

## C H A P T E R   I V

### THE PROBLEM

#### AN EXPERIMENTAL STUDY OF ACHIEVEMENTS IN BASIC EDUCATION IN THE STATE OF SAURASHTRA

#### Need for this study

The government decided ( Article 45 ) to attempt to provide within a period of ten years from the date of constitution in 1950, for free and compulsory education for all children until the age of 14 years. Ten years have elapsed and we see that we have not been able to reach the target.

Much has been said and written about the social value, sound educational objectives of Basic education, philosophy and psychology

behind it since 1937 when this system of education was first conceived by the Father of our nation. It was in 1956 that the Report of the Assessment Committee on Basic education presented a very gloomy picture of Basic education in the following words:(1)

" The picture about basic schools is a very mixed one. In the four states we visited, we saw some good basic schools and many bad ones. In the Bombay State, the basic schools in the compact areas of Gujarati and Marathi speaking regions were in an unsatisfactory condition.....  
..... There is only a handful of basic schools in Mysore state and most of them are basic schools only in names... At the same time, we must admit, in fairness, that we noticed a general stir and eagerness to improve Elementary education as a whole.  
..... This is a good sign and we only wish that attempts at improving education would be turned towards the reality of Basic education."

It is evident from Chapter I that Basic education in Saurashtra was in operation in the light of these final remarks in the report. Similarly the system has been put into operation in all the States of India to a minimum extent and therefore it is high time that there should be a systematic evaluation programme in basic schools together with the programme of evaluation of basic

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(1) Report of the Assessment Committee on Basic Education, 1956, Ministry of Education, New Delhi.p.20

schools. This will therefore justify the need of my study of achievements in Basic education in Saurashtra on an experimental basis and the comparison of the same with achievements in traditional schools in Saurashtra.

Aims of this study

We know that fundamentally the objectives of Basic education and the existing type of Elementary education differ in vital aspects. " Basic education is deeply concerned with the development of the whole individual in his various socially significant aspects, whereas ordinary Elementary education is primarily concerned with the teaching of different subjects in an academic manner. Basic education is concerned not only with the individual but equally with interactions between the individual and his environment in all relevant dimensions resulting in the development of character and capacity to meet various life situations effectively, whereas the existing Elementary education is more concerned with attainments. " (2)

Hence the measurement in Basic education is concerned with the assessment of the whole child - his physical, mental and social development - together with his efficiency in craft.

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(2) Ibid

The present study has therefore been undertaken with the following objectives in view:

- (1) To decide the methodology of assessment of achievements in Basic education.
- (2) To find out and apply the analytic tools of evaluation.
- (3) To compare the achievements in basic and non-basic schools.

#### Scope and limitations of this study

The problem was initially undertaken with a view to studying the achievements in Basic education in the state of Saurashtra and for this, Senior basic schools preparing children for eight years were to be selected. A questionnaire was framed and sent to the administrative officers of all the districts of Saurashtra (App.1). The A.O. of Gohilwad was kind enough to send me the list of senior basic schools in response and others were subtly silent over the problem. Consequently I had to find out the sample from the senior basic schools in and around Bhavnagar from the following list of schools :

<u>Senior Basic schools</u>	<u>No.of pupils</u>
1. Bhavnagar Central School - 1	62
2. Bhavnagar Central School - 2	24
3. Bhavnagar Senior Basic school - 1	75

4. Bhavnagar Senior Basic school - 2	35
5. Tana	27
6. Koliyak	11
7. Sihor	43
8. Chogath	14
9. Datha	23
10. Lilia	42
11. Dungen	15
12. Vaghnagar	6
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It may be argued that an investigation based on such a small number of pupils cannot be valid. To overcome this limitation it has been tried

- (1) To have comparable groups of children from both types of schools so far as their physical environment, age, socio-economic status and intelligence were concerned and
  - (2) To employ techniques to make the inquiry as objective and as accurate as possible.
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