

PUBLICATION No. 378

INTRODUCTION

This Publication relates to the progress of Basic education in the country during the First Five-Year Plan. It contains statistical information about Basic Educational Institutions of different types and describes some of the measures taken by the Government of India as well as the State Governments during this period for the development of Basic education.

2. This report relates to the States as they existed before re-organisation. But since the present set-up is different from what it was before the re-organisation took place, there have been obvious difficulties in collecting information in respect of the States where changes have taken place. This report could not, therefore, be as comprehensive as we would have liked it to be.

3. I take this opportunity to offer the thanks of this Ministry to the State Governments and Administrators of Centrally Administered Areas for their cooperation in making available the material requested for compiling this Report.

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CHAPTER I

THE GENERAL BACKGROUND

In the First-Five Year Plan an indication of the allocation of responsibility for educational development among different agencies was given thus:—

“According to the Constitution, education is mainly the concern of the States. The Centre has an overall responsibility for coordinating and guiding the work of the States so that national policies can be evolved. In regard to the expansion of preuniversity education the Centre cannot at present do much more than help the backward States. It should concentrate on helping, on a contributory basis, those States which are willing to cooperate in activities which have an all-India significance such as research on techniques, training of selected personnel, production of literature, the conducting of pilot experiments etc.”

A broad outline of the work proposed for the field of Basic education is contained in the following paragraph of the Plan:—

“In recent years, Basic education has been accepted as the pattern for children in the age group 6-14; but work in this direction has only just begun. The foremost task in this field is the improvement of technique and development of methods by which it can be passed on to the vast majority of teachers of rather low educational qualifications. To this end at least one group of model Basic institutions should be opened in each of the Part A and Part B States and in Delhi among the Part C States. Each group should consist of a number of pre-Basic and Basic schools, a post-Basic school, a teachers' training school and a teachers' training college. A few experimental Basic schools should also be opened in the urban areas in order to adapt the Basic system to urban needs.”

According to the above general outline, State Governments framed their own development programmes aiming at expansion or qualitative improvement or both. The Union Ministry of Education also sponsored a number of schemes aiming specially at qualitative improvement. A short description of each of these schemes is given below:—

Scheme No. (1)—Intensive Educational Development in Selected Areas

This scheme provided for the establishment of a group of experimental and closely integrated educational institutions from the Junior Basic school to the Post-Graduate Basic Training college. They were visualized as closely inter-linked with one another, one supplementing the work of another and providing opportunities for the practical implementation of the ideas formulated after careful discussion and consideration.

The institutions envisaged under this scheme were as follows:

(a) *Post-Graduate Basic Training college with the following objectives*

1. This college should prepare:

(i) teachers for Basic Training institutions,

- (ii) supervisors and inspectors of Basic schools,
- (iii) planners and administrators of Basic education, and
- (iv) teachers for Senior Basic and Post-Basic schools.

2. It should make new experiments and develop improved methods and technique of teaching in the field of Basic education.
3. It should prepare suitable materials for instruction in Basic schools — reading matter, charts, diagrams and various other types of visual aids.
4. It should publish material for the guidance of Basic teachers.
5. It should endeavour to solve specific problems arising in field work that may be referred to it by teachers and supervisors of Basic schools.

(b) *Senior Basic Demonstration Schools*

These schools were intended to be model institutions where the educational ideas and methods advocated in the class room of the Post-Graduate Basic Training college would be put to the actual test of practice.

According to reports received from State Governments, 11 new Post-Graduate Basic Training colleges were established and 8 colleges were developed during the Plan period under this scheme. A sum of Rs. 39.9 lakhs was paid to State Governments as grants for this purpose out of which Rs. 24.6 lakhs was utilized by them.

(c) *Basic Training College.*

Whereas the function of Post-Graduate Basic Training Colleges is to give training in Basic education to graduate trainees, the function of the Basic Training colleges is to give similar training to undergraduates. The scheme provided for the establishment of these institutions with the same broad objectives as have been indicated above in the case of Post-Graduate Basic Training colleges although at a lower level.

(d) *Practising Basic Schools.*

These schools were intended to serve as demonstration and practising schools for undergraduates' Basic Training Institutions.

28 Basic Training Colleges were established in selected areas of the various States under this scheme. Central grants sanctioned to and utilized by State Governments under this Scheme amounted to Rs. 34 lakhs and Rs. 18 lakhs respectively.

(e) *Improvement of Primary Schools*

Here the objective was the improvement of existing schools situated in the area selected for intensive educational development from the point of view of teachers, equipment and supervision with the eventual objective of converting them into Basic schools.

1344 Primary Schools were formed in the various States under this scheme during the period under review. Central grants sanctioned and utilized for this purpose amounted to Rs. 25.4 lakhs and Rs. 15.7 lakhs respectively.

Scheme No. 4(g)—Urban Basic Schools

In addition to the above mentioned scheme of intensive educational development in selected areas, Ministry of Education also sponsored a number of schemes of selective educational experiments aiming at qualitative improvement. One of such schemes was the scheme of urban Basic schools. This scheme was intended to try out the experiment of Basic schools in urban areas with suitable modifications in the Basic crafts and in such other respects as were found necessary to suit the requirements of those areas. Under this scheme, Central assistance was made available for the establishment of new Basic schools in urban areas as well as for the conversion of existing schools situated in those areas into Basic schools.

Sixty-six Basic schools were established in urban areas in the various States. Central grants of R. 9.6 lakhs were sanctioned under this Scheme out of which Rs. 6 lakhs was actually utilized by State Governments.

Scheme entitled "Expansion of Basic Education"

A Conference of Education Ministers held in 1953-54 which reviewed the progress achieved up to that year under the First Five-Year Plan in the development of Basic education in the country considered that it was not enough for the Government of India to render assistance for schemes aiming at qualitative improvement only. It was recommended that Central assistance should also be given for schemes intended to expand facilities of Basic education in the country. Accordingly, the scheme entitled "Expansion of Basic Education" was sponsored by the Government of India. Its implementation started in 1954-55.

Under this scheme, assistance was given for the following items relating to the development of Basic education :—

- (a) Establishment of new Basic training colleges
- (b) Conversion of existing Training institutions into Basic institutions
- (c) Opening of new Basic schools
- (d) Conversion of existing schools into Basic
- (e) Training of craft teachers
- (f) Introduction of crafts into schools
- (g) Preparation of teaching materials in Basic schools

Central grants totalling Rs. 69.2 lakhs were sanctioned to State Governments under this Scheme out of which Rs. 30 lakhs was actually utilized.

A short account of the progress that has been achieved in different parts of the country as a result of implementation of the Schemes (both Centrally sponsored and State sponsored) of the First Five-Year Plan is given in this report State-wise.

The report also contains comparative statistical information about the number of institutions of different categories in the country at the beginning and at the end of the First Five Year Plan.

It will be seen that the report does not contain descriptive details of the schemes of a number of States but since publication

of the report has been considerably delayed already and since the reorganization has also made it very difficult to obtain detailed reports in respect of a number of States it has been considered advisable to proceed with the publication of the available material instead of delaying the publication of the report further.

It is hoped that the information contained in this report—although not comprehensive—will be found useful as it indicates the increase in the number of Basic educational institutions in different States during the First Five-Year Plan and also, in some cases, the steps taken in different parts of the country in this field.

The information contained in Chapter II and the statistical data in Chapter III are based on reports received from the respective State Governments.

CHAPTER II

STATE-WISE INFORMATION

Andhra

At the end of 1950-51, there were only 66 Junior Basic schools, both in rural as well as in urban areas. But the number of schools has increased to 594 by the end of the First Five-Year Plan i.e., at the end of 1955-56. The total number of scholars studying in these schools was 54,649 at the end of 1955-56.

At the end of 1950-51, there were only 21 Senior Basic schools both in rural and in urban areas, but 23 schools were opened during the Plan period. The total number of these institutions at the end of 1955-56 was 44, in which 9,515 scholars were studying.

There were only 14 Basic Training institutions for giving training for undergraduate teachers. But they were increased to 25 by the end of the First Five-Year Plan Period. There were 2,139 scholars in these institutions at the end of 1955-56.

During the middle of the year 1955-56, one Post-Graduate Basic Training college was started at Pentapadu by the State Government on the assurance of financial assistance from the Centre. Re-training course for Graduate teachers and community training course for the Basic Education students are being conducted in this college.

Statistical information about the development of Basic education in this State during the First Five-Year Plan is given below :—

1	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	2	3	4		
Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)			
Post-Graduate Basic Teachers' Training Institutions	..	1	1	1	70
Basic Teachers' Training institutions for Undergraduate Trainees	..	11	11	25	2,139
Senior Basic schools in rural areas	..	18	18	33	6,876
Senior Basic schools in urban areas	..	5	5	11	2,639
Junior Basic schools in rural areas	..	492	492	494	42,514
Junior Basic schools in urban areas	..	39	39	100	12,135
Post-Basic schools

Assam

Schemes under Basic education were maintained under P.W.R. budget from 1946-47 but as the P.W.R. grant was stopped towards the end of 1949, Basic Education Programme had to be greatly curtailed. Six Training Centres were established but one had to be closed down. So in 1951 we had five training centres. During the First Five-Year Plan, Central assistance was available and the following Centrally sponsored schemes were takes up :—

- (1) Titabor Basic Training Centre was raised to a college.
- (2) One VIIIth Grade Basic School and two Junior Basic schools were attached to it.
- (3) Two Urban Basic schools were also started.

Willing children coming out of Senior Basic school (Practising school) at Titabor, Udarbond and Shillong were retained in that school by arranging Post-Basic classes. The curriculum followed in these classes is based on Matriculation syllabus as no Post-Basic school could be started.

Statistical information is given in the following table :—

1	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by Govt. of India	Under Schemes sponsored and financed entirely by the State Govt.	Total of cols. 2 & 3		
2	3	4	5	6	
Post graduate Basic Teachers' Training Institutions	..	..	..	..	..
Basic Teachers' Training institutions for undergraduate trainees	1	..	1	6	346 trainees
Senior Basic schools in rural areas	..	12	12	26	3,144 } Enrolments are only approximate.
Senior Basic schools in urban areas	2	..	2	2	
Junior Basic schools in rural areas	..	203	203	591	
Junior Basic schools in urban areas	..	..	..	21	3,044
Post-Basic schools	..	..	..	..	..

Bihar

The year 1955-56 has been important mainly on account of the fact that Basic institutions in the State of Bihar have been consolidated and improved upon to a great extent. There was however an appreciable increase in the number of Junior Basic schools. The following statement will give an idea of the progress of the Basic institutions in the State :—

Type of institution	Number during 50-51	Number during 55-56	Enrolment in 1950-51	Enrolment in 1955-56	Teachers 50-51	Teachers 55-56
Junior Basic	300	1498	31068	87787	1226	3255
Senior Basic	224	620	33719	84221	1414	4063
Post-Basic	13	15	..	2204	..	142

Direct Expenditure

	1950-51	1955-56
Junior Basic	720,891	Not available
Senior Basic	924,819	3897,389
Post-Basic	..	368,524

The intensive Educational Development Scheme is under operation since 1952-53 in *Turki Vaishali* area. Under this scheme a group of closely integrated Basic and social institutions from Junior Basic school to Post-Graduate Basic training college and from a village library to a Janta College have been working at present in the area.

The whole area has been divided into five *anchals* and each *anchal* has been put in charge of one *anchal nayak*. The entire administration of the educational intensive area is managed by one Deputy Superintendent of Education and five *anchal nayaks*.

Pre-Basic School Education

Up to the year 1953-54 there was only one Government pre-Basic school in the State. In 1954-55 two pre-Basic schools were started. In the year 1955-56 two more such schools were established. Besides the Government-managed pre-Basic schools, there are a number of pre-Basic schools managed by private agencies such as *Nav Yug Vidyalaya*, Bhagalpur, *Shishu Shala* at Thamaner Turki, *Shishushala* at Chakramdas near *Vaishali* in Muzaffarpur district etc.

Urban Basic Schools

In the beginning of the first Plan it was decided to start a number of Basic schools in urban areas and it was also thought necessary to introduce crafts suitable for the people living in the urban areas, in lower classes of the Government *Zila* schools and practising schools attached to the Teachers' Training schools.

Up to the year 1953-54 there were a few Basic schools in the urban areas and crafts like gardening, spinning, weaving, carpentry, smithy were introduced just like those in Basic schools of rural areas. It was later felt that the boys and girls of Basic schools in the urban areas should be given option to choose crafts suited

to their needs and aptitudes. So, a number of crafts such as preparation of sweetmeats, thread ball, tailoring, dyeing, carpentry, smithy etc. were introduced in the practising school attached to the Patna Senior Training school and lower grades of the Bhagalpur Zila school. Towards the close of 1955-56, four posts of Deputy Superintendents of Basic education were created for the supervision of Government Basic schools.

Establishment of a Pilot Centre for the education of Juvenile Delinquents

In the year 1955-56 three teachers highly qualified and fully trained in the art of teaching were appointed in the upper division of the S.E.S. for classes VI, VII and VIII of the Hazaribagh Reformatory school for its ultimate conversion to Basic. One of the teachers on the staff has been fully trained in the Tata School of Social Sciences in Bombay. Steps were taken to fill up the post of Junior Psychologist. One Junior Psychologist has been appointed who assists the Superintendent, Hazaribagh Reformatory school in running the attached auxiliary home. Suitable books for the library of the Home, necessary equipment and appliances for the Pilot Centre have been purchased.

The Pilot Centre has got its office buildings constructed departmentally. One matron has been put in charge to take care of the inmates of the Hazaribagh Reformatory school and another matron takes care of the boys of the Home.

Statistical information is given below :—

	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India.	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	1	1	2	3	334
Basic Teachers Training institutions for undergraduate trainees	2	1	3	20 (Sr. Trg. Schools) 40 (Jr. Trg. Schools)	2,784 (two-years course) 3,587 (one year course)
Senior Basic schools in rural areas	..	389	389	608	82,216
Senior Basic schools in urban areas	..	7	7	12	2,005
Junior Basic schools in rural areas	..	1169	1169	1468	84,668
Junior Basic schools in urban areas	..	29	29	30	3,119
Post-Basic schools	1	..	1	15	2,204

Bombay

Statistical information about the development of Basic education in this State during the First Five-Year Plan is given below :—

	No. of Institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students in the institutions at the end of 1955-56	Remarks
	No. of Institutions established during the First Five-Year Plan					
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)			
1	2	3	4	5	6	7
Post-graduate Basic Teachers' Training institutions	..	..	..	3@	125	
Basic Teachers' Training institutions for undergraduate trainees	3*	12*	15	90*	12,827	
Senior Basic schools in rural areas	102 Under Scheme No. 1(vi)	} 2069	} 2181	} 2511	} 6,39,389	
Senior Basic schools in urban areas	plus 10 under Scheme No. 4(g).							776	3,61,195
Junior Basic schools in rural areas	..	..	..	249	26,042	
Junior Basic schools in urban areas	..	..	..	134	44,204	
Post-Basic schools	..	..	..	..	..

@The three Post-graduate Teachers' Training Institutions started in this State in 1948-49 were brought under Scheme No. 1 of the Government of India during the First Five-Year Plan.

*The twelve Training Colleges in col. 4 were started prior to 1951 and were taken under the First Five-Year Plan from 1951-52. The three Training Colleges in Col. 3 (at Rajpipla, Dhulia and Dharwar) were brought under the Government of India Schemes of the First Five-Year Plan. Four non-Government Colleges and one Government Training College were closed during this five-year period. The number of teachers under training in 1950-51 was 11,428 and that at the end of 1955-56 was 12,827.

Madhya Pradesh

The Government of Madhya Pradesh have accepted the Basic pattern of Elementary education and accordingly decided to convert all the existing Primary schools into Junior Basic schools in gradual stages. As the first step in this direction, out of one thousand Primary schools proposed to be converted 986 Primary schools were actually converted into Basic schools during 1955-56. Government have sanctioned payment to the *Janapada Sabhas* in the State an equipment grant of 75% of the expenditure limited to Rs. 375/- and grant for digging a well of 75% of expenditure limited to Rs. 1,000/- per school for the purpose of introduction of Spinning and Weaving and Agriculture as crafts in the schools.

In the year 1953-54 all the Normal schools in the State were provided with all the equipments necessary for the introduction of crafts with Spinning and Weaving and Agriculture, and Basic syllabus of the Hindustani *Talimi Sangh* has been introduced in all the Normal schools from the 1954-55 session. So also grants for the purchase of equipment, construction of weaving sheds, digging of wells for agriculture etc., were paid in 1953-54 to *Janapada Sabhas* in Amravati and Jabalpur Districts (27 and 25) and Wardha *Tahsil* (12)—in all 64 *Sabhas*—for the conversion of the Indian Middle school into Basic schools. Five Normal schools in 1954-55 at Jabalpur, Kamptee, Chanda, Dongargaon, Dharamjaigarh and two in 1955-56 one at Bhandara and the other at Paikunthpur were opened so that each district in the State may have its own Teachers' Training Institutions. Besides these, one more Normal school exclusively for aboriginal students has been opened at Sijhora during 1954-55 by the Tribal Welfare Department and placed at the direct control of the Education Department.

Two Post-Graduate Basic Training colleges have been established, one at Jabalpur and another at Amravati each including a Basic Training school and a Senior and Junior Basic school to serve as practising institutions, a group of community centres and an Integrated Library Service. A Janata college has also been opened at Jabalpur.

Government have sent in 1955-56 a batch of 25 women teachers and 15 graduate teachers as it did in 1954-55 for Basic Education Training to the Mahila Ashram, Wardha and Hindustani Talimi Sangh, Sewagram, Wardha, respectively.

During 1955-56 an emergency training programme in Basic education for 1500 teachers for a period of one and half months in batches was undertaken in 17 Normal schools and Kirodimal Nagar Raigarh Basic Training Centre.

A modified syllabus for Primary schools which incorporates the principle of Basic Education has been prepared and introduced from 1954-55 in gradual stages. Text books on the lines of this syllabus have also been prepared and are taught in schools. Nineteen Primary schools of the *Janapada Sabhas*, Wardha, were taken by Government under their control during 1955-56 and placed under the supervision of the Hindustani Talimi Sangh, Wardha. Provision for additional 50 matriculates and 100 non-matriculates was made in the five Normal schools *viz.* Akola, Amravati, Buldana, Khandwa and Bilaspur to increase the output of trained teachers since 1954-55 on

double shift basis. The duration of the course for matriculates is one year and for non-matriculates 2 years. Two teachers were also deputed to Hindustani Talimi Sangh, Sewagram, Wardha for production of literature on Basic education. Statistical data are given below :—

	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees at the end of 1955-56
	Under schemes Sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total of cols. 2 & 3		
1	2	3	4	5	6
Post-Graduate Basic Teachers Training Institutions	2	..	2	2	40
Basic Teachers Training Institution for under-graduate trainees	2	7	9	31	4,563
Semior Basic schools in urban areas	..	..	..	6	804
Semior Basic schools in rural areas	..	350	350	350	90,133
Junior Basic schools in Urban areas	..	..	..	3	381
Junior Basic schools in rural areas	..	772	772	772	58,721
Post-Basic schools . . .	..	..	..	..	..

Madras

Basic education being the accepted policy of Government in the primary stage, steps were taken during the Plan period for the expansion of Basic education. To this end, facilities for teacher-training in Basic education were provided

- (i) for graduate teachers, and
- (ii) for non-graduate teachers.

Re-training of graduate teachers was held in one or more of the centres, i.e. Perianaickenpalayam, Kallupatti, Batlagundu during the Plan period. The duration of the course was 5 months. The number of graduate teachers re-trained was 260. Elementary and Secondary grade teachers were also given similar re-training in Basic education for three months.

The number of Elementary and Secondary grade teachers re-trained during the period was 8,910.

For the first time since the introduction of Basic education in the State, conferences of those engaged in Basic education, i.e., teachers, Headmasters, Headmistresses and Inspecting Officers were held

in November and December 1951. From 1952-53 onwards regional conferences were held annual, one in Madurai Division and the other in Coimbatore Division. These regional conferences were organized by Basic Education Officers. District Educational Officers, Basic Trained Deputy Inspectors, Headmasters and Assistants of Basic Training schools and Headmasters of Post-Basic schools and of selected Basic schools attended them. These conferences provided opportunities to the Members of the staff of Basic Training schools and the Inspecting and Administrative Officers dealing with Basic education to come into personal contact with one another, review the work, discuss problems and formulate plans for development.

Besides these regional conferences, there were in-service education of Basic teachers. Once a month all the Basic teachers in a compact area met in the Basic Training schools in that area; once in a quarter they had a full day conference, the plan of work for the day being made earlier in consultation with the Inspecting Officer. At this conference the teachers discussed their day-to-day problems in the school and the decisions arrived at after the discussions were accepted by them to be put through in schools. The Inspecting Officers also personally helped the teachers in putting into effect those decisions arrived at in the schools.

Statistical information about the development of Basic education in this State during the First Five-Year Plan is given below :—

	No. of institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the institution at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored entirely by the State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training Institutions	..	..	..	..	..
Basic Teachers' Training Institutions for undergraduate trainees	34	14	48	82	7,823
Senior Basic schools in rural areas	116	} (a) 790	} (a) 2090	215	56,449
Senior Basic schools in urban areas	69			127	43,691
Junior Basic schools in rural areas	849			1,621	1,51,499
Junior Basic schools in urban areas	266			442	82,902
Post-Basic schools	2	2	4	4	128

(a) Separate figures are not available for Senior and Junior Basic schools and for urban and rural areas prior 1954-55. Therefore the totals are given for the four items bracketed.

Orissa

The scheme of Basic education was introduced in the State of Orissa on Government level in the year 1947 after the achievement of independence with a view to bring about a silent revolution in the domain of education for the regeneration of national life and preservation of all the virtues of the age-old civilisation which India had in the past. It also aimed at the education of all children in the State by drawing out the best in them in keeping with the ideals of a new social order.

SCHOOLS AND ENROLMENT

Table below shows the No. of Basic schools and their enrolment from year to year.

	1951-52	1952-53	1953-54	1954-55	1955-56
Institutions :—					
Senior Basic schools	4	7	7	15	16
Junior basic schools	172	209	268	356*	367†
Post Basic schools . . . . .	..	..	..	1	1
Pupils enrolled	11,821	14,137	18,164	22,490	23,554

There is a steady increase in the number of pupils on the roll. The number of schools started each year depended on the availability of trained personnel and of funds earmarked for this purpose. The schools have attracted quite a good number of pupils and the roll strength gradually increased as the institutions grew to be popular. Despite various odds that stood in the way of regular attendance in the schools the average attendance was to a great extent satisfactory. On completion of 5th year the number of Basic institutions stood gradewise as shown below :—

Post Basic school	1
Complete Basic schools	6
Basic schools with VII grades	8
Basic schools with VI grades	2
Basic schools with V grade	5†
Basic schools below grade V	316

In order to provide facilities for appointment in Government service and to seek admission into schools of general education where no facilities are available for further prosecution of studies in Basic schools, the State Government have passed orders that passing the Junior Basic School examination and passing of Grade VII of complete Basic schools are equivalent respectively to passing of U. P. and M. E. examinations.

*Including 35 Basic schools of project area and one Model Basic school.

†Including 47 Basic schools of project area and 2 Model Basic schools in urban areas.

Teachers

The training of matriculate and under-matriculate teachers has been undertaken by the training institution of our State and the graduates were trained at Sevagram under the Hindustani Talimi Sangh until recently when the Post-graduate Basic Training College was started at Angul in July, 1955. The teachers of the former type were generally appointed in Basic schools, whereas those of the latter type, in the training schools and senior basic schools. The following list shows the number of teachers appointed in Basic schools during the quinquennium under review.

Sl. No.	Qualifications	Number of teachers serving during the years				
		1951-52	1952-53	1953-54	1954-55	1955-56
1	Graduates	3	2	5	3	4
2	Intermediates	1	2	8	10	10
3	Matriculates	27	85	185	247	403
4	Non-matriculates and elementary trained.	102	450	449	500	516

Training Schools

The table below gives the number of Training schools and the teachers working in the training schools—

	1951-52	1952-53	1953-54	1954-55	1955-56
No. of training schools	7	7	6	6	6
No. of teachers	25	26	28	30	31

Annual admissions are allowed in four out of the six Basic training schools in the State and biennial admission is allowed in the other two training schools due to want of accommodation and other facilities. The course of study in the training schools is two years.

Expenditure

A statement of expenditure on Basic education during the First Five-Year Plan is given below :—

	1951-52	1952-53	1953-54	1954-55	1955-56
	1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.	Rs.
Basic Training schools	1,92,217	1,85,164	2,22,060	2,89,970	2,29,692
Mobile Training Squads	20,974	38,341	58,211	65,774	57,716
Post-Basic schools . . . . .	..	..	..	25,848	24,068
Government Basic schools	3,92,065	5,30,074	6,99,871	8,12,564	9,19,728
Basic schools under C.P. and N.E.S. Blocks . . . . .	..	..	..	35,767	66,125
Basic schools under municipal board . . . . .	..	..	..	..	4,297
Basic Training college . . . . .	..	..	..	1,05,079	1,37,330
TOTAL	6,05,256	7,53,579	9,80,142	13,35,002	14,38,956

Economic Aspects

The income from the Basic educational institutions in the State from the sale proceeds of the craft and garden products is given below year-wise.

	1951-52	1952-53	1953-54	1954-55	1955-56
Basic training schools	4,958	7,628	8,871	8,675	9,853
Basic schools	21,157	26,532	37,548	43,727	32,245

There had been steady increase on the income side in spite of the lack of necessary facilities in respect of land, accommodation, watering facilities, tools and equipment in almost all the institutions. The *per capita* income for trainees during the period under review went up to Rs. 27/- besides an additional income of Rs. 60.00 on account of his labour in respect of construction of houses, thatching, fencing *safai* and kitchen work. In Basic schools *per capita* income went up to Rs. 5.06 which is encouraging.

From the steady increase in the income from Basic educational institutions during the First Five-Year Plan, it appears that much can be achieved in the direction of self-sufficiency provided that the following necessary conditions are satisfied :—

1. Cultivable land, water facilities, livestock, tools and appliances are provided to complete satisfaction of the requirements of different types of institutions.

2. It is essentially necessary that well-trained persons having faith in Basic education and sincerity of purpose to execute the same are appointed.

3. Regular attendance with 30 pupils per teacher is ensured.

4. Higher grades particularly grades VI, VII and VIII are opened in continuation of the lower grades up to V in suitable places.

Some Results

Despite various difficulties the scheme of Basic education has given definite results in the shape of healthy pupil-teacher relationship, work-mindedness, fellow-feeling, special service and reform-mindedness and attempts at intelligent understanding of the immediate surroundings on the part of the pupils. Basic education Centres have played a major role in awakening the social, political and cultural consciousness of the villages by different activities, *viz.*,

1. Arranging medical aid to helpless patients
2. Undertaking social Education
3. Fighting untouchability
4. Cleaning public roads and unclean surroundings
5. Making profitable use of reforms in preparing 'Compost manure'.
6. Organising social and National festivals and celebrations and
7. Organizing village amusements on occasions.

All these have made Basic Education more realistic and popular.

The Basic school children are more realistic in their approach to day-to-day problems. They are more responsible, smart and ready to help new-comers. They have imbibed good habits of neatness and cleanliness and have taken active part in village cleanliness drives. In their homes they take care of their younger brothers and sisters and organise prayers. Both the teachers and the students organised Social Education Centres and ran them efficiently. Their work has been highly appreciated.

Organisation and Administration

The implementation of the policy and scheme of Basic education laid down by the Board of Basic Education, has been entrusted to the Organiser of Basic Education, Orissa, who was assisted by the Assistant Organiser of Basic Education, Orissa. As most of the schools have been started in compact areas, surrounding Training schools, the headmasters and the staff thereof supervise the work of Basic schools.

They give advice on the maintenance of the records of the pupils, preparation of literature, methodology and day-to-day work. Monthly conferences of Basic school teachers are held regularly in compact and concentrated areas to explore all possibilities for establishing parent-teacher cooperation and discussing day-to-day problems of schools and thrashing out ways of their solution.

Important Landmarks

To introduce the Basic pattern in Primary, M.E. and E.T. schools, five Squads were established which worked in all the districts of the State in imparting short course in Basic education for a month to the trained Primary school teachers.

Teachers received short training in Basic education. Almost all the District Inspectors of Schools, Deputy Inspectors of Schools, Sub-Inspectors of Schools and Assistant Sub-Inspectors of Schools of the State and some teachers of Training college were acquainted with the scheme of Basic education and work of Basic schools. The Primary school syllabus was modified after the Basic pattern and introduced in primary schools after being approved by the Government.

To secure the long-felt want of trained graduates in Basic education, a Basic Training College was started in Angul in 1955. There are forty-eight seats with the equivalent number of stipends of Rs. 40/- each.

The Assessment Committee appointed by the Government of India to assess to work of Basic education in all the States of India, came to Orissa in September, 1955 and visited the Basic Training college, Basic Training school and some Basic schools at Angul and Basic Training school and some Basic Schools at Raj-Sunakhala. They were pleased with the standard of achievement of Basic schools and Basic Training schools in the State. It is gratifying to note their remark that the teachers of Basic educational institutions of the State are working with sincerity and understanding.

A few extracts are quoted below :—

“Basic schools in Bihar and Orissa which we saw were generally good ones. The fundamentals of Basic education having been accepted by educational authorities in these States,

genuine efforts at building up good Basic schools were going on with an appreciate measure of success. Both in Bihar and Orissa good Basic schools were conducted often in buildings which fit into the village background, and agriculture and craft work are well-organised. Basic teachers in Bihar and Orissa were doing their work, where we saw them with a measure of devotion and understanding."

Devotion and Understanding

"In Orissa we saw how Basic Teachers' Training schools and Basic schools can be conducted well without big and costly buildings or elaborate external arrangements. The Post-Graduate Basic Teachers' Training College at Angul in Orissa had only recently started to function. We were glad to see it as this was the only Government Post-Graduate Basic Training College which we saw, that is affiliated to a University".

In spite of odds, the scheme of Basic education in Orissa has made much headway.

Statistical information about the progress of Basic education in this State is given below :—

	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainee in the institution at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govts.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	1	..	1	1	48
Basic Teachers-Training Institutions for under graduate Trainees	..	..	..	6*	364
Senior Basic schools in rural areas	..	11	11	15	2064
Senior Basic schools in urban areas	..	1	1	1	120
Junior Basic schools in rural areas	..	181 plus 47 'A' type schools in C.P. Areas	181 plus 47 'A' type schools in C.P. Areas	312 plus 47 'A' type schools in C.P. Areas	18,192 plus 2420
Junior Basic schools in urban areas	2	4	6	8	413
Post-Basic school	..	1	1	1	45

* The Training Institution at Ramachandrapur was abolished on 25-7-52.

Punjab

The number of institutions for Basic education has increased substantially during the First Five-Year Plan as will be seen from the table below. But in the opinion of the State Government the quality of Basic education still leaves much to be desired. This is chiefly because of the low calibre of teachers being produced by the Training Institutions. Efforts are being made to bring about improvement in this direction:—

	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govts.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training colleges	1	..	1	5	819
Basic Teachers' Training institutions for under-graduate trainees
Senior Basic schools in rural areas	1	23
Senior Basic schools in urban areas	5	2464
Junior Basic schools in rural areas	..	57	57	297	23,136
Junior Basic schools in urban areas	31	8028
Post-Basic schools

Uttar Pradesh

Basic education was first introduced in this State in 1937. A Training College for graduate teachers in Basic education was opened in August 1938. It was followed by seven Basic Education Refresher course Centres in the State to train teachers in the technique of Basic education.

The year 1947 saw the launching of the Primary Education Expansion Scheme under which 22000 Primary Basic schools were to be opened in the State in order to provide schooling facilities for children of the age range 6-11 years within a distance of 2½ miles from their residence.

During the period 1946-51, 12,350 new Junior Basic schools were opened in the rural areas thereby saturating about 26 districts with Junior Basic schools. Grants were given to the villagers to construct buildings for these schools; Mobile Training Squads were established practically in every district of the State to train teachers on the spot; and a large number of Normal schools were opened to train and meet the ever increasing demand for trained teachers. Compulsory education for boys within the age range 6-11 was introduced in 86 municipalities. It was almost a period of hectic growth. This will be borne out by the following figures:—

Year	No. of institutions	Enrolment	No. of teachers
<i>Junior Basic schools</i>			
1945-46	19,037	13,70,694	40,986
1950-51	31,979	27,27,123	70,299
<i>Senior Basic schools</i>			
1945-46	1,676	2,32,081	9,861
1950-51	2,854	3,48,137	14,505

By 1951-52 it was recognised on all hands that it was time to take stock of the achievement made and to start consolidation and re-organization on the basis of the experience gained. The ultimate cost of the above expansion also made it necessary to slow down the pace.

Emphasis during the First Plan Period was shifted from expansion to consolidation and improvement. The most important change was made at the Senior Basic stage. Agriculture was introduced as a compulsory subject in all the Senior Basic schools. A ten-acre farm was attached to each school. On the farm not only do students get training in improved methods of agriculture but ocular demonstrations are also given for the benefit of cultivators and villagers of the surrounding area about the superiority of improved agriculture over the existing methods. These reoriented schools also serve as community centres radiating improved agriculture and other social activities inculcating into students a spirit of self-help. The teacher besides being a teacher of agriculture is also in charge of Extension work in the locality. He is trained to give a lead in the economic, social and cultural activities beneficial to the people. In the schools where land for agriculture is not available, crafts have been introduced. The Scheme has had a very good start, has rich future possibilities and is expected to make the education in these institutions child-centred and shift the emphasis from books to crafts.

The syllabii of Junior and Senior Basic schools have been changed. For Class I to V agriculture with gardening has been adopted as the main craft. Some other suitable craft like spinning and weaving etc. is taught when and where agricultural activity is not possible. In Senior Basic schools, more stress is being laid on the productive aspect of crafts. The work is so arranged that useful and worthwhile articles are made by the pupils. As far as possible general subjects allied to craft work are integrated with it during the course of teaching.

The Government Basic Training College was shifted from Allahabad to Lucknow in 1952. To prepare teachers for imparting Basic education in the Normal schools, three Junior Basic Training colleges have been opened at Lucknow, Allahabad and Muzaffarnagar. The Syllabii of Senior and Junior Basic Training colleges have been drafted on a new basis to suit the Basic Scheme of education with the introduction of Main and Subsidiary crafts for each of them as given below :—

Main Crafts Agriculture or Spinning and Weaving subsidiary.

Subsidiary Crafts :

- (a) Government Basic Training College, Lucknow.
Täät-patti weaving, Toy making, Fruit preservation, Vegetable Gardening.
- (b) Government Junior Basic Training College, Allahabad—
Basket making.
- (c) Government Junior Basic Training College, Muzaffarnagar
Wood work

All these Training colleges adopted the new syllabus from July 1954 and conducted the whole programme of teaching and other activities on Basic lines.

Basic education thus has had a run of 17 years in U. P. During these years, a good deal of experimentation has been done and considerable thought given to its various aspects. The valuable experience gained as a result of these has confirmed the soundness of the fundamentals on which the State Government had formulated the scheme. Emphasis on the child as the centre of education and his all-round development, his relation to the life of the community, the need of activity in learning and the weaving of all learning round a craft or crafts, these and other well-recognised principles of education continue to be accepted. The State Government hold the view that self sufficiency or economically remunerative production cannot be aimed at. The limitations of the principles of correlation have now become clearer than they were when the scheme was introduced. Practical shape has been given to the agreed principles of child education in the context of the social and economic life of the community. The child has become the centre not only of education but also of the community with all its variegated light and shade of festivals and field-work, seasonal adjustments, and these have all their share in determining the actual lesson-pattern in the school. Child activity forms the very essence of the Scheme and this is ensured by weaving education as a whole round a suitable craft.

Detailed statistical information is given in the following table:—

1	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Gov.s.	Total (Total of columns 2 & 3)		
	2	3	4	5	6
Post-graduate Basic Teachers Training Institutions	1	55
Basic Teachers Training institutions for under-graduate trainees	3	..	3	3	165
Senior Basic schools in rural areas
Senior Basic schools in urban areas
Junior Basic schools in rural areas	..	1,640	1,640	28,400@	21,70,713
Junior Basic schools in urban areas	..	197	197	3,498	5,67,114
Post-Basic schools

@1918 uneconomical Junior Basic schools have been closed.

West Bengal

Statistical information about the development of Basic education in this State during the First Five-Year Plan is given below :—

1	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
	2	3	4	5	6
Post-graduate Basic teachers' Training institutions	..	..	..	1(a)	79
Basic Teachers' Training institutions for under-graduate trainees	3	2	5	17(b)	1060(c)
Senior Basic schools in rural areas	..	..	..	3	329
Senior Basic schools in urban areas	..	..	..	1	68
Junior Basic schools in rural areas	..	..	..	462	53,690
Junior Basic schools in urban areas	28	..	28	30	5,634
Post-Basic schools	..	..	..	..	..

(a) Originally there were 2 colleges one for men and another for women. They were amalgamated subsequently.

(b) Includes Senior and Junior Basic Training colleges

(c) Includes teacher trainees and outsider trainees

Hyderabad

Basic education, which was at first introduced in the erstwhile Hyderabad State with only two Basic Training Centres started at Bhiknoor (District Nizamabad) and Mominabad (District Bhir) in July, 1951, progressed swiftly during the period 1953-55. In the year 1954, the Government of Hyderabad declared that the policy of the Government was to replace the existing pattern of General education by the Basic one as soon as the requisite trained personnel was available. In pursuance of this policy, the Department of Education established a Basic Training centre for the Kannada area in 1953 and in the year 1954-55, converted the Government Normal School at Mahabubnagar into a Basic Training Centre and during the period 1955-56 converted all normal schools into Basic Training Centres, bringing the total number of Basic Training Institutions to 18.

During the period 1955-56, Government took necessary steps to convert 36 Primary-cum-Middle schools into Senior Basic schools under the scheme of Government of India for the expansion of Basic education. Similarly, in the period under mention, 440 Primary schools were converted into Junior Basic schools under the scheme for expansion of Basic education. In addition, there were 122 Junior Basic schools, mostly in the Community Project areas and one in Hyderabad City. Owing to the unsatisfactory financial position of the Government in the Education Department, it could not find the necessary matching-grants to upgrade the Basic Training Centre at Bhiknoor into a Basic Training college under scheme No. 1 of Government of India.

Statistical information is given below :—

	No. of institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or of trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post graduate Basic Teachers Training institutions
Basic Teachers' Training institutions for under-graduate teachers	11	7	18	18	1068
Senior Basic schools in urban areas
Junior Basic schools in urban areas	35	9252
Junior Basic schools in rural areas	154	12,818
Post Basic schools

Jammu and Kashmir

Statistical information about the development of Basic education in this State during the First Five-Year Plan is given below :—

	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under Schemes sponsored by the Govt. of India	Under Schemes sponsored and financed entirely by the State Govts.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions
Basic Teachers' Training institutions for under-graduate trainees	..	7	9	9	378
Senior Basic schools in rural areas
Senior Basic schools in urban areas
Junior Basic schools in rural areas
Junior Basic schools in urban areas
Post-Basic schools

Madhya Bharat

Basic education has been accepted as the pattern of Primary education in Madhya Bharat. The first batch of graduates was sent to Sewagram in the year 1949-50 to receive training in Basic education. This practice of sending graduates to Wardha for training was continued in subsequent years also and in all 36 persons were trained. Out of these Wardha-trained graduates, 15 have been posted as teachers in the Basic Training schools and 17 are working as Inspecting Officers.

"Progress of education should be a reform and not a revolution". Accepting this view, it was decided to convert gradually traditional Primary schools into Basic schools. Accordingly, during the end of

the First Five-Year Plan 450 traditional Primary schools of the following district were converted into Basic schools under the Government of India sponsored Scheme, "Conversion of Primary schools into Basic".

Name of the District	No. of Primary schools converted into Basic.
1. Gwalior	52
2. Bhind	54
3. Morena	23
4. Shivpuri	28
5. Guna	20
6. Bhilsa	20
7. Shajapur	14
8. Ratlam	26
9. Rajgarh	23
10. Mandsaur	43
11. Ujjain	31
12. Indore	14
13. Dhar	29
14. Dewas	18
15. Jhabua	22
16. Nimar (Khargone)	53
	450

To man the institutions with adequate number of fully qualified Basic teachers, two Basic Training schools, one at Manpur and the other at Garoth were started in 1952-53 purely at State cost, one under the Plan budget and the other under the normal budget. Under scheme No. I of the Government of India, one Basic Training school with two Junior schools was started at Bhind in 1954-55. One more Basic Training school was started under the Government of India Scheme "Expansion of Basic Education" in 1955-56 at Shivpuri. As the demand of Basic trained teachers increased, two existing Normal schools (Bijalpur and Borar) were converted into Basic Training schools under the scheme of the Government of India "Conversion of Normal Schools into Basic Schools" in the year 1953-54.

The trained personnel coming out of the training institutions were utilized in converting the existing traditional Primary schools into Basic ones.

In order to create an atmosphere for Basic education and to make out teachers and educational officers 'Basic-minded' short-term training camps were organised, in which top-ranking prominent Basic educationists were invited to deliver lectures and discuss problems relating to Basic education. These officers, after training, organised similar camps to train the teachers of their areas. Eight thousand teachers received training in 99 camps in the year 1954 and 173 camps were organised in 1955 in which more than 13,000 teachers were trained. This has proved to be a unique experiment of its own type. These repeated short-term Training courses have succeeded in creating a conviction in the teachers' minds in favour of the new Education.

A syllabus for Basic Schools has been prepared and introduced up to the 5th standard in full fledged Basic schools.

An interim syllabus has also been prepared for other Primary schools so that the fundamental principles of Basic education may be introduced in them till they are converted fully into Basic schools.

The total expenditure incurred during the First Five-Year Plan on Basic education under Plan Budget amounted to Rs. 11.89 lakhs.

Statistical information is given below :—

	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of Columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	..	..	..	..	..
Basic Teachers' Training institutions for Middle Trainees	4	2	6	6	426
Senior Basic schools in rural areas	..	..	..	..	..
Senior Basic schools in urban areas	..	..	..	..	..
Junior Basic schools in rural areas	429	..	429	429	33,346
Junior Basic schools in urban areas	..	..	..	13	2,340
Post-Basic schools	..	..	..	..	..

Mysore*State Schemes :*

Before the First Five-Year Plan, there were 101 Junior Basic schools and one Basic Training Centre for training 80 Primary School teachers every year in the Mysore State.

The First Five-Year Plan envisaged the following :—

- (i) increasing the number of Basic schools by 150 ;
- (ii) increasing the facilities for training of teachers in the State ;
- (iii) deputation of teachers outside the State for advanced training ; and
- (iv) publishing Basic education literature.

The total expenditure provided in the Plan for the purpose was Rs. 25·11 lakhs.

But, for want of funds, these items could not be implemented till the year 1953-54. However, the State Government was able to impart training in Basic education during the years 1954-55 and 1955-56 to 150 teachers as against 80 teachers previously. The total number of teachers trained during the Plan period was 482.

Officers of the Department were also deputed outside the State for advanced training so that after return they might improve the quality of Basic education in the State. Three Officers were deputed to Wardha in 1956 and have returned after training.

Sanction was also given during 1955-56 for the opening of all the 150 Basic schools envisaged in the Plan.

Centrally Sponsored Schemes :

The Government of India sponsored the following additional Schemes for development and expansion of Basic education :—

(1) Starting of a Post-graduate Basic Training Centre to train 12 Graduates under the Scheme of Intensive Educational Development in a compact area.

(2) Starting of another Post-graduate Basic Training Centre to train 40 Graduates.

(3) Conversion of one of the existing Teacher Training institutes into the Basic type.

(4) Starting of 10 New Basic schools.

(5) Conversion of 20 General Primary schools into Basic.

(6) Introduction of a Craft in 300 Primary schools as preparatory to their ultimate conversion into Basic.

(7) Training of 300 Craft Teachers.

(8) Preparation of teaching materials for Basic schools.

Owing to delay in the implementation, items 7 and 8 could not be given effect to; the rest were implemented.

Statistical information about the Basic educational institutions before and after the First Five-Year Plan is given in the following table :—

	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	..	..	..	1	9
Basic Teachers' Training institutions for under graduate trainees	1	..	1	2	250
Senior Basic schools in rural areas	..	3	3	3	128
Senior Basic schools in urban areas	..	..	..	8	1,715
Junior Basic schools in rural areas	30	160	190	252	13,137
Junior Basic schools in urban areas	1	..	1	12	1,176
Post-Basic schools	..	..	..	..	..

Pepsu

Basic education received recognition by the State Government during the First Five-Year Plan. A start was made in this direction in the year 1953-54, when 10 Basic schools were opened in the State to provide training in Weaving, Spinning, Agriculture, Fruits and Vegetable growing, Carpentry etc. In the following year 40 such schools were opened bringing the total to 50 i.e., the Plan target under the scheme. In addition to the above, the target for the conversion of 20 Primary schools was achieved by the end of 1954-55 i.e., a year ahead of the schedule, thus raising the total to 70. Later on, three schools were upgraded and, as such, the number of the Junior Basic schools during 1955-56 came down to 67.

For meeting the shortage of Junior Basic trained teachers, a Basic Teachers' Training Institute was established at Nabha in the year 1953-54. The untrained teachers recruited under the scheme 'to relieve educated un-employment' were given refresher courses during the year in the Institute. In the following year regular classes were started and the institution has been functioning since then.

Last year, the B.Ed. class was started in the State College of Education at Patiala. This will largely meet the demand of the Senior Basic teachers.

The statistical figures are given below :—

	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56.
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
I	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	1	..	1	1	61
Basic Teachers Trainings' institutions for undergraduate trainees	1	..	1	1	82
Senior Basic schools in rural areas	..	..	..	3*	..
Junior Basic schools in rural areas	70	..	70	67*	4,222
Senior Basic schools in urban areas	..	..	..	..	..
Junior Basic schools in urban areas	..	..	..	..	..
Post-Basic schools	..	..	..	..	..

*Three schools were upgraded.

Rajasthan

Before the formation of Rajasthan there was no definite policy and programme with the various integrating units regarding Basic education and its development. Some of the covenanting States e.g., Udaipur, Kotah, Jaipur and Jodhpur had started some Basic schools on an experimental basis and had introduced crafts in some of their existing schools to give them a Basic bias; but not much progress could be made under the circumstances for want of any well-thought out and organised plan.

After the formation of Greater Rajasthan and with the launching of the First Five-Year Plan, steady steps have been taken by the Government of Rajasthan towards the development of Basic Education. This has commenced with the implementation of the scheme No. (1) of the Government of India as the Pilot Project for intensive development in a selected area which was put into operation in Girwa Tehsil of Udaipur District with effect from the year 1952-53.

Under the above scheme, the following institutions were established and re-organised through conversion—

A post-graduate Training college for the staff of the Basic Training colleges and Administrative personnel—The Govindram Seksaria Teachers' Training College, Vidya Bhawan, Udaipur was re-organised as a Post-graduate Teachers' Training College in Basic education. Suitable staff, equipment, furniture and better and improved library facilities were provided under the scheme and the Institution has been training Post-graduate teachers in Basic education preparing and guiding candidates for the M. Ed. Degree and functioning very successfully on these lines since 1953 and is fulfilling the aims and objectives with which it was upgraded under scheme No. (1). The number of teachers trained and specialised in Basic education at the above institution during the last three years is as under :—

1953-54	B.Ed.	144	Specialised in Basic education 42
	M.Ed.	7	
1954-55	B.Ed.	161	61
	M.Ed.	12	
1955-56	B.Ed.	138	57
	M.Ed.	10	

With the re-organisation of the Govind Ram Seksaria Teachers' Training College, the Vidya Bhawan Handicraft Institute, which has been training teachers in various crafts even before the Scheme No. (1) was put into force, was also re-organised, better equipped and staffed for the training of teachers in various crafts like spinning and weaving, leather work, card-board work, clay modelling and paper mache. The number of teachers trained during the last three years since the implementation of Scheme No. (1) has been as under :—

1953-54	35
1954-55	38
1955-56	39

The Senior Basic School which was already existing at Badgaon, Vidya Bhawan, Udaipur, was further developed and improved upon with regard to equipment, staff and other facilities in order to fit it fully for purposes of practice teaching and demonstration for the Teachers' Training College.

A Basic Training School for Primary school teachers—A Government Training school of the traditional type for the training of Primary school teachers already existed at Udaipur. In order to fulfil the aim and purpose of Scheme No. (1), it was suitably staffed, properly equipped and converted into a Basic Training school. Since its conversion with effect from 1952-53 as a Basic Training school,

it has been working satisfactorily and has turned out so far about 270 Basic Training pupil teachers for Junior Basic schools. In order to provide a larger number of Basic Trained teachers for staffing the Primary schools to be converted into Basic ones the remaining eleven Basic Training schools of the traditional type were converted into Training schools of the Basic type in 1955-56 with their intake of 100 pupil teachers each.

The necessary number of model schools, converted into Basic ones for practice and demonstration purposes for the above Training schools were provided and suitably staffed and adequately equipped. Besides, during the First Five-Year Plan 316 schools were converted into Senior or Junior Basic schools (including 176 schools in the then State of Ajmer).

Since, in the beginning it was not possible to have full-term Basic training teachers for the above Primary schools, short-term training camps were organised to give elementary and essential training in Basic education to the existing teachers in the selected areas.

The following table gives an idea of the progress in the number of Basic Institutions during the First Five-Year Plan:

	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of Columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	2	..	2	2	313
Basic Teachers' Training institutions for undergraduate trainees	12	..	12	12	970
Senior Basic schools in rural areas	11	..	11	12	1,946
Senior Basic schools in urban areas	2	..	2	2	1,040
Junior Basic schools in rural areas	87	..	87	87	4,481
Junior Basic schools in urban areas	30	..	30	41	4,643

Saurashtra

Statistical information about the development of Basic education in this State during the First Five-Year Plan is given below :—

	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	1	..	1	1	9
Basic Teachers' Training institutions for undergraduate trainees	..	..	..	..	..
Senior Basic schools in rural areas	..	..	..	..	..
Senior Basic schools ² in urban areas ¹	..	..	..	..	..
Junior Basic schools in rural areas	600	..	600	1,508	1,23,522
Junior Basic schools in urban areas	200	..	200	234	35,999
Post-Basic schools . . .	..	..	..	..	..

Travancore-Cochin

At the commencement of the Plan period there was only one Basic Training school with a practising Junior Basic school. In the school year 1954-55, 16 Primary schools were converted to Basic type in the Community Project and the Block Development areas. In 1955-56 the State formulated a comprehensive scheme for the expansion of Basic education and converted 11 Training schools and 35 Primary schools to the Basic Type.

Thus during the last year of the Plan period there were, in all Basic Training schools and 55 Junior Basic schools in the State.

48 Graduate teachers in two batches of 24 each were trained in Basic education at Gandhigram in the Madurai District during the Plan period. They were put in charge of the Basic Training schools. An inspecting officer, who was also trained at Gandhigram, was posted as Inspector of Basic Schools, to supervise the Basic Training and Basic Schools of the State. Six teachers from the Department possessing M.A. and L.T. Degrees have been selected and given one

year's Basic Training at Jamia Milia, New Delhi with the intention of being posted to the Post-Graduate Training College proposed to be opened during the Second Plan period.

About 2,250 teachers were retrained in Basic education during the period. The enrolment of pupils in the basic sections of the 551 Junior Basic schools during the last year of the Plan was 17,388.

Statistical information about the progress of Basic education in the State is given in the following table :—

	No. of institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	..	..	..	..	..
Basic Teachers' Training Institutions for undergraduate trainees	11	..	11	12	942
Senior Basic schools in rural areas	..	..	..	..	..
Senior Basic schools in urban areas	..	..	..	..	..
Junior Basic schools in rural areas	35	19	54	55	17,388
Junior Basic schools in urban areas	..	..	..	..	..
Post-Basic schools	..	..	..	..	..

Ajmer

Basic Schools

Under the First Five-Year Plan a big programme of expansion of Basic education by the opening of new Basic schools and the conversion of ordinary Elementary schools into Basic was undertaken. As a result of this programme, all the existing Elementary schools have been converted into Basic and the number of Junior Basic schools in the State at the end of the First Five-Year Plan stands at 483.

Since buildings could not be provided for most of the newly opened Basic schools they had to be housed in all kinds of improvised accommodation such as *Choupals*, *Hatais*, *Patwar-Khanas*, etc. A provision of Rs. five lakhs was made in the First Five-Year Plan for

constructing buildings for village schools. But the pace of the work has not been quick enough. In 1954-55, buildings for 50 new schools were constructed.

It is encouraging that there is general willingness and keenness among the rural people in regard to the construction of school buildings in their villages. The voluntary efforts and cooperation of the villagers have been taken advantage of and the programme of construction of buildings has made more satisfactory progress during the closing years of the First Five-Year Plan.

Training of Basic teachers.

The present Basic Teachers' Training Institute (for under graduate students) was taken over by the State Government from the Delhi Administration in 1951-52. Till 1954-55, 555 teachers received training in this institution. The institution has also been conducting reorientation and short-term courses for non-Basic trained teachers.

Urban Basic Schools

It was decided in 1954-55 to establish a model Basic school in the city of Ajmer which was also to serve as a practising school for the teachers' training institute. This school has started functioning.

The following table gives statistical information regarding progress of Basic education in this state during the First Five-Year Plan :--

	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions
Basic Teachers' Training institutions for undergraduate trainees	..	1	1	1	86 (Ajmer 48) (Delhi 38)
Senior Basic school in rural areas
Senior Basic schools in urban areas
Junior Basic schools in rural areas	..	388	388	464	24,328
Junior Basic schools in urban areas	11	2,325
Post-Basic schools

Andaman and Nicobar Islands

During the First Five-Year Plan period, five Primary schools in rural areas were converted into Basic-cum-primary schools where gardening, community work and crafts like cane work, bamboo-basket making were introduced. Enrolment in these schools at the end of 1955-56 was 228.

Bhopal

Before integration, in the whole of the State, there existed almost no facilities for the training of teachers. Only one class attached to Model High School, Bhopal, was imparting training instruction in a humble way to a few Primary teachers. This class, it need not be said, was not run on scientific lines. With the inception of the popular Ministry in 1950, a Teachers' Training School was opened at Bhopal city for Primary school teachers. No attempt was made to open a Training college for graduate teachers in High schools mainly because the number of High schools was negligible and instead of having its own training college for graduates and incurring heavy expense at that stage, the State arranged to depute its limited number of graduates for training to outside colleges.

With the rapid expansion of schools on Basic lines, the need for Basic Trained teachers was greatly felt and, accordingly, a Basic Training College was started in 1953, at Sehore and was temporarily accommodated at Bhopal. This college accepted Matriculation as the minimum qualification for the candidates. The Teachers' Training School was also given a sound Basic bias.

The crafts introduced in the Basic Training College were spinning and weaving, agriculture and carpentry, gardening, music, art and painting. As the bulk of the candidates were to return to Basic schools in towns and villages, the curriculum framed was in spirit, theory and practice, fully related to the type of life the population led there. The experience of the past three years shows that the successful candidates on return to their jobs in respective schools have done yeomen's service to the cause of Basic education and fully met this challenge of the time.

The teacher's Training School at Bhopal is now fully developed on Basic lines. This institution admits teachers to be trained for primary and Junior Basic schools. In addition to the Basic crafts, other subsidiary crafts such as card-board making, book-binding, paper making, etc., are included.

New Basic Trained centres were being opened in 1956-57 at Berasia and Raisen and many more according to our requirements are in the offing. These Training institutions are a complete departure from the old conventional Training schools, since villages cluster round them and hence the curriculum in these Training schools is realistic and practical in its true sense.

At present there is only one Basic Training school at Bhopal for women. Social conditions and old traditions do not allow for any ambitious scheme, and hence for a stranger, the results of this training school might not appear spectacular; but when one judges them

on the dark background of past years, the change is almost revolutionary. This Training school trains women teachers who have and are making a very valuable contribution to the cultural life of Bhopal.

A post-graduate Basic Training College was also started in 1955-56.

Statistical information is given below :—

	No. of institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of Columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers Training institutions	..	1	1	1	64
Basic Teachers Training Institutions for Middle Trainees	..	1	1	1	95
Senior Basic schools in rural areas	..	7	7	7	698
Senior Basic schools in urban areas
Junior Basic schools in rural areas	..	85	85	85	3338
Junior Basic schools in urban areas	..	5	5	5	625
Post-Basic schools

Coorg

Improvement of Primary Schools

In the year 1954 all the schools in the Somwarpet Taluk were selected for improvement. All the 14 Middle schools and 22 Primary schools in this area were converted into full-fledged Basic and Junior Basic schools respectively in the year 1955. Coorg is essentially an agricultural area and therefore agriculture and gardening were introduced as Basic crafts in all the schools. Agricultural and garden implements were supplied. As many Basic trained teachers as were available were posted to these schools. Additional classrooms were built wherever necessary. Furniture and other equipment were supplied. Villagers were encouraged to send their children to school

regularly. By the end of 1955 the schools in the remaining area were converted into Basic schools. Thus 35 Middle schools, 46 Primary schools including two tribal schools were converted into Basic and Junior Basic schools in the remaining area. The programme of supplying agricultural and garden implements, furniture, etc., was extended to these schools also. Most of the schools had their own gardens. Even then the area had to be extended in several schools so as to give scope for every child to do practical work. Wherever the surrounding land belonged to the Government the question of procuring land was easy. But in other cases, land had to be acquired. In the case of Senior Basic schools pieces of wet and dry land had to be acquired.

The possibility of obtaining land by Bhoodan movement was also tried. In some cases such donations have been received but in the majority of cases acquisition had to be resorted to.

Forty Classrooms were added during the period 1951-56. Still the accommodation is insufficient in many of the schools. There is an adequate quantity of garden implements in all the schools. Most of the schools need furniture. Arrangement has been made to supply furniture through the agency of the Coorg Forest Department who have their own furniture factory where furniture is being manufactured.

Teachers in most of the village schools have no residential accommodation near the schools. It is proposed to put up residential quarters in as many villages as possible in the Second Five-Year Plan period.

All the Junior and Senior Basic schools put together produced vegetables and grain to the tune of 7913 pounds valued at Rs. 1,569. Of these Rs. 1,367 worth of goods were sold. The money realised was used for the purpose of feeding children during festive occasions.

Expansion of Basic Education

All the Government Primary and Middle schools in Coorg were converted into Basic schools by the beginning of 1955-56.

Agricultural and garden implements as well as *charkhas*, *taklies* and other accessories for cotton craft, barbed wire for fencing, etc. were supplied to all the Basic schools. Steps were taken to acquire one acre of paddy field for each of the Senior Basic schools and a piece of dry land for gardening for each of the Junior Basic schools and Senior Basic schools wherever Government land was not available. The acquisition proceedings have not been completed in most of the cases.

Urban Basic School

Eight classes, one section in each of the lower secondary classes of the Central High School, Mercara have been intergrated into an Urban Basic school. House-building is the Basic craft. The required staff for the subject has been appointed and the work commenced in 1956-57. A sum of Rs. 20,000 has been sanctioned for putting up a building.

Detailed Statistical information is given below :—

	No. of Institutions* established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	..	..	..	..	..
Basic Teachers' Training institutions for undergraduate trainees	1	..	1	1	75
Senior Basic schools in rural areas	49	..	49	49	15,890
Senior Basic schools in urban areas	..	..	..	..	..
Junior Basic schools in rural areas	68	..	68	69	6,209
Junior Basic schools in urban areas	..	..	..	..	..
Post-Basic schools	..	..	..	..	..

*Non-Basic Institutions were converted into Basic institutions.

Delhi

Basic education in Rural Areas

The Scheme of Basic education was launched in the rural areas of Delhi in July, 1948 in accordance with the recommendations of the Post-War Educational Development Board to provide free and compulsory Junior Basic education to children of the age-group 6 to 11 years and accordingly 150 Junior Basic schools (90 for boys and 60 for girls) were opened in addition to the then existing 148 Primary schools managed by the District Board, Delhi. The 148 District Board schools were later provincialised in 1950-51 and also brought into the Basic pattern gradually. In this way, by the end of 1955-56 all the 300 Elementary schools in the rural areas became full-fledged Junior Basic schools. It will not be out of place to point out here that Delhi comprises 304 villages and practically every village has a Junior Basic school. It may also be mentioned here that by the end of 1955-56, there already existed 21 Junior Basic schools in the urban areas managed by local bodies.

To extend the facilities of free and compulsory education to the children of the age-group 6 to 14 years as enunciated in Article 45 of the Constitution, a beginning was made during 1953-54 in the rural areas by raising 12 Junior Basic schools to the Senior Basic standard and provided free education in them. During 1954-55, fourteen more Junior Basic schools including three schools for girls were raised to Senior Basic status providing free education. Similarly, in 1955-56, 12 Junior Basic schools were raised to Senior Basic standard. By the end of the First Five-Year Plan period i.e., 1955-56 thirty-eight such Senior Basic schools came into existence in the rural area.

Teachers in Basic Schools

In 1948, when Basic education was started in this State, the number of teachers in rural Primary schools was 125 only but their number has now risen to 1,246 due to increase in the enrolment of schools. All these teachers are trained in Basic education.

Basic School Building

Out of 300 Junior and Senior Basic schools, only 135 schools had some sort of building built by themselves by the end of 1955-56. As against this, entirely new school buildings were needed for 165 schools, which function either in village *Chaupals*, *Panchayat Ghars* or rented houses.

Studies and School Activities

The syllabus for Basic schools for eight classes, prepared by the Government of India has been adopted in this State and besides other subjects (Mother Tongue, Mathematics, Social Studies, General Science, Physical Education, Art & Music) the following Basic crafts have been selected :—

- (a) Spinning and Weaving
- (b) Gardening-Agriculture
- (c) Home Craft (for girls only)
- (d) Card-Board work

Co-curricular activities like cubbing, blue birds, scouting, Junior Red Cross and *Bal Sabha* meetings are also given their due place in Basic schools.

Craft Products

Most of the articles prepared by students of Basic schools remain unsold as there are little facilities for sale and the local rural markets are very limited. Some of the products are used by the school while certain articles are sold at a price slightly higher than the cost. It is expected that after the establishment of full-fledged Basic schools of eight classes and provision of regular marketing facilities it would be possible to pay more attention to the productive aspect in these schools.

Basic Training Institutes

The need for establishing training institutions for training teachers in Basic education was keenly felt soon after the establishment of Basic schools in the State in 1948. Two training institutes one for men and the other for women were started in 1948 at Ajmer (for want of accommodation in Delhi) and Delhi respectively. The Institute for men at Ajmer was later handed over to the Ajmer Government due to certain administrative difficulties though it continued to train teachers deputed by Delhi also. The output of these institutes since their inception had been as follows :—

Year	No. of Trainees
1948-49	232
1949-50	244
1950-51	251
1951-52	190
1952-53	170
1953-54	178
1954-55	200
1955-56	174

The decrease in the number of trainees is due to the fact that the demand for Junior Basic Trained teachers so far as the rural area is concerned is decreasing, as no new Junior Basic schools are being opened there.

With the raising of selected Junior Basic schools to Senior Basic standard in 1953-54, the demand for Senior Basic Trained teachers was felt. A batch of 12 graduate teachers was, therefore, sent to undergo training in Senior Basic education at the T.T.I. Jamia Millia, Delhi during 1953-54 and the same number of teachers was deputed during 1954-55 and in 1955-56.

Advisory Board on Basic Education

In order to create interest and enthusiasm among the public, to take steps to enlist the cooperation of the people, and to advise and help in the development of Basic education, an Advisory Board consisting of official and non-official experts on Education under the Chairmanship of Minister for Education was set up for the State in July, 1952.

The principal functions of the Board are to formulate proposals for expansion and improvement of Basic education in Delhi and also to recommend changes that may be necessary in syllabus etc. The members of the Board are expected to visit and inspect the Basic schools and to offer suggestions for improvement. The Board also receives and considers periodically reports on the progress of Basic education and makes its comments and suggestions on the same. The Board normally meets once in every quarter.

Statistical information about Basic Education is given on the following table :—

1	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of Columns 2 & 3)		
Post-graduate Basic Teachers' Training institutions	1 (Private managed—Jamia Millia)	50
Basic Teachers' Training institutions for undergraduate trainees	2 (one J.B. Training for men started at Ajmer was taken over by Ajmer Govt. in 1952)	200
Senior Basic schools in rural areas	..	38	38	38*	7,707
Senior Basic schools in urban areas
Junior Basic schools in rural areas	262*	31,672
Junior Basic schools in urban areas	21 managed by local bodies	..	6,300
Post-Basic schools

*Thirty-six Junior Basic schools were raised to senior Basic schools during the First Five-Year Plan and two new senior Basic schools were started during the First Plan.

Himachal Pradesh

Recognising the principle of educating children through purposeful creative activities, which should gradually develop into productive work, a policy was adopted that the Primary schools that are to be started should be as far as possible on proper Basic lines. With this objective in view a beginning, was made during the First Five-Year Development Plan when as many as about 200 such schools were brought into existence by opening new schools or by converting the existing Primary schools into the Basic type. Besides this action in the Primary Department, one Urban Basic school was also opened. A teacher's Training college was also brought into existence and four demonstration and practice schools were also opened.

Broadly speaking Basic education was developed under the following three heads—

- (i) Schemes initiated under Government of India, Ministry of Education Schemes Nos. (1) and (4) ;
- (ii) Schemes initiated under the State's First Five-Year Plan ;
- (iii) Development undertaken by the Community Project Administration in National Extension Blocks etc.

Under (1) the following institutions were opened :

In former Bilaspur State

(i) *Establishment of a Training College.*—This College, though in the beginning started at Bilaspur during the year 1952-53 was later shifted to Auhar, a place about six miles away from Bilaspur town. In the beginning it was meant to train Basic teachers required for Junior Basic schools but later on during the year 1956-57 it was up-graded as a Training college for graduate teachers leading to the award of B.Ed. degree of the Punjab University. It has since been affiliated, though provisionally, to the Punjab University. So far it has trained out about 100 Junior Basic teachers and the present batch of 40 trainees has very recently appeared in the B.Ed. examination.

(ii) *Establishment of two demonstration and practising Schools.*—These schools were opened at Auhar and Gherwin during the years 1953 and 53. These are attached to the Basic Training College at Auhar and serve, as their names denote, as a ground for practice and demonstration for the trainees of the said college.

(iii) *Establishment of the Urban Basic School.*—This school was opened at Bilaspur during the year 1953-54 under Scheme No. 4(g) of the Ministry of Education, Government of India. It is a flourishing school and has more than 600 students on roll. Besides imparting education up to the middle standard, it has the facility of teaching of a few crafts which students take as hobby and not as part of their school curriculum.

In Himachal Pradesh

(iv) *Establishment of two demonstration and practising schools.*—These two schools were opened at Urla (Mandi District) and

Saamarkot (Mahasu District) during the year 1952-53. Though these schools are flourishing ones, still they lack proper development due to numerous difficulties specially the lack of trained craft teachers. Under head (ii) 109 Junior Basic schools were opened during the year 1951-52 and 36 during the year 1952-53. In former Bilaspur State only nine schools of this type were opened as against a target of 22. These schools are manned by trained Basic teachers and have since been provided with adequate craft material and equipment. A syllabus for these schools formulated on Basic lines has also been approved and applied.

Under Head (iii) 39 new Junior Basic schools were opened throughout Himachal Pradesh and, in addition, 45 existing Primary schools were converted into the Basic type. To meet the increasing demand of Basic teachers, one teacher's Training school was converted into a Basic Training school which now turns out Junior Basic teachers instead of J. V. teachers.

Statistical information about the development of Basic education in this State during the First Five-Year Plan is given below :—

1	No. of Institutions established during the First Five-Year Plan			Total No. of institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total (Total of columns 2 & 3)		
2	3	4	5	6	
Post-graduate Basic Teachers' Training institutions	1	..	1	1	24
Basic Teachers' Training institutions for undergraduate trainees	..	1	1	2	216
Semior Basic schools in rural areas	..	..	..	2	488
Semior Basic schools in urban areas	1	..	1	1	540
Junior Basic schools in rural areas	4	199	203	203	15334
Junior Basic schools in urban areas	..	..	..	..	..
Post-Basic schools	..	..	..	..	..

Kutch

On an experimental basis, the Basic bias was introduced in ten schools during the year 1952-53, and gradually the number increased to 20.

The Government of India had sanctioned a sum of Rs. 2,000 towards the purchase of equipment for the conversion of two Primary schools into junior Basic schools. But due to acute shortage of Basic trained teachers, this scheme could not be launched on a big scale.

At present there is one Basic training school imparting instruction to Primary teachers. It covers a two-year course. This institution has been converted recently into a Basic Teachers Training school.

Two Primary schools, one at Mundra and the other at Virani, have also been converted into Basic schools. After the availability of Basic Trained teachers, more schools will be converted into Basic.

The following table gives statistical information about the progress of Basic education in this State during the First Five-Year Plan :—

	No. of Institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the Institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total. (Total columns 2 & 3)		
I	2	3	4	5	6
Post-graduate basic Teachers Training institutions
Basic Teachers' Training institutions for under-graduate trainees	..	1	1	1	64
Senior Basic schools in rural areas
Senior Basic schools in urban areas
Junior Basic schools in rural areas	..	1	1	1	153
Junior Basic schools in urban areas	..	1	1	1	199
Post-Basic schools

Manipur Administration

Urban Junior Basic School.

An urban junior Basic school was started with five instructors in 1954. Equipment and raw materials worth Rs. 1,063 were purchased for the craft subjects. Finished articles worth Rs. 95-4-0 were manufactured in the craft class by the trainees of this Institute. Enrolment of the school at the end of 1955-56 was 61.

Basic Training Institute

This Institution was started in 1955. During 1955-56, out of 40 teachers put in for training 37 came out successful.

NEFA

Basic Education

The introduction of the Basic education being the accepted policy of the Administration, it has been decided to convert all the schools into the Basic pattern in gradual stages. Hence, as a first step, the training of teachers in the Basic education was necessary. With this object in view, the Teachers' Training Institute at Margherita was converted into a Basic Teachers' Training Institute (*Buniyadi Sikhsha Bhavan*) during the year 1955-56. Since then the following number of teachers have been receiving training in the Basic system in the *Buniyadi Sikhsha Bhavan*, Margherita :—

Senior Basic 25 trainees.

Junior Basic 27 trainees.

Further, a number of Officers and teachers were deputed to undergo Basic training at Sevagram and Titabar during 1955-56 as also during other years of the First Five-Year Plan. Their numbers are given below :—

SEVAGRAM

Period	No. of Officers	No. of Office Assistants	No. of School Sub-Inspectors	No. of teachers
1951-56	4	1	3	10
1955-56	2	1	...	7

TITABER

Period	No. of Officers	No. of Sub-Inspector	No. of Teachers
1951-56	14
1955-56

Tripura

The development of Basic education in this State was started in the year 1953-54. Before 1953-54 there was only one Junior Basic school. During the year 1953-54, 27 matriculates and eight graduate teachers were sent to West Bengal for training in Basic education for a period of one year. Three Junior Basic schools and one Senior Basic school were started during the said year. One short course training in Basic education was also organised in that year and 1000 teachers participated in that short course. One M. E. school was also converted into a Basic school during the same year.

The main difficulty in the development of Basic education in this State is the lack of Basic trained teachers. To overcome this difficulty, a Basic Training college for undergraduate trainees with one Experimental Model and a Junior Basic school was started during the year 1954-55. During that year 26 teachers were trained in that college. Two Senior Basic schools have also been started in the same year. One short course training in Basic education was also organised and 70 teachers participated in the training.

In 1955-56, a Post-graduate wing was added to the Basic Training College for training graduate teachers. 16 Graduates have been trained in Basic Education in that College. In the same year five Senior Basic schools and 27 Junior Basic schools have been started. All the Basic schools have been staffed with Basic Trained teachers. Crafts have been introduced in some of the Primary schools and in some Secondary schools of this State. A short course training was also conducted in that year and 187 teachers participated in it.

At the end of 1955-56 the State had one Basic training college, one Post-graduate Basic Training college, 11 Senior Basic schools with 1,320 students, and 32 Junior Basic schools with 3,500 students.

The statistical data are given in the following table :—

	No. of Institutions established during the First Five-Year Plan			Total No of Institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by State Govt.	Total (Total of columns 2 & 3)		
1	2	3	4	5	6
Post-graduate Basic Teachers' Training institutions	1	..	1	1	161
Basic Teachers' Training institutions for under-graduate trainees	1	..	1	1	761
Senior Basic schools in rural areas	4	..	4	7	1,0811
Senior Basic schools in urban areas	..	..	..	4	1,1655
Junior Basic schools in rural areas	..	5	5	19	2,8823
Junior Basic schools in urban areas	..	..	..	14	3,4000
Post-Basic schools	..	..	..	..	..

Vindhya Pradesh

Before the commencement of the First Five-Year Plan, Basic education was not in operation in Vindhya Pradesh area. The then State Government of Vindhya Pradesh had decided for the first time in 1952 to introduce Basic education at the Primary stage. There was only one sub-scheme "Opening of eight model Basic schools" under the head "Primary Education" in the State Plan. These eight Model Basic schools were started in July, 1952—one at each of the eight district headquarters.

Later in July, 1953, 60 existing Primary schools were converted into Basic schools under the Government of India Scheme No. 1—'Intensive Education Scheme' launched in a compact area of 100 villages each in two districts, Panna and Datia.

The total enrolment in these 68 Basic Primary schools at the end of the First Plan was 6,500.

One matriculate Basic-trained teacher in the scale of Rs. 60-3-75, to worked as Headmaster and one middle passed teacher in the scale of Rs. 35-3-75, trained in some craft were provided in each of these Basic schools.

To procure Basic-trained teachers for Basic schools, two Basic Teachers' Training schools were started during the First Plan period. One school for Matriculates was started at Kundeshwar in Tikamgarh in 1952 with an intake of 64 trainees and one for Middle—passed candidates was started at Rajgarh in Chhatarpur district in July, 1955 with an intake of 100 trainees. The Kundeshwar scheme produced 249 trained teachers in all up to the end of the First Five-Year Plan and the Rajgarh scheme brought out its first batch of 100 Middle—passed trained teachers during 1955-56.

It has been felt that these institutions will equip the teachers with professional knowledge and understanding as well as promote the necessary aptitudes to enable to prepare their pupils to take an active part in social life and help in building up a new society.

The Kundeshwar college has been doing useful service in this direction. It maintains a very good standard of craft work and the pupil teachers prepare marketable goods that compensate for the raw materials used.

The institution also published the following three booklets on Basic education :—

1. *Shishu Shiksha* .
2. Correlation in Basic Education
3. Reconstruction of Teacher Education

One Urban Basic school was established at Shahdol in July, 1953 under Government of India Scheme No. 4—"Selected Educational Experiments."

Under the Government of India Scheme—"Expansion of Basic Education" only one project 'Preparation of teaching material in Basic Schools' was implemented in eight Model Basic schools, one in each district.

Statistical information about the progress of Basic education in this State is given below :—

1	No. of institutions established during the First Five-Year Plan			Total No. of Institutions at the end of 1955-56	Total No. of students or trainees in the institutions at the end of 1955-56
	Under schemes sponsored by the Govt. of India	Under schemes sponsored and financed entirely by the State Govt.	Total of Columns 2 & 3		
2	3	4	5	6	
Post-graduate Basic Teachers Training institutions	..	..	..	..	..
Basic Teachers Training institutions for Middle Trainees	2	..	2	2	1700
Senior Basic schools in rural areas	..	..	..	..	..
Senior Basic schools in urban areas	1	..	1	1	288
Junior Basic schools in rural areas	60	..	60	93	64299
Junior Basic schools in urban areas	..	8	8	12	62377
Post-Basic schools . . .	..	..	..	..	..

CHAPTER III

SUMMARY OF THE PROGRESS AND STATISTICAL TABLES ON AN ALL-INDIA BASIS

Although the need to reorientate Elementary education on sound lines was felt and the decision to remodel it on the pattern of Basic Education was taken long ago, no systematic progress in this direction was achieved until the commencement of the First Five-Year Plan.

It was during the First Five-Year Plan that attention was given to this matter in a practical way. Thus, the Union Ministry of Education sponsored a number of schemes aiming at qualitative improvement as well as some quantitative expansion of Basic education. A short description of these schemes has been given in Chapter I.

In addition to rendering financial assistance to State Governments through these schemes, the Ministry also took some other measures the more significant among which are mentioned below.

A Conference of the Principals of Post-Graduate Basic Training Colleges was held in 1954 in which many problems regarding organisation, curriculum and research in Basic Training colleges were discussed. The Conference also drafted a syllabus for Post-Graduate Basic Training colleges to serve as a guide to these institutions and State Governments.

A Standing Committee of the Central Advisory Board of Education was appointed to advise the Central and State Governments on matters relating to Basic education. The Committee has made some valuable recommendations which are expected to have a healthy impact on education in the country. A very valuable contribution made by the Committee was the bringing out of a brochure entitled "The Concept of Basic Education" clarifying the present thinking on the subject in the light of the experience gained in this field during the past 20 years or so. This brochure has been favourably received everywhere.

The Union Ministry of Education also appointed an Assessment Committee on Basic education in 1955 which toured many States in the country to study the development of Basic education and the connected problems. The Committee submitted its report in May 1956 which has been published by this Ministry. The report contains recommendations for the further development of Basic education on sound lines which have been generally accepted for implementation.

In order to promote research in the field of Basic education the Government of India established towards the end of the First Five-Year Plan a National Institute of Basic Education to undertake and coordinate on an all-India basis research work in this field, to prepare literature on Basic education and to train administrators and supervisory staff at the higher level.

The Union Ministry of Education has also brought out a "Handbook for Teachers of Basic Schools". The book deals, *inter alia*,

with the methods of teaching different subjects in Basic schools and contains valuable suggestions on problems of classroom teaching in these schools.

In addition to participation in the centrally sponsored schemes, the State Governments themselves also undertook various schemes of Basic education which may be classified under the following broad categories :—

1. Establishment of Post-graduate Basic Training colleges
2. Development of the existing Post-graduate Basic Training colleges
3. Establishment of Basic Training colleges for undergraduate trainees.
4. Conversion of existing training institutions into Basic
5. Establishment of Basic schools
6. Conversion of existing schools into Basic
7. Upgrading of Junior Basic schools into Senior Basic schools
8. Post Basic schools
9. Seminars and refresher courses for teachers in Basic education
10. Re-training of teachers in the Basic system
11. Training of craft instructors
12. Introduction of crafts in non-Basic schools
13. Production of literature on Basic education

The steps taken by the State Governments and the Government of India during this period cannot be claimed to have changed radically either the quality or the quantity of Basic educational institutions. But it will not be an exaggeration to say that some definite progress has been achieved in almost all the States and a general awareness of the requirements and also of the problems has been awakened which will be a valuable element in stimulating further progress in future.

An idea of the quantitative achievement during this period can be gathered from the following facts and figures :—

The number of Post-graduate Basic Training colleges has increased from 8 to 25 and that of Basic Training institutions for undergraduates has increased from 240 to 393. In these institutions 2,000 graduates and 40,848 non-graduates were receiving Basic Teachers' Training in 1955-56. During these five years the number of Junior Basic schools rose from 33,033 to 43,169 and the total enrolment in these schools at the end of the Plan was 37,70,807. There was also considerable increase in the number of Senior Basic schools. At the beginning of the Plan there were 3,204 Senior Basic schools in the country and by the end of the Plan their number was 4,836 with a total enrolment of 13,26,399 students. The number of post-Basic schools in 1955-56 was 20 with a total enrolment of 2,377.

Statistical tables on an all-India basis for different categories of Basic educational institutions are given in the following pages.

Post-graduate Basic Teachers' Training institutions (1955-56).

State	No. of institutions	No. of graduates receiving Teachers Training in Basic education	REMARKS
Andhra	1	70	
Assam . . . . .	..	..
Bihar	3	334	
Bombay	3	125	
Madhya Pradesh	1	20	
Madras . . . . .	..	..
Orissa	1	48	
Punjab	5	783	
Uttar Pradesh	1	55	
West Bengal	1	79	
Hyderabad . . . . .	..	..
Jammu & Kashmir . . . . .	..	..
Madhya Bharat . . . . .	..	..
Mysore	1	9	
PEPSU	1	61	
Rajasthan	2	239	
Saurashtra	1	9	
Travancore-Cochin . . . . .	..	..
Ajmer . . . . .	..	..
Andaman & Nicobar Islands . . . . .	..	..
Bhopal	1	64	
Coorg . . . . .	..	..
Delhi	1	64	
Himachal Pradesh	1	24	
Kutch . . . . .	..	..
Manipur . . . . .	..	..
N.E.F.A. . . . .	..	..
Tripura	1	16	
Vindhya Pradesh . . . . .	..	..
Total	25	2000	

Basic Teachers' Training institutions for under graduate trainees
(1955-56)

State	No. of institutions	No. of trainees in these institutions	REMARKS
Andhra	25	2,139	
Assam	6	346	
Bihar	60	6,371	
Bombay	90	12,827	
Madhya Pradesh	31	4,563	
Madras	82	7,823	
Orissa	6	364	
Punjab	Nil	Nil	
Uttar Pradesh	3	165	
West Bengal	17	1,060	
Hyderabad	18	1,068	
Jammu & Kashmir	9	378	
Madhya Bharat	6	426	
Mysore	2	250	
PEPSU	1	82	
Rajasthan	12	970	
Saurashtra	Nil	Nil	
Travancore-Cochin	12	942	
Ajmer	1	86	
Bhopal	1	95	
Coorg	1	75	
Delhi	2	200	
Himachal Pradesh	2	216	
Kutch	1	64	
Manipur	1	40	
Tripura	1	76	
Vindhya Pradesh	2	170	
Andamən & Nicobar Islands	Nil	Nil	
N.E.F.A.	1	52	
Total	393	40,848	

Senior Basic schools in rural areas (1955-56)

State	No. of institutions	No. of students in these institutions	REMARKS
Andhra	33	6,876	
Assam	26	3,144	
Bihar	608	82,216	
Bombay	2,511	6,39,389	
Madhya Pradesh	350	90,133	
Madras	215	56,449	
Orissa	15	2,064	
Punjab	1	23	
Uttar Pradesh . . . . .	..	..
West Bengal	3	329	
Hyderabad . . . . .	..	..
Jammu & Kashmir . . . . .	..	..
Madhya Bharat . . . . .	..	..
Mysore	3	128	
PEPSU . . . . .	..	..
Rajasthan	12	1,946	
Saurashtra . . . . .	..	..
Travancore-Cochin . . . . .	..	..
Ajmer . . . . .	..	..
Andaman & Nicobar Islands . . . . .	..	..
Bhopal	7	698	
Coorg	49	15,890	
Delhi	38	7,707	
Himachal Pradesh	2	488	
Kutch . . . . .	..	..
Manipur . . . . .	..	..
N.E.F.A. . . . .	..	..
Tripura	7	1,081	
Vindhya Pradesh . . . . .	..	..
Total	3,880	9,08,561	

Senior Basic schools in urban areas (1955-56)

State	No. of institutions	No. of students in these institutions	REMARKS
Andhra	11	2,639	
Assam	2	364	
Bihar	12	2,005	
Bombay	776	3,61,195	
Madhya Pradesh	6	804	
Madras	127	43,691	
Orissa	1	120	
Punjab	5	2,464	
Uttar Pradesh . . . . .	..	..
West Bengal	1	68	
Hyderabad . . . . .	..	..
Jammu & Kashmir . . . . .	..	..
Madhya Bharat . . . . .	..	..
Mysore	8	1,715	
PEPSU . . . . .	..	..
Rajasthan	2	1,040	
Saurashtra . . . . .	..	..
Travancore-Cochin . . . . .	..	..
Ajmer . . . . .	..	..
Andaman & Nicobar Islands . . . . .	..	..
Bhopal . . . . .	..	..
Coorg . . . . .	..	..
Delhi . . . . .	..	..
Himachal Pradesh	1	540	
Kutch . . . . .	..	..
Manipur . . . . .	..	..
N.E.F.A. . . . .	..	..
Tripura	4	1,165	
Vindhya Pradesh	1	28	
Total	956	4,17,838	

Junior Basic schools in rural areas (1955-56)

State	No. of institutions	No. of students in these institutions	EMARFS
Andhra	494	42,514	
Assam	591	41,763	
Bihar	1,468	84,668	
Bombay	249	26,042	
Madhya Pradesh	772	58,721	
Madras	1,621	1,51,499	
Orissa	359	20,728	
Punjab	297	23,136	
Uttar Pradesh	28,400	21,70,713	
West Bengal	462	53,690	
Hyderabad	154	12,818	
Jammu & Kashmir . . . . .	..	..
Madhya Bharat	429	33,346	
Mysore	252	13,137	
PEPSU	67	4,222	
Rajasthan	87	4,481	
Saurashtra	1,508	1,23,522	
Travancore-Cochin	55	17,388	
Ajmer	464	24,328	
Andaman & Nicobar Islands	5	228	
Bhopal	85	3,338	
Coorg	69	6,209	
Delhi	262	31,672	
Himachal Pradesh	203	15,334	
Kutch	1	153	
Manipur . . . . .	..	..
N.E.F.A.	7	193	
Tripura	19	2,883	
Windhya Pradesh	93	6,429	
Total	38,473	29,73,155	

Junior Basic schools in urban areas (1955-56)

State	No. of institutions	No. of students in these institutions	REMARKS
Andhra	100	12,135	
Assam	21	3,044	
Bihar	30	3,119	
Bombay	134	44,204	
Madhya Pradesh	3	381	
Madras	442	82,902	
Orissa	8	597	
Punjab	31	8,028	
Uttar Pradesh	3,498	5,67,114	
West Bengal	30	5,634	
Hyderabad	35	9,252	
Jammu & Kashmir . . . . .	..	..
Madhya Bharat	13	2,340	
Mysore	12	1,176	
PEPSU . . . . .	..	..
Rajasthan	41	4,643	
Saurashtra	234	35,999	
Travancore-Cochin . . . . .	..	..
Ajmer	11	2,325	
Andaman & Nicobar Islands . . . . .	..	..
Bhopal	5	625	
Coorg . . . . .	..	..
Delh	21	4,436	
Himachal Pradesh . . . . .	..	..
Kutch . . . . .	..	..
Manipur	1	61	
N.E.F.A. . . . .	..	..
Tripura	14	3,400	
Vindhya Pradesh	12	6,237	
Total	4,696	7,97,652	

Post & Basic schools (1955-56)

State	No. of institutions	No. of students in these institutions	REMARKS
Andhra	
Assam	
Bihar	15	2,204	
Bombay	
Madhya Pradesh	
Madras	4	128	
Orissa	1	45	
Pun ab	
Uttar Pradesh	
West Bengal	
Hyderabad	
Jammu & Kashmir	
Madhya Bharat	
Mysore	
PEPSU	
Rajasthan	
Saurashtra	
Travancore-Cochin	
Ajmer	
Andaman & Nicobar Islands	
Bhopal	
Coorg	
Delhi	
Himachal Pradesh	
Kutch	
Manipur	
N.E.F.A.	
Tripura	
Vindhya Pradesh	
Total	20	2,377	