

CHAPTER XV

PRACTICAL WORK - (2) Craft Work

As pointed out in the previous chapter, in this chapter a discussion on craft work is taken up. At present craft does occupy a place in the programme of the training colleges. But it does not receive the due importance that it deserves as an educational medium. Because of its importance at the elementary and secondary levels and also since this is suggested as one of the important special methods (Chapter XIII, Page 398) it is necessary that the teacher-trainees are made to realise its position and equip themselves to meet the exigencies. The training provided in it as a valuable educational medium should, as far as possible, be complete and thorough.

Though it may not be possible to cover the ground completely concerning this vast subject, yet it is essential from the point of view of the training college, to deal with a few important aspects such as targets of craft work, disposal of the craft produce, utilization of the returns of craft work, facilities for craft work and items of records to be maintained by the trainees. Therefore, the discussion that follows will be in the order suggested above.

1. Targets in craft work.-

When the training college makes certain definite provision for the education of the trainees in a particular field, it will naturally be its ambition to see that a certain definite standard is attained by its trainees in that field. For this purpose, target becomes essential.

The question is, what should be the nature of this target that should be insisted upon? The following are some suggestions put forth by some of the training colleges.

Table No. 105
Nature of target in craft work

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Qualitative	12	4	16
2.	Educational value	13	2	15
3.	The individual and community needs	9	2	11
4.	Quantitative	5	5	10
5.	Money value	3	2	5

From the table it is found that the frequencies against the first two items are almost equal as far as Traditional Colleges are concerned. Hence, educational and qualitative values may be considered to rank first from the point of view of these colleges while the quantitative and qualitative values rank first and second respectively from the point of view of the Basic Training Colleges. According to the Traditional

Training Colleges, individual and community needs, quantitative value and money value rank second, third and fourth in order while according to Basic Training Colleges, educational value, individual and community needs and money value are rated as third in order with equal frequencies.

For the acquisition of certain types of skills, the qualitative aspect counts more and for certain other types of skill, as for instance, speed in cotton craft, the quantitative aspect is more important. For the attainment of a proper standard of skill, both these aspects are important.

Educational and qualitative values receiving top priority from the Traditional Training Colleges and rated as third and second by the Basic Training Colleges also constitute one of the important targets in view of the fact that craft is both a skill and an academic subject. As far as this aspect is concerned, the only real measure is the school practice. If the trainee is able to exploit the craft satisfactorily for educational purposes, the training college should be satisfied. And this could be judged by the colleges through their practice in schools where crafts are used as media of imparting education to children.

Coming to the individual and community needs, it is no doubt an important target but in this again are involved both the quantitative and qualitative aspects. On the fulfilment of these two targets alone, the individual and community needs

are satisfied but this target may not prove very satisfactory because of the varying needs of the communities. Since the needs of different communities are different, naturally the qualitative and quantitative targets will differ from college to college. Therefore, this target, though kept in view, should only be secondary to the qualitative and quantitative targets set by the training colleges. Even money value suggested by some colleges depends on the qualitative and quantitative targets.

In view of the above discussion, it may be suggested that the qualitative, quantitative and educational value should be considered as targets in craft work and the details for different crafts should be worked out by the training colleges in accordance with the crafts introduced, in consultation with the staff concerned and also keeping the targets stressed at the elementary and secondary levels of education in view. Individual and community needs may also be kept in view as secondary ones only to the above targets.

2. Disposal of the craft produce.-

The educational value of craft is not confined to its productive aspect alone but to its disposal as well. When something is produced, it is important that a way is found to utilize the same and not allow it to go waste. Also the problem need not be considered from the point of view of administrative convenience alone. It forms an effective

learning experience which the trainees could conveniently make use of in their own schools. The necessary training to treat it as a learning experience should be provided by the training college. In the light of the above facts, therefore, this aspect of the disposal of the craft produce is to be considered. A number of suggestions have been put forward by some of the training colleges in this regard :

Table No.106
Disposal of the craft produce

S.No.	Suggestions	<u>No. of Training Colleges</u>		
		Traditional	Basic	Total
1.	To be purchased by the students for a nominal price.	14	5	19
2.	To be put to auction.	13	3	16
3.	To be used by the training colleges themselves.	11	1	12
4.	To be taken over by the co-operative societies dealing in these crafts.	10	1	11
5.	To be purchased by the surrounding community.	9	3	12
6.	The sale of the produce to be ensured by the Government.	5	1	6
7.	To be taken over by the Govt.	4	1	5

Even though the responses to this aspect have been received from 50 Traditional and 15 Basic Training Colleges, different colleges have offered different suggestions and there is no unanimous opinion about it. Some colleges have expressed more than one opinion.

As pointed out by a majority of the Traditional as well as the Basic Training Colleges, selling the articles for a nominal price to the trainees themselves may prove an incentive to them to prepare the articles well.

The second suggestion put forth by some of the Traditional and Basic Training Colleges is to put the articles to auction. This measure may sometimes result in not securing even the amount and labour spent on it. Hence, it is advisable to adopt this measure only as a last resort when all other measures have failed.

Again, some other colleges suggest that the produce should be used by the training colleges themselves. Whatever the training college, its staff or its trainees need may be purchased by them but it may not be possible to dispose off all the articles produced in this way. In addition to this, other measures such as selling to the co-operative societies dealing in these crafts or to the community through organizing sales and exhibitions or to the government through their co-operative or central purchase stores may also have to be adopted. In the case of agricultural produce, it may even be taken to the market.

As regards the government ensuring the sale of the produce, suggested by a few of the Traditional and Basic Training Colleges, it may be pointed out that this may not be possible unless the training colleges take the governmental needs and

requirements into consideration as targets. It has already been pointed out earlier that individual and community needs should only be a secondary target. Hence, in their own interest, the training colleges need not depend upon a surity from the government for the sale of their produce.

Any suitable measure suggested above could be adopted by the training colleges but the only aspect to be remembered is that the produce should be of a particular standard and that its accumulation in large quantities should be avoided. Moreover, if the training colleges keep in view the targets specified earlier, the problem of the disposal of the material produced should not create any difficulty. Also, the whole experience should be considered from the point of view of its educational significance as pointed out in the beginning.

3. Utilization of the returns of craft work.-

The disposal of the produce will certainly lead to another important point. How should the returns of craft work be utilised? Should it be remitted to the government account or the financing authority of the college or should it be utilized for some useful purpose? The following table reveals the suggestions put forth by some of the training colleges in this regard.

Table No.107
Utilization of the returns of craft work

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Profits to be used for improving the craft section of the college.	17	3	20
2.	To be used for the promotion of co-curricular activities in the college.	10	3	13
3.	To be contributed towards poor fund.	9	1	10
4.	To be shared by the trainees after deducting the cost of the raw material.	5	2	7

From the table it is found that not a single suggestion is in favour of remitting the amount to the government or the financing authority of the college. 42% (17 out of 41 colleges) of the Traditional and 33% (3 out of 9) of the Basic Training Colleges feel that the amount should be utilised for improving the craft section, while another 24% (10 out of 41) of the Traditional and 33% (3 out 9) of the Basic Training Colleges are of the opinion that it should be used for the promotion of co-curricular activities. Some training colleges suggest that it should be contributed towards the poor fund of the college while a few others are of the opinion that the profits should be distributed among the trainees.

If craft was introduced into the training programme from the point of view of production alone, then the distribution

of the profits among the trainees would be justified. But here craft forms an important educational medium and the stress is more on this aspect than on the productive aspect. Moreover, the craft section of the college is not meant to solve the unemployment problem. It is a training ground for the teacher-training^{ees}. Therefore, it may not be wise to adopt this measure, for it may produce a negative effect on the minds of the trainees.

The suggestion regarding contribution to the poor fund is no doubt helpful but it could be confined only to a limited number.

As regards utilising the amount for promotion of co-curricular activities, it may not be proper to transfer the amount ^{from} ~~for~~ one field to another. Moreover, a separate budget is generally allotted for this purpose. Therefore, the need does not arise.

It would also not be justified to remit the entire amount either to the government or the financing authority. The trainees should be made to feel that they were also responsible in building up the craft section and that their efforts did not go waste. The amount should also be utilised for the section from which it was derived. Deducting the amount spent for the purpose, the profits may be used for improvement of the craft section of the college as suggested by a majority of the colleges. Suggestions might be invited from the trainees

ing regarding the necessary improvement and these may be catered for by the amount realised.

4. Facilities for craft work.-

In order that craft work is carried on efficiently, certain facilities are very essential. Unless these are provided, it will not be possible to attain the standard desired. As craft work involves practical work, certain facilities are unique to it. The following are some facilities suggested by some of the training colleges:

Table No. 108
Facilities required for craft work

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Well equipped craft section.	25	6	31
2.	Supply of literature on the techniques of production and correlation.	21	6	27
3.	Provision in the time table for craft work.	20	6	26
4.	Proper accommodation for craft work.	18	6	24
5.	Facilities for pursuit of various types of crafts.	17	6	23

Since craft is suggested as an important aspect of the training programme, as pointed out by 50% (25 out of 50) of the Traditional and 30% (6 out of 20) of the Basic Training Colleges, it is essential to have a well equipped craft section. This should be inclusive of the repairs section as well.

Further, as suggested by 36% (18 out of 50) of the Traditional and 30% (6 out of 20) of the Basic Training Colleges, craft needs proper and adequate accommodation and the nature of accommodation depends on the type of crafts introduced in the college.

The second item suggested by 42% (21 out of 50) of the Traditional and 30% (6 out of 20) of the Basic Training Colleges relates to supply of literature. In order that the educational value may not suffer, a good library consisting of the required literature in the form of both books and magazines and journals on the techniques of production and correlation is a necessity and it should be attached to the craft section.

40% (20 out of 50) of the Traditional and 30% (6 out of 20) of the Basic Training Colleges have suggested allocation of time in the time-table for craft work. Since it is suggested previously that only ^{one} the craft is to be selected by a trainee (Chapter XIII , Page 391), the division of time between main and subsidiary crafts does not arise. But the division of time between craft work and other special methods does arise. The time allotted for craft work should take into consideration its practical aspect and the skill to be attained and thus further depends on the type of crafts provided. Therefore, it may not be proper to make a definite suggestion in this regard. All that could be said is that sufficient provision should be made in the time-table for both its practical and educational aspects. This could be decided in consultation

with the staff members dealing with that aspect.

The fifth item, namely, facilities for the pursuit of various types of crafts, suggested by 34% (17 out of 50) of the Traditional and 30% (6 out of 20) of the Basic Training Colleges is inclusive of all the above mentioned items and to this list we may also add financial provision and properly equipped staff to handle it. Without sufficient provision in the budget, craft work cannot be successfully carried out. Hence, sufficient provision should be made in the budget for craft material, equipment and also for repairs and replacements. Further, without properly qualified staff it could neither be scientifically taught nor its educational value fully exploited.

These are general facilities which every training college should provide. Any other specific facilities should be worked out by every training college with reference to the crafts introduced and this could be done in consultation with the staff in charge of craft education.

5. Items of records in craft work :

Whatever argument is forwarded for other aspects of training, holds good in the case of craft work also as far as the maintenance of records is concerned. These records are very essential in craft work not because of their productive value but from the point of view of their educational significance. The trainees should be acquainted with a clear idea of main-

taining the records connected with it. The following are the types of records suggested by some of the colleges.

Table No.109
Items of records in craft work

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Record of craft work.	19	6	25
2.	List of articles prepared.	17	5	22
3.	Drawing note books.	11	4	15
4.	Class notes.	10	4	14
5.	Correlated lesson plans.	9	4	13
6.	Record of assignments.	7	6	13
7.	Record of daily progress.	8	4	12
8.	Periodical progress reports.	7	4	11
9.	Graphs of targets achieved.	6	5	11
10.	Record of self-assessment.	5	4	9

The above table gives a general idea of the type of records to be maintained by the trainees and all of them are important. As regards record of craft work suggested by 38% (19 out of 50) of the Traditional and 30% (6 out of 20) of the Basic Training Colleges, it may be pointed out that it should include the record of raw material utilized, the wastage, cost and the produce turned out etc. in detail.

List of articles produced suggested by 34% (17 out of 50) of the Traditional and 25% (5 out of 20) of the Basic Training Colleges, may not be maintained as a separate record but could be merged with the periodical progress reports suggested

by some of the Traditional and Basic Training colleges.

Drawing note books, correlated lesson plans, record of assignments, record of daily progress, periodical progress reports, graphs of targets achieved, self-assessment record suggested by a few of the Traditional and Basic Training Colleges help to assess the work of the trainees and to guide them accordingly.

Class notes suggested, if maintained systematically and regularly, are helpful to the trainees in getting a theoretical background to the crafts learnt. These should be supplemented by the trainees from their own study and reference work.

The above list is not an exhaustive one. The training colleges should work out the types of record in every craft and the trainees should be insisted upon to maintain them systematically. Further, they should also be acquainted with all craft records maintained by schools and they should be led to improve them.

The trainees may also be encouraged to make a thorough survey and study of the local crafts and explore the possibilities for the introduction of new crafts in the area. These records and reports should be discussed thoroughly by the staff and trainees with a view to investigate into the nature of improvements with regard to the existing crafts and explore new possibilities. In these discussions, the local craftsmen may also be included.

Thus, this aspect if scientifically dealt with, will prove an effective educational medium. According to the programme suggested for the training college, the next item in order is the community life which will be taken up for discussion in the chapter that follows.