

CHAPTER IX

THE CRAFT PRACTICES AND SELF SUFFICIENCY

	Page
1. Objectives of Teaching Craft Work....	285
2. Criteria for Selection of Basic Crafts....	287
3. Crafts in Practice.....	291
4. Scholars Studying Each Craft.....	297
5. Time Devoted for Craft Work.....	298
6. Craft Teachers.....	301
7. Starting Grade of Craft Work.....	302
8. Adequate Supply of Craft Materials.....	304
9. Repair of Craft Equipment.....	307
10. Self Sufficiency.....	312
a). Calculation of Self-Sufficiency.....	316
b). Reasons for Excess Expenditure.....	324
c). Reasons for More Income.....	325
11. Summary.....	330

CHAPTER IX

THE CRAFT PRACTICES AND SELF SUFFICIENCY

.... productive, creative and socially useful work in which all boys and girls may participate, irrespective of any distinction of caste or creed or class, is placed at the very centre of Basic education.*

Concept of Basic Education

Since craft practices occupy the central position in Basic education, it was proposed to make a special study of this aspect, apart from the discussions relevantly made under the chapters on Curriculum and Methods of Teaching.

Objectives of Teaching Craft Work:-

As in the case of other subjects, the syllabi so far prescribed in Andhra Pradesh did not mention any specific objectives for the teaching of crafts. The popular belief of the average teacher and a majority of the parents was that the craft education prepared the student for future life by helping him to earn a living. Some teachers who were good students of Basic education understood that craft work had both educational and economic objectives. No attempts were made either by the researchers mentioned in Chapter I or by the Special Committee for Basic education: Andhra Pradesh 1961 to ascertain the objectives set, or to recommend objectives for the organisation of craft education in Basic schools. The following were the objectives of teaching of craft mentioned by the Basic teachers during the course of this investigation.

* Concept of Basic Education, 1956, New Delhi:
Ministry of Education, Government of India, P.2.

TABLE 82
OBJECTIVES OF TEACHING CRAFTS IN BASIC
SCHOOLS

(%)				
Objectives	Andhra	Rayala- seema	Telan- gana	Total
1. To give vocational training to the students,	77.44	79.93	72.09	76.96
2. To inculcate dignity of labour in the students,	75.19	74.07	74.42	74.78
3. To make worthy use of leisure time by the students,	75.94	66.67	66.44	72.17
4. To teach different school subjects through craft processes,	70.68	74.07	60.46	69.56
5. To train senses and muscles of the students,	64.66	61.11	65.12	63.91
6. To enable the students to help their parents in their vocations,	61.90	59.26	67.44	61.74
7. To earn money for the school by selling the craft products.	41.35	37.04	34.38	39.13

About 4.30 per cent of the schools stated that craft work was being forcibly organised in the schools because the Government ordered for its implementation in Basic education and its cherished objectives could not be realised in the schools as they were unworkable, and importance of real education was not recognised. But craft work was organised by many teachers to create in the students interest in the work and dignity of labour and discipline or to shed their laziness and to provide them with mental and physical exercises developing some skills in them. The students realised that good fruits were the result of hard work and

ultimately they were prepared to rely on themselves in future life, so that they were employed well and felt happy in life. This was the random thinking of a minority of the school teachers in the state.

A big majority of the schools (72 to 80 per cent) stated that the objective of teaching craft in a Basic school was to give vocational training, making worthy use of leisure time to develop dignity of labour. Next preference was given to the educational aspect (63 to 70 per cent) stating that different school subjects and development of the senses and muscles of the students were intended through the teaching of crafts. The old idea of earning money through the craft products was entertained by a small minority of 39.13 per cent of the schools, which were not informed about the latest position of the objectives of teaching crafts.

A majority of the Basic Training Schools supported the objectives of dignity of labour (56.25%) and teaching of different subjects through craft processes (50%). Many other Training Schools (43.75%) stated vocational training, worthy use of leisure time and development of muscles as the objectives. Some of them (25%) mentioned that earning money for the school and helping parents in their vocations as the main objectives. A few of them (6.25%) stated that crafts were taught compulsorily keeping in view the fruits of self reliance, employment and happy life, as a result of hard work.

Many teachers missed the point that a Basic school was not a vocational school. Educational aspects were to be given the first preference while making every effort to make the craft products salable and useful. This position must be made understood by all the teachers working in the Basic schools.

Criteria for Selection of Basic Crafts:-

The objectives discussed above could be realised perfectly, if the crafts were selected according to a suitable criteria. The Educational Officers, the Basic Training Schools and the Basic Schools gave the following criteria:

TABLE 83
CRITERIA FOR SELECTION OF BASIC CRAFTS

Criteria	(%)		
	Additional Educational Officers	Headmasters of Basic Training schools	Headmasters of Basic Schools
1. Availability of implements, raw material, facilities for repairs and accommodation for organising craft work.	75.00	74.90	49.99
2. Aptitude and liking of the student for the craft.	8.00	87.50	58.70
3. Crafts selected according to the liking of the higher officers.	5.00	81.25	62.61
4. Students can work this craft easily.	17.00	43.75	32.17
5. Possibility of teaching different school subjects and development of character.	8.00	56.25	30.00
6. Need and demand for the craft products locally.	30.00	43.75	29.50
7. Many parents and others practise this craft locally.	49.00	31.25	20.00
8. Availability of trained teachers for teaching this craft.	4.00	50.00	29.13
9. Less expenditure and more income through the craft.	24.00	18.75	15.65
10. Possibility of employing many pupils in the craft.	-	25.00	31.74
11. Availability of technical help from local craftsmen.	5.00	18.75	10.75
12. Parents advice to children for learning this craft.	8.00	18.75	7.83

The above table reveals some very interesting and divergent opinions of Educational Officers, teacher educators, and headmasters of basic schools - who seem to represent the administrative, academic and practical points of view in laying down the criteria for the selection of basic crafts. If the opinions of Headmasters of training schools is kept as the point of comparisons than the divergence, in the opinions of the educational officers and the headmasters of basic schools is on the negative side with a few exceptions.

The Basic Training Schools and the Educational Officers (75%) firmly believe that local conditions like the supply of implements, raw materials, repairs to the implements and accommodation in the schools must be taken into consideration in selecting the Basic crafts. The Basic Training Schools and the Basic Schools (87.50% and 58.70% respectively) state that the crafts selected should be based on the aptitude and liking of the students, while the Educational Officers were not interested on this point (8%). Both the Basic Training Schools and Basic Schools (81.25% and 62.61%) stated that crafts should be selected according to the liking of the higher officers, which position very few Educational Officers favoured (5%). The items mentioned by the Educational Officers in the rank order indicated that they kept the administrative consideration in view while suggesting the criteria for the selection of the Basic craft like the availability of facilities and local prevalence of the craft to feed the school with equipment, material and technical help, local need and demand, less expenditure and more income. But the view point of the Basic Training School was different from the Educational Officers as they suggested more academic considerations like the aptitude of the student, local facilities, educational possibilities, easy working by the student, guidance by parents as they practise the craft at home, and availability of trained teachers. Basic schools showed both administrative and academic considerations. They tactfully recommended dependence on the liking of the higher officers, local conditions, aptitude and

easiness of the students. On the whole local bearing, aptitude of the students and approval of the higher officers appear to be essential criteria for the selection of a Basic craft.

The Special Committee for Basic Education; Andhra Pradesh recommended the following criteria.¹

1. Whether the craft is practised in the locality in which the school is situated,
2. Its educative possibilities,
3. Children's liking, and
4. Availability of raw materials and equipment.

The above criteria for the selection of the Basic craft were for the administration. The students also apply some criteria for the choice of a particular Basic craft from those provided by an individual school. The following are the responses from the Basic schools regarding the considerations of the students for the selection of Basic craft:

TABLE 84
STUDENTS CONSIDERATIONS FOR THE CHOICE OF BASIC CRAFTS

Considerations of choice	(%)			
	Andhra	Rayala-seema	Telangana	Total
1. Interest in the craft	48.87	55.55	37.20	48.26
2. The craft is compulsorily given and no choice involved	39.09	50.00	46.51	43.04
3. Aptitude for the craft	32.33	50.26	46.51	41.30
4. The craft is easy to do	36.84	48.15	46.51	41.30
5. Other Crafts are not available	39.09	51.85	25.58	39.56
6. Ability to do the craft	32.33	33.33	25.53	31.30
7. Other students have taken the craft	28.57	24.07	20.97	26.08
8. More money can be earned through the craft	14.28	33.33	1.39	18.69
9. The craft is done hereditarily by the family	53.33	12.96	6.98	9.13
10. Parents advice	5.26	5.55	9.30	6.08

¹The Report of the Special Committee for Basic Education, Department of Public Instruction, 1961. P.67.

In many cases (39 to 44 per cent) the students had to be given one particular craft as other crafts were not provided by the schools. For example in many schools according to the decision of the Government spinning and weaving have been introduced as Basic crafts and in that case there was no choice left to the children in selecting a craft according to their liking. But in thirty one to forty nine per cent of the schools the students selected crafts according to their ability, aptitude, interest and easiness to work the craft. Hereditary or parental influence and financial or gregarious considerations were least significant in the selection of the Basic craft by the students. This data was corroborated by the Basic training Schools (37.50%), which said many crafts could not be provided to satisfy the students choice according to their aptitude and interest.

Crafts in Practice:-

As mentioned in Chapter VII 'Curriculum and Text Books' the old Basic syllabus prescribed the following crafts:

- | | |
|-------------------------------|--------------------------------|
| 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). House wifery | b). Cookery, |
| c). Laundry, | d). Needle work, |
| e). Domestic farming. | |

According to a study conducted by the National Institute of Basic Education, Delhi, in Basic schools in Andhra craft work was a compulsory part of the programme of studies in all classes and this was utilised as a centre of correlation. The craft prescribed in the syllabus was cotton craft, but the school was permitted to follow any other crafts as optional subsidiary crafts with the approval of the Department. The general science which was a compulsory subject included gardening.²

²Craft Education in Indian School System, Delhi:
National Institute of Basic Education, 1965. P.77.

WORK EXPERIENCE



Teacher participates in preparing the soil.

Again as discussed in Chapter VII the new seven year integrated syllabus recommended some activities which include some productive crafts also, to be practised from grade three onwards. They were:

1. Cleaning and ginning of cotton and spinning,
2. Gardening which was included under General Science as practical work,
3. Paper work,
4. Clay modelling,
5. Free hand drawing,
6. Colouring the outlines supplied by teachers, and
7. Preparation of picture albums.

On comparison between the status of craft work before and after the introduction of the seven year integrated elementary education curriculum from the year 1959-60, one could easily see the dilution of the level of craft work from the number and types of crafts or activities recommended and the introduction of the same from grade three only.

The actual number and types of crafts introduced by schools in the regions of Andhra Pradesh are given in the table below:

CRAFT WORK



CARDING

CRAFT WORK



EXPERIENCE AT THE WORK BENCH

TABLE 85
NUMBER OF SCHOOLS INTRODUCING DIFFERENT MAIN CRAFTS

Name of the Craft	Andhra	Rayalaseema	Telangana	Total
1. Spinning	81	22	23	126
2. Gardening	47	18	17	82
3. Clay modelling	19	7	2	28
4. Mat weaving	12	7	0	19
5. Agriculture	9	2	4	15
6. Paper folding	6	7	1	14
7. Cloth weaving	7	6	3	13
8. Art(Drawing)	7	2	2	11
9. Navar tape weaving	5	1	3	9
10. Toy making	6	1	0	7
11. Tailoring	2	2	2	6
12. Embroidery	4	1	1	6
13. Basket weaving	5	1	0	6
14. Wood work	3	0	2	5
15. Book binding	4	1	0	5
16. Pottery	4	1	0	5
17. Car board modelling	3	1	1	5
18. Leather work	1	0	1	2
19. Kambal weaving	2	0	0	2
20. Paper making	0	1	0	1
21. Tattis weaving	0	1	0	1

Out of the above list the following crafts were also introduced by the schools for subsidiary study:

- | | |
|----------------------|------------------------------|
| 1. Gardening (72), | 2. Clay modelling (45), |
| 3. Spinning (34), | 4. Mat weaving (26), |
| 5. Art (24), | 6. Paper folding (21), |
| 7. Toy making (17), | 8. Cloth weaving (12), |
| 9. Agriculture (11), | 10. Navar tape weaving (11), |
| 11. Tailoring (10), | 12. |

Other crafts were introduced by less than ten schools.

According to the Educational Officers the most popularly practised crafts were Spinning on Takli or Charka (60%), Vegetable kitchen gardening or horticulture (50%), Navar tape weaving (13%) and about one to five per cent of them mentioned the other crafts contained in the table 85 and new crafts like leaf work, rope making, palmyrah leaves craft, Knitting, Fibre craft, Brush making, Bamboo work, (chilmanchitz making), Bee keeping, Soap making, Cane weaving, Smithy and metal work, Home craft, Printing, Carpet weaving and composit making. According to the Special Committee for Basic Education, Andhra Pradesh stated:

We have in our state spinning, weaving, gardening and horticulture (leading to Agriculture) as the main crafts chosen for Basic schools. Carpentry, toy-making, leather work and needle work are often chosen as subsidiary crafts.³

In the 1956-57 survey of Basic education in Telangana conducted by the present writer, the following crafts came up in the first seven ranks as main, subsidiary and local crafts:

- | | |
|---|-----------------|
| 1. Spinning, | 2. Weaving, |
| 3. Gardening, | 4. Agriculture, |
| 5. Carpentry, | 6. Pottery, |
| 7. Navar(cot tape)weaving. ⁴ | |

³Report of the Special Committee for Basic Education.
Andhra Pradesh, Hyderabad: Department of Public Instruction, 1961.P.67.

⁴Subba Rao, C.S. Basic Education in Practice,
Secunderabad: Ajanta Publications, 1958. P.95.

ARTS AND CRAFTS



OUT DOOR ART CLASS

In the study conducted by Shri V. Ganapathi the following ten crafts were said to be in practice:-

- | | |
|-----------------------|-------------------------------|
| 1. Spinning, | 2. Wood work, |
| 3. Gardening, | 4. Paper and card board work, |
| 5. Agriculture, | 6. Book binding, |
| 7. Embroidery, | 8. Tailoring, |
| 9. Clay modelling and | 10. Weaving. ⁵ |

In another study conducted by Miss Mumtaz Wasiulla Hussaini the following crafts were identified in practice:-

- | | |
|-----------------------|---------------------------------|
| 1. Spinning, | 2. Weaving, |
| 3. Painting, | 4. Embroidery, |
| 5. Tailoring, | 6. Agriculture, |
| 7. Kitchen gardening, | 8. Carpentry, |
| 9. Book binding, | 10. Paper folding, |
| 11. Flower making, | 12. Toy, |
| 13. Mat weaving, | 14. Carboard work, ^d |
| 15. Clay modelling, | 16. Nawar weaving, and |
| 17. Cane work. | |

Flower making was a new craft which did not occur in any of the previous lists.⁶ Shri K. Ramarao who conducted a study on the 'Handicrafts in the Basic Schools of Hyderabad and Secunderabad listed the following crafts:

- | | |
|--------------|---------------|
| 1. Spinning, | 2. Gardening, |
|--------------|---------------|

⁵ Shri Ganapathi, V. Correlation in the Teaching of Social Studies in Basic Schools. Unpublished M.Ed., thesis, Hyderabad: Osmania University, 1961. Pp. 263-64.

⁶ Miss Hussaini, M.W. Investigation into the Practical Work Programmes of Basic Schools, etc. Unpublished M.Ed., thesis; Hyderabad: Osmania University, 1963. P. 203.

CRAFT WORK



CLAY MODELLING

- | | |
|--------------------|-----------------------------|
| 3. Wood work, | 4. Weaving, |
| 5. Agriculture, | 6. Tailoring, |
| 7. Leather work, | 8. Book binding, |
| 9. Bamboo work and | 10. Cane work. ⁷ |

The Special Committee for Basic education: Andhra Pradesh recommended the introduction of Book-craft including paper and cardboard work leading to wood and metal work; Pottery, Fisheries and Home Craft, and these crafts were also recommended by the Ministry of Education, Government of India.

In the previous discussion the Educational Officers also mentioned a number of new crafts, which were found in the list supplied by the Basic schools. Perhaps those crafts were in practice in one or two schools in the jurisdiction of the Educational Officers.

Many new crafts could be introduced if the suggestion of the Special Committee was followed:

We are told that, so far, the department has not undertaken investigations to measure educational potentialities of craft with a view to determining the extent to which academic knowledge can be imparted through each of the crafts, the extent to which each of the crafts may be expected to arouse and sustain the interest of school children, the extent to which each craft could be spread over the various grades in their gradually increasing difficulty and complexity, etc. It is also worthwhile to explore the usefulness of particular craft in a particular area. The Department should do this survey with the assistance of the training colleges and institutes.⁸

The Department of Public Instruction did not conduct such a survey so far. From the above lists spinning on Takli or Charka and vegetable and fruit gardening were very popularly practised. Clay modelling, Mat weaving, Paper folding, and Navar (cot tape)

⁷ Shri Ramarao, K. 'Handicrafts in the Basic Schools of Hyderabad and Secunderabad, Hyderabad: Unpublished M.Ed.thesis, Osmania University, 1960. P.81.

⁸ Report of the Special Committee for Basic Education, Op.Cit. P.67.

weaving could be easily made more popular. With all its advantages spinning and weaving crafts did not satisfy the local bearing aspects of the criteria of selection of a Basic craft, as cotton plants were not grown every where in the state. In view of the acute food problem, it is advisable for the Government to think seriously of the problem allotting extensive plots of land to the Basic schools and popularise the Gardening craft on a very large scale. This could be easily given the status of a Main Craft universally through out the state as this craft satisfies all the criteria for the selection of Basic craft from the point of view of the administration, students interests and academic interests. Land is available everywhere in the state and the Revenue Department has to take interest in allotting five or six acres of land to each school in every village, similar to the allotment of vast areas of land to the political sufferers. The men at the helm of affairs should ^{take} a little interest to help the schools and thereby the pupils, the educational system and the country as a whole.

While gardening could be the compulsory major craft for each individual pupil, there was still room for the practice of some more crafts, as presently the schools reported to be teaching one or two major crafts and two or three subsidiary crafts, and this practice could continue. The undue importance given to spinning and weaving should be checked as this step led to the unpopularity of Basic education to a great extent. This could be done by giving the due place to gardening.

Scholars Studying Each Craft:-

An attempt was made to ascertain the number of scholars studying the different crafts and hobbies in the Basic schools of the state. The following is the position according to the figures collected from the Director of Public Instruction, Hyderabad:

TABLE 86
SCHOLARS PURSUING DIFFERENT CRAFTS

Craft	Basic craft	Hobbies	Pre-vocation- al subject.
1. Spinning and weaving	6,161	1,45,778	42,656
2. Gardening	5,083	49,980	9,740
3. Clay modelling	1,564	22,513	-
4. Paper work	1,867	8,930	2,350
5. Rope making	8	284	-
6. Mat weaving and Tailoring	271	4,115	9,062
7. Home Science, Carpentry and Fine Arts.	664	8,454	6,857

From the above figures also it could be found out that Spinning, Gardening and Clay modelling were the most widely practised crafts, either as main Basic crafts or minor crafts and hobbies.

Time Devoted for Craft Work:-

Dr.Zakir Hussain Committee recommended the organisation of craft work for three hours and twenty minutes per day,⁹ while the syllabus recommended by the Ministry of Education, Government of India stated that craft work should last for for two hours a day in the first two grades, two and a half hours from the third to fifth grades and three hours

⁹ Educational Reconstruction, Sevagram: Hindustani Talimi Sangh, 1950. P.119.

from sixth to eight grades.¹⁰ The Hand-book for Teachers of Basic Schools recommended two to two and half hours in the junior grades and three hours in the senior grades.¹¹ The Hindustani Talimi Sangh, Sevagram and the old Basic curricula of Andhra Pradesh suggested two hours per day uniformly for all grades. Surprisingly enough the new seven year integrated syllabus now recommended for the Basic schools did not make any mention of the number of periods that should be devoted for Arts and Crafts suggested for practice from class three onwards.¹²

Not mentioning the time to be devoted to the different subjects in the curriculum might prove to be a healthy tradition, since it left sufficient freedom to the teachers to use their discretion and utilise the time necessary for different areas, depending on the length of the course, resourcesfulness of the teachers and the rate of learning by the pupils.

From the study conducted by Shri K.Ramarao, it appears that the Basic schools in the twin cities of Hyderabad and Secunderabad were devoting daily half an hour to one hour for craft work.¹³ From another study of Miss.Muntaz Wasiullah Hussaini it was known that all schools devoted one period per day (period lasts for only 40 or 45 minutes) for the main craft and three periods per week for subsidiary crafts.¹⁴ This arrangement worked out to the ratio of 2:1 periods per week for the major and minor crafts respectively.

¹⁰ Syllabus for Basic Schools, New Delhi: Ministry of Education, Government of India, P.11.

¹¹ Hand-Book for Teachers of Basic Schools, New Delhi: Ministry of Education, Government of India, 1956.P.144.

¹² Seven Year Integrated Syllabus for Elementary Schools, Andhra Pradesh Gazett, 2nd June 1960.

¹³ Shri Ramarao, K. Handicrafts in the Basic Schools of Hyderabad and Secunderabad, Hyderabad: Unpublished M.Ed. thesis of the Osmania University, 1961. P.88.

¹⁴ Miss Wasiullah Hussaini M, OP.Cit.104.

The study of the National Institute of Basic Education revealed that according to the Basic school syllabus the average time allotted to craft work was one and half hours per day in classes 4-5 and two and half hours per day in classes 6-8. The traditional primary school syllabus prescribed three periods out of thirty nine periods per week for craft work.¹⁵ This was equal to the time devoted for the subsidiary crafts in Basic schools

During the course of this investigation it was found that forty four to sixty per cent of the schools were not giving equal time to all crafts (Major and Minor) while only 19 to 38 per cent of the schools were not making any distinction between the major and minor crafts in terms of allotment of time in the weekly time table.

Since the seven year integrated syllabus did not suggest certain number of periods per week for organising craft work and a majority of the schools stated that different periods of time were allotted for major and minor crafts, it would be interesting to study the following table giving region-wise percentage of schools allotting the number of hours for major and minor crafts:

TABLE 87
TIME DEVOTED TO MAJOR AND MINOR CRAFTS

Hours	($\%$)							
	Andhra		Rayalaseema		Telangana		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
1	6.01	8.27	5.56	7.41	6.98	9.38	6.09	8.26
2	8.12	18.04	3.70	16.67	9.30	6.98	7.39	15.65
3	9.02	5.26	11.11	9.26	16.28	11.63	10.87	7.39
4	11.28	6.01	12.96	3.70	16.28	2.33	12.61	4.78
5	3.01	1.50	-	1.85	-	2.33	1.74	1.74
6	6.01	2.25	16.67	-	-	-	7.39	1.30
7	1.50	-	11.11	3.70	-	2.03	3.48	1.30

¹⁵ Craft Education in Indian School System, Op.Cit.77.

The percentage of schools providing instruction in major crafts was gradually rising from one hour to four hours, from which point there was a sharp fall uniformly in all the regions of Andhra Pradesh. The majority of eleven to seventeen per cent of the schools were providing four hours per week for the major crafts. This worked out to six periods of forty minutes duration and from this it could be easily inferred that one period per day was provided for the teaching of the major crafts in a maximum number of the schools. In the case of minor crafts also the percentage of schools was falling after two hours, (fifteen to nineteen per cent) except in the case of Telangana where three hours time was devoted for the minor crafts by a maximum of the schools (11.63%). This worked out to three periods of forty minutes duration per week for the minor crafts. The ratio of the number of periods for the major and the minor crafts worked out to be 2:1 and this data also supported the study of Miss Muntaz Wasiullah Hussaini, in which the ratio was derived as 2:1 as discussed earlier.

The period of time recommended by any syllabus worth the name or any book or committee for the craft work was the minimum of two hours and the maximum of three hours and twenty minutes, as discussed earlier. But including the time devoted for the minor craft, the total maximum time devoted for craft work per day in Basic schools in Andhra Pradesh was not exceeding one hour, and this was certainly below the ideal or standard set.

Craft Teachers:-

From the table 65 it could be seen that only 65.22 per cent of the teachers were trained in Basic crafts and this percentage went down to 51.85 in Rayalaseema. It was an improvement over the 1956-57 position when only 32.66% of the schools had specially trained craft teachers.¹⁶

¹⁶ Subba Rao, C.S., 'Working of Government Basic Schools in Telangana' M.Ed. thesis (published as 'Basic Education in Practice'), Hyderabad: Osmania University, 1957. P.364.

The Assessment Committee on Basic Education recommended the association of skilled traditional craftsmen with craft teaching in the Basic Training Schools and Basic schools. They should be asked to teach the crafts under the supervision of the school teachers one or two hours a day or one or two days a week, either by coming to the Basic schools themselves or by sending the children to their local workshops.¹⁷ The Special Committee also echoed this suggestion, in view of the need for introduction of more number of crafts in Basic schools, without restricting to spinning and weaving. They should be properly trained and then they could be appointed on either full time or part-time basis. Their work must be supervised by trained teachers so that correlation should be complete.¹⁸

Only 16.66 per cent of the schools were utilising the services of the local crafts men, even though there was no official arrangement for their employment in the school. It was done purely on the initiative of the Headmasters and assistants, depending on their influence with the local craftsmen.

Starting Grade of Craft Work:-

The founders and protagonists of the scheme of Basic education wanted that Craft work should be started even from the Pre-basic stage and so according to them the discussion about the grade in which craft work should be started would be funny. But the seven year integrated scheme of elementary education of Andhra Pradesh suggested the introduction of activities and simple craft work from third grade onwards and it was a departure from the accepted policy of starting systematic craft work from the first grade. The Headmasters of Basic schools and Basic Training Schools gave their opinion with regard to the starting grade of craft work.

¹⁷Report of the Assessment Committee on Basic Education,
New Delhi: Ministry of Education and Scientific
Research, Government of India, 1956. Pp.23 and 24.

¹⁸Report of the Special Committee for Basic Education,
Op.Cit.P.68.

TABLE 88
OPINION OF SCHOOLS ABOUT THE GRADE FROM
WHICH CRAFT WORK SHOULD BE STARTED

(%)				
Grade	Andhra	Rayalaseema	Telangana	Total
1	7.52	7.40	6.90	7.39
2	9.77	9.26	11.63	10.00
3	50.37	55.55	37.20	49.13
4	52.63	61.11	55.81	55.22
5	56.39	51.85	67.44	57.39
6	33.08	24.07	30.23	30.43
7	27.06	16.66	20.93	23.48
8	28.57	16.66	20.93	24.35

The consensus of opinion of the Basic schools representing both the majority and the maximum appears to be that craft work should be introduced in the fifth grade, except in the case of Rayalaseema where a maximum percentage (61.11) of schools preferred the introduction of craft in the fourth grade itself. Twenty five per cent of the Basic Training Schools recommended the introduction of craft work from the third grade onwards, while 12.50 per cent of the Training Schools each recommended its introduction in different grades ranging from second to eighth. There was a significant change in the opinion of the schools about the introduction of crafts from 2nd to third grades. The opinion of the Basic schools and the Basic Training Schools agreed in this respect with the decision of the Government of Andhra Pradesh to introduce activities and simple crafts from the third grade onwards. It was feared that the introduction of productive crafts in the lower grades was resulting in the waste of raw materials, as the small children in these grades were unable to produce

saleable goods. On the other hand the introduction of crafts in the higher grades would also help using their processes for correlating the knowledge of different school subjects.

Adequate Supply of Craft Material:-

Timely and adequate supply of craft equipment was necessary to keep the work going on without interruption. The craft implements and raw material were supplied to the schools by the Government according to 64.35 per cent of the schools (Andhra 69.17, Rayalaseema 59.26 and Telangana 35.81.) Only 15.65 per cent of the schools (Andhra 6.77, Rayalaseema 16.66 Telangana 41.36 per cents) reported that the craft equipment was purchased locally. About one per cent of the schools said that it was supplied by other agencies or produced in the institutions themselves.

The Government sanctioned grants for supply of craft equipment to the Basic schools at the rate of Rs.150/- for each teacher. The craft equipment was imported from Wardha or Tiruvur by the ten Basic Training Schools which were equipped with Central Craft Stores, for supply of equipment to all the Basic schools around them. This arrangement was in vogue in the Andhra and Rayalaseema regions. So, a majority of the schools in Andhra and Rayalaseema regions said that the equipment was supplied by the Government, while in Telangana more schools said that it was purchased locally. In some districts the District Educational Officers or the Block Development Officers helped the schools to get the equipment, but the responsibility ultimately rested with the schools.

The Special Committee for Basic Education examined this question and found that the Central Craft Stores system was not working satisfactorily. It was proposed to start one production centre in each of the regions in the state and empower the Block Development Officers to store the craft equipment for all the schools in that region. This would ensure timely supply of craft equipment and adequate production. During the

1956-57 survey in Telangana it was revealed that the craft equipment and raw materials were not reaching the schools in time, due to certain procedural difficulties, lack of communications to some interior villages, and the implements were incomplete lacking in accessories or defective.¹⁹ Another difficulty the schools were encountering was the lack of store keeper in the schools. A teacher was entrusted with the duties of a store keeper also and so he was unable to do justice to his duties both as a teacher and as a store keeper. The Committee proposed an additional allowance to the teacher-store keeper or reduction of his teaching duties proportionally, as it felt that a full time store keeper might not have full work.²⁰

During the course of this investigation it was found that 22.44 per cent of schools in both Andhra and Rayalaseema and 41.22 per cent of the schools in Telangana reported that the craft equipment supplied was not adequate to keep all the students working the crafts. The inadequacy was described as lack of sufficient tools, raw materials like cotton, and yarn for spinning and weaving crafts. For Navar (cot tape) weaving trained teachers were not available. For both these crafts accommodation was lacking in some schools. For gardening and agriculture land, water facilities, and seeds were lacking. For Tailoring the sewing machines were lacking. For Art work paper and paints were wanting. These shortcomings could be set right if there was proper planning on the part of the administrators and the teachers. The Basic schools and Basic Training Schools made some suggestions during the present investigation for ensuring prompt supply of craft equipment, as seen from the table below.

¹⁹ Subba Rao, C.S. Op.Cit. Pp.97 and 98.

²⁰ Report of the Special Committee for Basic Education,
Op.Cit. Pp.65 and 66.

TABLE 89
SUGGESTIONS FOR PROPER SUPPLY OF CRAFT EQUIPMENT

Suggestions	(%)			
	Andhra	Rayala- seema	Telan- gana	Total
1. The Deputy Inspector of Schools should be given powers to supply the equipment.	63.16	70.37	30.23	58.70
2. Government should supply the equipment through the Central Stores and Purchase Department.	54.89	51.85	41.86	51.74
3. Educational Officers should supply the craft material.	54.13	51.85	25.58	48.26
4. A supply bureau should be established to work under the Block Development Officers.	48.12	48.15	46.51	47.83
5. A regional craft store should supply the craft material.	47.37	48.15	44.18	46.96
6. Schools should be allowed to purchase the equipment directly.	36.08	46.30	55.81	42.17
7. Basic training schools should take this responsibility.	10.60	48.15	48.84	35.77
8. The Director of Public Instruction should take this responsibility.	28.57	37.04	30.23	30.87

All the above suggestions were complementary in nature, as the Deputy Inspector of Schools, whom a majority of the schools wanted to supply the craft equipment, was a Government Officer, now working at the Block level. Hence the first four suggestions could be rolled into one. In operation a craft bureau could be started in every block and the Extension Officer,

who was an Educational Officer working under the Block Development Officer, could be entrusted with the responsibility of looking after the day to day administration of this bureau, which could establish liason with the Central Stores and Purchase Department. Regional Craft production centres for Andhra, Rayalaseema and Telangana could be established to supply material directly to the craft bureaus working under the Block Development Officers. The equipment could be supplied by the bureaus only on demand from the schools and the local Basic Training Schools should be asked to watch the working of the system and report any shortcomings to the Director of Public Instruction from time to time, so that he may direct rectification of the mistakes. Thus all the suggestions made in the above table could be woven into a single scheme and proper and adequate supply of craft equipment could be made to reach the schools in time every year, i.e. before the schools actually re-open after the summer vacation. The Basic Training Schools (56.25%) suggested that the rules should be suitably amended to facilitate the schools to make the purchases directly and this suggestion was also in agreement with the scheme discussed above. The same bureaus could also take up the repair of craft equipment.

Repair of Craft Equipment:-

There were several complaints about the defective condition of the craft implements. The equipment naturally gets spoiled in the hands of students who are merely learners and not expert craftsmen. The teachers or specially trained craft inspectors must be in a position to meet the challenge of repairs provided they were adequately trained in this aspect also at the training institutions. The Basic schools were adopting the following different ways for repairing the craft implements:

TABLE 90
HOW CRAFT EQUIPMENT WAS REPAIRED

	(%)			
Ways adopted to get the craft equipment repaired.	Andhra	Rayala-seema	Telangana	Total
1. Teachers repair craft implements.	37.59	37.03	27.90	35.65
2. Local crafts men repair the instruments.	29.32	31.48	51.16	33.91
3. Need for repairs had not arisen.	22.55	20.37	18.60	21.30
4. Students repair with the help of the teachers.	20.30	11.11.	25.58	19.00
5. Craft implements were not repaired at all due to lack of budget for purchase of tools.	10.53	20.37	20.93	14.78
6. Students themselves repair.	6.01	14.81	9.30	8.69
7. Repairs got done by the central craft stores.	4.51	7.40	9.30	6.08
8. School management attends to this work.	0.75	1.85	-	0.86

Mostly teachers were attending to the repair of the craft equipment (35.65%) and in many places local craftsmen help the schools in the repair (33.91%). This practice of depending on the local craftsmen was more prevalent in Telangana (51.16%), while in Andhra and Rayalaseema regions the teachers themselves manage to repair the craft equipment. Local craftsmen should be given this trouble, only when the teachers and students fail to do the job. The best practice would be for the students themselves to be able to repair the instruments, with or without the help of the teachers; who should also get some training in this branch at the Training institutions.

About fifty per cent of the Basic Training Schools reported that local crafts men repaired the equipment while 37.50 per cent of them said that the pupil-teachers repaired the implements with the help of the teachers. In only twenty five per cent of the institutions either the teachers themselves or pupil-teachers themselves were repairing the equipment. The Basic Training institutions should develop the easy ways of repairing the craft equipment, by the pupil-teachers, who would become teachers in Basic schools. If a pupil-teacher could not repair the implements then he should seek the guidance of the teacher educator and only as a last resort the local crafts men should be approached for help.

The previous survey in Telangana by the present investigator revealed that there were no agencies that could take the school produce. There were some non-government agencies that could take the products of cotton craft, but no agency was coming forward to take the products of other crafts. Only 10.66 per cent of the schools could sell their produce. The school teachers and students were making use of the cotton products to some extent. It depended on the habit of teachers and students to wear Khadi (hand spun and hand woven cloth) clothes. During the last survey it was revealed that 7.2 per cent of the students and 13.3 per cent of the teachers were wearing Khadi. The schools gave a number of difficulties for the disposal of craft products. They were not of good quality. Higher officers did not permit selling of products and the quantity was not sufficient for selling. Due to difficulties in organising craft work enough production did not take place, in some schools products were used up by the school community. If products were sold they could not earn the cost of raw material invested.

During the course of this investigation also about 39.06 per cent of the schools reported to be attempting the sale of school craft produce and encountering a number of difficulties in this process, which supported the conclusions of the survey mentioned in the preceding para. Material was not found to be fit for sale and it was not salable (6.52%).

The products were sold to the local community (5.22%) and this point was adequately supported from the report of Miss. Muntaz Wasiullah Hussaini, who stated that the local people helped the school in purchasing the raw materials and extended their co-operation in purchasing the articles produced by the school children, especially the products of Spinning, Tailoring, Kitchen Gardening, cane work and leather work.²² 37.50 per cent of the Training Schools and 4.78 per cent of the Basic schools stated that products like mats, cloth were sold to the students. 31.25 per cent of the Training schools and 2.17 per cent of the Basic schools said that vegetables and paddy were sold to the hostels and teachers. Some schools kept the products in the schools and used them at the time of exhibitions (4.35%) return the products to the Central Craft Stores and get the raw material in exchange. Some sell or auction the products to the local people and purchase the things required for the school, but a few other schools remit the money in the Government treasury. Some schools suggested that the things produced by students should be utilised for decorating the school, while a few other schools send them to the Samithi office or the Training School.

The Basic schools and Basic Training Schools made a number of suggestions for the disposal of the craft produce.

TABLE 91

SUGGESTIONS OF THE SCHOOLS FOR THE DISPOSAL
OF THE CRAFT PRODUCTS

(%)				
Suggestions	Andhra	Rayala- seema	Telan- gana	Total
1	2	3	3	5
1. Craft products should be sold to the students for nominal price.	55.54	59.26	72.09	59.56

²²Miss Hussaini, M.W., Op.Cit. P.139.

1	2	3	4	5
2. Rebates should be announced to promote quick sales.	56.39	48.15	65.12	56.08
3. Students hostels should purchase craft products for a nominal price.	54.13	53.70	51.16	53.48
4. An annual exhibition and sale should be organised.	44.36	50.00	55.81	47.84
5. A co-operative society should be entrusted with this work.	45.11	44.44	37.21	43.48
6. Sales departments should be organised in the Training Institutions.	41.35	37.04	58.14	43.48
7. Products should be sold to institutions like hospitals and other departments through the Central Stores and Purchase Department.	51.88	53.70	53.49	43.91
8. Sales wings should be set in the Block Development Offices.	43.60	35.13	48.84	42.61
9. A central disposal centre should take up this work.	25.56	51.85	44.19	35.22
10. Craft products should be given to students free of cost.	30.83	24.07	32.56	29.56

About two per cent of the schools also suggested that the products should be given free of cost to the poor students and sales should be organised twice a year. After realising the cost of the raw materials products could even be given free of cost to the poor students. The first three suggestions made by fifty three to sixty per cent of the schools and forty three to fifty per cent of the Basic Training institutions indicated that the craft products should be sold to the students either in the hostel or outside, at specially reduced prices. The

idea that products should be given free of cost was not liked by many schools (29.56). The items five to nine suggested by thirty five to forty four per cent of the schools dealt with the organisation of a co-operative society, sales departments in training schools, sales wings in Block Development Offices or disposal of the products through the central stores and purchase department of the Government. These schools did not want to take up this additional duty.

The Education Department may formulate a definite policy of disposing off the craft produce by the schools at their own level. The material found fit for sale may be first sold to the students either in the hostels or outside at nominal price allowing maximum rebate over the market price, without prejudice to earning the cost of raw material invested in the craft. The remaining stocks may be sold or auctioned in the local market and the proceeds may be utilised for the educational equipment of the students. Some products of good finish may be kept in the school museum or used in the exhibitions. The remaining stocks which could not be sold either to the students or in the local market may be first used for the benefit of the students and then for the teachers. In case goods of good quality were produced by the schools the Government may also consider the other suggestions for the establishment of various sales agencies suggested above.

SELF SUFFICIENCY

Even though the Wardha Educational Conference recommended that the sale of the craft products should earn the remuneration paid to the teachers, (23-10-1937), the concept of Basic education published by the Ministry of Education, Government of India stated that the returns from the sale of craft produce might be used for the benefit of the students in the shape of school uniform, mid-day meals and educational equipment. Mahatma Gandhi also said that the produce of the craft work should be consumed by the Government.

The concept of self-sufficiency was discussed in the first chapter while dealing with the concept of Basic education. The idea of earning through craft products the remuneration of teachers had given place to the plan of providing for the mid-day meals, school uniform and educational equipment for students. The nature of self-sufficiency aimed at by the Basic schools could be studied from the table given below:

TABLE 92
NATURE OF SELF-SUFFICIENCY AIMED

Nature of self-sufficiency	(%)			
	Andhra	Rayala- seema	Telan- gana	Total
1. To get the money spent on raw material.	39.85	37.04	34.88	38.26
2. Self-sufficient school community.	29.32	35.18	20.93	29.13
3. Self-sufficient local community.	25.56	31.48	30.23	27.83
4. Self-sufficient and self-reliant individual.	20.30	27.78	34.83	24.78
5. To get the money sufficient for mid-day meals of pupils.	15.04	12.96	9.30	16.52
6. To get the remuneration of the teachers through the sale of craft products.	13.53	7.40	13.95	12.17
7. To get money for the school uniform.	14.28	9.26	9.30	12.17
8. Any kind of self-sufficiency is not possible.	-	1.85	2.33	0.86
9. Craft work is directed to employ students in some work.	-	1.85	-	0.43

To get the money spent on raw material was the minimum that should be aimed at in a craft programme and a maximum number (38.26%) of the Basic schools and 56.26% of the Basic Training Schools were aiming at this target. Twenty four to thirty per cent of the schools were aiming at the self-sufficient individual, local and school communities and this idea was essentially related to the social objectives of Basic education. Twelve to thirty eight per cent of the Training institutions also support this view. Twelve to seventeen per cent of the schools were aiming at teachers remuneration, school meals or uniforms. The other views that "craft work for its own sake" and "impossibility of attainment of any kind of self-sufficiency" were not significant.

From the above discussion it would appear that the immediate target of self-sufficiency should be to get back the money spent on the raw material for the craft work from the sale proceeds of its products, while the ultimate objective should be to develop a self-reliant and economically self-sufficient individual, school and local communities.

The Educational Officers were asked to state what formula of self-sufficiency they applied while inspecting the schools and the difficulties in the application of the formula.

About twenty seven per cent of the Educational Officers said that it might be impossible to realise any norms of self-sufficiency at the elementary school stage with children of six to fourteen age group. However the craft work might be successful to some extent, if it was started for the age group 9-14. Primarily the schools were learning centres and hence they should not be misunderstood to be factories. Even then it was doubtful whether they would be able to produce salable articles competing in the general market. Enough attention was not paid to the self-sufficiency aspect of craft work, which was made compulsory for Basic students, perhaps wrongly.

Realisation of self-sufficiency was beyond imagination in the rural Basic schools, where attendance of pupils itself was a great problem and the schools were situated in unsuitable houses. Craft equipment could not be supplied to schools where there was not even a single chair or a table for the teacher to sit on. So, craft work and self-sufficiency were very difficult to realise. Seventeen per cent of the Educational Officers stated that the craft products must earn enough amount to meet the recurring expenditure of the school at least to the extent of the cost of raw material, transport and other charges in connection with craft work. Some of them suggested that the craft earnings of the children should be at least equal to twenty five per cent of the expenditure on raw material in the first two grades, thirty per cent in the third and fourth, forty per cent in the fifth and sixth grades and fifty per cent in the seventh and eighth grades. Thirteen per cent of them suggested that net per capita monthly earnings by the pupils should be at the rate of six, eighteen, thirty and fifty from first to fourth grades respectively. Rs.1, 1-50, 2 and 3, in the grades fifth. It appears that this formula was recommended by the Director of Public Instruction in 1951-52. Seven per cent of them suggested that weekly targets of production should be fixed and their realisation should be insisted, while six per cent of them stated that the craft work was introduced only for giving proficiency in crafts and to cultivate dignity of labour in children. In their opinion the student should only be equipped with subject matter through the craft.

Four per cent of the Educational Officers stated that there was no difficulty in applying the formula of self-sufficiency as the simple mathematical calculations and standards prescribed by the Director of Public Instruction were to be applied. However twenty two per cent of them said it was difficult to apply these standards due to paucity of equipment, raw material, land, suitable accommodation, transport facilities and congenial atmosphere for carrying on craft work successfully. Eleven per cent of them said that the income was negligible as the teachers did not realise the importance

of manual labour and they were lacking in zeal, enthusiasm, activity, hard work and interest. This inertia should be eliminated by making self-sufficiency compulsory and prescribing certain penalties for not achieving the same as per the standards determined. Ten per cent of the Educational Officers stated that the products could not compete in the open market, due to low quality. Facilities for disposing them off were not created. This could be avoided if suitable small local crafts were introduced in which case cent per cent self-sufficiency could be attained. Spinning was introduced where cotton was not grown and carpentry was introduced where wood was not grown. Another ten per cent of them stated that to achieve self-sufficiency was very difficult as too much quantity of production was expected because the teachers were too ambitious. There was much wastage in craft work at every stage. It was waste of time, energy and money and leading to humbug. So, in their opinion the principle of self-sufficiency should be given up, as no individual or country could become self-sufficient in any sense of the term.

Calculations of Self-Sufficiency:-

Even though the original idea of Mahatma Gandhi was to plan for the earning of sufficient money for meeting the recurring expenditure of the school and the recurring expenditure was limited to the remuneration of the teachers at the Wardha National Educational Conference, the successive committees appointed by the Government of India and the state Governments clearly stated that the objective of organising craft work in the Basic school was not only to exploit its educational possibilities, but also to produce socially useful articles which could be sold in the market.

The Directorate of Education in Andhra Pradesh prescribed certain monthly per capita net income for different grades. Even this criterion of self-sufficiency could be applied to the present situation, if considerable net income was derived by the schools through the Basic crafts. But a majority of the Basic schools,

Basic Training Schools and Educational Officers stated that earning certain percentage of the money invested on raw material was the criterion of self-sufficiency.

Guided by the majority opinion and the situation in which net income was not appreciable, the present researcher had applied the criterion of calculating the extent of realisation of the investment on raw material. This was judged from three points of view - money value of the goods produced in relation to expenditure on raw materials the gross income realised and the extent of marketability of the good in relation to production and sales. The expenditure indicated the extent of financial input for each craft, while the money value of the goods produced indicated the output in terms of production and the gross income indicated the marketability of goods produced in each craft. The poor marketability indicated the poor quality or lack of demand or poor marketing facilities for the craft in the region concerned. Similarly the poor output indicated the lack of technical skills or bad organisation or poor facilities for organising the craft work.

TABLE 93

PRODUCTIVE CRAFTS INTRODUCED IN THE BASIC SCHOOLS
WHICH RESPONDED TO THE QUESTION ON PRODUCTIVITY

Crafts	Andhra		Rayalaseema		Telangana		Total
	No.	%	No.	%	No.	%	
1. Gardening	40	56.3	15	21.1	16	22.5	71
2. Spinning	40	62.5	8	12.5	16	25.0	64
3. Weaving	11	57.9	1	5.3	7	36.3	19
4. Agriculture	3	27.3	2	18.2	6	54.5	11
5. Navar weaving	3	50.0	-	-	3	50.0	6
6. Tailoring	1	100.0	-	-	-	-	1

If table 93 is read with table 85 it can be seen that spinning and gardening rank high in both the tables. The next place was taken by weaving and agriculture. The last place was taken by navar tape weaving and tailoring from among the crafts reported to be productive. The position of tailoring as a productive craft, as experienced by the Basic schools, was very negligible, since only one school reported the same. Clay Modelling, Mat Weaving, Paper Folding, Art and Toy Making were other crafts ranking equally with the money getting crafts mentioned in the above table. But these crafts and the other crafts mentioned in the table 85 were not reported by the schools as productive crafts. From the responses shown above it could be inferred that the seriousness with which the craft programme was taken could be ranked first for Andhra, second for Telangana and third for Rayalaseema.

TABLE 94
REGION WISE BALANCE SHEET OF PRODUCTIVITY
OF BASIC CRAFTS

Region	Expendi- ture on raw material	Money value of goods	Output (% of 3 to 2)	Money reali- sed	Self- suffi- ciency (% of 5 to 2)	Market- ability (% of 5 to 3)
1	2	3	4	5	6	7
<u>S P I N N I N G</u>						
	Rs.	Rs.		Rs.		
1. Andhra	1,405	1,340	95.4	436	31.03	32.5
2. Rayala- seema	285	233	81.75	107	37.5	45.9
3. Telangana	1,486	483	32.5	372	25.03	77.2
Total	3,176	2,056	64.7	915	28.81	44.53

1	2	3	4	5	6	7
<u>W E A V I N G</u>						
1.Andhra	256	301	117.60	132	51.60	43.85
2.Rayala-seema	200	250	125.00	2	1.00	0.80
3.Telangana	1,074	285	26.54	213	19.33	74.70
Total	1,530	836	54.64	347	22.70	41.50
<u>G A R D E N I N G</u>						
1.Andhra	1,115	858	76.95	560	50.22	65.30
2.Rayala-seema	134	389	290.30	297	221.60	76.30
3.Telangana	1,276	446	34.95	353	27.66	79.15
Total	2,525	1,693	67.05	1,219	48.23	72.00
<u>A G R I C U L T U R E</u>						
1.Andhra	48	50	104.20	12	25.00	24.00
2.Rayala-seema	60	250	416.70	190	316.70	76.00
3.Telangana	160	137	85.60	96	60.00	70.10
Total	268	437	163.10	298	111.20	68.20
<u>N A V A R T A P E W E A V I N G</u>						
1.Andhra	53	119	224.50	66	124.53	55.50
2.Rayala-seema	-	-	-	-	-	-
3.Telangana	280	107	133.70	32	40.00	29.91
Total	133	226	169.90	98	73.70	43.40
<u>T A I L O R I N G</u>						
1.Andhra	15	22	146.70	7	46.70	31.82
2.Rayalaseema	-	-	-	-	-	-
3.Telangana	-	-	-	-	-	-
Total	15	22	146.70	7	46.70	31.82
<u>O V E R A L L P I C T U R E O F A L L C R A F T S</u>						
1.Andhra	2,391	2,690	93.05	1,213	41.96	45.09
2.Rayala-seema	679	1,122	165.20	596	87.80	53.12
3.Telangana	4,077	1,458	35.80	1,066	26.15	73.11
Total	7,647	5,270	68.90	2,875	37.60	54.55

TABLE 95
REGION-WISE PER SCHOOL AVERAGES OF PRODUCTIVITY
OF BASIC CRAFTS

Region	Expenditure on raw materials Rs. P.	Money value of goods produced Rs. P.	Money realised Rs. P.
1. Andhra	29-50	27-45	12-39
2. Rayalaseema	26-11	43-14	22-10
3. Telangana	84-94	30-38	22-22
Total	44-45	30-65	16-74

Of all the six crafts listed above, Agriculture and Gardening claimed the first two positions from the top as evidenced by the money value of the goods relative to the expenditure incurred on raw materials and also their marketability. Next in importance came the Navar (cot tape) weaving for which the marketability was poor. The number of schools practising this craft was negligible. It was seen that Spinning and weaving occupy the last position, while Tailoring was introduced in only one school in Andhra region. In the case of spinning and weaving the percentages of money realised to the expenditure incurred on raw materials appeared to be much lower than the percentage of money value of goods to the expenditure incurred on raw materials. The reasons might be the poor technical skill of both the teachers and the students, wastage of raw material while practising this craft, poor quality of the goods produced and the lack of demand from the community for the goods produced by the school children, as they might not be suitable for further processing by the professional hand loom weavers. The raw cotton was not produced in all the regions of Andhra Pradesh and the same was

mostly imported from the neighbouring states. This contributed to the rise in the cost of production of this craft.

But in the case of Agriculture of Gardening, the implements, raw material and the services could be easily procured locally and hence needed very little investment in terms of money when compared to other crafts, provided land was made available for this activity.

Coming to the regional disparities with regard to the practice of these crafts, it might be stated that Rayalaseema was leading so far as Agriculture Gardening and Spinning were concerned, while Andhra occupied the highest position in Weaving and Navar (cot tape) weaving. It was significant to note that Telangana lagged behind the other two regions in the practice of all the six crafts, perhaps due to the general economic backwardness of this region and also due partly to the employment of untrained personnel in the schools, unlike in the other two regions.

It was discernable from the above table that in spite of favourable relationships between inputs and outputs on the production side as judged by high percentages in column four in Andhra and Rayalaseema regions, the marketability of the finished goods appeared to be quite low. This might be attributed partly to the reasons discussed above, and partly due to the lack of demand or poor quality of the finished products. In the case of Telangana it was interesting to note that marketability for the finished products was high, while the money value of the goods produced was low relative to the expenditure incurred on raw material, as seen from column four as far as Spinning, Weaving and Gardening were concerned. In the case of Agriculture and Navar tape weaving the position in Telangana was similar to the other two regions, as interpreted above. In most of the crafts the figures showing the money value of the goods fell short off the expenditure incurred on raw materials, though there were a few exceptions to this general behaviour (Weaving, Agriculture, Navar in Andhra and Rayalaseema and gardening in Rayalaseema).

The above conclusions were substantiated by the over all picture of all crafts. For example Telangana was in sharp contrast to the other two regions, with respect to the behaviour concerning production and marketability of the crafts. Still further corroboration of the above conclusions was obtained from the table 95 in which in the case of Telangana an investment of about Rs.85/- brought about output worth about Rs.30/- on which about Rs.22/- were realised. Of all the three regions the situation appeared to be the most favourable in the case of Rayalaseema, as indicated in table given above.

Attempts were made by several researchers and committees to calculate and express the extent of self-sufficiency attained in terms of averages and percentage. According to the Assessment Committee in Bombay state the average income per child per year was about Rs.2/- from facts supplied by the District Educational Officers the money value of the goods produced in a year by each pupil was Rs.1/- and the profit after deduction of the cost of raw material was 56 pies, (a little over half-a-rupee); in the practising school attached to the Government Training College, Dharwar the average net income per pupil per year in 1954-55 was Rs.5-25; in Orissa the average money value of the goods produced in a year by each student was about Rs.5/- and the profit after deduction of the cost of raw materials was Rs.1-40 per student per year; in Bihar during 1950-55 the percentage of self-support ranged between 12 to 27; in Mallipudur compact-area of Ramanathapuram district in Madras state the average per capita production was Rs.3/- per annum, and after deduction of the cost of raw material the net income was Rs.1-50, in Sevagram the Hindustani Talimi Sangh attained 77 per cent self-sufficiency in terms of meeting the recurring expenditure of the Basic school.²³

²³Report of the Assessment Committee on Basic Education,
New Delhi: Ministry of Education, Government of India,
1956. Pp.45-50.

Different people applied different criteria for the calculation of self-sufficiency. But the most popular way of calculating the self-sufficiency was to arrive at the net per capita annual income. In the case of the present research it was found that the annual income was so meagre that calculation of net per capita annual income would be meaningless. From the application of the criteria of earning certain extent of expenditure on raw material the over all picture showed that percentage of ultimate realisation of money was 37.60 and hence this might be taken as the percentage of self-sufficiency. It only showed the extent of realisation of money spent on raw materials. But this percentage could be increased first to 54.55 as it indicated the marketability of the goods and then gradually to 68.90 per cent as this was the percentage of goods produced in terms of their money value over expenditure on raw material. When the school averages were taken the money value of the goods was Rs.30-65 and the money realised was Rs.16-74. From the data obtained in the table 31 in chapter three under administrative set up and educational policies it could be seen that the average strength of a Senior Basic school was 336. From these figures if per capita annual expenditure on raw material, money value of goods, and the money realised were calculated they constituted 14, 10, 5 pies respectively. From this it could be seen that there was no net income from the craft work, and the per capita annual net deficit was four pies if the money value of goods produced was taken into consideration and it was nine pies if the money realised was taken into consideration. This generalisation was not applicable to all crafts and to all schools, as certain individual schools produced better results especially in the Gardening craft, when all facilities were provided.

The above discussion revealed a very diplorable state of affairs which might lead one to the feeling that it was useless to introduce the productive craft programme in the elementary schools. But it was interesting to find out whether any serious effort was made to organise the craft programme and the difficulties the teachers had to face.

Except in the case of agriculture and tailoring for all other crafts (spinning, weaving, gardening, and navar tape weaving) the expenditure was more than the income, all over the state. In the case of Andhra this was true except for Navar tape weaving, in the case of Rayalaseema for except for weaving, gardening, and agriculture, and in the case of Telangana except for navar tape weaving. From this it was known that it was possible to earn profits in weaving, gardening, agriculture and navar weaving.

An attempt was made to find out why for certain crafts the expenditure incurred was more than the income and vice versa.

Reasons for Excess Expenditure:-

Many Basic schools (33.46%) said that the reason for the excess of expenditure over the income in craft work was the wastage of raw material, poor quality of durability and finish of the products, due to lack of interest, skill and age of students, especially in the beginning classes. Next a big number of schools (22.12%) said that the raw material and implements were not sent together and they were not of good quality. The raw material was supplied at a very high cost (by the central craft stores) and the production costs were very high. The prices of finished goods had also to be kept very high. In that case the money realised was meagre. In some cases the products had to be sold at rates lower than the prevailing market rate. About seven per cent of the schools gave different reasons like lack of interest on the part of the management and absence of supervision. More time and energy had to be spent on the craft work, while the schools especially single teacher schools could not do so. In some schools water and fencing facilities were not provided and so either the plants wither away or the cattle graze the nurseries. In some cases poor fertility of land, lack of community cooperation and consumption of the products by the students without realising their cost also contributed to the excess expenditure.

Reasons for More Income:-

A few schools (2.61%) clearly stated that always the income would be more than the expenditure more in the case of gardening than in the case of spinning. A maximum number of schools (10.42%) pointed out that the interest, hard work, proper care and skill, on the part of students and teachers use of modern implements, would contribute to more income than expenditure. Some schools (4.78%) stated that proper supply of implements and raw material resulted in good income. A few schools (3.90%) said that wastage of raw material was eliminated and craft work was introduced intensively from sixth grade onwards, as the Junior Basic School children would waste a lot of raw material in learning the craft. Some other schools (3.03%) said that the production was organised keeping the local demand in view and the finished products ~~were~~ marketed through Co-operative societies for the correct pricess. About 2.50% of the schools said that the goods produced were of good quality and they were given good finish. An equal number (2.50%) of the schools stated that certain facilities like fertile land, water facilities, growth of cotton in the land, fencing, etc. reduced dependence on other agencies and this contributed well to the increase in the income to the actual expenditure involved on the raw material.

All the above points and mostly the production of durable, quality and useful articles, with the hands of skillful students and teachers, who were willing to do hard work, when the supplies and other facilities were properly organised, were very relevant for the increase in the income from the Basic crafts.

The schools experienced variety of difficulties in organising craft work, which led to the deterioration of standards and meagre output. The following table gives an idea of such difficulties.

TABLE 95 A
REASONS FOR UNSUCCESSFUL CRAFT WORK

Reasons	(%)			
	Andhra	Rayala-seema	Telangana	Total
1. Accessories of craft equipment were not supplied.	58.65	57.41	62.79	59.13
2. Suitable implements were not supplied.	51.13	62.96	65.12	56.52
3. Accommodation for organising craft programmes lacking.	51.88	50.41	72.09	56.95
4. Raw materials not supplied in time.	54.14	64.81	51.16	56.08
5. Sufficient funds were not provided for craft instruction.	48.12	53.70	62.79	52.17
6. Raw materials were not at all supplied to the school.	51.88	51.85	55.81	52.60
7. Literature on craft work was not available for consultation.	44.36	59.26	65.12	51.74
8. Facilities and conditions for craft work were not favourable.	45.86	61.11	51.16	50.43
9. Age of students not suitable for doing craft work.	47.37	48.15	46.51	47.39
10. Raw materials supplied were not sufficient.	47.37	50.00	41.19	46.95
11. Lack of guidance from the Education Department.	39.09	44.44	60.46	44.35
12. Raw material was not of good quality.	41.35	46.29	39.53	42.17
13. No facilities for disposal of craft products.	36.84	44.44	53.49	41.74
14. Implements were not in good condition.	36.09	42.59	53.49	40.37
15. Trained craft instructors were not employed.	36.84	35.18	55.81	40.00
16. Craft budget not communicated in time.	39.85	40.74	41.19	40.43
17. Lack of budget and suitable roads for transportation of craft implements.	28.57	25.92	34.88	29.13
18. Craft instructors do not possess capacity and interest to organise work.	28.57	25.92	25.58	27.39
19. Time was not sufficient to do work according to syllabus and lack of capacity and interest in students.	9.77	-	34.87	12.15

A majority of the schools ranging from 50 to 60 per cent significantly remarked that suitable facilities were not provided for organising craft work. Equipment was unsuitable, incomplete, and raw materials were not supplied to some schools and if supplied they did not reach the schools in time. Accommodation for organising craft work was lacking and no literature was available for consultation by the teachers. Enough funds were not spent to provide favourable facilities.

Forty to forty eight per cent of the schools stated a number of other reasons for the failure of craft programme. They include bad condition and insufficiency of the implements and raw material, non-communication of craft budgets, lack of facilities for disposal of craft products, unsuitability of the age of students for doing craft work, paucity of trained personnel, and lack of guidance from the Education Department.

The Educational Officers were also asked to give their observations on why the craft programme was failing. Forty one per cent of them stated that necessary physical conditions and facilities were not provided for the growth of craft education in Basic schools. Due to meagre funds the supply of craft equipment and raw materials could not be made, in sufficient quantities and in time. Sometimes the equipment supplied was either defective or unsuitable. Other facilities like accommodation, land and water were lacking, for gardening and other crafts. Next important reason given by the Educational Officers (10%) was the paucity of trained craft instructors in the schools and those appointed were lacking in efficiency, initiative, regularity and interest in the work. Six per cent of them said that the crafts introduced were not suitable to the locality. For example the spinning craft was neither profitable, useful nor suitable as a craft and they felt that this was imposed on the pupils. Another six per cent of them said that the pupils were not given the choice to select the craft, they lacked the necessary skills as they were too young to do any craft work at this stage, and so they were developing apathy and hatred towards the

craft. Six per cent of them said that it was not possible for the children to produce goods having market value and the absence of any centralised marketing system it was difficult to dispose off the finished products. Four per cent of them mentioned lack of accommodation and another four per cent of them said that public did not cooperate. Three per cent of them said that the Government did not pay proper attention to this problem by appointing any special committee to go into the problems of craft education.

The Basic Training Schools chiefly complained about inadequate facilities for the disposal of craft products (43.75%), and non-employment of adequately trained craft instructors (37.50%). They also recommended the provision of implements in good condition and enough accommodation and for organising craft programmes (31.25).

The following table gives the suggestions of the Basic schools for effecting modifications in craft programmes with a view to make it successful and attain maximum self-sufficiency.

TABLE 96
SUGGESTIONS FOR MAKING CRAFT PROGRAMME SUCCESSFUL
AND TO ATTAIN SELF-SUFFICIENCY (%)

Suggested modifications	Andhra	Rayala- seema	Telan- gana	Total
1. Quality of the craft products should be given more importance than quantity.	72.93	48.15	76.74	67.82
2. Advice of experts in different crafts should be made available to schools.	59.39	42.59	69.77	57.39
3. Standards of self-sufficiency should be determined on the basis of average progress of pupils in a given region.	61.65	33.33	61.44	56.08
4. Craft work should not be given more importance than it deserves	51.88	42.59	55.81	50.43
5. Self-sufficiency should not be considered as complete, unless students got equal proficiency in scholastic subjects.	44.36	37.04	74.42	48.26
6. The earnings expected of pupils in different grades should be determined on the basis of inspector's reports.	40.60	33.33	44.18	39.56

About six per cent of them also stated that there should be no compulsion under any circumstances and the students should be allowed to take any craft within their reach. As it was impossible to attain any kind of self-sufficiency it was advisable to sell the craft products for any reasonable price. Forty two to fifty per cent of the Basic Training Schools also corroborated the first four suggestions. All the above suggestions appear to be very valuable due to high frequency. However, the maintenance of quality of the finished products, advice of experts, standardisation of attainments expected, and exercising control on making craft work more ambitious were important. The Telangana region appears to be more after quality of craft work and high scholastic attainments of pupils than the production of enormous quantities of goods, as judged from the previous tables 94, 95 and the present one. Seven per cent of the Educational Officers stated that they were giving all encouragement to pupils and making all efforts to select useful crafts for the schools, and they also recommended the introduction of a variety of crafts in the schools. Five per cent of them stated that the Government should constantly organise refresher courses for the teachers of craft and they should be provided with guide books for their consultation. They should also have the freedom to purchase the craft equipment. The teachers must hold periodical tests in craft work also to maintain the necessary standards. Another five per cent of the Educational Officers stated that necessary facilities should be provided in schools and urged the Panchayat Samithis and Zilla Parishads also to provide proper communications for transporting craft equipment and raw materials.

The Educational Officers were asked to comment on the extent of their success in helping the schools to organise craft work successfully on a five point scale and the percentage of the overall index of success recorded was 34.32. From this it was evident that the Educational Officer could not play a prominent role in helping the schools to organise the craft work efficiently.

Summary:-

The teachers of Basic schools believed that craft work was useful in giving vocational training, developing dignity of labour and making worthy use of leisure time on the part of students. The most important objective was the teaching of different school subjects through craft processes and this was relegated into fourth position, though it was admitted by the teachers as one of the significant objectives. The economic and Psychological rationale behind the introduction of craft work in the school curriculum was also recognised by the teachers.

The criteria for the selection of Basic crafts differed between the Head Masters of Basic Training Schools and Basic Schools and the Educational Officers. The Basic Training School Headmasters recommended academic and pedagogic considerations like Aptitude of students, possibility of teaching different subjects etc. while the Educational Officers considered the administrative and organisational aspects like availability of implements, raw materials, facilities for repairs and accommodation for organising craft work, while the Headmasters of Basic Schools considered the feasibility points of view like selection of crafts liked by higher officers, liking of the students, availability of local resources for running the crafts, capacity of students to work the crafts and possibility of employing many pupils on the craft. The students selected the crafts depending on their interest, aptitude and the easiness with which they can do it, in case the choice is permitted. But in a majority of the cases the craft work provided by the school concerned had to be chosen compulsorily by the students.

The old Basic school curriculum provided for a variety of crafts like Spinning, Weaving, Gardening, Agriculture, Paper folding, Card Board Modelling, Wood Work, Metal Work, Home craft etc.

The craft work was started from the first grade onwards. But the seven year integrated elementary education curriculum introduced from 1959-60 diluted the craft work and suggested the introduction of simple activities like Spinning, Gardening, Paper work, Clay modelling, Free hand drawing and preparation of picture albums.

But actually it was found that nearly twenty one crafts were being practised in the Basic schools taken for the sample survey. Spinning and Gardening took the first two places. This position was supported by a number of previous studies. The Government should encourage the Gardening and Agriculture crafts by providing enough land to the Basic schools as these crafts are of most educational value and mostly needed today in view of the food situation in the country.

The seven year integrated elementary syllabus did not mention the period of time to be devoted for craft work in the schools. The schools actually devoted one period per day for the major crafts and one period every alternate day for the minor crafts. All teachers working in Basic schools were not found to be proficient in craft work. So, some schools took the help and assistance of the local crafts men.

Maximum number of the schools were of the opinion that the craft work should be introduced from grade five onwards. But the number of schools which wanted the introduction of craft work from the third grade was also significant.

The craft equipment and raw material were supplied through the central craft stores attached to the Basic Training Schools in Andhra and Rayalaseema regions, while in the Telangana region the schools were made responsible to get the same with the help of the Block Development Officers or the District Educational Officers as the case may be. Many schools complained that the craft equipment supplied was either inadequate or the supplies were not made in time. A majority of the schools suggested that the supplies of craft material should be made by the Central Stores and Purchase Department through the Deputy Inspectors of Schools.

In many schools the teachers tried to repair the craft implements when they went wrong. In many other schools the local crafts men were entrusted with this work. But the teachers were not properly trained to repair the equipment and the Basic Training Schools should take note of this contingency, as primarily it should be the responsibility of the teacher to repair the equipment.

The schools are facing many difficulties in disposing off the craft products, as they were unable to compete in the open market due to their poor quality. So, the schools made a number of suggestions for the disposal of the craft produce like sale to students at nominal price, rebates in sales, sale to hostels etc. The Education Department is required to formulate a definite policy about the disposal of the craft products.

Though originally the idea of self-sufficiency in Basic education constituted the earning of the recurring expenditure of the whole school or atleast the remuneration of the school teachers, most of the schools aimed at getting back the money spent on raw material from the sale of the craft products. Incidentally they also aimed at self-sufficient school and local communities. The Department of Education laid down the rule that the children should be able to earn at the rate of rupees one to three per head from first to eight grades. The Educational Officers were of the opinion that self-sufficiency could be made successful if the teachers developed zeal, enthusiasm, activity, hard work and interest in their work. Crafts like Spinning, Weaving, Gardening Agriculture, Navar weaving and Tailoring earned incomes for the schools. Gardening, Agriculture and cotton craft earned the maximum incomes. The percentage of self-sufficiency was 37.60 in the Basic schools of Andhra Pradesh, if the earning of money spent on the raw material was taken as the measure. The per capita annual expenditure on raw material, money value of goods and the actual money realised were 14, 10, and 5 pies respectively.

Excess expenditure on the crafts was due to wastage of raw material, poor quality of implements and raw material and lack of interest and skill on the part of teachers and students, besides certain other administrative and financial difficulties. Income was always more than the expenditure incurred in the case of Gardening and Agriculture, provided the crop was guarded properly. A proper supply of implements and raw material and elimination of wastage were essential to earn more income from craft work.

The schools stated that craft work could not be successfully carried out due to non-provision of physical facilities for the growth of this programme in the schools. Enough literature was not produced for guiding the teachers for the successful organisation of craft. While suggesting measures for improving the craft programme the schools stated that the quality of the products should be given more importance than the quantity and the advice of experts should be made available to the schools. A variety of crafts should be introduced in the schools to enable the students to select from a wider choice. The teachers should be provided with frequent refresher courses and guide books for making the craft work successful.
