

PART THREE
CURRICULAR AND CO-CURRICULAR PRACTICES

CHAPTER VII

CURRICULUM AND TEXT BOOKS

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CHAPTER VII
CURRICULUM AND TEXT BOOKS

The syllabus of Basic education does not exist to-day, but has to be evolved from day-to-day experience of work with children in the village schools..... These are the fundamental necessities round which we are trying to build up our syllabus - water, food, work, and play; and our four class rooms are the well, the kitchen, the workshop and the field. Our syllabus may be divided into these four main subjects: cleanliness, food, work and play.*

Smt. Ashadevi Aryanayakam

Social Goals and Curriculum:-

The above quotation speaks of principles of curriculum construction the ideal condition. It meant that the Basic curriculum should be built round the child and its physical and social environment. So, curriculum in Basic education was designed to be a list of child's experiences as the starting point. These experiences lead to the development of the total personality of the child, and certain desirable traits in it. Such a curriculum would reflect the social values and provides for the leisure time activities of the child, following the principles of variety and flexibility. In this process the unity and coherence of the human mind are respected.

The curriculum makers must have a clear idea of the social objectives on which the educational objectives are based. After levelling down the educational objectives to suit the Basic school child and its natural and social environment, the lists of items of knowledge, activities and experiences through which the same could be realised needs to be prepared.

* Smt. Ashadevi Aryanayakam, One Step Forward, (Proceedings of the First Nai Talim Conference), Sevagram: Hindustani Talimi Sangh, 1948. Pp.151-155.

In the countries where the objectives of primary education have been officially defined and embodied in a formal document, there is a lively awareness among teachers and administrators of their precise scope and implications and this awareness helps to give a more definite direction to educational development. It is therefore, desirable to issue a formal and official statement of objectives of primary education for the benefit of teachers and educational administrators. Such official declarations should be readily accessible to teacher training institutions and teachers.¹

It was alleged that the Government of Andhra Pradesh did not take any steps to define its social or educational objectives and so it was resulting in vagueness in the system of education itself and absence of any guidance to the teacher and the educational administrator. There might be some objectives for the present curriculum but since the same were obscure the teachers were following the text books more than the objectives themselves. The Inspectors, examiners and the parents were all placing the premium on the text books. Teachers must know how the curriculum was going to develop the physical, intellectual, scholastic, social, artistic, moral, spiritual powers of the child.²

Old Curricula:-

When the Basic education scheme was accepted as a national policy at the primary level, the Syllabi suggested by Dr. Zakir Hussain Committee, Hindustani Talimi Sangh or Government of India were prescribed, with minor modifications. But later the Government of Andhra Pradesh published a seven year integrated elementary school curriculum, applicable to both Basic and non-Basic schools in the gazett dated 2nd June 1960.

¹Resolution on Primary Education in Asia passed by the Regional Conference of National Commissions for UNESCO in Asia, Manila, 18th-23rd January 1960.

² Proceedings of the District Conference of Teachers, Medhavi, IV-III, March 1960. Pp.16-17.

The Hindustani Talimi Sangh syllabus was centred round the following areas. The practice of

1. clean and healthy living,
2. self-reliance,
3. a productive basic craft,
4. citizenship in a community,
5. recreational and cultural activities.

All the school subjects were correlated to the activities or experiences of work under the above areas. The state Government subsequently prescribed two syllabuses - one for the study of traditional subjects and another for craft work. The approved syllabus in the Telangana area contained the following subjects:

- | | |
|---------------------|--------------------|
| 1. Mother Tongue, | 2. Arithmetic, |
| 3. General Science, | 4. Social Studies, |
| 5. Hindi. | |

The craft syllabus consisted of the following items. Out of which one major craft and another minor craft were to be chosen by the students.

- | | |
|-----------------------------|-------------------------------|
| 1. Spinning and weaving, | 2. Gardening and Agriculture, |
| 3. Paper folding, | 4. Card Board modelling, |
| 5. Wood work, | 6. Metal work, |
| 7. Home craft consisting of | |
| a). Housewifery, | b). Cookery, |
| c). Laundry, | d). Needle work, |
| e). Domestic farming. | |

Areas of New Curriculum:-

More or less the same type of syllabus was in operation in the Andhra and Rayalaseema regions also, till the new

seven year integrated elementary education syllabus was published, operative with effect from the academic year 1959-60. The new syllabus was the product of a drafting committee but not a result of empirical experience, nor it had kept the new social order in view. It was a catalogue of lessons without mentioning their objectives. In this syllabus also a diluted and separate craft programmes was given. This would not help teaching knowledge through craft work. The new syllabus contained the following subjects:

- | | |
|---|---------------------|
| 1. Mother Tongue, | 2. Arithmetic, |
| 3. Elementary Science
and gardening, | 4. Social Studies, |
| 5. Music, | 6. Arts and Crafts, |
| 7. Physical Education,
(Drill). | |

English and Hindi languages started from Class III, in addition to the Mother Tongue. Facilities were provided for the study of Tamil, Kannada, Marathi, Hindi, Urdu, Oriya and Gujarati for children of the linguistic minorities especially in the border districts.³ Most of the states in India are following the three language formula - i.e. teaching of Mother Tongue, Hindi for children of non-Hindi areas and English. In Hindi areas the children are expected to study a modern Indian language other than Hindi, as second language. Children whose mother tongue is not Telugu or Hindi, had to study an additional language besides the 3 languages taught in the states.

³ Question time in the Legislative Council, Medhavi, III-X, October 1963. Pp.26-27.

The following table gives the position of the study of languages in the state at the Senior Basic level:

TABLE 70
POSITION OF LANGUAGE TEACHING
IN SENIOR BASIC SCHOOLS

(%)

Language	Schools where the language is taught as		
	First language	Second language	Medium of Instruction
1. Telugu	91.86	22.82	91.39
2. Urdu	6.11	-	6.83
3. Kannada	0.25	-	-
4. Marathi	1.02	-	1.19
5. Hindi	-	55.43	-
6. Tamil	0.76	-	0.30
7. Other languages, including English.	-	21.75	0.30

It was very natural that Telugu was studied by a big majority of students both as first language and medium of instruction as being the predominant language of the people of Andhra Pradesh. Hindi was studied as second language in a majority of the schools (55.43%). In a few English medium schools English was taught as a second language. Besides telugu, in a few school Urdu, Kannada, Marathi and Tamil were also studied as first language. The provision of teaching Urdu as first language seems to continue because of its being the state language in the Telangana area and also its being the mother tongue of Muslims. While Kannada, Marathi and Tamil languages are spoken in the states bordering, Andhra Pradesh.

Mother Tongue:-

In the teaching of languages care was taken to mention items of syllabus under oral, reading, writing and grammar. No where suggestions were given for correlation with the processes of craft work and this defect was found in the matter of all other subjects. Care was taken to mention the amount of vocabulary to be introduced at every grade level. Very few suggestions for the use of teaching aids were given. The items of syllabus at each grade level resemble closely the items of other grades. The purposes of teaching mother tongue appear to be to enable the child to acquire the ability to speak, read and write correctly. To achieve the required standard within the given time seems to be difficult, in the absence of developed methods of making the same a core curriculum.

Arithmetic:-

As far as the Arithmetic was concerned an elaborate detail of the problems involving all the mathematical processes was given, even though their relationship with the craft work was not established in the Basic way. Arithmetic could very easily be taught through the real situations arising out of the Basic craft and the problems in the community. If the child was able to apply his theoretical knowledge to practical problems in life and society, like buying and selling etc. the training should be considered a success. The syllabus provided some practical work in Arithmetic.

General Science:-

In the same manner the child should be able to apply his scientific knowledge in daily life, understanding the physical environment and his own position in relation to it. The Science syllabus also was divided into theory and practice and gardening was added to the practical work.

Social Studies:-

In Social Studies also syllabus was divided into theory and practical work, which was of course desirable. To make the child conscious of his rights and social obligations and to train him as a good citizen with national and international understanding and knowledge of the past were perhaps the purposes of this course. It could be organised as a core course covering the content of many social sciences, so far as the same was practically useful to the development of man. This subject could very conveniently be correlated with the social activities and the social and economic environment of the child. The more intelligently we teach this subject the more secure will be our democracy and the socialistic pattern of society, which are expected to be built in this.

Arts and Crafts:-

Under the Arts and Crafts programme the following activities were suggested:

- | | |
|-----------------------------------|---|
| 1. Paper work, | 2. Colouring the outline supplied by teacher, |
| 3. Preparation of picture albums, | 4. Clay modelling, |
| 5. Free hand drawing, | 6. Cleaning and ginning of cotton, and spinning |

Besides the above mentioned crafts gardening work was practised along with instruction in Elementary Science.

In the 1956-57, survey by the present author it was revealed that many schools did not get copies of syllabus and teachers mostly relied only on text-books. In the present investigation also the position was not better:

TABLE 71
SCHOOLS HAVING COPIES OF SYLLABUS

Syllabus	(%)			
	Andhra	Rayala- seema	Telan- gana	Total
1. Syllabus for different subjects	63.91	53.70	74.41	63.47
2. Syllabus for different crafts.	36.84	24.07	37.21	33.91

The highest percentage of only 74.41 per cent of schools in Telangana had seen copies of subject syllabi, while in Andhra and Rayalaseema about 40 to 50 per cent of the schools did not receive or ignorant of the prescribed syllabus. The percentage of schools having copies of the craft syllabi was very low. This was another proof of the aimless working of the schools. It was also revealed only about six per cent of the schools consult other syllabi or literature on Basic curriculum to enrich the prescribed syllabus in action. The following table gives an idea of the variety of subjects taught and the time devoted for each subject, inspite of the seven year integrated elementary education syllabus:-

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Average time devoted by schools for teaching various subjects in a week.

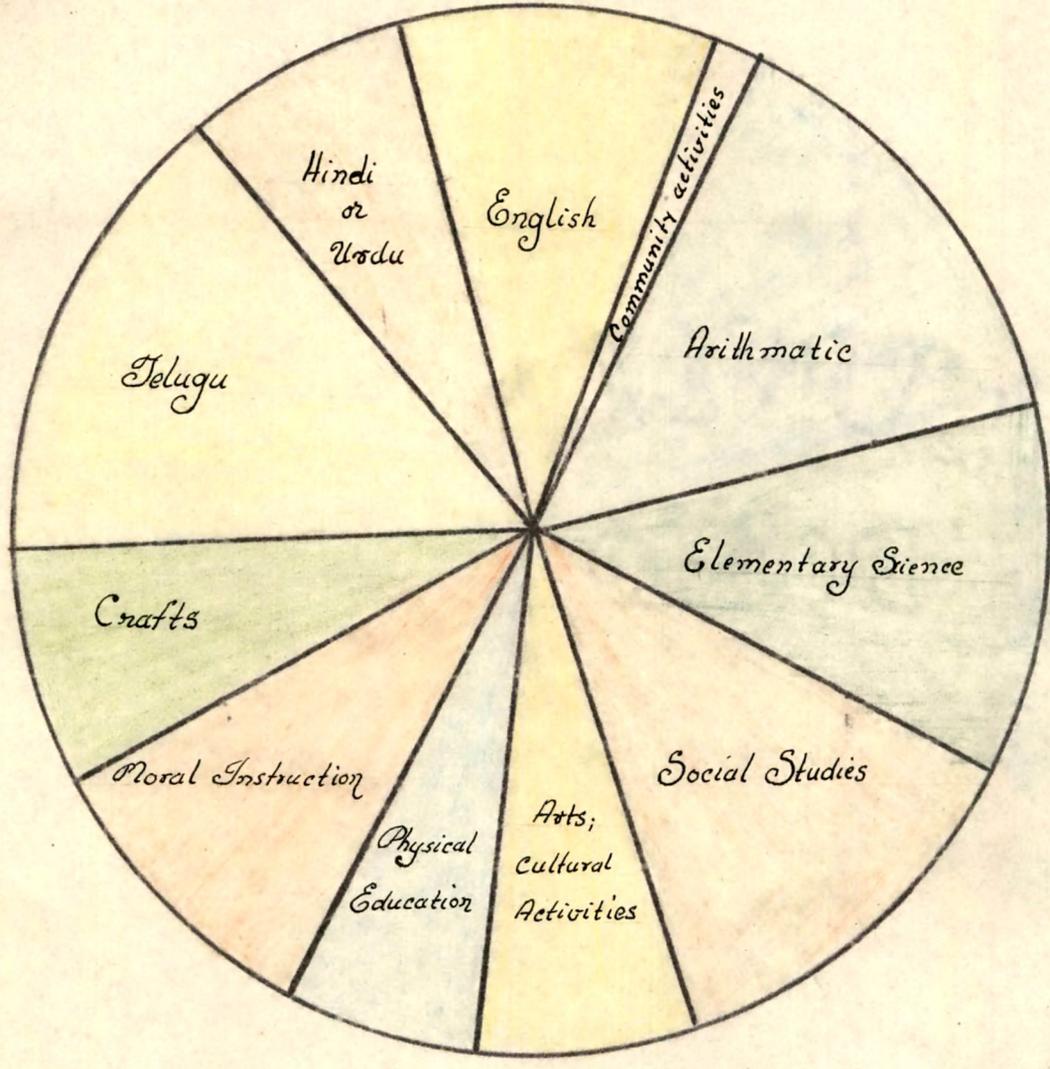


TABLE 72
SUBJECTS AND TIME DEVOTED

Subjects	Average number of periods per week			
	Andhra	Rayala- seema	Telan- gana	Andhra Pradesh
1. Telugu	8	6	6	6.7
2. Hindi or Urdu	2	3	5	3.3
3. English	5	4	5	4.7
4. Arithmetic	7	6	6	6.3
5. Elementary Science	5	5	6	5.3
6. Social Studies	6	5	6	5.7
7. Arts; Cultural activities	2	3	5	3.3
8. Community activities	2	-	-	0.7
9. Physical Education	2	3	3	2.7
10. Moral instruction	2	5	5	4.0
11. Crafts	3	4	3	3.0
a). Spinning,				
b). Weaving,				
c). Tailoring,				
d). Gardening,				
e). Navar tape weaving,				
f). Manual work.				

The above subjects and the approximate average number of periods (40 or 45 minutes duration) per week supplied by the class room teachers give the real working of the curriculum in practice. Usually there were about 42 period a week and the lists above, perhaps total up more than this number, as the above figures do not pertain to a specific school, but

indicate the average number of periods. In all the three regions maximum number of periods (6 to 8) was devoted to Telugu, followed by Arithmetic (6 or 7) and Elementary Science or Social Studies (5 or 6). The average number of periods devoted by Andhra region for these subjects was greater than those in the other regions. All the other subjects got about 2 to 5 periods per week. Craft work was given 3 or 4 periods per week. From this it was evident that craft work was not done daily. The above list showed some new subjects not mentioned by the seven year integrated elementary education curriculum. They were Cultural Activities, Community Activities, Moral Instruction and among crafts like Weaving, Tailoring, Navar Tape Weaving and manual work. This showed that some schools took initiative and broke new ground.

Co-curricular Activities:-

Apart from the above curricular activities the schools followed a number of co-curricular programmes. Cultural activities like debates, drama, dance, drawing, music, and ballads were given about two periods a week during school time and in some cases after school time.

Community activities like social service, excursions, scouting, picnics, elections, prayer, news reading, community lunches, cleaning, assembly meetings and flag hoistations took about another two periods a week and most of these activities were conducted outside the school hours. The craft activities like simple manual work, spinning, gardening, agriculture, exhibitions etc. took about one to five periods a week during school hours. Physical education activities like Games, Sports and Physical Drill took about two periods a week during the school hours. The above lists of activities which were in actual operation explain the length and breadth of the curriculum in practice.

It was quite essential to fix up some physical as well as temporal targets for both the curricular and co-curricular activities, as part of planning of the school programmes.

SOUND MIND IN A SOUND BODY



PHYSICAL EDUCATION

But only 25.65 per cent of the schools follow this practice, (Andhra 26.31; Rayalaseema 18.52 and Telangana 32.56).

OPINIONS ON THE SEVEN YEAR INTEGRATED
ELEMENTARY EDUCATION SCHEME

Opinions of the Basic Schools:-

Only 27.39 per cent of the Basic school headmasters (Andhra 29.32; Rayalaseema 33.33; and Telangana 13.95) were of the opinion that the present seven year integrated elementary education curriculum when operated could realise the objectives of Basic education and the new social order envisaged by the same, while 65.21 per cent of them believed to the contrary. (Percentage of non-response for this item was only 7.30%). Under these circumstances, when Heads of Basic institutions themselves did not believe in the latest curriculum's efficacy to deliver the goods, it may not be desirable to expect something very encouraging the practice of Basic education in the state.

Opinions of Educational Officers:-

Forty nine per cent of the Educational Officers welcomed the new scheme with compliments like "good, better, excellent, suitable, practical, planned, popular, phased, improved, realistic, advantageous, vast, scholarly, rational, preferable, efficient, effective, appropriate, realisable, relishing, and avoiding overlapping." This scheme was welcomed as it was integrated - basic with non-basic, primary with middle stage, child with its environment knowledge with craft and work subject with subject and school with society etc. So, it was expected to remove the gulf between the twins mentioned above by breaking though the water tight compartments. Yet eight per cent of them felt that the time had not come to evaluate the scheme, as this course was just tried completely in all the grades. (The first batch of the 7th class students passed out in April, 1966). Three per cent of them said that there

was nothing new in this course, except that the eight year course was compressed into seven years. Fifteen per cent of the Inspectors said that even though the course was desirable, its success depended on its universal implementation without relying much on public support, facilities and employment of qualified teachers. So, the non-officials should put forth all effort to supply good accommodation and equipment, while the teachers should maintain higher standards of teaching to make the scheme a success. About three per cent of the officers stated that the introduction of Social Studies and General Science in the first two grades confused the students. English was introduced from grade three when there were no teachers trained in English methodology working the Basic schools. The standard of the craft syllabus was very low and unsuitable for purposes of correlated technique of teaching. Hence, they felt that it was better to draft a new syllabus for Basic schools separately. About four per cent of the Educational officers felt that the scheme was not popularised enough and many Educational Officers and teachers had to study it carefully. They felt that this scheme could be applied for the age group five to twelve instead of seven to fourteen, as the pupils were able to read the first book at six plus. While the admission age should be brought down to five plus the duration of the course should also be increased to eight years, as the reduction of the span of elementary education was based only on economic grounds and not on academic grounds. It is evident that while the educational officers entertained better hopes on the success of the new scheme, headmasters of Basic schools appeared to be pessimistic about the same.

FREEDOM ENJOYED BY THE TEACHER IN IMPLEMENTING THE SYLLABUS

The Education Department prescribed the syllabus and theoretically speaking, the teachers had little freedom to change the same on their own to suit local conditions. But in actual

practice they could enjoy some freedom and the Educational Officers were to encourage this freedom. So, the Educational Officers were asked to say how much freedom the teachers enjoyed in working the seven year integrated curriculum. Forty one per cent of them said that the teachers enjoyed full freedom and they were masters of their time so far as the method and the practical work were concerned, as long as the courses were completed. Thirty six per cent of them said that no freedom was possible in the selection of Basic crafts, text books, syllabus items and even their order as they were rigidly prescribed from above. If more freedom was given to the teachers they might not be able to cover the syllabus, which was heavy and they might not also follow the correlated technique of teaching, which was insisted upon as far as possible. Twenty two per cent of the Educational Officers felt that the teachers were unable to exercise any initiative partly because they lacked faith, spirit and sincerity and partly due to lack of guide books and equipment for their reference and demonstration respectively.

EFFORTS TO COVER THE SYLLABUS IN TIME

Whether the teachers enjoyed freedom to mould the curriculum to suit the local peculiarities or not, the prescribed course must be finished as per Departmental rules. An attempt was made to find out what steps the Educational Officers took to help the schools to finish the courses in time. About six per cent of them stated that it was impracticable for them to do anything due to limitations of time and so they issued instructions to teachers to finish the courses taking extra classes privately or they also threatened the teachers with punishments. Occasionally they were also giving demonstration lessons to show how quickly lessons could be taught. Nineteen per cent of them were of the opinion that the syllabus was so difficult and heavy, more due to inclusion of craft work, that even highly qualified teachers could not cover the

the same. Some complained that non-adoption of class teacher system in the absence of specially trained subject teachers was responsible for inability to handle this heavy curriculum. They also stated that proper planning of syllabus topics and lessons on month-wise basis was absent. Ten per cent of the Educational Officers said that the syllabus was covered in direct class room teaching hastily, rushing through the lessons and so there was no problem of covering the courses. But the real question was "how it was done?" According to eleven per cent of them the rigidly fixed weekly time schedule could not be followed by the teachers as much time was taken away by craft work; other extra-curricular activities like excursions, discussions, exhibitions, and extra-duties like census of men and cattle, preparation of electoral rolls, acting as polling officers, preparation of ration cards and participation in many other celebrations religious and political prescribed from above. Twelve per cent of the Educational Officers felt that the teachers were not properly trained, they did neither take pains nor enthusiastic, prompt or regular about their work. Six per cent of them stated that courses could not be covered due to irregular attendance in rural areas, in which case the teacher had to repeat the lessons for those who missed them. Four per cent of them said that if funds were available for equipment and gardening facilities and text books reached the schools in time, the courses could be covered as per schedule. Under these circumstances teachers might have to devote some extra time and the fear of examinations should not dominate the teaching. Teachers should also get the necessary physical facilities like staff quarters etc. with the help of villagers and if possible even schools should be organised on residential basis increasing the working days and hours for successful teaching and completion of courses in time, according to about three per cent of the Educational Officers.

In most of the schools the class teachers prepare an annual plan in a bi-dimensional table giving the subjects horizontally and the months and activities vertically. The subjects were Language - Prose and Poetry, Arithmetic, Social Studies, Geography, History and Civics, Music, Arts and Crafts and Physical drill. The activities were selected for different grades from the following:

Sanitation:

- | | |
|---|---|
| 1. Cleaning the school premises, | 2. Construction of lavatories and making path ways, |
| 3. Cleaning the lavatories and urinals, | 4. Cleaning the surroundings, |
| 5. Care of sanitation equipment, | 6. Personal cleanliness, |
| 7. Preparation of plans for school garden, | 8. Observation of different kinds of soil, |
| 9. Preparation of the soil, | 10. Levelling the ground, |
| 11. Care of seeds, | 12. Preparation of the seed beds, |
| 13. Sowing the seeds, | 14. Planting varieties of plants, |
| 15. Observation of plants, | 16. Preparation of compost, |
| 17. Manuring the plants, | 18. Arrangement of irrigation channels in school garden, |
| 19. Arrangement of supports for the creepers, | 20. Observation of agricultural operations, |
| 21. Observation of different crops, | 22. Observation of school garden, |
| 23. Maintenance of weather chart, | 24. Collection of varieties of vegetables, stones, coloured papers etc. |
| 25. Observation of rivers and roads, | |

Cotton Craft:-

- | | |
|-------------------|---------------|
| 26. Ginning, | 27. Spinning, |
| 28. Winding yarn, | |

Community Life:-

- | | |
|---|--|
| 29. Prayer, | 30. Flag hoistation, |
| 31. School assembly,
Government and elections, | 32. Writing the daily diary, |
| 33. Letter writing, | 34. News reading, |
| 35. Celebration of festivals, | 36. Observation of temple
and other structures in
the village, |
| 37. Observation of various
professions obtained in
the village, | 38. Observation of pets, |
| 39. Observation of human body, | 40. Visits to hospitals, |
| 41. First aid. | |

It was found from an examination of a few tables that the titles of textbook lessons were repeated under the subjects and against the one or two activities get for each month. The activities and subject divisions were written at random against months in the table, whether there was any relationship between the single activity mentioned and several items of subjects written against it.

The idea of planning the year's work was good, but it should be done with certain amount of understanding and not mechanically just because a plan had to be produced before the Educational Officers at the time of inspection.

English a Medium in Basic Schools:-

A question was raised whether the status of the Basic education and its curriculum would rise in case English was made the medium of instruction in the Basic schools. It was a stupid question. Yet considering the country's language policy and the fancies of changing ministers, it was thought to be pertinent to ask the teachers this question. On

On 26th April, 1963 the Lok Sabha (Lower house of Parliament) passed the controversial clause three of the Official Languages Bill providing for the continued use of English, in addition to Hindi, as official language.⁴ Then Shri P.V.G.Raju, Education Minister, Andhra Pradesh expressed his belief that English medium of instruction at the school and college level increased the efficiency of the pupil. He said that

the foundation of a pupil of English medium school was firmer and stronger than his counterpart from a vernacular medium school. This fact was being increasingly realised by the authorities today and only recently at a conference of the Education Secretaries and Directors of Public Instruction of Southern States held at Hyderabad a decision was taken generally to increase the level of teaching of English and introduce the language from the third standard onwards instead of from Fifth as at present.

I support this effort of the authorities of the Southern states and I hope that we shall soon be able to implement the policy throughout our state.⁵

Positive steps were taken to translate this idea into action in the Government Model Primary Schools in the city of Hyderabad, where English was introduced as medium of instruction with effect from the academic year 1963-64 and steps were also taken to convert one section of each class into English medium in other Primary and Middle Schools, on the plea that the parents who were in All India Services and Business men wanted their children to study in English medium.⁶

This policy of the Government provoked some questions in the Andhra Legislative Council on 29th June 1964 when the Chief Minister Shri K.Brahmananda Reddy said that the policy

⁴The Hindu, 28th April, 1963.

⁵Shri Raju, P.V.G. Presidential Address on the Annual Day of Madrasa-I-Aliya School, 16th April 1963, The Deccan Chronicle, 17th April 1963.

⁶The Deccan Chronicle, 12th June 1963.

of the Government was to impart education in Telugu in Government Model Schools in the state. But there were certain schools and classes where, according to the demand, the medium of instruction was either English or Urdu.⁷ This craze for English medium would naturally have its effect on the thinking of the Basic school teachers, students and their parents. So, the teachers were asked to express their opinion whether English medium would enrich Basic education and its curriculum. From table 70 it could be seen that English as the medium of instruction was not at all prevalent. Only twenty per cent of the Head Masters of Basic schools and 12.50 per cent of Training Schools felt that English medium would enhance the prestige of the Basic curriculum while 69.12 per cent of Headmasters of Basic schools and 68.75 per cent of Training Schools categorically denied this opinion. The craze for English medium was more in Telangana (30.02%) and Rayalaseema (25.93%) than in Coastal Andhra (14.28%). From this it could be concluded that the medium of instruction did not matter much in maintaining the prestige of a system of education.

POSSIBILITIES OF REVISION OF CURRICULUM

The Educational officers were asked whether they found any defects in the curriculum prescribed for Basic schools and to state why they thought them to be defects. They were also requested to suggest further work on remedying the defects in the curriculum. Thirty eight per cent of the Inspectors stated that there were no serious defects in the existing seven year integrated curriculum presently applicable to Basic schools also, but every individual in the field should show interest and pay attention to its efficient implementation. Able and competent teachers were required for this task. Facilities like school garden of 3 to 4 acres in area with supply of water craft material and implements were to be provided and the teacher pupil ratio had to be brought down to 20, in order to see the results of

⁷The Hindu, 1st July 1964.

this new curriculum. Thirty five per cent of them stated that the craft work in the curriculum had no bearing on the realities of life and so the Government should be asked to withdraw this aspect from the school curriculum. The children become tools of production as craft work was not so improved as to have bearing on higher studies, for want of specially trained craft teachers. Craft work should be revolutionised by introducing crafts suitable to the locality and to meet the needs of the area, without emphasising too much on the cotton craft. Even in the cotton craft insistence on 'kisan charka' should be avoided and 'Ambar Charka' should be encouraged at the Senior Basic stage with another subsidiary craft. At the Junior Basic stage only one simple craft preferably gardening should be introduced. Free choice of Basic craft must be allowed from the local crafts, so that the school education was related to parents profession in most cases.

Twenty three per cent of the Educational Officers, stated that correlated technique of teaching was not possible in the implementation of the present curriculum, as it did not give any charts or suggestions for adopting this method. The syllabus was neither woven round the crafts, nor any projects were specifically suggested. Neither guide books were published to translate this curriculum into practice, nor text books meant for students showed any way to introduce activities around which knowledge was to be woven round. The teachers only gave undue importance to activities even though they were not related to the type of curriculum recommended and so correlated technique of teaching resulted in ridicule and farce. Children acquired a little skills, but very less knowledge even about the crafts not to speak of acquiring knowledge of the school through their practice.

Another twenty two per cent of the Educational Officers were of the opinion that the curriculum in vogue was too heavy, rigid and ambitious. It was better if only three R's were concentrated upon at the 1st and 2nd classes and the

Social Studies and General Science started from the third and fourth classes respectively. Too much emphasis on craft work need not be laid at the expense of the development of knowledge.

Six per cent of the Educational Officers stated that the time table should not be rigidly framed in case Basic school was expected to run as an activity school.

The headmasters of the Basic schools were asked to give suggestions for making the curriculum more useful to the teachers. The following table gives their responses:

TABLE 73
SUGGESTIONS FOR MAKING CURRICULUM MORE USEFUL

Suggestions	%			
	Andhra	Rayala- seema	Telan- gana	Total
1	2	3	4	5
1. Items of syllabus should be selected to suit the different grades.	87.22	87.04	90.07	87.83
2. Syllabus to be printed in regional language and supplied to the schools.	81.95	88.39	88.37	84.78
3. An expert committee to prepare a perfect syllabus.	68.42	81.48	81.39	73.91
4. Curriculum to be enriched with teachers experiences.	66.82	83.33	83.72	73.91
5. The curriculum should specify objectives, knowledge, activities and teaching aids.	51.13	100.0	100.00	71.74
6. Syllabus should be concrete, specific and less vague.	65.41	77.78	79.07	70.87

1	2	3	4	5
7. Equal weightage for theory and practice.	61.65	79.63	86.05	70.43
8. A broad scheme should be suggested and details may be left to teachers.	60.15	81.48	79.07	68.69
9. Various curricula to be supplied with freedom to teacher to choose the best.	61.65	75.92	81.39	68.69
10. Teacher to prepare the curriculum according to the needs of children and environment.	66.92	72.22	69.77	68.69
11. Latest research findings should be considered at the time of revision.	60.15	75.93	83.72	68.28
12. Scope of correlated teaching to be increased.	59.39	66.67	79.07	64.78
13. Craft processes and activities to be suggested, along with items of knowledge.	45.11	66.67	65.12	53.91
14. Examinations should not dominate the curricular work.	47.37	44.44	53.49	47.83
15. Curriculum should be developed in the work of teachers and experts.	29.32	51.85	62.80	40.87

All the fifteen suggestions mentioned in the table given above are found to be significant and they appear to be of practical value as they are given by the class room teachers themselves. A majority of schools (84 to 88 per cent) felt that the syllabus should be properly graded and supplied to the

schools in the regional language. A considerable number of schools (70 to 74 per cent) stated that an expert committee should prepare a perfect concrete and specific syllabus incorporating teachers experiences, giving equal weightage for both theory and practice and clearly specifying the objectives, items of knowledge, the corresponding activities and equipment necessary for their realisation. A good percentage of Basic Training Schools also suggested that teachers experiences (93.75) should be taken into consideration and syllabus should be properly graded to suit various class levels (81.25). Many schools pointed out (64 to 69 per cent) that the Department should give a broad scheme and supply various curricula available, allowing the teachers the freedom to work out the details in accordance with the needs of the child and the environment and following the findings of various researches. This approach would provide more scope for correlated teaching. Some schools (53 to 59 per cent) said that the curriculum and the text books should give suggestions of the craft processes and activities to be followed. A few schools (40 to 48 per cent) felt that examinations dominated the curricular practices and so a practicable curriculum should be developed in a workshop of teachers and experts. The Rayalaseema and Telangana regions unanimously wanted that the curriculum should be more specific about the objectives, knowledge, activities and equipment.

From the above discussion it could be deduced that the teachers felt that the gradation of the syllabus items was not proper and an expert committee should go into the whole question taking the experiences of the teachers into consideration to recommend a new curriculum with specific and concrete objectives and the corresponding items of knowledge, activities and equipment needed for realising the curriculum.

The above suggestions for the revision of the curriculum for Basic schools were relevant because

..... the State Government, instead of applying the syllabus of the Basic schools to the old primary schools after their reorientation has introduced the syllabus of the old primary schools with slight changes, to all schools, including the existing full-fledged Basic schools.⁸

⁸Report of the Special Committee for Basic Education;
Andhra Pradesh, 1961. Op.Cit. P.79

The gazett notification of 2nd June 1960 envisaged the continuation of both the Basic and traditional elementary schools even after the introduction of the seven year integrated elementary school curriculum. In that case the 8 year Basic school curriculum should have been applied to the traditional elementary schools after orienting them to Basic education. But the notification referred to above stated:

It has been felt that there is no need for a separate syllabus for the basic schools so far as the academic subjects are concerned and that the syllabus for basic and non-basic schools should be common; instructions will be based on activities in basic schools and on approved methods in non-basic schools.⁹

The above statement clearly showed that the Government viewed the Basic system of education as merely a method of instruction. The new syllabus should have been prepared by an expert committee as suggested earlier keeping in view the oriented primary school and the Basic school and not the traditional primary school and the basic school in which case learning experiences, and not the items of subject matter content, would have become the basis of curriculum.

TEXT BOOKS AND GUIDE BOOKS

The place of text books in Basic education was one of the most controversial and misunderstood aspects of this system. In the beginning Basic educationists thought that text books might hinder the freedom of the teacher, who was expected to teach taking into consideration its needs of the child, its activities and local conditions. But many teachers might land in confusion in the absence of text-books. On the basis of the past experience in the field it was agreed that textbooks for Basic schools should deal with the daily life of the pupils,

⁹Ibid.P.80.

consolidate the knowledge acquired by them through life and suggest further life experiences. The text books should guide both the teachers and students to get knowledge through work experience planned in accordance with the seasons and the social activities through out the year.¹⁰

A big majority of the schools (70.87%) stated that there was a great need for text books, while a few of them (16.95%) said that there was no need for prescribed text books, if students were making notes of all the educational activities in the schools.

So, the confusion whether text books were necessary or not need not be entertained. Now the question is whether separate text books were required for Basic schools or the same text books could be used in both the types of the schools was to be answered.

A majority of the schools (62.57%) stated that the old text books meant for traditional elementary schools were not fit in Basic schools if good results were to be obtained. The text books in Basic schools must take several factors into consideration. They must have local bearing, lessons should be connected to the natural environment, related to life, aim at self-reliance and consolidate knowledge suggesting activities for further work for interesting correlated teaching and easy understanding of all knowledge as a unity. The textbooks in Basic schools should serve as work manuals for both the teachers and students and make the pupils fit for higher studies. Some (13.90%) schools suggested that the Basic school text books should be written by expert teachers with national outlook. They should suit the various stages of development and should be printed in bold type with attractive get up.

While the above reasons prompt the Basic schools to have separate text books for their students, the following characteristics were suggested for them by the Basic school headmasters.

TABLE 74
CHARACTERISTICS OF TEXT BOOKS AND GUIDE
BOOKS FOR BASIC SCHOOLS

Characteristics	(%)			
	Andhra	Rayala- seema	Telangana	Total
1.The items of knowledge should be related to the objectives of Basic education.	81.95	88.88	88.37	84.78
2.Based on the local environment - physical, social and economic.	82.71	79.63	81.39	81.74
3.Should contain suggestions for correlating knowledge with activities.	79.69	83.33	81.39	80.87
4.Based on researches on attitudes and aptitudes of scholars.	76.69	88.88	83.72	80.87
5.Should contain programmes for all items of syllabus.	71.43	90.74	81.39	77.82

All the above criteria for text books of Basic schools were very strongly recommended by the Headmasters of Basic schools, as the percentages range from 71 to 91.

TABLE 75
SCHOOLS USING THE GUIDE BOOKS AND TEXT BOOKS

Type of books	(%)			
	Andhra	Rayalaseema	Telangana	Total
1. Text books for students.	82.70	87.04	88.37	84.78
2. Guide books for teachers.	15.79	14.81	11.63	14.78

Only eleven to sixteen per cent of the schools said that their teachers were using some guide books, perhaps due to the fact that guide books were rarely written or prescribed on the initiative of the Education Department and so very few of them are available for teachers. Perhaps these schools might be using the material produced by private publishers or other states. Text books were prescribed by the state Education Department and they were being thoroughly used in eighty two to eighty nine per cent of the Basic schools.

The 1956-57, survey by the present investigator revealed that in Telangana the Department of Public Instruction asked the publishers to submit books for use in the Basic schools during 1955-56 and separate books were prescribed for Basic schools during 1957-58. But later on this policy of prescribing separate text books was discontinued. There must be some difference between the text books prescribed for the old elementary schools which were examination ridden and those needed for Basic schools, where books were not the only means but one of the many media through which knowledge and culture was imparted. But now in Andhra Pradesh the pendulum swung from the idea that books were not necessary to that the books prescribed for the traditional elementary schools would do for the Basic schools also.

GOVERNMENT EFFORT TO NATIONALISE TEXT BOOKS

Since 1959, the Education Ministers and officials of the four southern states Andhra Pradesh, Madras, Mysore and Kerala were meeting in frequent conferences and evolving common educational policies with regard to the teaching of English, Medium of Instruction in higher education, Text books etc. This step was appreciated by the Prime Minister of India and he asked the states in other zones also to follow this example. In the Bangalore conference of Education Ministers they decided that officials of the Educational Departments should meet on 17th October 1961 at Trivandrum, Kerala State to evolve a common educational pattern at primary level as far as possible and to publish textbooks in consultation with each other. The Government

of Andhra Pradesh had a scheme to nationalise text-books starting with Telugu readers upto class V.¹¹ The Directors of Public Instruction considered the question of standardisation and nationalisation of text-books for primary schools and of preparation of a common syllabus for the purpose to report to the Education Ministers' conference to be held at Hyderabad on 28th October 1961.¹²

In the first year (1958) when the nationalisation began the Government was able to market two and a half lakhs of books of Telugu reader for Class V and in 1961-62, the total number of books supplied was 25 lakhs. The process of nationalisation of Telugu language text books for Class I to V was completed by 1963 and other books by 1965. Text books for studying Telugu as the second language in IV and V classes and in the border districts of neighbouring states were prepared during 1965-66.

The Director of Public Instruction, Hyderabad in a gazett notification on 17th September 1964 warned the registered agents appointed for the sale and distribution of nationalised text books not to publish or sell guide books(keys) of the nationalised text books. The teachers and parents were also requested to discourage the use of guide books in any manner either at school or at home thereby extending their co-operation to the authorities in raising the standards of education. The Director of Public Instruction also stated that the agents should strictly adhere to the orders, in this regard, otherwise necessary action would be taken against those who indulged in publication and sale of guide books in contravention of his orders.

The attempt to nationalise text-books was made to check the evils resultant from the continuance of their publication in the hands of a few private publishing houses, according to the

¹¹The Deccan Chronicle, 15th October 1961.

¹²The Deccan Chronicle, 18th October 1961.

recommendation of Dr.Kuppuswamy and S.Govindarajulu Committees. Unhealthy competition among the publishers and malpractices were the reasons assigned by the Government for taking over the work of writing, compilation, abridgement, printing, publication, sale and distribution of textbooks. The preparation of manuscripts of the text-books was looked after by the Director of Public Instruction, under the guidance of a Special Officer for Nationalisation of Text-books.

For the printing and supply of the text books the Government established a Text-book Press, even exempting it by the Governor from some provisions of Factories Act for certain period in the beginning. The press was well equipped with latest machinery and was under a Superintendent, who was trained in printing for several years in United Kingdom and Germany. Import licence of the value of Rs.5.5 lakhs had been obtained by the Government for purchasing some more offset machines and camera equipment.

The ultimate goal of the Government was to set up a Book Publication Corporation, independent of the Government authority. The Bill providing for establishment of a Corporation for undertaking the writing, compilation, production, sale and distribution of text-books and general books for use in educational institutions was referred to the Regional Committee(Telangana) by Andhra Legislative Assembly on 25th November 1964. The provisions of the bills were severely criticised by the members of the opposition parties, stating that the autonomous character of the corporation would be only in name, since the Government sought to keep full control over the institution. But the Law Minister tried to justify that the Government control over the Corporation as it was related only to the extent of realization of the social objectives of the Government. Opposition members also criticised the inclusion of an industrialist on the managing board of the corporation, and the Government sought to appoint its 'Yes men' on the Corporation. As it is, the text-book press was unable to supply books in time and this Corporation also would be failing like other

Corporations in the state under the present administrative set up. According to some legislators the Government wanted to set up the Corporation to get it out of the purview of the legislature and auditing of the Accountant General and autonomy was only an excuse.

The Book Publication Corporation Bill was perhaps going through the various committees of the legislatures and till the time of reporting this investigation (1966) the Corporation did not come into existence.¹³

From a letter written by Shri K.Ramachandra Rao from Eluru to the Editor, Deccan Chronicle it appears that a four man committee recommended the prescription of some speeches of the Ministers of Government for non-detailed study in schools. This step was undesirable and controversial as it might result in political indoctrination of the young. The correspondent opined that the speeches of ministers could be prescribed after the individual quitted office, in case his speeches were non-political, non-controversial and of high standard expected of literary works. This was one more argument against the advisability of nationalisation of school text-books.¹⁴

Shri N.V.Basavayya criticised the Social Studies Text-books in the columns of Medhavi in the November and December issues in 1965. Prof.K.Vedantachary criticised the vocabulary used in the language text books as above the standard of pupils and unsuitable. He also pointed out several mistakes in grammar, style, ideas and sequence.¹⁵

¹³The discussion on the Nationalisation of Text-books and related matters was based on the news items appearing in the Deccan Chronicle, 18th December 1961, 15th October 1961, 18th October 1961, 18th September, 1964, and 25th November 1964.

¹⁴The Deccan Chronicle, 15th March 1960.

¹⁵Prof.K.Vedantachary, Textbook and a Few Suggestions, Medhavi I-III, October 1960. P.22.

Several others criticised the other books in other dailies and journals.

The Government in the Education Department appointed panels of experts usually teaching the subjects in the colleges and Universities to prepare the manuscripts of nationalised text-books in all subjects and the same books were applicable to both Basic and traditional elementary schools. These experts had no experience of elementary education or Basic education, though they were well versed in their own disciplines at the college or University levels. So, the scripts they prepared lacked the elementary principles governing text-books and knowledge of child psychology.

Since the same books were prescribed for both the elementary and basic schools alike, there was no question of applying the criteria for the books meant for Basic schools discussed earlier. Absence of separate text-books for Basic schools was found to be a very big drawback for the successful practice of Basic education in the state.

Summary:-

There was a criticism that the curriculum of Basic schools was not developed on scientific lines, to realise the objectives of Basic education and the new social order envisaged by this system of education. It appears that there was some confusion in the understanding of the philosophy of Basic education as the state did not make clear the social and educational objectives.

When Basic education was first introduced in the three regions of the state the syllabus evolved by the Hindustani Talimi Sangh, Sevagram was followed and gradually certain changes were brought about to amend things which were not found to be convenient in practice. After the formation of Andhra Pradesh the seven year integrated elementary education was made applicable to all schools including those run on Basic pattern. The curricular areas consisted of Mother Tongue, Arithmetic, General

Science, Social studies and Arts & Crafts. The medium of instruction was predominantly Telugu. Other languages like Hindi, Urdu, English, Kannada, Marathi, Tamil etc. were made the medium wherever there was local demand. There was a demand for the prompt supply of syllabus printed in the regional languages to all schools.

The average number of periods given to different subjects per week ranged from two to six. Apart from the curricular subjects a number of co-curricular activities were promoted in Basic schools during or out of school hours and some times the various steps of these activities were used for instructional purposes. Very few schools fix up physical and temporal targets of work, but a comprehensive syllabus division was made spread over all the working days in the year.

The Basic schools generally did not welcome the seven year integrated elementary school curriculum, while the educational officers praised the same. The syllabus was framed and prescribed by the State Department of Education and the class room teachers had no hand in this process. Committees of experts working in the colleges and Principals of Training schools usually prepared and approved the various subject syllabi for prescription. The class room teacher had some freedom in working out certain details during the course of instruction, without any prejudice to the general frame work, so long as he is able to finish the course in the stipulated period of time. In some cases the whole course was not finished by the teachers and often the Educational Officers advised them to take private classes to finish the same. But if the teachers were sincere and serious about their work the possibility of leaving out some portion of the course or taking extra classes would not arise. Finishing the course was not the end all. Most important thing was 'how it was done'. In many schools a list of activities was found with which the item of knowledge under the different subjects was correlated.

The schools discounted the idea that the status of Basic education would rise in case English was made the medium of instruction, even though there was a bad craze for making English as the medium of instruction, especially in Telangana, while Basic education stood for making the mother tongue of the child as the medium of instruction. On the other hand the new curriculum could not give effective suggestions for making the craft work and the environment of the child the media of instruction along with the language. Many Educational Officers suggested for revolutionising and improving the craft work, as at present the correlated technique of teaching has failed. Teachers gave importance to activities without understanding how they could be exploited for educational purposes. While giving suggestions for making the curriculum more useful the schools said that the items of syllabus should be selected to suit the level of children studying in the different grades and expert committees should be entrusted with evolving a workable and concrete syllabus giving equal weightage to both theory and practice, taking the experiences of class room teachers into consideration. They felt that the Basic school syllabus should have been made applicable to the traditional primary schools oriented to Basic pattern, instead of applying the elementary school syllabus to Basic schools also. Unfortunately, it appears that the state viewed Basic education as a method of instruction and not as a system of education.

Just as separate syllabus was not available for the Basic schools separate text books for students and guide books for teachers of Basic schools were also not available. A majority of the schools categorically stated that the text books used in traditional elementary schools were no good for Basic schools. The text books prescribed for elementary schools were not usually related to the environment of the child and the information was not suited to correlated technique of teaching.

The Government of Andhra Pradesh is working on a determined policy of nationalisation of school text books and this process was completed with regard to the books in all the subjects at elementary school level. Certain criticisms were made against this state ownership of book production but the Government had its own strong points in proceeding with its scheme.