CHAPTER V

THE ORGANIZATION OF ELEMENTARY EDUCATION

So long as society is relatively stable and unchanging, the problems it presents to men tend to be routine and predictable. Organization in such an environment can be relatively permanent. But when change is accelerated more and more novel, first time problems arise and traditional form of organizations prove inadequate to new conditions.

— Alvin Toffler

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CHAPTER V

THE ORGANIZATION OF ELEMENTARY EDUCATION

ORGANIZATION AND ITS INTERPRETATION

The dictionary definition of organization which may be applicable here reads as: "An organized structure, body or being," "the mode in which something is organized," or "systematic arrangement for a definite purpose." When applied to education or schools, organization means structure or framework or arrangement, a state or manner of being. It is something which exists, even though it may be of an intangible nature. According to the original definition of organization, it means structure framework or arrangement, a general plan for operation, the overall scheme in terms of which certain activities will be carried forward.

But the fact that the terms organization and administration are frequently used as if they are
synonyms constituted an inseparable phase. The functions and activities of organization and administration are so closely related that at times it seems difficult to try to separate the meaning of these two terms, especially when the responsibilities for organizing and administering fall on one person. However, the differentiation between organization and administration as pointed out by Henry J. Otto lies in his following words:

Administration is the act or process of administering. One of the activities of administration is the planning and the bringing into existence or an organization or a machinery whereby the work may processed. Administration has many other duties besides that of planning and establishing organizational set-ups for conducting the enterprise ....... In order to expedite administrative responsibilities in many of these areas, various organizations are forms of organizations are created.
The broad interrelated field commonly called "organization and administration may thus be thought of as consisting of three parts. Organization as such is a structure or plan, the creation of which is a function of administration. In order that an organization may operate in accordance with accepted theory and the basic principles inherent in the underlying philosophy, it is usually necessary to develop and to apply certain administrative or educational policies. These policies become guiding principles or operational guideposts to those who endeavour to function within the organization. The techniques or procedures employed in operating the organization in accordance with established policies constitute administration.¹

the procedures and then see to it that the whole activity moves forward smoothly in accordance with the plans that have been established.²

The foregoing discussion would clarify the meaning of organization with contrast to administration. It is indeed important at this juncture to examine some details of the dimensions of educational organization with special reference to elementary education in the four countries under this study. Only those dimensions of the organization of elementary school education which are quite relevant to this study and may have some impact on the practices of other countries have been analytically discussed here. They are:

I ADMISSION AND SCHOOL GOING AGE

The elementary education has been accepted as a minimum must almost in all countries of the world especially in the four under this study. But the

provisions of admission to elementary school education, the terms and conditions, the minimum prerequisite etc. may differ from country to country according to the local situations, the philosophy of elementary education and its objectives. Likewise the total period of duration in terms of elementary education span may also vary accordingly. Since it is important to study some existing practices before coming to a conclusion regarding the best one, the investigator here analyses and discusses the different trends and practices:

A. ENGLAND

With an expansion of part-time nursery schooling, the Central Advisory Council for Education (England) in a report, "Children and their primary school," recommended that primary education should start gradually without a sudden transition from home to school. It should become a possibility by 1974. The report suggested that once there is a nursery provision for at least the four-year old child there should be a single annual starting date for primary schools in the Autumn term following a child's fifth birth-day.
Attendance at nursery school would be permitted for the first term of the primary school year and part-time school up to the age of six would be also permitted. Until a full year of nursery education was available for all who required it, before the start of formal school, however a short-term plan for a twice-yearly entry to primary school preceded by optional part-time schooling is suggested.  

Evidence given to the council suggested that two years in the infant school (from 5 to 7) was too short a time, and a full three years in a first school followed by transfer at the age of 8 are, therefore, recommended. This, together with the belief that for most children the junior school course now ends too early an age, caused the council to suggest the raising of the age for transfer to secondary school from 11 to 12, creating the middle school period of four years from 8 to 12. It suggested that the atmosphere, discipline and work done in these middle schools would have to be very different in concept and action from those of existing junior schools in providing the right environment.  

STRUCTURE OF EDUCATION SYSTEM IN ENGLAND

Figure 1
for the last years of childhood and the passage into adolescence. The ending of the 11 plus section examination for entry into secondary schools, now, being brought about, and implicit in these recommendations was welcomed by the council. 4

Schooling becomes compulsory for children at the age of five. Primary education, as the first stage is known, usually lasts until the age of 11.

B. THE U.S.A.

The problem of deciding the school entrance age in the U.S.A. has become more complicated due to variations from State to State in the lower limit of compulsory school attendance and variations in the way local school systems have defined minimum admission ages within the zone of freedom accorded to them. Hence policies pertaining to the age of admission to kindergarten or first grade have an important bearing upon grouping and promotion practices. It is held in U.S.A. that pupils failure is great in primary grades

that it is the greatest of all in the first grade and that reading the subject of greatest difficulty in the primary grades.

According to Henry J. Otto and David C. Sanders,

"Pupils progress problems in the primary grades grow primarily out of the variations in the children's age, maturity and language facility, the curriculum requirements in these grades, the varied rate of children's development after school entrance and the entrance policies. The interplay of these four factors creates a situation that has baffled school leaders.... Since about an equal number of children are born in each month of the year there is approximately twelve months difference in the chronological age of an entering group regardless of the specific minimum age designated for admission. In schools which admit new pupils semiannually this range is reduced to about six months. Shifting the minimum entrance age up or down does not hold much promise."  

In only three States are children as young as six years required to attend school; and all States permit the attendance of children younger than the lower compulsory attendance limit. Parents may, therefore, delay the child's entrance to school until the compulsory attendance age is reached. Since some parents exercise this option, it tends to augment the chronological heterogeneity of beginner's classes. State laws authorise school systems to exercise some freedom in defining entrance ages as long as local regulations are not in violation of the law. This freedom has prompted some schools systems to specify that a child may enter in September if he becomes 6 years of age by October 1, or November 1, or even as late as February 1. The latter plan is used mostly in school systems which do not have kindergartens.6

A few venturesome schools systems have developed procedures whereby admission to the first grade is based on mental age, since mental age seems to have some relationship to success in beginning reading.

Furthermore, the schools are facing a practical problem of establishing admission policies which are educationally sound and which can be administered feasibly. To solve the dilemma of the problems arising out of the relationships between admission policies and grouping and grade placement, some school systems have introduced vestibule classes, junior first grades, transition classes; others have opened a nongraded primary unit.\textsuperscript{7}

Thus, the American unreformed elementary school has eight grades while the reformed only six. Children's ages for the upper limit of the elementary school are determined largely by the number of grades encompassed by the elementary school and promotion policies.

At this point it should be remembered that many school systems in the Southern States and a few in the Northern States have operated seven grade elementary school for a long-time. The emerging pattern which seems within reach is a seven-year elementary school for children aged 5 to 12.\textsuperscript{8}

\textsuperscript{7} Henry J. Otto and David C. Sanders: Op.cit., p.149.

\textsuperscript{8} Henry J. Otto, Elementary School Organization and Administration, New York, Appleton Century Crofts; 1954, p.22.
STRUCTURE OF EDUCATION SYSTEM IN THE U.S.A.

Figure 2
C. THE U.S.S.R.

On the eve of the Revolution of 1917 the Russian school system was in process of transition. The elementary school both urban and rural had a four years' course for the ages eight to twelve. There was a possibility of transfer from the elementary to the secondary school system, but with a loss of two years. Thus from the elementary school at the age of twelve boys could enter the first four of the secondary school.

At present the whole course of general education comprises eleven years - seven to eighteen. The ages three to seven are catered for by an extensive system of kindergartens which exist not only in towns but on all collective farms in the country. As new Regulations of 1944 say:

"The kindergarten is a State institution for the Soviet Civic Education of Children between the ages of three and seven, pursuing the aim of ensuring their all-round development and education. At the same time the
kindergarten facilitates the participation of women in the work of the State and industry, in cultural and social, political life."

The primary school has a four years' course and since 1944-45 with the lowering of the compulsory age to seven the primary stage ends at eleven plus instead of the twelve plus of the Russian traditional elementary school. This brings the Soviet practice into the line with the break of eleven plus in England. 9

Soviet schools are organized into: (1) Primary Schools (nachal'nye shkoly) composed of the first four grades; (2) 7 year schools (semiletki), also known as "incomplete secondary schools" (neponye Srednie shkoly) composed of grades I-VII; and (3) 10 year schools (desyatiletki) or "complete secondary schools" (polnye srednie shkoly) with classes in grades I-X. Although it is planned that the tenyear school will be the standard primary secondary institution for general education in the

U.S.S.R., other organizational patterns have been devised for non-Russian speaking children. In some areas inhabited by ethnic minority groups a preparatory class is required before children begin the first grade. In some non-Russian speaking republics all schools are based on a 4-4-3 pattern, with the extra year providing for the study of the Russian language and literature.10

The standard regular primary - secondary school programme in each of the Soviet republics is for children between the ages of 7 and 18. It is divided into three stages which somewhat approximate the elementary and secondary levels of education in the U.S.A. The Soviet schools are organized into 4-year or primary schools consisting of grades I through IV for children aged 7 to 11; 7-year or incomplete secondary schools consisting grades I through VII for children in the age range of 7 to 15; and ten-year or complete secondary schools with grades I through X for children in the age range of 7 to 18.

FIGURE 3
STRUCTURE OF THE SYSTEM OF EDUCATION IN THE USSR

1. Secondary School
2. Kindergarten
3. 7-Year School
4. Technical School
5. Elementary School
6. Factory School
7. Institutes, Universities
8. 2-Year Technicum
9. Trades and Railway Schools
10. 4-Year Technicum
11. School for Working Youth
12. School for Rural Youth

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STRUCTURE OF THE SYSTEM OF EDUCATION IN THE U.S.S.R.

Figure 3
The elementary schools which are maintained and run either by the State Governments or through local Bodies under the Government control have normally 7 classes for the children of the age group 6-14.

The success of elementary education mostly depends upon the initial cohort that is the group of children who begin their march up to the educational ladder. Once the child is enrolled in Class I, it is left to the child and to the efficiency of the educational system to see that he progresses from class to class in an orderly fashion. It is, therefore, imperative to (1) enroll all children of the prescribed age (6-7 years) in Class I and then (2) retain them at school till they complete the prescribed age (13-14 years) or the elementary course.

CONCLUDING OBSERVATIONS

It could be noticed from the foregoing descriptive analysis of admission provisions for elementary education and age group for which it is provided in four countries of our study that:
THE STRUCTURE OF EDUCATION SYSTEM IN INDIA

Figure 4
1. In England Elementary education begins at the age of 5 and ends at 11 years of age of the child. There is also a provision for nursery schools and kindergartens for infants of the age group 3 and 5 years. Infant and junior schools cater for the needs of pupils between the ages 5 and 11. The primary school is concerned with the general development of children providing full scope for individual development.

2. The American elementary school caters for the pupils between the ages 6-11 eventhough there are a number of organizations which lay down diverse admission policies. The unreformed elementary school has eight grades while the reformed one has only six. There are some States which have introduced elementary schools with seven grades. There are kindergartens and nursery schools which admit infants at different ages and that has a bearing on elementary schools' admission policies. There are some schools which consider the mental age of the pupils while admitting them to the first grade.
3. In the U.S.S.R., the elementary school programme begins at the age of 7 and ends at 11. These schools are known as four-year schools. The standard regular primary-secondary school programme in each of the Soviet Republics is for children between the ages of 7 and 18. It is divided into three stages.

4. The elementary school system in India caters for the needs of children of the age group 6-11. There are generally seven grades though some differences from State to State. There are 5, 6 and 7 grades.

The table given below will provide an at-a-glance position of the problem:

<table>
<thead>
<tr>
<th>Country</th>
<th>Elem. School Adm. Age</th>
<th>Elem. School Ending Age</th>
<th>Elem. School Grades</th>
<th>Provision of Pre-Primary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>6 +</td>
<td>11</td>
<td>5</td>
<td>Kindergarten &amp; Nurseries</td>
</tr>
<tr>
<td>The U.S.A.</td>
<td>6</td>
<td>11</td>
<td>6, 8</td>
<td>-do-</td>
</tr>
<tr>
<td>The U.S.S.R.</td>
<td>7</td>
<td>18 (Gen)</td>
<td>11</td>
<td>-do-</td>
</tr>
<tr>
<td>India</td>
<td>6, 8</td>
<td>11</td>
<td>5, 7</td>
<td>Rare provision</td>
</tr>
</tbody>
</table>
The above observations lead the investigator to state that despite the effective prevalent practices in England, U.S.A., U.S.S.R. and India in respect of their Elementary Education, the research reports reveal the fact that there is a high percentage of failures, detentions and stagnation in classes 3 and 4. It is due to the fact that children, without proper understanding and concepts of things, are introduced to various subjects which they neither follow nor like. It seems an early beginning of elementary education, say at the age of 6, in most cases, has invited this setback. The over ambitious parents and administration should realize this condition and make necessary changes.

The investigator is of the opinion of admitting infants at the age of 7+ to elementary schools which provide intensive courses scattered out in four grades. This means, children at the age of 11+ can complete elementary education. Between the ages 5 and 7 infants should be invariably admitted to kindergartens or nurseries where they are trained.
in different fundamentals viz., sense training, habit formation, concept building, reckoning and manual work.

The best pattern based on psychological findings and human behaviour is to start grade I of elementary school with children of age 7+ with pre-attendance in kindergartens and to continue them up to grade IV up to 11+ years of age. Furthermore, grades I and II should be linked with pre-primary education without making any change of environment.

II THE CURRICULUM

Otto and Sanders state the importance of curriculum in the following words:

The curriculum is the most important aspect of the elementary school. It is the very heart of the school. The curriculum gives expression in concrete form to the educational theories and policies which govern elementary education in a given community. Whatever the
accepted objectives of elementary education may be, the degree to which they are attained as well the manner in which they are attained are determined in large measure by the curriculum and the educational theories underlying ...... Additional testimony regarding the importance of curriculum can be found in current public statements about education...... One of the significant discoveries of psychology is that, regardless of the efforts to analyze, to categorize components and to deal with segments or characteristics, the healthy individual is a total, integrated whole. He experiences as a total organism. One cannot deal with the mind and body as separate entities for the mind-body dichotomy is erroneous. Consequently, the curriculum which purports to deal only with the mind or intellect rather than the whole child is based upon a false promise. 12

Thus, the importance and utility of curriculum could be estimated from the above statements. Furthermore 12 Henry J. Otto and David G. Sanders: Op.cit., pp. 25-27.
the evaluation of elementary education, its organization and administration of any country greatly depends on how its curriculum is organized and operated. It is imperative, therefore, to peep in the curriculum of elementary education in the countries under this study.

A. ENGLAND

Despite the fact that England still belongs to traditionalism in many of her fields including that of education and the people are conservative in some ways, there are noticeable, basic changes made in the entire outlook of education, so also in the objectives of elementary education, its curriculum and teaching methods. The elementary school plays a significant role in shaping the life and level of the nation.

The period in the junior school from the age of seven to eleven is a crucial one. During this time the child is developing rapidly—physically, mentally and emotionally. He is still learning to control his body movements, endeavouring to understand the
world around him and trying to control his feelings and behaviour. He is also uninhibited and always ready to experiment and create things in any artistic media. He will, if asked, paint a picture, write a poem, act, sing, dance, make models, perform a play in mime, or tell you a story. It is in activities such as these, that he learns most efficiently.

The days of chanting mathematical tables in a meaningless sing-song are over now, in England. History is no longer a series of dates, events, lists of kings and queens and wars. Geography is more than capes and bays, mountains and oceans, continents and capitals. And English no longer consists of copying passages from the black-board in copper plate handwriting.

The elementary school curriculum in England consists of the following subjects along with their utility, values and practical significance:

1. English Language and Literature

   It is more than a subject to be learned; it is the very fibre of the child himself. English
is much more spoken than written and therefore greater emphasis is being laid on harnessing this oral skill in English and using it constructively in the child's education. Long boring exercises concerned with the parts of the speech and formal grammar are discarded since they are artificial and likely to kill children's interest in their native language. Of course they learn grammar and structure of their language through their own mistakes which their teacher points out in their own work. The understanding of grammar and theory of language will arise naturally out of what they do creatively and practically.

2. **Practical Mathematics**

Under mathematics practical arithmatic is included. In addition, a simple practical initiation into the properties of special figures in so far as these emerge in pattern designing and are involved in the making of models in paper and cardboard. The rudimentary geometry is for giving opportunity for gaining skill in the use
of straight edge and compass and in measurements of moderate but increasing accuracy. It also includes the concepts of area, volume and the mensuration of the simpler plane and solid figures. Even so, greater emphasis is laid on practical arithmetic by creating real, correct situations in the classes for counting, reckoning, weighing and measuring.\textsuperscript{13}

3. Science

Under the curriculum of science in primary school classes the following features have been included: (i) a study of the more salient features of plant and animal life as far as possible in their natural setting—a study strictly elementary in scope yet conducted in a genuinely a scientific spirit; (ii) some first hand study of the apparent movements of the sun, moon and few stars taken in connection with the sequence of day and night and the seasons; (iii) a rudimentary study of some outstanding physical facts such as the working of the mariner's Compass.\textsuperscript{14}


\textsuperscript{14} Ibid, p. 80.
4. History

In the elementary school, much of what is commonly taught as history may better be read as literature. Stories such as the legends of king Arthur and Robin Hood which are priceless national treasures but not serious history, and partly other stories of genuine historical texture that make a strong appeal to children, but cannot, in the simple form in which they must be presented, be used to build up the nation of historical continuity. The child is expected to get useful historical material from such stories, but he should read them as historical novels. Similarly the child may well read in these years a simple connected history of his own or another country in order to obtain a general outline of it which he can fill in at a later stage.

5. Geography

In geography the elementary school children should be taught to reach the conception of the round earth, to get some knowledge of its peoples places, and their distinctive modes of life and
activity and to acquire some familiarity with the preparation and use of maps.

6. **Manual Skill**

In order to give a beautiful blending of head and hand to the allround development of a child provision for manual work, viz., modelling, carpentry, etc., has been in the elementary school curriculum.

7. **Aesthetic Subjects**

Since one of the most striking of modern observations in the field of education is the discovery how wide-spread among children is the gift of not only enjoying but also of producing simple forms of beauty, it has been provided to include painting, music, dramatics, creation of literacy forms etc. in the elementary school courses.

8. **Physical Training**

Due to the principle that the curriculum of elementary education is to be thought of in terms of activity and experience rather than
knowledge to be acquired and facts to be stored, physical training of a child has found its place in the curriculum. The aim is to enable the child to attain gradually the control and orderly management of his energies, impulses and emotions which is the essence of moral and intellectual discipline.

Having thus given due place in importance to the above subjects in the curriculum of the elementary school children, a serious attempt is being made to cater for the intellectual and physical needs of these children. The abovementioned subjects are not strictly compulsory for all schools. Some variations here and there are found according to the individual cases of schools. In every State school there is only one subject that it is legally compulsory to include in the time-table, and that is religious knowledge. Through the stories of Old Testament and the Life of Jesus, children are given a Christian moral teaching and an increased awareness of good and evil.
B. THE U.S.A.

It is rather surprising to note that in U.S.A. there does not exist any official or national curriculum for elementary schools. However, curricula developed in the framework of American culture and democratic principles tend to have common basic guidelines.

The curriculum in American elementary schools seems to be normally in a constant state of flux. As a matter of fact change seems to be the most prevailing characteristic of curriculum. Still there are many who like to see a fixed, static curriculum. As Otto and Sanders state:

Regardless of how appealing this stability might seem to some, a fixed, static curriculum in a dynamic, changing society is impossible - impossible, that is, if the school is to either reflect the values of the society that supports it or give guidance to change in the society. Two varieties of change that impel curriculum alteration are given brief notice below:
(i) Cultural changes that impel curriculum change;

(ii) Educational development that impel curriculum change. 15

Since the attention span of elementary school children has definite limits, since children demand some variety of activity and change of pace and since all the desired activities cannot take place at once, it becomes necessary to create some kind of an orderly framework in terms of which school time can be utilized most profitably. The clearest illustration of a curriculum design is that of a school programme which consists of the usual subjects, each taught by itself in a daily period specifically set aside for that purpose. The daily schedule consists of enough separate periods so that it subject may receive appropriate attention. Usually the work in each subject proceeds in accordance with the logical and psychological arrangement of the content within that one subject and without consideration for what is taught to the same children in the other

subjects. This type of curriculum design has been called **SUBJECTS- TAUGHT-IN-ISOLATION**. It represents one way of arranging one type of curriculum. The chart given below gives a graphical view of it:

**FIGURE II**

**SUBJECTS-TAUGHT-IN-ISOLATION TYPE OF CURRICULUM**

| 1. Arithmetic | 10. Industrial Arts |
| 2. Art | 11. Language |
| 3. Assembly Programmes | 12. Music |
| 5. Geography | 14. Physical Education |
| 6. Hand-writing | 15. Reading |
| 8. History | 17. Special Interest Clubs |

*Grades 1 through 6 or 8*
When the limitations of the subjects-taught-in-isolation type curriculum became recognized, educationists experimented with three other ways of dealing with the subject curriculum. The first plan was the idea of establishing as much relationship as possible between the content offered to children in the same grade in different subjects. Each subject still retained its own daily period but there was a conscious effort to effect correlation between the content studied in the different subjects in the same grade. This type of design has been called THE CORRELATED CURRICULUM. The amount of interrelatedness brought into curriculum by this method would depend upon the extent of the correlation that actually took place in each classroom or for each group of pupils.

The second approach that sought to overcome the limitations of the subjects-taught-in-isolation design was known as THE CORE CURRICULUM, the very inception of which grew out of the Herbartian notion of concentration. This nation evolved into practice by taking one or two subjects as the corner or core
of the curriculum and subordinating all other subjects to it.

The third approach was known as THE BROAD FIELDS DESIGN. It too was basically a subject curriculum but represents an extensive effort at fusion of the subject matter in closely related fields. The most familiar illustration of such fusion at the elementary school level is the development of social studies courses to replace the separate subjects of history, geography and civics. Thus the separate subjects have lost their identity but content from any or all of them is utilized whenever the issues, problems and activities of the unit require it. Similarly, the language arts, science and health, arithmetic and the creative and recreational arts are commonly represented in the other broad fields in this type of curriculum.

The chart given below gives a graphic picture of an outstanding illustration of the broad field design.
Despite these variations, generally curricula are based on the needs and interests of children at different age levels and are flexible and dynamic being planned to effect growth in all the facets of the child's personality, e.g., physical, mental, social, emotional and moral. Subject matter skills are stressed in guided learning experiences using a wide variety of materials and activities planned to increase the child's understanding, to develop
his social living and adjustment and to strengthen his relationship with other children. Such curricula are built in terms of the goals of democratic education.

In the elementary schools, according to the development and the experiences of the children the following subjects are taught:

1. Language Arts including speech, discussion, reading, spelling, literature and usage;

2. Social Studies;

3. Science and health teaching;

4. Mathematics;

5. Arts and Crafts including music, drawing, painting, dramatization, building and constructing;

6. Physical activities including trips and games.

Time allotment to different subjects may vary from school to school and system to system. One city school, for example, allot 30 per cent of the...
school day to the language arts studies in all grades. But in grades 1, 2 and 3 this system allot 10 per cent of the school day to each of the following: Social studies, mathematics and science and health. In these classes arts and craft work and physical activities each account for 20 per cent of the day.  

C. THE U.S.S.R.

Through detailed curriculum instructions, decisions of the U.S.S.R. Council of Ministers and the Communist Party are implemented by the Ministry of Education in the U.S.S.R. Each course has got its syllabus outlining the material to be covered and reading assignments to be completed. There is no provision for choice of subjects. In order to ensure that each Soviet child covers the same subject matter at a given level, standardized textbooks and examinations are utilized. However, in the teaching of language skills and vocational orientation, regional variations exist.

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It is estimated and hoped that a student has been introduced to the basic disciplines of literature, history, geography, physics, chemistry, mathematics and biology by the time he completes ten years of training i.e., general primary-secondary education usually at the age of 17-18. He is further expected to have a good foundation of general information and to know fairly well where his particular abilities lie. 17

The ten-year-school curriculum, as announced in the beginning of 1955, required to devote about 53 per cent of the total school hours to the study of sciences, and 47 per cent to the study of humanities and social sciences. Thus the emphasis on science in Soviet schools has a sharp contrast with the situation in the U.S.A., England and India.

Since there are four grades in elementary schools and education for children from the age of 7 to 11 being compulsory the curriculum is so designed that it provides an all round development to the children besides equipping them with elements of knowledge and skills and the rudiments of polytechnical education.

It further trains them in the spirit of communist ethics and ensures physical and aesthetic training. The school helps to develop interests and curiosity of the children, their memory, attention, mind and speech. Pupils learn to observe the features and phenomena of the surrounding world. The table given below will give an idea of the subjects and hours allotted to their teaching in the elementary grades 1 to 4 in the Soviet schools:

**TABLE 27**

**CURRICULUM FOR GRADES I - IV**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Class I</th>
<th>Class II</th>
<th>Class III</th>
<th>Class IV</th>
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<tr>
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<td>Hours per Week</td>
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<td>Russian Gram., reading and writing</td>
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<td>Arithmetic</td>
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<td>1</td>
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<tr>
<td>Singing</td>
<td>1</td>
<td>33</td>
<td>1</td>
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<td>1</td>
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<td>Physical Education</td>
<td>2</td>
<td>66</td>
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<td>66</td>
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<td>Practical Work</td>
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<tr>
<td>History</td>
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<td>Geography</td>
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<td>Biology</td>
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<tr>
<td><strong>Total</strong></td>
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<td>792</td>
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</tr>
</tbody>
</table>

* Education in the U.S.S.R.
A lesson lasts 45 minutes. Between lessons, there are four recesses; the first, third and fourth recesses are of ten minutes duration while the second of 30 minutes duration.

It could be noticed from the above table that in the first four grades the basic subject is the mother tongue of the pupils.

1. **Mother Tongue**

At lessons in the mother tongue and during explanatory reading, they learn elementary grammar, spelling and punctuation, read short stories, passages from books, verses and popular scientific articles. The children learn how to read correctly and with understanding, to express their ideas both orally and in writing. They read works by Russian and Soviet writers suitable for their age and the works of the foreign writers both of the East and West.

2. **Arithmetic**

Arithmetic lessons in the first four grades aim at teaching the children to manipulate
figures in a correct and rational way, to solve problems and make simple calculations. Great attention is paid to the development of their analytical faculties and to mental arithmetic in the class.

3. **Drawing**

At drawing lessons the children learn how to draw from models, memory and imagination. As their visual perception develops, they learn how to discern the shape, colour and position of objects. They gradually develop creative abilities, artistic taste, interest and love for pictorial art, and are shown outstanding paintings.

4. **Singing**

At singing lessons an ear for music is developed in the children. They acquire musical memory and love for singing and music and attention and imagination are fostered. Songs written by the Soviet composers, Russian folk-songs, songs of the peoples of the U.S.S.R and of other countries are learned. In addition to choir singing pupils listen to music and learn to read notes.
5. **Physical Education**

Lessons in physical culture in the elementary school help to improve the pupils health, develop them physically and toughen them. Games form a part of every lesson in physical culture, developing ability, strength and stamina. The children learn to take care of their bodies and to observe the rules of hygiene. These lessons also help to build up courage, discipline and a sense of comradeship.

6. **Practical Work**

Under practical work fall the lessons in handwork which constitute the elements of polytechnical education. The children acquire useful skill in handling paper, wood, metal and other materials encountered in daily life.

Natural science, geography and history are taught as separate subjects from grade IV of the elementary school. The rudiments of these subjects are given in the lower grades through lessons in reading. In the fourth grade a short systematic course is given on water, air, natural resources, and the soil.
The syllabus on natural science includes observation of natural phenomena, practical work and outings. The pupils learn that natural phenomena are subject to evolution and are interrelated, that human labour can transform nature. The purpose of these studies is to arouse and widen the children's interest in nature, to systematize the ideas about nature acquired during pre-school days, and to impart elementary knowledge for the lesson in Botany, Zoology, human anatomy and physiology in the curriculum of the senior grades.

At history lessons in Grade 4 the children study a short history of the Soviet Union starting with the old-Russian Kiev State. An elementary knowledge is gained of social development of class relations, peasants and landlords, workers and capitalists, the class struggles and of the joint fight of the people of this country for freedom and independence.

The teaching of elementary geography is closely connected with that of natural sciences. During explanatory reading lessons in the first grade the children get their first conception of the shape of the earth, its surface, earth rotation,
horizon, weather and rivers which lays the founda-
tion for a course of elementary geography in the
fourth grade. The fourth grade children get an
idea of the map and globe followed by a brief
geographical survey of the Soviet Union with
special attention to the natural resources of the
U.S.S.R.

D. INDIA

Except for a limited number of basic schools in
India, the present curriculum of elementary schools
is, by and large, felt to be unsuitable and un-
realistic to meet the needs of national life and
the cultural and economic problems of the masses.
The curriculum is more or less based on traditional
lines with limited stereotyped academic aspirations
and objectives without any scope for individual
development and progress. It reflects the dependent
political position of the country that has created
a tendency no better than that of a slave yielding
nothing new of original value or utility to the
rising generation of tomorrow. The objectives of
such a curriculum were narrowly conceived and
literacy oriented. As described by the Quinquennial Review of the Progress of Education in India, the objectives of elementary education were:

The course of instruction in a primary school is simple and in general the maximum which it attempts is to teach the child to read and write his own language; to obtain a sufficient knowledge of arithmetic and mensuration to enable him to do easy sums; and to understand the simple forms of native accounts and the village map; to acquire a rudimentary knowledge of geography, agriculture, sanitation and of the history of his country; to train his faculties by simple kindergarten and object lessons; and to develop his physique by drill and exercises. The choice of books is so designed that the child may gain some knowledge of history, geography and the elements of science from the primers from which he learns to read. Of recent years endeavour has been made to render the course less bookish and more practical and specially by the introduction of kindergarten methods and object lessons. 18

18 The Quinquennial Review of the Progress of Education in India, 1902., pp.158-59.
The motivation for a great deal of changes that came as mentioned above was not so much from local needs and demands as from the desire to initiate in India the changes that took place simultaneously in England.

Even then such a curriculum does not take into account the exigencies of a rural environment in which about 87 per cent of the people live, or the fundamental task of securing an allround development of the child's personality. This is due mainly to the predominently academic character of the primary school curriculum. In India the curriculum in different States vary to some extent, but generally speaking follow a common pattern. For a fair illustration, the Bombay State revised syllabus (1950) may be considered. It provides the following subjects and corresponding weekly periods:

1. Mother tongue 8 periods
2. Mathematics 5 periods
3. History, Geography and Civics 5 periods
4. General Science 4 periods
5. Hindi 3 periods
6. Physical Education 5 periods
7. Extra Curricular 2 periods
8. Art and Craft 12 periods
This curriculum, it is remarked, is also inadequate and does not fulfil the needs and objectives of elementary education intended to be imparted to the children of a free and democratic country. It was felt almost in all corners of this country that radical changes in the pattern of elementary education especially in its curriculum need to be effected in the future development and progress. In view of these circumstances and needs a comprehensive commission headed by Dr. D.S. Kothari was appointed with a responsibility of inquiring into all details of education and suggesting an entire scheme to modify and recast the whole system of Indian education. As has been suggested by the said Commission the curriculum of elementary education should be as follows for lower elementary classes: 1 to 4.

1. One language - mother tongue or regional language.
2. Arithmetic.
4. Productive activities.
5. Work experience and social service.
6. Health education.
For upper or higher elementary classes i.e., 5 to 7 the following fields have been suggested:

1. Two languages (A) either the mother tongue the regional language and (B) either Hindi or English.
2. Arithmetic.
4. Social Studies or History, Geography and Civics.
5. Art.
6. Work experience and Social Service.
7. Physical Education.
8. Education of moral and spiritual values.

The first two classes of elementary school should be considered as one unit and wherever possible the same organization should be extended to classes 3 and 4 also. On the whole the suggested curriculum for this stage is of very simple nature minimising the burden of subject studies. Emphasis is to be laid only on language and arithmetic with a view to developing the basic equipment of education of the children at this stage.
The study of natural phenomena is intended only for the general understanding of the children by giving them an opportunity to observe and feel their nearer physical and social circumstances and motivating their expression of the observation in the classroom. This study in class 3 would lead to the study of science and social studies, which will be considered to be regular but very ordinary subjects.

The entire curriculum would be given effect through activity method, but some special activities such as music, craft, art, dramatization etc., will have to be coordinated for children's selfexpression.

Health education is intended for forming good and hygienic habits among the children where as work experience and social service would emerge from handicrafts and from simple activities of classroom cleanliness and school decoration.

The same principles and procedures would be continued and strengthened in upper elementary classes by way of laying greater emphasis on detailed study of various subjects. The curriculum would,
thus be, expanded and more detailed in the matter of covering all subjects. The methods of teaching and achievement levels would be more systematic, precise and controlled.

Before a child completes his elementary school course in class 7, he should have attained a working knowledge of either English or Hindi as link languages. There should be an adequate provision for the introduction of these languages during the course of classes 5 to 7.

Arithmetic and science are to be considered of greater significance at this stage, social studies to be taught in an integrated manner, art and crafts to be specially treated, work or vocational subjects to be an integral part of work-experience and physical education and games to attain their reasonable importance.\(^\text{19}\)

**CONCLUDING OBSERVATIONS**

It seems quite clear from the above critical and detailed description of the curricula of elementary education in different countries that there prevails

\(^{19}\) Report, Indian Education Commission, New Delhi, 1964-65, pp. 80-81.
some differences in deciding the basis of curriculum based on national policy, aims of education, values and programmes. But there are no fundamental differences in constructing and adopting the curriculum on the basis of psychology, and principles of education.

Looking to the various patterns of curriculum designs of these four countries, the investigator arrives at the following conclusions:

1. The curriculum of elementary education in all the four countries is still in a state of flexibility and transition.

2. There is a general remark that the curriculum is old, inadequate and ineffective even in developed countries like England and U.S.A.

3. In the U.S.S.R. there is no scope for expressing public opinion about the curriculum of elementary education, but the symptoms indicate that it is rather monotonous, boring and rigid.

4. In a developing country India there appears an enormous uprising and enthusiasm to abolish
the old traditional curriculum and replace it by dynamic, modern and comprehensive curriculum expressing the aspirations and progress of the nation.

5. Historical records indicate that there has appeared a constant periodical change in the curriculum as and when the people or the government felt the need to do so on the basis of their new thoughts and changed circumstances.

6. In England a great many changes have taken place in curriculum designs in the last decades owing to rapid shift from the traditionalism to modernism throughout the country. However, there is still an equal emphasis on basic values that could be developed through religions, moral and spiritual education.

7. In the U.S.S.R. more and emphasis is laid on science and technology as a result of which elementary school curriculum has been enriched to a greater extent with science and mathematics.
8. The pragmatic values, freedom and democratic outlook are the fundamental characteristics of American curriculum that is always in a constant state of change.

9. The subjects like mother tongue, Arithmetic, Science (natural study), Physical Education and Drawing or and Craft are found in the curriculum of all the four countries.

10. Of all the four countries' elementary education curricula are based on the acceptance of the principle of child's total development, preparation for his parent as well as future life and making him an useful and active member of the democratic society.

COMMENTS

But it is a debatable point so far as the change in the curriculum is concerned. It may be a demand and need of the majority of the people of England, the U.S.A., and the U.S.S.R. to make the school curriculum more recent, scientific and
purposeful. The situation in India, where science, technology and democracy are of recent origin is quite different. No sudden change in the curriculum is possible, nor is it feasible and if so, it is not desirable because it may alarm the young masses who have just begun schooling after a long period of slumbering.

For instance, too much emphasis laid on the modern methametics, science, etc., will hamper the progress of children without first creating a soil for it.

Thus, slow and gradual switch over to new, dynamic curricula is in the interest of the country and not a blind imitation of the Western countries. The curriculum should take into consideration not only the present of the individuals for whom it is designed but also their future for which they are being educated. Various factors that helped evolve a certain curriculum change in any country should be viewed in proper context and taken light from.
III THE TEACHING METHODS

The success and expected results of curriculum depend greatly on how it is implemented, i.e., the teaching methods. The modern concept may be quite against a fixed, stereotyped procedures regarding the methods of teaching. However, it approves to a considerable extent the value of effective classroom teaching based on situations, teaching aids, learning experiences provided and motivation practices. It is, thus, acknowledged that the teaching methods or classroom techniques do play a vital role in giving a desired effect to curriculum. Various trends as regards the methods prevail in different countries according to their objectives, curriculum, local physical environment, social values and government policy. Let us visualize how the countries under our study have utilized methods of teaching.

A. ENGLAND

It is surprising to note that in England no teaching methods are officially recommended. Though the ministry of education often publishes 'hand-books'
of suggestions for teachers and various pamphlets on different subjects and aspects of school work, it is never the intention of the ministry to make them rigidly follow these. They are only for the guidance and convenience of the teachers. In fact, every head master is held responsible for the efficacy of his school-standard and achievement level with whatsoever methods of teaching used and organization that is best suited to the local circumstances, staff and children in the school.

H.M. Inspectors usually pay inspection visits, advise and from time to time report on individual schools and achievement of the children in them. But the head master is at liberty to accept or ignore the advice given to him, and in any case interprets it as it seems to him to suit the needs of the school. Generally speaking teachers in England have very little faith in 'methods' mechanically applied, they find it better to select and adapt from suggestions, ideas and practices that promise best for the particular circumstances of their children.
In many schools, parent-teacher associations have been formed that hold regular meetings in the schools between the parents and teachers under the chairmanship of the head master to discuss the aims, objectives, activities, problems and programmes of the school. Thus an active cooperation of both the parents and teachers is sought for and utilized to the cause of improving teaching methods, school activities, etc.

There prevails a freedom of activities and learning through experiences which are direct and concrete. A child is given ample scope to develop and grow physically, mentally, emotionally and socially through curriculum on one side and methods in the form of learning experiences provided on the other side. He is still trying to control his body movements, endeavouring to understand the world around him and trying to control his feelings and behaviour. He is also uninhibited and always ready to experiment and create things in any artistic media. He will, if asked, paint a picture, write a poem, act, sing, dance, make models, perform a play in mime, or tell you a story. It is in
activities such as these that he learns most efficiently. An illustration of how Arithmetic is taught will suffice here.

'A corner of the class may be set apart as a shop where the children may buy things and sell them, too. There is simple apparatus for weighing and measuring. In this way the child learns the skills of Arithmetic out of real experiences of his everyday life and makes his learning meaningful. This is how, practical Arithmetic is greatly emphasized.'

B. THE U.S.A.

So far as the methods of teaching in American Elementary schools are concerned, they are developed on the two-fold basis of the knowledge and understanding of the child growth and development and of the psychology of how a child learns. The teachers are at liberty to plan their teaching programmes within the framework as mentioned above.

They are expected to be creative and planning the matter, type and methods of learning activities and situations which are best fitted to their particular classrooms of children in terms of their abilities, interests and aptitudes according to their age levels.21

There prevails a wide variety in the types of teaching methods which are used in principle in the American elementary schools. The more modern methods are being tried out in the classes. The Herbartian with its assign-study-recite-test method is still found in many class-rooms. Units and other learning or curricular experiences characterize the more modern methods. In these, the teacher sets goals for the children's growth. Then, together with the children she plans specific problems and objectives for study in terms of the general achievement expected for the grade, and a plan of work and learning activities for study or resolution of the problems. Both the teachers and their pupils together try to evaluate their work and use their findings as the foundation for

further study. Such problems may be centred round subject matter content or around functional experiences of the children which require the learning of specific content. Allied subjects such as history and geography are often grouped together and taught as a broad field as social studies rather than isolated subjects. Language arts with their related activities of oral and written expressions, handwriting, spelling reading and literature are also taught as a broad field.

Even then, teaching methods differ from class to class and from school to school according to the selection of subject matter, local environment, educational facilities and the background and interest of the children. The variations lie more in the method or approach than in the basic concepts taught. Each teacher is wise enough to make proper adaptations of both curriculum and methods to fulfil various individual needs within the group, sex, race, religion are not the basis for differences in curriculum and methods in the public elementary schools. 22

The most remarkable character of teaching methodology in American elementary schools is its pragmatic approach and innovation and change. Ample use of teaching aids, audio-visual aids, teaching mechanical and electrical devices including those of television, computer and teaching machines is made in the classrooms, so much so that the teacher has nothing to teach but to plan, direct, watch and evaluate the classroom activities. She is better called a classroom director than a teacher. The most modern methods among others are: the project method, Daulton plan, team-teaching and the programmed learning.

Some traditional methods have been superseded in modern schools by two other plans; (i) subject units and (ii) functional or activity or experience units. Burton defined the subject matter unit thus:

A subject matter unit is a selection of subject matter materials and of educative experiences centering upon subject matter materials which are arranged around a central core found within the subject itself. The core may be a generalization, a topic or
a theme. The unit is to be studied by the pupils for the purpose of achieving learning outcome derivable from experience with subject matter.23

Problem units are also of two types: (i) those in which the problems are inherent in the subject matter as determined by adults and (ii) those in which problems are developed from the interest of the pupils who are studying the subjects.

Burton has also provided an excellent definition of an experience unit:

An experience unit is a series of educative experiences organized around a pupil purpose, problem or need, utilizing socially useful subject matter and materials, and resulting in the achievement of the purpose and in the achievement of learning outcomes inherent in the process.24

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24 Ibid., pp. 390-391.
In the Soviet elementary schools the principal teaching method is the class lecture. However, lesson plans necessarily vary with different subjects. But the common lesson form generally followed consists of:

(1) Review of the old material and introduction of the new material;
(2) Elaboration of the new material and drill;
(3) Repetition;
(4) Examination and verification of student grasp of new material;
(5) Explanation of homework assignment and instructions for carrying it out; and
(6) Summation of new material, including its integration with the overall subject.

Some lessons on the basis of their character and type are further supplemented with excursions to agricultural, industrial and construction sites.
with laboratory and field work and with organized extracurricular activities. Emphasis is laid on training pupils to listen attentively, accept what they read and are told, and repeat what they have been assigned to learn in a logical and grammatically correct written and oral form. Repetition accounts for an estimated 20 per cent of class time. ²⁵

According to Soviet educators, time spent on memorizing does not handicap the pupil because there is no alternative way to master a foreign language, fundamentals of science, historical events, geographical data, mathematical formulas, and so on. ²⁶

There is no opportunity for Soviet students to develop spontaneity because of their so established teaching methods. They have little opportunity for solving problems, debating on controversial issues, drawing inferences and verifying the facts and data. Their learning teaching process is quite formal and traditional.

²⁶ Ibid, p. 63.
Teaching is generally based on audio-visual aids and provision of adequate school equipment has received great emphasis. Every school whether rural or urban has got its own projector and other projective aids. There are fine collections of charts, pictures, maps etc., inexpensively mounted but very effectively prepared.

Most of the teaching methods in Soviet elementary schools are either based on extra curricular activities or on students direct participation in practical works. The students may take the form of concerts, special exhibitions, plays and shows, excursions or lectures and meetings where authors, musicians, industrial engineers, scientists and others may tell about their work or patterns and perform for the pupils, read excerpts from their poetry or prose, show slides or travels and explorations, and so on.

Extracurricular activities in large variety are organized at establishment created primarily to provide learning experiences out of school time. There are children's theatres, movies, television...
programmes, nation-wide clubs and in a few cities junior-sized railways and fleets manned and operated by children.

D. INDIA

The teaching methods in the elementary schools of India are based more or less on old traditional lines and constitute speak-recite-remember aspects. They are basically restricted to class room premises and mostly steriotyped offering practically no learning experiences to students and thus developing spontaneity on the part of the students. Lately the teaching methodology was substantially reformed on the psychological considerations of how learning takes place.

In millions of elementary schools where a great number of teachers whether trained or not are entrusted with the teaching of various subjects to youngsters, there prevails a general monotony in the method or approach. The lessons in almost all subjects are planned mostly on Herbartian steps and followed the same procedure throughout the school.
Despite the fact that modern scientific thinking and psychological researches on learning are given good deal of consideration in the classroom practices, the on the whole set-up of the teaching method remains the same: listen, speak, cram, recite and remember. There is more participation of the teacher rather than that of the students in the class. There is no self learning and problem solving. The experiences are all second-hand contrived.

Recent development indicate that there is some kind of change in the teaching approach and that is of using and utilizing situations. Situational teaching is largely emphasized in teaching geography, history, science and language. Among others the modern methods are (i) unit teaching (ii) correlation of subjects (iii) Baulden plan (iv) project method and (v) work experience method.

In most of the elementary schools, which are termed basic elementary schools, the programme of teaching is planned around one craft that dominate all the rest subjects. There is to be maintained a stronger correlation with one another. Social and economical
aspects of the school life are also taken into account. Direct and first hand experiences are being provided through group life and community living—science, geography, etc., are taught through laboratory method, observation and discussion.

As has been provided recently on the recommendations of the Kothari Commission, radical changes have been incorporated in the methodology of teaching in elementary schools. Extra efforts are made to vitalize the various school subjects through the most recent methods and approaches that have proved most effective and operative in the advanced countries.

As the World Survey of Education observes:

There is nevertheless an increasing effort to vitalize school subjects, as for example; in the teaching of topics in arithmetic, attempt should be made as far possible to relate the actual examples to all the different subjects and activities of the children at home. In history care has been taken to include not only political history but also social and cultural history through which the students may acquire an appropriate
understanding and appreciation of their national heritage. In geography and science, it is suggested that pupils should read general books on scientific or geographical interest as part of their study of those subjects. The class work should be based chiefly on observation and practical work. All these trends are linked with the introduction of basic education all over India as part of national programme of improving education.27

CONCLUDING OBSERVATIONS

The above descriptive analysis regarding the methods of teaching in the four countries under this study reveal the fact that there prevails a great variety in methods and approaches, since the philosophy of education, its aims and objectives that determine the goals are different in these countries. Furthermore, the climatic conditions, the situations, physical and material resources and social values

may also vary from place to place and the government policy may also give a different mould to education. Due to these factors that play a vital role in the methodology of teaching several approaches and practices have evolved. The investigator summarizes his observations regarding the same in the following brief manner:

1. Though England is of traditional and conservative outlook, there are no teaching methods as officially recommended. Every school and its head teacher is free to adopt any methods that suit best the circumstances, children, staff and local needs. All subjects are introduced through activities which are direct and provide rich experiences.

2. The teaching methods in the American elementary schools are selected and developed on the two-fold basis of knowledge and understanding of the child growth and development and of the psychology of how a child learns. There prevails a wide variety in the methods. The day to day new approaches are made and experienced. The major methods are based on
problem solving, experiments, discussions, ample use of audio-visual aids and field trips. The approach is always pragmatic.

3. Still in U.S.S.R. the principal method of teaching is the class lecture method though there are many modern experiments and activities accepted to have their place in teaching. According to the belief of Soviet educators there is still an emphasis on memorizing. There are facilities for laboratory experiments, excursions and extracurricular activities in teaching methods.

4. The elementary schools of India are substituting new scientifically tested and psychologically useful teaching methods for the old, stereotyped, traditional methods, though the number of millions of schools, students and teachers is opening its fierce jaws against progress in methodology. The educators and educationists here, have realized the importance of child centred approaches and have as far possible adopting new techniques by creating fresh climate.
5. No rigid, fixed methods, but lively, interesting and appealing approaches within the framework of national policy, goals, and educational values should be profitably tried. As in the U.S.S.R. some stress should be laid even on memorizing facts. According to England's policy, the government education department should advise and recommend certain guidelines, which where and when suitable may be accepted by individual schools. It is not so proper and appropriate to try one day one method and discard it the other day as in America, though the principle of pragmatic attitude towards methodology is quite appreciable.

6. India needs to have a beautiful blending of England's freedom and activity approach, U.S.S.R.'s basic talents development and America's pragmatic approach in devising her teaching methods.

COMMENTS

India cannot and should not be fascinated by any method or technique of teaching of any country
merely by its variety and scientific soundness. In fact, methods evolve from situations and backgrounds, purposes and ends of education. And naturally one country's objectives and situations may not be the same.

For instance, in American schools, the team teaching and project methods are, no doubt, popular and effective because of their rich sources of teacher supply and instructional material. The changing mode of life, scientific attitude and devices demand a rapid and effective individual teaching approach. But if the same is imitated in India where there are poorly trained, scant number of teachers, meagre instructional material and thin library sources, it is surely to fail yielding no results, except false satisfaction of innovating a new method.

Looking to the various factors - social, economic, traditional and even national constitutional - that affect and colour education, methods should be devised and practised. Of course, the psychological principles of learning teaching should not be lost sight of.
The attitude and feeling of being fascinated by foreign class-room practices is indeed serious and demands rethinking. May be, some of these foreign techniques are really worth adopting and capable of yielding fruit in our conditions and with local resources.

IV TEACHING STAFF

The success and development of elementary education depend mostly on its teaching staff. It is the staff that determines the level of children's achievement and also their adaptability in the physical and social phenomena. It is further commonly believed that teachers are the corner stones of school organization and that they should be up to sufficient knowledge and understanding. It has been accepted everywhere that teachers of elementary school should be adequately qualified and sufficiently equipped with pedagogical understanding and skills. However, the increasing number of schools in almost all countries present
a new problem from the point of view of their recruiting, qualifications, training and selection, since the elementary schools require a special technique in organization and teaching based largely on the application of group and individual methods.

An analysis of teaching staff of elementary schools in these four countries of our study will help us a lot in understanding this problem as cited above.

A. ENGLAND

It is obligatory in England that all elementary teachers in maintained schools must be certificated and normally be trained; that is, that must have completed satisfactorily an approved course of training and or possess other qualifications which the ministry will approve. As the report of Consultative Committee on Primary Education observes:

> We think that it is essential that the head teachers in all primary schools should be certificated, and that it is desirable that ultimately all assistant teachers should be certificated. Their service in primary schools
should be regarded as an useful preparation for the teaching of older pupils especially for those teachers who desire later to specialize in the subjects and methods required for modern schools.28

The teachers are further required to pass medical examinations to prove their physical capacity for teaching and persons suffering from certain diseases and defects are not admitted for training. For the appointments of head teachers there are no set standards or conditions. However the most efficient and suitable candidates are selected by the Local Education Authorities.

The general qualifications of most of the elementary teachers is that they are non-graduates that is, they have not obtained a university degree. They are given training in some 130 training colleges which are provided by local education authorities or by the voluntary bodies such as the various religious denominations. Some colleges train only the primary teachers but the others train both primary and secondary.

The nature of their training is normally of two years duration giving not only the professional equipment to teachers but also education to students' own development. Besides, a number of short term courses are available to qualified teachers. Students at training colleges are eligible according to their own or their parents' means, for grants from public funds towards boarding or maintenance, tuition, travel and miscellaneous personal expenses, while the servicing teachers are seconded on salary by their employers and receive free tuition.

The training colleges are systematically classified and attached to area training organizations, each of which is linked to a university. The area training organizations are composed of representatives of L.E.A. of the area and of the teachers as well as of the training colleges and the department of the university. There is also a provision for one year training course to graduates. The area training organizations are responsible for recommending students to the Minister for the grant of qualified status of teacher as having satisfactorily completed
their training.

The eligibility for admission to training is generally a General Certificate of Education with five passes at the ordinary level or an educational qualification of equivalent value.

Special qualifications are prescribed for teaching handicapped children.

It is the general practice of the L.E.A's to have some machinery for the exchange of views with their teaching staff. So teachers can always call upon their L.E.As for guidance and advice. Besides, HM Inspectors of Schools, the Ministry of Education and the area training organization are also ready to offer help and advice wherever possible through conferences, courses and publications in some specific cases.

The ministry is responsible for accepting an individual as a qualified teacher. But the teachers are not paid by the ministry but by local education authorities. The authority appoints teachers except when the school is an aided one and in that school the manager makes the appointment.
Teachers are paid generally in publicly managed schools by the L.E.A.s—regardless of whether a school is a county or a voluntary school—in accordance with national scales proposed by the Burnhams Committee and approved by the ministry. It has been provided by the legislation to make payment of salaries in accordance with this agreed scale. The scale prescribes a basic minimum and maximum for all qualified teachers, though salaries of individual teachers are then calculated on the qualifications, training and responsibility.

There is also a provision for teachers' pensions governed by Superannuation Acts passed between 1918 and 1956, which also provides for teachers death, gratuity who have to give up teaching owing to mental or physical breakdowns.

The promotions as well as transfers of teachers in the service of a particular L.E.A. is governed by that authority. There are no restrictions on the movement of teachers between one authority and another for promotion, family or other personal reasons.
B. THE U.S.A.

The States have the power to determine the qualifications requirements of elementary teachers in the U.S.A. Although these qualifications vary greatly, a typical minimum certification is a bachelor's degree with specifications for teaching. In 1955, 33 out of 48 States required such a qualifications of degree for their elementary teachers, while the rest required one, two or three years including specific preparation for teaching. 29

Besides these minimum qualifications as prescribed by the States, there are further requirements of teaching staff which govern their profession. A high academic, social, moral and pedagogical standard is expected from teachers. As Jesus Stuart states:

The teacher holds the destiny of the nation...

... I thought if every teacher in every school in America could inspire his pupils with all the power he had, if he could teach them as they had never been taught before to line,

to work, to play and to share, if he could put ambition into their brains and hearts, that would be a great way to make a generation of the greatest citizenery America has ever had. All of this had to begin with a little unit. Each teacher had to do this share. Each teacher was responsible for the destiny of America, because the pupils came under his influence. The teacher held the destiny of a great country in his hand as no member of any other organization could hold it. All other professions stemmed from the product of his profession. 30

Thus, America needs many capable, devoted teachers. Desperate as that need appears to be, it is imperative that only those who really believe in teaching be educated for this profession.

Furthermore, most States require certain general qualifications such as (i) United States citizenship (ii) the Oath of allegiance (iii) recommendations

30 Jesus Stuart, The Thread That Runs, So True, New York; Scribners, 1949, p. 82.
by college or employing officers, (iv) 17 to 20 years of age (v) general health certificate (vi) chest X-ray certificate (vii) certain courses such as American history, health education, school law, etc.

Teacher Education

Elementary teachers are trained in a number of different types of institutions of higher learning. There are between 125 and 130 primarily for the preparation of elementary teachers. More than one half of these are under State control; some are under district or city control the rest are under private or denominational control.31

Though the entrance requirements differ from States, most colleges and universities require graduation from accredited high schools, some require the schools' recommendations, some use the standardized tests to help determine qualifications for the

entrance and some variously study the aptitudes of their students and admit them.

A large number of colleges and universities provide in-service education for teachers on the job through off-campus workshops and extension courses conducted in the afternoon or evening and many summer schools offerings on the college campus. Many school systems provide advisory services for their teachers. Many of these courses and services offered are based on the requests of teachers on job.

Service Conditions

Teachers and principals are appointed by the school systems that employ them. All States have some provisions for teachers benefits such as retirement, pension, gratuity etc. About three fourth of the States report some type of provisions governing dismissals of teachers, minimum salary schedules, sick leave benefits, although regulation about promotions, transfers are determined by local boards of education. In private schools teachers
are usually engaged on contract basis and must take the initiative in moving from one school to another. Some private schools guarantee tenure, regular promotions, health services and retirement benefits. There is no overall regulation governing these matters nor there prevails a national salary scale. Though the States vary in their practice, the trend is to base salary scale on the type of teaching certificate held. In many States automatic salary increases are based on added years of experience.

C. THE U.S.S.R.

The Russian people traditionally held the teacher in high esteem. The Soviet regime has realized the State demanded educationally qualified teachers. As the editorial of PRAVADA on December 10, 1954 reads:

"The many changes which have occurred in our Motherland under the Soviet Regime, are in no small degree due to the selfless labour of the Soviet teacher."

In the Soviet Union there apparently is no significant teacher shortage today. The need to train
politically dependable teachers long has been considered important by Soviet authorities. However difficulty in supplying demand for teachers in an expanding school system has been compounded by a curriculum organization which requires teachers to be trained in one of the following fields: Physics, Mathematics, Chemistry, Natural Science, foreign languages, music, art, physical education, primary school teaching and kindergarten teaching.

By and large, kindergarten and primary school teachers are trained in pedagogical schools. An elementary school teacher must have secondary pedagogical training. The head of a four-year elementary school must have secondary pedagogical training and not less than three years teaching experience. The teachers in Grades 5-7 and the head masters of seven-year and secondary school must possess a diploma issued by a university or a pedagogical institute. The U.S.S.R. has a system of teachers advanced training institutes where every teacher can attend 'refresher courses once every five years. These institutes are under the auspices
of the Ministry of Education of the republics.

Teachers are assigned permanent positions by the departments of education and only if absolutely unsuitable for his job a teacher can be dismissed. The education department cannot transfer a teacher to another school against his will. He can, however, change schools if he wishes. Such transfers from one to another school are generally during the Summer vacation.

Salary scales of teachers generally depend on their qualifications, training and the grades they are teaching and also on the locality of the school they work in. In each wage bracket there are two divisions: (i) for those who have had special pedagogical training (a university or college diploma for teachers of grades 5-10) and (ii) for those lacking that training. Each salary group is divided into three categories depending on the teachers' experience: (i) upto five years. (ii) from 5 to 10 years (iii) over ten years of teaching. Furthermore, the salary is fixed with reference to a basic unit of workload. This is four hours per day for the teachers of primary
grades (1-4) and three hours for the secondary grades. The elementary teachers start on 47 roubles a month which is a comparable to the salary of a skilled worker in a factory. Extra payment is made for teacher's additional work other than his basic unit of work. Examination work is paid for. Increments in salaries to the extent of 15 per cent of the basic salary are earned at intervals of five years subject to the teachers under-going in service training. On completing 25 years of service, a teacher earns pension equal to 40 per cent of the pay last drawn, but he has the option to continue in service as long as he can discharge his duties effectively and in that case he gets both pension and salary.

Teachers in rural areas are provided with free housing, fuel and light and long term loans to build their own houses. All teachers have a two-month Summer vacation, free medical care and leave with pay during illness.

The trade unions of teachers and educational workers have a unique role to play in promoting professional growth. Teachers are given various honours including
the highest Soviet decoration, order of Lenin, for their long and outstanding service. There are also medals and prizes to recognize good services, such as 'Excellent Educational Worker' badge and Ushinsky medal one of the highest honours in the pedagogical world which is confirmed for outstanding contribution to the advancement of science of pedagogy.

D. INDIA

The post independence period has witnessed the greatest expansion in elementary education. In 1960-61 the total number of elementary schools rose to 381, 359 with an enrolment of 372,59,620 and a total recurring expenditure of Rs. 1166 millions. Despite this unprecedented expansion it was found possible to maintain progress in improving the economic, academic and social teachers of elementary teachers. 32

The minimum qualifications required for the elementary school teachers in India is normally a middle

school certification or only a primary school leaving certificate known generally as P.S.C. along with two years of training. But recently in some States the minimum qualification for the appointment has been raised to matriculation or high school leaving certification with two years of training known as senior P.T.C. As A.C. Dev Govada observes:

The improvement in general education of elementary teachers has kept pace with, or even gone beyond the improvement in their remuneration. The Government of India has recommended that matriculation or its equivalent should be prescribed as the minimum educational qualification for an elementary teacher. This recommendation has, now, been accepted in most parts of the country. In States like W.Bengal, Punjab or Kerala no non-matriculate teacher is recruited while in States like U.P., M.P., or Rajasthan the male teacher is always almost a matriculate, but owing to the non-availability of women teachers, middle school passed women are recruited as teachers. Taking India as a whole, it could be said that about 75 per cent
of the new recruitment to the cadre of elementary teachers is of matriculates only. What is more important, however, is that graduates are now joining elementary schools in ever increasing numbers. The present number of graduate teachers is about 20,000 working in elementary schools.\textsuperscript{33}

Looking to the training programme and facilities for the elementary teachers it could be said that the progress has also been very good though be said that the progress has also been very good though it could not keep pace with the improvement in general education. In 1960-61 there were about 1,122 training institutions for elementary teachers with a total enrolment of 121,696 which shows a great advance since 1947. Even then there was not seen any material advance in the percentage of trained teachers because of the large expansion of elementary education. The table given below shows the percentage of trained elementary teachers in the different States of India in 1960-61.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|c|}
\hline
State & 1947 & 1957 & 1960-61 \\
\hline
Uttar Pradesh & 5.0 & 6.0 & 7.0 \\
Maharashtra & 4.5 & 6.5 & 8.0 \\
Andhra Pradesh & 3.0 & 5.0 & 7.0 \\
\hline
\end{tabular}
\caption{Percentage of Trained Elementary Teachers in Different States of India}
\end{table}

From the qualitative point of view, however, the training institutions for elementary teachers left a good deal to be desired. Though decided, the duration of training programme could be raised to

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two years owing to various difficulties including that of adequate competent staff. Since these kinds of difficulties various types of training centres, training classes attached to schools, refresher courses etc., have been set up all over the country. Basic Training Institutes have also been established to prepare teachers for basic schools. The aims of Basic Training Colleges are:

1. To give the student-teachers practical experience of the life of community based on cooperative work;

2. To help them understand and accept the social objectives of the new education and the implications of a new social order based on truth and non-violence;

3. To encourage the development of all the faculties of each student-teacher towards the achievement of a well integrated personality; and

4. To equip him professionally for his work in meeting the needs of his children.

The pay scales of elementary teachers though gradually improving, are comparatively lower than those obtained
in other professions. According to A.C. Dev Govada:

The remuneration of elementary teachers showed considerable improvement during post independence period. The average annual salary of a primary school teacher increased from Rs. 387 in 1946-47 to Rs. 900 in 1960-61 and that of a middle school teacher from Rs. 561 to Rs. 1100. But even then it cannot be gainsaid that there has been a substantial improvement. 34

However the salaries offered to elementary teachers in some states like Gujarat, Maharashtra and some metropolitan cities like Delhi, Bombay, Calcutta, Ahmedabad are probably the best in the country.

There is also a provision for other benefits like pension, gratuity, leave with pay etc., Almost in all elementary schools run by the Government or local authorities the teachers get pension-cum-gratuity like other government servants. Although this provision varies from State to State, there is on the whole some kind of satisfactory uniformity in some matters.

The problem of the social status of elementary school teachers has also been given due attention in India.

Some steps to improve the social status of teachers in urban as well as in rural areas have been taken. Besides improving their remuneration and qualifications, the Ministry of Education has instituted a scheme of national awards for teachers under which elementary school teachers are selected every year from all the States of India on the basis of their outstanding merits and best performance and given Rs. 500 along with a certificate by the President of India.

The general service conditions of elementary teachers vary from State to State, however, there prevails a satisfactory approach. The teachers are selected, appointed and dismissed in case of misbehaviour or insincerity by the district education officer in case of Government schools and by Chairman of the School Committees in case of local authorities. The retirement age is usually at 55 years.

CONCLUDING OBSERVATIONS

Looking to various dimensions of the picture of teaching staff of elementary education in these four
countries, and studying the varied conditions, benefits scope and problems of teachers the investigator gives his observation at a glance in the table given overleaf. The following are his concluding observations:

1. The significance of elementary teachers, their qualifications, training, service conditions and economic and social status has been well recognized in all the four countries under this study.

2. Sincere and planned efforts are made to raise the general qualifications and to enrich the pedagogical potentialities of elementary teachers in order to utilize their services towards building national integration, development and stability.

3. Teaching profession has been looked upon at par as other professions and even more significant in some places and as such teachers salary schedules are being revised gradually, their tenure of service, appointment, provisions, superannuation, pension, gratuity and other benefits are given in greater and greater degree.
4. In England, the U.S.S.R. and the U.S.A. despite tremendous material development and conveniences offered to teachers, there prevails an acute shortage of personnel whereas in India the problem is quite different recently that graduates are being recruited where the minimum qualifications requirement is only matriculation.

5. The salary scales of teachers in India though recently revised are comparatively lower and therefore need an urgent and further revision.

6. As in the U.S.S.R. elementary teachers are awarded honours, rewards, prizes and certificates of merits in India by the Ministry of Education. Whereas in America there is not found such a practice but in England teachers' outstanding work and merits displayed are really recognized.

7. In the U.S.S.R. elementary teachers are given other facilities, like free medical treatment, housing accommodation, long term loans and even a piece of land for building a house.
8. The observations indicate that some of the practices such as the area training organizations of England, the additional remuneration plus examination remuneration paid to teachers along with regular pay, in U.S.S.R. a multi-purpose and full of variety training courses as in America and overall a fuller recognition of teachers work and worship need to be adopted in India with a view to upgrading the general qualitative development of elementary education and its impact on other levels of education.

9. In England, America and Russia most of the elementary teachers are women whereas in India the percentage of women teachers is very low.

COMMENTS

It is an undoubted fact, that the efficacy of education system of any of these countries depends, firstly, on the teaching personnel on whom the responsibility of making the future citizens is laid and whose willing efforts are expected to play a dynamic role.
According to our Indian belief that teachers are borned and not made, it could be said that the training programme does not play any significant part in uplifting the teachers' work. But the fact is otherwise in England, the U.S.A. and the U.S.S.R. They firmly believed, - and their belief has a scientific and psychological support - that teachers could be made having given opportunities and desired training.

This truth has a recent bearing in India too. The recent growth and development indicate that a large proportion of backlog of untrained teachers is being lessened year after year. But this satisfies merely the quantitative aspects. Still strenuous efforts remain to be put towards enriching the quality and content as well as the purpose of teacher training programme.

The implications of various teacher-training practices of England, the U.S.A. and the U.S.S.R. are various indeed for India. But the voice of caution must be uttered while choosing and applying any of them on the soil of Indian elementary schools. They should be screened in various contexts.
For instance the training programme of American elementary teachers has very less opportunity to be followed here since the basic qualifications of those teachers are minimum graduation. Whereas in India majority of the elementary teachers have only completed their primary school leaving certificate course and few are S.S.C. passed.

The other aspects of teaching personnel are indeed high in those advanced countries. But we cannot and should not insist on the same in India, since our economic, social and environmental factors are different and many.
<table>
<thead>
<tr>
<th>Areas</th>
<th>England</th>
<th>The U.S.A.</th>
<th>The U.S.S.R.</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Education</td>
<td>Non-graduate general certification</td>
<td>A bachelors degree with specified preparation</td>
<td>Secondary education</td>
<td>Generally middle school education,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for teaching</td>
<td></td>
<td>Matriculates and graduates are also recruited at present</td>
</tr>
<tr>
<td>2. Training</td>
<td>Two years training course - refresher courses</td>
<td>Large variety of training ranging from 5 to 8 years along with education - in service training courses</td>
<td>Diploma to be issued by university or pedagogical institute refresher courses</td>
<td>Two years training course</td>
</tr>
<tr>
<td>4. Pays or Salaries</td>
<td>National Scales</td>
<td>No salary schedules. Variation from State to State</td>
<td>Attractive Scales Nation-wide approved according to work unit</td>
<td>Recently improved pay scales - vary from State to State</td>
</tr>
</tbody>
</table>
V EXAMINATION SYSTEM

With a view to giving promotions from one grade to another and evaluating the pupils' academic achievement in various subjects the system of examination has been introduced in some form almost in all countries. Although the modern view is against any kind of formal examination, some kind of practice does exist everywhere to discriminate cleverer pupils from clever and clever from dull and overall to decide their promotions. Such examinations have not totally been discarded from any country, though of course, there are many dynamic changes in the form and approach. It is quite imperative here in an effort to study this problem that the investigator should describe various systems of examination followed in these four countries.

A. ENGLAND

So far as elementary education and schools are concerned, there are no formal examinations of any kind prescribed. Almost all cases of promotions from class to class depend on age and not on merits of the pupils or their
achievement. Since the child develops naturally at his own rate in his age group without being subjected to undue external pressures, it is commonly believed that the educational interests of a child are best served in this way. Furthermore, the child has neither any external or internal motivation or a fear of punishment either from parents or from the school. This helps a lot towards developing them in the best possible manner.

Promotions, therefore, generally take place on the basis of age in the beginning of the school year i.e., in September. There is also a provision for Stream System where it is possible and desirable. Accordingly a child may by his own attainment earn promotion to a stream by doing more advanced work, but he will thus remain in his own age group, such promotion is in accordance with the basic principle of 'age, ability and aptitude.'

As a part of the normal method of teaching there prevails a practice of having periodical internal written and oral tests. At the age of about 11, the child normally takes a series of objective tests
mainly consisting of intelligence English and arithmetic designed to indicate the type of secondary education for which he is best suited. It is a common practice to attach an appreciable weightage to the accumulated knowledge of the child's teachers and to take into account the wishes of the parents, as far as possible.

According to the regulations of the Ministry of Education, all maintained schools should be able to furnish adequate educational information about their pupils. This is in addition to usual registers which are the basis of statistical returns that need to be submitted annually to the Ministry. However, the actual form and nature of these records are left to the local education authorities, the managers and head teachers. Most schools maintain a cumulative record of each child indicating his educational history. Some schools do supply a progress report of the child at the end of the term or year. Medical report is also maintained in a prescribed form in respect of each child.  

The detailed information of various tests both oral and written, intelligence tests, school records, etc. are given below:

1. **Subjects of Written Examination**

   Carefully devised papers in English and Arithmetic are sufficient as a basic test of capacity and attainment of the children at the age of eleven. However, the object of final selective examination is primarily to assess capacity through the importance of a certain measure of attainment must not be ignored.

2. **Group Intelligence Tests**

   Carefully revised group intelligence tests is a useful factor in selection, but it is not advisable to rely on such tests only.

3. **Oral Tests**

   In examinations which primarily set out to discover ability, weight is attached to the properly conducted oral tests.
4. Free Place Examination

The tendency to base a comparative estimate of the efficiency of schools upon the class lists of a selective "free place" examination.\(^{36}\)

B. THE U.S.A.

In the United States of America, much good paper and fine ink and heated discussions have been devoted to the problem inherent in methods of appraising children's progress and methods of reporting to parents.\(^{37}\)

Appraising children's progress is an inescapable, integral aspect of everyday teaching. It is not some thing that one does once a month, once every six weeks, or twice a year. The function of teaching is to guide and facilitate desired types of learning by children. Any person who desires to be an intelligent and effective teacher must use regularly a variety of methods for:


(A) ascertaining a present level or status or degree of maturity of each child's development in each major area in which the school endeavours to promote the children's learning;

(B) diagnosing the types and significance of difficulties the child is experiencing in his learning efforts; and

(C) appraising past and present progress in the light of the individual's unfolding growth pattern.  

Thus, the elementary schools in America group the children most commonly by chronological age. There are no formal examinations as such and therefore the majority of children move along with their age group progressing a grade each year, except a child who has been ill is retained probably in the same grade with the consent and desire of both the parents and the child himself. Such promotions are normally based on the children's normal school work throughout the year where the teacher does give some informal written and oral tests as needed.

sometimes a very detailed record. Some States have a uniform form. The more comprehensive form of cumulative record card includes educational, physical, medical, psychological and any other types of information that will help the teachers from year to year.

Every school uses some method of reporting pupil progress to parents which mention many aspects of the child's progress viz., grades in subjects, behaviour, extracurricular activities etc. The parent-teacher conference is being used frequently to interprete the child's progress or backwardness.

The different uses of marks are made in the elementary schools of America for:

(1) Appraisal of the child's work by the teacher;
(2) Deciding passes or failures;
(3) Specific objectives' weightage;
(4) Differentiating standards;
(5) Deciding norms.
But in few cities the child is required to pass an examination to advance to the next grade; whereas some county schools require an examination at the end of the eighth grade before the child moves on to secondary school. Probably twice in the child's elementary school life, he is given standardized achievement tests, especially in skills. Frequently, some school systems may provide a comprehensive battery of standardized tests.

At the termination of elementary schooling there is no provision as such of certification. But in rural communities the still prevails a tradition of earlier days and an Eight Grade Certificate is given. The only entrance requirement to the secondary school is the child's report card or progress report.

There is a comparatively better system of maintaining children's progress records and of reporting the same to the parents. Both public and private schools keep cumulative records, which begin with the child's joining the school through his gradual advancement. The nature of such records vary from school to such. Sometimes it is a simple card with meagre information,
C. THE U.S.S.R.

In the Soviet Union, the State and parent both are interested in seeing how the child is progressing in his studies. They are further anxious to know:

1. in relation to what is expected of the school;
2. in comparison with others in his grade;
3. according to his ability.

Education is costly in money and time, and the Soviet State wishes to channel each child into an occupation needed for maintaining the national economy, serving the national culture and to have this channeling most nearly coincide with individual capacity, inclination and motivation. Parents and teachers and students, too, agree that there seems to be no single "best way" to determine this information. However the Soviet Education authorities, they have devised a fairly effective method of assessing a student.\textsuperscript{39}

Since 1957 the pupils in all grades except 5 and 10 of Soviet elementary schools are being promoted to...

higher grades on the basis of their marks for the year. Those pupils who complete Grade 7 will appear at three examinations:

1. Russian (written and oral)
2. Algebra (written)
3. Arithmetic (written)

In national schools, there is an additional written examination in the pupil's mother tongue. The examinees appear before a State Examination Board consisting of three members for Grade 7, and of four members for Grade 10.

Throughout the whole course each pupil is given marks in all the subjects of the curriculum which are recorded in class registers and journals of the pupils that are required to be signed each week by the parents as well as by the class teachers. The parents are invited in the school to discuss the work and discipline of the children. Sometimes the class teachers visit the pupils' homes also.

Medical examination of all pupils are held each year and the school doctor maintain a record of each pupil containing, besides the yearly anthropometric data,
the results of the semi-annual medical examination as well as of examinations before the sport competitions.

There are State Examinations which are centrally prepared and distributed through the republic ministries of education to the schools in the U.S.S.R. They relate to what Soviet pupils are expected to know. The State Inspectors verify the administration of the examinations, and the republic education authorities evaluate the results. Thus, the State aims to maintain a check on the attainment standards of individual, district and republic schools.

The written examinations are conducted in much the same fashion as in U.S.A., India, etc., while each oral examination is conducted by a panel consisting of the subject teacher, the teacher of the same subject at another school or the deputy director of instruction and the school director. About half the class sits at one time for oral examination and each one is called before the panel one by one. Each draws a ticket and is allowed about 15 minutes to think through his answers to the 2 or 3 questions printed on the face of the ticket. He has about ten minutes at his disposal to make his replies. 40

D. INDIA

Unfortunately, in India, the present system of examination is laid exclusive emphasis in the entire system of education. Promotions from class to class are generally based on internal written and oral examination held at the end of the school year. The teachers concerned are entrusted with the responsibility of deciding the promotions of pupils on the basis of the tests given either at the end of the course or in some cases twice in the year. These tests in some States are devised and administered in an uniform manner throughout the district by the District School Board.

The written examination in subjects like language, arithmetic and social and natural sciences are conducted and oral examination in only languages supplement the written one. Usually in grades 1 to 3 there are oral tests which determine the advancement or failure of the children. While in grades 4 to 7 there are both written and oral tests.

There is also a public examination at the end of elementary schooling i.e., at grade 7 generally known
as (P.S.C. Exam.) Primary School Certificate Examination which is conducted by the Department of Education in most States and some States like Gujarat by the State Board of Examination that also awards certificates. There is no need of this certificate for securing admission to secondary school.

In schools, which are converted into Basic Schools, there is a provision of teaching crafts. In this case there is practical examination of craft and other skills necessarily involved.

The examination system is still old-fashioned and traditionally based on the principle of laying full emphasis on intellectual attainment of the pupils that reflect nothing but parrot-typed cramming of various informations of different subjects without proper and useful understanding and application. Both the internal and external examinations in this country are more or less modelled on similar lines and they follow the same general pattern. They are both intended to test mainly the academic attainments of a pupil and his progress in intellectual pursuits.

Annual examinations are a common feature of elementary schools. Some schools also hold terminal examinations.
and few hold monthly or weekly tests. But the annual examination has been considered to be the most important in the eyes of both the teachers and the taughts. The external examination comes generally at the end of the school stage as described before i.e., P.S.C. Examination.

Despite the fact that examinations dominate the education system in India and that they are faulty in many respects, there is of recent origin a strong movement in the direction of effecting a tremendous change to substitute the present sad state. Experiments and schemes are being gradually effected in examination reform and promotions of grades paying a fuller attention to all-sided development of the children.

Records and progress registers of children's academic attainment are usually maintained by the schools and reported to parents at least once a year, usually at the end of the school year. There is no system as such of maintaining cumulative records of children's many sided development and progress.
CONCLUDING OBSERVATIONS

How examination is viewed and what significant role it plays in the system of elementary education in deciding promotions, grades, and discrimination between poor and satisfactory progress of the pupils in these countries is described in the foregoing pages and the investigator observes the following points:

1. Except in India there are no formal examinations of whatsoever nature in the remaining three countries.

2. Promotion systems are based mainly on chronological age group of children in England, the U.S.A., and the U.S.S.R. whereas in India it is mainly on annual examination.

3. In the U.S.S.R. and the U.S.A., there are informal tests which decide the child's calibre and progress through marks or grades.

4. Objective tests, psychological intelligent testing, skill testing etc. are a common feature of America, England and Russia but in India there is no such provision.
There is no external examination or certification at the end of the elementary school stage in all three countries except in India where it is quite common and significant.

6. Physical, mental and medical appraisal of pupils find an important place in England, America and Soviet Union but in India there is little or no provision for such appraisal.

7. In the U.S.S.R. a practice of conducting oral examination in a group by a panel of three or four examiners is worth noting and following.

8. Maintenance of pupils' progress records and reporting the same to parents are very carefully and systematically done in all three countries except in India where only the results of annual examination of the child is recorded and communicated to parents.

The table given below will give an at-a-glance view of the comparable salient features of the examination practices followed in these countries.
TABLE 30
SALIENT FEATURES OF EXAMINATION SYSTEMS

<table>
<thead>
<tr>
<th>England</th>
<th>The U.S.A.</th>
<th>The U.S.S.R.</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No formal examination</td>
<td>Promotion on chronological age</td>
<td>Regular yearly promotions</td>
<td>Formal oral and written examinations</td>
</tr>
<tr>
<td>2. No external examination</td>
<td>Informal oral and written tests</td>
<td>Oral and written tests</td>
<td>External examination at the end of elem. school stage</td>
</tr>
<tr>
<td>3. Informal tests</td>
<td>No external examinations</td>
<td>Physical and medical examination</td>
<td>Promotions on annual examination</td>
</tr>
<tr>
<td>4. Objective tests</td>
<td>Quite detailed cumulative records</td>
<td>Adequate cumulative records</td>
<td>Quite meagre records of pupil's progress</td>
</tr>
<tr>
<td>5. Intelligent tests</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6. Periodical oral and written tests</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7. Adequate records</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Despite the fact that examination is a historical tool to measure and evaluate pupil's progress in their study, it has very little significance in the context of the modern view of education. Of equal importance is the fact that examination still occupies its unique place in one form or the other at almost all stages.

The experiments and consequently the emerging changes in the field of examination at the elementary school system in England indicate that formal examination does not serve any purpose, and therefore no external examinations are held. Instead, some kind of informal tests and oral or practical tests are useful. But looking to the large number of children and schools, such practice is neither possible nor judicial. While the American practice of promoting pupils on chronological age, though quite psychological and human is also not feasible in this country at this stage owing to certain difficulties of providing suitable learning experiences and provision of adequate situations.
To start with, we can give a slow and gradual effect of the latent spirit underlying these experiments of the advanced countries maintaining at the same time our own system but improving it and eradicating the weaknesses if any.

It is unwise and foolish to accept any of the modern examination systems of the advanced countries in toto and try to substitute for our own. A beautiful blending of some features of all of them will be good effective to serve the purpose, since everything of them is not good and worth following.

VI WELFARE SERVICES

A true and long lasting development of education generally depend not only on academic, curricular, pedagogical or instructional improvement, but also on physical and material well-being of children, so to say on welfare services provided by the schools. In order to seek an allsided growth and development of children it becomes obligatory that their varied needs be fulfilled to a major extent. No school and
then nation can progress unless it aims at improving the basic requirement of the children's well-being. Thus, the welfare services provided by schools of education systems in different countries play an important role in determining the degree and extent of educational soundness and reinforcing the national character at large. Let us study this aspect in all our countries of study.

A. ENGLAND

England being one of the advanced countries which are materially rich as well as traditionally pioneering in the cause of education has taken pains in providing welfare services to the best of her ability and aspiration. Among others the below mentioned are some of the welfare services provided for elementary school children in England.

1. **School Meals Services**

   It was as a result of the world war II that this services had grown rapidly before the 1944. Education Act prescribed the duty of L.E.As to
provide midday dinner for pupils at maintained schools. Today more than 50 per cent of pupils attending maintained elementary schools get advantage of this scheme. The expenditure, thus incurred are met by both the L.E.As and Government. Besides, this meal system, other meals and refreshment viz., breakfast and tea are also supplied on a limited scale by the school services. The cost may be reduced in case of needy pupils.

2. **School Milk**

All schools whether maintained or not get one third of a pint of milk per child per school day. About 85 per cent of the pupils take this advantage. The milk supplied is usually pasteurized or failing which tuberculin tested. Milk supplies are thus arranged by the L.E.As and their expenditure is reimbursed by the ministry.

3. **School Health Service**

The State has recognized the importance and necessity of special medical care for children
and, therefore, the school health service has been developed to provide both preventive and curative medical attention. It is not a substitute for the National Health Service. The school service has naturally been closely coordinated with the former service. There are a number of routine medical inspections for children. Medical and dental treatment is given free at school clinics.

Child guidance clinics for the treatment of children with psychological difficulties are provided by many schools and L.E.As, through some hospitals and voluntary organizations.

4. Education for Handicapped Children

A special educational treatment is given in special schools, ordinary schools, by tuition at home or otherwise to pupils who require it because of physical or mental handicap. There are about 700 day or boarding schools in England and Wales including hospital schools. Special educational treatment is provided free of cost to parents. This, of course, done by voluntary
organizations like national societies and other small bodies set up for the purpose of running a particular school. In England separate categories of handicap are distinguished for special treatment such as blind, partially blind, deaf, partially deaf, delicate, epileptic, physically handicapped, speech defects, maladjusted and educationally sub-normal.

5. **Recreational Facilities**

Physical education, including organized games is part of the curriculum of all schools and local education authorities are required to have play grounds and except for infant schools play fields of an area proportionate to the number of pupils. Most schools have a gymnasium. Games played are football, tennis, and cricket. Some schools provide facilities for boxing, athletics and swimming.

6. **Transport**

Free transport facility is provided for children attending maintained schools who live at more than a reasonable walking distance from their
schools i.e., two miles for children under 8 years and three miles for other children. Authorities either provide vehicles themselves or pay the fees for using public transport systems.

7. Clothing

Education authorities have the power to provide or aid the supply of clothing for children attending maintained schools and also independent schools, if they cannot take full advantage of their education because of unsuitable or inadequate clothing. The cost is recovered from parents if they are able to afford it.

8. Fees

There is no fee to be paid by parents of children attending maintained or assisted elementary schools, special schools. Books and equipment are supplied free. A small member of maintained schools have boarding facilities which charge fees ranging from £150 to £205 a year. The Act of 1944 recommend the L.E.A.s to help parents with these fees to the extent they decide to lessen the parents hardship.
B. THE U.S.A.

In America the responsibility of the health and well-being of the elementary school children is laid over the parents. But in case when parents need help for health problems they consult their family physicians. However, many educational, voluntary, professional, official health and welfare centres and agencies do share in the responsibility of protecting and promoting the health and welfare of the children.

Furthermore, there are three agencies of the U.S. Department of Health, Education and Welfare viz., the Office of Education, Children's Bureau, and Public Health Service which care for the children's health. The Federal Government plays its major role in the protection and promotion of children through research and technical consultative services to State and local departments of education, health and welfare.

Most States have provisions for sanitation in schools. Some States and many local school systems have special regulations regarding the immunization of children.
prior to their entrance to school. The children's Bureau provides not only preventive services for mothers and children but also treatment services under certain conditions and help for any child who is in need of social services.

In many states of America there is a provision for special funds to local schools for the education of exceptional children including the crippled, partially sighted, deaf, hard of hearing, speech handicapped, mentally retarded socially maladjusted and others.

The health programme of schools includes three major aspects:

(1) Health education which helps children learn the why and how of healthful living, through experiences which make sense to them;

(2) Healthful school living which is concerned with making school a friendly, comfortable place where children and teachers live and work together in an atmosphere as free as possible from tensions, pressures frustrations and other unhealthful conditions; and
(3) Health services which are directed towards:

A. determining the individual health status;
and

B. taking steps to encourage children to maintain their good health status, to have remedial disabilities corrected, to adjust to incorrectible conditions and to develop positive outlook on medical, dental, nursing and other health services.

There are after school services which look after the children's welfare at home during vacations.

There are, among others, the following distinguished services for the children's welfare in America:

1. **Guidance Clinics**

   Today child guidance clinics, the number of which was 617 in 1937, give most of their time to children with serious problems who have not yet reached the delinquency stage. Most child guidance clinics serve a threefold functions: (1) they study and treat patients; (2) they seek to interest other community
agencies in the prevention of behaviour and personality disorders in children, and (3) to attempt to reveal to the community the unmet needs of children.

2. **The School Lunch**

The idea of a lunch prepared and served at school really began in rural schools as a way of supplementing with a hot dish the cold lunches brought from home by the children. Today almost in all rural and urban elementary schools the practice of providing lunch has been accepted by local authorities and government.

3. **Mental Hygiene**

Mental hygiene is not a subject to be taught in elementary schools but rather a way of dealing with children.

4. **Physical education and recreation** to (1) develop skills and coordinations which will enable the individual to use his body and mind with ease and efficiency.

The following table gives a better idea of welfare services rendered.
### TABLE 31
PROVISION OF WELFARE SERVICES IN THE U.S.A.

<table>
<thead>
<tr>
<th>Service</th>
<th>No. of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transport Service</td>
<td>25</td>
</tr>
<tr>
<td>2. Countrywide special education</td>
<td>5</td>
</tr>
<tr>
<td>3. Special equipment and appliances</td>
<td>14</td>
</tr>
<tr>
<td>4. Therapeutic care</td>
<td>9</td>
</tr>
<tr>
<td>5. Lunch and special diet</td>
<td>5</td>
</tr>
<tr>
<td>6. Counselling and guidance</td>
<td>3</td>
</tr>
<tr>
<td>7. Preparation of teachers</td>
<td>5</td>
</tr>
</tbody>
</table>

C. THE U.S.S.R.

In order to fulfil the principle of pursuing the goal of ensuring the all round development of the rising generation, the Soviet Union has been vigilant on the issue of children's education and welfare. It could be noticed from the foregoing description on other pages that education at all stages is free and open to all irrespective of race, colour, religious views etc. Elementary education being universal and compulsory, many welfare services are provided to
enable everyone to take advantage of education.

Free medical and clinical treatment is provided to all school children according to their needs after a regular medical inspection especially of eyes, teeth etc. The school medical doctor keeps a record of each pupil, containing besides the yearly anthropometric data, the results of the semi-annual medical examinations as well as of examinations before sporting competitions.

There are, besides normal elementary schools, special schools for the gifted, maladjusted, socially backward and physically handicapped children which cater to their legitimate needs. The schools for deaf and dumb have a nine years course, after which the children can speak intelligibly. They are given a general elementary education and vocational training. There are elementary seven year schools for blind children in which, though the curriculum does not differ from ordinary schools, the course is one year longer providing vocational training. Schools for mentally deficient children have a seven year course and provide training in some trades besides general education.41

All these schools for handicapped children are mostly boarding schools where the majority of the children are provided with board and lodging and clothes by the States.

In some of the larger cities of the Soviet Union, there are 11-year schools for artistically gifted children (Spetsial'nye shkolymuzikal'nye i Khudozhestvenogo Vospitaniya) designed to develop natural talents of these children. Thus a music school is located near a conservatory, an art school near an art institute and a school of ballet near a theatre.

The 20th Congress of the Communist Party decided in February 1955 to establish boarding schools (Shkoly-internatov) throughout the country. According to this decision, the schools were scheduled to begin operation in 1956-57 and to admit children of widows and of parents who work. Children are to live at the schools, the year round, and parents will be permitted to visit them during the vacation periods.42

Besides, there are school clubs and circles that can be roughly divided into the following categories:

1. General-educational and scientific - such as literary clubs, clubs for young mathematicians, historians, geographers, explorers or astronomers.

2. Artistic - such as clubs devoted to drama, music, ballet and folk dances, drawing, painting and sculpture.

3. Handicraft and technical - such as the "skilled hands" circle for children in Grades III - V etc.

4. Athletic - including clubs for field sports, gymastics, mountaineering, skiing and skating.

The other welfare services include:

1. Theatres;

2. Broadcasting; etc.

D. INDIA

In Indian elementary schools the importance of health and hygiene is emphasized in the curriculum through textbooks, charts and sometimes through illustrated lectures by teachers, doctors and inspectors.
Though very recently, in some States a school medical service has been started. Besides, a network of school clinics has been established to carry out periodical medical inspection and minor treatment. Physical education, including games and sports has been accepted in schools, and playgrounds for play competitions, sports and tournaments have been provided. The welfare services among others are the following:

1. **Midday Meals**

   In some States and especially in some cities a provision for midday meal is made for children either free or at nominal charge. More elaborate plans are being drawn out in selected areas, but owing to financial difficulties have not been implemented.

2. **Milk Service**

   In some of the selected cities and districts the local authorities have made arrangement for providing some quantity of milk to elementary school children with the cooperation of local dairies and through the aid by UNICEF.
3. **Free Text Books and Uniform**

To poor and needy children arrangement of providing text books, slates and uniform pairs is made by some stable and efficient local authorities and school boards.

4. **Boarding Schools**

Private and public boarding schools are maintained for children at reasonable fees.

5. **Special Schools**

For children with physical handicaps, maladjustment, social and mental backwardness and orphans have been established and maintained in all the States. The schools for the blind, the deaf and mute and disables provide general education and vocational training, music, etc.

6. **Scholarships etc.**

Almost all State Governments have made provision for helping the deserving bright students by giving either merit scholarships or economical backward benefits.
CONCLUDING OBSERVATIONS

So far as the welfare services are concerned it could be stated without hesitation that the countries that are economically sound and progressive have been quite adequately providing as many facilities as possible, whereas countries like India whose problems and population plague the government very little has been done in this context. The investigator observes that:

1. England has been the most forward country to provide welfare services to children in many respects.

2. In the U.S.A. and the U.S.S.R. the welfare services are according to their needs and situations but quite satisfactory.

3. India being an advancing country and making its education scheme operative over a wide range of population, problems, economical difficulties and other pertinent issues has been little successful in providing these services. Of course it has achieved a reasonable success.
Mere good and effective teaching in schools does play a role in moulding the life of children. Citizenship training and character building require an all-round sound school programme which includes among other things, special and proper welfare services as are provided in England, America and Russia.

One important change in the attitude towards education should be born in mind that whatever facilities given and expenditure incurred for pupils, especially elementary ones is not expenditure but investment.

Education does not take place in unhealthy, scant and meagre provisions of fundamental needs of the pupils. They must be properly looked after.

The mid-day free meal, milk service, transport to and fro the school, medical services, free clothing etc. are some of the welfare services provided by these advanced countries.

But in India, looking to her poor economic conditions and large population all these are not even
drempt of. But a small beginning must be made by according priority to mid-day free meal, milk and uniform to poor students. The practice of treating all rich and poor alike in this matter is neither wise nor practical. It beyond the economic soundness of India and administration.

Welfare services must accompany other improvements in teaching learning strategies.

VII THE TRENDS

The people are never satisfied by the present state of education, its pattern and objectives. Every day they would think in the direction of change and would expect better situations and results by implementing such changes. As Ellis Ford Hartford observes:

Educational thinkers and leaders of vision can make something better than an educated guess about the kinds of schools and their characteristics. Some of these are made now and then.
and usually follow and appraisal of the social changes and developments that may be expected.43

Thus, there are observed various trends in the field of elementary education also in all the four countries under our study. Below are described these trends with reference to their impacts.

A. ENGLAND

There is a developing tendency in England to establish and maintain independent schools outside the public educational system. These schools receive no financial help at all from the public funds and do not conform to the general pattern of primary and secondary education. They are about 5,000 such schools in England some of which are conducted by various religious or charitable organizations, and others by proprietors who conduct the schools as a means of earning. In almost all these cases fees are payable in good amount. These

These schools are, further, subject to inspection by H.M. Inspectorate and from 1957 registration by the Ministry of Education.

It was already accepted before 1939 to care for children as individuals and the responsibility to develop all sides of their character. This acceptance is now spreading upward into the junior schools which fully emerged after the 1944 Act.

There is now a grave concern over an attempt to provide for a wide range of ability in the schools, both through group and individual instruction. The personal relations between the pupils and teachers and between the teachers and parents are becoming more and more closer and intimate. The discipline of the elementary school aims at enabling the child to act sensibly and with self control in an environment, he respects and within arrangements he understands. Most schools admit they have now no disciplinary problems. Though, there are, of course, boys and girls who do not exceptionally fit into the school arrangements.

Methods of teaching and curriculum content are being increasingly based on what experience shows
to be a child's most effective way of learning and interesting to him. The teachers are also accepting in an increasing manner to stimulate children's curiosity and interest and to feed their minds on, and cultivate their feelings for, what is considered to be most valuable for them to know and care about.

B. THE U.S.A.

In the United States of America where aims and values of education are fast changing, the trends in elementary education also naturally shift day to day. As John W. Gardner states:

American education can be as good as the American people want it to be and no better. And in striving for excellence, we must never forget that American education has a clear child mission to accomplish with every single/who walks into the school. Modern life has pressed some urgent and sharply defined tasks on education, tasks of producing certain specially needed kinds of educated talents. For the sake of our future we had better
succeed in these tasks - but they cannot and should not crowd out the great basic goals of our educational system; to foster individual fulfilment and to nurture the free, rational and responsible men and women without whom our kind of society cannot endure. Our schools must prepare all young people, whatever their talents, for the serious business of being free men and women. 44

The following are the salient recent trends in American elementary education:

1. Since there are growing pressures for educational opportunities for all types of exceptional children - the gifted, the mentally retarded, and children with all types of physical handicaps, separate classes and special schools are being established and specially trained teachers are appointed to look after these children.

2. Parents and citizens take a greater part in determining school policies and programmes.

today and therefore there is greater agree-
ment with regard to purpose of education,
though there is difference of opinion with
regard to the methods and materials to be used.

3. The services of school are being extended
after school hours, to week-ends and to
Summer vacation periods wherein the parents
too participate.

4. In order to provide a richer experiences for
individualized schooling, a trend to offer
specialized training to teaching personnel,
principals and supervisors is being empha-
sized more and more.

5. School systems are increasing opportunities
for elementary and secondary teachers to work
together so that each understands the problems
of the other.

6. Curriculum guides are now frequently prepared
for grades 1 to 12 thus guaranteeing children
a well integrated programme throughout their
elementary and secondary schooling.
7. Team teaching, programmed learning, teaching machines etc., are now being used increasingly to shift the importance from formal to informal teaching.

C. THE U.S.S.R.

"It is the teacher and teacher alone that can help in building the nation; the teacher is fighting for the workers' cause and pursuing the tremendous course of national construction." The above statements are held more important than before in the U.S.S.R. The trend testifies to the ability and acknowledgement of the teacher's services. The decisive factor determining the quality of education is however the teacher. The Soviet recognition of this fundamental principle is evidenced by the status accorded to the teacher and the great care given to training him for his task.45 Teacher training - pre-service and in-service - lies at the very core of the Soviet educational endeavour.

45 Raja Roy Sinh, 'Education in the Soviet Union, Delhi, Ministry of Education, Govt. of India, 1962, p.214.
As Raja Roy Sinh observes in his report on the visit of the Indian Delegation to the U.S.S.R.:

The Soviet educators are keenly vigilant about the equality of education and the maintenance of standards. The uniform curricula and textbooks not only at the school level but also at the stage of higher education have made it possible for them to plan for progressive upgrading of standards. A striking feature of the Soviet theory of curriculum construction, and in fact of the school organization arises from the fact that the curriculum represents a body of knowledge, understanding and skills which is essential for every pupil to master; without it he or she cannot be considered educated. The main pedagogical effort is therefore directed to motivate the pupil to achieve the curricular goals and to arousing or engaging his or her interest in the task. The Soviet curriculum has, at all stages, an element of challenge which defines what the pupils can and should do. The curriculum,
therefore, becomes one of the important means for maintaining comparable standards throughout the country. 46

In connection with the transition of a compulsory elementary and 10 year secondary education and the extension of polytechnical training, research work is being aimed at elucidation of the system and content desirable for general and polytechnical education. The new curriculum is experimentally tested in the schools in the general and special knowledge in order to establish the amount, system and inter-relationship. The most important question of ethical, physical and aesthetic education at various ages is also being investigated.

The Academy of Pedagogical Science carries on its theoretical and practical work on the main problems connected with an improvement and increase in the number of elementary and secondary schools. It works out new designs for school buildings, class furniture and other model school equipment.

Greater and greater attention is being paid to the problems of education in the boarding schools, first established in 1956. Considerable work is being done in the compiling of new text books both for teachers and taughts in pedagogy, psychology, the history of pedagogy and methods.

D. INDIA

Looking to the magnitude of the task that lies ahead in the field of free, compulsory and universal primary education in India, very many problems and controversies are to be settled. Because of her recent independence after a long period under foreign yoke, her ambitious programme in educational reconstruction and development as in other spheres of national life has been vigilently observed and implemented. There is also a growing impact of educational practices and innovations carried out in other developed countries like U.S.A. and England. Despite the fact that there are severe problems of providing adequately trained teachers, a good amount of equipment, sufficient finance, school buildings
and the like in the pursuit of making elementary education free, compulsory and universal, the Indian leaders are quite aware and sparing no efforts to deal with each of them in an organized and orderly manner.47

As mentioned above, the Governments of Indian States and the people in their marathon pursuit of the course of educational development and progress have launched their following efforts which are considered to be the general trends:

1. The five year development plans which include an overall educational plan are conceived and operated in such a manner that the people will be gradually educated to deal with their own problems and to help themselves.

2. The basic education programme is designed not only to vitalize the curriculum of primary post primary and teacher training institutes but also to help to a small extent to finance the school system.

3. The programme of social education for adults should go a long way towards educating illiterate adults to take part effectively in the education of their own children.

4. The language problem is being dealt with effectively in an experimental way and its solution is not far distant.

5. Supervisors are being trained to assume leadership functions and are being gradually relieved of too much routine work, inspections and administrative burden.

6. While outside help is most welcome, it is used with a view to helping educational leaders to do their own planning and not to take the place of local efforts.

7. The elementary schools are being converted into basic schools and their curriculum, teaching, evaluation programme being made effective and meaningful.
8. **More and more efforts are being made to recognize the services of elementary teachers and to accord social and economic status to them.**

9. **Extensive programmes are being launched to provide better and meaningful training facilities to teachers with a new and fresh viewpoint.**

10. **Greater amount of money is provided for education and its various aspects.**

Thus, the most encouraging feature of the Indian approach is the total effort to relate educational reconstruction - economic, social, cultural, political - of the country in the first and second five year plans and the endeavour to make all educational reforms consistent with available facilities in the material and manpower.\(^{48}\)

**CONCLUDING OBSERVATIONS**

While turning his surveying eyes to the recent trends in elementary education in these four countries under this study, the investigator states his concluding observations as under:

1. In all these four countries more and more concern is felt towards making the elementary school programme still richer, more effective, more comprehensive and meaningful.

2. Greater recognition is being accorded to the individual development of pupil personality and teachers involved in this sacred and national important work.

3. Teacher training programme is being made more scientific, operative of purpose and richer in content.

4. Unlike U.S.A., England and the U.S.S.R. the magnitude of elementary education is very wide and resources and finance limited to give effect of educational modernization in India.

COMMENTS

Despite the fact that in all these countries under this study, more and more attempts are being made seriously to make education still richer, more effective and better conceived to the meaningful development of the children for their future. A
strong wind of modernization is blowing uprooting many old traditional educational plants. Curriculum change, modern teaching methods, richer environment and intensive teacher training are at full swing.

Notwithstanding all these, no country in the world can afford the education its people want in the form of schools. Except for America, England and U.S.S.R. and some countries yet not exposed to the development virus, India and no other country in the world can afford the schools, the people are demanding from their political leaders.

Modernization in elementary education has its roots in the economics and, therefore, unless and until the economic conditions are improved at an accelerated rate, no adequate education is expected. As developments economists believe peasants in India, sharecroppers in Alabama and dish washers from Harlem do not need more education until the world is ready to absorb them into better jobs.

But this is not a sound and balanced argument. India can definitely take a long stride in the field of
modernizing elementary education, by her limited resources and past heritage, if she once decides to make a revolution.

The present trends indicate a slow and patchy improvement.