and the teachers. The implementation schedule of the programme should, therefore, be linked with the pace of the training programme, otherwise the planning will be impracticable and defective.

Financial Implications

15. Even though the orientation programme is not expected to involve large financial outlay, it will be necessary to provide each Elementary school with certain minimum equipment and facilities for the orientation activities. There will be some expenditure also on the organisation of short-term training courses, seminars and workshops for training the personnel at various levels. Expenditure will be necessary for the preparation of brochures, pamphlets and suitable literature for the implementation of the orientation programme. Though the amount of expenditure involved may be very small in so far as each individual school is concerned, it may yet be a sizeable figure taken for the whole country—may even for a whole State. However, a relieving feature is that a large bulk of the funds required for this programme will be of a non-recurring character.

16. The Union Ministry of Education had taken up the question of the provision of additional funds for implementing the orientation

programme with the Planning Commission. The Commission observed as follows:

“While the Planning Commission agree that it would be desirable to reorientate the existing Primary schools towards the Basic pattern, they feel that the expenditure on the programme could be found from out of the savings in the States and/or Central plans. If necessary the position could be reviewed before the next annual plan”.

17. The position has been brought to the notice of all the State Governments/Administrations *vide* Ministry of Education letter No. F.1-16/58B.2, dated 25th January 1959 (copy at Annexure VII) requesting the State Governments to draw up working estimate of the total expenditure involved in the implementation of the orientation programme during 1959-60 and also assess the anticipated savings etc., which could be available for diversion towards the programme and the additional amount required, if any.

18. This information was to reach the Ministry of Education by 22nd February 1959, but so far only three States and one Union Territory have sent their replies. In the absence of information from all the States/Administrations it is difficult to estimate the total expenditure on the orientation programme on an all-India basis.

19. Of the States which have already replied, summaries of two estimates of expenditure for 1959-60 are attached (Annexure VIII). It will be seen that the estimates are considerably different in structure. For example, while in one case only half a rupee per teacher has been suggested for the orientation literature the same figure in the case of the other State is Rs. 10. Again, while one State has provided Rs. 100 per school for the provision of craft materials etc., the corresponding item for the other State costs Rs. 25 per Primary school and Rs. 50 per Middle school. It will be appreciated that such wide variations, as indicated above, not only lead to widespread differences in the schools but also make an efficient financial planning difficult.

20. This Seminar may now consider the reasonable amounts which may represent average expenditure on orientation training of teachers and on each of the above items per school (separately for Primary and Middle schools). A suggestive list of such equipment etc. is given at Annexure V. These figures (Annexure VI) will only be suggestive and will have to be modified in accordance with the exact need of each school.

21. This Seminar may also consider the basis on which the additional expenditure on the orientation programme be shared between the Central and the State Governments and the financial assistance that may be given to those voluntary organisations which are also running Elementary schools and have to fall in line with the programme.

22. It may be added in this connection that both the States quoted above, have stated that not only do they not anticipate any savings but they are also not in a position to pay any counterpart funds and hence they have proposed that the Central Government should bear

100 per cent expenditure. In the present financial context, it is difficult to find large amount of additional funds to implement the programme. It is, therefore, necessary to make efforts to find necessary savings and also to make possible adjustments within the existing schemes. The orientation programme, in fact, attempts to combine in itself the improvement of Elementary education on the one hand, and the expansion of Basic education on the other. It should, therefore, be possible to pool together the funds earmarked for both these schemes and to utilise them, with other available savings, in implementation of the orientation programme in an integrated manner. Similarly, the funds earmarked for the improvement of Elementary education and expansion of Basic education in the Community Development Blocks may also be available for use in pushing ahead the orientation programme in these Blocks.

Administrative Problems Involved and their Solution

23. The planning of the orientation programme will involve the following administrative problems: (i) drawing up of the programme; (ii) implementation; (iii) collecting progress reports and publication of bulletins; (iv) evaluation of the progress of the programme; (v) arranging training programmes; (vi) supply of necessary funds and equipment to each of the schools covered through this programme etc. In order to deal with all these administrative aspects in an effective manner, a suitable agency will have to be provided. At the State level it may be desirable to have a small orientation unit in the Basic Education Wing of the Directorate of Education under the guidance of a suitable officer. The functions of this Unit would be to guide and supervise the orientation programme of the State and be in charge of the various administrative aspects detailed above. This Unit will have to decide upon the *modus operandi* of the Orientation Programme, viz: its simultaneous introduction in rural and urban schools, considerations of the special needs of the urban school in selection of activities and also problem of orientation pertaining to single-teacher schools and schools with shift system. The nature of such a Unit, if considered necessary, may be decided upon by the Seminar. Again, in view of the importance of this programme it may be necessary for the Union Ministry of Education to continue to remain connected with this important programme in some ways. For this purpose necessary strengthening of the Basic Education Unit of the Ministry may also have to be considered. It will be remembered that the need for a suitable unit with each State Government for this purpose has already been emphasised in D.O. letter No. F.7-9/59-P.C.U. dated 9th March 1959 from Union Secretary of Education to all the Education Secretaries.

ANNEXURE I

(See para 5 of the Working Paper)

PLANNING COMMISSION

(Education Division)

REORIENTATION OF THE CURRICULAR CONTENT OF ELEMENTARY SCHOOLS

Implications of the Constitutional Directive

The Constitutional Directorate to provide free and compulsory education to all children up to the age of 14 was obviously prompted by two considerations: the provision of equality of opportunity to all citizens and to give them all the basic training required for effective democratic functioning. The former objective is sought to be achieved through the expansion of schooling facilities, and a number of steps have been taken and others are proposed to be taken in the Third Plan to hasten the process of expansion. The second task is no less urgent but has hardly received the attention that it deserves.

Limitations of Ordinary Schools

2. Democracy requires above all that the citizens should owe loyalty to the nation. This loyalty in order to be deep-rooted can only spring from an awareness of and broad acceptance of the values inherent in our civilization and faith in our future goals and present endeavour. The two most characteristic features of Indian civilization have been the ethical approach to life's problems and broad tolerance of differences, and these are attitudes which are not irrelevant today but more than ever needed. Our acceptance of the socialistic pattern of society requires that as large a sector of our life as possible should be organised on cooperative lines so that there can be maximum individual freedom without the inequalities of wealth and exploitation which generally go with a system of free enterprise. In order to evolve a classless society we will need to launch an all-out attack on casteism, communalism, linguistic fanaticism and religious intolerance. Dignity of labour must be universally recognised and practised. Inner discipline is a pre-requisite of democracy. Democracy also requires leadership at various levels and a leadership which is not always trying to escape from its fellows to position of privilege but remains in their midst acting as a lever to raise the whole mass together. We are living in a period of rapid change and if we are to adjust ourselves to it successfully we will need to bring to bear upon our environment a balanced critical judgment.

It is only when the attitudes and modes of behaviour mentioned above have been developed in the people that they will be able to participate effectively in our planned development. In the absence thereof it is not surprising that our most dismal failures have been

at points where our programmes touch the masses: community development, agricultural production, panchayats, cooperatives, etc. There are serious limitations to the extent to which the attitudes of adults can be changed. But we should at least start immediately training the next generation during their formative years. The ordinary schools hardly make any contribution in this direction. In fact they work in many respects in exactly the opposite direction. Learning is organised on a competitive rather than a cooperative basis. With their accent on bookishness, our schools accentuate the existing distaste for manual labour. They give no training in responsibility and turn the intelligent boys away from the villages.

Present Position of Basic Education

3. The Government of India and of the States have decided to convert all Elementary schools into the Basic pattern, which was designed to remedy the defects in our existing system of education and which, if properly developed and rightly handled, as the University Education Commission points out, could be an effective agency to bring the new India into being. But progress in this regard has been very halting. Even by 1960-61 out of 3,49,525 Elementary schools only 38,371, i.e., 11 per cent will be Basic. Further, these schools are of very varying quality and the large majority are Basic only in name. There are problems of well-directed research, preparation of guide books, training of teaching and administrative personnel, provision of adequate physical facilities, etc. Even if we whole-heartedly worked for it, it would be long before we could succeed in having an efficient system of full-fledged Basic education in the country, though the pace can be considerably hastened through proper direction and sustained effort.

Need for Reorientation of Ordinary Schools

4. In this situation it is extremely urgent that something be done to the ordinary schools almost immediately. Otherwise, considering that nearly 90* per cent of boys and girls leave schools before or at the end of the middle stage, who have yet to live another forty or fifty years and who are not likely to get another opportunity for education, we will be sending forth boys and girls deficient in the most fundamental attitudes and training required for democratic citizenship. They will lack the competence to participate effectively in practically all programmes affecting the people at large. Even in the case of those who pursue further education and later on assume strategic positions in society, we will have missed the opportunity of inculcating in them basic attitudes and loyalties during their most formative years. Indiscipline among college students is very difficult to check if they have been allowed to grow anyhow during their school years. In other spheres of life also, India is facing today the crisis of character and moral values.

Tests of a Feasible Programme

5. Any feasible programme will have to satisfy the following tests. For one thing it must give the minimum essential training

*The percentage of children of the age-group 14-17 going to school by the end of the Second Plan is estimated to be 11.7: Second Five-Year Plan—p. 501.

for citizenship. Secondly, it must not involve very much additional expenditure. Practically all that we can spare at the moment will need to be concentrated upon expansion of facilities. Thirdly, the programme must be capable of implementation by the existing lot of teachers with some training in the form of refresher courses.

Essentials of the Curriculum

6. As regards the "minimum essential training for citizenship", it must comprise:

(i) *Health*.—Every child must know the structure of his or her body and how to keep it clean and healthy. Environmental cleanliness is as essential to it as personal cleanliness. The pupils must know how to construct a balanced diet out of locally available material. They must also know the causes and cure of simple ailments. Simple games and exercises should have an important place in the curriculum and the pupils must be taught their usefulness in the scheme of health. Recreational activities—especially group singing and group dancing—are also an essential element of health. So is the development of the aesthetic sense to mental health, which should be developed through the proper organisation of the various activities in the school.

(ii) *Understanding of the Social Environment; the Constitution of India*.—The framework of our social, political and economic life is provided by the Constitution. The children must understand the principles of democracy, equality, freedom and justice that underlie it. The meaning of these concepts must be made simple and concrete to the children by reference to their own environment and by designing activities vivifying these principles. Life in the school should be organised on the basis of cooperative community living. Through working their own societies, pupils must be made acquainted with cooperative societies, panchayats/municipalities and the entire democratic set-up in the country. This will further give them training in responsibility and leadership. Common meals, common physical labour, common celebration of festivals, etc., should break down the barriers of class, caste and creed. Various projects of community service, especially among the weaker sections of the population, should be organised towards the same end. A resistance against untouchability should be built up. Towards customs in general, a constructively critical attitude should be inculcated.

(iii) *Awareness of the Occupational Pattern of the Village*.—The pupils must be taken round to the houses of various craftsmen. Some craftsmen may be induced to come and teach the students simple crafts. So far as girls are concerned their most suitable craft is home craft and their mothers the natural teachers. In regard to boys the raw material of the craft/crafts selected should be locally available and the simple instruments needed made by the students themselves. This will give the pupils finger skills and muscle coordination, so essential for successful industrialisation. The students must be taught simple agricultural practices on the farms of the village. Excellent work on this model was done by the Ashram School, Vedchi. This way the necessity of having a

school farm could be avoided. Knowledge should also be given of improved practices and the assistance rendered by Government to enable boys and their parents to adopt these practices on their own farms making full use of such governmental assistance as is available. The pupils must also know how to construct and use simple urinals, latrines and soak-pits and to turn refuse into manure. Spinning for clothing oneself outside school hours, wherever cotton is available, will be very useful. The above activities will prepare the future agriculturists for subsidiary industries. Moreover, through self-effort the pupils will be able to meet their primary needs by providing themselves with midday meals and a uniform, which would require an impossible sum if they were to be provided by the State. When the students thus work for themselves much of the odium attached to labour by students in schools and the opposition of parents thereto will disappear. It will also improve attendance and prevent the huge wastage that is occurring in Elementary education today due to the poverty of the parents, who take away their children from school after one or two years of schooling before they feed and clothe them unaided.

The importance of enabling the children to feed and clothe themselves will be realised if we remember that today the wastage (i.e., those who leave school before attaining permanent literacy) is over 50 per cent. Without these activities the attendance of 100 per cent children in school is an impossibility. In every conference the importance of midday meals is reiterated and the realisation of the necessity of bringing in girls to school has forced upon our attention the absolute necessity of providing clothing. At State expense provision of midday meals to school children of the age-group 6—14 during the last two years of the Second Plan at the rate of 10 nP. per child would be more than Rs. 150 crores. In the Third Plan when we aim at 100 per cent children in school of the age-group 6—11 and normal development of facilities of the age group 11—14, the sum required for this item alone would be roughly Rs. 375 crores. The amount for clothing would be in addition.

(iv) *Acquaintance with the Natural Environment.*—An intimate and detailed knowledge of the phenomena happening around them should be given to the pupils. Only a very broad knowledge of the geography of the world and the country would suffice. Detailed knowledge should, however, be given of the district and the village.

(v) *Administrative Set-up.*—Detailed knowledge should be given of the taluka and district administrative set-up, especially with reference to the points at which the villager comes in contact with the administration. The boys must understand which governmental official they should approach in case of a particular need and how. A broad idea of the Community Development movement should be given.

(vi) *Strengthening the Moral Base.*—The moral and ethical principles common to all religions should be explained and embodied in the life of the school community. The pupils should be made acquainted with the lives of saints of different religions who lived these principles. In this way an attitude of respect for different religions should be inculcated.

(vii) *Our Cultural Heritage and Emotional Integration*.—The pupils should be given knowledge of the broad currents of our history, constructively interpreted, bring out the values for which India has stood through the ages and to which we want to hold even today. Lives of great men should be taught, especially bringing out the spirit of sacrifice and service they embody. Similarly, selections from the best of our literature should be made available in simple and easy form. Emotional integration is the realisation of certain commonly accepted values in the past and a common goal of present and future endeavour. The pupils should know the broad direction in which we are trying to move and their role in that common adventure. Through these methods the loyalty to the nation should be developed. Flag salutation ceremonies and intelligent celebration of national days also helps in fixing this basic loyalty in the minds of children.

(viii) *Knowledge of Current Affairs* through the discussion of the newspaper in the school.

(ix) *Knowledge of the Three R's* in their simplest form that would be necessary for simple transactions in the village.

(x) *Use of the Dictionary and the Library*.—Every pupil before he leaves school should be taught how to use a dictionary and get into the habit of going to the library. For most of the pupils will not be able to go to another school and unless they have formed this habit of self-study they will come to a dead end. A school has done its duty if it has inculcated in the students the basic attitudes and given them the tools of further self-study.

Efforts at Curricular Reform

7. Ever since independence thinking has been going on with increased awareness of the need to remodel the curriculum of ordinary schools. Especially in the better type of schools considerable improvement has taken place. In this connection two recent attempts by the Government of India at making the curriculum more broad-based need to be mentioned.

One was the letter addressed by the Planning Commission to the State Governments on the subject of "Village Schools and Rural Improvement Activities". The aim of this letter was to place the school at the heart of rural development. The following illustrations were given of the manner in which the pupils and teachers could play their role in this:—

"Firstly, participation in activities for improved agriculture. It is particularly important that short school vacations should correspond, so far as possible, with the period of intensive agricultural operations and that the teachers and pupils should assist in these operations in the fields as part of their normal work.

"Secondly, they should assist in community works such as building and repair of roads and tanks, afforestation, etc.

"Thirdly, the teacher and the senior pupils should play an active part in social education classes for imparting literacy, organising youth camps, village sports, dramas,

etc., reading out stories and newspapers and explaining useful books and pamphlets. They should draw the villagers into active participation in these educational and cultural programmes.

"Fourthly, teachers should assist actively in the work of co-operatives and panchayats.

"Fifthly, while it is true that it will be difficult at the initial stages, without adequately trained basic or craft teachers, to ensure that every pupil is taught a useful craft, as much as is possible should be done in this respect. The ideal which the National Extension scheme and Community Projects have in mind is that practically every family should have a subsidiary occupation. Until this stage is reached or until useful crafts are introduced in the schools the best possible use should be made of the crafts in the village for imparting training to pupils, fullest advantage being taken of agricultural work wherever it is being carried on."

Great emphasis was laid on putting the teachers through short refresher courses supplemented by:

- (i) constant supply of suitable literature to teachers on educational as well as developmental problems,
- (ii) sending out of peripatetic craft teachers to work for short periods in schools,
- (iii) developing certain schools as model centres in each area, and
- (iv) strengthening of inspecting agencies and other suitable measures.

It was also recommended that the necessary adjustment this would require should be made in the time of school vacations and holidays and in the "apportionment of time between academic studies and practical activities". It was further said:

"If the working of all ordinary Primary schools is organised on these lines, it will be a useful intermediary step towards the conversion of these schools into Basic schools as soon as fully trained teachers are available and the necessary equipment can be provided. The Central idea of Basic education is community life, community service and participation in the productive activities of the village and, by carrying out the suggestions made in this letter, this central idea will find its place in the ordinary Primary schools."

This letter was sent out to the States in 1953. Most of the State Governments issued instructions to their subordinate staff. We have no information as to what has actually happened. The Ministry of Community Development addressed a letter to the States in 1957 launching a programme of "Orientation Training of Village School

Teachers" so that teachers could effectively assist Community Development programmes. In 1957-58, 50 camps were held and about 2,300 teachers trained.

Recently the Ministry of Education recommended to the State Governments a programme of reorientating Primary schools towards the Basic pattern and have produced two pamphlets: "Orienting Primary Schools towards the Basic Pattern" and "Basic Activities for Non-Basic Schools" as to how that programme is to be carried out. Especially the former pamphlet is very useful and has given a large number of activities which can easily be taken up in all schools for:

- (1) Increasing the sense of self-reliance and responsibility in the children;
- (2) Increasing purposeful activities;
- (3) Increasing freedom for self-development;
- (4) Increasing association with the community and with national life; and
- (5) Increasing happiness through recreational and cultural programmes.

What more Needs to be Done

8. These efforts at reform are laudable. The present situation, however, has the following defects. In the large majority of schools the curriculum remains what it was. Where new activities have been added, they have only added to the burden of the teacher and even whatever efficiency there was previously has deteriorated. We will need to reduce the curricular content to a size which can be conveniently and efficiently handled in the time available and yet contains all that is essential. The present curriculum does not need simply to be added to but to be rationalised. Further the trend towards improvement needs to be more fully developed so as to take in all the items mentioned in paragraph 6, the Planning Commission and the Ministry of Education pamphlet ("Orienting Primary Schools") and to be hastened.

9. To do so the following additional steps are submitted for consideration:—

(1) The syllabus of Basic education should be reviewed in the light of the essential needs mentioned in paragraph 6 and the curricular load which can be effectively carried by different grades. This could be done by the Standing Committee on Basic Education.

(2) The State Governments should be asked to introduce this syllabus in Basic and non-Basic as well as in rural and urban schools, though in the latter the activities introduced will naturally vary with the environment. The extent to which the syllabus is effectively incorporated in the text books in the different States should be periodically reviewed by the Ministry.

(3) The Ministry of Education should prepare model books for the guidance of teachers, which could be translated into the regional languages by the States themselves or through private publishers.

(4) The Ministry of Education should prepare a list of valuable books containing the right ideals which our society should seek to inculcate. This list could be circulated to Education departments, teachers and students. The Ministry could have a scheme of financial assistance for translations of such books into other languages.

(5) Refresher courses for teachers of one month's duration, and for inspectors of one week's should be organised. Most of the things mentioned in para 6 deal with intelligent community living and the course should be organised as a camp after the pattern of the camps organised by Shri Kanu Gandhi during Gadhiji's life time. In this way the teachers will get a far better grasp of what is expected of them than through a plethora of lectures.

(6) A proper system must be evolved of imparting training to the teachers on the job. The role expected from the teacher has become very important and is daily becoming more exacting. No training—leave alone a brief refresher course—can suffice without this continuous inflow of guidance and information. Much of this information will be readily available from specialist's departments like agriculture, cooperative, local self-government, the Ministry of Community Development, etc. This will, however, need to be digested and sent out to the schools in a form they can understand and use and, of a size which they can read. Properly directed broadcasts and correspondence courses can be effective agencies of continuous training of the teacher. The school broadcast programmes at present being conducted by All-India Radio will need to be guided by the Education departments of the States. Without an effective organisation of training on the job, the school will never be able to realise its potentialities as a nation-building institution.

(7) Changes should also be introduced in the courses and methods of training in the regular training institutions to bring the curriculum in line with what the pupil-teachers will be expected to do in their schools.

(8) The curriculum of Secondary schools will need to be suitably altered so that they begin where the Elementary schools leave and not, as at present, that Elementary schools must impart to their pupils a level of information of certain subjects at the cost of many more essential things, so that they come up to the point at which the Secondary school begins.

Financial Implications.

10. No extra financial provision will be required for implementing the above proposals. Money could be found out of existing schemes or by suitable adjustments. There are schools for the production of literature, training of teachers, etc. If at all any amount is required, it will only be of a marginal character and could easily be found from out of the savings in the plan.

ANNEXURE II

SYLLABUS FOR ORIENTATION OF THE PRIMARY SCHOOL TEACHERS TOWARDS BASIC EDUCATION AND COMMUNITY DEVELOPMENT

[See paragraph 7(a) of the Working Paper]

1. Introduction—
 - (a) The concept and philosophy of Basic education;
 - (b) The concept and philosophy of Community development.
2. The purpose of the orientation programme.
3. Orientation activities—
 - (a) Activities leading to healthy living—including health, hygiene, sanitation, diets, etc.;
 - (b) Activities for the improvement of the home life;
 - (c) Activities leading to a better knowledge of the environments;
 - (d) Activities leading to citizenship and social living, including cooperation, panchayat and various other civic organisations;
 - (e) Purposive activities connected with simple crafts, e.g., agriculture, kitchen gardening, animal husbandry and cottage industries;
 - (f) Recreational and cultural activities;
 - (g) Social service activities linking the school with home and the community;
 - (h) Demonstration of selected projects—e.g., kitchen gardening, organisation of an educational excursion, preparation of a compost pit, project on a cotton craft.
4. Adaptation of the school syllabus in order to accommodate the orientation activities. How to balance the academic subjects with the orientation activities.
5. Minimum teaching equipment, appliances and the school library.
6. The programme of community development and the teachers' role; development of the school as a community centre—
 - (a) Activities of social education including the library and the reading room;
 - (b) Cooperation;
 - (c) Panchayat.
7. Method of securing public cooperation in promoting the orientation programme.
8. Evaluation and follow-up of the orientation programme.

ANNEXURE III

LIST OF TOPICS FOR PRODUCTION OF ORIENTATION LITERATURE

(See paragraph 10 of the Working Paper)

1. Handbook for the Teachers on the Orientation Activities;
2. Handbook for Inspectors of the Orientation Programme;
3. Handbook for Instructors for Orientation Training Courses;
4. Orientation Programme—Questions and Answers;
5. The Orientation Programme—How and Why;
6. Brochures on the organisation of various orientation activities:
 - (i) Activities leading to healthy living;
 - (ii) Activities leading to citizenship and social living;
 - (iii) Activities leading to a better knowledge of the environment;
 - (iv) Recreational and Cultural activities;
 - (v) Social Activities linking the school with home and community;
 - (vi) Activities connected with simple crafts.
7. Production of broad-sheets, charts, etc., on the orientation of Elementary schools towards the Basic Pattern.
8. Some of the literature produced by the Social Education, Community Development and Health Departments may also be found useful for the oriented schools. In other cases, it could also be easily adapted to the needs of the oriented schools.
9. Translation of literature on the orientation programme from other languages. The Union Ministry of Education is also producing some literature for Basic schools which will also be found useful for the oriented schools.

ANNEXURE IV

PUBLICITY MEASURES FOR THE ORIENTATION PROGRAMME

(See paragraph 11 of the Working Paper)

If the Orientation programme has to take root and, achieve the desired end, its training and educational activities will have to be supported by adequate publicity measures. In a modern society there are a number of media of mass communication, e.g., press, radio, films, posters, etc. All these could be usefully employed in the propagation of the orientation programme.

2. In every State there already exists a Directorate of Information and Publicity. This should be directed to give publicity to the orientation programme and educate the public about its need, purpose and contents. It should be made clear to the people that the orientation programme is intrinsically sound in itself, and does not stand or fall with Basic education. This Directorate should also give wide publicity to the orientation training seminars-cum-short term training courses for the inspecting/teaching staff held at all levels within the State. The State Governments should also pool all their resources, including their Social education and Audio-Visual departments and other agencies in this publicity drive. Quite apart from the Directorate of Information and Publicity under the State Governments, the Ministry of Information and Broadcasting maintain some field units of Publicity in each State, under their direct control. The Union Ministry of Education is also requesting the Union Ministries of Information and Broadcasting and the Community Development and Cooperation to issue necessary instructions to their field publicity units stationed in various States and the Development Commissioners respectively to cooperate with the State Governments in giving publicity to this programme.

3. *Press*.—Press holds one of the foremost places in any publicity campaign. Feature articles could be got written from the specialist staff working in the State Directorates of Information and Publicity by making available to them suitable material. A series of articles could also be planned on the various aspects of the orientation programme. The officers of the State Education Departments could also write some of the articles and put them across through the State Directorate of Information and Publicity. The Government of India is also taking action on similar lines for publishing articles in English and Hindi. The State Governments have to concentrate mainly on the Publicity literature in the Regional Languages, and the peculiar problems of the State.

4. *Radio*.—Radio has an important part to play in a country like ours where the percentage of literacy is not high. Certain broadcasts are even now being arranged by A.I.R. for school children and teachers. The orientation programmes could be included in these broadcasts. In addition, the orientation programmes should be introduced in the rural and women's programmes. Special and feature

talks in regional languages should also be arranged over A.I.R. as frequently as possible. The Song and Drama Division could also be contacted to find out the feasibility of including this programme in their activities (skits, etc.).

5. *Films*.—All documentaries are to be prepared by the Films Division of the Ministry of Information and Broadcasting. That Division is being asked to prepare certain films on the orientation programme which can be dubbed in the various Regional Languages also. But preparation of a film is a long term affair. The Ministry of Information and Broadcasting has also agreed to incorporate important achievements made by any Basic school or oriented school in the newsreel. If the Information and Broadcasting Ministry is approached, it will arrange to send the cameraman for taking necessary shots.

6. *Visual Publicity*.—In order to have some tangible effect by visual publicity, broad-sheets (each running into at least 5 to 6 lakhs) should be prepared and suitably distributed. The cost of producing 5 lakhs broad-sheets would be approximately Rs. 1.25 lakhs. In addition to these broad-sheets, folders, posters, hand-bills, etc., could also be suitably used. The Directorate of Advertising and Visual Publicity of the Ministry of Information and Broadcasting could also be contacted to find out if any material produced by them could be used for this programme. It has also been suggested that in the orientation seminars for the Primary school teacher emphasis should be laid on training the teachers to produce some charts, etc., themselves with the help of the artists of the training institutions and other training staff and locally available material.

7. *Exhibitions*.—While it may not be possible to hold separate exhibitions for the orientation programme, a panel of photographs on the orientation activities, etc., could easily be included in all the exhibitions held in the States.

8. *Translation of the brochures in the Regional Languages*.—The Union Ministry of Education has published two brochures entitled "Orienting Primary Schools towards the Basic Pattern" and "The Basic Activities for Non-Basic Schools" which give useful information about the orientation programme. The former has also been translated in Hindi. The State Governments should take immediate steps to translate both these brochures in the regional languages, if they have not already done so. They may also translate into regional languages immediately any other literature produced by the Government of India from time to time.

8. It may be observed in conclusion that unless care is taken to plan the publicity programme carefully involving the various media, it may not yield the best results. If possible, the drawing up of this programme should be entrusted to the planning unit in charge of the orientation programme in the Education departments in consultation with all the relevant agencies—rather than each individual agency having it in its own way.

ANNEXURE V

LIST OF MINIMUM EQUIPMENTS AND APPARATUS NECESSARY FOR A SCHOOL FOR THE INTRODUCTION OF THE ORIENTATION PROGRAMME

(See Para 20 of the Working Paper)

- A National Flag with pole, rope, etc.;
- Storing facilities for drinking water, mug, glass, etc.;
- Brooms, baskets, spades;
- First-aid equipment;
- Soap, towels, etc.;
- Simple gardening equipment;
- Simple craft equipment (depending upon the nature of craft);
- Sports equipment, including some ropes and whistles;
- Minimum items of musical instruments for cultural activities;
- A map of the District, State, India, World and a globe;
- A mirror;
- Nail cutter;
- Combs;
- A pair of Scissors;
- Spare blackboards for writing news, etc.;
- A newspaper stand;
- A wooden box of suitable size;
- Indoor games;
- Cumulative Record forms;
- Some charts on food, health, etc.;
- Disinfectants, insecticides, potassium permanganate;
- A poster containing the emblem of the United Nations;
- A *dari* (carpet).

ANNEXURE VI

ESTIMATED EXPENDITURE ON THE VARIOUS ITEMS OF THE ORIENTATION PROGRAMME

(See para 20 of the Working Paper)

1. Short-term Training Courses for Inspecting Officers at District Level (Covering approximately three Districts in one course):

No. of participants ; 50 Duration	7 days
(i) T.A. @ Rs. 10 per head	Rs. 500
(ii) D.A. @ Rs. 4 per head per day	Rs. 1,400
(iii) Contingencies	Rs. 500
TOTAL	Rs. 2,400

Total expenditure for approximately 100 seminars to cover the country Rs. 2,40,000

2. Short-term Training Courses for Teachers and Headmasters of Elementary (non-Basic) Schools at Taluka Level:

No. of participants : 50 Duration	15 days
(i) T.A. @ Rs. 3 per head	Rs. 150
(ii) D.A. @ Rs. 2 per day per head or free lodging and boarding in lieu thereof	Rs. 1,500
(iii) Contingencies	Rs. 350
TOTAL	Rs. 2,000

Total expenditure for 2,500 seminars at the rate of 1 seminar per Taluka Rs. 50,00,000

3. Expenditure on Providing Minimum Equipment, etc., to a Primary School (classes I—V):

(i) Teaching aids	Rs. 50
(ii) Furniture (including an almirah for library books)	Rs. 50
(iii) Provision of equipment and apparatus for orientation activities	Rs. 100
(iv) Provision of books for library	Rs. 100
TOTAL	Rs. 300

Total expenditure on about 2,53,000 non-Basic schools expected by the end of the 2nd Plan Rs. 8,69,00,000

4. Expenditure on Provision of Minimum Equipment, etc., to a Middle School (Classes I—VIII):

	Rs.
(i) Teaching aids	100
(ii) Furniture (including an almirah for library books)	75
(iii) Provision of equipment and apparatus for orientation activities	150
(iv) Library books	125
TOTAL	450

Total expenditure on about 22,000 Middle Schools (non-Basic) expected by the end of the Plan 99,00,000

(5) Production of Orientation Literature Rs. 10,00,000

TOTAL ANTICIPATED EXPENDITURE ON THE PROGRAMME

	Rs.
1. Seminars for inspecting staff	2,40,000
2. Seminars for teachers/headmasters	50,00,000
3. Equipments for primary schools	8,69,00,000
4. Equipments for middle schools	99,00,000
5. Production of orientation literature	10,00,000
TOTAL	<u>10,30,40,000</u>

NOTE.**It will be noted that these two items take the bulk of the total expenditure on the orientation programme. It may, however, be borne in mind that the two items are of a non-recurring nature and the amounts estimated here represent the total expenditure on the orientation programme. This expenditure is to be spread over 2 or 3 years according to the *phasing* of the programme.

ANNEXURE VII

COPY OF LETTER No. 1-16/58-B.2, DATED 28TH JANUARY, 1958 FROM SHRI P. C. SHARMA, ASSISTANT EDUCATIONAL ADVISER TO ALL THE STATE GOVERNMENTS AND UNION TERRITORIES INCLUDING N.E.F.A. AND PONDICHERRY WITH SPARE COPY FOR PUNJAB.

SUBJECT:—*Orienting Elementary (Non-Basic) Schools towards the Basic Pattern.*

In continuation of this Ministry's letter No. F. 1-18/58-B.2, dated the 25th November, 1958 on the subject mentioned above, I am directed to say that this Ministry had approached the Planning Commission to allocate additional funds for the organisation of District/Taluka level seminars for the teachers/inspectors of non-Basic Schools, provision of certain minimum equipment to non-Basic schools for undertaking "Orientation" activities, and production of suitable literature for the guidance of teachers and inspectors of the "oriented" schools. An extract from the reply received from the Planning Commission is reproduced below:—

"While the Planning Commission agree that it would be desirable to reorientate the existing Primary schools towards the Basic pattern, they feel that the expenditure on the programme could be found from out of the savings in the State and/or Central plans. If necessary the position could be reviewed before the next annual plan."

In view of the encouraging response from the Planning Commission, it is requested that all the State Governments/Administrations should immediately draw up a working estimate of the total expenditure involved in the implementation of the "Orientation" programme during 1959-60, and also assess the anticipated savings, etc., which could be available for diversion towards the programme, and the additional amount required, if any. The necessary information, *IN DUPLICATE*, may kindly be sent to this Ministry so as to reach not later than the 22nd February, 1959 at the latest. A copy of the same may also be forwarded to the Planning Commission (Education Division) for their information and necessary action.

A copy of this letter is also being sent to the Directors of Education/Public Instruction for their advance information and necessary action.

Copy forwarded for information to all the Directors of Education/Public Instruction.

ANNEXURE VIII

(See para 19)

STATEMENT SHOWING THE DETAILED REQUIREMENT OF THE STATE GOVERNMENTS FOR IMPLEMENTING THE SCHEME OF ORIENTATING THE PRIMARY SCHOOL TEACHERS TOWARDS BASIC PATTERN

1959-60	
1. Orientation Seminar . . .	60,000/- (Rupees Sixty thousand only).
2. A—Meals— $2100 \times 21 = 44,100$	(Rupees forty four thousand and one hundred only.)
B—Contingencies for 42 Seminars	4,200 (Rupees four thousand and two hundred only.)
C—T.A. to staff 2100×4	8,400 Rupees (Eight thousand and four hundred only.)
D—Miscellaneous . . .	3,300 (Rupees three thousand and three hundred only.)
TOTAL . . .	<u>60,000/-</u> (Rupees Sixty thousand only)
2. Refresher's course Training (Details)	4,73,000/-.
A—Meals for 9,000 teachers $9000 \times 45 =$	4,05,000/-
B—T.A. for 9000 Teachers . . .	50,000/-
C—Contingency for 60 training schools $300 \times 60 =$. . .	<u>18,000/-</u>
	4,73,000/-
3. Minimum equipment for orientation of Elementary schools	13,95,000
(a) for 33,000 Primary schools $33,000 \times 25 =$. . .	8,25,000
(b) for 4,000 Middle schools $4,000 \times 50 =$. . .	2,00,000
(c) Suitable literature for teachers and inspectors $37,000 \times 10 =$	3,70,000
	<u>13,95,000</u>
GRAND TOTAL . . .	<u>19,28,000/-</u>

(See para 19)

FINANCIAL STATEMENT ON ORIENTATION OF ELEMENTARY SCHOOLS TOWARDS THE BASIC PATTERN

1. Seminars of Primary school teachers and inspecting Officers:

Seminar intended for	Participants with number	Estimated expenditure @Rs.750 for 50 participants	Total
		Rs.	Rs.
1. State Level	All the Inspectors of Schools (4) All the District Inspectors (13) All the Assistant Inspectors (4) Headmasters of Secondary Training schools (3) Total : about 30 participants	500	500
2. District level	All the Deputy Inspectors All the sub-Inspectors All the Assistant Sub-Inspectors All the Headmasters of E.T. Schools Total about 40	600×13	7,800
3. Primary school Circle level.	One teacher from each Primary school in a circle. 368 seminars (in each circle) to be organised with about 50 participants in each	750×368	2,76,000
TOTAL			2,84,300

2. Provision of craft equipments to the Primary schools:

Craft materials with ground implements and other articles are to be provided to each of the 18,400 Primary schools under the Orientation scheme at Rs. 100/- per school

$Rs. 100 \times 18,400$	Rs. 18,40,000
TOTAL	Rs. 18,40,000

3. Production of literature for Primary school teachers and inspecting officers:

1. Cost of printing some portions of the Eastern Region Seminar held at Puri from 24-6-58 to 30-6-58 (30,000 copies)—
- | | |
|--------------------------|---------------------|
| $Rs. 0.50 \times 30,000$ | |
| | Rs. 15,000/- |
- approximate cost 50 np per copy.

TOTAL	Rs. 15,000/-
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- | | |
|---------------|-----------------|
| 1. Seminars | Rs. 2,84,300/- |
| 2. Equipments | Rs. 18,40,000/- |
| 3. Literature | Rs. 15,000/- |

Rs. 21,39,000/-

SUMMARY OF THE PROCEEDINGS

The National Seminar on the Orientation of Elementary Schools towards the Basic Pattern was inaugurated by Dr. K. L. Shrimali, Union Minister of Education, at 10-30 A.M. on the 11th May, 1959, on the premises of the Government Junior Basic Training College, Allahabad. Welcoming the delegates, Shri Ram Swarup Yadav, Deputy Minister for Education, Uttar Pradesh, referred to the ancient culture of Allahabad, as a seat of learning and the holy *Sangam* (the meeting place of three rivers, the Yamuna, the Ganges and the Saraswati) contributing to the fusion of intellectual ideas. He referred to the philosophy of Basic education which aimed at the creation of a classless and casteless society through emphasis on the dignity of labour, manual work, self-help and cooperative efforts. He also briefly outlined the efforts made in the State for the propagation of Basic education. (A fuller account of his Welcome Address is given in Appendix 'A').

Dr. K. L. Shrimali, inaugurating the Seminar, emphasised the role of Basic education in bringing about the socialistic pattern of society—which has been accepted as the goal by the country. He also mentioned that the Basic idea of "Education through productive work" has been accepted not only in India but in some other countries also, e.g., the Soviet Union. He stressed the need for some rethinking on Basic education and adapting it to the changed circumstances. Any good educational system, he observed, should be responsive to the changing needs of the society. Education is a vital force for the reconstruction of the nation and Basic education has to make its own contribution in this direction. He also deprecated the move in some quarters for dead uniformity in the system of education. This, he said, would kill the initiative of the people and make the system itself static. He also added that in a democratic system like ours the Government could not impose an educational system upon the people. He pleaded for greater cooperation between the community and the Government and stressed the need for mobilising the community in favour of any programmes undertaken by the Government.

He further stated that owing to lack of funds and Basic-trained personnel, it was not possible to convert all the Elementary schools in the country immediately into Basic. But there was an imperative need to do something to improve Elementary education. He, therefore, exhorted the seminarists to draw up a minimum programme, which though small should make a definite impact on the schools and which could be introduced simultaneously in all the elementary schools whether rural or urban.

Dr. P. D. Shukla, Deputy Educational Adviser, Union Ministry of Education, proposed a vote of thanks to the Union Minister of Education, (for kindly consenting to inaugurate the Seminar) the Deputy Minister of Education U.P. and the Government of Uttar

Pradesh for playing host to the Seminar, to the State Governments and other voluntary organisations e.g., the Indian Public Schools Conference and the Inter-State Board of Anglo-Indian Education for their cooperation in sending their representatives to the Seminar, and to the audience who had gathered there in the national cause of orienting about 3·50 lakhs Elementary schools all over the country. He reported that Allahabad had been chosen by the Government of India as the venue of the Seminar mainly to bring about the maximum possible equality all over the country in the distribution of the seminars organized by them. He added that the Government of Uttar Pradesh, whose previous capital was Allahabad, should be congratulated for their farsightedness in not allowing in their State the duality of Basic and non-Basic education from the very beginning of that programme. He further emphasized that in spite of that, in the matter of improving the quality and standard of Elementary education, they had to share every difficulty and problem with the rest of the country.

The inaugural function came to a close with the singing of the National Anthem.

A few minutes later, on the request of Shri C. N. Chak, Director of Education, Uttar Pradesh, Dr. K. L. Shrimali, opened an exhibition on Basic education organized by the State Government on the occasion.

The delegates also met earlier in the day at 9 o'clock to introduce themselves to each other and to form a Steering Committee for the Seminar. The following were elected as members of the Steering Committee:

- (1) Shri A. E. T. Barrow, M.P.
- (2) Shri N. D. Sundaravivelu.
- (3) Shri I. M. Verma.
- (4) Shri S. M. Ahmed.
- (5) Shri B. D. Bhatt.
- (6) Shri K. L. Sethi.
- (7) Shri H. Misra.
- (8) Shri S. N. Sang.
- (9) Shri T. Paul Varghese.
- (10) Shri S. C. Rajkhowa.
- (11) Dr. P. D. Shukla.
- (12) Shri J. K. Shukla—Member-Secretary.

The Steering Committee met at 9-30 A. M. under the Chairmanship of Dr. P. D. Shukla, Deputy Educational Adviser, Union Ministry of Education, and decided that there was no need to break up the Seminar into small Committees to consider the various issues. It, however, felt that a Sub-Committee may go into the details of the syllabus for the orientation-training of teachers and inspecting officers, if the general session considered it necessary. It also accepted a suggestion from Shri A. E. T. Barrow that in addition to the seven broad issues raised in the Working Paper, the Seminar

should also consider the question of the follow-up and evaluation of the programme. The Committee did not favour the suggestion of Dr. Shukla that there should be different Chairmen for different sessions. It unanimously requested him to be the Chairman throughout the Seminar.

The first general session of the Seminar took place in the afternoon when the first item of the Working Paper regarding the contents of the programme in the schools was taken up for consideration. Initiating the discussion, the Chairman, Dr. P. D. Shukla, drew attention of the seminararians to the inaugural address by the Union Minister of Education, that they had to suggest a minimum programme which, though small, should be capable of introduction in all the schools within a specific time and should give concrete results. He also referred to the note on the reorientation of the curricular contents of Elementary schools, prepared by the Planning Commission (Annexure I— to the Working Paper) emphasizing that Elementary education should provide for certain essential ingredients aiming at the development of character and self-reliance, our cultural heritage and emotional integration, training for good citizenship and international outlook etc. etc. It was in this context that the question of the content of the programme in the schools was to be considered. The Seminar unanimously agreed that the following broad activities should form the content of the programme:

- (a) Activities leading to healthy living;
- (b) Activities leading to citizenship training and social living;
- (c) Activities leading to a better knowledge of the environment;
- (d) Recreational and cultural activities;
- (e) Social service activities linking the school with the home and community; and
- (f) Purposive activities connected with simple crafts. —

The Seminar next considered whether it would be possible to start the work on all the six broad categories of activities immediately or whether they should be taken up by phases. The opinion was that since the orientation programme represented the minimum programme, all the categories of activities should be introduced simultaneously in each school. The work on these activities could be further intensified by stages.

The Seminar also was unanimously of the opinion that the orientation programme should be introduced in all the Elementary schools—whether urban or rural. The Seminar felt that the main theme of the orientation activities was to encourage the boys and girls to do work with their hands, and in this respect the need for the introduction of the orientation programme in the urban schools was all the greater.

The Seminar then considered the question of the introduction of the orientation activities in the schools run by the local bodies and voluntary organisations. It was the unanimous opinion of the Seminar that the orientation programme, apart from being a preparation for Basic education, was in itself an intrinsically sound

programme and should be introduced in all the schools. It was the general feeling at the Seminar that through the scheme of grants-in-aid, through the rules for the recognition of private institutions and permission to students of these institutions to take examination, the private and aided institutions could definitely be persuaded to fall in line.

The next item on the agenda was the training of personnel at various levels. The Chairman invited the representatives of the various State Governments Administrations to give an account of the steps already being taken by them in this connection. Shri A. E. T. Barrow drew the attention of the Seminar to the need for orientation training of the inspecting officers, and also pleaded for laying down the minimum number of hours of training.

The Seminar also considered it necessary to give suitable daily and travelling allowances to the teachers/inspecting officers deputed for the orientation-training. It was also recommended that the period of training should be treated as on duty.

Shri A. E. T. Barrow also emphasized the need for giving some financial assistance to the schools under private (non-official) management for sending their teachers to the orientation-training courses. In the discussion that followed it was emphasized that there was great need for improving the professional status and standard of teachers. It was necessary for the success of the orientation programme that all the teachers should receive orientation-training. It was, therefore, felt, that the State Governments should also bear the expenditure on the T.A. and D.A. of the teachers from voluntary institutions working in their jurisdiction.

As regards the syllabus for the orientation training courses and their duration, the Seminar felt that it was a matter of detail and should be thoroughly gone into by a special Sub-Committee consisting of the following persons:

- (1) Shri J. K. Shukla (Convenor)
- (2) Dr. R. K. Bhan
- (3) Shri S. M. Ahmed
- (4) Dr. D. V. Chickermane
- (5) Miss. S. Swer
- (6) Shri Jagdish Raj
- (7) Shri S. N. Nath
- (8) Shri H. B. Majumdar; and
- (9) Dr. Salamatullah.

Shri P. C. Sharma, Assistant Educational Adviser, Union Ministry of Education, also attended the meeting of the Sub-Committee by special invitation. The Report of the Sub-Committee may be seen at Appendix D.

The Report of the Committee was placed before the Seminar on the final day. After a good deal of discussion, it was agreed that there was no need for two different types of syllabii—one for a fortnight's training and the other for a week's training. It was felt

that the syllabus for both the courses should be the same while the period of training may vary according to the conditions of the State and depending upon the previous training which the persons concerned might have already received. It was also felt that the minimum period of training in the case of untrained teachers should be 15 days, as recommended by the Sub-Committee. It was further agreed that six hours should constitute a working day and the syllabus might be prescribed in terms of the number of hours for training.

It was also felt that as this training was specifically meant for the proposed orientation programme, it should not be considered to replace any other course or scheme of training that were at present being followed in the various States/Administrations.

It was further suggested that a suitable training programme should also be organised on the same lines for the inspecting officers with the addition of some items on the "Inspection of oriented schools" to the syllabus for the orientation-training of teachers.

The finally approved syllabus for the orientation-training of the teaching staff is given in paragraph 5 of the Recommendations of the Seminar.

The Seminar then took up the third item in the Working Paper, *viz.*, the production of literature. In his introductory remarks, the Chairman, Dr. P. D. Shukla, emphasized the need for making available suitable literature for the guidance and use of the teachers. He added that the Government of India had already published two brochures on the subject entitled "Orienting Primary Schools towards the Basic Pattern" and "Basic Activities for non-Basic Schools". Both the brochures have also been translated in to Hindi. He urged the State Governments/Administrations to see that the translation of these two brochures in the regional languages was brought out at the earliest opportunity. The Central Government would bear 6 per cent of the total expenditure involved, if this was included within the State's Educational Development Programme. He also drew the attention of the seminarians to the fact that the production of suitable literature was only one aspect of the problem. The other, and no less important thing, was to see that whatever literature was produced, reached the hands of the teachers and inspectors and that they actually made use of it. It was the general feeling that the literature produced under this programme should be in simple language, capable of being understood by a vast majority of the teachers. It should be interesting, attractive and stimulating for further reading and it should not be voluminous. It should also be properly distributed and it must be seen that it was actually utilised by the primary school teachers and others for whom it was meant. It was also suggested that the teachers should be encouraged to read the literature, and the inspectorate staff should be directed to see at the time of inspection that the literature supplied had actually been utilised by the teachers etc.

The Seminar then went on to consider the next item relating to publicity and educating public opinion. The Chairman explained the important role that publicity plays these days. A question

was raised as to what should be publicised. The Chairman referred in the connection to the need for enlightening the public, the teachers and the administrators about the programme.

The Seminar then considered the ways and means of publicising the orientation programme. The Chairman drew attention of the seminarians to the various agencies already existing both in the States and at the Centre whose services could be availed of in this connection. (See Annexure IV to the Working Paper.) It was felt that it would be most economical to utilise the existing agencies in a planned and integrated manner. While it was recognised that publicity through films was the most effective method, it was a costly affair and not many films could be produced in the near future. Shri G. Ramachandran advocated in this connection the organisation of Parent-Teacher Associations and School Welfare Committees. In the discussion that followed, it emerged that in addition to the various agencies mentioned in the Working Paper, the following measures could also be suitably employed:

- (i) Organisation of discussion groups from amongst the public and the teachers;
- (ii) Dissemination of the results of research on Basic education and orientation programme;
- (iii) Organisation of School Improvement Committees or the Parent-Teacher Associations; and
- (iv) Utilisation of Basic Education Week.

The next item for consideration by the Seminar was the implementation schedule and a target-date for completion of the orientation programme. Pointing out the need for such a schedule, the Chairman observed that it indicated a kind of determination on our part to complete a specific amount of work by a prescribed date. This was also helpful from the point of view of the various persons concerned with the implementation of the programme in as much as it would create a sort of common understanding amongst them. It was pointed out that there were already two categories of schools, Basic and non-Basic. If the process of orientation was to be staggered over a considerable period, there would be every likelihood of the oriented schools forming a third category—standing midway between the Basic and non-Basic schools. There was general agreement that such a situation must be avoided. The representatives of a good many States stated that it would be possible to complete the orientation programme within their States by the end of 1960-61. The representatives from a few States, however, pointed out certain peculiar circumstances prevailing in their States and expressed a hope that the orientation programme in these States would be completed by 1961-62.

The Seminar also considered certain practical points with regard to the phasing of the programme, e.g., introducing the full programme in some of the schools on a regional basis or according to the orientation-training programmes; selecting a few classes each year; selecting a few activities for introduction each year etc. etc. The general view of the Seminar was that for the purposes of the introduction of the orientation programme, each school should be

treated as a single unit and all the six broad categories of orientation activities should be introduced simultaneously without splitting them. The schools should be selected from every district depending upon the various facilities and also keeping in view the target date set for the completion of the programme. Immediate steps should be taken to orient the inspecting officers, headmasters and teachers. The orientation programme might be introduced in a school as soon as some of the members of the staff have had the orientation-training. It was also felt that in the case of teachers, they would be sent out for orientation-training by turns and if only one teacher from a school was to be selected, it should be seen that the headmaster of the school gets the first chance.

The next point on the agenda was about the financial implications of the orientation programme. Initiating the discussion, the Chairman pointed out that in implementing the orientation programme there would be three main items of expenditure: (a) the training of personnel; (b) provision of some equipment and apparatus in each school; and (c) production of literature. Attention of the delegates was drawn in this connection to certain tentative estimates attempted by the Ministry of Education (Annexure VI to Working Paper). It was also pointed out to them that the Planning Commission had already approved in principle the entire orientation programme as an appropriate item of expenditure under the Development Plans. It was also noted that the expenditure on the production of literature will be comparatively small. The Chairman also referred to some of the suggestions for meeting the expenditure on the orientation programme, *viz.*—

- (a) The provision already existing in the Plan for the improvement of Elementary education;
- (b) The provision for the development of Basic education; and
- (c) The provision under the Community Development programme, including the provision meant for the pre-and post-intensive stage.

The last item, it was felt, would require some co-ordination in the State Governments between the Departments of Education and the Planning or Development Departments as the case may be. It was further noted that the provision in the budget of the Community Development could be spent only on items of a non-recurring nature, *e.g.*, equipping the schools.

Most of the State representatives, however, pleaded their difficulties in finding the requisite funds to push the programme. It was explained that as the orientation programme had been launched much after the 2nd Plan was drawn up, and all the State resources are already committed to the Plan, they would find it difficult to make re-adjustments in their budgets. They, therefore, advocated that the entire expenditure on the orientation programme should be borne by the Government of India. The Chairman, however, explained to the delegates that the financial position of the Government of India was also not much better, and that the States should

make some efforts to find out the expenditure involved. In the discussion which followed, the Seminar was of the unanimous opinion that in view of the fact that the introduction of the programme in the schools depended upon the orientation training of the teachers and inspecting officers, the entire expenditure on the orientation training should be borne by the Central Government and the State Governments will have to take the responsibility for providing equipment, literature etc. by including the expenditure on these items in their Development Plans within the ceiling fixed for them. Central assistance will be available at the usual rates and by utilising the funds provided in the budget of Community Development for the improvement of Education.

Shri N. D. Sundravadivelu drew the attention of the Seminar to the need for supplementing the financial resources of the State through voluntary contribution and gave a vivid picture of what had been done in Madras in this connection. He mentioned that in a period of about 14 months, a sum of Rs. 14.12 lakhs was contributed by the community in both cash and kind. The delegates from some other States also narrated similar experiences on a smaller scale. It was the general feeling of the Seminar that voluntary contribution from the community represented a vast potential source which must be tapped to the maximum in future.

The Seminar then passed on to the next item on the agenda *viz.* the administrative problems. It was felt that the implementation of the programme in right earnest would involve considerable amount of work both at the Centre and in the States. It was felt that, wherever necessary, the existing Basic education wings both at the Centre and in the States should be suitably strengthened.

The Seminar then took up the last item, suggested in the Steering Committee *viz.* the follow-up of the orientation programme. In his introductory remarks the Chairman emphasized that it was an important thing for two reasons: firstly, that the administrators working at a high level often forgot that the teachers who had to execute these ideas were at a very low level; and secondly, when an idea is mooted, it is felt that everything will be automatically set right and the things will go on by themselves.

Explaining his view point further, Shri A. F. T. Barrow observed that the orientation programme was the first step, and we have to re-think before taking the next step. He, therefore, felt that it was not merely a follow-up of the evaluation programme but formulation of the next step. He was of the view that the evaluation of the programme should be carried out in two independent spheres—(i) by the State Government and (ii) by an outside agency. The evaluation should cover the progress achieved under:

- (a) the contents of the programme (in each of the six broad categories of orientation activities).
- (b) the orientation-training programme

(c) literature

(d) the progress achieved *vis-a-vis* the target date.

All the delegates appreciated the need for evaluating the progress of the programme to find out precisely where it had failed, if it did, and to modify it in the light of the experience gained. It was pointed out that the assessment and evaluation of the programme would naturally be at various levels, e.g., the student, the teacher, the parent, the inspector, the State and the country. Shri G. Ramachandran, while appreciating the proposal, in principle, felt that the evaluation by an outside agency or the Central Government in a formal way would be a time consuming process. It should, therefore, be left over to the State Government. The Chairman, Dr. P. D. Shukla, clarified the viewpoint of the Central Government. He emphasised that the Government of India never wanted to enforce any kind of evaluation whatever of the work of the States. It firmly believed that it was the job of the State Governments themselves to evaluate their own achievement. The Central Government was, however, interested to see that the work on the orientation programme went on smoothly and it would, therefore, try its best to act on the recommendations of the Seminar. Shri S. M. Ahmed, however, felt that the Centre should not divest itself of the responsibility to offer guidance etc. and if the Central Government felt on the basis of the reports received from the States, that some difficulties were being experienced, it should be the obligation of the Centre to come forward and give the necessary assistance. It was clarified by some members that national assessment was meant to study the problem at All-India level. It would necessarily involve collection of reports from the State Governments/Administrations, editing them and spotlighting points of weakness as well as points of strength. After some discussion it was decided that the National Institute of Basic Education should work out a suitable proforma for collecting information from the State Governments/Administrations on the progress of the orientation programme. It should include: (i) the contents of the orientation programme; (ii) the training of personnel and the adequacy of syllabus; and (iii) the reactions of parents and the general public. This proforma may be supplied to all the States/Administrations for sending quarterly progress reports to the Government of India. The States/Administrations may also be free to make such modifications in the proforma as was considered necessary in the light of their peculiar conditions. On the basis of the reports received from the State Governments/Administrations, the Government of India may prepare an All-India Report. And if necessary, another Seminar may be convened after about a year to review the progress of the orientation programme.

Some of the delegates felt that the monthly and quarterly reports would not give a correct picture. It was important that the supervising and inspecting staff should maintain close contact with the field workers. As an integral part of this assessment, the District Inspector of Schools should see to it that the necessary guidance, facilities and equipment are provided to the workers at different levels.

A member also suggested the institution of some National awards for teachers to give them due recognition and encouragement in the orientation programme. The Chairman pointed out in this connection that the Government of India had already instituted some awards. As national awards, these should naturally be limited in number; otherwise they would lose their value. He, however, suggested that the State Governments could supplement the National awards for teachers and inspectors within their jurisdiction.

RECOMMENDATIONS OF THE SEMINAR

The Seminar recommends—

1. that the proposed "orientation" programme, apart from being a preparation for the ultimate conversion of ordinary schools into Basic, is considered to be intrinsically of sound educational value and as such it should be implemented on its own merits;

2. that the following broad activities should form the content of the orientation programme in the schools:—

- (a) Activities leading to healthy living;
- (b) Activities leading to citizenship training and social living;
- (c) Activities leading to a better knowledge of the environment;
- (d) Recreational and cultural activities;
- (e) Social service activities linking the school with home and community; and
- (f) Purposive activities connected with simple crafts.

3. that the above activities should be introduced in all types of Elementary schools, government or otherwise, rural or urban;

4. that a period of 15 days' training is considered necessary for the orientation of untrained teachers which may be reduced to a shorter period depending upon the previous preparation which may already have been undertaken or depending upon the teachers having already received traditional or Basic training. This training, however, should not be taken as replacing the existing programmes of in-service training in the various States;

(Note.—Six hours should be considered as one working day.)

5. that for the above purpose, the following syllabus is suggested:—

I. Introduction—

- (a) The concept and philosophy of Basic education.
- (b) The concept and philosophy of community development.

II. The purpose of the orientation programme.

III. Orientation activities—

- (a) Activities, leading to healthy living—including health, hygiene, sanitation, diets etc.
- (b) Activities for the improvement of home life
- (c) Activities leading to a better knowledge of the environment—natural and social

- (d) Activities leading to citizenship training and social living, including cooperation, panchayat and various other civic organisations
 - (e) Purposive activities connected with simple crafts
 - (f) Recreational and cultural activities
 - (g) Social service activities linking the school with home and community
 - (h) Demonstration of selected projects—e.g., kitchen gardening, organisation of an educational excursion, preparation of a compost pit, project on a cotton craft. (The trainee should work out a project, plan and execute it in a scientific manner)
- IV. Adaptation of the school syllabus in order to accommodate the orientation activities; approach and distribution of time
- V. Minimum teaching equipment, appliances and the school library
- IV. The programme of community development and the teachers' role; development of the school as a community centre:—
- (a) Activities of social education including the library and the reading room
 - (b) Cooperation
 - (c) Panchayat
- VII. Method of securing public cooperation in promoting the orientation programme
- VIII. Evaluation and follow-up of the orientation programme

6. that it is necessary to arrange suitable orientation training courses for the inspectors at different levels and the head-teachers in addition to the school teachers. For this purpose the same syllabus, as suggested above, including an item regarding supervision and inspection of the oriented schools and other modifications considered necessary, should be adopted;

7. that every teacher deputed for such orientation course should be paid travelling and daily allowances by the State Government irrespective of the fact whether such a teacher is deputed from a government or a non-government school. Attendance at such courses should be treated as on duty;

8. that if initially only one teacher from a school has to be selected for this training, it should be the head teacher;

9. that it is necessary to produce suitable literature for this programme intended to give necessary guidance to teachers, head-teachers, inspectors and others connected with the programme. This literature should be,

- (i) interesting, readable, attractively produced but by no means voluminous; and
- (ii) distributed so as to reach all persons concerned.

10. that it is necessary to give adequate publicity to this programme among the general public, parents and educational personnel. For this purpose, in addition to the various media of publicity such as press, radio, exhibitions, literature, film strips, films, the following measures should be taken:—

- (i) Organisation through the Education Department of discussion groups from amongst the public and the teachers;
- (ii) Dissemination of the results of research on Basic education and orientation programmes;
- (iii) Organisation and development of School Improvement Committees or Parent-Teacher Associations;
- (iv) Utilisation of the Basic Education Week.

It is necessary for this purpose to coordinate and press into service the available facilities both at the Centre and the State level;

11. that 1960-61 is the accepted target date for the completion of this programme, excepting in some States where in view of certain special circumstances this may be 1961-62;

12. that for the purpose of implementation of this programme (a) it is necessary to select schools from every district depending upon the facilities that can be made available and keeping in view the target date specified; (b) every school should be treated as a unit; and (c) all the six broad orientation activities should be introduced simultaneously in all the grades of the school;

13. that the effective implementation of this programme depends mainly upon the reorientation of personnel and that in appreciation of its importance the expenditure towards the training of personnel should be borne by the Central Government and that the rest of the expenditure including the equipping of schools should be met by the State governments by making provision in their development plans;

14. that the funds and other resources available for education under Community Development programme should be availed of and fully utilised. The voluntary contributions from the local community represent a vast potential source in the matter of equipping the schools and should be tapped to the maximum advantage so as to supplement the orthodox ways of finding funds for such purposes;

15. that since the proposed orientation programme will involve considerable amount of additional work in order to implement it properly and within the specified schedule, the existing Basic education wings both at the Centre and at the State level may be strengthened suitably wherever considered necessary; and

16. that it is necessary to provide for adequate follow-up and evaluation of the programme simultaneously with its implementation by the State Governments through appropriate agencies. The basis of this evaluation will be the various aspects of the programme already provided for, particularly the training of personnel and the

content of the programme in the schools. The internal assessment of the work should be through the periodical meetings of the teachers and the inspection of the school. The Central Government will collect reports from the various States on a prescribed proforma to be evolved by the National Institute of Basic Education. On the basis of this report another National Seminar may be held at the end of about a year, if considered necessary.

APPENDIX A
WELCOME ADDRESS

BY

SRI RAM SWAROOP YADAV, DEPUTY MINISTER OF
EDUCATION, UTTAR PRADESH

The honourable Union Minister of Education Dr. K. L. Shrimali, Delegates to the Seminar and Educationists present here,

It is a matter of great pleasure and pride for me to welcome to the holy city of Prayag the eminent educationists who have come from all parts of the country to exchange views on the problems relating to the Primary education of our children. I hope and trust that from this Educational Conference at the confluence of the holy Triveni new ideas will emerge, grow and fructify.

Basic education is not merely a system, it is a healthy, balanced and peaceful way of life, at the base of which are the ideals of *Ahimsa*, dignity of labour, self-help and cooperative effort. And if we wish to prepare the future citizens of our country for this way of life and to teach them the lessons of peaceful co-existence and *Panch Sheela* in this age of internationalism, where else could we get for our deliberations a place better than the confluence of the holy Triveni where the white, black and yellow waters of the sacred Ganga, Yamuna and Saraswati blend into one pure stream? It is my faith and hope that in this most congenial atmosphere the points of view presented by the delegates from different States of the Union will blend together for the orientation of Primary education along the principles of Basic education and bring into being a 'Triveni of Education' which will bless the whole country with learning, wisdom and strength.

Basic education has its own goal which is the creation of a classless and casteless society, and for the achievement of this goal it has its own method. It is to impart instruction to the child through a useful, productive craft for the harmonious development of his personality and the realization of the best in him. Basic education contains the seeds of the system of education necessary for preparing the citizens of a democratic, socialistic, welfare State upon the creation of which we are resolved. For this reason the Government of India and the different State Governments have accepted this system of education for the Primary stage and efforts are being made all over the country for its progress and expansion.

When, in 1938, under the leadership of Mahatma Gandhi, Basic education was accepted for the Primary stage, two types of experiments were launched in the country. In Uttar Pradesh, a scheme was formed to transform as early as possible all the Primary schools into Basic schools, and by 1948 all the Primary schools which had

classes I to V were converted into Basic schools. In 1945 it was decided to extend the Basic system of education to the Senior Basic stage and for this purpose a scheme was launched with the help of the Government of India to introduce Agriculture in all rural senior Basic schools and Crafts in urban schools. The scheme has been continued in the Second Five-Year Plan and the majority of the schools have been covered by it.

In other States Basic education was conceived more intensively, but it was possible to extend it to only a very limited proportion of schools. Thus in their case, Basic and non-Basic education came to function side by side. A need has, therefore, arisen to bridge the gap existing between the Basic and the non-Basic schools. The main aim of this seminar will be to formulate a scheme for the orientation of the non-Basic schools all over the country on the basis of the recommendations of the previous seminars that considered the same subject on a regional basis. I feel sure in my mind that with the fund of talent and experience available to it, this seminar will achieve its object in full measure.

We have made what arrangements we could for your stay in Prayag and have tried to organise things in such a way that you may be able to devote most of your time to the seminar. Prayag, with all its historic glory and sanctity, is however very hot in summer and, in spite of all our efforts, you will experience some discomfort. I would, therefore, request you not to mind it, as also to forgive us for what we have not been able to do to make you comfortable.

I welcome you once again, ladies and gentlemen, and pray that our Seminar may be a grand success.

APPENDIX B

INAUGURAL ADDRESS BY DR. K. L. SHRIMALI, UNION MINISTER OF EDUCATION

This Seminar which is being attended by all the Directors of Education to consider the question of reorienting all the schools towards the Basic pattern has great significance from many points of view. The idea of Basic education was mooted by Gandhiji in 1937. Since then great changes have taken place in our society—political, social and economic—and an educational system which wants to serve the needs of the society has to be responsive to the changes that take place in it. Education can be a vital force in the reconstruction of society. Basic education has, therefore, to make its contribution to the building up of the society that we have in view. During the last 22 years, the concept of Basic education has itself undergone several changes. As changes take place in society, they are bound to be reflected in the educational sphere. In the first article which Gandhiji wrote in 'Harijan', he enunciated four principles—that education should be self-sufficient, that education should be imparted through the mother tongue, that Hindustani should be compulsory for all and that education should be through work. During the last two decades we have drifted very far from the basic idea of Basic education. Gandhiji was a great prophet and a great social thinker. He put an ideal before us—the ideal of Basic education. When we put ideals into practice, we cannot always reach perfection. The idea underlying Basic education was sound and has been accepted not only in this country but all over the world. These of us who are sceptical about Basic education would remind themselves of the changes that have been introduced by the Soviet Union in their educational system. They have greatly emphasised the importance of manual work. Mr Khrushchev in his recent statement which he submitted to the Congress of the Communist Party said that after the completion of the compulsory education course for 7 years, the students must be required to work in factories and farms so that they may be able to get real experience of work and also discover their potentialities. The idea which was given by Gandhiji to educate children through work is a sound one. We have been imperfect, we may not have been able to carry out that idea but I have no doubt in my mind that the social philosophy underlying education through work is a sound one, and it fits in with the type of society which we want to build up in this country.

We have had experience of 20 years now in the field of Basic education. It is time that we took stock of that experience. We have made many mistakes. We have also had some useful experiences in this field and at the present moment when we are thinking of making education free and compulsory—it is time that we did some fresh thinking about Basic education.

One of the greatest mistakes made by us was that we carried out this experiment in some parts of rural areas and left the whole educational system intact in urban areas without introducing any changes there. In some of the States the fight between traditional education and Basic education is still going on and sometimes one is oppressed by the feeling that traditional education is so deeply rooted that it may not be an easy task to replace it by the new education—*Nai Talim*. We have had experience in Bihar where this experiment was carried out on a large scale and we find that the students going out of the Basic schools are still finding it difficult to get admission in the universities. The Basic schools were started by the Government and still the students coming out of these schools find difficulty in securing admission to the universities. This is certainly not a very happy state of affairs. Therefore, I think we should reassess the whole situation and whatever programme we take up, we should cover the whole country, the whole school population and not any particular section of it.

One of the suggestions which is being placed before this conference is that we should take up a minimum programme of Basic education for the whole country and not for any one particular section of society. The question, I think, we have to decide is to what extent we are prepared to go in this direction. I would like you to consider at this Seminar what the minimum programme that you would like to undertake for the whole country is so that gradually we could move towards that ideal. While you are drawing up the minimum programme, I would like you to take into account two important factors—(i) the paucity of suitably trained personnel and (ii) the limitation of financial resources.

Basic education with its technique of correlation may be an ideal scheme of education but we have to think of millions of our teachers who are neither suitably trained nor adequately paid. In spite of our best efforts, there are many States where the teachers are not getting even Rs. 40 p.m. as salary. Under these conditions the teachers continue to remain frustrated and discontented. The majority of teachers are those who are in the profession not by choice but by force of circumstances. If that be the state of affairs, no scheme of education which requires a great deal of initiative, imagination, and resourcefulness on the part of the teachers can function effectively. The most ideal schemes will fail in the hands of incompetent, ill-equipped and discontented teachers. The scheme of teaching through correlation may be an ideal scheme as far as educational theory is concerned. But we cannot achieve any good results if the scheme is to be worked out by teachers whose educational qualifications are very low, and whose mental calibre is not very high. I am not pessimistic about our future but I would like to approach this problem in a realistic manner.

Secondly, you should also take into account the financial resources. It has been found—although statistics are not very reliable—that Basic schools are more expensive than ordinary schools. But that was not envisaged. In fact, Gandhiji in the beginning had said that Basic education must pay its way through production. Production has not been taken up seriously by anybody and though we

pay lip sympathy to Basic education, we have never been serious about its productive aspect. In some States where Basic education has been tried on a mass scale, it has been found that there has been a great deal of wastage on crafts. We have therefore to consider whether in the present circumstances, when we are undertaking big programmes of educational expansion, we can afford to waste all this material. Financial resources are limited and whatever resources we have should be utilised for educational improvement and for educational expansion. The methodology and techniques of education which we evolve and experiment in Training Colleges may be excellent, but we all know by experience that when a teacher goes out of a Training College, he is not able to apply all these practices and techniques in the school; and when the teachers are so ill-equipped, the application of these techniques becomes all the more difficult. In many of the schools, you will find that the system of Basic education becomes a mechanical routine. Neither the students nor the teachers understand the full significance of what they are doing and they go on repeating those activities mechanically. I think the time has come when we must get out of this confusion. We had appointed an Assessment Committee which also had suggested that it was better to have a minimum programme for the whole country rather than having an ideal scheme of education and not applying it in practice. If you want to infuse new spirit among teachers, new life in our educational system, let us have a minimum programme and let us work it out in full. It is in that spirit that I would like you to consider this programme of orientation.

Another thing that I would like to suggest to you at this moment is that an educational system in a democratic country cannot be imposed by the Government. Government is one of the agencies. You must carry the people—the whole community with you. People, who pay lip sympathy to Basic education, would like to send their children to institutions where they can get better education in English because they realise that it has a certain economic value, and it will bring better prospects to their children. They naturally want to make sure that their children have a safe future. Therefore, we must convince the parents that the programme that we are undertaking is a sound one, that it will not only build up the character of young men, who go out of these schools, but it will also bring them better material prospects.

Every State must find out for itself the minimum programme of Basic education which will be acceptable to all the people and not to a small isolated group. A meeting is shortly going to be held at Pathankot under the presidentship of Acharya Vinoba Bhave where some serious thinking is going to be done about the future of Basic education. There must be greater collaboration and cooperation between the community and Government as far as education is concerned. You cannot work at cross purposes. If the community does not want a particular type of education, you cannot impose it upon them. In the past we have made mistakes. Let us learn by our mistakes and let us infuse new spirit in the whole system of education. It is in that spirit that I would like you to consider all

the issues. It is better to take a few things and take the community with you rather than impose the most ideal system of education in which people have no faith.

In the past, Gandhiji visualised Basic education as a dynamic system of education. He was continuously trying to link up the educational system with the life of the community as an instrument for the reconstruction of the social order. Gandhiji wanted to use Basic education as a spearhead of social revolution and an instrument of social reconstruction.

We cannot have a dead uniformity all over the country. Here in Uttar Pradesh an experiment was tried. There is an experiment being tried in Kerala and there is another experiment being tried in Bihar. We should allow a little elasticity in the field of education. I cannot conceive of an educational system in a big country like ours on the basis of dead uniformity. If you allow some initiative and freedom to teachers, there will be differences not only between State and State but also between one school and another in the same State. How can you expect teachers with imagination and understanding to follow the same programme? Originality means difference and an educational system which emphasises a dead uniformity will kill itself and also smother the initiative and originality of the school children. Those who insist on absolute uniformity are causing great harm to the Basic system.

The government and the public, teachers and parents—all—should accept a minimum programme for the whole country. I should be satisfied if you take up a few things. Take for example, the question of personal hygiene or health of the children. Can there be any dispute about this matter? Everyone agrees that the child should be healthy, that the surroundings should be clean, and that the child should develop a sense of cleanliness. These are elementary principles of education about which there can be no dispute. Can there be any dispute regarding the provision of recreational and cultural activities? Can there be any doubt with regard to the provision for some kind of activity for children so that they may be able to do something with their own hands? I think these things should be acceptable to all and I would like you to introduce them in every school in India so that we know that this is the minimum programme for the whole country. I must also tell you that apparently this looks an easy task but in practice it will be a very hard task. It is a task of great magnitude. You will have to educate the community. You will have to train your teachers. You will have to make them realise the significance and importance of this task and if you can realise this minimum programme within 2-3 or 4 years, I would be quite satisfied with that. We must not forget the lesson we have learnt from past experience that whatever we do we should do for the whole country—rural and urban—and not for any one section of society. I think you will have an opportunity to discuss these matters. I do not want to take much of your time. If you can come to an agreement so far as this orientation programme is concerned, I think we shall have taken one step forward in our realisation of the educational goal of the country.

APPENDIX C

VALEDICTORY ADDRESS BY SHRI K. G. SAIYIDAIN, SECRETARY, UNION MINISTRY OF EDUCATION.

(read in absentia by Dr. P. D. Shukla, Deputy Educational Adviser, Union Ministry of Education).

I regret that, on account of other urgent preoccupations, it was not possible for me to be present at this Seminar from the beginning. But you have been working under very good auspices and I have no doubt your discussions and deliberations must have clarified many of the issues under consideration. In view of this and the full briefing documents placed at your disposal, it is not necessary for me to recapitulate the ground that has been covered. Economy in words and economy of time are at least as important as economy in the matter of money!

I will start my brief observations with the assumption that you are in full agreement with the basic idea underlying this seminar—namely, that there is need to give a new orientation to our schools so that they make a healthy impact on the growth and development of our children into active, happy, socially useful and well adjusted individuals. We have designated this process as “orienting the schools towards the basic pattern”. I might elucidate that we are using the term *Basic* in this context as an umbrella under which we can bring together a number of useful ideas and suggestions which, we believe, will help to improve the total educational usefulness of our schools. Basic education has some special features about which there has been a certain measure of controversy and difference of opinion e.g., how far is correlation, as envisaged, feasible; to what extent can craft become productive in the economic sense? But there are other features of a Basic school, which are indistinguishable from those of any *good* school and the movement that we wish to launch on an ambitious, nation-wide scale, from the platform of this seminar is really a movement for making all our Primary schools *better* schools. Better in the sense in which this concept has been defined in Appendix A of your “Working papers”. Within the limitations of the age group, with which we are concerned at this stage, the school curriculum should enable the children to understand the broad features of their social and natural environment and become properly adjusted to it; it should make them, more specially, aware of the pattern and problems of the village life around them; it should create in them a sensitiveness to the problem of health in its individual as well as social setting; it should give them some elementary insight into, and appreciation of, our cultural heritage. It should, of course, give them a reasonable mastery of the three R's as tools of learning and interest in Reading as an avenue of enjoyment and acquisition of further knowledge. Above all, it should, gently but irresistibly, inculcate in them a sense of membership in the community and a desire to participate in its productive work as a social and individual duty.

When we define the function of the school in these terms, the usual reaction is two-fold. The objectives, we are told, are unexceptionable but they cannot be achieved in the type of schools that we have or by the kind of teachers that work in them. I realize the strength as well as the limitations of this reply. I am convinced that this scheme will not be a success unless we can analyse and break up these objectives into concrete and manageable activities and programmes which can be achieved, to a reasonable degree, within the limitations in which we work. In our schemes of reform in the past, there have been two weaknesses which have consistently vitiated our efforts—one organizational and the other professional. The organizational weakness consists in our failure to visualize the gigantic problems of Indian education as an accumulation of lakhs of small individual problems, each one of which must, in a sense, be tackled separately by persons who have been carefully prepared for the task. We have about 3 lakhs of Primary schools in the country, and when we think of all of them in one breath, the problem of reforming them looks like a mountain which even faith cannot move. In fact, we need to realize vividly that each school is an individual entity and an integral part of an individual community. Many of its problems will be solved or at least their solution will be facilitated if both the school and the community realized and recognized this intimate, mutual relationship. The improvement of any school, in the ultimate analysis, means a persistent and intelligent effort by its two or three teachers, in cooperation with parents and supervisory officers, to tackle its day-to-day problems in its special context. It is for the educational planners and educational administrators to envisage them as part of a bigger whole but, to each one of our lakhs of teachers, the problem presents itself in the form of so many *specific* jobs of work that have to be done—the school area must be cleaned up so that it becomes a healthy and pleasant educative environment; children should come to it punctually and regularly; they should be engaged in small acts of social service; mid-day meals should be arranged for them; the school building should be beautified with children's effort and so on. If the problem is broken up into these small and concrete steps, it will lose its discouraging magnitude and the emphasis will shift from vague and comprehensive plans to the purposeful training of individual teachers to tackle these problems.

This is what I have called the administrative weakness. The professional weakness is that, in implementing our schemes, sufficient thought and attention are not given to adjusting means to ends. We may formulate the various objectives to be achieved, the qualities to be fostered, the skills to be acquired by the children. But we do not analyse, in sufficient detail, the various measures that must be adopted to translate the general aims into particular achievements. In the training institutions, teachers do not get this training and experience and, when they go and teach in schools, they are so caught up in the routine that they are unable to attend to what is the essence of the educative process as distinguished from the mechanics of it. They are concerned more with the completion, anyhow, of certain prescribed courses than with the impact of what they are teaching or what the boys are learning on their personality

and attitudes, i.e., the relation of the day-to-day work of the school to the end-products in view. This position could have been retrieved, to some extent, if later the teachers were continuously fed by stimulating educational literature and the supervisory officers could provide the right kind of detailed guidance for them. Most of you, however, know the existing position better than I—how our average village teacher is living not only in intellectual isolation but in conditions which positively *discourage* intellectual growth. I have been pleading for many years that all Departments of Education should have a well organized section which will produce educational literature, specially addressed to the needs of the teachers, and make it available to them so as to keep their professional interest alive and their knowledge up-to-date. There is some progress in this direction but a really imaginative approach has not so far been made. It is equally necessary to reorient our inspecting officers so that they will not content themselves with making the usual kind of formal criticisms but offer constructive suggestions to improve the day-to-day working of the schools and, wherever possible, demonstrate how to work out projects which will lead to the desired results. Unless there is this type of continuous linkage between theory and practice and fruitful educational ideas are intelligently and effectively translated into programmes and activities and modified from time to time in the light of experience, the schools will continue to mark time in the region of the *status quo*

This programme is a bold bid to bring about planned changes in our schools. Some of these changes, as you must have noticed, are *small* changes but I am being increasingly driven to the conclusion that small, beneficial changes are not only more feasible but eventually more useful and paying than large changes, which remain inoperative and only embellish Reports and Addresses. Some of my friends present here may recall that, in my monthly D.O. letters to Education Secretaries and Directors of Education, I have sometimes stressed the importance of "little things" and ventured to express the view that, if in our schools we take care of the "little things", the "bigger things" will often take care of themselves. I have seen the miracle happen more than once in my experience. I know, for example, of a school, which concentrated for several years on making *every* single child, out of about a thousand write a neat and beautiful hand and keeping the exercise books as clean and well cared for as possible. Just one small point of concentration! And, as a bye-product of this project, there was a remarkable impact on the whole atmosphere, discipline and intellectual tempo of the school. Whatever psychologists may say about transfer of training, the pride of craftsmanship which had been inculcated in one context gradually spread over many other activities in the school, and the "little" things become the prelude to much "bigger" things. It would seem that the wisdom of taking care of the penny is not confined only to the material things but has a certain degree of application in the domain of the mind also. I would, however, like to repeat the caution that these "little" things must be viewed, by the planners and the administrators, as part of the bigger whole which gives them significance and direction. It is in this sense that we should "plan as titans and execute as jewellers", remembering that, if the jewellers are not good, the titans will certainly fail! And the good

teachers should certainly function and be treated as jewellers even though we dare not claim that we are titans!

Let me share with you briefly my reasons for thinking that a programme like this must be tackled on a basis of high priority. Firstly, there is what may be described as a *negative* reason. There is so much responsible, as well as irresponsible, criticism against our existing educational system that it makes all sincere workers in this field feel awkward and uncomfortable. Recently, in a very important and responsible body, I heard a member seriously arguing that the matriculates of the present were, by and large, worse than the primary passed students of his own (lucky) generation. And the same kind of criticism is applied all along the line—from the primary school to the university. I do not fully agree with such sweeping generalizations. If they were fully true, one would fail to account for all the technical and other projects of national reconstruction which the recent generations of our educated persons have accomplished. But there is no doubt that, due to a variety of factors which are mostly outside the control of teachers, standards of teaching and discipline have become very unsatisfactory. To the extent, therefore, that there is truth in the criticism, we must take up the challenge and do all we can to improve the efficiency and educational service of our schools.

The other is a more positive reason. As you know, we are about to launch on the fateful project of providing compulsory and universal education for all children between the ages of 6—11. This is a very big and ambitious programme of educational expansion, which will eventually touch about 20 million children. Now, in this process of expansion, we have to do all that is humanly possible to ensure that certain *minimum* standards of quality are safeguarded. Quantity and quality have been competitive claimants in our economy of scarcity for many decades and there is a danger that, in this forward move towards universal education which will strain our resources to the utmost, the claims of quality may be side-tracked. Remember that democratic pressure will be all on that side and unfortunately democracy is apt to be less concerned with quality than it might be. This is a matter for anxiety, because the success of democracy eventually depends on its ability to throw up persons of intellectual quality and social sensitiveness in large numbers. And these can only, or mainly, come out of schools and colleges which must be geared to this significant responsibility. The long-range changes, which require large finances and a much higher quality of trained personnel, will naturally take time. But beginnings should be made here and now to make the schools into more vital and lively centres of education and, for this purpose, many small but necessary changes should be initiated on a national scale. Then alone will it be possible to make our programme of compulsory education a real blessing for our people.

May I say, in conclusion, that this requires an all-out effort to create a favourable climate of opinion for this movement and a drawing into cooperation of lakhs of teachers and supervisory officers who will be able to work for the concept of a school oriented towards the basic pattern, the sense in which we have used this phrase?

If we can arouse their enthusiasm as well as intelligent and willing partnership in this effort and provide the conditions necessary to keep it alive, we may be able to make a valuable contribution towards the evolving of a more sound and satisfactory pattern of national education.

I wish all success to your efforts in this direction and promise you the fullest cooperation of the Central Government and the Ministry of Education.

APPENDIX D

REPORT OF THE SUB-COMMITTEE ON SYLLABUS FOR THE ORIENTATION TRAINING OF TEACHERS AND INSPECTING OFFICERS

The following Sub-Committee appointed to examine the draft Syllabus met at 12 O'clock on 12th May, 1959:

1. Shri J. K. Shukla (*Convenor*).
2. Dr. R. K. Bhan.
3. Shri S. M. Ahmed.
4. Dr. D. V. Chickermane.
5. Miss S. Swer.
6. Shri Jagdish Raj.
7. Shri S. N. Nath.
8. Shri H. B. Majumdar.
9. Dr. Salamatullah.

The Committee thought that in order to make the training course really effective, the period of training should not be less than 15 days for Primary trained teachers. However, in view of the difficulties and special problems of certain States, it was also considered that a 5—7 days' course as followed in Madras could also be organized with some changes in the syllabus prescribed for the 15-day course. The Committee, however, felt that the 5—7 days' course will not be really effective in fulfilling the objectives.

The main objective of the syllabus for the training of Primary teachers for the orientation programme should be to enable them to implement the programme by understanding the theoretical and practical problems involved.

With the above objective in view, the following syllabus had been recommended:—

A. Syllabus for 15-day Training Course

1. Introduction—

- (a) The concept and philosophy of Basic education.
- (b) The concept and philosophy of Community development.

2. The purpose of the orientation programme.

3. Orientation activities—

- (a) Activities leading to healthy living—including health, hygiene, sanitation, diets, etc.
- (b) Activities for the improvement of the home life.

- (c) Activities leading to a better knowledge of the environments.
 - (d) Activities leading to citizenship and social living, including cooperation, panchayat and various other civic organizations.
 - (e) Purposive activities connected with simple crafts, e.g., agriculture, kitchen gardening, animal husbandry and cottage industries.
 - (f) Recreational and cultural activities.
 - (g) Social service activities linking the school with home and the community.
 - (h) Demonstration of selected projects—e.g., kitchen gardening, organization of an educational excursion, preparation of a compost pit, project on a cotton craft. (The trainee should work out a project, plan and execute it in a scientific manner.)
4. Adaptation of the school syllabus in order to accommodate the orientation activities; approach and distribution of time.
5. Minimum teaching equipment, appliances and the school library.
6. The programme of community development and the teachers' role; development of the school as a community centre—
- (a) Activities of social education including the library and the reading room.
 - (b) Cooperation.
 - (c) Panchayat.
7. Method of securing public cooperation in promoting the orientation programme.
8. Evaluation and follow-up of the orientation programme.

B. *Suggested Syllabus for a 7-day Course*

1. Introduction—
 - (a) The concept and philosophy of Basic education.
 - (b) The concept and philosophy of community development.
2. The purpose of the orientation programme.
3. Orientation activities—
 - (a) Activities leading to healthy living—including health, hygiene, sanitation, diets, etc.
 - (b) Activities leading to a better knowledge of the environments.
 - (c) Activities leading to citizenship and social living, including cooperation, panchayat and various other civic organizations.
 - (d) Recreational and cultural activities.

(e) Social service activities linking the school with home and the community;

(f) The trainee should work out a project, plan and execute it in a scientific manner.

4. Adaptation of the school syllabus in order to accommodate the orientation activities; approach and distribution of time.

5. Minimum teaching equipment, appliances and the school library.

6. Method of securing public cooperation in promoting the orientation programme.

7. Evaluation and follow-up of the orientation programme.

APPENDIX E

List of Participants

GOVERNMENT OF INDIA

Ministry of Education

Dr. K. L. Shrimali,
Union Minister of Education.

Dr. P. D. Shukla,
Deputy Educational Adviser.

Shri P. C. Sharma,
Assistant Educational Adviser.

Shri J. K. Shukla,
Director,
National Institute of Basic Education.

Ministry of Community Development and Co-operation

Dr. R. K. Bhan,
Adviser (Education).

STATE GOVERNMENTS/ADMINISTRATIONS

Andhra Pradesh

Shri A. Phanendrudu,
Deputy Director of Public Instruction (Finance),
Hyderabad (Deccan).

Assam

Shri S. C. Rajkhowa,
Additional Director of Public Instruction,
Shillong.

Bihar

Shri Krishna Kant Singh,
Deputy Minister for Education,
Patna.

Shri S. M. Ahmed,
Additional Director of Public Instruction,
Patna.

Shri B. A. P. Sinha,
Deputy Director of Education (Basic),
Patna.

Shri V. Pande,
Deputy Director of Education (Primary),
Patna.

Bombay

Dr. D. V. Chickermane,
Deputy Director of Education,
Poona.

Kerala

Shri T. Paul Verghese,
Additional Director of Public Instruction,
Trivandrum.

Madyha Pradesh

Shri S. P. Varma,
Director of Public Instruction,
Bhopal.

Shri A. N. K. Adalti,
Principal,
Basic Training College,
Kundeshwar (District Tikamgarh).

Madras

Shri N. D. Sundaravadivelu,
Director of Public Instruction,
Madras.

Mysore

Shri S. V. Jevoor,
Deputy Director of Public Instruction,
Dharwar.

Orissa

Shri H. Misra,
Joint Director of Public Instruction,
Cuttack.

Shri S. Nath,
Principal,
Basic Training College,
Angul.

Punjab

Shri Harbans Lal,
Deputy Minister for Education,
Chandigarh.

Shri I. M. Verma,
Director of Public Instruction,
Chandigarh.

Shri Jagdish Raj,
Assistant Director of Public Instruction,
(Teachers' Training),
Simla.

Rajasthan

Shri Bal Govind Tiwari,
Deputy Director of Education,
Bikaner.

Shri T. N. Chaturvedi, I.A.S.,
P.S. to Chief Minister, Rajasthan,
Jaipur.

Shri Kishan Chand,
Inspector of Schools,
Ajmer.

Uttar Pradesh

Shri Ram Swarup Yadav,
Deputy Minister for Education.

Shri Kehar Singh, I.A.S.,
Secretary to the Government (Education).

Shri L. N. Suklani,
Deputy Secretary to the Government (Education).

Shri C. N. Chak,
Director of Education.

Shri Balwant Singh Sial,
Joint Director of Education.

Shri C. M. Bhatia,
Deputy Director of Education (Training).

Shri L. P. Singh,
Assistant Director of Education (Basic).

Shri B. N. Khanna,
Principal,
Government Junior Basic Training College,
Muzaffarnagar.

Shri Nirankar Prasad Kapur,
Principal,
Government Junior Basic Training College,
Lucknow.

Shri Maya Shankar Lall,
Principal,
Government Basic Training College,
Lucknow.

West Bengal

Shri H. B. Majumdar,
Principal,
Post-Graduate Basic Training College,
Banipur,
P.O. Baigachi—District 24-Parganas.

Delhi

Shri B. D. Bhatt,
Director of Education,
Delhi.

Shri R. K. Bountra,
Education Officer,
Delhi Municipal Corporation,
Delhi.

Himachal Pradesh

Shri K. L. Sethi,
Director of Education,
Simla.

Shri Sohan Lal Verma,
Education Officer,
Himachal Territorial Council,
Simla.

Manipur

Shri Nilmani Singh,
Superintendent,
Basic Training Institute,
Imphal.

Shri Ibotombi Singh,
Headmaster,
Chowyaima High School,
Chowyaima.

Tripura

Shri I. K. Roy,
Principal Officer, Education,
Tripura Territorial Council,
Agartala.

N.E.F.A.

Shri Sham Lal Soni,
Director of Education,
N.E.F.A. Administration,

Shillong.

Miss S. Swer,
Principal,
Buniadi Shiksha Bhavan,
Changlang (N.E.F.A.).

Laccadive, Minicoy and Aminidivi Islands

Shri K. K. Gopalan Nambiar,
Assistant Education Officer,
Laccadive, Minicoy and Aminidivi Islands' Administration,
Kozhikode.

NON-OFFICIALS (BY SPECIAL INVITATION)

Shri G. Ramchandran,
Secretary,
Gandhi Smarak Nidhi,
New Delhi.

Director of the Southern Regional
Seminar on the Orientation of
Elementary Schools towards the
Basic pattern.

Dr. Salamattullah,
Principal,
Teachers' Training College,
Jamia Millia Islamia,
New Delhi.

Joint Director of the Northern
Regional Seminar on the Ori-
entation of Elementary Schools
towards the Basic pattern.

Shri A. E. T. Barrow, M. P.,
Secretary,
Inter-State Board of
Anglo-Indian Education,
New Delhi.

Representative, Inter-State Board
for Anglo-Indian Education.

Shri S. N. Sang,
Principal,
Birla Vidya Mandir,
Nainital (U.P.).

Representative, Indian Public
Schools Conference.