

STUDIES IN EDUCATION AND PSYCHOLOGY

Technique of Correlation  
in  
Basic Education



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# TECHNIQUE OF CORRELATION IN BASIC EDUCATION

## The Object of the Study

The new educational ideals and procedures sponsored by Mahatma Gandhi have come to be collectively known as Nai Talim or New Education, which is regarded as a life-long process intended to draw out, in full measure, all the latent powers and capacities of human beings as members of a truly civilized social group.

Basic Education with which the present study is closely concerned is often wrongly equated with the wider concept of Nai Talim. For the purposes of the present study, the term 'Basic Education' is used to connote a period of universal and compulsory training of children between the ages of seven and fourteen. It is a stage—a stage of vital importance—in a comprehensive and more ambitious programme of Nai Talim.

Aims and objectives of Basic Education are accepted now in all the progressive systems of education. However, the pedagogical method of Basic Education—known as the Technique of Correlation—has challenged the traditional class-room methods and raised doubts and scepticism even in the minds of prominent educationists. To young children, bits of information were imparted through words, and that too, by methods for which very little psychological justification could be given. The technique of correlated teaching made manual labour-symbolic of creative, constructive activities—the centre of child's learning. It is through this medium that the child acquires and assimilates all types of learning in a synthetic manner. The approach



through the technique of correlation is fundamentally psychological, but it makes the teacher's task much more difficult. Many people are not quite clear regarding the implications of this technique, its actual practice, and handling it in a proper manner in class-room situation and in dealing with the various activities of the basic school. It is because of this that educationists who agree on the soundness of the principles of Basic Education have expressed their scepticism regarding the actual practice of correlated teaching. It has been found that the technique of correlation has been understood in various ways and this has given rise to certain anomalies, misconceptions and misunderstandings about the use of this technique. A critical study of the methodological aspects of this technique, its evaluation in terms of other teaching technique and history of the actual practice of the technique in Basic Education will help practising teachers to use it correctly and efficiently and will save the technique from becoming artificial and stereotyped.

### **Evolution of Modern Educational Techniques**

In the history of educational development, teaching techniques are shaped according to different educational philosophies and educational trends. The trend of Idealism stressed Self-realization as the aim of education and contributed much towards the aim of education. It stressed the inspirational teaching of the educator to enable the educand to realize his 'Self'.

Naturalism made the process of education, child-centred, offered the tendency of paido-centricism in the field of education. It stressed self-expression of the educand, relegating the teacher into background. This trend became the basis of 'New Teaching' and 'New Education'.

Pragmatism stressed the experience of the educand as the basis of educational process, encouraged the attitude of experimentation and purposeful activities of life and society, organized on a democratic basis to find and realize ideas and ideals of life. It offered the modern methods of teaching. These trends gave guiding principles of modern methods like : Learning by doing, organising educational practice in accordance with centres of interest and needs of the educand, enabling him to realise individual well-balanced development, in a social atmosphere.

The modern education has been influenced by many factors. Before movements of reformation and industrial revolution, the school practices were dominated by religious requirements, but gradually nationalism emerged which established the importance of civic training and preparation of the individual for the state. After the industrial revolution, the idea that the masses should be literate gained in strength. The development of educational psychology led to the acceptance of paido-centricism as the underlying principle of the new teaching. Thus the modern trends have contributed the following features in the current educational practices :—

- (a) Paido-centricism in the process of educational practice,
- (b) Active learning of the educand is stressed and self-study in free atmosphere is encouraged,
- (c) Activity-principle has been made the basis of educational practice.

In the evolution of teaching techniques and methods, educational workers raised their voice of protest against pedagogic practices which became formalized, stereotyped and barren. Some educationists like Montessori, Froebel

and Parkhurst emphasized the individualistic process of learning. Out of their efforts, the Montessori Method, the Play-way technique and the Dalton Plan have been evolved. Some educationists like Dewey, M. Roger Cousinet and others gave emphasis to the social environment of the school and social experience of the educand for the process of education and evolved the technique of the Project method and the Cousinet Method. Some educators emphasized unification of life, experience and learning and made the educational procedure purposeful but created the necessity of having judicious mixture of drill and review work. An educationist like Dr. Carleton evolved the Winnetka Plan emphasizing acquisition and drilling of "tool" subjects. Decroly Method presented the maxim of "Learning through living" and emphasized the importance of directed observation work, manual work and presentation of literary subjects connected with interests of the child. It prescribed the organisation of routine activities of the school and of the school community on a democratic basis.

#### **Ecole International (International School)**

Efforts were made to evolve a well organised unification of different techniques and methods of teaching to keep the educational practice dynamic and progressive. A group of people belonging to various international organisations started the Ecole International (International School) at Geneva, in 1924 and took as its educational patrons Dr. Decroly, Mr. John Dewey, Mr. Carleton, W. Washburn and Dr. Ferriere. That school was the first experimental school started on an international basis and different modern techniques and methods were practised to formulate systematic principles of New Teaching.

#### **The Place of Manual Activity in the Educational Practice**

The modern trends have made the educational process

creative. Right from Rousseau to the modern educationists, all have emphasized the activity-principle which has come as a reaction against bookishness and empty verbalism. This activity-principle has been advocated and worked out into different ways by different educationists. They recognized that the child has a natural aptitude for doing and making things. This creative nature of the child has been utilized in the educational practice for different purposes. The individualists emphasized the free and self-activity as means of spontaneous and joyous manifestation of inner life, believing that the school is to provide rich experience for the pupils and they are expected to learn themselves. With the increase in scientific knowledge, with rapid development of democracy and the industrial civilization and the gradual popularity of Marxism, education began to have an increasingly social and productive emphasis. This social emphasis and the trend of realism shifted the emphasis from the activity being free and spontaneous to its being productive and constructive in the form of manual activity. It has been given different positions in the educational practice by different educational workers. Some educationists introduced manual work as one of the subjects of the curriculum from the utilitarian points of view, as process of vocational training, yielding to technical skills and production. Some educationists emphasized the subject of manual training at the service of other subjects making it to be the means of correlating other subjects of the curriculum. Thus the manual activity has been utilized in education for two-fold purposes :

- (1) Manual activity in the form of various kinds of manual training has been made a subject of the curriculum,
- (2) Manual activity in the form of creative learning

raised to the position of an educational principle of the method.

Gradually acceptance of manual work as a centre and basis of education became the cry of the day. The modern reformers in the field of education have not been mere philosophers concerned with educational theory only, but many of them have thought of education in terms of social and political reforms and have made experiments and have run institutions. Belonging to different schools of thought and believing in different ideologies, they recommended educational practice based on manual work to reshape the life of an individual as well as to reconstruct the structure of the society according to their ideologies. Karl Marx and his followers advocated to have the structure of educational system on the basis of manual labour. In the Russian experiment Lenin insisted upon the polytechnisation of all education and thereby he wanted radical reconstruction of the whole tenor of life, the eradication of the whole division of labour, intellectual and manual. "Polytechnisation is emphasized both as a system and a method. As a system it acts as the correlating agent between education and life. As a method it prepares children to be skillful and understanding workers of the community."<sup>1</sup>

To realize the objectives, the Unified Labour schools were started in Russia, "Labour is the centre of all educational activities. The scheme of studies was based on quite a rich variety of correlation in the form of Complexes or Synthetic themes. Divisions into separate subjects were abolished and all science and humanities were distributed into three columns with labour in the centre and Society and Nature on either side."<sup>2</sup>

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<sup>1</sup> J. B. Kripalani : The Latest Fad., pp. 45-46.

<sup>2</sup> Hindustani Talimi Sangh, Sevagram (Wardha): Two years of work. Pp. 165-166.

Thus in Soviet experiment the core of education became labour and the technique of correlation was formulated for educational practices. Labour was understood and practised with its broad educational implications. The form of manual activities and their organisation as a process of educational practice differed in different countries according to the different concepts of democracy. Some emphasized the economical aspects, while others emphasized the psychological and the sociological aspects of manual labour.

### **Concentration of studies of curriculum and technique of correlation of educational practice**

Different trends made the problem of concentration of studies of curriculum and of technique of correlated teaching essential. Naturalism made the education child-centred, research of child-psychology brought the problem of interest and active learning, the scientific tendency opened the vast field of knowledge, the industrial civilization created socio-economic problems pertaining to human labour and the democratic tendency brought the sociological and political aspects. All these different tendencies created the necessity of concentration of studies of the curriculum and the technique of correlation as a method to make the educational practice of the educand creative, interesting, constructive and effective. Right from Herbart, different educational workers evolved different techniques of correlation of educational practice according to their ideologies. They stressed different cores of correlation according to their concepts of education. The idea of correlation is worked out in different ways by different educationists resulting into different techniques and methods of teaching. Thus the current educational philosophy, the current educational psychology and the current educational socio-

logy have offered the following principles in the field of education :

- (a) Manual labour as the centre and medium of education,
- (b) Concentration of studies of a curriculum,
- (c) Technique of correlation in educational practice.

#### **Gandhian Approach and the principles governing it**

The principles and the technique of practice of basic education are in accordance with the modern trends of education. No system of education can be properly appraised and appreciated unless it is studied in connection with the ideas and ideals which inspire it. Thus it becomes essential to know the back-ground and stages of development of ideas and ideals of the sponsor of the scheme—Mahatma Gandhi.

Gandhiji as a dynamic, constructive and revolutionary genius had a synthetic philosophy of life. Out of this, his educational views were evolved. In the beginning he recommended Vocational Training-Cum-Literary Training, but finding its fallacy, he recommended education through a craft. In South Africa, he took up the work of imparting education to his children and children of his co-workers as a necessity on a small scale. The study of Tolstoy and Ruskin influenced him and he introduced manual work with literary training. Returning to India from Africa, he took up the problem of education as a means to achieve independence of India. National educational institutions were established under his inspirational guidance. Through national education, youths were prepared for the fight of freedom, based on truth and non-violence and for the socio-economic reconstruction of the villages. In their education, manual labour, organised on a community basis, was prac-



tised along with literary training. From 1937 onwards, Gandhiji thought of education as an educationist and recommended education *through* a craft. The word 'craft' is symbolic of creative and constructive manual labour, organised on a community basis and to be practised as a centre and medium of education. In his philosophy of education, he synthesized all the modern trends of education. The technique of correlation in Basic Education is a result of his synthetic philosophy of life. As such different methodological aspects of the technique of the educational practice should be studied in context with his philosophy of life. These aspects can be classified as under :—

- (a) For what purpose, is correlation to be practised ?
- (b) With what is correlation to be achieved ?
- (c) How is the process of correlation to be practised ?
- (d) What is to be correlated ?

In short, purpose, medium, process and contents of correlation should be studied keeping in view his ideas and ideals of life.

### **Purpose of Correlation**

He accepted a spiritual origin and destination of an individual and spiritual immortality of society. Like Pestalozzi and Dewey he looked upon education as an instrument of social change leading Man nearer his spiritual destiny. Through education, he wanted to reconstruct the educand into a 'New Man' (represented in his favourite bhajan "Vaishnava Jan To Tane") enabling him to draw out the best of himself and thereby to evolve and establish a just, peaceful, non-acquisitive social order (Rama Rajya) based on Truth, Non-violence, justice and co-operative work. He was an idealist in his aim of education and as such he dignified the educand and the educator. He was a



naturalist in his approach of education and kept the child at the centre and recommended harmonious and all-round development of the personality in and through a well-organised, purposeful social living, based on manual labour. The purpose of correlation is to be decided keeping in view his idealistic aim of education.

### Medium of Correlation

As a realist, he visualized the force of 'Labour' of the coming new era of the world and made manual labour, symbolic of creative and constructive work,—to be the centre and medium of education to remove poverty, penury, misery, dirt and dust in India. On this basis, he gave the manual labour as the medium of correlation. He gave an idealistic touch even to the medium of education which is of realistic nature. He dignified the spinning wheel as the symbol of freedom and unity and handicrafts which were once symbols of factory labour as vehicles of education in the fullest and truest sense of the term. In selecting the basic elements of his scheme, he is a realist and idealist too.

### Basic Elements of the Scheme of Education

He diagnosed the causes of ruin of villages which were the backbone of Indian civilization and culture. He was convinced that the downfall of India was due to the ruin of *village crafts, cleanliness, community life, useful knowledge of (men, society and Nature) humanity and culture* aiming to raise the standard of life—individual as well as social. He wanted to establish his scheme of education on the basis of these basic elements and tried to re-orientate these elements through the medium and process of education. These elements constitute the basis of his scheme and hence his scheme is known as the Basic Education. These basic features even exist as independent entities in the

world around us. It is the work of the technique of correlation of Basic Education to organize and utilize them synthetically for the educative processes of an educand, to realize the idealistic aim of education.

### Process of Correlation

Like a pragmatist, he emphasized the experimental attitude to evolve a scientific technique of correlated teaching. He gave the scheme with sound ideological basis, but could not evolve the technique of educational practice himself as other educationists could do. He was conscious of this fact and said that he knew clearly enough, what was to be done but he did not quite know *how* it could be done. As such he emphasized the scientific experimental attitude to evolve the technique of educational practice to maintain the dynamic nature and naturalness of the educational practice. For this he recommended the following as essential things :

- (a) Resourcefulness of a teacher,
- (b) Experimental attitude of a teacher towards the work of teaching,
- (c) Necessity of keeping records, of work done, on a scientific basis,
- (d) Co-operative efforts of teachers to exchange their experiences and to find and establish a scientific technique of correlated teaching.

### Contents of Correlation

He advocated habit formation, vocational training, colateral literary training and intellectual development of the educand—all this as an integral process of education based on craft—the symbol of creative and constructive manual work, organised on a co-operative basis.

His is a synthetic approach and he recommended correlated synthetic learning—primary, associated and concomitant—through craft. He never meant one type of learning at the cost of other aspects. Thus the manual labour in the form of purposeful, productive and constructive manual activities taken on a co-operative and an educational basis becomes the core of correlation for the integrated and unified educational practice of the basic education. It is not simply a process of correlation of teaching which is used as a means of unifying the different academic subjects of studies, and activity, but a process of unifying the aims, contents and practice of education.

In his scheme, idealism is fundamental and naturalism and pragmatism are merely contributory. His idealism gives a peculiar significance to ideological as well as methodological aspects of the scheme. Unfortunately in actual practice stress was given to the medium and contents of correlation, neglecting the process and aim of correlation. Objectives of the scheme, based on idealism were not attended to rightly and adequately. As such the technique became artificial and stereotyped. Techniques of teaching are governed by the ends and ideals in view. The method of teaching is thus directed by the educational philosophy governing these aims and ideals. When these two are separated, instruction and learning become formal, mechanical and constrained.

**Some prevalent misconceptions, short-comings in the practice of the technique of correlation in Basic**

**Education: Their causes and effects:**

Like other educationists, Gandhiji could not devote himself fully to evolve a definite and scientific technique of educational practice to make his system perfect. As such

the technique of correlation was misunderstood by workers and teachers, resulting into short-comings of the practice of the scheme. Shri Rajaji has rightly said, "...It is a pity that Bapu, having given this revolutionary idea to the world, could not put it into effect himself. He should have been free to establish a school himself and give his system a full trial. He would than have been able to perfect the system. But to-day a number of half-baked people have taken up the thing. They are simply carrying out the letter of his teaching with the result that they copy his mistakes also..."<sup>1</sup>

The prediction of Shri Rajaji proved to be true to a great extent.

**Craft, not a medium of education but mere a  
means of linking academic instruction**

The educational atmosphere of the country had a charm and force of the word 'craft' because the genius like Gandhiji used the terminology of giving education through a craft. He was clear in his conception of education, but unfortunately the 'craft' was not understood and practised—as the centre and medium of education—in its symbolic sense and with educational implications as Gandhiji meant. He recommended the craft to be utilized as a *medium* of 'Education'—process of drawing out the best of the educand, integrating all the aspects of learning for the all-round development of the educand. In actual practice, correlation was practised as a process of teaching different academic subjects, presented not *through* a craft, but *along with* processes of a craft—mainly spinning. The craft was not used as a medium of education but simply as a means round which different academic contents of the syllabus were

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<sup>1</sup> Hindustani Talimi Sangh, Sevagram (Wardha): One Step Forward. Pp. 12-13.

linked together in an artificial manner and that too on the basis of loose association of ideas or things.

The approach of the teacher was subject-wise and education to him was mere literacy. As such there was no radical change of medium of education, but simply a change of means of imparting academic contents. To him, not the craft-process and craft training but the academic teaching was important. He made the child do an activity of a craft because he wanted to link some academic topics with it. The craft-process was practised, not as a medium of learning of a child but simply as means of labelling the teaching of the teacher as correlated. In actual practice, a teacher simply changed the teaching aids, in the form of craft-materials or craft-processes for imparting academic teaching. The teacher simply changed the means of academic teaching and not the mental attitude necessary to practise the technique of correlation in class teaching. As a result, craft activities were practised mechanically and they were dragged in, to show some relation, at any cost, with their teaching of academic topics of the syllabus. Even academic topics were taught unmethodically and unsystematically. The child received neither the craft training nor literary training. This subject-wise attitude of the teacher, along with the mechanical concept of a craft as a means, created different types of artificial correlation, *viz.* Multilateral, Unilateral and co-lateral correlation in day-to-day teaching. In multilateral correlation, the teacher presented a process of a craft and tried to correlate with it as many items of academic study as possible. He tried to cover as great a field of correlation as he possibly could do. *e.g.* along with the activity of takli spinning, topics like—counting the rounds of yarn spun (arithmetic), a poem about a takli (Language), cotton growing areas of Gujarat

(Geography), evolution of takli (History), drawing pictures of a cotton plant and a takli (Drawing)—were linked up. Such illustrations can be multiplied in numbers. There was a tendency to achieve the multilateral correlation to its maximum limit. Practically the teacher tried to correlate contents of all the subjects of the syllabus along with processes of a craft, and he felt himself contented and happy in being able to correlate topics of all the subjects with a craft and felt satisfied achieving interrelation of subjects in his process of correlated teaching. Some teachers tried to practise unilateral correlation—one item—one-correlation-method, making no efforts to cover a wide range of the syllabus. *e.g.* with takli spinning only arithmetical problems were taught. In the process of a colateral correlation, action and knowledge are simultaneous. *e.g.* winding the yarn round the winder, and the process of counting the rounds of yarn.

Usually the multilateral correlation along with craft was practised and the process of class teaching was made artificial, ridiculous and futile. The over-emphasis of the craft also created short-comings.

#### **The over-emphasis of craft-centred teaching and its effects**

Gandhiji's emphasis on craft core had the back-ground of his idealistic concept of Man and society and of socio-economic environment of villages of India. He gave equal importance to every type of learning, yet in actual practice, the craft was made to be a subject of primary importance by some prominent workers, relegating the literary training into the background. They could not appreciate the synthetic approach of Gandhiji and over-stressed the craft learning. At the initial stage, there was

a tendency to link all *knowledge* with the craft ( spinning, weaving ) only, neglecting the other centres of correlation *viz.* physical and social environments, suggested by the Zakir Husain Committee. In actual practice, the process of teaching ceased to be child-centred and became craft-centred. In day-to-day class teaching craft processes were found to be inadequate as a sufficient and efficient means of imparting academic instruction of all grades, for all the while and consequently teachers were puzzled in their day-to-day class teaching and practised artificial and far fetched multilateral correlation, which affected learning of children adversely.

Construction and presentation of the first basic syllabus prepared by the Zakir Husain Committee also affected the procedure of correlated teaching, practised in day-to-day work. It was prepared in 1938 in a very short time. The Committee presented the craft syllabus of spinning and weaving on one side and on the other side gave subject-wise presentation of academic contents and recommended the technique of correlation on a hypothetical basis. Moreover the committee tried to give " Possible correlations with the Basic craft of spinning and weaving, " wherein it suggested hypothetical correlation of different academic topics of subjects with different processes of spinning and weaving from grade I to grade VII. This type of " Possible correlations " of hypothetical nature was given in the very text of the syllabus. Though the committee recommended three centres of correlation, yet it refrained itself from giving " Possible correlations " with the social and physical environments, contenting itself that they are obviously covered by the syllabuses in social studies and general science. " This type of one-sided possible correlations affected the attitude of the teacher to make the



correlated teaching craft-biased. The short-comings of this syllabus were removed by the syllabus prepared by the Hindustani Talimi Sangh, Sevagram, after a period of about seven years. It was a syllabus of practical nature, offered practical centres of learning of life, but it had a rural origin and background. The first syllabus remained for about a period of seven years and affected the day-to-day practice of the technique of correlation in a basic school. Even in the presentation of the "possible correlations" with the basic craft, aspects of primary and concomitant learnings were not clearly and emphatically stressed but the aspect of associated learning—in the form of correlated knowledge of topics of different subjects with craft processes—was stressed. Thus the subjectwise presentation of curricular contents, overemphasis on the craft as a medium and the recommendation of correlated teaching on a hypothetical basis given by the committee affected seriously the attitude and the working of the teacher in day-to-day schooling. The scheme of basic education was found to be sound on ideological basis but its methodological aspects presented difficulties and short-comings owing to misconceptions and misunderstandings of the technique of educational practice and affected learning of children.

#### **Effects of Craft-bias Correlated Teaching**

The craft processes were taken mechanically as a means of labelling the subjectwise academic teaching as correlated. The craft was not there in the mental attitude of the teacher, it existed externally in the school. The teacher did not take up the craft training as his own, as he took up teaching of academic subjects. Thus craft, the medium of the scheme of basic education was ill-used by the teacher. Even the teaching of literary topics was not given in the



form of integral knowledge, imparted through a well planned and organised craft-processes. To get mastery and insight regarding the academic knowledge there was no systematic drill-work, revisional and review work of literary contents which were introduced along with craft processes. In actual practice, academic contents of different subjects were merely heard by children, but not assimilated by them, in the form of creative knowledge of three 'R' s. As a result, children showed poor attainments in craft-processes, as well as in acquisition of general knowledge of instrumental subjects. The actual practice of the technique of correlated teaching deviated from the spirit of the resolution of the Wardha Educational Conference held in 1937. The resolution No. 3 of the conference recommended :

“ The process of education throughout this period should centre around some form of manual and productive work, and that all the other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.”

While the actual practice of correlated teaching was :

- ( a ) One productive craft, mainly takli spinning with its allied processes was taken.
- ( b ) Development of other abilities was recommended and training to be given, as far as possible, was to be integrally related to the central handicraft chosen. While in actual practice, efforts were being made neither to develop abilities of children nor to train them, but to pour in academic information of all subjects, which were not integrally related to a craft, but loosely associated with it.

(c) Training was recommended as a process of education but in actual practice, artificial and far-fetched correlated telling of information of different subjects alongwith (and not through) craft processes was done. The significance of the phrase 'as far as possible' was violated and academic correlation of artificial nature with the craft, neglecting the environment of the child, was being practised at any cost.

Difficulties and short-comings were of serious nature and they were presented and discussed in the first conference of basic education held at Poona, 1939 and in the second conference of basic education held at Delhi, 1941. After these conferences the emphasis was shifted from the craft to environment at events and occurrences. From craft-centredness, emphasis was shifted to environmental teaching for the practice of the technique of correlation in Basic education.

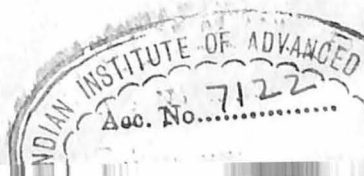
#### **Ungraded and Unsystematic Environmental Teaching**

Teachers tried to utilize more of environmental occurrences as (not as a medium of learning of children) means of linking academic instruction. In actual practice, teachers simply introduced ungraded information *along with* the discussion of environmental occurrences or happenings. Just as craft was practised mechanically and 'Why' and 'Wherefore' of craft-processes were not made the basis of correlated teaching, in the same way, environmental occurrences were merely referred to as means of linking topics of the syllabus and that too, unsystematically. The process of teaching was just like a process of mere telling and presenting ungraded information in context with environmental occurrences. Teachers simply introduced academic topics inciden-

tally and did not organize them to ensure effective learning of pupils. The teacher failed to realize the importance of creating necessary atmosphere and background for environmental teaching. He neither utilized a technique necessary for environmental teaching nor planned and organised activities and events arising out of environments and utilized them as media of education. He simply narrated information on topics in the context of environmental incidents and happenings and interpreted his teaching as correlated with the environment of the child. In actual practice, the teacher simply reserved certain topics of the subjects of the syllabus for certain social and physical occasions and taught them in the traditional manner, without using those occasions as media of education. Celebrations of days of historical and cultural significance like Rama Jayanti, Krishna Jayanti, Gandhi Jayanti, the Christmas Day, Id-e-Milad, the Independence Day etc. and events and happenings of physical environment were observed with rites and rituals, forms and formalities along with decorations. Generally pupils were made to dramatize certain events and with reference to incidents and happenings; the teacher narrated certain stories and events in an ungraded and unsystematic manner. The concomitant learning inherent in environmental teaching was neglected by the teacher. Children did not thrill with the aesthetic, historical and cultural message inherent in the environmental teaching. There is a great potentiality in the environmental teaching to re-orient the outlook, attitude, ideas and ideals of the growing generation, but the teacher failed to realize it owing to his subjectwise attitude of narrating topics in juxtaposition of environmental incidents and happenings.

### Ungraded Presentation of Environmental Information as a process of Correlated Teaching

In the history of correlated teaching, in Basic Education, environmental incidents and happenings became one of the important means of correlated teaching. What was once craft-centred, gradually became occasion-centred in the process of teaching. The teacher was ever in search of environmental happenings and to utilize them as mere means of his teaching which was generally of literary type. Mere presence or even reference of an environmental occurrence satisfied him to introduce academic information. In the process of environmental teaching, he simply narrated ungraded academic information and that too in an unmethodical and unsystematic way. Thus the teacher changed neither his attitude nor even means of academic teaching in his process of environmental teaching. He simply made a change in his approach to topics showing a reference to the back-ground of environment. His attitude was as subject-wise as before, words were his agencies of teaching and the process of presentation of academic topics was ungraded year after the year. Teachers of all grades practically observed the same rites and rituals of environmental occurrences and poured out the same kind of information year after year. *e.g.* A child of grade II heard the same life incidents of Krishna on the Krishna Jayanti as a child of grade V heard. There was no well-planned and systematic gradation of environmental contents. As a result, experiences of children were not enriched. The child was not treated as a centre of environmental education, but as a means to receive, at any cost, the environmental information, poured in by the teacher, with a purpose to prove his teaching correlated and not 'formal'. Experiences and observation of the child were not directed, stimulated and organised to be the basis



and medium of environmental teaching and hence knowing, feeling and willing aspects regarding active experiences withered under the burden of listening to formalized and stereotyped environmental information, presented by the teacher unsystematically and in an ungraded manner. Moreover there were no text-books to guide teachers to make teaching graded and organized.

#### **Misconception regarding the use of Text-books**

There was a cry of protest against effects of traditional education, which was formal. The medium of that education was a 'word'. Text-books were the main sources of knowledge for teacher and the taught. In actual practice means of education became the ends of pursuit. Cramming of text-books became the very process of learning for the pupils and presentation of textual matter formed an important part of class-room teaching. Text-books were over-emphasized and overused in schooling. In the cry of protest against undersirable effects of formal education, outstanding features of that education were also denounced uncritically and the problem of text-books was one of them. As such there was a cry to do away with text-books. At the initial stage, there was a tendency to do away with—text-books. Some educational workers felt that the use of text-books killed the spirit of study and investigation on the part of teachers and killed the spirit of initiation and independent thinking of children. Instead of doing away with defects of text-books and their use, revolutionary attitude of negative type, impelled some educational workers to do away with text-books. Indiscriminate use of text-books along with formal and academic presentation of contents, organised only on a logical basis, was objectionable, but not the very text-books. The technique of correlation does not prohibit the very existence of text-

books. It accepts its necessity with definite directives regarding selection of contents, its presentation and use. It directs to plan and organise matter centring round experiences and life situations of the child and to present them in text-books. The matter of the text-books should be integrally related with the life, work and learning of the child. Presentation of the matter should prefer psychological order to logical order. In text-books of the traditional type, children had to read, write, count, interpret and cram experiences of others, in the form of contents pertaining to different subjects. In text-books, based on technique of correlation, children will get contents to read, write, count, interpret, utilize and enrich their very experiences and life situations and of people around them. Gradation of contents should preserve the psychological as well as the logical order to meet with requirements of growing and developing children. Nearly a decade passed away without suitable and adequate literature and this was one of the reasons for teachers to present ungraded craft-centred or occasion-centred academic contents. They had to do teaching work daily and tried to present anything and everything in absence of text-books. In actual practice learning of children became incidental (often accidental) loose, ineffective and chaotic. Though the teacher got a psychological back-ground to teach, yet the learning of children suffered a lot owing to the misconception, regarding text-books, drill work etc.

#### **Deficiency of Drill and Review Work and its effects**

Teachers cared only to label their process of teaching, as correlated and introduced ungraded academic topics in relation to either craft processes or environmental occurrences. They did not take the drill-work, the revisional and review work, lest their teaching should be treated as

formal teaching, which was denounced on all sides. There was a fad to show co-existence of craft processes, activity or environmental occurrence for presentation of all academic topics. The nature of drill-work and review work could not always demonstrate co-existence of craft processes, activity and of environmental occurrences and hence this type of work was neglected by teachers treating it to be 'formal'. Teachers feared to teach anything for which they could not show immediate correlation with centres of correlated teaching. Thus, they did not practise drill and review work and created the problems of lapses and overlapping of topics in their day-to day teaching. The deficiency of drill and review work made the learning of children incidental, loose and ineffective. Though the teacher got psychological back-ground to teach literary topics and to develop their different abilities, yet misconception regarding formal teaching deterred him from using drill and review work and hence learning of 'tool' subjects by children suffered a lot. As a matter of fact, in this technique the teacher gets direct and creative experiences and life-situations of children as basis of teaching, and this helps him to maintain interest and purpose of children's learning. The problem of 'proceeding from known to unknown' does trouble a teacher when he has to teach about contents of studies not pertaining to actual life of children, but pertaining to problems or things beyond their imagination and experience, and the teacher has to evolve psychological teaching devices to make his presentation interesting. In this scheme the matter of study presented in the class teaching is real, practical and integrally related to the concrete experiences and life situations of children and hence interest and purpose in the learning process can be abundantly maintained. Though the teacher got the psycholog-



ical basis and real contents of life to teach, yet his unscientific method harmed the learning of the very "tool" subjects like language and arithmetic. The deficiency of purposeful and well organised drill and review work made the learning of pupils scanty, superfluous and ineffective. The teacher tried always to have immediate correlation of anything and everything. In forming misconceptions the basic training institutions also played a notable part.

**Part played by Basic Primary Training Institutions in creating Misconceptions Regarding the Practice of Technique of Correlation in Basic Education**

The working of the Basic Schools depends to a very large extent on the quality and quantity of training given to teachers under training regarding the use of the technique of correlation. The authority of the training institutions has to give a syllabus to teach and also to train student-teachers, the methods of teaching based on the technique of correlation. Thus they become familiar with the contents and objectives of the syllabus which they have to practise after the training in their day-to-day schooling and through the training of practice teaching work, they get insight regarding the use of the technique of correlation, which they will be required to practise in their daily class teaching. Thus they are expected to be familiar with the structural aspects of the scheme ( curricular contents ) and the functional aspects ( the technique of correlation ) of the scheme through the training of basic training institutions. In the history of correlated teaching and its training the following problems are created :

- ( a ) Interpretation of a correlated unit,
- ( b ) Types of practice teaching work,
- ( c ) Duration of time for teaching a correlated unit.



(d) Change of syllabus of practice teaching work and its effects.

Basic Primary Training Institutions were started to train teachers to practise the scheme in day-to-day schooling. As a part of training of student-teachers, practice teaching work was organised in these institutions. The nature of the practice teaching work and its organisation effected considerably towards the formation of misconception regarding the use of the technique of correlation in Basic Education. It was mostly organised as an intermittent practice, in the form of scattered and stray correlated lessons. At the initial stage, half a day was practically reserved to practise a correlated unit, wherein academic instruction of all types of all subjects was linked mostly with craft processes. Moreover trainees were required to practise only correlated lessons and consequently they developed an attitude to teach everything in a correlated manner. Even the factor of duration of time—half a day—to practise a correlated unit, played an important part for the practice of multilateral correlation of topics of all subjects of the syllabus with craft processes or environmental occurrences. As a result, student-teachers after training of this type, returned to their respective basic schools and tried to teach everything in a correlated manner and remained indifferent towards drill and review work, considering them to be 'Formal Teaching'. They practised multilateral correlation of artificial nature in their day-to-day teaching, making the process of learning of children incidental, scanty and ungraded. Tendency of achieving multilateral correlation, at its maximum limit, was encouraged in training institutions. They tried only to impart correlated information of different subjects of the syllabus and not the correlated learning and training of children.

With the expansion of the scheme of education, to train teachers in great numbers, ordinary primary training institutions were converted into basic primary training institutions. The syllabus of the practice teaching work was revised. Correlated lessons, single period lessons, multiple lessons and one week's continuous teaching were prescribed for practice teaching work of student-teachers as a part of their training. The duration of the time, to practise a correlated unit, was reduced to two or more periods instead of half a day. Generally correlated lessons were organised on the basis of the intermittent practice of two periods. There was an attitude of compromise in the revised syllabus of practice teaching work to enable trainees to get practice of correlated teaching as well as practice of formal treatment of topics, arising out of correlated teaching and to offer opportunities of practical training of class management and pedagogic training regarding class teaching. The well-aimed revision of the syllabus was misunderstood and created difficulties and short-comings of a new type. Recommendations of two types of lessons-correlated lessons and single period lessons-created misconceptions and difficulties with regards to the interpretation of types of units of teaching work. Differentiation of the nature of lessons was not made on fundamental principles but on the outward features: duration of time and presence of an activity.

#### Activity-Fad for Correlated Teaching

The revised syllabus recommended both the types of lessons for practice teaching work *i.e.* single lessons and correlated lessons. This created a dual mentality in the teacher. He worked with strain. While giving a correlated lesson he felt diffident lest his teaching should be treated as formal and *vice versa*. He had no clear ideas as to what makes teaching formal or correlated. Generally a 'cor-

related lesson' was treated to be a unit of practice teaching work, meant for two periods and with an activity, a 'formal lesson' or a 'single lesson' was treated to be a work of one period and no activity. The selection of the teaching contents, its organization and presentation and its effects on learning of pupils etc. were not the points of decision, but only 'time' and 'activity' were the points of deciding a type of lesson. This created difficulties not only for student-teachers, but for the members of the staff and others, responsible to organise, supervise and assess practice teaching lessons of candidates. Generally lessons regarding social and physical environments gave headache to examiners to decide the type of lessons. Moreover organizational aspect of practice teaching work worsened the matter. Generally pupil-teachers were required to give scattered and stray correlated lessons to finish their quota. It became very difficult to find, organize and utilise activities in numbers to enable trainees to finish their quota of correlated lessons or activity-lessons prescribed for the practice teaching work, which was organized as an intermittent practice. Each student-teacher tried to bring in the activity in his conduction of correlated lesson of two periods. By this he could do justice neither to the academic discussions nor to the activity conduction. He had to complete his activity-centered unit in two periods and as such, he neither got sufficient time to plan, organize and execute the activity on an educational basis nor could he teach literary contents methodically and systematically. As a result, he received neither training of planning and organizing activities on the Project Technique nor could he receive training of principles of literary training, class management and class teaching. At the root of this, was the procedure of organising the practice teaching work of

correlated units on an intermittent basis and the activity-fad. The practice of intermittent correlated lessons, based on unplanned and unorganized activities failed to give right concept of the technique of correlation to student teachers and unorganized practice teaching, devoid of drill and review work created lapses and overlapping of topics in the learning pupils.

### **The Process and Effects of Activity-centered Teaching**

The core of the technique of correlation of basic education, as recommended by the Committee was a well selected basic craft through which education was to be imparted along with the concrete life situations of the social and physical environments. In actual practice, there was a mere show of an activity, selected in season and out of season and along with an activity, loosely connected academic contents were merely narrated in the name of correlated teaching. The teacher tried to drag in activity in the conduction of the correlated lesson and often made the process unnatural, ridiculous and futile. The activity and topics selected for correlation had no relevance to either the immediate environment or the felt need of the child. The activity was simply presented just before imparting academic information of various subjects, *e. g.* to force children to sweep a store-house of a kitchen with a purpose to find a rat because the teacher wanted to teach about plague or to apply methylated spirit on hands to teach about evaporation and climatic conditions of India in the months of the winter. In short there was no relation of activity, knowledge and life of the child. Even experience gained by the child during activity was not utilized as a means of his further education as the student-teacher left the class, minding his lesson of two periods. As a matter of fact a correlated unit as a part of practice teaching work

was nothing more than merely combining two or more units of single formal lessons and attaching them to an activity. Even teaching of academic topics was not methodical as it used to be in the teaching of single formal units of practice teaching work done in training colleges before. The false notion that an activity was an indispensable part of a correlated unit, to be completed within two periods, affected the learning of children, training of teachers and created trouble for finding innumerable activities with regard to organizing the work of practice teaching. Behind all this, the misconception regarding the interpretation of a correlated unit was working. It was interpreted as an activity-centred unit and absence of an activity in the process of teaching was taken to be as 'formal' teaching. The notion of 'formal teaching' has troubled the workers a lot.

#### **Difference Between Formal Teaching and Formal Treatment of Topics.**

In the history of correlated teaching, the aspect of 'formal teaching' became one of the chief topics of discussion, with the expansion of the scheme. All primary training institutions were gradually converted into basic training institutions and at the initial stage of the process of conversion, a common question was of and on heard, 'whether there is a place of formal teaching, in the practice of correlated teaching used as a technique in the scheme of basic education?' The problem became the basis of acute discussions. The seriousness was on the following points:

- (a) Basic education was interpreted by some teachers as a system of education wherein only correlated teaching should be practised and everything should be presented to children in a correlated way,

- (b) Invariable presence of a visible activity or an occasion was considered to be necessary for presenting academic topics to children.

In general, it can be said that the factor of the presence of an activity or an occasion made the process of teaching 'correlated' and its absence made the process of teaching 'formal'. Even the system of education was interpreted on the basis of nature of teaching. Correlated teaching was taken to be an important feature of a system of education known as basic education and a process of teaching without the presence or relation or reference of an activity or an occasion was treated to be 'formal' making the system of education as 'traditional'. This will show to what an extent misconceptions of correlated teaching influenced the concept of education and its practice. As such, it is important to know the points of difference between the 'formal teaching' and 'formal treatment' of topics. They can be broadly classified as under :

- (a) *Emphasis in teaching* : In formal teaching the child is relegated into background and teaching of subjectwise matter is of primary importance,
- (b) *Selection and purpose of teaching material* :—In formal teaching, contents of teaching have no relation with instincts, interests, needs and life situations of the child. They are imposed on the child from the pages of the syllabus which is subjectwise and is prepared by adults with a view to prepare the child for future life according to the standards of expectations of adults. The teacher teaches the contents to finish the course of the syllabus and to enable the child to pass the examination of the traditional type.

- (c) *Medium of teaching* :—In the formal teaching the medium of teaching is not the creative and constructive experience of the child but either a spoken or a written 'word' which represents experiences, values and aspirations, not of the child but of adults.

Emphasis on teaching, criterion of selecting contents of teaching, the medium of teaching, the very process and purpose of teaching along with effects decide the 'formalism' of formal teaching. It is the abovementioned factors which decide the 'formalism' of teaching and not the duration of time of teaching unit or absence of an activity.

In Basic Education, the child is at the centre, and the aim is to achieve harmonious development of the child as an integral member of a well-organised community living to realize ideas and ideals of life. The fundamental difference is in the criterion of deciding the contents of teaching. Useful creative and constructive experiences of the child become the starting point of correlated teaching. Contents of teaching and the very process of teaching keep the child at the centre and enable him to experience useful things of life with a purpose to improve the very quality of living. The duty of the teacher is to create an atmosphere wherein the child is inspired to live his life for the purpose of learning, which modifies his present as well as future life to be lived as a member of the society. The purposeful and constructive activities of life and directed observation of occurrences of life situations constitute the very basis of experiences of the child at school. There is a direct, purposeful and integrated relation between experiences of the life of the child and the contents of studies given in the syllabus. The basic syllabus does not give words of experiences, but the



very experiences of life. The teacher has to plan and organise his life activities and life situations as a process of teaching and has to enable the child to organise and conduct activities as a process of living and learning simultaneously. The child has to do activities, not simply to learn about activities through words. As a process of learning through living, the child has to receive useful knowledge, to understand and interpret his very experiences of life. As a felt-need, the child acquires knowledge and assimilates it through living. The source of knowledge is his very living, organised and motivated through schooling. Thus knowledge given through this technique, is not word-centred but is experience-centred and is received by the child with curiosity, interest and purpose.

#### **Necessity of Formal Treatment of Topics in Technique of Correlation**

Through schooling, the child is directed to have rich and various experiences, in the form of practical and constructive environmental activities taken on a social basis, and is guided by the teacher to understand the 'why' and 'wherefore' of these experiences. Thus to develop understanding, the teacher has to teach topics of academic and literary nature. The teacher is required to present literary contents bearing relation with experiences of children. Correlation requires that there should be relation of literary contents, presented to a child with his active and purposeful experience undertaken by him now or before some time. The integral relation is important and to enrich that relation the teacher has to plan and organise formal treatment of topics either to widen the horizon of knowledge or to organise knowledge received, in the form of drill and review work. The treatment of such topics undertaken will



appear to be 'formal' as there will be no presence of activities, but it should be remembered that the purpose, medium and the environment of such type of teaching are child-centred and as such does not degenerate into the 'formalism' of the formal teaching. Even without the presence of visible activities, topics generated from the experiences of the child's life should be taught, not with a view to stuff the mind of the child with a purpose to enable him to pass merely an examination, but should be learnt by the child with a purpose to interpret and enrich his experience of life and thereby to enrich his life situations and of the people around. Thus he learns about such topics through living the life, though with the aid of formal treatment, and achieves and assimilates necessary skills and knowledge for the betterment of the life. As such formal treatment of topics is necessary for integrated literary training. If this differentiation of formal teaching and formal treatment of topics be critically observed and practised during the practice of the scheme, many of the doubts and difficulties will be surmounted and correlated teaching of the teacher and correlated learning of children will be natural, systematic, purposeful and effective. From this, it will be clear that there is a definite place for the formal treatment of topics for the effective working of the technique of correlation of basic education.

In the history of the practice of the technique of correlation, efforts were made simply to introduce literary contents either *before* or *during* or *after* the activity; but in actual practice, there was very little of teaching of literary topics to ensure literary training. The teacher failed to realise that mere introduction of literary contents does not provide scope for effective learning of pupils.

To make teaching of literary topics, systematic, pur-

positive and effective, literary contents integrally related to life and life situations of the child should be organised methodically and systematically through formal treatment of those topics. They should be well drilled out to ensure literary skills and abilities as craft processes are drilled out in a formal way daily to ensure craft skills and craft training or community activities are drilled out through community living to ensure character training and sufficient scope should be given to the children to practise literary knowledge and to lead them to develop their literary powers and to enable them to utilize their knowledge for improving the activities and quality of living. The literary bias or craft or activity bias attitude of the teacher, the type of practice teaching work and its organisation and the syllabus have affected the technique of correlation in practice.

#### **Organisation of Practice Teaching Work in Basic Training Institution**

The problem of training of teachers holds a key position in any system of education because the success of the system depends upon the quality of teachers. It is more so in the scheme of basic education, wherein the practical training is emphasized rather than the formal and academic training to ensure quality of teachers. It has been rightly said that Basic is more than a method, and it has its own ideology, and no training can be complete unless this ideology is imbibed by the students. This cannot be ensured by mere lectures. The ideology can only be imparted effectively by those who themselves believe in it and follow it. In the basic training institutions, student-teachers should be fully equipped with all the different aspects of education *viz.* ideological, methodological, organisational and curricular. Through practical training

they should get clear and comprehensive concept of all these aspects to enable them to practise the technique of correlation correctly and effectively. They should be trained to realize that all these aspects possess interrelation and interdependence in the system of basic education. They should get adequate scope of practical training in the basic elements of the scheme like craft, community living, before starting their work of the practice teaching to enable them to utilize the basic elements fully and correctly as the media of correlated teaching which they will be required to practise in their training of practice teaching work. Student-teachers should get thorough and practical training in the ideological aspects before starting their practice teaching work, its inadequate training will harm the cause of training as well as learning of children. The practice teaching work should be organized, not as an intermittent practice, in the form of scattered and stray correlated lessons but as a continuous practice teaching-cum-observation work. The system of intermittent practice of correlated lessons gave a ground for many misconceptions and shortcomings regarding the use of the technique of correlation. Through the continuous practice teaching-cum-observation work student-teachers should get sufficient scope of observation of the teaching work done by trained and efficient class-teachers of the practising school as well as of co-trainees. Their observation work should be well planned, directed and supervised by the members of the staff to make their training effective. There should be well organized and purposeful co-ordination of work of the basic training institution and the practising school attached to it. By mutual co-operation of the members of the staff of these institutions, the detailed programme of the practice teaching work, bearing relation to the needs of the children and

of student-teachers should be organized. This kind of group planning regarding the units of teaching will also help student-teachers to get insight into all the aspects of the system of work of class-teaching and its allied activities carried on in a basic school. The continuous practice teaching-cum-observation work should be supervised and assessed fully and constructively. Clear and comprehensive suggestions on an objective basis, should be offered to enable trainees to judge their quantity and quality of practice teaching work with progressive mind for their future development. Through the art of supervision and criticism much training can be given to judge the technique of correlation in actual practice constructively, critically and objectively. Their practice teaching work should be followed by group discussion and it should serve the purpose of becoming the basis of their pedagogic training. Their pedagogic training should arise out of their real and practical problems of their practice teaching work and thus their pedagogic training will have a psychological basis and it should be well organized by class lectures. Practice teaching work should be followed by pedagogic discussions which in turn should be followed by continuous practice teaching-cum-observation work. The practice teaching work should be organized on a continuous basis and not on an intermittent basis and it should be purposefully executed, not merely to finish the requisite quota of number of lessons of trainees but to equip them with practical training of all the different aspects of the system of education. The clear and comprehensive practical training will enable teachers to practise the technique of correlation correctly and efficiently in their day-to-day work. To save the technique from being artificial, it is necessary to have a well planned and organized system of continuous and in-

tensive teaching-cum-observation practice and to impart 'Methodology of teaching' on real and practical basis of the intensive practice teaching work, and not on bookish and abstract basis. The basic training institutions give student-teachers the art and science of the technique of correlation and the class room of a basic school offers them practical opportunities to experiment the technique received from the training institutions. As such the organization of a basic school is important.

### **The Organization of a Basic School**

The Basic school is a social institution wherein on one side there are living beings-evergrowing children and teachers and on the other side there are courses of studies and teaching materials. To create correlation of these two aspects and to achieve integrated relation between these aspects and to utilize them to realize the objectives of the scheme offers problems of organization and purposeful and efficient educational day-to-day practice.

#### **Creation of the necessary atmosphere**

One of the main requirements is to create the necessary atmosphere to practise the technique of correlation. This demands a living faith in ideological aspects and sincere, scientific efforts to practise the technique in day-to-day work. This scheme offers idealistic aims and as such, the atmosphere plays an important part in the organization of the basic school and it cannot be created by mere outward agencies, in the form of stuffing the environment of the school by teaching aids and materials or by preaching maxims. In the technique, the process of the work, the product of the work and the producer all the three are integrally emphasised and as such all three 'P's' require selective educational atmosphere to realize the objectives of

the scheme. On the idealistic basis, the interrelation of the educator and the educand, their very process and product of living and doing are stressed to achieve integrated training. It is the atmosphere that moulds the living and doing of the educator and the educand. It should be clearly understood by the teacher that if basic features of the scheme like craft, cleanliness, activities of the community life, daily routine activities, environmental happenings, activities etc. are introduced and practised without the (background of the) atmosphere there will be loss of energy, time and money and at the end there will be much of waste. Mere presentation of activities, observation and reference of environmental occurrences without the background of educational atmosphere are not educative. In the world, children do many activities and possess experiences of different types regarding environmental happenings even out of the school or without schooling but they do not educate and develop children. It is the selective atmosphere, created out of actual living of the educator and the educand, that educates them. Thus the fundamental thing in organization of the school is to create and maintain the true atmosphere of the school through well planned and organized practice of the very activities necessary to realize the objectives of the school. It will be the atmosphere of the school that will impel children to experience the very process of purposeful living and doing, organized on a scientific and social basis. This basis ensures integrated learning. Mere practice of activities offers mechanical skills, the scientific attitude regarding the practice offers 'why' and 'wherefore' and enables children to develop their power of understanding and the idealistic social basis offers the concomitant learning and enables children to develop right type of habits and attitudes toward life,

society and Nature, through the practice of purposeful activities organized in the basic school to impart education. As such daily routine activities, basic craft activities, activities of the community life, and environmental activities become the centre and medium of integrated learning of children. But unfortunately they were practised mechanically and only as a means of associated learning, in the form of presentation of topics of different subjects, at the cost of the other two aspects of learning. As a result their practice ceased to be the medium of education, and took the form of rituals and formalities being practised mechanically. In actual practice, mere activities were pursued without taking care and trouble of creating and maintaining atmosphere required to realize the objectives. Moreover to achieve correlation, not all types of school activities, necessary for the harmonious development of children were fully and integrally utilized. Generally daily routine activities, though possessing rich educational potentialities, were practised mechanically as rituals and rites of a basic school. Activities were practised without the requisite atmosphere and moreover they were utilized for the correlation of the primary aspect of learning and much of the associated aspect of learning in the form of correlation of contents of different subjects. Very little attention was given to the concomitant learning which is greatly stressed in the objectives of the scheme. In short, there was no integral approach of teachers for the practice of the technique of correlation and that caused problems, difficulties and shortcomings. Over-emphasis of any one aspect of learning through manual work, at the cost of the other aspects harms the very cause of schooling of a basic school. As such teachers should keep the experimental attitude and integral approach for the use of the technique of correlation. For



this, group discussion and planning of teaching work and recording of day-to-day work are necessary.

### **Group Discussion and Planning**

Teachers of all grades of a basic school should discuss together the syllabus at practice along with its implications and should prepare yearly, monthly and detailed weekly planning of teaching work. This type of group planning will enable the teachers to know the interrelation and interdependence of teaching of different grades with a purpose to avoid lapses and overlapping of activities, incidents and knowledge and will make correlated learning of children purposeful, graded, systematic and fruitful. The detailed weekly planning will serve the purpose of weekly time-table of a class teaching, giving scope for all types of learning. Units of teaching work should be planned and organized keeping into consideration the calibre of children, their requirements and environments. Systematic and detailed periodical planning of teaching work is essential in a basic school which has to practise the technique of correlation and the work-centred syllabus.

### **Recording of Day-to-Day Work**

Along with the periodical planning, teachers should keep correct, thorough records of day-to-day work on a scientific basis. This type of work will improve the quality and quantity of their periodical planning and will offer a practical data of evolving a detailed syllabus of correlated studies for the efficient working of the technique of correlation. Recording of work done should be made regularly and scientifically by the teacher and the taught. Recording plays an important part as a means of assessment work (which is altogether different from the traditional type of examinations) of children. The detailed weekly planning



gives a basis of time-table of work, the day-to-day recording of work done offers a basis of evolving a syllabus of correlated studies. The successful and effective use of the technique of correlation in Basic Education requires corresponding changes in the curriculum-construction and its interpretation in day-to-day practice, change of outlook regarding the time-table, records and their significance as a means of assessment work and the purpose and process of assessment work to be in tune with the spirit of the scheme. This is essential because the technique of correlation in basic education deals with the actual living and doing of the educand and of the educator for the purposeful modification of the quality of day-to-day living for the realization of the aims of basic education. The syllabus offers the structural aspect of the scheme and the technique of correlation offers the functional aspect of the scheme. Both these aspects are of supplementary nature and as such detailed syllabus of correlated studies is necessary to have the correct and effective use of the technique of correlation for the realization of the objectives of the scheme.

#### **Suggestions for Further Study**

To evolve the art and science of the technique of correlation in basic education, it is very necessary to have the experimental work with regards to the curricular aspects. It represents the structural aspect of the scheme. Teachers of basic schools have to deal with this aspect constantly in their day-to-day practice. Structural aspects of curricular contents and functional aspects with regard to the use of technique of correlation in basic education are in hands of teachers. They should be of supplementary nature to enable teachers to realize the objectives of the system of education. As such, it is necessary to have re-

search work to evolve a practical and detailed scheme of programme of correlated studies to enable teachers to practise the technique of correlation in their day-to-day work naturally and successfully.

It has been claimed that the scheme of Basic Education has passed through the experimental stage. It is under the process of expansion. In these circumstances, it is essential to evaluate scientifically the achievements of children of basic schools who have received their education on the basis of the technique of correlation. This type of research work will enable teachers and workers to know the nature and type of achievements of children of basic school. This type of research work will inspire the teachers and workers to study the factors inherent in the attainments of children. This would naturally be the basis of improving the ideological, methodological organisational and curricular aspects of the scheme. Such types of research work are necessary for the betterment of the system of education, which is practised as a system of national education, with a purpose to have harmonious and all round development of the personality of the child, as an integral member of the new social order, to be evolved and established through education.

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