

## CHAPTER VIII

### THE METHODS AND TECHNIQUES OF TEACHING

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## CHAPTER VIII

### THE METHODS AND TECHNIQUES OF TEACHING

In Basic education as, indeed, in any good scheme of education, knowledge must be related to activity, practical experience and observation. To ensure this, Basic education rightly postulates that the study of the curricular content should be intelligently related to three main centres of correlation viz. craft work, the natural environment and the social environment.\*

#### The Concept of Basic Education

In the traditional elementary schools book was the centre of learning as information and facts useful for passing the examinations were considered to be essential, where as in a Basic school, work and experience took their place and evaluation was not allowed to dominate the methodology as these two processes were carried out simultaneously. Besides this new approach the traditional class room methods were also allowed to operate as a last resort. The Basic school Headmasters stated that the following methods and techniques were adopted by them:

TABLE 76  
METHODS AND TECHNIQUES ADOPTED IN BASIC SCHOOLS

Methods and techniques	( % )			
	Andhra	Rayala- seema	Telan- gana	Total
1.Direct experience through excursions and visits.	65.41	85.18	48.33	66.96
2.Project method	48.37	57.40	27.90	46.95
3.Group techniques	43.61	50.00	44.18	45.22
4.Problem method	38.35	57.40	34.88	42.17
5.Use of audio-visual techniques - Radio, sound film & film strip.	13.53	12.95	33.25	14.81
6.Correlated technique	2.25	-	4.65	2.17

\* Concept of Basic Education, New Delhi: Ministry of Education, Government of India. 1956. P.5.

The percentage of schools using audio-visual techniques was found significantly low in comparison to the use of other techniques. Perhaps this condition is due to prohibitive cost of the Audio-visual material. One to five per cent of the schools stated that they were using correlated technique of teaching with the help of processes in gardening, school sanitation, and manual work programmes. These schools were also adopting narration of stories and play way techniques recommended according to the Montessori and Kindergarten systems for the lower classes and direct and translation methods in the teaching of first and second languages. Occasionally the dramatisation or conversation techniques were also adopted. It was clear that field trips were popular and through this technique the schools could utilise the community resources to the full advantage of the students. The project method and group techniques and even the problem method (as mentioned in the order) go together as projects involved problems and groups were organised to execute the projects. But the correlated technique of teaching was not adopted by a majority of the schools and it was surprising to note why this method recommended specifically for Basic schools was not popular in practice.

The above table only gives the percentage of schools using various methods and techniques. However, no attempt has been made in this study to ascertain the extent to which there techniques are used in basic schools

The Educational Officers were asked to state the methods usually adopted by the school teachers, comment on their suitability to the Basic schools and suggest any measures for improvement in the techniques used.

#### Correlated Technique of Teaching:-

While about five per cent of the Headmasters stated that they were using correlated technique of teaching, forty seven per cent of the Educational Officers stated that this method was usually adopted by the schools. In the Headmasters list it ranked sixth, while in the Educational Officers list its

rank was first. This discrepancy could be easily explained. In the Basic system of education the teachers were expected to follow the correlated technique of teaching and when the Educational Officers visited these institutions the teachers adopted this technique to impress their officers. The high percentage of Educational Officers mentioning that this method was usually adopted was due to this deceptive impression, while the teachers might have adopted other methods when the Educational Officers did not visit the schools.

Commenting on the operation of this method the Educational Officers stated that this method was difficult though important, it was used to a limited extent. The teachers were not intelligent enough to show originality and the method was considered to be beyond the equipment of the average teacher. This method was also failing as the necessary craft equipment and raw material was not supplied in time and the quantities were insufficient for organising productive activities. This method was considered to be suitable for all subjects except the teaching of languages, in which case direct class room techniques to be adopted. Frequent refresher courses, class teacher system and hard work on the part of the teachers were recommended to make this technique successful.

#### Class-room Techniques:-

Thirty two per cent of the Educational Officers mentioned that the usual methods adopted in the traditional elementary schools were adopted in the Basic schools also. These methods were theoretical without invoking pupil experiences and so they were not suitable to the Basic schools. Sometimes these techniques were adopted due to lack of suitable equipment for practical work. Some of them said that these direct techniques were more helpful for covering the syllabus in time than the activity methods.

#### Text Book Method:-

Twenty one per cent of the Educational Officers stated that the text book method was used. They said that book centred methods

were not preferable in Basic schools as they kill the correlated approach, though they might be more helpful in developing the three R's at the expense of the systematic growth of other aspects of child's personality. Though the use of the text book might be permitted for the teaching of language, other work centred methods should be encouraged for the teaching of other subjects.

#### Lecture Method:-

Nineteen per cent of the Educational Officers stated that the teachers used lecture method, as teaching aids and craft equipment were lacking, though this method was not suitable for the elementary school child and the treatment of the subject at this stage.

#### Project Method:-

Though this method ranked second in the Headmasters list it occupied only fifth rank in the Educational Officer's list, as only fifteen per cent of them mentioned the use of this method. This method was adopted by the teachers as it affords learning by doing and this method though suitable would be successful only if the teacher was resourceful.

#### Herbartian Steps:-

The Herbartian steps were very popular in the Training Institutions and five per cent of the Educational Officers made a mention of this technique. These steps were not mentioned by the Headmasters, though they were insisted upon during the training period. This technique was said to be adopted for elicitation of information from the students. Some Educational Officers said that their suggestions given in this regard during the inspection were ignored by the teachers.

One to five per cent of the Educational Officers mentioned several other techniques in use such as heuristics, story, narrative, exposition, explanation, discussion, object teaching, look and say, translation, memorization, play way, and question-answer (Socratic). These techniques were adopted along with

other major methods discussed above. The Educational Officers did not mention excursions, field trips, group techniques, problem method and use of audio-visual aids said to have been used widely by the teachers.

The Educational Officers made several recommendations for improvement of the methods of teaching in the Basic schools. Adequate supply of craft equipment and land for gardening should be ensured. The quality of teachers should be improved through frequent inservice courses, so that they might put up hard work in selecting methods suitable for the realisation of the aims and objectives of the different courses. Correlated technique of teaching was felt to be difficult and so the teaching of the subjects and crafts might be permitted without insisting upon relating them to each other. Teachers could be given more freedom in case class-teacher system was adopted universally. Residential schools might help the improvements of the teaching techniques. Perfect preparation on the part of the teachers was essential, and they should be encouraged to adopt excursions, project method, activities and give more work experience to the students, so that knowledge could be made more functional and applied. But forced correlations should not be encouraged. Self sufficiency aspect should not be insisted upon. The Basic Training Schools should constantly try new methods and reduce the gap between their techniques and the actual school practices. Teachers also should be allowed to experiment with new dynamic methods of teaching and show some originality.

About eighty per cent of the Educational Officers stated that they give demonstration lessons either in the centre classes organised once in a month in different zones under their jurisdiction or in the individual schools during their inspection visits. The number of lessons each Officer taught every year ranged from three to thirty five. Obviously they demonstrated the new techniques of teaching according to the need. In some cases they ask one of the experienced teachers

to teach a model lesson and other teachers were asked to observe and criticise the lesson. The Educational Officers also participated in the discussion of the lesson and offered their suggestions for improvement. While this was the general practice a few Educational Officers stated that they were not expected to give demonstration lessons.

#### ATTEMPTS TO PROMOTE CORRELATED TECHNIQUE OF TEACHING

Even though correlated technique of teaching was considered to be difficult and generally schools did not follow this device as a usual practice, it was reported that 63.91 per cent of the schools were attempting to try this technique (Coastal Andhra 68.42; Rayalaseema 66.66 and Telangana 46.51 per cents.)

#### Lesson Plans and Schemes:-

The importance of correlated technique of teaching was recognised by the teachers in Andhra Pradesh and it looked as though sincere efforts were being made to make it as successful as possible. In a teacher's study camp conducted at Nalgonda several recommendations were made for adoption of correlated technique of teaching.<sup>1</sup> The first need was to plan the syllabus divisions to suit the temporal units. Then suitable crafts and activities like community cleaning, individual hygiene, garden work, hand work, spinning, elections, assembly, prayer sports and games, cultural activities like the celebration of the festivals of all religions - Hindu, Christian and Islam etc. - social service, excursions etc. should be selected for teaching the different related units of the syllabus. The study camp suggested a number of lessons and activities which could be related. But in many cases the suggestions appeared to be mere associations and correlations between the units of knowledge and the processes of activities recommended. The study camp also recommended the

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<sup>1</sup>Correlated Method of Teaching, Medhavi I-III, October 1960. Pp.11-17.

preparation of schemes of lessons under the following horizontal heads:

- |                          |                                 |
|--------------------------|---------------------------------|
| 1. Serial number,        | 2. Class,                       |
| 3. Subject,              | 4. Lesson,                      |
| 5. Aspect of the lesson, | 6. Activity or craft processes, |
| 7. Specific objective.   |                                 |

Then the camp demonstrated another lesson plan attempting multilateral correlation for which the following horizontal items were suggested:

- |  |                              |
|--|------------------------------|
| 1. General aim,                                | 2. Specific aim,             |
| 3. Serial number and steps                     | 4. Craft or other activities |
| 5. Details of the processes of the activities, | 6. Related subjects,         |
| 7. Lessons or items of knowledge,              | 8. Techniques of teaching.   |

The item No.3 above was again further sub-divided vertically into the following aspects:

- |                     |                     |
|---------------------|---------------------|
| 1. Introduction,    | 2. Presentation,    |
| 3. Recapitulation,  | 4. Black board work |
| 5. Home assignment. |                     |

Some Basic schools and many Basic Training Schools in their practising schools followed the correlated lesson plan given below:

#### CORRELATED LESSON PLAN

- |                                 |  |
|---------------------------------|--|
| 1. Name of the teacher,         | 2. Name of the Grade,  |
| 3. Date and time,               | 4. Number of students,   |
| 5. Subject and topic,           | 6. Crafts and activities,  |
| 7. Teaching aids and equipment, | 8. <u>Aim:</u>   |
|                                 | a. General skills intended for through the activity  |
|                                 | b. Specific aim or knowledge of the subject or subjects intended to be correlated with the activity. |



## ACTIVITY

9. The plan and organisation of the activity:
10. Actual operation of the activity, beginning, continuation and ending and how the skills intended are planned through activity:
11. Steps to handle the craft or activity material with care or precautions to be taken.

## CORRELATION

Steps	Matter	Corre- lation	Blackboard work
12. State of the activity at which the topic will be introduced.			
13. Details of presentation.			
14. Testing and recapitulation.			
15. Scope of pupils' written work.			
16. Follow up work, based on the activity plan, and things which the pupils should bring into practice in their own lives, after having learnt the same through life in the school.			

Shri T. Ramakrishna Reddy recommended the planning of weekly schemes of correlated lessons under the following horizontal heads:

- |                              |                            |
|------------------------------|----------------------------|
| 1. Name of the teacher,      | 2. Date,                   |
| 3. Name of the School,       | 4. Class,                  |
| 5. Details of the unit,      | 6. Activity,               |
| 7. Technique of correlation, | 8. Other relevant details. |

MAP MAKING



Geography through activity

He also recommended the plan of an individual lesson which contained teaching aids, equipment required, duration of the lesson, previous knowledge of the students, and testing.<sup>2</sup>

Whenever the Basic institutions attempt to write down a correlated teaching scheme for a month or for a week or a lesson plan for teaching a small unit on a particular day first they select the syllabus item from the bi-dimensional annual syllabus divisions discussed in Chapter VII under curriculum and use most of the items suggested in the above discussion.

#### Types And Situations of Correlation:-

Correlated technique was broadly divided into collateral and non-collateral, depending on whether the activity and the content knowledge were treated simultaneously or content was taught after the activity was over. Then again this technique was adopted for teaching a single subject (Unilateral) and also to teach more than one (multilateral) subject at a time. The schools in Andhra Pradesh were adopting these different types as follows:

TABLE 77

#### TYPES OF CORRELATED TEACHING ADOPTED

Types of correlation	(%)			
	Andhra	Rayala-seema	Telangana	Total
1. Multilateral correlation	55.64	70.34	39.53	56.09
2. Unilateral correlation	29.32	29.63	30.23	29.57
3. Collateral correlation	21.80	31.48	20.93	23.91

Shri Ramakrishna Reddy, I. 'Lesson Plan', Medhavi,  
Basic Education Special Number, January 1961.



— STUDY OF THE COMMUNITY



THE WASHERMAN

Multilateral correlation was in wide use (56.09%) and especially in the Rayalaseema region(70.34%)than unilateral and collateral techniques. This data supported the study of Shri V.Ganapathi who reported that 29, 21 and 13 teachers stated to be using these types of correlation respectively.<sup>3</sup> It meant that the teaching of several subjects relating the same to a single activity was popular. This technique was considered to be most ideal and natural but difficult, and it would be successful, in case there was class teacher system.

The following programmes were popularly adopted as they provided more opportunities for correlated teaching:

TABLE 78  
PROGRAMMES ADOPTED FOR CORRELATED TEACHING

Programmes	Andhra	Rayalaseema	Telangana	Total
1. Craft work	67.67	61.11	44.18	61.74
2. Nature study	66.92	61.11	46.51	61.74
3. Cultural activities	51.13	46.29	44.18	48.69
4. School community life	42.10	51.85	51.16	46.08
5. Social service programmes	46.62	50.00	39.53	46.08
6. Social environment	39.09	42.59	30.23	38.26
7. Physical environment	27.82	29.63	23.25	27.39
8. Economic environment	15.04	9.26	25.58	15.65

Craft work and nature study were utilised by a majority (61.74%) of the schools, while cultural, community and social

<sup>3</sup>Shri Ganapathi,V. An Investigation into the correlated Technique of teaching; Unpublished M.Ed.Thesis,1961. Hyderabad, Osmania University, P.276.

POTTERY



STUDY OF THE COMMUNITY



service programmes take the second place (46 to 49 per cent). The physical and socio-economic environment was not exploited by many schools (15 to 39 per cent). Telangana schools appear to be paying more or less equal attention to the first five items and neglect the environment of the child for exploiting the same for educational purposes equally with the other two regions. This situation supported the allegation of the Assessment Committee and Ekbote Committee that the schools were not exploiting the physical and social environment of the child. Though many schools appear to be utilising nature study, they were definitely ignoring the community resources, and especially the economic activity going around the child.

The Head masters were asked to state which of the situations under the different programmes in Basic schools were helpful for correlated teaching. A majority of the schools (53.17%) mentioned seven items of craft work like spinning, Tailoring, carpentry and gardening processes (watering the plants, observing insects in the school garden) and other handicrafts.

As many as 33.22 per cent of the schools gave fourteen items of the school cultural and community activities which were helpful for correlation like games and sports, cleanliness programmes, prayer, quarrels among children, entertainments, elections, celebration of national festivals, celebrations of birth and death days of great men, organisation of processions in connection with the celebrations, flag hoistation in connection with functions, community duties, music and cooking.

Some schools (19.55%) mentioned six situations from the social and economic environment like social festivals of the village, local panchayat meetings, visits to temples etc. and village community service. A few (12.17%) schools said that subject to subject correlation was done, while 3.47 per cent of the schools mentioned study of physical and natural environment like agricultural operations etc.

According to a study conducted by Shri V. Ganapathi in Andhra Pradesh under the guidance of the present writer, Gardening, Spinning, Paper and card board work were proving more helpful in teaching Social Studies. The other activities helpful were

Study of the environment



The nearby lake in the village



preparation of models and maps village survey, observation of climate, visits to local market, factories, religious places, etc. Social service first aid, superstitions, epidemics, customs and manners of villagers, celebrations of festivals, cultural activities school community life, elections to local bodies, were also suitable for correlating a number of items of social knowledge of the Basic school curriculum.<sup>4</sup>

In Basic schools the craft equipment and other traditional teaching aids like pictures, text books, guide books, scrap books, charts, models, diagrams etc. were also used. According to the figures collected from the Director of Public Instruction, Hyderabad twenty per cent of the plural teacher Junior Basic Schools and sixty per cent of the Senior Basic Schools and radio sets or were having the facilities for this arrangement. Out of them 18.95 per cent of the Senior Basic Schools were registered as listening schools. Only one plural teacher Junior Basic School was having the facility of a film projector.

#### Literature on Correlated Teaching:-

The correlated technique of teaching could be more successful, in case some literature was being developed on this technique, based on the experiences of the class room teachers.

The Basic schools in Andhra Pradesh were asked to state whether any literature was developed by the teachers on the correlated technique of teaching. The following information was available:

<u>Name of the teacher</u>	<u>Literature developed</u>
<u>Andhra</u>	
1. G.Narasimha Murty	Correlation of Social Studies, Arithmetic, Language and Science with gardening and soils.
2. G.Appa Rao	Correlation of Language and Science with plantain plantation.

<u>Name of the teacher</u>	<u>Literature developed</u>
<u>Andhra</u>	
3. V.Subba Rao	Correlation of Language, Arithmetic, Science and Geography with watering the plants.
4. Amartaluri Prasada Rao	Correlation of Language, Arithmetic, Science, Social Studies Drawing and Music with Flag hoistation ceremony.
5. Dandikalla Sreeramulu	Correlation of history - Asoka and British rule, Civics and discipline through National Flag and its importance.
6. Nadella Jagannadha Rao	Correlation of Arithmetic with cotton craft - 'From Cotton Plant to Clothes'.
7. K.V.Satyanarayana	<u>Samanya Bodhana Vishayamulu</u> (A comprehensive book on the correlated technique of teaching, written in Telugu language)
8. S.Ramayya	Correlation of Language, Arithmetic, Science with cotton craft and fodder of cattle.
<u>Rayalaseema</u>	
9. Ananta Ram Sastri	Germination of seeds; Characteristics and conditions.
10. Subba Rao	Arts and Architecture in Vijayanagar Empire under Shri Krishna Deva Raya.
11. Krishna Murty	Nature study through excursions
12. P.Venketa Reddy	Spinning and Ploughing.
<u>Telangana</u>	
13. T.Narasimham	Correlation of Counting and addition with spinning and gardening

<u>Name of the teacher</u>	<u>Literature developed</u>
<u>Telangana</u>	
14. T.Krishnayya	' <u>Dandakaranyam</u> ' Dramatisation in School Garden.
15. T.Narasayya	Germination of seeds,
16. S.Makdoom Ali	Correlation of Mathematics through gardening
17. Agama Raju	Correlation of Hygiene, Science and Arithmetic through spinning.

Most of the above literature was in unpublished condition and it would be very profitable if this effort of the teachers was encouraged by the Government. The State Institute of Education could be asked to read these scripts carefully, revise and publish the same to suit the class room teacher.

#### Gulf Between the Training School and Basic School:-

There was a general talk that if the teachers followed the methods and techniques taught in the Training Institutions it would be difficult to finish the syllabus. Sixty per cent of the Basic Training Schools denied this belief, while ten per cent of them agreed and thirty per cent of the institutions could not express any definite opinion. It is interesting to note that only 22.7 per cent of the Basic schools stated that they were able to cover the syllabus, if Training methods were used, while 67.83 per cent of them clearly stated that there was gulf between the Training Institutions and actual practices in the Basic schools and so it was not possible to finish the courses, if the techniques taught at the Training Institutions were adopted in the Basic schools.

This was a very serious gulf between the Training institutions and the practices in the Basic Schools, which needs further probe and settlement. The responsibility for this gulf might be lying both with the Training institutions and the Basic schools. The techniques might not be suitably developed and taught well by the training institutions in relation to the needs of the schools,

the are/Basic schools might not be fully equipped and encouraged to follow the same techniques.

The teachers (38.26%) were unable to adopt the Training school methods and especially correlated technique in the teaching of poetry, songs, grammar - number, vowels, consonents, vibhaktis, and increasing vocabulary in languages of Telugu, Hindi and English, ratio, proportions interest in Arithmetics; Food, revolution of the earth, matter and its forms in General Science; eclipses, Moghul history, Sivaji and Krishna Deva Raya of Vijayanagar, biographical details of kings and rain fall in Social Studies; and music in Fine Arts.

Difficulties in the Way of Correlation:-

The above were some of the examples where the teachers were feeling difficulty in adopting the technique of correlated teaching. The want of a core curriculum was the first stumbling block in this direction. The following table gives an idea of the things obstructing the teachers from the realisation of the core aspects of the curriculum.

TABLE 79  
OBSTRUCTIONS FOR REALISATION OF CORE CURRICULUM

Obstructions	(%)			
	Andhra	Rayala-seema	Telan-gana	Total
1. Rigid time tables and daily routine of the schools.	56.39	53.70	53.49	55.22
2. Rules and regulations of the higher offices of the Education Department.	51.88	42.59	53.49	50.00
3. School rules and traditions.	33.83	38.89	53.49	38.69

As many as 53 to 57 per cent of the schools felt that the rigid time tables and daily routines framed by the schools themselves, under the pressure of tradition and insistence of higher offices came in the way of correlated teaching. Equally obstructive were the rules and regulations of the higher offices of the Education Department (42 to 54 per cent). The school rules and traditions (32 to 54 per cent) though some times obstructive could be changed by the schools themselves, but the change must come from the Education Department itself in the case of their directions issued from time to time if they were proving to be an obstruction for the employment of the dynamic methods of teaching for the realisation of the core curriculum.

In the study conducted by Shri V.Ganapathi it was revealed that financial difficulties and non-availability of equipment and raw materials in required number and quantity as the factors affecting their efforts in correlated teaching. The difficulties confronted by teachers in following the technique of correlation, with special reference to the teaching of Social Studies were classified into (1). Administrative (2). Methodological (3). Social (4). Economic and (5). Miscellaneous. Trained teachers were not available in sufficient number and schools did not have enough accommodation for organising various activities. Enough space for gardening was not available and raw material for craft work was not supplied in time. In some cases the latest syllabus was not available with the schools. There was no co-operation between the Headmasters and the assistant teachers. The parents and the community were prejudiced against the methods adopted by Basic schools. Generally the teachers complained against the Training institutions saying that they did not do a good job in sufficiently training the teachers in the new methods.<sup>5</sup>

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<sup>5</sup>Ibid. Pp.272-289.

The Basic schools in the regions Andhra Pradesh mentioned the following difficulties in following the correlated technique of teaching, during this investigation:

TABLE 80  
DIFFICULTIES IN THE WAY OF CORRELATED TEACHING

Difficulties	(%)			
	Andhra	Rayala-seema	Telangana	Total
1.Lack of material and teaching-learning aids.	69.92	100.00	86.05	81.74
2.Required funds not provided.	72.18	75.92	74.42	73.48
3.Lack of facilities for introduction of crafts.	68.42	81.41	76.74	73.04
4.Lack of reference library	69.90	79.63	83.72	71.30
5.Lack of text and guide books and books on correlation, in regional language.	69.10	61.11	76.74	68.69
6.This technique was not suited to teach certain subjects.	68.42	68.52	65.12	67.82
7.Allotment of different periods for different subjects harmed correlated teaching.	57.39	77.77	72.09	65.22
8.Syllabus was not suitable to the local environment.	59.39	66.66	72.09	63.49
9.Teachers, Educational Officers, leaders and community had belief in Basic education.	64.66	61.11	62.79	63.48
10.Lack of expert guidance in case of difficulty.	58.64	70.37	67.44	63.04

Difficulties	Andhra	Rayala- seema	Telan- gana	Total
11. Parents object to children undertaking manual work.	64.66	55.55	67.44	63.04
12. Non-co-operation of the Assistant teachers, Educational Officers, Parents, Public and other officers.	63.15	61.11	60.46	62.17
13. Basic Training Schools have no given due prominence to this technique.	49.62	64.81	67.44	56.52
14. Defects in School organisation.	47.37	61.11	60.46	53.04
15. Children do not evince any interest in co-related lessons.	53.38	51.85	44.11	51.30
16. All teachers do not have equal proficiency to correlate all subjects to activities.	49.62	50.00	53.49	50.43
17. Matriculate teachers can not adopt this technique of teaching.	21.80	18.52	48.84	26.08
18. Basic trained teachers with conviction in this method are not appointed as Headmasters.	42.10	40.74	74.42	47.83
19. Logical order will be disturbed in correlated teaching.	45.86	48.15	44.19	46.08
20. Teachers lack proficiency to teach crafts.	45.86	44.44	48.84	46.04
21. Indifference of officers and teachers who did not undergo basic training.	45.86	42.59	48.84	45.65
22. Teachers with faith in Basic education were not appointed.	42.36	53.80	60.46	48.69

The above was an exhaustive list of difficulties in the way of adopting correlated technique of teaching. A number of schools ranging from sixty eight to eighty two per cent said that the difficulty centred round lack of material facilities, equipment, teaching aids text books for students and guide books for teachers and other books on the technique of correlated teaching. These reasons were more pronounced in the Rayalaseema and Telangana regions. Then fifty three to sixty six per cent of the schools stated that the syllabus was not suitable to the local environment and worked out in a defective school organisation like allotting different periods for different subjects in the time table. They said that this technique was mostly failing because teachers, officers, leaders parents and community did not have any belief in this system and there was no expert guidance for them. It appears that the Government should take immediate steps to supply sufficient and suitable craft and other equipment to the schools and also equip the teachers with necessary know-how to handle the activities to make the correlated technique of teaching successful. This position was corroborated by the findings of Shri V. Ganapathi, as discussed above and they got further corroboration from the evidence collected from the Educational Officers.

Thirty one per cent of the Educational Officers stated that sufficient equipment and accommodation for craft and other activities were not provided for the schools. The available equipment did not arrive in time and was not of good quality. Twenty nine per cent of them stated that the subtleties of correlated teaching were not understood by many teachers and even by some Teacher Educators and it showed that the present teachers were not competent enough for responsible, sustained hard and regular work, as this was beyond their training and qualities. Fifteen per cent of them frankly admitted that the correlated technique of teaching was not functioning satisfactorily and the lessons were scientific on paper while the activities were most unnatural and forced. They also said that they had no time to guide the teachers (6%) who did not get suitable situations for correlation and so they followed the traditional methods of



teaching. Adoption of spinning alone as a Basic craft restricted the scope of correlation. Nine per cent of the Educational Officers said that suitable textbooks and guide books written by experts were not available. All the above cited reasons for the slow progress in the adoption of correlated teaching corroborated the items collected from other sources. Some Educational Officers (15%) were taking remedial measures like teaching model lessons, tendering advice to teachers, orientation of teachers and losing well trained teachers wherever it was possible. About twenty three per cent of the Educational Officers gave valuable suggestions like limiting the curriculum and making the teacher thoroughly acquainted with its content and technique, preparation of literature for the teachers and in-service training for acquainting him with the latest trends, organising conferences of teachers in which model lessons were taught and criticised. Yet as cent per cent skill was not acquired or expected through this technique, it might be used to the extent possible without any rigidity. A well trained Deputy Inspector of Schools might be appointed in each block for guiding the strict implementation of this technique.

The headmasters of Basic schools in Andhra Pradesh suggested the following measures for removing the difficulties in following the correlated technique of teaching:

TABLE 81

SUGGESTIONS FOR REMOVING THE DIFFICULTIES IN THE  
WAY OF CORRELATED TEACHING

Suggestions	(%)			
	Andhra	Rayala- seema	Telan- gana	Total
1	2	3	4	5
1. Basic Training Schools should give more importance for this technique.	75.94	87.04	93.02	81.74

1	2	3	4	5
2. Teachers should be given scientific knowledge about crafts.	77.44	85.13	86.05	80.87
3. Universities and Research centres should carry out thorough research on this technique and supply their results to the schools.	75.94	87.04	88.37	80.87
4. Curriculum should give suggestions for correlation	75.94	83.33	86.05	79.56
5. Teacher to study the literature carefully.	75.94	83.33	83.72	79.13
6. Good guide books for teachers and text books for students to be supplied.	72.93	87.04	88.37	79.13
7. Items that cannot be taught in correlated way to be taught through the traditional techniques.	72.18	79.63	86.05	76.52
8. Curriculum should be revised to suit to the local environment.	69.73	85.13	88.37	76.52
9. Teachers should be given freedom to make adjustments with the curriculum and method to suit the local needs.	68.42	83.33	90.69	76.08
10. Simple activities should be selected discarding heavy craft work.	70.68	68.52	83.72	72.60
11. The schools should be supplied with the researches conducted in different parts of the country.	60.90	70.37	88.37	68.26
12. Items that cannot be correlated should be postponed.	25.56	68.56	67.44	43.48

The suggestions also included from about four per cent of the schools that institutions should be organised on residential lines and teachers should be provided with quarters so that there would be closer teacher-pupil contact. These schools further suggested that there should be prompt supply of equipment and provision for model lessons. The first eleven suggestions made by the head masters appear to be significant as the percentages ranged from sixty eight to eighty two. These suggestions followed from the defects discussed in the previous pages and most of them got corroboration with those made by the Educational Officers. The first six suggestions getting frequencies of more than 79 per cent deal with equipping the teacher through pre-service, and in-service training, researches in the curriculum, provision of guide books, and text books. So, Curriculum, Training and Text and guide books attain importance. The suggestions ranging from forty three to seventy six per cent deal with dilution of the present situation i.e. revision of the syllabus, adoption of traditional techniques or postponement of the teaching of certain items, adjustments with the curriculum and introduction of simple activities instead of organising systematic craft work.

The study of Shri V.Ganapathi also supports the present findings that the teachers felt that they did not get sufficient training in craft work and correlated technique of teaching. Some training institutions reserved only one lesson to be taught through this technique out of every eight practice teaching lessons of the trainees.

Therefore, provision should be made for suitable equipment to carry on craft and other activities helpful for correlation. Good libraries with books on this technique should be provided. Only basic trained teachers should be appointed as headmasters of Basic schools. The teachers should be given sufficient in-service training through frequent seminars and conferences in the latest techniques of correlated and other related methods of teaching.

The above recommendations of the researcher were further corroborated by the remedial measures suggested by the Educational Officers and the Head Masters of Basic schools in Andhra Pradesh, in the matter of improving the status of correlated technique of teaching.

Summary:-

Basic Education brings a new method with its new philosophy. The majority of the Basic schools under study followed methods like field trips projects, problems, group techniques and some of them also used the Audio-visual equipment like radio, sound film and film strip projector. Very few schools have reported to have used the correlated technique of teaching even though this method was specifically recommended for Basic schools.

The Educational Officers reported a number of techniques the schools were using as observed by them during their inspection visits. They are correlated technique and other traditional class room techniques of teaching, text-book method, project method and Herbartian steps.

A number of difficulties were reported in following the correlated technique of teaching. Some teachers conferences have discussed how to draw the correlated lesson plans and schemes of lessons and recommended a number of proformas for the same.

In a majority of Basic schools, an attempt was made to adopt the multilateral correlation technique and unillateral and collaboral techniques were less used in these institutions. Craft work, native study and cultural activities provided a number of situations for correlating the knowledge with the same. It is clearly seen that the schools were laying more emphasis on craft work to the utter neglect of the natural and social environment of the child, as centres of correlation.

About seventeen teachers have contributed to the literature on the correlated of technique of teaching.

The Basic Training Schools denied a popular belief that the methods taught in the teacher education programme were not suitable to the practical situation in the schools. But very few basic schools reported that they were able to complete the syllabus when they followed the methods taught at the training institutions. A majority of the schools also stated that rigid time tables, daily routine, the rules and regulations of the schools and the higher officer were coming in the way of following dynamic methods of teaching for the realisation of the Basic school curriculum. Many schools were not equipped with qualified teachers, implements and raw materials for organising craft work successfully, besides the dearth of literature to give suitable guidance to the teachers in technique of teaching.

The schools suggested that Basic Training Schools should pay more attention to organising correlated teaching and the teachers should be given scientific knowledge about the crafts. The Basic school curriculum itself should throw enough suggestions to the school teachers for teaching according to this technique.

There is enough scope for experimentation and research in this area in order to suggest new ways of organising teaching and learning based on the activities of the children

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