

C H A P T E R I I I

RESUME OF SIMILAR STUDIES ON BASIC EDUCATION.

Literature on Basic education is steadily increasing. The National Institute of Basic Education, New Delhi, has therefore already taken up the task of preparing classified bibliographies and abstracts of such published and unpublished material on Basic education. B E A (Basic Education Abstracts) has been eventually its one of very frequent publications.

Past researches

Here are some of the past researches on the basis of which a similar study has been done by me in the field of Basic education.

1. Abilities of Basic and Primary school children
Measured and compared.

This is the study done by N.C. Chatterji of Patna Training College, Patna and published in *Researches on Basic Education*, Indian Institute of Education, Bombay, 10-73.

In order to compare abilities other than acquired attainments of Basic and primary school children four types of tests were planned, viz., (i) individual oral test with instruments : (ii) written test of the type of the modern group tests of intelligence ; (iii) rate tests, such as bead-threading, crossing, cancellation etc. administered to children enmasse and (iv) a project play test in which a group of boys were to work out together a particular project assigned to them. The author contends that the tests were reliable " in that they agree with the usual criterion, namely that the average point scores made by the higher grades."

Results on the various tests have been presented in tabular forms. The following abilities or ' traits ' were measured in these tests.

(1) Test No. (i) power of observation, observation and span of perception, observation and self - expression, quick judgement, constructive aesthetic sense, visual acuity (2) Test No.(ii) interest in surrounding, thinking and reasoning (3) Test No.(iii) quickness (4) Test No.(iv) planning involving sense of orderliness, co-operation, discipline, alertness, resourcefulness, originality etc.

The researcher concludes from the study that the ' intangible abilities ' of basic school children " have been found to be fully developed and the products turned out so far by this system of education have given a very good account of themselves." (1)

2. A comparative study of certain character traits in children of Basic schools and other schools.

This is an unpublished M.Ed.thesis submitted by Elsie R.Oliver to Madras University. Its summary was published in Researches on Basic Education, Indian Institute of Education, Bombay 74-14.

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1. Basic Education Abstracts, 1957, No.1, NIBE, New Delhi, p.15.

" The purpose of this investigation is only a preliminary attempt to find out if the statement, children develop better under Basic education than under traditional education is true". Some tests for measuring intelligence (both performance like, picture completion and maze and paper and pencil with items involving reasoning, matching, opposites and similarities) were improvised and were later ' simplified '. Situational tests for measuring character traits like, honesty, originality, leadership, co-operation, reliability and observation were devised. Standard 3 to 5 (age group 8 to 13) were used for investigation ; children were observed in the class as well as outside the class rooms.

Analysis of results shows that " the city school children are more intelligent than the children in rural schools. " The scores and observations also show that children in Basic schools are superior to those in traditional schools in the following traits: honesty, originality, cooperation and leadership, reliability and local knowledge.²

3. Achievements of the Basic and primary school children compared.

This is the study done by N.C.Chatterji of Patna Training College, Patna and published in Researches on Basic Education, Indian Institute of

Education, Bombay 1-9.

Oral and written tests were prepared for (i) the mother-tongue (ii) arithmetic (iii) elementary science and (iv) hygiene from 2000 sample questions collected from the teachers of Basic and non-Basic schools. The tests were administered to 215 primary school students, 104 of class VI and 111 of Class III.

The results show that (1) in oral reading " the Basic school children may be said to have attained a high degree of proficiency"; (2) in handwriting Basic school group cannot be said to be distinctly superior to the primary school group in the same way as in oral reading." ; (3) as far spelling " the average achievement of the Basic school children is seen to be superior to that of the ordinary primary school children ". (4) the achievements made by the basic school children during the period of four years are superior to those of primary schools. " The superiority may be due to better conditions of basic schools - favourable conditions regarding " housing, surroundings, equipments, teachers' qualifications and salaries, and above all, in financial position." (3)

4. An investigation into the attainments in
arithmetic and language of the pupils of the
primary standard following different syllabi.

This is an unpublished M.Ed.thesis submitted by R.V.Jape to University of Nagpur.

The aim of the study is " to compare certain specific attainments of the pupils taught through the two types of syllabi at present used in primary schools in the State under urban conditions." The study is confined to arithmetic and language. The preparation of tests was preceded by study of syllabi and observation of both types of schools. Two short tests were devised and administered to 220 boys from each group of schools following the two different syllabi.

Various statistical calculations are presented, including critical ratios of Analysis of Variance. Analysis of Variance shows that the differences between schools are greater than those within schools. This means that syllabus as a factor is not all important in achievement."⁽⁴⁾

5. Attainments of children in Basic and non-Basic schools.

This is the study done by V.V.Kamat and published by Indian Institute of Education, Bombay in the Indian Journal of Educational Research, 1951, 3-37.

The investigation covered four districts of Bombay province, the total number of children tested being 1643. The tests were drawn up in three languages : Marathi, Gujarati and Kannada, " except for language they were identical in all other respects." In all areas, children of primary standards III, IV and V , (11+ , 12+ , 13+) were tested. The tests were devised to be of four kinds: (i) test for general information (ii) test for language attainment (iii) test for arithmetical attainment (iv) test for manipulative ability."

The results show that the difference between the average scores of all the groups in all the standards were not statistically significant, though in some districts Basic schools children show slightly better results. Teaching efficiency levels were also calculated; " the staffing of basic and non-basic schools was very nearly equal." The author concludes that " the children of the several age and grade groups seem to attain the same level in whatever way they are taught provided they are given sufficient opportunities to learn in the right way. It is also possible that craft work, which is more like children's play activity, keeps their minds more alert and removes some of the sense of drudgery which may probably be manifesting itself in the non-basic school." 5

5. Ibid, p.18

6. Change in attitudes among children in Basic schools.

This is an unpublished M.Ed.thesis submitted by D.R.Singh to Rajputana University in 1957.

A comparative study has been made to find out the change in attitudes of Basic school children by administering tests on 65 and 60 children of Traditional and Basic school respectively. The attitudes tested were constructiveness, truthfulness, social and co-operative living, leadership and responsibility, dignity of labour and emotional adjustment. Emotional adjustment included in it fear, anger, love, beauty and humour.

The results obtained are (1) Basic school children exhibit more positive results in constructiveness, truthfulness, social and cooperative living and dignity of labour. (2) In leadership, responsibility and emotional adjustment, no marked difference exists. (3) On the whole, Basic school children have a greater positiveness. (6)

7. Comparative assessment of the average attainment of children of Basic and traditional schools.

This is a full account of an investigation undertaken by Dr.S.M.Mohsin in a number of selected Basic and traditional schools at the suggestion of Bihar Government. The study is based on the results of attainment and personality tests which were administered to 210 students of 17 Basic schools and 290 students of 9 traditional schools at two stages - Class V and Class VII in the districts of Ahahabad and Champaran in Bihar. The samples were comparable with respect to age, physical environments, economic status and cultural level. They differed only in their intellectual level, the traditional school children being superior in this respect to the Basic school children at both stages.

The results were statistifally analysed and the following conclusions were drawn:

1. Without adjustment for difference in intelligence the basic school children showed inferior attainment in all school subjects and at both stages.
2. After adjustment :
 - (a) the traditional school children were found definitely superior in Hindi, History and Geography at the lower stages. They also

excelled the Basic school children in Mathematics, though the result was not as conclusive.

- (b) The traditional school children were definitely better in History and Mathematics at the higher stage. They also showed superior attainment in Geography, though the result was not as conclusive.
 - (c) The Basic school children were either inferior to or on par with the traditional school children in all subjects at both stages.
3. The Basic school children showed a more favourable attitude towards work. But the result is not conclusive as based on the subjective impression of the psychologists.
 4. Personality rating was done on traits of : .
 Forwardness (ii) Self-confidence (iii) Practical mindedness (iv) Level of aspiration (v) Emotional maturity (vi) Serious-mindedness and (vii) Truthfulness. The trait of practical-mindedness, though of no less importance for the investigation, could not be adequately assessed. The Basic school children were superior to the traditional school in the traits of forwardness and self-confidence at both stages. They scored better also in emotional maturity, serious-mindedness and truthfulness at the lower stage. The traditional school children gave evidence

of a higher level of aspiration. On the whole; the Basic school children were superior in personality development and character qualities.⁷

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7. Report of the Bihar Primary , Middle, Basic and Social Education Enquiry Committee, Government of Bihar, 1956. (Appendix XXI).