

1. Explain the meaning of Wastage and Stagnation? What measures were suggested by the Hartog Committee of 1929 to minimise wastage and stagnation.

or

Discuss the recommendations of Hartog Committee of 1929 on Primary education.

Ans : The Hartog committee in its report emphasised the importance of primary education. The committee was not satisfied with the scanty growth of literacy in the country. In its opinion much Wastage and Stagnation had crept in to education. Wastage meant the premature withdrawal of children from schools at any stage before the completion of the primary course.

Stagnation meant detention in primary class of a child for more than a year.

The Hartog committee made some recommendations regarding the improvement of primary education :

1. Primary education should be made compulsory but there should be no hurry about it. A good deals of thought should be put in to the pian for improvement and then only a step should betaken.
2. The Government should themselves undertake the responsibility of inspection and Control of the primary schools.
3. Instead of increasing number of primaly schools qualitative development should be made. A policy for the consolidation of the Primary education should be taken up arid solid steps should be taken in this directions.
4. The minimum duration of primary courses should be of 4 years.

5. The curriculum of the primary schools should be liberalised.
6. School hours and school holidays should be adjusted to seasonal and local requirements.
7. The inspecting staff of Government should be considerable strengthened.
8. Special attention should be paid to the lowest class in the primary schools and efforts should be made to reduce wastage and stagnation prevailing there in.
9. The standard of the teachers in the primary schools should be improved.
10. Training institutions should have better equipment and more efficient staff.
11. Refresher Course from time to time should also be arranged.
12. Salary and conditions of service of the teachers should be made attractive.

2. What were the defects of secondary education observed by Hartog committee, 1929? What suggestions were made for development of secondary education.

Ans : Having gone through every aspect of primary education, the committee undertook the examination of Secondary education. In its opinion its condition was better than that of primary education. The committee praised the work of secondary school teachers but it also hinted at some of its shortcomings.

Defects in Secondary Education :

The committee observed some defects in the Secondary Education. They were :

1. The econdary school curriculum was narrow and did not prepare students to stand on their own leg after passing the matriculation examination.
2. The main aim was to pass the high school examination (Matriculation) and get admission in the university.
3. The secondary education was very much dominated by

Matriculation Examination.

4. Secondary education did not prepare the student for future life.

Recommendations :

The committee made the following recommendations for improving secondary education :

1. To reduce the domination of matriculation examination it was important to introduce a flexible, diversified curriculum.
2. Industrial and commercial courses should be introduced in High Schools. The students should be encouraged to offer these courses.
3. Provision should be made for alternative courses in the High Schools. Such a provision would help the students to choose the courses of their choices according to their aptitude.
4. Teacher should be highly trained and well qualified. The quality of the training college should be improved.
5. The salaries and condition of the service of the teacher should be improved.
6. Provision should be made for security of service for the teachers.

3. Mention the defects of higher education observed by Hartog Committee, 1929. Discuss the recommendation suggested by the Committee in regard to higher education.

Ans : Hartog committee was satisfied with the progress made by university education. It praised the growth in number of affiliated colleges and it also hinted at the fall of standard in university education. The committee criticised the introduction of Honours Courses in some universities and pointed out that they were outmoded, The defects of university education were :

1. The universities had failed to meet the needs of the people.
2. The universities were overcrowded with students.
3. The standard of education lowered.

4. Universities exist mainly to pass students through examination.
5. There was unhealthy competition between the universities. The universities paid more attention to increasing the number of students than raising or improving the standard of education.
6. Unemployment of graduates was increasing.
7. The Honours courses were not properly organized. This led to an unbalanced growth in the field of education.
8. Many of the students are unable to follow the lectures owing to their defective knowledge of English, which is used as the medium of Instructions.

Recommendations :

The committee therefore put forth suggestions for the improvement of universities.

1. The committee recommended the establishment of some affiliating universities keeping in view the great demand for higher education.
2. The teachers for affiliated colleges should be appointed by universities.
3. The admission in universities should be controlled on the basis of abilities and aptitudes of students.
4. The Honour's courses should be separated from the pass course. These courses should be taught at few universities selected for the task.
5. It should be taken care that Graduates do not suffer from unemployment. University should also open "Employment Bureau" to help the students to get suitable jobs.
6. Universities should organize 'Extension Lectures' in order to educate the people at large.
7. Departmental Examinations should also be held in order to recruit the Graduates in administrative services.
8. Provision for Technological and Industrial education should be made in the universities as well.

4. What is Basic education? Why it is called basic? Discuss the features of basic education.

Ans : In 1938, the annual function of congress was held at Haripura and there recommendations of Zakir Hussain Committee Report were discussed in detail. The congress adopted it a an official document and in order to implement this scheme of education, All India National Education Board was established at Sevagram, Wardha in 1939. This Board also known as "Hindustani Talimi angh". Although "Wardha Scheme of Education" has been called Taleem a well as basic education. But it popularly known as "Basic Education". 'Basic' stands for fundamentals. It has been named so because this scheme of education was based on the national culture and civilization of India. It was also expected that the central point of this scheme of education shall be some handicraft whose teaching shall enable to student to be able to solve the problem of his livelihood.

Special Features of Basic Education :

1. **Free and Compulsory Education :** Free and compulsory education should be provided from 7 to 14 years of age in two stages- Junior Basic and Senior Basic stage.
2. **Education through Handicraft :** A basic craft should serve as the centre of instruction. The entire education should be imparted through some form of manual productive work. Spinnig and weaving, carpentry, leather work, kitchen gardening, agriculture, fishery, were to be included in the curriculum.
3. **Ideal Citizenship :** Basic education aimed at developing the trait of ideal citizenship in the child. Provision has been made to develop the sense of co-operation, understanding and fellow feeling in the pupil.
4. **Medium of Instruction :** Mother tongue shall he the medium of instruction and teaching of English shall have no place in the curriculum.
5. **Economic Self Sufficiency :** Gandhiji wanted that –
 - (i) The things manufactured by the student should be able to

meet, at least partially the expenditure of the institution.
(ii) After completion of education the students may be able to engage themselves in some occupation so that they may be able to earn their livelihood and fulfil their needs.

- 6. **All-round Development Personality :** Basic education aimed at unbalanced development of the personality of the child. The curriculum was so constructed that it aimed at psychological, physical and spiritual development.
- 7. **Principle of Correlation :** The principle of correlation has been followed. In this craft centred education all the subjects to be taught were to be integrally related to the chosen craft.
- 8. **Evaluation system :** The evaluation of pupil's performance in the basic education has to be done on the basis of day-to-day work. It has to be internal. No external examination need to be held.
- 9. **Methods of Teaching :** The method of teaching were both demonstrative and lecture. Different subjects were to be taught with the craft. Practical knowledge was provided by teaching craft.
- 10. **Child Centred Education :** Basic education emphasised on child centred education. The child's needs interests, aptitud, and aspirations were to be considered.

5. Discuss the merits and demerits of basic education.

Ans : Merits of basic education

The merits of basic education are discussed below :

- 1. **Child centred education :** It given priority to the child, his nature, needs and interests.
- 2. **Learning doing :** Importance is given to learning by doing. Children acquite the knowledge of the formal school subjects as a by-product of purposeful activities.
- 3. **Craft as the core of basic plan :** Basic education shall be imparted through some handicraft or productive activity. This activity shall be the means as well as the end. Other subjects

taught shall be related to it.

4. **Integrated knowledge** : The curriculum of basic education integrate three aspects - (i) Physical environment, (ii) Social environment, (iii) Craft work.
5. **Relationship with life** : Basic education emphasis on a close relation with life of the child, his home, village, craft, industries, occupations of his locality.
6. **Mother tongue as a medium of Instruction** : Mother tongue shall be the medium of instruction and teaching of English shall have no place in the curriculum.
7. **Greater freedom for the teacher and taught** : Basic education advocated self discipline. In this system freedom is given to the students to express themselves and the teacher is free to make experiments, think for himself and put his idea and plans into practice.
8. **Training of citizenship** : It has been an aim of Basic education to develop the traits of ideal citizenship in the child in order that he may fulfill his duties to the nation and society in the long run.

Defects And Criticism (demerits) :

Certain recommendations of Basic education were severely criticised. The defects pointed out are given below :

1. The self supporting aspect of Basic education is turns a school a centre of factory and makes the teacher dependent on the earnings of the students. So the student will become a money-earning machine.
2. The concept of Basic education is not clear. People considered it as an experiment. Gandhiji wanted the children to produce unable article while many people did not view this aspect seriously.
3. Teaching all subjects through a basic craft is impractical. Basic education is criticized on the ground that too much emphasis on a craft will may neglect the other aspects of education.
4. It is said that this scheme of education is useful only for the

villages. It can not do any good to urban population.

- 5. Basic scheme of education has no place of religious education. This may be lead to a reason divorced from spirit or soul. Because of this defect, it was also feared that it may not succed in preserving the cultural heritage of India.
- 6. Too much emphasis has been laid on primary and higher education. No importance has been attached to secondary education.
- 7. There is need for specially qualified teachers in Basic education. But it is not possible to find such type of teachers to teach all subjects through craft.
- 8. There is no provision of training the teachers. The teachers also are not well paid which makes the matter worse.

6. Discuss briefly on the contributions of Sargent report of 1944 in the Indian education system.

Or

What recommendations were made by Sargent Report on Primary, Secondary and Higher education'?

Or

Write short note on Sargent Report, 1944.

Ans : Sargent report made its suggestions on the various aspects or Indian education. It deals with Pre-primary, Primary or Basic education. Secondary education and University education. They are in brief, as follows :

Pre-Primary education :

Pre-primary basic schools should be opened for children between 3 to 6 year of age. In rural areas, these schools may be attached to junior basic schools. In urban areas where there are sufficient number of children these school should have separate existance. Pre-primary education should be free. The main aim of this education should be to impart social experience and eudcation of general behaviour of the infants.

Basic or Primary education :

Compulsory and free primary education should be provided to all the boy and girls within the age of 6-14 years. The education should be sub-divided in to two groups - junior basic (6-11); and senior basic (11-14). The former type or education will be compulsory for all while the latter form of education will be meant only for those who do not intend continuing their studies in high school. In the junior Basic schools, there should be one teacher for every 30 students and in senior Basic schools, there should be be teacher for every 25 tudents.

High school education :

For bright children between 11 and 17 years of age high schools should be opened. The period of high school will be 6 years. These high schools will be devided in to two classe : (i) Literary high school and (ii) Vocational high school. In the literary group, subjects of Indian languages, Mother tongue, English, Histroy, Geography, Civics, Mathematics, Science, Economics, Agriculture, Hygiene and Sanitation, Music etc. will be taught. In the vocational high school group, vocational and commercial subject such as Metal and Woodwork, Engineering, Drawing, Book-keeping, Shorthand Typewriting, Accountancy and Bussiness Method etc. will be taught.

University education :

The Sargent Report has suggested a three-year Degree course. It has suggested abolition of intermediate class. In this connection the Report recommended that the eleventh class should be added to the high school and the twelft to the welfare courses. It has recommended that there should be strict rules for admission to universities.

The Report recommended the establishment of 'University Grants Commission' for bringing in a uniformity education in the country. In order to raise the standard of University Education the Report has recommended the appointment of competent teachers, improvement in salary scales and reforms in the condition of service. It has also suggested for closer contact between the leachers and

Health Education :

The Sargent Report paid particular attention to the health of students. For this, it recommended periodical check up and giving informations about health principles from time to time. Free medical treatment for ill students has also been suggested. Students should be with literature on dietary, sanitation and physical culture. The classrooms should be well-ventilated, clean and well-equipped with furniture.

Special Education :

The Report recommended that, special institutions should be provided for the education of physically and mentally handicapped children. This two categories include imbecile, blind, dumb and deaf children and those sufferings from some other similar physical handicaps.

Administration :

Well organized education departments should be established at the centre and in the states. Entire education except university education should remain under the direction of the states. The organisation of university should be on an all-India basis.

7. Discuss the merits and demerits or Sargent Report, 1944.

Ans : Merits of The Sargent Report :

1. It was the first Government attainment to make a commendable attempt for framing a national scheme of education.
2. The Report holds a very important place in the educational planning for post-war India.
3. The scheme affords sample scope for an all-round development of the child's individuality.
4. Due importance has been given to the teaching profession and recommendations made for the improvement of the salary scales and the conditions of service.

5. It recommended for providing equal opportunities to all the students at various stages of education.
6. It recommended that education should make a student self-reliant.
7. Probably for the first time, the attention of the Government was drawn towards the education of the handicapped.
8. It had forwarded useful suggestions for providing good health to students.

Demerits :

In spite of some merits, the Sargent Report suffers from some demerits which may be mentioned as below :

1. The Report has foreseen that, within 40 years of the implementation of its recommendation, India would reach the stage of educational development which U.K. had at the time. But it was not thought how far still further would U.K. go within these 40 years. Evidently, the Report has thought to keep India 40 years behind U.K. in the field of education.
2. The Report had neither thrown any light nor made any provision for certain vital problems of Indian education, such as rural education, women education and the place of religious education in our educational organisation.
3. The method of selecting students is also undesirable. It limits the scope of every student to receive higher education.
4. These self-supporting aspects of the schools as laid down in the Wardha scheme have totally been discarded further it does not provide for any proper and strong government machinery in order to enforce compulsory primary education in the country.
5. The Report has put forward a very expensive scheme of education and India being a poor country found it difficult to implement the scheme.
6. To regard the educational level in England as the standard

7. of India is also not pragmatic and desirable at all. It is not an original report. It is only a patch-work of the recommendations of different committee and commissions of Education.

8. Discuss the recommendations of Sargent report, 1944. How far these been implement?

Ans : Recommendations : (See previous question)
The Implementarion of the Recommendations :

1. In 1945 on Education Department was established at the centre.
2. During 1947-48, The Central Government had agreed to sanction a sum of 40 crores of rupees as financial help.
3. The provincial Government were advised to make five year plans for education. In 1946 those plan were made in some provinces.
4. In 1946, the separate Educational Bureau and University Grant Commission was established.
5. It was decided that the scheme should be implemented within 16 years instead of 40 years.
6. An all India Technical Education Committee had been instituted and a Polytechnical College established in the metropolis of India.
7. The question of foreign education of Indian students had been taken up by the Central Education Department.
8. The aim of compulsory and free education to children between 6-11 years of age was accepted. Efforts were made for adult education.

9. What are the main principles/ideals of basic education? What are the reasons of its failure?

Ans : Principles/ ideals of basic education :
The principles or ideals of basic education are discussed below.

- (1) **Psychological Significance** : Psychologically, it caters to the needs and abilities of the child. It relieved the child from the bindings of a purely academic and theoretical instruction. It balanced the intellectual and practical elements of experience.
- (2) **Social significance** : Socially considered the introduction of practical productive work in education would definitely break down the existing barriers of prejudice between manual labour and of human solidarity-an ethical and moral gain.
- (3) **Economic significance** : From the economic point of view, the scheme would increase the productive capacity of the youth and will also enable them to utilize their leisure time advantageously.
- (4) **Educational significance** : From the educational point of view, by making a craft the basis of education, knowledge could be related to reality of life and its various aspects be correlated with one another.
- (5) **Activity curriculum** : In order to work out an effective and natural coordination of the various subjects and to make the syllabus a means of adjusting the child intelligently and actively to his environment the Wardha scheme of education laid stress on three spheres intrinsically interconnected, as the focus of the curriculum i.e the physical environment, the social environment and craft work. The 'activity curriculum' implied that the schools must be places of work experimentation and discovery, not of passive absorption of information imparted. It advocated that all teaching should be carried on through concrete life situations relating to craft or to social an physical environment, so that whatever a child learnt became assimilated into his growing activities.
- (6) **Learning by doing** : True education is not acquired through books alone. Only 'chalk' and 'talk' lessons were not useful. Therefore after all these considerations, learning

by doing became the basic method of Basic education. Gandhiji believed that schools must be place of doing things. In Basic education children acquired knowledge of the formal school subjects as a by product of purposeful activities.

- (7) **Self sufficiency** : Gandhiji felt that the education system as introduced by the foreigners in India was expensive and it was very difficult for a poor country like India to spread education if it followed that system. So Gandhiji declared that the new education must not only be work centred but also be self supporting.
- (8) **Training in citizenship** : Basic education aimed at developing ideas of mutual understanding and habits of cooperative and mutually helpful living among the students through its various practical and constructive programmes. The new system of education aimed at giving the future citizens a keen sense of personal warmth, dignity and efficiency. It also aimed to strengthen in them the desire of self improvement and social service in a cooperative community.
- (9) **Mother tongue as medium of instruction** : It was increasingly felt that the young could learn effectively if the medium of instruction was its mother tongue. Gandhiji asserted that no education was possible through foreign medium and all elementary education should be imparted through the medium of mother tongue.
- (10) **Education through correlation** : Correlation is one of the important features of Basic education. Through this scheme of education Gandhiji wanted to give knowledge as a compact Whole. The modern educationist also advocate this. The Basic education is therefore an effort to correlate the different subjects and to benefit the child by correlating the life of the child with the immediate physical and social environment. It also helps to make knowledge easier and at the same time more meaningful.

- (11) **Basic education throughout India** : Basic education was intended for both the rural and urban areas. In the rural areas students could learn occupations like farming, agriculture etc. and in large towns and cities curriculum included vocations that were suitable for generating employment. In performing these activities the children came in direct contact with realities of life.

Causes of failure of basic education :

After independence in 1947 the Wardha scheme Or Basic Education was accepted as the national system of education. But its progress was not upto expectation. The causes of its failure are given below :

- (1) **Concept not clear** : The aims and objectives of Basic education were not clear. People considered this as an experiment and were not been to accept it. Gandhiji wanted the children to produce usable articles while many people did not view this aspect seriously.
- (2) **Undue emphasis on craft** : According to P.S Naidu, "It is impossible to establish any natural association between craft and all the subjects of culture value which any same system of education should cover through its curriculum. Teaching should be concrete and should be a based on the child's active experience in his environment. But it is absurd to hang-all knowledge from the peg of a single craft". Gandhiji wanted education to be imparted through a craft which was not practical mainly because of immaturity of children.
- (3) **Basic education not suitable Cor industrialized society** : The emphasis of education should be towards developing the economy to the full in keeping pace with the rest of the world. However Basic education failed to relate to the economic policy of the country. Many claimed that this system would create only misfits.
- (4) **Expensive education** : Basic education to be effective

needed well equipped classrooms and workshops. So it turned out to be more expensive than traditional education system. Many elementary schools were haphazardly converted into Basic schools without properly equipping them.

- (5) **Dearth of funds** : Basic education needed a lot of funds to provide better equipments but the government could not increase the number of Basic schools due to lack of fund. □