

BOMBAY GANDHI SMARAK NIDHI

SEMINAR

ON

EDUCATIONAL RECONSTRUCTION

(IN THE LIGHT OF PRINCIPLES ENUNCIATED BY GANDHIJI)

ON

17th & 18th AUGUST, 1963

REPORT



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**MANI BHAVAN,
19, LABURNUM ROAD,
GAMDEVI, BOMBAY-7.**

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PREFACE

AS part of its programme for the spread, among the various sections of the citizens of Greater Bombay, of the ideals and principles associated with Mahatma Gandhi the Bombay Gandhi Smarak Nidhi had its attention turned to the influence of Gandhian thought on our system of education. It decided, therefore, to invite a few educationists to hold, under its auspices, group deliberations based on a rapid review of the working of our educational system during the last 30 years. The review was to be limited to conditions in Greater Bombay and in the field of primary and secondary education, in the first instance. Accordingly, a meeting was convened by the Bombay Gandhi Smarak Nidhi in the month of June to discuss preliminary arrangements for the holding of the Seminar in August. At this preliminary meeting, it was decided to work on the basis of the following terms of reference. The education system was classified as under:—

- (a) *Pre-primary stage*: To review the working of basic education and suggest ways and means of improvement.
- (b) *Primary Level*: To review the working of basic education. Is it desirable to extend it still further? If so, to suggest measures.
- (c) *Secondary (upper primary) stage*: Is it feasible to introduce basic education at this stage? If so, why? If not, why not? What steps should be taken to increase the 'content' of education?

For facility of detailed discussions at the Seminar the participants divided themselves into three groups:—

- I. *The Pre-Primary Group*: (1) Shri S. N. Namle (Leader) (2) Dr. W. Airan, (3) Miss Yashu Mehta, (4) Mrs. Diana M. Ezekiel, and (5) Shri Murlidhar Ghate.
- II. *The Primary Group*: (1) Shri S. D. Rege (Leader), (2) Smt. Madhuriben Shah, and (3) Prof. V. B. Kamath.
- III. *The Secondary Group*: (1) Shri G. L. Chandavarkar (Leader), (2) Shri Vajubhai Patel, (3) Prof. Ram Joshi, (4) Prof. R. T. Kulkarni, and (5) Prof. S. S. Desnavi.

Before the Seminar was held, these groups had each prepared a brief paper to serve as a basis for the discussions.

The Seminar was held at Mani Bhavan on August 17 and 18, under the Chairmanship of Shri Shantilal H. Shah, Minister for Education, Government of Maharashtra.

An attempt has been made in the following pages to present the proceedings of the Seminar in a condensed form. Although details have been omitted, care has been taken to see that as far as possible no important trends of thought are missed. It is hoped that the publication will be of some use to all interested in educational progress.

Gandhi Smarak Nidhi,
Mani Bhavan,
Bombay 7.

Vaikunth L. Mehta

PART I

OPEN SESSION

Welcome Speech

The proceedings commenced with the welcome address of Shri Vaikunth L. Mehta, Chairman, Bombay Gandhi Smarak Nidhi. The following is the text of the address:—

“On behalf of the Bombay Gandhi Smarak Nidhi, it gives me great pleasure to extend a warm welcome to you friends who have responded to our invitation to participate in this seminar on Educational Reconstruction. Most of you friends are educationists, all eminent in their own fields. Quite many amongst you must have had the opportunity of participating in such seminars in different parts of this State or of India and even of foreign countries. This seminar that the Bombay Branch of the Nidhi has organized is intended to examine or rather to re-examine, various aspects of educational reconstruction in the light of certain principles enunciated by Gandhiji.

The scope of activities of the Bombay Branch are confined to Greater Bombay. To that extent I may observe that we would welcome attention being concentrated on such problems of educational reconstruction as are of particular interest to us who live and work in Bombay. Education, I am aware, is not a subject that can be split up into segments. A revered friend of my family, the late Shri K. Natrajan used, in my younger days, to protest against the tendency that prevailed with the Government of those times to view the subject of education as divided into so many compartments, education for Muslim, women, the depressed classes, rural, urban, for Anglo-Indians and Europeans and so on. You friends also may feel likewise. However, I have made mention of the sphere of the Bombay Branch's activities, because I must mention here that we have not extended invitations to educationists and social workers from other parts of Maharashtra.

One other limitation we have imposed on ourselves. We have excluded from consideration at this Seminar questions relating to university education, post-graduate education of all types, re-

search activities and the like. That would have opened out such a vast field as could scarcely be expected to be covered in a seminar scheduled to meet for a day and a half. It is with the foundation of our educational system, the one that affects the life of almost every citizen, that we may first concern ourselves, in our attempts to review that system in the light of Gandhiji's life and teachings. It is for purposes of mass education that he first thought of basic education. How to correlate such a re-organized system of education with what is described as higher education is a matter that will demand separate examination.

It will not be irrelevant if I refer briefly to the genesis of this seminar. For the past several years, some of the friends who are anxious that Gandhiji's teachings should continue to influence, if not to inspire, our social economic and political life have had the feeling that not enough had been done in Greater Bombay to keep alive interest in Gandhiji's teachings among the older generation and to ensure that the younger generation had the opportunity to get acquainted with his message. For the former, a comprehensive vigorous programme of Tatva Prachar may be all that is necessary. For the latter, a more systematic and sustained effort is called for. One direction in which these friends considered it would be appropriate to proceed was to enlist for the work the sympathies and support of educationists in charge of education at all levels. It is as a part of our attempt to establish contact with educationists that this Seminar is being held.

It is appropriate that we meet in a year which, I believe, represents the Silver Jubilee of the basic education scheme launched by Gandhiji. In the course of our discussions today and tomorrow, we shall concern ourselves not so much with the history of basic education in the last 25 years, either in rural or in urban areas, either in Maharashtra or elsewhere, but with how we would wish our educational system at the pre-primary, primary and secondary levels to be influenced by the fundamental principles of basic education. Basic education is a term which came into popular usage after Gandhiji unfolded his plan of mass education on the assumption of office by Congress Ministries in various Provinces in 1937. That, however, was not the first occasion when he expressed his views on education or applied his hand to the or-

ganisation of educational activities. The Gujarat Vidyapith, we should not forget, came into existence through his efforts a decade and a half earlier and for years had the benefit of his continuous guidance.

Not having been an educationist at any stage in my life, I shall not hazard to express any views on the subject of educational reconstruction as viewed in the light of Gandhiji's teachings. There is, however, one observation I may be permitted to make. As I understand it, Gandhiji attached great value to education being so designed as to encourage children to learn to develop their in-born creative urge, particularly in fields where they were likely to engage themselves when they grew up or in production such as would meet their personal needs in future life. With Tolstoy, he believed "that the happiness of men consists in life, and that life is in labour".

Having extended, with these words, a warm welcome to all of you, I would request Shri Shantilal Shah to take charge of the proceedings. Since Shri Shantilalbai is one of us at the Gandhi Smarak Nidhi somewhat it is awkward for me to welcome him as the president of today's Seminar. It is not since Shri Shantilalbai became Minister in charge of Education in Maharashtra State that he has developed his interest in education. As a life-long student of public affairs, he has definite views on educational theory and practice. With the basic concepts of Gandhiji's teachings he is equally familiar. We are, therefore, doubly fortunate in having him to preside over our deliberations today and tomorrow."

PRESENTATION OF PAPERS

Pre-Primary Education

Discussion on the subject of pre-primary education was thereafter initiated by Shri S. N. Namle. He said:

“In my paper* I have deliberately avoided the discussion of the principle which, broadly, has been accepted universally all over the world. The need of the day is to take a review of the working of this educational system rather than enter into discussions on the principles as such. Originally, Gandhiji was opposed to the idea of centralisation of education. He believed that the home of the child was the best school and the parents were the most effective instructors to guide at the pre-primary level.

Later, after some re-thinking in his new scheme, Gandhiji dealt with the problem of pre-primary education fully. While speaking to Ashramvasis in Sevagram, he said, ‘we know that all children are ours; if they learn good habits and behaviour, then our aim of pre-primary education is fulfilled. I will instruct them in such a way that they nurse this creative faculty.’

I now turn to the main points set out in our paper. More than 30 per cent of the pre-primary schools in India are in Maharashtra. About 500 teachers are training our children. However, these schools have failed to control and guide the proper development of children. The conditions in several Balwadis are far from satisfactory. They are run in small residential rooms. Almost everything is inadequate—the room, the implements, the teachers. What is worse, these Balwadis do not care to get themselves registered lest they should be subject to restrictions inconvenient for them to observe.

In a pre-primary school, a teacher cannot handle more than 20 or 25 children as against about 60 to be handled by one teacher in a primary school; when the fees charged by many of these Balwadis are Rs. 2/- p.m. the income of the school is rupees 50/- and the average pay of the teacher is Rs. 100/-. Then, if the school has to make good this excess amount of Rs. 50/-, it has no attraction for Government recommendation.

* Appendix I.

Moreover, there are no qualified persons in Government and inspections are conducted by persons not qualified to inspect. Hence, the Panandikar Committee had recommended that: a well constituted authority should be set up by Government to develop, guide and control activities in the field of pre-primary education. We fully support this recommendation along with others.

I would particularly invite the attention of this Seminar to Item No. 4 under 'Our recommendations'."

Primary Education

The next subject taken up was primary education. The discussion was initiated by Shri S. D. Rege. While presenting his paper* Shri Rege said that although during the last 25 years, Gandhiji's scheme of basic education has secured many adherents, there are some who look at it with suspicion. There is a suggestion that instead of progressing through the Gandhian way of education, we have actually gone back. I should say that we have not gone back but as a matter of fact we are going ahead.

'Learning through action' is the best principle of education and has been accepted all over. Mahatmaji's concept had this principle as its keel. A lead in spreading this gospel of education was taken by the Wardha Shikshan Samiti under the inspiring guidance of Dr. Zakir Husain (now the Vice-President of the Indian Union). Dr. Husain was ably supported by Dr. Bhagwat, Acharya Vinoba Bhave, Kaka Kalelkar, Acharya Narendra Deva, Smt. Ashadevi and many a contemporary stalwarts in the field of education.

However, unfortunately, the basic ingredients of the education could not be imbibed by the teachers to whom it was given to execute this scheme. The education departments in the States were also not sufficiently enthusiastic about the scheme.

The words 'basic craft' (the medium through which basic education is imparted) has meaning only in a particular society—a society in which there is negation of competition based on hatred, jealousy, craze for fame and the longing for power and pelf.

Then, the logical question arises, who is responsible for the situation in which basic education could not be successful to an

* Appendix II.

adequate degree? According to me, the teachers, the schools, the educational officers or the education department are not responsible. Because, basic education needed a particular social structure as envisaged in the preceding paragraph and none of the individuals or institutions mentioned here could be expected to be social reformers.

Since Gandhiji left us, it is 15 years now. The main idea behind basic education was to rejuvenate the crafts in the villages and make them viable economically. However, due to the industrialization that has gone on during this period, it seems sometimes that the villages themselves no more need these crafts.

Another point: as Vinoba says, "The taught should not feel that he is being taught;" and this was precisely the vision given to teachers trained for basic education. Acharya Bhagwat calls the same as 'education through outings'.

While considering the subject of primary education, it is essential to give a thought to the values accepted by pre-primary education. Before coming to a primary school, the child is with its teachers in a pre-primary institution for a period ranging from 2 to 5 years. These are the years when the all-round growth of the child is being accomplished at a very fast rate. With the idea of helping utmost this natural growth of the child, the Panandikar Committee gave a base of purposive thinking to the Department of Education in 1957.

I must also mention here that during the days of the late Balasaheb Kher, the Physical Training College at Kandivali was started. The curriculum of this college promotes the physical and intellectual development of the child and the study courses are almost flawless in this regard.

I strongly believe that the values of education which Gandhiji cherished and the method he laid down sprang from his utmost regard for the progress of education and there is hardly anything wrong in the principles as such. Nevertheless, I feel that before clearly appreciating Gandhiji's purposes and thoughts, the education system was hastily introduced. I would even say that neither the teacher on the spot, nor the training colleges, nor the officials, had really grasped Gandhiji's objectives. Mahatmaji himself had hardly any time to elaborate them. Before they could spread in

society, the Second World War broke out and the fight for independence threw to a rear background everything else.

At the root of basic education through Craft, Gandhiji had a great ideal. He wanted to bring about radical social reformation. The inequality, injustice, Himsa, and selfishness in the present society were a bane. Naturally, he wanted to change the social order completely. He wanted to form a society, which, on the background of our history, would be based on equality, justice, Ahimsa and co-existence. This is evident from his writings and utterances.

Secondary Education

The seminar next discussed the subject of secondary education. The discussions were initiated by Shri K. L. Chandavarkar.

We have condensed our group discussions in a few questions given in the paper* prepared by us. These pertain to, the scope of Basic Education, its 'modus operandi', a review of its achievements over the last two decades and the necessity for its modification, if any.

Since we have set forth the answers to these questions at considerable length, I shall not again deal here with those points. However, we find after a careful study of the new syllabus for secondary education which was introduced in 1955 in all standards upto and including Standard X and also of the revised syllabus of the Secondary School Leaving Certificate Examination, that the influence of the principle of basic education prevails practically at every stage and in every aspect.

The new syllabus provides for the teaching of music, shorthand and typewriting and also of house-craft, tailoring and cutting, handspinning and handweaving, radio service, work, typography, woodwork technology and furniture design and estimating.

What we need today is a change in our own outlook. I believe, with a change in outlook and in the angle of vision, with a willingness to leave the old, outmoded ways of classroom teaching, and with a faith and a will to succeed, even teachers and heads of secondary schools in cities and towns can successfully implement the aspects of basic education which have been men-

* Appendix III.

tioned by us, namely self-help, love of work and contacts with life situations which are the essence of the Gandhian background.

From what I have seen of the actual working of basic education, I am sure that basic education can be tried with full belief that it can be and will be a success.

After the submission of the initial statements by the three group leaders, the Chairman called upon other members of the Seminar to participate in a general discussion. Smt. Yamunabai Hirlekar observed that she would confine her observations to pre-primary education. She said: "My right to speak here is in the capacity as a mother who has great interest in the pre-primary education. I feel we are not paying the attention we should to pre-primary education and it is receiving a sort of a step-motherly treatment. As we all know, the age upto 6 years of a child is very critical from the point of view of its education and development—of good habits and thoughts.

The most important point today is the neglect of pre-primary schools and I want to draw the Government's attention to it. Unfortunately, the Government is concentrating attention on primary education on the plea that this is in itself a great task.

Principal K. C. Vyas: I am going to confine myself to some of the points I have mentioned in my note* which is already in the hands of the members. As pointed out there, modern educational theory believes that education can best be imparted through activities. By nature, a child is active and learns through activities and experiments. Having known this, what should be our approach to the child? We must select creative and purposeful activities to nurse this learning instinct of the child. For instance, it would be very helpful educationally if the pre-primary schools could provide useful creative activities such as serving at the dinner table, helping to manufacture some drinks, or making in the kitchen some small items like puris etc.

Coming to the primary age group, I would state that this group is big enough to do more creative work and useful activities; Gandhiji did not confine himself to one particular activity for educating the child. According to him, any activity with an educational potential was worth while.

* Appendix IV.

Logically, therefore, this education at the primary level through basic education will centre round many useful activities that will be different for rural and urban areas. Because, besides being educational, the selected activities had to be conditioned by the environment and the surrounding of the child.

Based on this review, if we can work out in detail the number of creative activities for the child in pre-primary and primary stages and relate them to his/her educational requirement, it will serve a great educational purpose and evolve a new educational method and philosophy which will be helpful to modern India which is throbbing with activities in all fields of life.

Shri Vajubhai Patel: At this stage, I want to lay stress on a few points only, some of which I have mentioned in my note.* Excepting a few traditionally minded educationists, the majority have accepted the basic education philosophy. I say this from personal knowledge. However, doubts have been raised about the satisfactory implementation at certain places, more so in urban areas. Since we are meeting under the Bombay Branch of the Gandhi Smarak Nidhi and since, as the Chairman of the Nidhi has said that it is expected of us to confine our discussions to Maharashtra region only, we should examine the defects as far as they concern us.

The second point I want to stress at this initial stage of discussion is that the Basic Education Review Committee of Maharashtra Government has recently published its findings and there it has observed that the working of basic education institutions is not satisfactory from the philosophical point of view as well as the practical point of view. Therefore, it behoves us to examine in detail and suggest ways and means to improve the working of basic education institutions from pre-primary to primary teacher's college and then to graduates' basic training institute. The GBTC is the top institute that is expected to attend to the work of training teachers for all. So, I wish this Seminar devotes its attention to finding out ways and means to improve the basic education institutions.

Chairman (Shri Shantilal Shah): During her speech, Mrs. Hirlekar suggested to have control over the 'wild growth' of pre-primary schools. But how does she think this can be

* Appendix V.

brought about? Is it suggested that grants should be given to only the good institutions? If so, a suitable system will have to be worked out. Or legislation will have to be brought in making regulations for the running of pre-primary schools. In either case, there will be a series of administrative and financial problems.

The same problem we face today in the case of coaching classes. I would suggest that it may be possible to have a non-official organisation wherein some educationists and parents with a status would grant a sort of a recognition. It is not always necessary that only the Government should give recognition. Such a non-official body, I agree, may take a long time—even 25 years to build up its reputation. Breach of the standards laid down by such a body may not invite any penalty, but the non-recognition by the body with such prestige itself will serve as a check. Somehow I have a feeling that too much of Government control in education is not healthy.

Prof. Kamat: We had the pleasure of hearing Shri Dadasaheb Rege who has expounded more or less what will be called the philosophy of basic education. I will confine myself to the paper that has been circulated. The first point that I would like to make out is that primary education for most of the children is the first stage of education, so far as the Constitution of India is concerned. In the Constitution (Directive Principles) it has been laid down that there will be free and compulsory education from the age of 6 to 14 for all. This objective was expected to be fulfilled by 1960 but due to financial limitations we could not fulfil the scheme even upto the age of 11 years and it will take us some more years to attain that stage. I say that primary education is the most important education, although I do not want to belittle the importance of pre-primary education. But we must not forget the basic problem and that is that we have to pass on these babies from primary schools to secondary schools.

To me the principal function of primary education appears to be the integrated development of the child and preparation for citizens of the world of tomorrow.

Shri Shantilal Shah: Taking cue from Prof. Kamath's speech here, I would like to put some questions. Would it be enough for standards I and II if some sort of an activity (like climbing a tree) is included, calling it a craft or something? Later

on, if it is suggested that other crafts would be included, by whom would they be taught—by the same teacher or will different teachers be required? For instance, if there are 100 students and 5 crafts are to be taught, will there be 5 teachers and if so, how will they be financed? Again, will there be examinations or will there not be any? If there are no examinations, what happens if the parents and children neglect these crafts?

Shri Desnavi: Sir, I was interested in your suggestion. I would extend this and inquire whether it is at all necessary to teach a craft up to the IV standard only. In a recent paper Shri J. P. Naik has pointed out that what we call proficiency in a craft does not necessarily come when we teach it from the first standard; more correct it would be to teach it from the V Standard. He suggests that up to the VI Standard, education should be through activity, as suggested by you a few minutes ago.

Shri Vajubhai Patel: The questions that I have raised here are more of a practical nature. I am interested in having not one or two but many basic schools in Bombay. I would call the attention of the seminar to the resolution passed some years back by the Bombay Municipal Corporation. The resolution says that in Bombay we cannot have basic education at any level and strangely enough, the Government of Maharashtra has accepted basic education as a policy with the exception of Bombay.

We are having many multi-purpose schools in Bombay and many of us believe that a multi-purpose school is a form of post basic activity. Since that is so, we should also consider in what way these multi-purpose schools are extension of the basic schools. Another problem is that, had we any post-basic schools in Bombay, the children coming out of those schools would not have got admission in any of the colleges in the city.

Prof. Ram Joshi: When we consider the possibility of basic education at the secondary level, I feel sometimes we tend to overlook the nature of secondary education and its purpose. I submit that education becomes more diversified at the secondary level both from the point of view of the number of subjects the students are required to study and the content of those subjects is much more diversified and less closely related to one another. Therefore, the curriculum at the secondary level, is based on this necessity is not a basic question for us here although an important

one. We are here primarily discussing the academic aspect of education and I should say that finance is the special worry for you as the Education Minister. The main problem before us then, is the problem of coordinating the crafts. The secondary education presents this particular defect because the purpose of the education is not merely to bring about the personality of the child through giving the child an opportunity of self-expression through a craft but the question is of developing the intellectual faculty of the child. At each subsequent stage, it is still difficult to correlate the craft to the course.

Every subject in a secondary school has a history of its own; it has good logic of its own. This can be done by using appropriate education media such as demonstrations, audio-visual aids, laboratory tests, for simplifying a subject. Ways and means can be and are always found to supplement class-room teaching. I, therefore, would like a serious examination on our part of the utility of craft education at the secondary level. I believe there is a historical reason by which the confusion has remained. Probably, Gandhiji had in mind an agrarian community. The highly technical society in which we live today was nowhere to be seen in India a few decades back. This, therefore, is the main defect in our attempt to extend basic education to a secondary level and once we accept that, a craft concept is exposed to utter inadequacy. This does not in any way minimise the gains of basic education or its revolutionary character. With each stage of education, its purpose becomes more complex. I, therefore, would suggest a more detailed study be undertaken first from an academic point of view and then from the financial point of view.

Prof. Kulkarni: The whole question of basic education has been under consideration for the last 25 years. Whatever name we give it we must say that education must come nearer to the child. Today, we have accepted industrialisation as our social philosophy. Therefore, our agriculture and industry have to go together.

Therefore, we have not to confine ourselves to the letter of basic education. Perhaps, today Gandhiji might have reconsidered the whole theme of basic education. If extended to secondary stage, it will not be a craft education alone, but it will encompass other education. Because it is the true education that

takes education nearer the society served and the society nearer the education.

Moreover, the question of teacher-taught ratio must be given consideration. Twenty-five to 30 students per teacher should be an ideal number. About finance, we cannot have better education at lower cost.

The S.S.C. Examination today does not give anything to the pupil. He has either to go to the colleges or to go in society again to learn through experiences.

Shri Shantilal Shah: The group should tomorrow consider the problem on these lines. Now in the changed society will it be possible to inculcate some new activities at the secondary stage such as repairing a bicycle or a stove?

Shri G. S. Divan: I want to make just one suggestion. When a common term is used in different meanings, the discussion does not become purposive. For instance, the term 'basic education'. The speakers so far have been attaching more than one meaning to it. Does 'basic education' mean only education through craft alone? It may also be of some importance to know the meaning in which Gandhiji used this term some time back. The suggestion is that alongside with the usual subjects, let us have a craft at the secondary education stage. Is that the meaning? We want to attach a craft so that the student will have his start in life. Another point I would like to emphasise is that one of the objects of basic education is that it must teach the dignity of labour. There is no doubt about it. But there is a point: Is it the true way of behaviour which is not current in society and which all the same we feel should be taught to the students? And what impact the teaching will have on the students when it is not being adhered to by the elders?

Shri Desnavi: I think any discussion of the problem of basic education would be incomplete unless we consider the circumstances under which the scheme came into being. This is not the place to go into details but I cannot help recalling some salient features. When Gandhiji talked of basic education there was a certain climate and it was of a foreign government not interested in our education; it was also a climate of bookish education. We had an education far divorced from any relation with the needs. There was also contempt for manual work. Gandhiji had before

him the uninterested foreign government and a vast mass of people to be educated. It is against this background that he gave a solution to most of the problems in the form of basic education. He thought that the scheme would enable pupils to reach a standard of matriculation minus English. The point that we are discussing is that whether we can continue with the basic education scheme in its original form or in some modified form?

Principal Airen: My one question is whether there would at this seminar be a talk on the Gandhian philosophy of education?

Shri Rawle (Principal—Training College): As a man actually connected with basic education in Bombay, I have a few observations to make. There are three main things about basic education: (i) select some basic crafts: at present there are three such selected crafts (a) spinning and weaving, (b) agriculture and (c) wood work; (ii) principle of correlation is the second feature; and (iii) a programme of community living.

There are a number of activities in which the idea of community living is stressed on the minds of students. Why are there defects in the basic education? Because, (a) basic education is limited to the above-stated three crafts. This deficiency could be made up by including more crafts; also other activities connected with the life of the child could be included. (b) There is a lot of insistence on the principle of correlation at present and as such, we cannot impart any knowledge without some correlation with the basic craft. The artificial correlation should go and natural correlation should take its place. Thus, if we widen the field of basic education from the pre-primary to the primary as well as secondary level we would not have much to complain about against the tenets of basic education as such.

Groups

This concluded the general discussions. The Chairman then laid down lines for the next day's discussions. He formed three groups (pre-primary, primary and secondary) for the facility of discussions and the invitees were allotted to the groups according to their individual choice. It was decided that each group should prepare a gist of its discussions in the morning by about 12-00 noon. The notes would form the blue-print for discussion at the open session in the afternoon.

The three groups consisted of the following:

(A)

Pre-Primary Level

1. Shri S. N. Namle (Leader of the Group)
2. Dr. W. Airan
3. Kumari Yashu Mehta
4. Smt. Diana M. Ezekiel
5. Shri Murlidhar Ghate.

(B)

Primary Level

1. Shri S.D. Rege (Leader of the Group)
2. Shri V.B. Kamath
3. Smt. Kulsum Sayani
4. Dr. M.S. Rege
5. Shri K.N. Barmeda
6. Shri P.M. Ravale
7. Smt. Nanavaty
8. Smt. Bhagwat
9. Smt. Shevade
10. Smt. Desai
11. Shri Quayum
12. Shri L.S. Rawle
13. Shri Ghate
14. Shri V.S. Gajendragadkar (Secretary)

(C)

Secondary Level

1. Shri G.L. Chandavarkar (Leader of the Group)
2. Shri Vaikunthbhai Mehta
3. Shri S.S. Desnavi

4. Dr. K.C. Vyas
5. Dr. N.R. Parasnis
6. Shri G.S. Diwan
7. Shri M.P. Shah
8. Kumari A. Dastoor
9. Smt. Y. Hirlekar
10. Shri R.T. Kulkarni
11. Shri Ram Joshi
12. Dr. Usha Mehta
13. Smt. Leelaben Patel
14. Kumari M. Munim
15. Kumari M. Irani
16. Smt. S. Shukla
17. Shri S.S. Navare
18. Shri Ganapati Shankarbhai Desai
19. Smt. Ketaki Balsari
20. Shri Vajubhai Patel
21. Shri R.C. Kher.

PART II

DISCUSSIONS

The groups met in the morning on 18th August under the chairmanship of their respective group leaders. They concluded their deliberations at 12 noon.

The reports of the three groups are reproduced in Appendix VI*.

The seminar reassembled in the afternoon for discussion of the reports of the groups with Shri Shantilal H. Shah in the Chair. He called upon Shri G.L. Chandavarkar, the leader of the group on secondary education to present his report.

In doing so, Shri Chandavarkar said: "I refer the members to the last para of our report beginning with, 'The group strongly recommends that.'" and ending with, ".a few selected secondary schools in Bombay'."

In essence, there can be no craft after Standard VII. From Standard VIII onwards, the subject should be completely academic. However, I would like to mention that during the group discussions the persons who supported one view or the other were not very much dogmatic."

Smt. Yamunabai Hirlekar: There is one point I have dealt with in my note** which I would like to emphasise here and that is that secondary education should be a terminal education, it should be an end of that field of education in that the student passing S.S.C. should be able to enter life directly. Hence, secondary education should be a stage which would enable the student to earn his living. Therefore, I would suggest that there should be bifurcation (from basic education) at the level of VIII Standard. Hence, the secondary education should embody vocations such as technical training, fine arts and the like. After the standard VIII, the student should be given theoretical or practical training for at least four years. If he chooses some industrial subject, he should be able to devote some time to it every day, say in a workshop or a running factory. At the end of this period, there should

* Appendix VI, A, B, C.

** Appendix VII.

be an examination that should certify his mastery over the theoretical as well as the practical side. This would prevent a large number of failures at the level of Matriculation as at present.

Shri Shantilal Shah: Smt. Hirlekar's point was that secondary education be a terminal point. I would like to know something more about it. Should these boys be automatically admitted to the Universities or should the Universities have a separate entrance examinations?

Shri Airon: This is a very interesting point. The S.S.C. Examination should be a semi-terminal point in the education of the student. It should continue to give the student a cultural background which should be useful to him in either case i.e. of further education or of entering life. At the moment, the student is not very sure as to what he is being trained to do by the time he has gone through the S.S.C. Examination. He cultivates an attitude that goes with him all along. He leaves himself to a matter of chance thereafter. I may recall here the case of a boy who was otherwise very brilliant and yet could not pass the Intermediate (Science) Examination, as he had to do some mathematics compulsorily at that stage. When asked by me he said, "Sir, if after the intermediate I want to go to medicine. Why have I to get through mathematics at this stage?"

Shri M. M. Kalia: I had a feeling yesterday when I left the seminar that Gandhiji's teachings have been misinterpreted and we are drifting away from them. When Bapuji gave us the 'Naye Talim' had he only Greater Bombay before him? I doubt very much. Gandhiji's view has always taken the entire picture of the country.

Leaving Bombay alone, I believe that for a large part of the country, Gandhiji's concepts of basic education still hold good. I wonder if we are not doing disservice to the country by circulating these reports now before us? I am afraid, we as theologians are misinterpreting the prophet.

Shri Shah: This seminar is primarily invited for Greater Bombay and the Gandhi Smarak Nidhi, Bombay, has clearly said so right in the beginning.

Now, if any theologian has distorted what a prophet has said,

I should say that it has been done by all theologians to all prophets (laughter).

I now suggest that the report prepared by the secondary education group be recorded. I further suggest that the last paragraph which Shri Chandavarkar read out should be sent to the Gandhi Smarak Nidhi, Bombay, with a request to constitute a Committee to take further action.

The Chairman then called upon Shri Namle to present his report on pre-primary education. Shri Namle said "I think our recommendations have been clear enough but a few things about the last recommendation which points out a very serious thing for Bombay at present. The Corporation of Bombay has limited the age group (for the purpose of admission in the primary school) to 4.9 years without any thought for the needs and nature of education which could be suitable to that age. The result is, the child in Bombay is expected to do at 4.9 years the same amount of work which an average English child does at 7 years, aided by facilities far superior to our own. We can imagine the extra strain that is being put on our tender children. I do not know the reason of this and my friends may throw some lights. I visited some of the schools where 50 to 60 children flock together in one class.

We had a long discussion whether the board controlling and guiding the activities of the pre-primary education should be an official or non-official and we came to the conclusion that as the field of pre-primary education is new, if this board is on a non-official level, it may not be effective. We, therefore, propose a board with 3 official members and 9 non-official members. The next question is who will issue the certificates to the pre-primary schools? At present, the Department of Education certifies and recommends the schools. As I suggested yesterday, the academic work of the Inspectorate should be left to a high and qualified official.

I pointed out in the opening remarks that Gandhiji's concept of basic education was universal. So I thought that the members have already accepted that pre-primary education is already basic.

Shri K. C. Vyas (Pre-primary): Another important question is how pre-primary education should be imparted at as low a cost

as possible? Many in India will not be able to afford pre-primary education that is costly. I had expected the group to devote attention to this point as well.

One more point is: our methods of approaching the child are not very clear. If we are specific about it, that will help us.

Principal Airan: I have not had direct contact with pre-primary education at any time. However, I feel that the interest of parents needs to be developed in pre-primary education. One of the ways to do this is to issue a little brochure challenging the parents, which the parents can read at times when they are obliged to wait, for instance at the railway platforms or at the hair dressing halls. These brochures should be couched in simple language and style and should be published in all the languages spoken within the region such as, English, Hindi, Marathi and Gujarati. We must stop criticising the government every now and then and start criticising ourselves.

Shri Shantilal Shah: Principal Airan's suggestion is an excellent one. However, I would request him to write a separate letter to the Bombay Branch of the Bombay Smarak Nidhi, since it does not, come under 'basic education'.

Shri Vajubhai Patel referring to the primary group observed: "On Page 4, Item No. 9 the words are (The teachers may bear in mind..... perhaps the teacher's share is greater in this regard'. I would like to know why?

It was decided that the words referred to be dropped.

Shri Desnavi: Page 3, Item No. 7 the word 'co-existence' sounds a bit big to me.

Shri Shantilal: It is used in the non-political sense.

Shri Desnavi: Page 4—'truth and non-violence'—I would like to be enlightened about it.

Shri Shantilal Shah: Let us not argue at this stage about the implications of concepts such as truth and non-violence.

Principal Airan: In the U.S. or U.K., many schools do not give religious education, but allow the respective groups to take children during school hours to give religious education. To facilitate this, the Churches around the schools provide their halls. If it is to be adopted here, there is the danger that some political

parties may construct halls to be made available to children. So, the solution I suggest (to overcome the shortage of halls, parks for children) is that the teachers should be with the children on such occasions rather than leaving them to those who would give religious education.

Shri Shantilal Shah: If this suggestion were to be adopted there will only be an additional school hour for the children.

The discussions on the reports ended at this stage. The Chairman then requested those among members of the seminar who were not educationists to offer remarks. In response to his request, Shri B.N. Gokhale (retired Justice, Maharashtra High Court), offered the following observations: "I am speaking neither as a teacher nor even as a parent. But although, not a parent of children, I have been a guardian of scores of parents! Speaking presently so far as the pre-primary education is concerned, I would not advise the State Government to interfere at this stage. Our society itself has changed considerably. The joint family is almost breaking up. Many women have now taken up employment and as a result several new problems have arisen. The growth of pre-primary schools is not mainly due to the desire of those who conduct to get money out of it. But it is the result of a desire on the part of the family to see that the children are taken care of. Hence, I would say that we should look upon the present state of affairs in the field of pre-primary education with sympathy rather than with suspicion.

This leads me to another point which I would wish the teachers to ponder over. I have myself contacted a number of schools with at least three of which I am closely associated. I notice on the part of teachers an unwillingness to get closely contacted with the parents as such. If I make a suggestion that there should be a parent/teachers' association to make constructive suggestions, I find that there is an unwillingness on the part of the teachers to do this. It may be that sometimes parents create difficulties in such institutions. To avoid this, I suggested that the teachers should take the father or the mother of the best boy and the father or the mother of the weakest boy as both are greatly interested in the education. I believe it is for teachers to find out if something cannot be done. That leads me to a further point of some importance.

Although we have adopted secularism as our creed, I find that even second-rate associations based on religion or caste get support from society, so much so that they own even buildings but there is no inclination on the part of the parents to come together for controlling and guiding educational institutions.

The womens' organisations so far as our cities are concerned, have not hitherto paid any active attention to this subject of education that should be so dear to their hearts. They should exercise a sort of control over our educational institutions.

Shri Shantilal Shah in his concluding address observed:

"I must say that I am really happy over the valuable discussions we have had so far. When the idea was first suggested I had my doubts about the seminar's utility, but the friends assembled here have made it into a great success by taking a good deal of interest in the deliberations.

There are no two opinions on the suggestion that our educational facilities should be greater, there should be more trained teachers and that they should have improved grades. But the difficulties in this regard are administrative and financial. There may be something like a Parkinson's law. When education extends quantitatively it depreciates in quality; when it expands qualitatively, it may, likewise go down quantitatively.

It rather pains me to state here that our teachers today are not attempting to create an educational atmosphere. Pay scales will come as soon as we can afford them. There is no doubt about it. It has struck me, for sometime past how it was that the late Tilak and Gokhale both thought of starting schools? Because, they must have thought that education was paramount for nation building.

Equally painful is the apathy of many parents towards the schooling of their children some of them do not know in which class their child is learning. One father once complained to me that when he went to a school to check whether his child had gone to school that day, the school authorities told him that his son was not in that particular school, which means, the father did not know even the school in which his child was going!

So, the basic idea is that parents must take more interest in the education of their children. Womens' organisations in Bom-

bay should organize mothers to take more interest in the schools where their children are studying. I would request Smt. Yamunabai Hirlekar to try in this direction.

My last suggestion is that greater responsibility should be shared by parents in the field of education.

I must say in conclusion that at least for me it was a very educative experience."

Shri D. K. Kunte then proposed a vote of thanks. He particularly thanked the President for his keen interest in the proceedings. It has, in a way, been a source of encouragement to the Bombay Branch of the Gandhi Smarak Nidhi. When we thought of the seminar first, we were not quite sure how far it would be successful but the interest and the enthusiasm shown by all of you has demonstrated that there is a keen desire for progress on lines indicated by Gandhiji years ago. The suggestion that has been made by Principal Airan is really a valuable one. I have personally made a note of it and I assure friends that we shall do something to implement it.

PART III

APPENDIX I

CONCERNING PRE-PRIMARY EDUCATION IN THE STATE OF MAHARASHTRA

(A working paper on the present outstanding problems)

SHRI S. N. NAMLE

The object of this paper is to take a review of the Government's policy in the field of pre-primary education and discuss some of the serious problems it has raised since Independence.

Private efforts in this field of education date back in the second decade of this century and this region has the proud privilege of pioneering the cause of pre-primary education in our country against all odds under the foreign rule. This lead is still maintained in spite of the discouraging attitude of government.

A story of utter negligence

Prior to 1947 the pre-primary school was recognised as a 'special school' and was given a grant-in-aid to the extent of 25% of the total expenditure admissible under the general grant-in-code for schools and colleges.

In the year 1949, the then Government of Bombay appointed a committee for the first time to examine the working conditions of pre-primary institutions and to recommend to the Government the measures to be adopted for their improvement.

This committee without going deeper into the special needs, nature and the objects of pre-primary institutions advised the Government to raise the rate of grant-in-aid from 25% to 40% on the total admissible expenditure according to the general grant-in-code rules which were made for institutions other than pre-primary schools. But even this misleading gesture on the part of the Government proved very short lived.

In the year 1950-51 the rate of grant-in-aid was brought down to 37½% in the name of financial stringency. Within a year or two it was further reduced 25%. In the beginning such grants

were given to all schools irrespective of the monthly tuition fees they charged. Later on this 25% of grant-in-aid was given to schools charging fees not exceeding Rs. 2/- per month.

The needs of general schools and the pre-primary schools have a different footing. The teacher-pupil ratio in a general school is 1:40 as minimum. In a pre-primary school it can not be more than 1:20. The pre-primary school is essentially a play activity school and as such it requires bigger space play material and special play equipment. The general grant-in-code had no provisions to match the needs of the pre-primary school. Hence the grant-in-aid calculations which are done as per provisions of general grant-in-code work out only 8.2% of the total expenditure incurred by schools.

The ever discouraging role of Government

We quote here a few figures from the Government reports to tell their own story.

Year	Total expenditure incurred by the pre-primary schools	Govt. Grant-in-aid paid
	Rs.	Rs.
1952-53	7,38,075	28,828
1953-54	7,83,799	20,200
1954-55	8,19,233	13,766

Wild growth of unrecognised schools

This step-motherly attitude as revealed in the figures quoted above on the part of Government towards pre-primary education proved very damaging to the cause of pre-primary education. It is during this period that there was a wild growth of unregistered pre-primary schools, for want of proper control and guidance on the part of Government the business elements in the field of preprimary education establishments" or "The Primary schools for young children" (as the Naik Committee calls it) in the name of Pre-Primary schools. The number of such schools is overwhelming now. Such schools are situated in any type of available room in which children are dumped to the extent of any number available. They are just packed in the rooms and are made to learn three Rs.

Appointment of Panandikar Committee

In June 1957 Pre-Primary Education Committee under the Chairmanship of Smt. S. Panandikar was set up to go into the problems of this field and to recommend to the Government the steps to be taken to improve the working of Pre-Primary schools as well as the pre-primary training institutions. It interviewed a number of experienced workers and educationists in the field and prepared its report by the end of year 1957-58. The revised syllabus proposed by this Committee was immediately given effect from 1958-59 but the other recommendations regarding the rules for grant-in-aid effecting the financial policy of the Government were referred to another Committee appointed under the Chairmanship of Shri J.P. Naik. This Committee was asked to offer its comments regarding the extent to which Govt. should take direct responsibility for pre-primary education and also the question of the financial assistance to private schools in the field. The report of this Committee was also submitted to Government by the end of 1958.

Period of political unrest

It is true that the period from 1956-57 to 1959-60 was a period of political restlessness. In this period of four years the boundary of the State was redrawn twice. Ultimately in the month of May 1960 the parts of Maharashtra and Gujarat were separated to form two new states. Since then the activity for reconstruction and new constructions is going on ceaselessly. The sudden attack on our frontiers by the Chinese gave additional impetus to these processes of reconstruction, but the field of Pre-Primary education has remained entirely unaffected. It seems that we are not yet convinced that the child of today is the adult of to-morrow. That it is the human capital which must be protected right from the start.

We are prepared to spend large sums of money on treatment and the rehabilitation of the young delinquents. Some one has said "If half the money spent on services on cure and treatment (maintenance of jails, remand houses, probation hostels etc.) could be diverted to preventive measures like clinics, Health Centres and pre-school services, we would surely save the other half of our "future defence".

Recommendations of Naik Committee

Both the Panandikar and the Naik Committee inspite of their differences on the financial matters, unanimously feel that Government has not given a fair deal to the field of pre-primary education. We quote here a few lines from the report of the Naik Committee.

“The need and importance of Pre-Primary Education is now universally recognized. To go on repeating the old dogma that state should not assume any responsibility in pre-primary education until its responsibilities for Primary Education are adequately provided for has no MEANING AT PRESENT TIME”.

Core of Recommendations

We think that the core of all the recommendations made by both the Committees is its suggestion regarding the constitution of the State Board of Pre-Primary Education. The proposed powers and functions of the State Board as mentioned in Naik Committee's Report are as under:

- (a) To recommend the revision of the syllabus of pre-primary training institutions and schools when necessary and frame the rules, for conducting examination and recommend books for study.
- (b) to recommend rules for inspection of Pre-Primary training institutions.
- (c) To recommend rules for grant-in-aid to Pre-Primary Schools and training institutions.
- (d) To organise and conduct examinations for Pre-Primary teachers in accordance with the rules sanctioned by Government from time to time.
- (e) To consider equivalence of other Pre-Primary Certificates or Diplomas.
- (f) To study from time to time the conditions and requirements of Pre-Primary Schools and the Training Institutions.
- (g) To prepare books for the guidance of Pre-Primary teachers and pre-primary trainees.
We would like to add to this list the following:—
- (h) To prepare books and literature for guidance of general public especially parents and guardians.

Composition of the Board

It shall have 12 members including one member-Secretary duly qualified in Pre-Primary Education, a full time class II Officer attached to the Office of the Director of Education and to the Office of the State Board of Pre-Primary Education. Out of the 12 members of the Board there will be 3 officials including the Member-Secretary. Other nine members shall be from the non-officials including 3 Principals each one of the Pre-Primary, Primary and the Secondary Teachers Training College, one member representing the State Board of Primary Education, and five educationists especially interested in the problem.

We would like to amend as under:—"Five educationists including one representative each from the department of Psychology, Sociology and Medicine from the Universities".

The need for such permanent responsible body devoted to the specific task is most desirable. As we have seen above, that there is nobody in the department of Education to respond with responsibility to the problems of this field. The Director is guided by the rules made by his predecessors as a temporary measure to meet the emergency in the then chaotic conditions. These obsolete rules followed by the untrained hands of inspecting officers have become a headache to the school teachers and the institutions all over the State.

Different views on the Rates of Grant-in-aid

The Panandikar Committee has recommended a special grant-in-aid code for Pre-Primary Schools. We feel that it is necessary under the present special circumstances for the guidance of the inspecting officers. It should be prepared with all the possible details of the provisions for Pre-Schools in different situations. The Naik Committee regards that when funds are limited, it is a moral responsibility of the State to see that they are spent in assisting the poorest sections of the society. This Committee therefore does not agree to accept the recommendation of the Panandikar Committee which has recommended to pay all Pre-Primary schools charging all inclusive fees Rs. 4/- or less per pupil, a grant-in-aid to the tune of $33\frac{1}{8}\%$ of their total admissible expenditure.

The argument of the Naik Committee against this proposal is that a person who can afford to pay Rs. 4/- per child per mensem for education of his child must belong to that class of Society which cannot claim any help from the State revenues. The Committee therefore asserts that the existing rule that no grant-in-aid should be given to a pre-Primary School which charges a tuition fee of Rs. 2/- or more per month, is sound and should be continued. The grant-in-aid proposed is 25% for the eligible schools in Urban areas and 33½% for schools conducted for orphans, for children of the Backward Communities or for children of persons whose income from all sources does not exceed Rs. 100/- per month. Pre-Primary schools in Rural areas should be generally assisted at the rate of 50% of their admissible expenditure and in the case of Pre-Primary Schools for the Adivasis, the rate of grant may be raised to 90%.

One more point of disagreement between the Naik and the Panandikar Committee is about the grant-in-aid to be paid towards the expenditure on tiffin or the refreshments given to children. The Naik Committee thinks that we have not reached a stage of financial development which would enable the state to take such a responsibility of providing for the expenditure on tiffin.

The Panandikar Committee has recommended to pay 33% of the deficit if any, on this tiffin account. The grant-in-aids proposed by the Panandikar Committee are on proportional basis. The Naik Committee feels that the system of salary grant is more suited to the needs of private enterprise.

In our opinion there is more agreement than disagreement between the recommendations of these two Committees. Except for the few modifications in the rate of payment of grants both the committees are unanimous in their recommendations on all other matters. To us the so-called difference in their proposals for grant-in-aid is not so much the difference that is going to lessen the financial responsibility of the Government. Both the reports at present are under the active consideration of our Government of Maharashtra. Fortunately the present condition of the state Emergency is gradually being eased and we think that our Government is also thinking of long term planning together with it its attention on the matters of emergency. We therefore feel that the considered view of this Seminar may prove

helpful to the Government in forming its new policy towards primary school education. We hold that the proposals for Grant-in-aid is a very important matter and that it must be scrutinised thoroughly.

Scrutiny of Proposal

Granting for a while that all the reasoning offered by the Naik Committee in support of the present rule that no grants for pre-primary schools charging more than Rs. 2/-, as tuition fees per child per month is correct, must we therefore close our eyes to the fact that this rule is in force in the state for more than ten years? We do not understand why the Committee has closed its eyes to the devastating and demoralising effects of this rule on the development of this stage of education inspite of the peoples' enthusiasm and the sound initiation provided by the pioneers of this movement.

Our contention in this respect is that this rule is mainly at the root of the uncontrolled growth of unrecognised institutions which have not only destandardised Pre-Primary Education but also disturbed the work of some good institutions in the State.

The Naik Committee attributes the phenomenal rise of such schools to the changing socio-economic conditions of the Urban areas in which it has become cheaper to send children to Pre-Primary schools than to maintain a servant to look after the child at home. The Committee has also referred to the point that parents are under the false impressions that by sending their children to Pre-Primary Schools they give their children earlier start in formal education. The Committee complains that the unrecognised schools are more like "Primary Schools for very young children" rather than the Pre-Primary Schools as such. It says that such schools employ untrained teachers and that they evade recognition by the Department firstly because "it teaches nothing and secondly because it teaches too much." The Committee also discussed this problem of uncontrolled growth in details with a number of witnesses who suggested that the department should introduce a system of licences or take powers to compel the closure of such unhealthy institutions.

The Committee felt that in the infant democracy such as we have in our country, a power of this type is more likely to be mis-

used and they would not recommend adoption of any sort of compulsion at this stage. Therefore it advises that "the evil should be met through proper educative propaganda among the Public."

Our comments on the subject are as under:—

(1) Unrecognised schools not only employ untrained teachers but they also exploit both trained and untrained teachers by paying them very meagre salary.

(2) Such schools are also exploiting the Urban parents who are compelled to send their children to such schools not because "it is cheaper to send their children" but it is a necessity caused on account of the difficult housing problems of Urban Life. For majority of the Urban families it is not a choice between the servant and the school but it is a compulsion which they really can not afford to avoid.

(3) Such schools are causing a great harm to children's health by creating most unhygienic conditions for them by dumping them in small residential rooms. We are many times made aware of the cruelty done to animals. The cruelty done to the children in co-operation with parents is much more a serious affair to be taken note of by the Society and the Government.

The obvious fact is that the rule in force regarding the grant-in-aid has proved completely ineffective to check the wild growth of such schools. The grant-in-aid given under the rule was not attractive at all for the schools in Urban areas.

Comparative Implications

With regard to the pupil teacher ratio, pay scales for teachers and peons, standards of space requirements of pre-school children the number of attendants, the requirements of educational equipment, both the Committees are in-complete agreement and hence it is not at all difficult to calculate the structure of receipts and payments of schools aided under two schemes of those committees. The following tables will enable us to visualise the financial implications of the two schemes.

Implications of following tables

Under the Naik scheme if an organisation or a person wants to start a pre-school in Urban area and get it registered he will

Estimate of Expenditure for a pre-primary School of 60 children per month

Head of account	Urban Areas Under Panandikar scheme	Under Naik scheme	Rural Areas under P. Scheme	Under N. Scheme
1. Salaries of two teachers	200.00	200.00	200.00	200.00
2. Servants salaries (two servants)	120.00	120.00	120.00	120.00
3. House Rent (Estimate)	90.00	90.00	60.00	60.00
4. Contingency	30.00	30.00	20.00	20.00
Total expenditure	440.00	440.00	400.00	400.00

Estimates of receipts for a pre-primary school of 60 children per month

1. Tuition fees	240.00 (at the rate of Rs. 4- all inclusive)	120.00 (at the rate of Rs. 3 all inclusive)	240.00	120.00
2. Grant-in-aid	146.00 (33½%)	110.00 (25%)	146.00	200.00
Total ..	386.00	220.00	386.00	320.00
Deficit to be met by the school	54.00	210.00	14.00	80.00
Deficit per annum	648.00	2520.00	168.00	960.00
Govt. contribution per annum as grant-in-aid.	1752.00	1352.00	1752.00	2400.00

have to find Rs. 2520 annually from some other source to maintain the school. His rural counter part will do the same thing and raise Rs. 960/- to meet the deficit. In both the situations to collect such amount every year cannot be a practical thing and hence the Naik Scheme cannot be an effective incentive for promoters to get their school registered.

The deficit involved under the Panandikar scheme may be within the limits of the promoters but to expect an average villager to pay Rs. 4 per child per month would too much and hence the present rule may be followed for rural areas with a modification to raise the grant-in-aid to 66%. In Urban areas the rule suggested by the Panandikar Committee appears to be very reasonable.

Grant-in-aid for Refreshments.

We cannot see eye to eye with the Naik Committees contention that at this stage no grant-in-aid should be given from the state revenues on the expenditure incurred on refreshments by the Pre-Primary schools. The principal involved in subsidising the nourishments to pupil is already being accepted in some states. The need for applying it to pre-primary schools is much more so. Hence the proposal in the Panandikar scheme seems to be quite reasonable for the present.

As regards the recommendation of adopting the system of salary grants we agree with the Naik Committee in their contention that such a system is more suited to the needs of private enterprises than the system of proportional grants as suggested under the Panandikar Scheme.

Question of Lower Income Groups

So far we have discussed the recommendations for the average Urban and Rural schools. The question of children of low income groups (from Rs. 1200 to Rs. 1500) who have definitely better claims on the state revenues, remains to be considered.

The Panandikar Committee has proposed a flat rate of grant-in-aid to the extent of $33\frac{1}{3}\%$ to the school charging all inclusive fees of Rs. 4/-, while the Naik Committee has proposed a schedule of increasing rates of grant-in-aid to the schools working for the children of lower income groups. The schedule proposed is as under:—

(i) $33\frac{1}{3}\%$ for low income groups earning upto Rs. 100/- per month.

(ii) 99% for Pre-Schools for Adivasis.

These rates of grant-in-aid are not related to the schedule of tuition fees to be charged. They would serve only to encourage the managements rather than parents. We should take it for granted that the managements who are given that limit of Rs. 4/- and Rs. 2/- to make their school eligible for receiving grant-in-aid will charge the maximum possible fees as these are not related either to the schedule of fees or to the income of the parents.

If the expenditure of a minimum standard school is to be of the order of Rs. 440/- p.m. in Urban area and Rs. 400/- in the

Rural area, Government shall have to see that it is given sufficient grant-in-aid so that it would work efficiently.

According to the proposals of the Naik Committee the position of the schools will be as under:—

Receipts.	Urban Area (Low income group)	Tribal Area
Grants at 33 $\frac{1}{3}$ % Fees at the Rate of Rs. 2 p. m. 60 children.	Rs. 146.00	at 90% 360.00
	120.00	120.00
Total	266.00	480.00
Deficit or surplus per month.	174.00	surplus 80.00

It will be seen from these calculations that if the Naik Committee's proposal is accepted the Pre-Primary Schools in Urban areas will have to find Rs. 174/- p.m. i.e. Rs. 2,088 per annum. Similarly the Schools in tribal areas would make a profit of Rs. 80/- p.m. i.e. Rs. 960/- per annum. This position is definitely unbalanced and hence our proposals for the same are as under:—

1. The Primary Schools (serving the lower income groups in the Urban area) charging tuition fees upto Rs. 2/- should be given grant-in-aid to the extent of 66 $\frac{2}{3}$ % of the admissible expenditure incurred by the management.
2. The Pre-Primary Schools charging only 50 naye paise per month per child as tuition fees and working in the tribal areas should be aided to the extent of 90% of their admissible expenditure.

We present here a short summary of what we have said so far.

1. The system of salary grants should be adopted for giving the grant-in-aid.
2. In Urban areas there should be two rates for grant-in-aid. One for average Pre-Primary School charging Rs. 4/- as tuition fees per month per child. The other Pre-Primary Schools serving the lower income groups and charging Rs. 2/- as tuition fees per month per child.

The rates of the grant-in-aid for the first type should be 33 $\frac{1}{3}$ % and to the second type should be 66 $\frac{2}{3}$ % respectively.

3. In Rural areas there should be three rates for grant-in-aid. (i) For average Rural school charging Rs. 2/- as tuition fees per month. (ii) For Pre-Primary Schools (Rural areas) serving the lower income groups and charging Rs. 1.00 as tuition fees per child per month. (iii) For Pre-Primary Schools (in tribal areas) charging 50 naye paise per month per child.

The rates of grants should be 50%, $62\frac{2}{3}\%$ and 90% respectively of the admissible total expenditure incurred by the managements.

4. Within the limits of Rs. 2/- per month a grant-in-aid to the extent of $33\frac{1}{3}\%$ should be given on the actual deficit incurred by the management of all pre-primary schools.

As for other important recommendations listed below the Panandikar and the Naik Committees are unanimous and we also endorse it in toto.

- (i) Provision for special Inspectorate.
- (ii) Recognition to pre-primary teachers to teach in primary standard I and II.
- (iii) Conditions for granting recognition to new pre-primary training institutions.
- (iv) Applying the primary teachers pay scales and service conditions to pre-primary teachers.
- (v) Applying the secondary teachers pay scales and service conditions to the staff of training colleges.
- (vi) The rates of grant-in-aid to pre-primary training colleges and their practising schools.

APPENDIX II

PROBLEMS OF BASIC EDUCATION AT PRIMARY LEVEL

SHRI S. D. REGE

General Objectives

The general aims of Basic Education as envisaged by Gandhiji and interpreted by Basic Education Syllabi are in full accord with aims of education in general as advocated by eminent educational authorities all over the world. These aims relate to :—

- (1) Integrated Development of the child and
- (2) Preparation for Citizenship of the world of tomorrow.

Specific Objectives

- (1) To impart education through activities in order to increase the content of happiness in life.
- (2) To satisfy and develop the creative urge in the child.
- (3) To relate education to the child's life at every level.
- (4) To inculcate a sense of corporate living in the child.
- (5) To afford "education for leisure".
- (6) To explore activities crafts related to the child's life through which the desired type of education could be imparted.
- (7) To develop a sense of dignity of labour.

The Problem

How to introduce the fundamental aspects of the Gandhian approach into the present day class-room instruction in rural as well as urban areas in the face of the following problems and difficulties.

- (a) Paucity of competent teachers,
- (b) Crowded classes in urban areas in which individual attention is next to impossible,
- (c) The inevitability of Single Teacher schools in rural areas,
- (d) Shortage of accommodation for craft and physical activities,

- (e) Lack of adequate co-operation between the school and the community.
- (f) The extreme difficulty of finding a basic craft suitable to the whole pupil population in a given area.

Points to Ponder

In the light of the above difficulties the seminar may devote themselves to discussing the following questions:—

- (1) What aspects of Basic Education and Gandhian Philosophy could be incorporated in the Primary School Education?
- (2) What types of activities could be fruitfully organised? And at what level?
- (3) If a craft is finally selected as the basis of education, what should be its duration?
- (4) Should different crafts be introduced at different levels in primary education?
- (5) To what extent can a craft be naturally correlated to the different subjects curricular or co-curricular in the practical set up of the present day school environment including the prevailing standard of the teachers, specially taking into consideration the age and the capacity of the primary school children?
- (6) On the lines of the Basic approach, to what extent is it possible to ensure that the child is thoroughly prepared to enter secondary education to which primary education leads?
- (7) In view of the fact that all education is for citizenship in the community of today and tomorrow, what values should be specially aimed at, at the Primary level of instruction? How far is the Basic Education Approach effective in this respect?
- (8) How can Primary Education help to create and develop interests and hobbies in children so that they could keep themselves profitably engaged during their leisure hours?

- (9) What share in the child's well-being outside school hours can primary schools take in co-operation with the parents by establishing Bal Bhavans, Play-centres, Recreation Clubs, Art Clubs, Science Clubs, etc.?
- (10) To achieve the Basic Education objective what facilities and suggestions are compatible with the present day school needs?

ANNEXURE I

Crafts that can be adopted as the Basic Crafts:

- (1) Agricultural.
- (2) Spinning and Weaving.
- (3) Wood work.
- (4) Tailoring.
- (5) Needle work and Embroidery.
- (6) Bamboo work.
- (7) Cane work.
- (8) Home Science.
- (9) Paper work and Cardboard modelling.
- (10) Clay work.
- (11) Gardening.
- (12) Leather work.
- (13) Book-binding.
- (14) Repairs to household appliances such as switches, eyes and hooks, fitting glass in windows, wiring with flexible wire, polishing household furniture, white washing, keeping walls, plasters, etc. in repair, disposal of waste material in the house, fitting washers to taps.
- (15) Stove repairing.
- (16) Clock repairing.
- (17) Simple cycle repairing.
- (18) Soldering.
- (19) Coir work.

ANNEXURE II
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APPENDIX III

PROBLEMS OF BASIC EDUCATION

SHRI G. L. CHANDAVARKAR

The two propositions on which Mahatma Gandhi based his conception of the new scheme of education which, he was anxious, should replace the system which existed in the country (and which he described as "radically wrong from bottom to top") were:

"Primary education, extending over a period of 7 years or longer, and covering all the subjects upto the matriculation standard, except English, plus a vocation used as the vehicle for drawing out the minds of boys and girls in all departments of knowledge, should take the place of what passes today under the name of primary, middle and high school education.¹

"Such education, taken as a whole, can, must be self-supporting; in fact self-support is the acid of its reality."²

These two propositions make it clear that the type of education which, Gandhiji felt, was essential, covered not only what we call primary education but also secondary education.

Not primary stage only

It is necessary to note at the outset, that although during the last twenty-four years the scheme of education which became known as 'Basic Educaion', as propounded by Gandhiji, and further defined by the Zakir Husain Committee in its report and in the scheme prepared by it, is confined to primary education and to primary schools, Gandhiji wanted it to cover secondary education and the work of secondary schools as well. Indeed, when one takes into consideration the wholesome principle that, instead of dividing education into water-tight compartments like pre-primary education, primary education, secondary education and higher education, it should be looked upon and treated as a single whole and a continuous process proceeding from its early beginnings at the pre-primary level and flowing through the

1. *Harijan*, 2 October 1937.

2. See *ibid.*

channels of primary and secondary education towards the university level, one can easily understand why the scheme should be extended to secondary schools.

It is not difficult to understand and appreciate why Gandhiji did not include university or higher education in his scheme of what may rightly be called national education. Surely, it could not have been his intention to look upon university education as unnecessary although he must have looked upon it twentyfive years ago, even as many educationists do now, as a luxury. On the other hand, we have now reached a stage in the educational progress of the country where we find that children do not stop at the end of the fourth or even the seventh standard of the primary schools but most of them look upon the secondary school leaving certificate level (the old matriculation level) as a satisfactory and necessary rounding off of their education. For these reasons it is proper that when we think of or examine the scheme of education given to the nation by Gandhiji, we do so not only from the point of view of primary schools but also from that of the secondary schools.

Economic Aspect

By asserting that self-support is the acid test of the reality of the scheme, Gandhiji has claimed for it an economic aspect which he has stressed in no ambiguous terms. "But as a nation we are so backward in education," he wrote in the *Harijan* on 13 July 1937, "that we cannot hope to fulfil our obligations to the nation in this respect in a given time during this generation, if the programme is to depend on money."³ For this reason, he "made bold, even at the risk of losing all reputation for constructive ability to suggest that education should be self-supporting."^{3a} This suggestion is sound as an ideal to be cherished—even as an educational ideal. India is a poor country and, even today, after sixteen years of independence, our educational institutions do not get the financial support they need for making satisfactory progress.

Education is a non-productive department from the strictly economic point of view and, therefore, it is no wonder that

3. *Harijan*, 13 July 1937.

3a. See *ibid.*

our central government and state governments, in their anxiety to find more and more sources of income for industrial development and economic progress, should be equally anxious to cut down their expenditure wherever and to whatever extent they can. We often hear our politicians and statesmen telling us that nation-building departments like education should claim the most urgent attention of the administration, but when it means practising what they proclaim, it becomes a different story for they do not find sufficient money for education and its spread. It was for this reason that Gandhiji wanted education to be self-supporting and whenever he said so he had uppermost in his mind not the needs of the schools in cities and towns but the needs of schools in the villages and of rural education which was to be self-supporting if it was to be compulsory. According to him, a boy or girl, at the time of completing his or her education (at the age of 14 and/or after finishing a seven-year course) should be able to come out of school as an earning member of the family and of the community. "You impart education and simultaneously cut at the root of unemployment," he once told a critic.⁴ Acquisition of knowledge is a very limited aim of education and, in its wider sense, education is equipment for life.

Whatever the child needs to make its life as a grown-up person happy and fruitful, he should acquire it through education. When, therefore, Gandhiji insisted that education should have a craft as the vehicle for drawing out the minds of boys and girls in all departments of knowledge, and should also be self-supporting, he wanted (1) manual labour which would impart to the pupil physical strength and skill of hand, (2) a productive craft and (3) a capacity to sell what is produced and to collect a sufficient income to make the schools pay their expenses to be the inseparable features of that education. As regards the last feature, Gandhiji definitely suggested that the state should guarantee to take over the product of the work done by the pupils in schools.

This view found wholehearted support from the Zakir Husain Committee. This Committee, however, did not lose sight of the limitations and risks of the financial and productive aspects. It sounded a note of caution in clear terms and suggest-

4. *Harijan*, 18 September 1937.

ed that there should be a measurable check which should ensure thoroughness and efficiency in teaching and in the work of the pupils. The Zakir Husain Committee saw an obvious danger in the working of the scheme if the economic aspect was stressed at the sacrifice of the cultural and educational objectives.

The teaching of craft with which the economic aspect of the scheme is closely associated, has during the twenty-four years since it was first introduced, become the most controversial part of it and has been criticised for various reasons. The Basic Education Review Committee appointed by the Government of Maharashtra in 1961 under the chairmanship of Acharya S. R. Bhise has summed up the criticism directed against the teaching of craft in its report in the following words:

“Criticisms are of different types. But mainly an impression has grown that Basic Education is equivalent to learning the craft of spinning and weaving. There is a criticism against insistence on quota. Pupils have to sit in the school and also at home to complete the quota; and thus they do not get adequate time for the attainment of knowledge in the academic subjects. It has been found that this craft does not find place in the day-to-day life of the people around and that there is no continuation of craft in secondary education. Educationists are of the opinion that learning of the crafts is not profitably taken advantage of in correlating various subjects and hence the time spent on craft work is considered to be a waste.”⁵

Working of Scheme

The Government of Maharashtra has not been unaware of the criticism levelled against the scheme of Basic Education which was introduced in the old Bombay state in 1938 as an experiment in a few selected schools with the object of gradually extending it to all primary schools. Four compact areas were selected in the three linguistic divisions of the state for trying the experiment. One of these was in the Surat district; two in the districts of Satara and East Khandesh and one in the district of Dharwar. The total number of schools in these compact areas was 55—13 Gujarati schools, 20 Marathi schools, 16 Kannada schools

5. *Report of the Basic Education Review Committee, 1962, p. 14.*

and 6 Urdu schools. Some local authorities and private bodies also came forward to try the experiment. It is interesting to note how the State Government tried to meet the criticism, remove the defects and improve the working of the scheme from time to time. When the popular ministry returned to office in 1946, Government decided to give high priority to the expansion and improvement of Basic Education in the educational reorganization undertaken by it. Government declared that the future development of primary education should be on the pattern of Basic Education, and the conversion of all primary schools into basic schools became the goal of official policy. For this purpose, a comprehensive transitional programme for the universal adoption of Basic Education covering a period of about 10 to 15 years was formulated. The programme included the following measures:

(1) Organisation of craft schools which was defined as a half-way house between an ordinary primary school and a full-fledged basic school,

(2) Conversion of all training institutions for primary teachers to the basic pattern with a view to making the necessary number of trained teachers available for basic schools in as short a time as possible,

(3) Eliminating the difference between the curricula of primary and basic schools by gradual enrichment of the syllabus taught in the ordinary primary schools and the reform of the teaching methods employed in them. and

(4) Reducing the cost of basic schools so that they would become less costly to maintain than the ordinary primary schools; or, in the alternative, they would not at least become costlier than ordinary primary schools.⁶

As part of this programme,

(1) The first grade primary schools in the State, i.e., those primary schools which taught all the standards from standard I to standard VII were converted into craft schools as an experimental measure;

(2) The following crafts were approved for the purpose:
(a) kitchen-gardening, (b) spinning (cotton or wool) leading

6. *A Review of Education in Bombay State: 1855-1955*,

ral science was also closely related to the immediate environment of the child."

Secondary Education Commission's Views

In recent years the importance of the element of activity in all schools, including secondary schools, has been recognised, and this recognition found a prominent place in the report of the Secondary Education Commission appointed by the Government of India in 1952. "We must concentrate on increasing the productive or technical and vocational efficiency of our students." The Secondary Education Commission said, "This is not merely a matter of creating a new attitude to work—an attitude that implies an appreciation of the dignity of all work, however lowly, a realisation that self-fulfilment and national prosperity are only possible through work in which everyone must participate and a conviction that when our educated men take any piece of work in hand, they will try to complete it as efficiently and artistically as their powers will permit. The creation of this attitude must be the function of every teacher and it must find expression in every activity of the school".⁸

New Trends

It is high time all those interested in the progress of secondary education and who have to bear the responsibility for the growth of efficiency in our secondary schools, realised that they cannot remain satisfied with imparting mere academic or bookish education to their pupils. Let us, however, take note of the fact that it may not be, and is not, possible for all schools to arrange training in any one of the recognised crafts on account of difficulties such as want of sufficient accommodation, but the creation of the attitude which the Secondary Education Commission emphasised is possible even without the adoption of a regular craft. There are many activities in the daily routine of the school life and in the immediate surroundings which can provide enough work for the pupils and sufficient opportunities for establishing and maintaining contacts with the life outside the school.

Apart from these opportunities, we now have, as a result of the recommendations of the Secondary Education Commission, a

8. *Report of the Secondary Education Commission*, p. 27.

regular scheme of diversified courses which enable the pupils appearing for the S. S. C. Examination to take up and offer for the examination agricultural, technical, commercial and similar other courses. Even subjects like physiology and hygiene, physics and chemistry, botany and zoology, if they are taught and studied with living interest and a direct approach through the objects or functions which provide instruction in those subjects, can bring about direct contacts with life. On the other hand, crafts like spinning and weaving and even agriculture can be taught in a mechanical way, making the pupils learn certain theories and processes and carry out certain activities mechanically and without any interest in them. There should be sufficient stress on the why and wherefore of every process, on cooperative activity, on planning and on individual skill and efficiency, with this stress and with the realisation that that education is worth the name which, whatever the subject—even if it be mathematics or languages or history or geography or art—is capable of creating in the pupil a spirit of enquiry and curiosity and making him active through direct contacts with actual life situations, it is possible to introduce and successfully carry out a programme of basic education in schools.

A Few Questions

We have now reached a stage, in the course of our discussion, where we can ask a few questions and attempt to find answers to them.

Question No. 1: Is Basic Education to be confined only to the primary classes (standards I to IV or standards I to VII-) or can it be extended to the first three standards of the secondary school (standards to VII) and to the higher classes?

Question No. 2: Does Basic Education mean only craft-centred education, or does it mean something else or something else in addition to the teaching of a craft?

Question No. 3: How far has Basic Education, during its course of twenty-four years, stood the acid test of its reality which Gandhiji laid down, namely, self-support?

Question No. 4: If Basic Education cannot be tried in schools strictly on the lines laid down by Gandhiji or the Zakir

Husain Committee, can it be introduced and successfully conducted in a modified form?

Basic Education in Secondary Schools

Answer No. 1: In the opening paragraphs it has already been pointed out that Gandhiji's idea of the new scheme of national education, which later on became known as Basic Education, was "what passes today under the name of primary, middle and high school education, covering all the subjects upto the matriculation". It is, therefore, not necessary to make a fresh attempt to show that Basic Education, according to Gandhiji, was to be introduced in the secondary schools also. Apart from this fact, which by itself is sufficiently convincing, we have the testimony of the Education Department (of the old Bombay State) with its realisation that when the syllabus for primary schools (standards I to IV) was revised in 1947-48, and in the revised syllabus was included the course drafted by the Board of Basic Education which laid emphasis on cleanliness, civics, physiology, hygiene, community life etc., the changes brought about in the syllabus for standards I to IV necessitated the revision of the syllabus for standards V to VII. The essential features of the revised syllabus for these standards were stimulation of the powers of observation, independent thinking and arousing curiosity of pupils in their environment, and, of course, craft-work as a compulsory subject.⁹ The following objectives of craft-work enunciated by the Department of Education make it sufficiently clear that the principles and elements of Basic Education have found a place in the secondary schools also:

(1) To give necessary training in craft to every school-going child to be self-sufficient individually or collectively in the matter of one of the three fundamental needs of human beings—food, clothing and shelter.

(2) To give opportunities to children to learn the subjects of the curriculum incidentally through problems arising out of the life-crafts.

9. Introductory note by the Director of Education to the Revised syllabus for standards I to VII (Primary, Basic and Secondary Schools), 1953.

(3) To foster in children the care and precision necessary in life.

(4) To inculcate in children the virtues of self-help, service and co-operation and the habit of planning their work before actually undertaking it.¹⁰

In the syllabus for standards V, VI and VII the following crafts were included: (i) hand spinning and weaving, (ii) agriculture, (iii) tailoring, (iv) needlework and embroidery, (v) wood-work, (vi) music, and (vii) domestic science.

A careful study of the new syllabus which was introduced in June, 1955 in all standards upto and including standard X and also of the revised syllabus of the Secondary School Leaving Certificate Examination (from 1937) reveals the influence of the principle of Basic Education at practically every stage and practically on every aspect. In preparing the syllabus for standards VIII to X, Government had to take into consideration the necessity of making the syllabus for Primary and Secondary Schools *an organic whole*.¹¹ "According to the new syllabus provision was made for the teaching of music, shorthand and typewriting and also of house-craft, tailoring and cutting, handspinning and hand-weaving, radio service work, typography, wood-work technology and furniture design and estimating. The provision of all these subjects and many more of the same type in the revised syllabus of the S. S. C. Examination and of acceptance of the scheme of multi-purpose schools also points to the growing importance given to crafts and vocational subjects.

The principle underlying these new features is the same as that which forms the basis of the scheme of Basic Education. Indeed it was laid down by the Secondary Education Commission, "In the planning of the curricula at these (primary, upper or middle and secondary) successive stages including the primary there must be an organic continuity so that each stage will lead on to the next and there will be no abrupt break."¹² The Commission also recognised the necessity of bringing some of the

10. Revised syllabus for standards I to VII, 1953, p. 21 or 22.

11. Introductory Note to the Syllabus for Secondary Schools (Standards VIII to XI), 1956.

12. *Report of the Secondary Education Commission*, Pp. 31-32.

important principles of Basic Education into the educational life of all children of the age-group of 11 to 14. As the Commission suggests, there should be organic continuity at all the successive stages of the school education. The principle of Basic Education to be brought into the educational life of all the children upto the age of 14 cannot hence possibly be dropped after that stage is reached.

It is, therefore, necessary that we should accept the principles of Basic Education as an integral part of all secondary education but without excessive or rigid emphasis on a particular craft as the centre of all teaching.

Craft-Centred Education

Answer No. 2: The experience gained by educationists and teachers as a result of the working of Basic Education during the last twenty-four years has led many of them to the conclusion that Basic Education is something more than mere craft-centred education. It is, of course, necessary that there should be a craft, for, a craft alone will inculcate in the children love and dignity of manual labour which is so essential for good and sound education. "Modern educational thought is practically unanimous in commending the idea of educating children through some suitable form of productive work. This method is considered to be the most effective approach to the problem of providing an 'integral' all-sided education."¹³

There are, however, difficulties in making the craft the centre and starting point of all education. One of these difficulties and a very formidable one has already been referred to in the preceding paragraphs. It is the difficulty of finding effective correlation between the craft and the other subjects at all stages. Instead of insisting upon the craft as the centre of all teaching, it is sufficient to give it an important place in the school life. It is also possible, without making the craft the centre of all teaching, to inculcate in the pupils love of manual labour in various other ways. For instance, the pupils can be made by turns to do the routine work of cleaning the school premises and the compound, each school can run a small provision stores, the management of

13. *Zakir Husain Committee's Report* (Printed in "Educational Reconstruction"), Pp. 9-10.

which may be entrusted to the pupils; wherever a small plot of ground is available, kitchen gardening can be done. The school can establish a social service centre and the services of the pupils can be utilised as volunteers for the community.

Many educationists have come to look upon Basic Education as the scheme which gives education a human aspect. There is unanimity of opinion among all educationists that the school should be organised as a community with direct and intimate contact with the life of the community outside the school at all points. This principle of humanising and socialising the education in schools may, therefore, be accepted as the basis of national education which is only another name for Basic Education. Craft will and must remain an essential feature of this education. We should, however, take note of what the Zakir Husain Committee has clearly stated regarding the place of craft in education. It says:

“Firstly, the craft or productive work chosen should be rich in educative possibilities. It should find natural points of correlation with important human activities and interests, and should extend into the whole content of the school curriculum. Later, in the report, in making our recommendations on the choice of basic crafts we have given special attention to this point, and we would urge all who are in any way concerned with this scheme to bear this important consideration in mind. The object of this new educational scheme is NOT primarily the production of craftsmen able to practise some craft ‘mechanically’ but rather the exploitation for educative purposes of the resources implicit in craft work.”¹⁴

Self-Supporting Aspect

Answer No. 3: The self-supporting aspect of Basic Education may be regarded as its ultimate goal. It should once again be noted that Mahatma Gandhi in this connection suggested that the state should guarantee to take over the product of the work done by the pupils in school. According to him every school can be made self-supporting, if the state guarantees to take over what is produced by its pupils. The views of the Zakir Husain Committee on this question are very clear and ought to give the neces-

14. *Zakir Hussain Committee's Report* (Printed in *Educational Reconstruction*).

sary guidance to all those who are inclined to accept the self-supporting aspect rigidly and literally. "Even if it is not self-supporting in any sense", the Zakir Husain Committee says, "it (the scheme of Basic Education) should be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction. It is fortunate, however, that this good education will also incidentally cover the major portion of its running expenses".¹⁵ The last sentence expresses the Committee's robust faith in the self-supporting aspect of the scheme and those who accept the scheme should also accept this faith which emphasises the point that the scheme will become self-supporting in the long run if not in the immediate future.

Scheme in a Modified Form

Answer No. 4: Even those who have complete faith in the usefulness of the scheme of Basic Education and its importance as the only effective scheme of education, find it difficult to deny the fact that, in its actual application and in the process of experimentation which it has undergone during the last twenty-four years, the scheme has had and will have to be modified if it is to yield lasting and good results. The Bhise Committee appointed by the Government of Maharashtra in November, 1961 observed, "Government of Maharashtra is keen on continuing the policy of Basic Education. However, Government is aware that there is dissatisfaction among the people and educationists also about some aspects of the scheme, and is also aware of some defects and difficulties in the execution and administration of the scheme".¹⁶

The Bhise Committee, in the course of its tour and observations, found that "even at the primary level teaching through correlation is not satisfactory", although the committee did come across notable exceptions like the Sri Chandulal Nanavaty Kanya Vinaya Mandir, Vile Parle, where as the Committee noted with satisfaction, the scheme of teaching through correlation is unique. While endorsing the Bhise Committee's recommendation that C. N. Kanya Vinaya Mandir, Vile Parle, can be a source of inspiration for those who would like to adopt the methods of correlation

15. *Zakir Hussain Committee's Report* (Printed in Educational Reconstruction).

16. *Report of the Basic Education Review Committee, 1962, p. 2.*

at the high school stage, we may also note that it may not be possible for all schools to adopt it as effectively as a few schools like the Nanavati Kanya Vinaya Mandir has been able to do. It is, therefore, necessary that the principle of correlation should be confined only to such stages and subjects as can naturally lead on to it. The twin principle of activity and direct contact with life have been recognised as the essential features of all education and they have come to stay. We, therefore, urge that without making a fetish of the aspect of correlation or of the self-supporting aspect (both of which should be accepted as sound educational aspects) efforts should be made to introduce them as naturally and effectively as possible and that the introduction of the principles of activity and direct contact with life in the work of secondary schools should be taken up as an immediate measure, bearing in mind that the outcome of their introduction will necessarily be inculcation of self-help, love of work, spirit of service, and of course, improved physical and even mental health. With a change in outlook and in the angle of vision, with a willingness to leave the old, outmoded ways of classroom teaching, and with a faith and a will to succeed, even teachers and heads of secondary schools in cities and towns can successfully implement the aspects of Basic Education which have been mentioned above, namely, self-help, love of work and contacts with life situations which are the essence of the Gandhian background.

APPENDIX IV

BASIC EDUCATION

Implications of Philosophy of Basic Education for Pre-Primary Stage

PRINCIPAL K. C. VYAS

Modern Educational Theory believes that education can best be imparted through activities. Child by nature is active and learns very many things by itself through activities and experiments from its very birth. The purpose and objective of pre-primary education is to provide the child with purposeful activity so that the child could develop his different organic capacities.

These activities for the child were provided by the society and the peer groups belonging to the same age by playing together in villages. These activities for the Pre-Primary were unconsciously provided purposeful activities in home, to the mother, father by receiving guests, by doing some errands and also in helping in some of the very minor family duties. But the approach to these activities was never scientific or conscious both on the part of the parents and the society.

(1) The Basic education which believes very strongly in educating the child through creative purposeful activity could play a very important part for the pre-primary child. Instead of providing him as it is done today, in the montessory, infant and nursery school, by apparatus to develop his various capacities, it would be better if the pre-primary schools could provide useful creative activities such as serving the dinner table, helping to manufacture some drinks, or making in the kitchen some small items like puris etc. Children also can manufacture some useful items from paper and cloth materials. In this respect the child will not only be getting activity but also will get a joy of creating something useful. Such activities should therefore provide and create good basis for helping the child to do some manual work in form of washing dishes, clothes, keeping things tidy. This will develop in him, self confidence, love for work and stimulate his intellect and his active nature which will help him to prepare himself for the Education he will get in the Primary Stage.

(2) Age group of the Primary children is sufficiently big enough to do more creative work and useful activities. Gandhiji did not confine himself to one particular activity for educating the child. He said that any activity which has educational potential is worth while for educating the child.

Secondly, he wanted that all the activities should be done in a scientific manner so that the child knows why and wherefore of all that he does. There is nothing dogmatic about anything that the basic education supports and therefore, all activities done in a scientific manner with scientific attitude, they have educational value for the child.

It is necessary, therefore, that under the Primary age group the activities for educating the child should be selected and should not be confined to one or two activities because one or two activities may not have all the educational potentialities in giving the child an all round education.

This education at the primary level through basic education will be centred round many useful activities. These activities will differ in rural areas and urban areas. For the educational activities selected they should not only have educational potentiality but the activities should be those that are familiar and interesting to the environment and the surrounding of the child. Therefore, the activities will differ in the mofussil and rural areas. Along with these the method of approach to education will also differ. There will be more group work activities. There will be more projects and the units for learning will be worked out through various activities suggested by the child, the teacher and the environment.

Further, the curriculum will also be such that would be evolved out of the necessities for the education of the child in that particular area, along with the basic tools of learning viz. reading writing and arithmetic.

The primary teachers training Colleges will have therefore, to work on different views of training their teachers. They will have to prepare the teachers for planning activities and some dynamic methods. But more important thing that the Primary Teachers will have to imbibe or learn is to co-relate the activities

with imparting of knowledge. In other words, he will have to explain the Scientific Process of all the activities undertaken during the educational period.

For this the Primary teachers will have good background of academic study as well as experience in working out the projects on the very methods that are followed in Progressive Advanced countries of the world. But we have a special advantage in that, we under basic education would be taking up activities which will give scope for creative work to the child as well as fulfil his creative impulse.

In this way if we can work out in detail the number of creative activities for the child in pre-primary and primary stages and relate them to his/her educational requirement, it will serve a great educational purpose and evolve a new educational method and philosophy which will be helpful to modern India which is throbbing with activities in all fields of life.

APPENDIX V

BASIC EDUCATION AT SECONDARY LEVEL

SHRI VAJUBHAI PATEL

Introduction

All intelligent educators and educationists have lauded the intrinsic worth of the concept of Basic Education. Excepting a few traditionally minded academicians, none has challenged the usefulness of the ideology. It has been hailed as a system of good and progressive education.

But educators and others have raised doubts against certain aspects of the philosophy viz. the idea of making craft self supporting, the difficulty in organising craft education, the concept of correlation etc.

In spite of these few limitations of the Basic Education ideology, by and large the system has been acclaimed as the ideal one for drawing out all that is best in the mind and body of pupils, young and adults both. The system has often been explained in terms of education for life through life or education for building right citizenship and character or still better education for training in democratic living.

In a seminar like this, I think it is not necessary to discuss any more the fundamentals or the principles of Basic Education, simply because they have been at various time clarified and educators have accepted them. Fortunately today, there is no organised body of thought which opposes the basic truth of those principles. Nor do we any more find people evaluating Basic Education in terms of craft centred education in rural areas alone. When Educators think of Basic Education to-day, they no longer think of it in terms of primary education alone or of craft-centred or of education for rural children alone. It has been more or less accepted as an all-pervading system applicable to education at all levels and for pupils of rural as well as Urban areas anywhere in India or elsewhere in the world.

This being the situation, it would be more profitable if the Seminar devotes more of its time on how to organise school life around the ideology of Basic Education. Much of the criticism against the system of Basic Education springs from the present day

practice of the same in the actual school life rather than against the concept as such. If the system has failed, as people say and even its best advocates admit, it is because the work in the Basic schools or institutions is not found intelligently organised and hence not satisfactory. The Basic Education Evaluation Committee by the Ministry of Education, Government of India, as well as the Basic Education Review Committee of the Maharashtra Government have dwelt upon their reports on this unsatisfactory nature of the work of Basic Institutions.

Therefore fundamental problem of Basic Education to-day is how to organise the school life based on its principles, sound as they are. It is a rock on which the ship of the Basic Education has foundered and therefore needs rescue. Let us therefore usefully devote our time to discuss and find out how to best organise school life with Basic Education as its fundamental faith.

The problem:—Organising school life on the lines of Basic Education at Secondary level.

Points to be Discussed at Seminar

1. Is it possible at the Secondary level to adopt correlated teaching instead of instruction in isolated subjects?
2. What are the specific directions through which emphasis on health, hygiene and safai in the day to day school life can be given?
3. How can we successfully translate into actual day to day life the importance of self-help and community living?
4. What practical programme of activities can we suggest to make school a community centre or to give social purpose education?
5. With the diversified scheme of courses, is it now possible to transform the traditional type of school into a basic type of school?
6. Can we successfully introduce a useful craft as a compulsory subject in the present syllabus upto the S.S.C. Class?
7. If Basic Education can not be in schools strictly on the lines laid down by Gandhiji or the Sekir Hussain Committee, can it be introduced and successfully conducted in a modified form? What is it?

APPENDIX VI(A)
RECOMMENDATIONS OF THE WORKING GROUP ON
BASIC EDUCATION
(Pre-primary Level)

The group for Pre-primary education met under the Chairmanship of Shri S. N. Namle. The following members participated in the discussion:—

- (1) Shri S. N. Namle
- (2) Dr. W. Airan
- (3) Miss Yashu Mehta
- (4) Mrs. Diana M. Ezekiel
- (5) Shri Murlidhar Ghate

The Chairman explained the background of the proposals he made in his paper and one by one the points were discussed. Mr. Airan of Wilson College made very valuable contributions in finalising the proposals on behalf of the group.

The proposals of the group are as under:—

We believe that the root cause of all the ailments in the field of pre-primary education is the lack of adequate attention and inability of appropriate machinery.

We realise that our Government is under constitutional obligation to find all the money which is required for the expansion and improvement of primary education and that there is no such obligation in respect of pre-primary education and yet we feel strongly that in the interest of Primary education our Government must come forward to share more responsibility for the cause of pre-primary education.

We believe that the main serious problem of pre-primary education is wild growth of substandard pre-primary institutions. We also feel that our Government which is partly responsible for the uncontrolled growth of such institutions has a moral obligation to do something to set right the things immediately.

We therefore strongly endorse all the recommendations made unanimously by the Panandikar and the Naik Committees, in their reports to our Government namely:—

1. The establishment of a State Board of Pre-Primary Education for the control and development of pre-primary education in the state as a whole.
2. The provision of a trained special Inspectorate for pre-primary education.
3. The provision of Recognition to pre-primary teachers to teach in Primary Standard I and II.
4. Application of pay scales and service conditions of primary teachers to the pre-primary teachers.
5. Application of pay scales and service condition of the Secondary Teachers to the teachers of pre-primary training colleges.
6. Application of the grant-in-aid rules of Basic Primary Training colleges and their practising schools to the pre-primary teachers training colleges and their practising schools.

As regards the institution of special grant-in-aid Code for pre-primary schools the above mentioned committees have differed in their recommendations.

The considered opinion of this group is that the rate of grant-in-aid given today and which endorsed by the Naik Committee is very unrealistic. We feel that it is mainly responsible for the uncontrolled growth of pre-primary schools. The recommendations made by the Panandikar Committee in this behalf are based on reasonable needs of such institutions in urban rural areas. We also endorse the view of the Naik Committee to provide more grant-in-aid for the schools of backward and under privileged communities.

The group also discussed the age limit set up by the Bombay Corporation for admission to the Primary Schools while lowering the age of admission to 4.9.

It was brought to the notice of the group that the Bombay Municipal Corporation has lowered the age for admission to Primary School from 6 to 4 years 9 months.

The group notices in this move a willingness on the part of the Corporation to extend its concern to children who normally come within the Pre-primary sphere, and it hopes that eventually

it will take even greater responsibilities by extending its help to the whole of Pre-primary stage. But the present action of the Corporation has raised a serious educational issue. While permitting children under 6 years of age to join the primary school, no thought has been given to the needs of that age-group since they are expected now to learn what they could have normally done after a couple of years. We therefore recommend that the Corporation modify the courses to suit this age groups.

In the general discussion on the above recommendation Dr. W. Airan said that in the field of Education Government effort alone, is not enough unless it is supported well by the people especially the parents. And he therefore requested Gandhi Smarak Nidhi as follow-up work after the seminar to set up a permanent organisation to prepare, publish and distribute handy literature with a view to guide and educate the parents on the problems of Pre-primary education. The undesirable growth of pre-primary institutions can be kept in check if we could create healthy public opinion. This suggestion was approved unanimously by the Seminar.

APPENDIX VI(B)

RECOMMENDATIONS OF THE WORKING GROUP ON BASIC EDUCATION

(Primary Level)

1. *Aspects of Basic Education and Gandhian Philosophy that could be incorporated in the Primary School Education.*

Basic Education:

- (1) It is possible to introduce a large number of simple crafts as hobbies in the lower standards (I-IV).
- (2) The pursuit of *at least* one craft can be made compulsory at the higher stage (standards V-VII).
- (3) Only such correlation of the craft or hobby and of the academic subjects should be attempted as is natural. Subjects such as Social Studies, Science, Arithmetic etc. can be correlated.
- (4) It is thus possible to let the children feel the joy of creation.

Gandhian Philosophy:

- (1) Community Living.
- (2) Truth, Justice, Equality, Love.
- (3) Co-operation and Co-existence.
- (4) Simple Living and High Thinking.
- (5) Eradication of competitive life, and invidious comparisons.
- (6) Dignity of Labour.
- (7) Mental, Physical, Spiritual Education.

2. *Types of Activities at different levels.*

(a) Standards I-IV.

- (I) (1) Drawing (2) Paper Work (3) Clay Modelling (4) Gardening (5) Sewing (6) Safai (7) Students' Parliament (8) Observation, Visits and Excursions (9) Celebrations of Important Days (10) Sports Meets (11) Hobbies.
- (II) Stamp collection, Collection of Pictures, Coins, Labels, Geological Specimens etc.; Making working models of Engines, Plans, Ships, Trains, Windmills etc.

(b) Standards V-VII.

The following list is suggested as being suitable for standards V-VII.

(1) Drawing (2) Card-board Modelling (3) Clay Modelling (4) Gardening (5) Bamboo, Cane etc. work (6) Book Binding (7) Straw-Weaving (8) Sewing (9) Spinning Weaving (10) Rope Making (11) Coir Work (12) Pottery (13) Home Science (14) Minor Repairs to household appliances such as stoves, flat irons, switches, bulb holders, water tap washers, locks, eyes and hooks etc.; Repairing lanterns, umbrellas, flash batteries, fountain pens, leaking taps, pipes, leaking roofs, broken hinges, glazing windows, washing and cleaning pots and pans, floors, table-tops, household clothing, curtains, bed-covers; white washing the walls, polishing door handles, sign boards, vases, wooden furniture; shoe-blackening, making paper lanterns, festoons, garlands.

3. *Craft and its duration.*

- (1) There should be no craft for standards I-IV. There should be only hobbies and activities.
- (2) The craft adopted may be taught for three years from standards V to VII.

4. *Crafts at Higher Primary Level.*

There should not be more than one main craft at the higher primary level in the same school.

5. *Correlation and its extent.*

Overstrained and spurious correlation is positively harmful as it encourages loose thinking.

6. *On the lines of Basic approach whether the child is thoroughly prepared to enter the Secondary Education.*

- (1) The so-called Basic schools have not been fully successful in this respect.
- (2) This is fairly possible if suggestions made herein are carried out.

7. *Values to be aimed at for citizenship in the community of to-day and tomorrow.*

- (1) Co-existence (2) Community Living (3) Equality (4) Truth and Non-Violence (5) Humanity (6) Importance of Diligence (7) Dignity of Labour (8) Humility.

8. *How can Primary Education help the pupils to keep themselves profitably engaged during their leisure hours?*

The Basic System of Education affords great opportunities to use leisure hours effectively and usefully, especially because Basic Education has a direct bearing on life and hence life outside the school is linked up through the Basic Pattern with school Education.

9. *The share of Primary Schools in co-operation with parents in the child's well-being outside school hours.*

The teacher may bear in mind that they share equally with the parents, the Primary responsibility of the Child's total physical and mental welfare.

(1) There should be children's corners Bal Bhavans, Play centres, Recreation clubs, Art clubs etc.; but these should be managed and conducted by the community. Teachers shall come in only as members of the community. The schools need not directly undertake the responsibility of the administration of these centres.

(2) Co-operation of voluntary organisations like women's Association etc. in cities may be found fruitful.

10. *Suggestions to achieve the Basic Education objective.*

(1) The community should make available to the school quadrangles, play-grounds, gardens, open-spaces; and halls and buildings.

(2) The community should make gifts to the school of the tools, gadgets, machines, and implements connected with the different hobbies and pursuits to be encouraged in schools.

(3) The skilled workers and artisans in the community should establish personal contact with the school children and should extend to them the benefit of their rich experience and talent.

(4) The schools should be regarded as natural centres of all Community and Government functions as far as possible.

(5) Frequent visits, for the purpose of appreciation of the good work the school may be doing, should be paid to the schools by the leaders of the community, the Gov-

ernment Officers, the important visitors to the locality (the V.I.P.s).

The school should be given a position of honour in the Community.

- (6) All primary schools may be run on the lines indicated above.

11. *Other suggestions to make Primary Education fruitful.*

I. Paucity of Competent Teachers.

- (1) Only trained teachers should be appointed.
- (2) The minimum qualification for admission to training institutions may be raised.
- (3) The number of training colleges should be multiplied.
- (4) The standard of these colleges should be raised.
- (5) There should be well-organised Refresher Courses every five years. It is good to explore the possibility of linking up such training with the efficiency bar.
- (6) The existing pay scales should be suitably upgraded in order to attract proper talent.

II. Crowded classes:—

- (1) The number of primary schools should be multiplied.
- (2) When inevitable, shift system may be adopted.
- (3) The hours of actual instruction may be cut down, especially in standards I and II, so that the same number of teachers would be able to teach twice the optimum number of pupils in normal classes.

III. Single Teacher School:—

Wherever there are more than two standards to be taught, at least two teachers should be appointed. In no case should a teacher be entrusted with three or more standards at a time.

IV. Shortage of accommodation for Physical Activities and Craft:—

- (1) In cities the Regional Transport Authority can render valuable service by closing some roads to all vehicular traffic for specified number of hours in the afternoon. The area of the road thus made safe can be used by the school for holding group activities, such as, P.T. drill, games; etc.

- (2) In rural areas local authorities or the people should make available to schools such pieces of land as can be used for games, drill, or craft work.
- V. Co-operation between the School and the Community:—
- (1) The following functions should be celebrated:—
- (a) Mother's Day or Matridin
 - (b) Father's Day or Pitridin
 - (c) Children's Day
 - (d) Pupils Day
 - (e) Spring Cleaning Day
 - (f) Planting Trees.
- (2) Clubs of teachers and parents may be established.
- (3) There should be School Advisory Boards consisting of parents and teachers.
- VI. Suitability of craft:—
- (1) A wide choice of hobbies and activities should be placed before children of the first four standards. A local craft that is found suitable to the largest number of pupils in standards V to VII should be made one of the compulsory subjects at that level.

Members of the Group (Primary Level)

- | | | |
|-----|--------------------------|-------------|
| 1. | Shri S.D. Rege | (Chairman) |
| 2. | Prof. V.B. Kamath | (Member) |
| 3. | Smt. Kulsum Sayani | " |
| 4. | Dr. M.S. Rege | " |
| 5. | Shri K.N. Barmeda | " |
| 6. | Shri P.M. Ravale | " |
| 7. | Smt. Nanavaty | " |
| 8. | Smt. Bhagwat | " |
| 9. | Smt. Shevade | " |
| 10. | Smt. Desai | " |
| 11. | Shri Quayum | " |
| 12. | Shri L.S. Rawle | " |
| 13. | Shri Ghate | " |
| 14. | Shri V.S. Gajendragadkar | (Secretary) |

APPENDIX VI(C)

REPORT ON WORKING GROUP ON

BASIC EDUCATION

(*Secondary Level*)

The Group which took up the topic of Educational Reconstruction at the secondary level in the light of the principles enunciated by Mahatma Gandhi consisted of the following ladies and gentlemen:—

1. Shri G. L. Chandavarkar (Leader of the Group)
2. Shri Vaikunthbhai Mehta
3. Shri S.S. Desnavi.
4. Shri K. C. Vyas.
5. Dr. N.R. Parasnis.
6. Shri G.S. Diwan.
7. Shri M.P. Shah.
8. Kumari A. Dastoor.
9. Smt. Y. Hirlekar.
10. Shri R.T. Kulkarni.
11. Shri Ram Joshi.
12. Dr. Usha Mehta.
13. Smt. Leelaben Patel.
14. Kumari M. Munim.
15. Kumari M. Irani.
16. Smt. S. Shukla.
17. Shri S.S. Navare.
18. Shri Ganpatishankarbhai N. Desai.
19. Smt Ketaki Balsari.
20. Shri Vajubhai Patel.
21. Shri R.C. Kher.

The group devoted more than an hour to the discussion of the fundamental aspects of the topic and then came to the general conclusion that—

“In the light of the principles of education enunciated by Gandhiji, the question of widening the content of secondary edu-

cation may be taken up. It may be accepted that secondary education may be oriented towards life by introducing—

- (i) acquisition of skills through crafts and/or occupations,
- (ii) programmes of community development,
- (iii) programmes by which school children can be associated with productive and other activities organised by the school,
- (iv) programmes which inculcate in students the dignity of labour and self-reliance.”

In the course of the discussion that preceded and followed the acceptance of the principles stated above, there was considerable diversity of views and opinions on the particular points of the nature and scope of the actual programme or programmes to be introduced in secondary schools to implement these principles. One of the views which was emphatically advocated and was supported by a few of the participants was that there should be no place for the teaching of craft in any form after standard VII of a secondary school. The other view which was put forward as an alternative was that some useful and productive craft should be introduced as a compulsory subject in standards VIII, IX and X with a view to instilling into the minds and attitudes of the pupils qualities of self-confidence, self-reliance and resourcefulness. The view which was put forward by this section regarding the selection of the craft as a compulsory subject was that should be based on the following criteria:—

- (1) The craft should be an adult occupation.
- (2) It should be rich in educational values.
- (3) It should yield goods having economic value.

It was also urged that the scope of the selection of the craft should be enlarged and should be as wide as possible. It may be one or the other of the following:—

- (1) Spinning or weaving of cotton or wool.
- (2) Kitchen-gardening leading to agriculture.
- (3) Paper-work leading to wood-work.
- (4) Home-craft.
- (5) Clay-work and Pottery.
- (6) Coir-work.
- (7) Bamboo and cane work.

- (8) Electric wiremanship.
- (9) Tailoring.
- (10) Book-binding.

It may be stated that some of those who were not in favour of having any craft beyond standard VII were inclined to accept the teaching of craft in standards VIII and above provided that it was altogether free from the obsession of correlation of the craft with the academic subjects:—

There was general agreement on the point of view that for giving the pupils opportunities for having direct contacts with life, there should be a minimum programme of activities in the daily life of the school like:—

- (1) Safai—Health, Hygiene and Physical fitness.
- (2) Kitchen gardening.
- (3) Community living.
- (4) Self-help practices.
- (5) Social work and Social service.
- (6) Co-operative activities.

The teaching of craft as a compulsory subject and the introduction of the minimum programme of activities in day to day life may and can be supplemented by introducing activities of a productive nature through the following branches:—

- (a) Hobby centres or workshops or such activities as science clubs in which activities which stimulate skill of fingers and give the pupils a capacity to repair things used in daily life with their own hands such as cycle repairs, stove repairs, repairs to electric appliances at home, and similar mechanical activities which will give them interest not only in repairing but also producing little things themselves.
- (b) Farms, poultry farms attached to schools wherever possible.

It was urged that due consideration should be given in organizing all the above activities to the question of having controlled numbers in classes and also to that of the financial requirements without which any new scheme based on the above recommendations would have little chance of yielding the desired results.

The group strongly recommends that in order that the Seminar may yield substantial results, a non-official agency in the form of a small permanent committee under the auspices of the Bombay Branch of the Gandhi Smarak Nidhi should be formed and should be charged with the task of contacting secondary schools in Bombay to explore the possibilities of implementing the recommendations. The group further recommends that, as speedily as possible, the scheme as envisaged above may be introduced as an experiment in a few selected secondary schools in Bombay.

APPENDIX VII

SECONDARY EDUCATION

SMT. YAMUNABAI HIRLEKAR

The former Matriculation or the present S.S.C. Examination was meant to serve the double purpose of marking the end of school education as well as assuring entrance to the university. But it has failed in fulfilling both these purposes.

It is not the end of the school education because it is a complete stage in itself, equipping the child to enter "life" with some professional ability which would enable him to earn his living as an enlightened and cultured citizen of the nation. The secondary education period must be extended by one or two years to achieve this purpose. It does not serve this purpose as entrance qualification to the university since it does not fulfil the prerequisites of entrance to the university by way of aptitude and ability to benefit by higher education.

The lower primary education (I-IV) is the absolute minimum basic and common knowledge required of all children. The upper primary or the lower secondary (V-VII) should have vocational bias while the higher secondary from (VIII-XI or XII) should be diversified, one branch definitely academical (traditional) leading to the university and the other branches vocational in the category technical, commercial, domestic economy, agricultural, fine arts and other types. In case the children choose the vocational branch, they should get theoretical instruction as well as practical training in business and industry with a certificate of completion after three to four years which should enable them to fill up intermediate course in the vast occupational field and make a decent living. This will be in conformity with Gandhiji's principle of activity and self help. Those who choose by inclination and ability the academical branch can enter the university and take professional education at the higher level and occupy higher posts in life. It is needless to say that trained personnel is required at different levels in the nation's economy. It also suits the different abilities and the different stages of maturity of the pupils.

Thus secondary education will have to be extended by at least one year so that the stage may be complete and mark the end of school education with its diversified curriculum on the vocational side or serve as an entrance to the university on the academical side.

This arrangement should automatically lead to fewer children opting for the university and the majority getting settled in their occupational life in good time.

No education worth the name can neglect the inculcation of discipline and moral and spiritual values among the pupils. This can be achieved by revolutionising the whole school atmosphere and exploiting every situation and incidence in school life to bring into prominence the moral aspect in dealing with the situation. It is not by formal instruction but by the way a situation is handled in daily happenings that moral and spiritual values should be inculcated.

Every teacher in every lesson in every subject should be able to find opportunities to demonstrate and indirectly emphasize the role of law and order even in nature and to realise the significance of a moral way of life.

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