

International Education Year

# Seminar On Primary and Work-Oriented Education

COMMISSION ROOM 'H', VIGYAN BHAVAN, NEW DELHI  
9TH, 10TH AND 11TH NOVEMBER, 1970



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## PROGRAMME

### November 9, 1970.

- 0900 Registration
- 0930 Inauguration by Prof. V.K.R.V. Rao., Union Minister for Education and Youth Services.
- 1100 Coffee
- 1130 Pre-School/Pre-Primary Education (Paper Nos. 1 to 4).
- 1430 Gandhian Values (Paper Nos. 5—11).
- 1630 Tea
- 1645 Science Education (Paper No. 12)

### November 10, 1970.

- 0930 Work Experience (Paper Nos. 13—16)
- 1100 Coffee
- 1130 Qualitative Improvement (Paper Nos. 17—22)
- 1300 Reception at NIE Campus
- 1430 Visit to Exhibition at NIE Campus
- 1530 Special Problems (Paper Nos. 23—28) (This will be at the NIE Campus).
- 1700 Tea

### November 11, 1970.

- 0930 Financial Problems (Paper Nos. 29—30)
- 1015 Tribal Education (Paper Nos. 31—32)

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- 1100 Coffee
- 1130 Reviews from States/Union Territories
- 1430 Reviews from States/Union Territories
- 1600 Tea
- 1630 Concluding Session

(The Lunch break on all days will be from 1300 to 1430).

*Organising Secretaries*

1. D. S. RAWAT
2. H. N. PANDIT

SUMMARIES  
OF  
PAPERS

*Edited by*

Dr. R. P. SINGH

\*Book entitled 'Primary and Work-Oriented Education' is available on request.

**1. Pre-School Education : Yesterday, Today and Tomorrow ;**  
**DR. RAJALAKSHMI MURALIDHARAN ;** *Reader, D.E.P. & F.E.,*  
*NCERT, New Delhi.*

THOUGH THE parents are generally aware of the need for pre-school education and wish their children in the age group of 3 to 5 to have some form of organized education, the country has not yet been able to provide these opportunities even to a small fraction of them. Research studies indicate that the level of optimum development and achievement is practically fixed by the experiences obtained during the early childhood. Many of our children who come to class I, enter school without having developed any kind of school readiness and therefore it is small wonder that a large percentage of them either repeat the class or leave school altogether. Pre-school education therefore should be viewed from two angles : (1) it provides maximum enrichment when development is at its fastest and thus ensures an optimization of development; and (2) it reduces the enormous wastage and stagnation in the primary schools. From both these angles it appears that pre-school education is important and the need for expansion of such facilities is immediate. In the context of the available meagre financial resources in the country the paper suggests some possibilities for improvement and expansion of pre-school education facilities without adding any great economic burden.

**2. Effectiveness of Kindergarten Education ;** **DR. K.G. DESAI ;**  
*Prof. of Education, Gujarat University, Ahmedabad.*

AN INVESTIGATION to study the effectiveness of kindergarten education of two years was undertaken with a grant from the NCERT during the year 1970-71. The aim was to find out

whether those children who had two years of kindergarten education showed any better achievement in primary school than those who had not. If the answer is positive, it would be desirable that the State makes provision of pre-primary education, but, if the answer is in the negative State may not waste its resources and pre-primary education may be left entirely to the private enterprise. Thus the results of this investigation would help the government in formulating its educational policy with regard to pre-school education.

Six good primary schools were selected from Ahmedabad city for investigation, five of which had kindergarten schools attached to them. Grade IV was chosen for studying the achievement of pupils in language, social studies, arithmetic, science, handwriting and the development of personality traits related to co-operative and competitive behaviours. Two groups of pupils in each of the six schools with and without kindergarten education were initially matched for their intelligence as measured by a recent adaptation of 1960 revision of Stanford-Binet Scale. Achievement tests in the four subjects, and a handwriting scale were administered to them and personality ratings were obtained from their teachers on a scale of co-operative and competitive behaviours.

The results showed hardly any significant difference between the achievement of the two groups in any of the six schools in the four subjects and handwriting and in the development of co-operative and competitive behaviours. This investigation, therefore, concludes that two years of kindergarten education does not help children to show better achievement in primary school after a time lag of three to four years, that is, it does not have a significant enduring influence on later education. The pre-primary education may, therefore, be left to the private enterprise only and the State may not waste its resources on it at least for the present.

**3. Effect of Pre-School Education on the Future Educational Development of Children ; INDIRA MALANI ; Reader, D.E.P. & F. E., NCERT, New Delhi.**

CHILDREN COULD be prepared for school either after they enter grade one or before being admitted to school. The mounting scientific evidence indicates in no uncertain terms the importance of early years in intellectual and personality development. Exposures of learning situations in pre-school years help develop skills, attitude and knowledge which is essential for success in school.

Pre-school education has been approached from the maturational viewpoint, learning theory bias and the interactional system. In spite of varied approaches and differing intervention programmes it has been established in no uncertain terms that attitude towards learning, motivational components and preliminary information processing strategies are acquired during these crucial years. Time of intervention, initial ability and provision of language development programme are important factors in determining the effectiveness of intervention. Techniques of intervention and the dimension of structuring is a controversial issue.

It should be possible to expose pre-schoolers to experiences conducive to facilitating learning through pre-school programmes, community programmes and in the home. Satellite television has great potential for this purpose and the possibility of developing TV programmes could be explored.

Learning should be viewed both as an emotional and intellectual experience and planning programmes for pre-schoolers should take into account both these factors.



**4. Community Involvement in Pre-School Education ;** MINA SWAMINATHAN ; *Secretary, Nehru Experimental Centre, New Delhi.*

UNDER EACH following sub-head, the author discusses in detail various techniques of involving community in pre-school education. In the opening paragraph she gives reasons why community participation in pre-school education is necessary. The second deals with the manner in which such participation can be organised in urban areas, and the special problems and difficulties of urban programmes and the third deals with the manner in which such participation can be organised in rural areas, and the special problems and difficulties of rural areas.

Her conclusions are based on experimental data on whose basis she stresses the need for seeking community co-operation in this endeavour.

**5. Relevance of Basic Education to Contemporary India**  
DR. SALAMATULLAH, ; *Principal, Teacher's Training College, Jamia Millia Islamia, New Delhi.*

IT WAS Gandhiji, who conceived of a national scheme of Basic Education which would serve as an instrument of social change to be brought about in accordance with his world-view. The corner-stone of Basic education is the principle that children should be made to realize from the very beginning that real honest, productive work is an obligation—both personal and social. This is the way one can develop one's own personality and also carry out one's responsibility to society. Moreover, this will cut at the very root of the evil of exploitation and violence prevalent in the world today. As he believed that a reorganization of society on the basis of self-sufficient village communities was the only way to establish a peaceful and decent social order,

he advocated that all education must be centered around village crafts. He claimed that such education, if rightly given, will not only be socially useful but also prove to be conducive to the intellectual growth of the individual. Further, Gandhiji emphasized that the school and the community should function co-operatively to enrich and to strengthen each other.

This view of education may be vulnerable on the social or economic plane. But the basic principle underlying the Gandhian concept of education is incontrovertible, that is, education must fulfil the needs of society. An inescapable corollary of this principle is that the productive work must be accorded the central place in the process of education.

**6. Promotion of Gandhian Values in Indian Education ; DR. M.T. RAMJI ; *Reader, D.P.P. & P.E., NCERT, New Delhi.***

**DURING THE** Gandhi Centenary Year the significance and relevance of the human values such as tolerance, compassion, love, justice, and co-operation stressed by Mahatma Gandhi was emphasized by several eminent thinkers, educationists and leaders throughout the world. The Gandhian educational system seeks to promote the harmonious development of the personality of the educand mainly through intelligent, productive and socially useful manual work, social-work, prayer and other curricular and co-curricular activities in order to produce well-balanced citizens who promote the formation of a juster, non-violent and non-exploitative social order based on co-operation and service. To the above end, the author holds that it is desirable to pay special attention to the promotion of the following Gandhian values specially at the primary stage in India :

- (a) physical and mental health.
- (b) the dignity of manual labour.
- (c) a sense of social awareness and social responsibility.

- (d) scientific attitude.
- (e) secular outlook or 'Sarvadharmā Samābhava'.
- (f) fearlessness, truth, non-violence, purity and service.

**7. Gandhian Values in Education ; DR. G.N. KAUL ; *Field Adviser, NCERT, New Delhi.***

INDIA HAS all along enjoyed an unruffled continuity. It has met the various challenges in a way that each has reinforced this continuity. But the challenge now is of a different pattern. It is the challenge of reacting to a philosophy which undermines the spirit human and overrates his intellect.

The scientific revolution as it developed in the West, played an important role in releasing man from the chains of tradition and superstition and is leading him to freedom of thought and action. Unfortunately, it developed without a social conscience and led the West to develop a brand of morality, economics and politics which led it to exploit the weaker sections of humanity the world over. And what is worse, it wiped out diversity of human thought and imposed its own system on all the conquered.

Indian reaction to this onslaught is typified by that of Nehru and Gandhi. Gandhi's solutions to the problems of India were based on his understanding of the Indian spirit and its genius. Nehru was an intellectual and his approach was guided by the the influence of the West on the idealistic temper he had inherited. The common wisdom of the two offered a comprehensive basis for Indian thought. Gandhi's death, however, made Indian thought again unbalanced with the result that solutions to Indian problems were sought after the thought pattern of the West. By now we have gone pretty far in this direction. Our science, economics, politics and social values are naturally being patterned after this thought.

The result during the last 20 years has been that the quality of man in India has suffered. This is obvious by what happens in our parliament, legislative assemblies, industrial concerns, business houses, universities and schools and on the road-side.

During the International Education Year we in India do need to ask ourselves : Education for what? and similarly science, economics and politics for what? We need to ask: is there a need for an alternative approach to the problems of education ? And if we accept, the answer lies in re-examining, not only the Gandhian values in education, but the Gandhain educational thought itself.

**8. Role of Gandhian Values in Primary Education ; B.D. SRIVASTAVA, Retd. Principal, Basic Training School, Varanasi.**

THE WAY our educational system has developed into a kind of vested interest the author finds it highly objectionable. These interests refuse to permit education into becoming an instrument of social change. He pleads for the immediate implementation of Gandhian values in education. He reports at length the proceedings and addresses of a national seminar organised at Sevagram on Gandhain values in Indian education held in February, 1970. He cites Prof. V.K.R.V. Rao, Union Minister of Education and Youth Services, as confessing that despite 23 years of India's freedom and 19 years of planned economy our education shows the same weaknesses as it did in 1937 when Gandhiji drew up a scheme of education. The need for the implementation of Gandhian values therefore remains unchanged. He gives the details of the Sevagram Seminar which spelt out the following values for bringing about a non-exploitative and non-violent society :

- (a) Absence of the dignity of labour through work.

- (b) A sense of social responsibility—by undertaking a meaningful programme of community service.
- (c) The promotion of a secular outlook and respect for all religions.

**9. Towards an Indian Philosophy of Primary Education ; DR. R.P. SINGH ; Reader, D.E.P. & F.E., NCERT, New Delhi.**

THE PRESENT paper is an impassioned plea to develop an Indian philosophy of primary education. Granting that there are certain universal characteristics among children, the fact, that the Indian social milieu is *sui generis* no syllabus would be found suitable for the Indian child unless it grew out of the indigenous soil. It may also be remembered that although primary education is merely a stage, though an important one, in the entire system of education it has its own demands on educational objectives and financial resources. The need for developing an Indian philosophy for this stage has been generally conceded but not much has been done so far. Hence the plea for renewed and sustained efforts alongside its actual implementation. Besides being an otherwise serious academic affair one must never overlook the pressing considerations of "the India of Tomorrow" whose claims must be reflected at all stages and in all debates.

**10. Elementary Education—The Story of its Growth in Modern Period ; DR. B.S. GOEL, ; Lecturer, D.E.P. & F.E., NCERT, New Delhi.**

THE PRESENT paper attempts to delineate the growth of primary education in India during the modern period. The author has detailed the landmarks in India's efforts to offer

compulsory primary education to all. Prior to 1854, primary education was given mostly in the indigenous primary schools. After 1854, the Government started taking more interest in this direction. The Circular of 1871, the Report of the Hunter Commission 1882, Lord Curzon's speech of 1901 and the Resolution of 1904 bear a testimony to it.

After 1904, the demand for primary education increased manifold. Baroda experiment of free and compulsory education in 1906 and Gokhale's Bill in the Imperial Legislature in 1911 created favourable public opinion. The immediate result was adoption of a Resolution on education policy in 1913. The World War I, the August Declaration of 1917, and the Dyarchy helped the cause of primary education and therefore compulsory education acts were passed speedily in the provinces. The enrolment increased. But the problem of mass illiteracy remained unresolved due to high rate of wastage. This was noted in Hartog Committee Report. From 1929 onwards primary education grew in an uneven manner. Therefore by 1946-47 even the problem of illiteracy remained unsolved.

The post-independence period saw the redoubling of efforts on the front of primary education. However, even after 23 years of freedom India is nowhere near her goals of primary education.

**11. Our National Aspirations and the Role of Gandhian Educational Thought in Realizing Them ; ANIL MOHAN GUPTA ; *Member, Central Advisory Board of Education, India.***

INDIA ASPIRES to be a democracy with a socialistic pattern of society. Ethical basis of both democracy and socialism is the concept that all men are born equal and it is the business of the Government to protect and preserve their natural equalities. But economic inequalities, and socialism, aiming at a classless

society, destroy individual freedom. In practice, they seem to be incompatible.

Gandhiji offers a new synthesis. According to him, human nature spontaneously aspires to transcend its narrow bodily limits. Impurities, that are external to this nature, make him narrow and self-centric. Gandhiji proposes to remove these impurities through education.

Truth, according to him, is the only aim of education, and love or non-violence, not mere reason, the only means through which it can be attained. The most suitable medium of such education is the socially useful productive manual work, because it can help the harmonious growth of body, mind and spirit by simultaneously generating the spirit of selfless service and the spirit of scientific enquiry and requiring the body to be fit for strenuous work.

The fusing medium does not only save repetition and consequent confusion but also emphasizes the essential unity of the entire educational process.

When our democracy seems to be threatened by an ever-increasing State control and socialism is as yet a far cry, in spite of our efforts, it would be advisable to lend more respectful ears to Gandhiji's counsels.

**12. Science in Primary Education ;** N.K. SANYAL, *Field Adviser*, and DR. B.D. ATTREYA, *Reader, D.S.E., NCERT, New Delhi.*

THE AUTHORS deal with the following major issues in teaching science at the primary stage :

**(1) Why to Teach Science in Schools**

In the present age every one is exposed to an environment of growing science and technology and hence the need is not only for developing 'Scientific Literacy' but also for

meeting the new demands of skilled personnel for industrial life and for the growth of new science.

**(2) Need for Re-thinking on School Curriculum**

The important point is to realize that more stress has to be laid on the "process" of science rather than on the "product" of science at the earlier levels.

**(3) How to Teach Science at the Primary Level**

The best way to teach science is to exploit the twin qualities of a child, his inherent curiosity and his zeal for activity.

**(4) Necessary Conditions for Improvement**

Certain inputs in terms of improved syllabi, upgraded textbooks and teacher guides, better physical facilities and equipment and the right type of training of teachers are needed to bring about the desired improvements.

**(5) Changes in the Last Decade**

A review of what changes if any have been brought about during the last decade.

**(6) The Task Ahead and the Problems**

- (a) The problem of better instructional materials, textbooks and teachers' guides.
- (b) The problem of equipment and facilities for the primary school.
- (c) The problem of training both pre-service and in-service.
- (d) The problem of follow-up of improvement programmes on a state basis.



**13. Vitalizing Primary Education Through Work-Experience ;**  
**S.C. CHAUDHURI, Reader, D.P.P. & P.E., NCERT, New Delhi.**

THE NEED for work-oriented education is being stressed in this country for nearly a century now, but little progress has been made so far. Work-experience has a place in the school curriculum in its own right. Its contribution to personality development and internalization of knowledge are not met by other subject areas. There are some essential conditions precedent to the introduction of this programme which must be satisfied before launching it. They are : clarification of the concept, production of literature and curriculum material, orientation of the field workers, mobilising public opinion, pooling of resources and a total overhauling of the curriculum. A bold step should be taken in the seventies to vitalize primary education through work-experience. The first quarter may be devoted to making the necessary preparations. Afterwards the programme may be launched universally in as humble a manner as possible, even if the form given to it is of experimental projects. The progress should be watched and a final assessment made at the end of the decade to improve the programme for the eighties.

**14. Work-Oriented Education ; V.R. MUDHOLKAR ; Ex-Principal,**  
**and Social Worker, Sripewadi, Mysore.**

THE AUTHOR contends that the definition of 'work-experience' as given by Education Commission (1964-66) is nothing but a re-definition of Basic Education. He holds that the principal philosophy of work-experience is 'learning by doing'. He, therefore, pleads that the schools should be fully equipped for the implementation of the concept of work-experience. The author has given the details of the programme of work-experience that

may be implemented in our schools. His approach is highly practical, devoid of any slogan-mongering. He finds his own philosophy and the viewpoint adequately supported by Incharge, International School of Education, Pondicherry. According to him there is no contradiction between spiritual realisation and manual work. In fact, one is sustained and attained by the other. This should be proof enough for those who doubt its efficacy as a philosophy and its adoption should therefore find a universal support.

**15. Programmed Learning : its Relevance to Work-Experience ;**  
 DR. C.H.K. MISRA, *Reader, D.E.P. & F.E., NCERT, New Delhi.*

A RAPIDLY spreading educational innovation, programmed learning has the potential of individualising instruction, allowing the gifted, the average and the retarded, the slow learners and fast learners to proceed at their own speed to arrive at specified educational goals through a pre-determined service of learning experience. It has now caught the attention of educators. Though no panacea for all educational problems, the infinite possibilities it shows for primary education encourage one to conduct an investigation into the technique. It opens up a wide, new horizon. After briefly introducing the technique, the author analyses the nature of skill-learning, and gives some examples of the application of programmed learning. General advantages of programmed learning as well as specified applications thereof for primary and pre-primary education have briefly been discussed.

**16. Work-Oriented Education : A Critique of Education Commission's Recommendations ; H.P. RAJGURU ; Co-ordinator, Extension Services Centre, Basic Training Institution, Bijalpur, Indore (M.P.).**

THE AUTHOR discusses in considerable detail the recommendations and the assumptions behind work-experience of the Education Commission (1964-66). According to him the Education Commission appeared to be fairly confused and its assumptions are therefore questionable. The Commission by recommending short-term courses for craftsmen before they are drafted for teaching show discrepancies in its reasoning. Work-experience is not productive work. It is merely creative and something natural for children to pursue but not as an economic principle underlying investment production formulae.

He therefore suggests an orientation to the work-experience as recommended by the Education Commission. He contends that productive work can be done outside of the places of production. The real life situation is therefore unnecessary.

**17. Talented School Teachers at the Primary Level—Their Identification and Training ; DR. L.C. SINGH; Reader, D.T.E., NCERT, New Delhi.**

IT IS believed that a substantial number of trained teachers who leave the profession are talented or intellectually superior persons. They find their abilities wasted and see no future prospects in the teaching career at the primary level. This talent should not go unrecognised any more. Sincere efforts will have to be made to identify and retain the talented young teachers in the profession and provide the opportunities for proper utilisation of their talent.

A composite criteria of achievement, intelligence and attitude can be made use of in searching the talented teachers at the primary level. Having identified these prospective teachers special training programmes will have to be devised to provide them opportunities for jobs in the higher professional cadres. Such a course should mainly aim at enriching content knowledge. The training would open channels of professional advancement both in terms of competence and promotion. This will also provide great incentive to the talented young persons to join the teaching profession at the primary level. In turn, the quality of primary education is likely to be improved significantly.

**18. Suggested Health Programme for Primary Schools ; S.K. SAINI ; Senior Research Assistant, D.E.P. & F.E., NCERT, New Delhi.**

SINCE HEALTH is an essential prerequisite for formal education, an attempt has been made in this article to suggest a health programme for primary schools. No one can deny the importance of health both for the teacher and the taught.

This suggested health programme high-lights in brief, healthful environment, health education, school health services, and school meals. In brief, all those items which in some way or the other affect the health of the children in primary schools have been discussed.

It has also been suggested that health and education authorities share a common responsibility for health and health education of the students. Health education may be included in some form or the other in the existing curricula of our primary schools and refresher courses can be organised for teachers. Certainly some steps must be taken in this much-neglected aspect of education to keep children healthy since they are the destiny makers of India of tomorrow.

**19. Evaluating Pupils at the Primary Stage ; PRABHAKAR SINGH;**  
*Reader, D.T.B., NCERT, New Delhi.*

AN IMPROVEMENT in pupil's assesment, the author holds, will help solve many problems which beset primary education today. The present system has survived too long to be of great use. It is characterized by formal examination externally conducted and utilized towards grade placement and certification. These features vitiate the real character of primary education. This situation is the obvious result of hesitation to break away from outworn traditions. The adoption of new techniques and tools of evaluation without making relevant policy changes have further complicated the existing system. Some of the basic problems which need an early settlement are doing away with formal testing with accent on memorization and grade-based promotion classification. These should be substituted by diagnostic, as also unit based progressive mastery testing for formal areas of study together with evaluation of other dimensions of pupil growth. Such changes were initiated in the wake of Basic education movement but traditionalist critics who were strongly positioned almost nipped the scheme in the bud. The author therefore pleads for a reassessment of the situation as it obtains today and the adoption of a policy which is equal to the task.

**20. Improving the Quality of Primary Education ; R.K. GUPTA**  
*Lecturer, D. P. P. & P. E., NCERT, New Delhi.*

THE PRESENT paper is an attempt to discuss the problems of expanding primary education vis-a-vis quality of education. The major plea of the author is that some suitable model be adopted for the improvement proramme which suits our conditions and his preference is naturally for a locally evolved one. He

shows his acute awareness of the failures in the past and therefore hopefully looks forward for a prolonged dialogue at the national and state levels which may eventually solve some of our endemic problems. He details some of the reasons of past failures and points out a shift in our emphasis. For instance, programmes like national integration, population education etc., are examples of the shift in emphasis that has taken place. For him primary education is a distinct stage of education and should be recognised as such. He pleads for the adoption of newer techniques and aids of teaching for its improvement and therefore he does not wish us to expect too much of the teachers. Surely he would want them to undergo a rigorous training and a regular in-service programme. For this purpose he wishes that the hands of SIEs are strengthened both by a regular supply of trained personnel and a meaningful programme. Thus equipped we may as well face the challenge of the seventies.

**21. Towards Improving Reading Abilities, Habits and Tastes of Children ; D.S. RAWAT ; Incharge, D.P.P. & P.E., NCERT, New Delhi.**

READING IS of great significance in the educative process of the child. A general level of reading ability among the citizenry is essential to the working of the democracy.

Studies have revealed that one of the causes of stagnation is the poor reading ability of the children. The reading habits of even the adults are poor. For example, in our country they are about 10,019 newspapers and periodicals. Their circulation per thousand is only 45.

Some studies have revealed that there is a dearth of suitable children's literature. But there is a general consciousness that there is a dearth of 'READERS' also for whatever little material is available in our country.

The meaning of reading has not been rightly understood by most of us. In fact, reading is not mere deciphering but it is a meaningful experience having a bearing on the thinking process. There is an urgent need to implement some programmes for developing the reading abilities, habits and tastes of children.

Some suggested programmes in this direction may be : developing reading readiness of children, producing suitable children's literature on mass scale based on their interests and equipping the primary school libraries with the same, teaching reading in a way which may develop creative readers, evolving and using suitable techniques for developing speed of reading comprehension, utilizing mass media for orienting teachers to new approaches in the teaching of reading, organising 'Indian Reading Association' for promoting reading and producing instructional and test material in reading for teachers.

**22. Language Teaching and Learning at Primary Stage in India ;**  
**DR. M.G. CHATURVEDI ; Reader, D.S.S. &H., NCERT, New Delhi.**

THE AUTHOR describes vividly the condition of the teaching of mother-tongue in Indian schools. He points out that though commonly believed the teaching at the primary stage is not always conducted in the mother-tongue of the children. In some cases the tongues used at this stage do not possess even the script. Therefore, this teaching is done mostly in the *Major* Indian languages which belong to four different groups and surely this leads to numerous complicated problems. He therefore, pleads for adopting an inter-disciplinary approach to resolve this problem. In this endeavour sociologists statisticians and experts from linguistics and education should join hands. They should use such mechanical and other electronic devices which have proven potential in resolving some of the endemic problems that India faces today.

**23. The Ungraded Lower Primary School ;** DR. D.V. CHICKERMANE ; *Director, G.K. Institute of Rural Education, Gargoti, Maharashtra.*

THE PAPER attempts to focus attention on the ungraded lower primary school as suggested by the Education Commission to overcome wastage in primary schools particularly in rural areas. The specific advantages of the non-graded school are pointed out. The philosophy behind non-graded schools is discussed. The writer points out that grading is an artificial device which imposes certain restrictions on the natural educational growth of children. Where there are wide variations in ability, it is not possible to eliminate them. Hence the school structure should be modified to suit these differences in ability. The non-graded school is a matter of organizational detail. The two essential factors of non-grading are (i) a graded scale of self-study assignments and (ii) grouping patterns of children for promotion of co-operative learning. The writer points out the demoralising effect of examination failures which stunt the growth of the personality of children and suggests that promotion to a higher grade in the lower primary school should be a matter of routine. He refers to the two methods of introducing the non-graded school, the first being introducing the pattern in the first year and then extending it to higher grades, the second being converting the whole school into the non-graded unit simultaneously for all classes. The latter pattern is suited to small schools.

**24. Two-Hour Rural School ;** K.C. ACHARLU; *Sanyojak, Nai Talim Samiti, Bangalore.*

SOCIAL JUSTICE in democracy demands that the children of the low-income groups in the rural communities should be



provided good education for better living. The few children that are in school today either stagnate or are withdrawn early. The chief reasons for this state of affairs are ; the economic conditions of the family in which children play a significant role and the absence of an educational policy in consonance with rural needs. The Education Commission recommended part-time education for these children with an abridged curriculum to be conducted by primary school teachers during off-hours.

This paper presents a plan for a two-hour education for these rural children. The scheme proposes a preliminary observational economic-cum-educational survey of the area followed by an analysis of the data for educational planning. A simplified but real curriculum in tune with rural life is suggested. The teacher should be a person from the community. His training would be on the job and the curriculum and the methodology should be intimately related to the practical tasks to be undertaken by him. This scheme is expected to provide an education integrated with rural life and living.

**25. Wastage and Stagnation ; D.S. DEVARAJA MURTHY ;**  
*Hon. Director, P.E.S.C., Mysore.*

THE AUTHOR holds that all efforts for making compulsory primary education have proved a flop so far. The principal reason for the failure lies in the problem of wastage and stagnation. He also enumerates the causes of wastage and stagnation. According to him they are :

1. Economic backwardness of the parents.
2. Lack of interest in education on the part of parents.
3. Ineffective teaching.
4. Irregular admission policies.
5. Lack of special programmes for the children of the masses.

In the end the author points out the method of tackling this problem. He says the situation lies in the hands of the teachers and administrators. For their successful functioning both of them should be given re-orientation courses after a fixed duration say, five years. He expects them to work honestly and with faith in humanity. Thus equipped they are likely to cure this serious educational malady.

**26. Study of Wastage and Stagnation in Standard I ; C.M. MEHTA; Administrative Officer, M.S.B., Ahmedabad.**

THE EXTENT of wastage and stagnation is great in primary schools but it is alarming in the first year of schooling.

The study covers 1322 pupils (769 boys and 553 girls) in six municipal schools.

Out of 1322 pupils the number of dropouts is 372 (223 boys and 149 girls). Out of the 950 pupils left 138 (73 boys and 65 girls) were absent at the annual examination. Out of 812 who appeared at the examination 569 (328 boys and 241 girls) passed the examination. Thus out of the total of 1322 at the beginning of the year, 753 (i.e. 57%) have either dropped out or failed to go to the upper class.

The study reveals that attendance, dropout and failures do not show any marked difference for boys and girls, that is, the problem is same for both the sexes.

It is also found that higher attendance tends to improve chances of going to the higher class. Yet the high failure among those who have good attendance suggests that attendance only cannot decide promotion. There are other factors too, which are out of the scope of the present study.

The study suggests that the problems of dropouts should be handled by employing attendance officers to ensure regular and adequate presence, that of stagnation should be solved by better and interesting teaching methods. Regular in-service education for teacher will help to solve the problem of stagnation.

**27. Futurology of Expanding Primary Education in Indian States During 1970s ; H.N. PANDIT ; Reader, D.E.P. & F.E., NCERT, New Delhi.**

IN THE present paper an attempt has been made to analyse state-wise variations in the provision of facilities for primary education, extent of participation and wastage, cost per pupil, capacity and willingness to support educational expansions, etc., during the period 1960-65. On the basis of trends revealed by the data, future growth in the size of enrolment, teacher employment and operating educational expenditures has been projected for different states during the second development decade, namely, 1970-80.

It is pointed out that the utility of these projections is limited because of two reasons : (a) these projections are single-valued, and (b) these projections take only partial account of the total social environment in which the educational systems of different states operate. By now, there is enough evidence that these quantitative projections, worked out by adopting the 'first generation' educational planning approach are only concerned with the *scale* of educational operations and have allowed the educational systems to expand on less expensive lines of development. But these projections, which represent an extrapolation of the present, neither help in bringing about fundamental changes in the educational process nor help the society to evaluate the role of education as investment and consumption. Therefore, it is suggested that primary education for children who have to live most of their working lives in the 21st century, should be planned by studying closely the inter-relationships between what happens to an individual before his entry in the school, during his stay in the school, and after leaving the portals of the school.

In short, primary education has to be viewed as a part of the concept of life-long education. Also, planning for future primary education has to be guarded against two major dangers : (a) planner's simple quantitative projections which over-simplify the complexity of the process of social change, and (b) so-called 'creative' dreams about the future by educationists which ignore the

limitations of resource allocations and of the existing socio-economic and value systems.

**28. Handicapped Children in Ordinary Schools ; CHANCHAL MEHRA ; Lecturer, D.T.E., NCERT, New Delhi.**

THE EDUCATION of handicapped children has not received due attention of educationists so far. Therefore, for some time to come ordinary schools will have to take care of all the categories of children including the handicapped.

No upto-date statistical information is available about children with partial vision, partial hearing, minor speech defects, physically handicapped, educationally retarded, educationally backward, maladjusted and delicate. If all these children are within the normal range of intelligence the crucial problem for the teacher is to find out the manner in which these handicaps affect children's learning.

In view of the widely known financial difficulties and paucity of well-trained teachers for handicapped children it will not be possible to provide special educational facilities to all categories of handicapped children in the near future. Provision, therefore, has to be made for the education of the above mentioned categories of handicapped children with the non-handicapped children.

Some short-term plans have also to be developed to tackle the problem of the education of the handicapped children. Short term courses for the training of teachers should be planned and organised on a priority basis by the NCERT, the S.I.E.'s Extension Centres etc. Guidance committees should be formed in schools for the benefit of the handicapped. Auto-instructional material should also be prepared for such children. Assistance from other agencies such as health services, guidance services and community resources may be sought. Curriculum of Teacher Training Institutions should also be suitably modified

keeping in view the interests of the handicapped children. Finally, an attempt should be made to develop a friendly, warm and sympathetic attitude toward these children, build-up a relationship of mutual trust and respect and give them full opportunities to function as normal individuals.

**29. Financing of Primary Education in India ; P.R. PANCHAMUKHI, *Reader in Economics, University of Bombay.***

OUR TASKS with respect to the universal primary education to pupils of 6-11 age group are many and unfulfilled. The paper intends to present the magnitude of these problems in financial terms and makes some suggestions to relieve the pressure on the education budget. It is argued here that local bodies, once all important in financing primary education, are not exploiting their sources of revenue fully. The government's grants policy should have built-in incentive to exploit one's own sources of finance, even though by and large the government has to be the main source of finance in future for primary education. Some additional levies have been suggested specially for financing primary education.

**30. An Economic Analysis of Pre-School Education in India ; RAMESH CHANDRA; *Lecturer, D.E.P. & F.E., NCERT, New Delhi.***

THE PRESENT paper deals with the economic aspect of pre-primary education. With the increased literature on economics of education and the significant contribution of education in a nation's economic development, attention is being paid on the

need to educate all. The author states briefly the reasons for making pre-primary education available to every child. He says, for instance, that pre-primary education makes a child ready for schooling—schooling which eventually results in country's growth in economic potential. Further, by keeping children in school 'women power' is released for productive work. Lastly, pre-primary schools form a part of country's educational system and therefore deserve greater attention than paid heretofore. He pleads for higher allocation of funds for it.

**31. The Educational Problems of Indian Tribes A few Suggestions;**  
**DR. L.R.N. SRIVASTAVA ;** *Field Adviser, D.P.P.P.&E., NCERT,*  
*New Delhi.*

THE TRIBAL people of India have some special problems of education which need special attention. The teachers posted in tribal areas are unaware of the tribal life and culture, nor do they know the tribal language. There is, therefore, no communication between them and their students. It is necessary to train the teachers in tribal life and culture.

Due to inaccessible and difficult areas in which the tribes live and due to long distances of schools from villages small children are unable to attend school regularly. This leads to mass scale drop-outs of students. The author suggests that attaching hostels to schools may ease the situation.

The condition of school buildings in tribal areas can be improved. The author, therefore, suggests the adoption of following measures:

- (a) To arouse the interest of parents in education of their children their participation in school programmes may be ensured.
- (b) Tribal schools lack audio-visual aids. Their provision may solve some of the communication problems.

- (c) Tribal students are now being taught through the regional language. This results in their poor performance in examinations. To ensure their educational development they may be taught through their mother-tongue.
- (d) The curriculum may be over-hauled. It may be science-oriented but culture-based.
- (e) Economic incentives to students could also help solve some of their educational problems.
- (f) Home-coaching of tribal students may also be arranged.
- (g) Talented tribal students may be provided all economic and academic assistance to prosecute their studies for certain specified courses on whose completion they may be asked to serve in tribal areas.

**32. Tribal Ashramas and Their Evaluation ; T.B. NAIK ;  
Professor and Head of the Department of Anthropology, Ravi  
Shankar University, Raipur (M.P.)**

It is a study of Ashramas in M.P. presented in two parts. The first part deals with Vindhya Pradesh which has 21 Ashramas for tribal people and the second with Madhya Bharat which has 33. An ashram is an educational institution with residential facilities. They provide education to tribes, scheduled castes and even some caste Hindus. Their management has recently been taken over by the Government of Madhya Pradesh which runs them through their tribal welfare department.

The life in these Ashramas begins early and continues upto 9.30 p.m. when the children retire to bed. This daily schedule is rigid in Vindhya Pradesh region but not so in old Madhya Bharat.

The housing facilities in these Ashramas is poor and the regi-

men fixed. The curriculum is patterned on Basic education. The medium of instruction is Hindi.

The author suggests some do's and dont's for the successful operation of these Ashramas. He recommends a gradual change from tribal to national life and through the tribal dialect. The life in these Ashramas should not be made abruptly different. Their vocational training programme should also be broad-based.