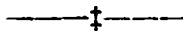




**REPORT OF THE
SPECIAL COMMITTEE FOR
BASIC EDUCATION
ANDHRA PRADESH
1961**

**EDUCATION DEPARTMENT, ANDHRA PRADESH
HYDERABAD**



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1961**

INDEX

I. INTRODUCTORY :

	PAGES
Appointment of the Committee—terms of reference— ITINERARY.	1- 5

II. APPRAISAL OF THE EXISTING SITUATION :

Historical Survey of :—

(a) Primary Education	11-16
(b) Basic Education	16-26

III. REORIENTATION OF AIMS AND OBJECTS :

(1) Defects of existing system:	27-30
(2) Aims and objectives of basic education	30-33

IV. IMPROVEMENT OF THE TEACHING PERSONNEL :

(1) Teaching lersonnet	
(a) The position of teachers	35-36
(b) Educational Survey and supply of teachers	36-38
(c) Selection of teachers	33-39
(d) Types of teachers' training institutions	39-42
(e) Women teachers	42-43
(2) Conditions in Basic Training Institutions	
(a) Agricultural land	44
(b) Other crafts	44-46
(c) Disposal of craft products	46-47
(d) Syllabus in Training Schools	47-49
(3) Correlation	49-51
(4) Model School	51-52
(5) Residential institutions	52
(6) Literature for teachers and children	52-54
(7) Posting of teachers	54-55
(8) Reserach and extension	55-56
(9) Staff of the training institutions	56
(10) Retraining and in-service training	
(a) Retraining	56-57
(b) In-service training	57
(11) Training at graduate level	57-58

	PAGES
V. BASIC EDUCATION SYSTEM :	
(1) Junior Basic Schools	59-63
(2) Conditions in Basic Schools	63-66
(3) Craft and productivity aspect in basic education ..	66-70
(4) Study of languages—	
(a) Mother -tongue	70-71
(b) English	17
(c) Hindi	71
(d) Teaching of Science	71-72
(5) Senior basic schools and 7 years integrated course ..	72-74
(6) Post basic schools	74-78
VI. CURRICULUM IN BASIC SCHOOLS	79-80
VII. CHARACTER BUILDING IN SCHOOLS	81-82
VIII. EXAMINATION, ASSESSMENT AND EVALUATION	83-90
IX. PROBLEMS OF ADMINISTRATION	
(1) Organisation and administration	91-95
(2) Supervision and inspection of schools	95-96
(3) Managment and conditions of recognition	96-97
(4) School building and equipment	97
X. FINANCE	99-101
XI. CONCLUSION	103-107
XII. SUMMARY OF RECOMMENDATIONS	108-118

APPENDIX

I. GOVERNMENT (ANDHRA PRADESH) ORDER APPOINTING THE COMMITTEE	119-120
II. COPY OF THE QUESTIONNAIRE, ISSUED BY THE COMMITTEE	121-126
III. ANALYSIS OF REPLIES RECEIVED TO THE QUESTIONNAIRE	127-159
IV. TOUR PROGRAMME OF THE COMMITTEE	160-166
V. LIST OF BODIES AND INDIVIDUALS WHO GAVE ORAL EVIDENCE OR SUBMITTED MEMORANDA OR OTHERWISE ASSISTED THE COMMITTEE	167-170
VI. LIST OF THE SCHOOLS AND INSTITUTIONS VISITED BY THE COMMITTEE	171-174

VII. STATISTICS PART (I)—STATE TABLES.	PAGES
(1) Andhra Pradesh Educational budget; its relation with overall budget with special reference to basic education.—1956-57 to 1959-60	175
(2) Statement showing the number of elementary schools (Government and non-government) district-wise in Andhra Pradesh as on 31-3-1959	176
(3) Statement showing the enrolment in elementary schools (Government and non-government) as on 31-3-1959	178-181
(4) Statement showing the number of middle schools and Senior Basic Schools (government) and (non-government)	182
(5) Statement showing the number of scholars in middle schools and senior basic schools (government and non-government) as on 31-3-1959	184-185
(6) Statement showing the number of high/higher secondary schools (government and non-government) and scholars in them as on 31-3-1959	186-187
(7) Statement showing teacher training courses and their duration, method of selecting candidates, etc. ..	188-194
(8) Statement showing number of teachers ..	
(a) Total number of teachers of all kinds	} 195
(b) Number of teachers trained; ..	
(c) Number of teachers trained in basic education	
(d) Number of teachers untrained ..	
(9) Statement showing educational institutions ..	195
(10) Statement showing educational institutions according to management	195
(11) Statement showing Scheduled Castes and Scheduled Tribes students in different schools 1958-59 ..	195
(12) Statement showing estimated population of children of school-going age and number of scholars on rolls and percentages	196
PART II—ALL INDIA TABLES.	
(1) Statistical summary of All India Educational Statistics 1956-57	197
(2) Educational Budgets in States 1959-60 ..	198
(3) Total Plan Outlay and provision for education during the first two Plans	199
(4) Progress of the State Plans during the Second Plan .	200

	PAGES.
(5) Facilities of schooling for children in the age-group of 6-11 in 1950-51 and 1955-56 in the State before reorganisation	201
(6) Facilities of schooling for children in the age-group of 11-14 in 1950-51 and 1955-56 in the States before reorganisation	202
(7) Facilities of schooling for children in the age-group of 14-17 in 1950-51 and 1955-56 in the States before reorganisation	203
(8) Facilities of schooling for children in the age-group of 6-11 in 1955-56 and 1960-61	204
(9) Facilities of schooling for children in the age-group of 11-14 in 1955-56 and 1960-61	205
(10) Facilities of schooling for children in the age-group of 14-17 in 1955-56 and 1960-61	206

CHAPTER I.

Introductory.

The Special Committee for Basic Education appointed by the Government of Andhra Pradesh in terms of their G.O. Ms. No. 1792, Education, dated 28th May 1960 (Appendix I) having completed its labours, presents the following report based on its deliberations. The Committee appointed by the Government of Andhra Pradesh consisted of the following:

Chairman :

- (1) Sri Gopal Rao Ekbote, M.A., I.L. B., M.L.A., '25' Anilkunj, Kachiguda, Hyderabad.

Members :

- (2) Sri Kallur Subbarao, M.L.A., Sevamandir, Hindupur, Anantapur district.
- (3) Sri P. V. Narasimha Rao, M.L.A., Vangara village, Huzurabad taluk, Karimnagar district.
- (4) Sri Ch. S. R. Ch. V. P. Murthy Raju, M.L.A., Chinamindrakolana, Tadepalligudem, West Godavari district.
- (5) Smt. C. Ammana Raja, M.L.A., I-B, M.L.A.'s Quarters, Himayathamgar, Hyderabad.
- (6) Sri Vavilala Gopalakrishnaiah, M.L.A., Sattenapalli, Guntur district.
- (7) Sri P. Anthony Reddy, M.L.A., Padamati, P. Yaleru P.O., Anantapur district.
- (8) Sri Singareju Ramakrishnaiah, M.L.C., 16/506, Kasturi Nagar, Nellre.
- (9) Sri Pala Venkatasubbayya, M.L.A., Nagarajupeta, Cuddapah.
- (10) Sri Vempati Purushotham, M.L.C., Retired Headmaster, Vinayasadanam, Sivalayam Street, Satyanarayanapuram, Vijayavada-2

Member-Convenor

- (11) Sri D. Venkataswamy, Principal, Government Post-Graduate Basic Training College, Pentapadu.

Sri D. Venkataswamy, Principal, Government Post-Graduate Basic Training College, Pentapadu acted as Convenor to the Committee.

(2) Terms of Reference:

Under the terms of reference, the Committee was asked :

1. To investigate the difficulties experienced in imparting education under the Basic System at the Primary stage and to suggest steps to remove them.
2. To determine the stage at which crafts shall be taught to pupils in Basic Schools.
3. To examine the procedure in vogue for obtaining craft materials and for disposal of craft produce and to suggest more efficient and profitable methods.
4. To make any other useful suggestions for improvements in imparting Basic Education.

The Committee held its first meeting on 21st June 1960 in Hyderabad. It immediately proceeded to consider its programme of work. The Chairman and the Member-Convenor after discussion, drew up a suitable questionnaire. This questionnaire, was considered by the Committee and approved (Appendix II). The questionnaire was sent to a large number of educationalists, administrators and leaders of public opinion interested in the sphere of Basic Education.

The Committee also requested the State Governments of Maharashtra, Madras, Kerala and Bihar to send material regarding the Basic Education as it is in vogue in their respective States. Replies were received from many of those to whom the questionnaire was sent. The State Governments, referred to earlier, have also sent their replies. The Committee acknowledges its thanks to all those who have sent their replies.

(3) Itinerary:

Soon after the commencement of the work, the Committee considered the scope of its functions with reference to the terms under which it was appointed, the manner in which it was to discharge its responsibilities and the extent to which it would be necessary for the Committee to elicit public opinion from educationists and other citizens from the States of Andhra Pradesh, Madras, Maharashtra and Bihar. It drew up a detailed tour programme to enable the members to visit the abovesaid States, a copy of the tour programme is appended (Appendix IV). The Committee regrets that, although the time fixed for the submission of the report was twice extended, it could not accept invitations to visit other places ; but it feels that the ground covered has given it a reasonable opportunity to understand and appreciate the many diverse and complex problems of Basic Education.

The Committee wishes to express its sincere thanks to the representatives of the various State Governments who arranged visits to the educational institutions and interviews with educationists and other citizens interested in Basic Education and generally made the work of the Committee profitable and pleasant. The Committee desires to express its thanks to the officers of the States for the very efficient help that they gave, enabling it to discharge its duties satisfactorily. The Committee had the advantage of interviewing a large number of distinguished educationists, members of Universities, representatives of teachers' organisations, representatives of managements, high officials of the Departments of Education and leading representatives of the Public. A list of such persons and the institutions is given in Appendix V and VI. To all these persons and the institutions, the Committee is greatly indebted for the opportunity of its visiting the institutions and a free and frank exchange of ideas on all important matters connected with Basic Education. The Committee had in all six sittings spread over a period of thirteen days excluding the days spent in visiting institutions and discussing with the public.

The Committee was gratified to note that in all the States, great interest and enthusiasm were evinced in problems connected with Basic Education.

Existing pattern of Basic and Primary Education in Andhra Pradesh.

Before we consider the pattern of organisation of Basic Education in our State which could conform to the aims and objectives as defined by us, we must take note of the existing pattern of Basic Education in our State. We are told that the differences which once existed between the patterns obtaining in Telangana and Andhra have now been removed and a uniform system of Basic Education exists throughout the State today. There is, however, some difference in matters of training of teachers on basic lines.

Pre-Primary Stage:

At the Pre-Primary Stage, schools of various types exist in our State. But the number of such schools is very small. We have 28 Pre-Primary Schools run either on Montessori or Nursery methods and 18 Pre-Basic sections attached to Basic Schools. From this it is evident that no special attention was given to the Pre-Primary Stage. It is necessary to bestow more thought on the content of Pre-Basic Education as well as on its expansion throughout the State. Although there are some schools run either by private educational institutions or by Missions, their number also is very small. Again, while it is gratifying to note that some of these schools, are being run on very efficient lines, the cost of education in such schools is almost prohibitive for the lower-middle class or poor sections of the society.

The Government would do well to give liberal grants, after evolving some scientific basis to encourage private efforts in this field. We feel that the Pre-Primary stage should be brought within the ambit of free education. It is not, however, necessary to make it compulsory and universal at this stage. There is at the moment not a single training school for Montessori system run by the Government. Some private schools, however, organise such training. In regard to the training of teachers in the Pre-Basic, there are in all two centres in the State which obviously are inadequate to meet the growing requirements as their annual output is not more than 50 teachers. One thing which was brought to our notice was that compared to male-teachers, the number of women-teacher trainees in the pre-basic field is very discouraging. This fact is particularly disquieting because this Committee is convinced that Pre-Basic Education should be handled exclusively by women-teachers. It is therefore imperative that the conditions of service of such teachers are made more liberal and attractive. It is also seen that the minimum qualification for admission to a training school is lower than the matriculation, which, in the view of the Committee is not quite adequate. The minimum qualification for such training should be matric or its equivalent. There are no books in Telugu or any other regional language worth mentioning either for the teachers' guidance or for the use of the students. Necessary steps will have to be taken to produce some literature in this field. The age of admission to such schools should be from 3 to 6. Care must be taken to see that such schools which will probably be started in the industrial areas in the first instance, is gradually extended to rural areas as well. There should be no feeling that this type of education is meant only for urban boys and girls belonging to higher classes.

Primary or Junior Basic:

This stage extends to 5 years beginning from 5½ to 10½ or in some cases 6 to 11 plus. Under this system of basic education, the State has introduced Junior Basic Schools corresponding to the Primary Schools. But their number is very small in proportion to the total number of Primary Schools. Whereas we have 2,114 junior basic schools, the number of primary schools is 29,012; the ratio would be 1:13 roughly, a gap which is considerable.

Higher Elementary Schools or Senior Basic Schools:

This stage covers the age group of 11-14 and consists of 3 grades 6-8. The number of such middle schools is 467 and the number of Senior Basic Schools is 277.

Secondary Schools:

At the secondary school level, some middle schools are attached to the high schools. It is advisable to attach the lower

secondary schools to the junior basic schools in order to make it an integrated course of 8 years. The period covered by the secondary schools is now of 4 years. We have in this field some multi-purpose schools, some higher secondary schools, some high schools and a few post-basic schools. Whereas the number of high schools which includes all the three categories mentioned above is 968, the number of post-basic schools is only 2. At the moment the students studying in the post-basic schools have to appear for high school examination, no separate arrangement being made for examining the students of the post-basic schools.

High Education:

No higher educational institutions at the present moment are run on basic pattern.

CHAPTER II.

Appraisal of the Existing Situations:

(1) *Historical survey of—(a) Primary Education.*—It has been said that an illiterate in the modern world is like a blind person in a busy street. It took a considerable time to fully realise that the worth of a State in the long run is the worth of the individuals composing it. It is from this point of view that we have to look back at the emergence of the existing type of primary education. The entire period of evolution of education in India can be divided into three epochs: the first pertains to the period starting from ancient times up to the beginning of the British administration, the second relates to the period of British Administration up to the dawn of Independence in 1947 and the third epoch comprises of the post independence era, to date.

During the first period, there were three significant impacts on ancient Indian Education, more particularly in the northern part of India. The earliest of these was the impact of the Aryan Civilisation when the Aryan entered India many centuries before the Christian era. In the beginning, their influence for national causes spread through the whole of Northern India before it percolated into South India.

The needs of education were distinctly felt in ancient India for the necessary end of preserving the Vedas or the religion that the Aryans followed—the religion that was a collection of beliefs, thoughts and practice of rituals. In the course of teaching and discussion, the store of knowledge grew and the method by which this current of social life flowed from generation to generation was the true education of the young. As for the conduct of practical life, this could be handed down through practical training only. The total effect of the conditions and environments of life was to stimulate the mind and to busy it with solutions to problems of life. The inquisitiveness of mind and the analytic interest in ideas of the early Aryans did not last long. One continuous period ended probably with Asoka. Thereafter there were greater forces of revivalism. Different traditions continued to work but without developments and without co-ordination. There is no doubt that education became mechanical routine work, while teachers continued to compile codes of conduct, the law books, the smritis.

The second impact was the Buddhistic influence which gradually spread to many parts of India down to the South. After

the Ancient period was over some resuscitating movements by great thinkers like Goutama Buddha and Mahavira blazed new trails of thought and along with these came many who in the course of time built new bodies of analytic knowledge and revolutions. The Buddhist monasteries or the Jain centres of learning followed the old methods mainly to teach new doctrines or philosophies and in many instances the new curricula were only re-fashioned to include and subserve these new doctrines and philosophies along with the corresponding practices.

And lastly there was the influence of Muslim Culture on the system of education then prevalent in India and the establishment of their own educational institutions. The history of Muslim education as it started in the countries where Islam first appeared reads that of ancient India. The features were similar education was free ; there were great teachers and centres of learning ; its primary pre-occupation was with theology and conduct of life ; it interpreted, received and accepted authorities and it continued the enrichment of knowledge of life and its activities. If the Muslim educational system did not affect the current Hindu system derived from tradition, that was because the two were very similar and in certain respects parallel.

If we have ventured to touch upon some aspects of ancient Indian education, it is because no nation can truly progress which is not fully aware of its past and all that the past has contributed towards its greatness. The heritage which we have received from the past has its deep roots in the present and is worthy of building up a bright future.

The beginning of the 19th century saw the British established supreme political power in Bengal and Bihar and other states was an indication that they would soon be master of India. By 1812 the East India Company found themselves in a position to talk of their Government in this country, and particularly in Bengal and Madras.

When the British came into power the question of imparting education what may be termed the modern type through schools and colleges, was considered. In 1792 when the Commons debated the renewal of the East India Company's character, Wilberforce, the leader of the Evangelical Party sponsored a resolution that with a view to the advancement of useful knowledge of the inhabitants of British India, the Court of Directors should be commissioned to send out school masters from time to time. Wilberforce's move was vigorously opposed lest India may be lost like America through education, a truly prophetic statement which has happily been realised. They began to talk of the people of India and their welfare. It is well-known that in 1813 they provided some funds for education. The Charter Act (1813) was the

first attempt on the part of the British Parliament to make the East India Company accept this responsibility of educating the Indian people and it directed the Company to spend a sum not less than one lakh of rupees every year on education.

Consequent on Macaulay's famous minute regarding the educational policy of the future, Lord William Bentick's Government issued a communique wherein it was stated that "The great object of the British Government ought to be the promotion of European literature and science among the natives of India, and that all the funds appropriated for the purpose of education would be best employed on English Education alone". The resolution also stated that provision should be made for the continuance of schools and colleges where indigenous learning was being imparted. by the Government in 1835 led to the establishment of schools. The minute of Lord Macaulay and subsequent resolutions passed teaching European literature and science.

The great defect of the Government Policy adopted in 1835, was that no attention was given to primary education. Energy was concentrated solely on secondary and higher education, Government funds were almost wholly expended on it, and it was supposed that the education so imparted would filter down by a natural process to the lower classes. The anticipated filtration did not take place, and there was a rapid expansion in the number of higher institutions quite out of proportion to that of primary schools.

The education imparted in these schools became a pass-port for entrance into Government Service. This was mainly due to the proclamation issued by Lord Hardinge in 1844 that for service in public offices preference should be given to those who were educated in English schools. In consequence thereof, education was imparted with the limited object of preparing pupils to join the service and not for the life. We may conveniently conclude that some of the defects persisting today owe their origin to the policy pursued in the past.

The despatch of 1854 sought to remedy the defects of the policy by laying the highest emphasis on primary education. The Wood's despatch observed, "Our attention should now be directed to a consideration, if possible still more important and one which has been hitherto, we are found to admit, too much neglected, namely, how useful and practical knowledge suited to every station of life, may be best conveyed to a great many of the people who are utterly incapable of obtaining any education worthy of the name by their unaided efforts; and we desire to see the active measures of Government more especially directed for the future to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure." To carry out

the new policy, departments of public instruction were set up in the provinces and the previous policy of expending Government funds on a few schools and colleges managed by the Government was given up in favour of the system of grants-in-aid. By this system partial aid was to be given by the departments to all institutions which applied for it and which reached an approved standard. The object was a dual one of the encouragement of the private enterprise in establishing educational institutions and the encouragement of all types of education, primary, secondary and University. Some expansion of primary education followed. The Department of Public Instruction, however, had no authority over schools which did not accept grants-in-aid. It had, therefore, to shut its eyes to their many defects. If proper steps had been taken thereafter to discharge this responsibility, India would have been an educationally progressive nation by the close of the 19th century. But unfortunately the period that followed was a period of neglect, and India at the close of the 19th Century was educationally more backward than what it was prior to the advent of the British rule. The Government gave primary education very scanty support and transferred it largely to the control of local bodies.

With the Education Committee of 1882-83 began that period of reaction in Government Policy which came to an end only with the end of the British Rule. As a matter of fact, with the exception of a few brief periods, such as that of the Despatch of 1854, the practice of the Government has never tended to encourage education as such, but only to create a body of Indian clerks and petty officials who would serve the cause of British Administration. In 1882-83 as the result of the policy introduced in 1854, the demand for education was showing signs of developing into the demand that is to-day. So it is all the more regrettable to find that the Government put on the brakes, instead of meeting the demand generously and directing it into profitable channels. The introduction of compulsory education in England in 1817 probably was responsible for the recommendation of the Indian Education Commission of 1882 to pay proper attention to man education. It is, however, interesting to note that this Commission did not recommend the introduction of compulsory primary education. The Hunter Commission of 1882 made about thirty-six recommendations on primary education.

These recommendations were, unfortunately, not pursued vigorously and the progress of primary education continued at snail's pace. It was Lord Curzon who took some lead in encouraging primary education and sanctioned large recurring and non-recurring grants during his term of office 1898 to 1905.

It was Maharaja of Gayakwar of Baroda who introduced for the first time compulsory primary education in one division of his

State. He gradually extended it to other areas. The results were quite satisfactory. It gave a further impetus to the leaders in the field of education to press their demand for the introduction of universal free primary education. Between 1901-02 and 1915-17 there was some expansion of primary education on voluntary basis.

On the 18th March 1910, Mr. Gopalakrishna Gokhale moved in the Imperial Legislative Council a resolution recommending that "a beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a commission of officials and non-officials be appointed at an early date to frame definite proposals." In spite of the most cogent argument advanced, there were doubts expressed about the practicability of such a step being taken in view of the enormous difficulties supposed to exist; and "in the end, an assurance being given by the Honourable member-in-charge that the whole question would be carefully examined by the Government, the resolution was withdrawn".

After a whirlwind tour of India, addressing several meetings and appealing for support, Mr. Gokhale introduced his Elementary Education Bill on the 11th March 1911. In the course of his eloquent appeal, Mr. Gokhale said: "My lord, an American legislator addressing his countrymen more than half a century ago, once said that if he had the Arch Angel's trumpet the blast of which could strike the living of all nations, he would sound it in their ears and say "educate your children; educate all your children, educate every one of your children".

Mr. Gokhale pleaded that the Bill should be referred to a Select Committee, but despite the most persuasive argument that he advanced in support of the measure, there were not wanting doubting Thomases amongst his countrymen who felt that it was not a practicable proposition. Needless to say that the motion was lost. There was great resentment felt amongst the educated classes in India and the feeling great that under a foreign rule, even the most desirable and necessary of reforms had little chance of being implemented. Looking back over a period of 100 years it was unfortunate that the then rulers twice lost the opportunity of educating this uneducated nation.

After the close of the First World War, a new era opened in Indian life politically, socially and culturally. In 1919 fifty per cent of the posts in Indian educational service were given to Indians. The Provincial Governments were allowed to organise their own educational services in 1924, when fresh recruitment to Indian Educational Service was discontinued. State Ministers for Education were formed. In 1917, Bombay introduced compulsory education in some part of the State. It was followed by

Madras where the Compulsory Primary Education Act was passed in 1920. By 1930 most of the States had introduced compulsory education in some form or other. It did not however take roots obviously for lack of proper implementation.

In 1929, as auxiliary to the Indian Statutory Commission, a Committee was appointed, known as the Hartog Committee, to review the position of education in the country. The Committee recommended that more attention should be paid to improve the quality of elementary education.

In 1937, Provincial autonomy was introduced with the right to control all the branches of State Administration. In the same year Gandhiji propounded the basic education system. During this period, efforts were made in varying degree by individual provinces to increase facilities for primary education and also to make it compulsory in limited areas. The success achieved in this sphere varied from province to province. It was strictly limited owing to the limitations of finance.

The first serious effort to view the problem of primary education as a national problem requiring serious attention of the Government was made by the Central Advisory Board of Education in 1944 in its Report on "Post-War Educational Development in India". This Report, popularly known as the Sargent Report, after making a comprehensive survey of the various problems relating to Indian Education from the pre-primary to the University stage, recommended a system of universal compulsory and free education for all girls and boys between the ages of 6 and 14 to be introduced as speedily as possible. In view of the practical difficulty of recruiting the requisite supply of trained teachers, it added that it might not be possible to complete it in less than forty years. On the eve of Independence hardly 36.3 per cent of children in the age group of 6 to 11 attended schools and literacy as a whole stood at the lowest level of barely 14.6 per cent (excluding age group 0-4). The educational facilities were totally inadequate when compared to the requirements of the country and the quality of education was far below the standard and almost divorced from life. On 31st March 1948, the total number of primary schools in all the major provinces was 140,794 with an enrolment of 111 lakhs of students. The country, therefore, faced a stupendous task of reconstruction in the field of primary education.

The importance of providing free and compulsory education to the rising generation of the country cannot be over-emphasised. This is the reason why a large number of foreign countries have introduced universal free and compulsory education for all children

within the specified age-limit. Attendance at school was made compulsory up to the age of 14 in Belgium in 1914, in England in 1918 and in France in 1936. In Norway, where the Education Act (1860) enjoined the establishment of a permanent school in every district, education is compulsory for all children between the age of 7 and 14. Poland, which till 1949 had compulsion only in theory, with over a million children not in school and over a million and a half attending one-teacher rural institutions providing only a 4 years course made a great leap forward in a determined six-year plan. Now all the children of the age-group 7 to 14 attend what are known as the "Basic" schools. The laws of the States of Germany enjoins attendance at a full-time schooling for all the children for at least 8 years. As early as 1814, the Education Act (Denmark) made attendance compulsory between the ages 7 and 14 and provided for the establishment of enough schools to enable each child to find one within a distance of 2 kilometers; well over 90 per cent of all the children between 7 and 14 attend primary schools in Scandinavia. Education in Holland is compulsory from the age of 6 and 7 and by a law passed in 1950, its duration has been extended to full eight years. In Italy, primary education is compulsory in theory for the age group 6—18, but the poorer children often leave school much earlier. The constitution of the Republic of China stipulates that "all children of school-age from 6-12 shall receive free primary education". The percentage of children of the appropriate age-group attending school was 92.33 per cent in 1955-56. In Indonesia enrolment in primary schools which offer a 6-year course from age 6—12 increased from 18 per cent in 1939-40 to 60 per cent in 1953-54. A Ten-Year Programme for Free and Compulsory Education starting from 1961, is now being implemented.

Thus it will be seen that in all countries the trend is to provide compulsory primary education for all children up to the age of 14 as a foundation on which all further education and, indeed, all progress is to be raised.

The importance of providing primary education to every child in our country does neither need elaboration nor emphasis. These days, the prosperity of a nation is inextricably bound up with the advancement of her people in science and technology. Apart from this consideration, in a welfare State like India, it is of paramount importance to see that every citizen receives at least the basic quantum of primary education. Ignorance not only prevents the democratic ideal from being fully realised, but also, acts as a brake on the social growth and economic advancement. In fact it will not be wrong to say that through lack of elementary education, the full benefit of reforms in other spheres of life is not realised by the Nation. A kind of secret cancellation works at the heart of all schemes of amelioration and brings about a partial dene of the

expected results. In a sound programme of nation-building, therefore, the provision of universal education should have top priority not for sentimental or idealistic reasons but as a sure foundation for all progress and prosperity. In fact, in the fast moving world of to-day where man's ideas are undergoing a revolutionary change an uneducated community might spell not only national backwardness but even national disaster.

Realising the implications of elementary education and its urgency, our fore-fathers incorporated an important provision in the Constitution of India in 1950 in the form of Article 45 which runs as follows: "The State shall endeavour to provide, within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years".

The time limit thus set for achieving the target was 1960-end of the Second Five-Year Plan. We realise that we are a long way from our goal. In March 1950, out of a total population of about 690 lakhs, in the age-group 6-14 only about 210 lakhs pupils were on rolls in primary and middle classes.

This enrolment increased to about 300 lakhs by the end of the First Plan while the estimated population of this age-group soared to 750 lakhs during the same period. This parallelism of growth was reviewed in 1957 by the educational panel of the Planning Commission which carefully noted that the constitutional directive could not be realised by 1960. It therefore recommended that while the provision of universal free and compulsory education upto 14 years may be regarded as the ultimate objective and an attempt should be made to realise it in a period of 15 to 20 years at the latest. The immediate objective before the country should be the introduction of universal free and compulsory education for all children upto the age of 11 by 1965-66.

Even for this reduced age-group the task of imparting compulsory education was far from being simple or easily manageable. At the beginning of the first Plan the number of children in the age group of 6 to 11 who attended primary schools was 191.55 lakhs. This rose to 251.86 lakhs by the end of 1955-56, registering an increase of 30.7 per cent. On the basis of trends along which development is taking place in different states, it has been estimated that by the end of the Second Plan, the total enrolment in Primary classes will be about 330.00 lakhs. By the same token, Census statistics indicate that the population in this age-group will be about 580 lakhs in 1966. As the average duration of children's attendance at the primary stage is taken to be 3.5 years out of a possible 5, facilities will have to be provided only for 3.5 out of every 5 or 7 per cent of the 580 lakhs children. This yields a

figure of 406 lakhs to which must be added another 126 lakhs children from under-age and over-age groups who would also be attending elementary schools. Primary education will, therefore, have to be provided for 532 lakhs pupils from which, if we deduct the present enrolment figure of 330 lakhs we find that provision will have to be made for an additional enrolment of 202 lakhs during the Third Plan.

This, however, is the total figure for the entire country. In Andhra at the beginning of the Second Plan period out of 27,45,933 boys 15,04,176 were in schools belonging to the age-group of 6-11. In other words in 19,067 primary schools, 54.8 per cent of the boys were at schools and in Telangana there were slightly over 7,000 primary schools with an enrolment of 5,04,285 boys of this age-group, the percentage being decidedly lower than that in Andhra. By the end of the Second Plan period the enrolment of children of the age-group 6-11 will have been increased by about 15 per cent which means that 2,19,000 additional children will be provided with primary education. The Third Education Plan as envisaged by the State of Andhra Pradesh will have to provide facilities for an additional enrolment of about 23.59 lakhs of students as indicated below:

Age-group with their Additional enrolment

6-11 years—20,81,000.

11-14 years—2,58,000.

14-17 years—20,400.

Total: 6 to 17 years—23,59,400.

It will be seen thus that the task ahead is stupendous. Any one who is conversant with the magnitude of the problem as well as the resources available will realise that in order to achieve even the charged targets all energies will have to be concentrated on its fulfilment. Although in the First Plan Rs. 169 crores were provided for Education, Rs. 44 crores at the Centre and Rs. 125 crores in the States as against Rs. 275 crores Rs. 68 crores at the Centre and 207 crores at the State in the Second one, numerically the outlay on education has increased in the Second Plan but its percentage to the total outlay of the plan records decline from 7 in the First to 6 in the Second. The position in regard to the internal allocation of the educational budget can be stated to be for every Rs. 100 of the Central Provision for 1958-59, 26 were for technical education, 21 for primary education, 18 for secondary education, 12 for university education, 9 for miscellaneous items and 7 each for scholarships and social welfare.

While in Andhra Pradesh Rs. 10.43 crores were provided for education in the Second Plan and Rs. 20.56 are to be provided for in the Third Plan, the annual budget of education has not so far exceeded 20 per cent of the total outlay for the year.

It is interesting to note in this connection that while at the end of Second Five-Year Plan the national target for the age-group of 6-11 is 62.7 per cent, the target of the Andhra Pradesh is slightly higher than the national target that is 66 per cent. But whereas the percentage of the school-going boys would be 66.9, that of the girls will be 46.6. In the age-group of 11-14 the national target being 22.5 per cent, the State achievement will be only 17.3 per cent and that too we will have 27 per cent of the boys and only 7.6 per cent of the girls. In regard to the age-group of 14-17, whereas the national target fixed is 11.7 per cent that our State is 10.2 per cent with girls very much low in numbers. When we compare our educational position with that of Madras and Bombay, we find that we are very much lagging behind. The condition of the girls' education is still worse; while Kerala will achieve cent per cent enrolment in 1960-61, in the age-group of 6-11 as far as girls are concerned, Madras will have 63.6 per cent, Bombay 63 per cent and our State will have only 46.6 per cent. This situation demands more concentration on girls' education.

Historical Survey of—(b) Basic Education—If Education means the transmission of life from the living to the living through the living, then basic education fulfils these requirements. Basic Education as propounded by the Father of the nation, is essentially education for life, and what is more, education through life. If basic education is to play its full part in the re-orientation of education, it is necessary to appreciate its true significance. It is really a creative and revolutionary idea whose total import has not been fully understood even by some of its most devoted advocates. The traditional methods of education through the medium of Text-Books have for long been decried as unsuitable for all-round development of the child in his formative years, and the advanced countries in the west and also in the east have accepted the principle of education through activity, replacing the old and traditional single track system of class-room teaching.

In order to correctly understand the philosophy of Basic Education, one has to know something about the experience of the Great Soul, which led to the inculcation of these new theories of education. Mahatma Gandhi who had led the Nation for over half a century, directed various movements for upgrading the spiritual, moral, material and social life of the people. He launched the Campaign Sathyagraha in 1917. He started the Non-co-operation Movement in 1920. The Khadi movement was an outcome of the non-co-operation movement. After the Salt Satyagraha of 1930 and the Civil Disobedience Movement of 1932,

Gandhiji undertook an extensive tour of India in 1934 for the eradication of a great social evil, namely, the removal of untouchability. Cottage and Village Industries Movement was also sponsored for the economic regeneration of the people as a consequence of the rich and varied experience which he gathered through these series of movements.

Gandhiji realised that the ultimate solution of the several ills existing in our people could be attained only through a profitable system of national education. In July 1937 he wrote "by Education I mean all-round drawing out of the best in child and man—body, mind and spirit—literacy in itself is no education. I would, therefore, try in the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training. Thus every school can be made self-supporting.

I hold that the child's development of the mind and soul is possible in such a system of education only. Every handicraft has to be taught not merely mechanically, as is done today, but scientifically; the child should know the why and wherefore of every process.

The Principal means of stimulating the intellect should be manual training."

Thus Basic Education was Gandhiji's last but most precious gift to the Nation. Anyone who desires to understand the full implication of this scheme of education should try to understand, at least in a broad measure, the experience and circumstances which made the Father of our Nation advocate this method of education.

An Educational conference was called by Gandhiji in October, 1937 at Wardha. In the course of his address, Gandhiji outlined his scheme of basic education in the following lines:—

"I am convinced that the present system of primary education is not only wasteful but positively harmful. Most of the boys are a loss to the parents and to the occupation to which they are born. They pick up evil habits, affect urban ways and get a smattering of something which may be anything but education. I think the remedy lies in educating them by means of vocation or manual training—in imparting the whole art and science of a craft through practical training and then through imparting the whole education. I want that the whole education should be imparted through some handicraft or industry".

The conference, after carefully considering the scheme put forward by Gandhiji, passed the following resolutions:—

- (i) That in the opinion of the conference free and compulsory education be provided for 7 years on a Nation-wide scale.

- (ii) That the medium of instruction be the mother-tongue.
- (iii) That the conference endorses the proposal made by Mahatma Gandhi that the process of education through this period should centre round some form of manual and productive work and that all other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft with due regard to the environment of the child.
- (iv) That the conference expects that this system of education will gradually be able to cover the remuneration of teachers.

The conference was closely followed by the appointment of a Committee of educationists under the Chairmanship of Dr. Zakir Hussain to prepare a detailed syllabus on the lines of the above resolutions. This Committee formulated a detailed scheme popularly known as the Wardha Scheme of Education. Some of the fundamental features of the Wardha Scheme are as under:—

- (a) intellectual training in and through craft: The craft or production work chosen should be rich in educative possibilities and it should find natural points of correlation with important human activities and interests. Agriculture, spinning and weaving, card-board work, wood work were suggested as the basic crafts which could be utilised with advantage in the syllabus.
- (b) Medium of Instruction: The mother-tongue was to be the medium.
- (c) The productive aspect: Rural education was to be made self-supporting if it was to be compulsory. But there were obvious dangers of stressing the economic aspect to the detriment of the cultural and educational objectives.
- (d) Relationship with life: The syllabi were to be based on three centres, intrinsically inter-connected, as the foci for the curriculum, that is, the physical environment, the social environment and craft work.
- (e) Citizenship: The scheme was designed to produce "workers" who will look upon all kinds of useful work including manual labour, even scavenging, as honourable and who will be both able and willing to stand on their own feet.
- (f) Age Range: The Wardha Scheme laid down a seven-year course of education from the age of 7 to 14.

The Report of the Committee which was recognised as the authoritative Wardha Scheme of education was approved by Gandhiji

and was placed before the Indian National Congress for consideration. The Congress approved the Scheme and passed the following resolution at its Haripura Session held in March 1938:

“..... The Congress is of the opinion that for the primary and secondary stage, basic education should be imparted in accordance with the following principles:

- (i) Free and compulsory education should be provided for 7 years on a nation-wide scale.
- (ii) The medium of instruction must be the mother-tongue.
- (iii) Throughout the period, education should centre round some form of manual and productive work and all other activities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft with due regard to the environment of the child”.

The Congress also decided that an All-India Education Board to deal with this basic part of education, be established. In accordance with the said decision of the Congress, a Board called Hindustani Talimi Sangh, with its headquarters at Sevagram, was established in April, 1938.

This new scheme fired the imagination of the people and several provinces appointed committees to examine it. Special mention may be made of the Committee set up by the U. P. Government under the chairmanship of Acharya Narendra Dev.

These Committees advocated introduction of universal free and compulsory primary education for a period of 7 or 8 years and recommended that throughout this period as far as possible education should be carried on through crafts and productive work and should have a close relation with the social and physical environment of the child. The Central Advisory Board of Education, set up by the Government of India to advise them on all educational matters, appointed a Committee in January, 1938, under the chairmanship of Mr. B. G. Kher. This Committee known as the Kher Committee was directed to examine the Wardha Scheme, in the light of the Wood Abbot Report on general and vocation education. Dr. Zakir Hussain who was one of the members of the committee cleared at the outset some of the misconceptions about the Wardha Scheme. He clarified that “The Scheme was one of education, and not of production”. The main object of the Scheme was to utilise the resources implicit in craft work for educational purposes and not merely to produce craftsmen at the age of 14. “The craft or productive work chosen should be rich in educative possibilities. It should find natural points of correlation with important human activities and interests”.

The Kher Committee accepted the principle of educating children through purposeful creative activities which should gradually develop into productive work. It pointed out that not one but several basic crafts should be prescribed, specially in the lower classes, so that children may choose whatever activity appeals to them. On their freedom of choice depended the success of the scheme. These activities in the lower classes might later on lead to a basic craft whose produce would be saleable and would thus assist in the upkeep of the school. Some of the other recommendations of this committee are:—

- (i) The scheme of “basic education” should first be introduced in rural areas.
- (ii) The age range for compulsory should be 6—14 years, but children can be admitted in the ‘basic’ school at the age of 5.
- (iii) Diversion of students from the ‘basic’ school to the other kinds of schools should be allowed after the 5th class or about the age of 11 plus.
- (iv) The medium of instruction should be the vernacular of the pupils.
- (v) A common language for India is desirable. This should be Hindustani with both the Urdu and Hindi scripts. Option should be given to children to choose the scripts and provisions should be made for teaching them in that script. Every teacher should know both scripts viz., Urdu and Hindi.

In January, 1939, the Central Advisory Board of Education appointed yet another Committee under the chairmanship, again of Mr. Kher to report on the co-ordination of the basic system with higher education.

The Committee, *inter alia*, recommended that basic education should comprise of a course of 8 years from the age of 6 to 14. This course, while preserving its essential unity, should consist of 2 stages. The first stage, the junior stage, should cover a period of 5 years. The second stage, the ‘senior’ would extend over the remaining 3 years.

The reports of both the Committees were approved by the Central Advisory Board of Education and their main conclusions were incorporated in the Board’s report on Post-War Educational Development in India (1944). The Post-War Educational Development Programme recognised the necessity of converting the old primary schools into basic schools and the Board worked out in detail the cost that has to be incurred for that purpose. It also envisaged a period of 40 years for the introduction of compulsory basic education for children between 6 and 14.

This report was generally approved by the Government of India and the State Governments.

The main conclusions of the Board in regard to primary education on basic lines are given below:

(i) A system of universal, compulsory and free education for all boys and girls between the ages of 6 and 14 should be introduced as speedily as possible though in view of the practical difficulty of recruiting the requisite supply of trained teachers it may not be possible to complete it in less than 40 years.

(ii) The character of the instruction to be provided should follow the general lines laid down in the reports of the Central Advisory Board's two Committees on Basic Education.

(iii) The Senior Basic School being the finishing school for the great majority of future citizens it is of fundamental importance and should be generously staffed and equipped.

(iv) All education depends on the teacher. The present status and remuneration of teachers and specially those in primary schools are deplorable. The standards in regard to the training, recruitment and conditions of service of teachers prescribed in the report of the Committee approved by the Central Advisory Board of 1948, represent the minimum compatible with the success of a national system. These should be adopted and enforced everywhere.

(v) A vast increase in the number of women-teachers will be required.

In the earlier stages, antagonists of basic education characterised the system as a scheme of production with conscript child labour. Such misconceptions arose partly through the wrong emphasis on the role of craft in the syllabus. It was therefore clarified more than once that the craft education was not intended to produce men who will directly step into one or another occupation, but to exploit the educative possibility of a craft in giving a child a harmonious development of his intellect by the use of his manipulative skill. Dr. Zakir Hussain emphatically refuted the charge that child labour was sought to be exploited for economic purposes. In spite of these elucidations and the practical experiments in basic education in the States and the repeated attempts made by the Central Ministry of Education to clarify the aim and object of the basic education, confusion continued to prevail till as late as 1956.

In order to obviate the misunderstanding, if any, Government of India issued a clarification which was approved by the Central Advisory Board of Education. The concept of basic education was thus made finally clear in 1956.

It is profitable to restate what the standing Committee on Basic Education in their "Concept of Basic Education", have said:—

The term "Basic Education" has been interpreted—and sometimes misinterpreted—in variety of ways. This is, to some extent, understandable because it is a comparatively recent development and its concept and technique are still in the making. It seems necessary, therefore, to state clearly what is meant by Basic Education.

Broadly speaking, it may be stated that the concept of Basic Education is the same as defined in the Report of the Basic National Education Committee (the Zakir Hussain Committee) and elucidated by the Central Advisory Board of Education. It is clear that the basic principles and techniques as made out in that Report, should guide and shape educational reconstruction in India. So far as the provision of eight years of compulsory universal schooling and the use of the mother tongue as the medium of instruction are concerned, there is now no difference of opinion about them. They have come to be universally accepted and need no further education, except in so far as it may be necessary to stress the intrinsic wholeness of the entire period of Basic Education, covering the Junior as well as Senior Basic grades. The other implications and features of Basic Education that need to be clarified and stressed are the following:—

(1) Basic education, as conceived and explained by Mahatma Gandhi, is essentially an education for life, and what is more, an education through life. It aims at creating eventually a social order free from exploitation and violence. That is why productive, creative and socially useful work in which all boys and girls may participate, irrespective of any distinction of caste, creed or class, is placed at the very centre of Basic education.

(2) The effective teaching of a basic craft, thus, becomes an essential part of education at this stage, as productive work, done under proper conditions, not only makes the acquisition of such related knowledge more concrete and realistic but also adds a powerful contribution to the development of personality and character and instils respect and love for all socially useful work. It is also to be clearly understood that the sale of products of craft work may be expected to contribute towards part of the expenditure on running the school or that the products will be used by the school uniform or help to provide some of the school furniture and equipment.

(3) As there has been controversy and difference of opinion regarding the position of craft work in Basic Schools, it is necessary to state clearly that the fundamental objective of Basic education is nothing less than the development of the child's total

personality which will include productive efficiency as well. In order to ensure that the teaching of the basic craft is efficient and its educative possibilities are fully realised, we must insist that the articles made should be of good quality, as good as children at that stage of their development can make them, socially useful and, if necessary, saleable. The acquisition of skills and the love for good craftsmanship have deeper educative significance than merely playing with the tools and raw materials which is usually encouraged in all good activity schools. This productive aspect should in no case be relegated to the background as has been usually the case, so far, because directly as well as indirectly, efficiently in the craft practised undoubtedly contributes to the allround development of the child; but on the other hand, never should the productive aspect be allowed to take precedence over the educational aspect. It sets up before children high standards of achievement and gives them the right kind of training in useful habits and attitudes like purposeful planning. While it may not be possible to lay down specific targets for productivity at this stage, it should be the teacher's endeavour to explore its economic possibilities fully with the emphatic stipulation that this does not in any way conflict with the educational aims and objectives already defined. However, it has to be stated that, in the upper classes of Junior Basic schools and in the Senior Basic schools, it should not be difficult for States to lay down certain minimum targets of production in the light of carefully assessed experiences.

(4) In the choice of basic crafts which are to be integrated into school work, we should adopt a liberal approach and make use of such crafts as have significance from the point of view of intellectual content, provide scope for progressive development of knowledge and practical efficiency. The Basic craft must be such as will fit into the natural and social environment of the school and hold within it the maximum of educational possibilities. The idea that has been wrongly created in the minds of some people that the mere introduction of a craft in a school, e.g., spinning, can make it a Basic school does grave injustice to the concept of Basic Education.

(5) In basic education as indeed, in any good scheme of education, knowledge must be related to activity, practical experience and observation. To ensure this, basic education rightly postulates that the study of the curricular contents should be intelligently related to three main centres of correlation, viz., craft work, the natural environment and the social environment. The well trained and understanding teacher should be able to integrate most of the knowledge that he wishes to impart to one or the other of these centres of correlation, which form the important and natural foci of interest for the growing child. If, therefore, in the junior basic stage, he is not able to do so, it either means that he lacks the necessary ability or that the curriculum has been burdened

with items of knowledge which are not really important and significant at that particular stage. It should also be realised, however, that there may be certain items in the syllabus which cannot be easily correlated directly with any of the three above centres. In such cases which should occur only infrequently, there should be no objection to these being taught according to the methods of teaching adopted in any good school. This means that even in the case of such lessons, the principle of interest and motivation and the value of expression-work will be utilised. In any case, forced and mechanical 'associations' which pass for correlation in many schools should carefully be avoided.

(6) The emphasis on productive work and crafts in Basic schools should not be taken to mean that the study of books can be ignored. The basic scheme does postulate that the book is not the only or the main avenue to knowledge and culture and that, at this age, properly organised productive work can in many ways contribute more richly both to the acquisition of knowledge and the development of personality. But the value of the book, both as a source of additional systematised knowledge and of pleasure cannot be denied and a good library is as essential in a basic school as in any other type of good school.

(7) The basic scheme envisages a close integration between the schools and the community so as to make education as well as the children more social-minded and co-operative. It endeavours to achieve this, firstly, by organising the school itself as a living and functioning community—with its social and cultural programmes and other activities—secondly, by encouraging students to participate in the life around the school and in organising various types of social service to the local community. Student self-government is another important feature in basic education which should be envisaged as a continuous programme of training in responsibility and in the democratic way of living. In this way, the basic school not only helps in cultivating qualities of self-reliance, co-operation and respect for dignity of labour, but also becomes a vital factor in the creation of a dynamic social order.

(8) Basic education should no longer be regarded as meant exclusively for the rural areas. It should be introduced in urban areas as well, both because of its intrinsic suitability and also to remove the impression that it is some inferior kind of education designed only for the village children. For this purpose, necessary modifications may have to be made in the choice of basic crafts for urban schools and even in the syllabus, but the general ideals and methods of basic education should remain the same.

Although the Madras Government took up the implementation of Basic Education during the year 1945-46, it was introduced in a few selected places in the State. It was slowly extended to additional selected areas in the State. The idea of instituting basic

schools wherever it was possible was given up and a systematic plan was drawn up under which basic schools were developed only in selected compact areas round about every Basic Training School.

On 12th June, 1950, the Government of Madras appointed a Committee with Sri Aryanayakan as Chairman "to study how Basic Education is being imparted in the State and to suggest ways and means of improving it." The Report consisting of 25 pages in print was finalised by the Committee on 9th January, 1952. Although parts of the Report deal with the local administrative matters, some of its chapters relating to Basic Education are interesting to read. The following is the summary of recommendations made by the Committee:—

“1. The Government should publish as early as possible a plan for Basic Education showing specifically how it is to be integrated with Secondary and with University Education.

2. The scheme should be administered by the Education Department and all Education officers working in the Basic Areas should be trained for the work of Basic Education.

3. Basic Education should be developed on the basis of compact areas, each training school being organically related to the schools of its own area and being responsible for training and guiding the teachers of the schools. Teachers should be trained with a view to their absorption in such specific areas.

4. Middle and High Schools in the Basic Education Areas should be converted into Senior Basic and Post-Basic schools sufficient to meet the needs of the children of the area of Secondary Education. In order that these schools may be adequately staffed, the recommendation of the Advisory Board for the training of the Graduate Teachers should be implemented at once.

5. In order to demonstrate norms of achievement twenty Basic Schools in the neighbourhood of each Training School should be taken over by Government and their management and control vested in the Headmaster of the Training School concerned.

6. Basic schools should no longer be regarded for administrative purposes as on a par with the old primary schools. They should be recognised as on a par with Secondary Schools, and should be so managed.

7. Every Basic Training School must be provided with an efficient Practising School, which should be developed as soon as possible into a complete Basic School of eight grades, if necessary by providing for residence of pupils.

8. The recommendations of the Committee with regard to the provision of Literature, the assessment of achievement and

the abolition of external written examination, are of major importance in securing the efficiency of the training of the teacher.

9. The organisation of Basic Crafts both in Training Schools and in Basic Schools should be overhauled and greater stress laid on the efficient working of the craft chosen, as the centre of the Educational Programme.

10. Land, water, buildings and equipment in sufficient quantity and of a kind suited to the programme of Basic Education must be provided for all Training Schools and Basic Schools, and new ones should not be opened until such necessities have been made available.

11. As the programme of basic education represents the declared policy of the Madras Government, it should command the full support of all the officers of the Education Department whether or not they are directly concerned in its administration. The Department as a whole should take responsibility for the enlightenment of the general public on the educational principles and methods involved.”.

The Government of Madras constituted an *Ad-hoc* Committee for Basic Education in November, 1952. This Committee submitted its Reports in 1953 and the Government implemented most of its recommendations relating to the consolidation and expansion of basic education in the State. After the formation of Andhra State in October 1953, the Government of Andhra appointed the Elementary Education Committee on 12th February 1954. This Committee however did not deal with various questions relating to basic education. Thus the pattern of basic education which was evolved as a result of the two Committees mentioned above during the time of the undivided Madras State is continuing with slight variation here and there in the Andhra area of the State.

The Government of Hyderabad undertook to implement the basic pattern of education from 1950 onwards. As a preliminary step a batch of a few trained graduates was deputed to the Hindustani Talimi Sangh, Sevagram, to receive training in basic education.

In April, 1951, a special Committee for basic education with Sri E. W. Aryanayakam as Chairman was constituted. It consisted of one official and seven non-official members. It was however in February, 1954, that the Government declared the policy of replacing the existing pattern of general education by the basic one. In pursuance of this policy the training of teachers in normal schools was discontinued and all training schools were converted to basic training centres. To pay special attention to basic education the Government appointed a Special Officer from January 1953.

CHAPTER III.

Reorientation of Aims and Objects.

(1) *Defects of the Existing System.*—The aim of primary education cannot be considered in an isolated manner because elementary education is not only the basis of further education but is inevitably linked up with the advancement of the people in every walk of life. Primary education should therefore, while keeping in view the aim and objective of education in general, be so shaped that at the conclusion of a 8 years' integrated education, the vast majority of children for whom no further education would be possible, should be able not only to eke out their livelihood but should also be informed citizens of India. Keeping in view this important aspect, it would be profitable to draw an outline of the system of primary education calculated to achieve the above aims.

The aims of education have been formulated in general terms in numerous books on education and in the reports of various Committees and Commissions and, therefore, so far as such general aims are concerned, it is impossible to add anything significant to what has been repeatedly expressed.

Before drawing an outline of the shape of the new educational system, it would be necessary to take note of the serious defects of the present educational system. If the shortcomings, whether technical, social, psychological or other, are correctly understood, half the battle will be over and the way will be clear for formulating the necessary reforms. There has been much waste of energy in the past, because of our failure to diagnose the situation correctly.

There has been persistent criticism that the present system of education is mechanical and bookish. It has failed to equip the students to shoulder the responsibilities of life. It did not develop in them basic qualities of discipline, co-operation and leadership which were calculated to make them function as useful citizens. The stress on examination, over-crowded syllabus and the defective methods of teaching, all contributed to make education a burden rather than a joyous experience. It was merely intellectual and did not provide any opportunity for the development of personality. On account of the educational expansion that has taken place, large number of students drawn from every class of society are now attending schools. Many of them are drawn from homes

where there is little of an educational background. Consequently the entire burden of educating the child falls only on the schools. It is now impossible for the teachers to maintain any contacts with the children, in view of the huge number of pupils. It cannot also be denied that the teaching profession for obvious reasons does not attract the right type of teachers who have the aptitudes and the qualities indispensable for the profession. Selection and appointment of teachers are done in a slipshod manner. The school does not provide all facilities for proper growth of the child. This apart, the present system of education in India in conformity with the system prevalent in the middle ages, is confined to the upper leisured castes and classes. It is formal. It deals with word symbols. No concrete objects are presented to the pupils or handled by them. As the medium of instruction is the written word, memory is the chief instrument. The absence of observation, activity and experiment makes the system passive, descriptive and abstract. It is narrowly intellectual, as neither the body, the senses nor the imagination get any exercise or training. The result is a show of learning without its substance. These and several other defects of a fundamental character have reduced the educational system to a mere factory, producing educated children with very few qualities useful to the diverse functions of the Society. It will thus be seen that today's education is isolated from life, is narrow and one-sided and has failed to develop the whole personality of the student. In the changed circumstances this defective system of education will not work. Education is dynamic; it has to be constantly fed from the springs of new ideas and practices. It has constantly to meet the challenge of rapidly changing social order. In relation to a social order it has dual functions; it has to meet the needs of that social order and at the same time generate the force which will change the social order or put it in a new alignment.

The future of Indian education is thus the future of the Indian people, for how can the Indian people hope to hammer into shape a pattern of just and honest and graceful living together, how can they aspire to establish a non-exploitative, classless, co-operative society free from want and fear, without a much more extensive and a much more effective educational system than they have inherited.

The Secondary Education Commission has succinctly summed up the educational needs of democratic India when the Report said that "We shall have to formulate our aims with reference to these broad categories—the training of character to fit the students to participate creatively as citizens in the emerging democratic social order; the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country; and the development of their literary, artistic and cultural interests, which are necessary for self-expression

and for the full development of the human personality, without which a living national culture cannot come into being."

Ever since the beginning of modern times, this verbal, theoretical and abstract method in education has been considered defective and unscientific by educationists and philosophers interested in social change. They have pleaded for a system based upon fruitful and creative work and activity.

Rousseau, the pioneer in this field wanted education to follow child psychology and not adult psychology. Restlessness and curiosity can be satisfied only through regulated observation, work and activity. Rousseau says "Let the child know nothing because you have told it to him, but because he has learnt it himself. Let him not be taught science but discover it. If you ever substitute authority for reason, he will no longer reason. Instead of making him stick to his books if we keep him busy in a workshop his hands will work to the benefit of his mind. As you take him from shop to shop, never let him see any work without putting his own hand to it; nor let him learn, without knowing perfectly, the reason for anything that is done or observed. When the understanding assimilates things before they are stored in memory, what he then draws from it is his own." These ideas were afterwards developed by various educational reformers and philosophers. According to Pestalozzi, education is the co-ordinated development of the individual, and physical, mental and moral capacities. John Dewey, the American Philosopher and Educationist, says, "We must use all work in wood and metal, of weaving, sewing and cooking, as methods of living and learning The school itself should be made a genuine form of active community life, instead of a pace set apart to learn a lesson."

Mahatma Gandhi says "What goes by the name of education in schools and colleges today, is in reality intellectual dissipation. Intellectual training is looked upon as correlated to moral or physical work. Supposing, the child is set to some useful occupation like spinning, carpentry, agriculture, etc., and in that connection is given a thorough and comprehensive knowledge relating to the theory of the various operations and the use and construction of the tools, he would not only develop a fine healthy body but also a sound and vigorous intellect. That is not merely academic, but is firmly rooted in and is tested from day to day experience. His intellectual education would include a knowledge of mathematics and various sciences that are useful for intelligence and efficient exercise of his education".

The conflicts of the modern age have forcefully brought to us the realisation that man must be a social being with responsibilities towards the society he lives in. Individual perfection is not enough. Full development of personality is not the development only of

personal virtues, but includes the development of social personality as well. The school and the community have therefore, to interact. In an under-developed country like India this has an added significance.

In an ocean of illiteracy and sometimes of ignorance, the school is the only island of light and knowledge. It has therefore to act as an instrument for social engineering and for progress. It is the function of basic education to develop this type of school which has to be a community centre whose objective is to develop the constructive scales of the child, whose aim is to make him a better and more useful citizen, whose curriculum is based on the social processes and whose key-note is the promotion of the sense of social responsibility in the child.

2. *Aims and Objectives of Basic Education.*—The concept and principles of basic education were first enunciated by Mahatma Gandhi some twenty-four years ago. Since then considerable discussion, constructive thinking and intensive experiment have brought about the development of some new features and principles. It is unfortunate that in spite of ample clarification there has been misunderstanding about its worth and value. These misunderstandings undoubtedly impede the progress and spread of the new system. It is therefore necessary to understand the basic principles underlying the new philosophy of education and the significant features of basic education, so that one can think out the various problems of basic education, in a proper spirit free from any kind of bias or prejudice or vested interest. Constructive criticism is always welcome and since, like other schools, basic schools are certainly not perfect, well-informed criticism is always very valuable. Since basic education has now been accepted as the national system of education at the elementary level, it is necessary to clear the misunderstanding and misconceptions so that basic education may play its proper role in inculcating the right attitudes and ideas of character and efficiency in the future citizens of the country.

We have discussed in the preceding chapter the historical background of the ordinary primary and middle schools. It is clear that these schools lack well defined aims and objectives. The chief criticism against the traditional system of education is that it is very bookish and consequently it is unable to train the youth of the country to undertake the responsibilities of life. Since quite a long time transmission of knowledge through books has been considered to be the sole purpose of education. Primary education is just a preparation for middle school education, and middle school education is a preparation for high school education. The three 'R' 'S' assumed a great importance in the educational field. But the mere capacity to read, write and do a sum cannot be

regarded as adequate preparation for developing the all-round personality of the child. It may help a few 'high fliers' to rise socially and economically above the common run of their fellow-men but, by and large, this system has failed to prepare the students for life

Apart from the above defects there has been a considerable wastage at the 7th or 8th year of the child. At the middle stage, nearly 70 per cent of the students drop out for various reasons. It looks as if the entire money and energy are spent only on a small minority, thus dividing the society into two halves. This necessitated evolution of a well-balanced system of national education that will allow the poorest child to receive education for which he is fitted by ability. The system of universal national education at the elementary stage chosen for this purpose is the basic education, which claims to satisfy the qualitative as well as the quantitative educational demands of the country. Basic education claims to achieve development of the total personality of the child through its emphasis on—

- (I) Self-Government by pupils on democratic lines ;
- (II) Productive work on an individual and group basis ;
- (III) Cultural, social and community celebration ; and
- (IV) Correlating knowledge content or education through the child's physical, social and craft environment.

More emphasis is laid on the usefulness and beauty rather than the quantity of the produce of the school children. Basic education thus is now growing as an open, elastic and living system rather than as a closed, uniform and rigid pattern. The social philosophy behind basic education is there ; but emphasis is laid more on its educational objectives. Education is the drawing out of the inherent powers of the child. Naturally it should aim at the all-round development of the powers of the child and not of one power at the expense of the other. The development of the body, mind and spirit of the child is aimed at, not only because of the child's inherent right to grow to the fullest, but also to enable the child to play his part justly, skilfully and with dignity. Today the individual does not live in isolation ; he is a part of society and as such the full and harmonious development of any individual cannot be thought of in isolation from society. This points towards another important aim of education, namely, training for citizenship. It stresses the need for the fullest possible development of the potentialities in the interests of both the individuals and the community. Our human heritage with the recent scientific and technological marvels therein, has become so vast, civilisation so complex and the demands of modern democratic society so varied and numerous that one cannot play one's part unless one's education is broad and many sided.

India is now independent and has decided to develop as a secular democratic republic. For the proper functioning of such a republic it is essential that all its people should be so educated from the beginning that they would be capable of participating efficiently and honourably in a co-operative society where everyone might rise to his full potential stature—and have the willingness and the capacity to work and live with and for others on terms of social equality.

Basic education envisages a society in which every individual would be a productive member and would be proud of the characteristic contribution which he or she can make to the social good through co-operative endeavour; it envisages a concept of culture which would reject the traditional dualism between learning and doing, between knowledge and action. It seeks to bridge the gulf which the present system of education has created between the educated and the uneducated classes, making the former's culture superficial, anæmic, cut off from its natural roots in the soil, and leaving the latter in ignorance and bondage to superstition. It aims at exalting co-operation above competition, the ideal of service above desire for selfish exploitation. It values 'creative happiness—which comes through useful work, willingly undertaken and successfully performed—above 'possessive' happiness, which is the result of an individual trying to annex as many external possessions as possible. Above all, it is inspired by the hope that, by making all children learn co-operatively through craft-work and thus sharing the life and labour of the masses of mankind, it will not only release some of their most fruitful powers for the service of the common good but also deepen their sense of humanity, of kinship with their fellowmen all over the world.

A historical perusal of the criticisms that have been levelled against basic education during the last twenty-four years, or so, reveals that the emphasis is now changing from theory to the practice of basic education. During the last few years, however, criticisms have centered round three points, namely (1) higher cost of basic education, (2) compatibility of basic education with the process of industrilisation of the country, (3) and the practical working of basic schools especially relating to craft, correlated teaching and the academic achievements of the pupils. Most of the doubts and criticisms have already been met by the authorities concerned. We have also elsewhere tried to remove these misconceptions and we feel it unnecessary to reiterate the arguments here.

We might sum up the ideal of basic education in the words of the Report of the Zakir Hussain Committee in this behalf: "We are anxious that teachers and educationists who undertake this new educational venture should clearly realise the ideal of citizenship inherent in it. The modern Indian citizenship is

destined to become increasingly democratic in the social, political, economic and cultural life of the country. The new generation must at least have an opportunity of understanding its own problems and rights and obligations. A completely new system is necessary to secure the minimum of education for the intelligent exercise of the rights and duties of citizenship. Secondly in modern times, the intelligent citizen must be an active member of society, able to repay in the form of some useful service what he owes to it as a member of an organised and civilised community. An education which produces drags and parties—whether rich or poor—stands condemned. It not only impairs the productive capacity and efficiency of the society but also engenders a dangerous and immoral mentality. This scheme is designed to produce workers, who will look upon all kinds of useful work—including manual labour, even scavenging—as honourable, and who will be both able and willing to stand on their own feet.

“Such a close relationship of the work done at school to the work of the community will also enable the children to carry the outlook and attitudes acquired in the school environment into the wider world outside. Thus the new scheme which we are advocating will aim at giving the citizens of the future a keen sense of personal worth, dignity and efficiency, and will strengthen in them the desire for self improvement and social services.

“In fine, the scheme envisages the ideal of co-operative community, in which the motive of social service will dominate all the activities of children during the period of school education, they will feel that they are directly and personally co-operating in the great experiment of national education.”

CHAPTER IV.

Improvement of the Teaching Personnel.

1. (a) *Position of the Teacher.*—The school has been designed by the society to mould children and to enable unripe minds to fit into a desirable cultural pattern. The task of achieving this process of adjustment is that of the teacher. In order to accomplish the task, the teacher must have a definite philosophy, a clear conception of the kind of life which he considers desirable. It cannot be too much emphasised that the whole quality of basic education will largely depend on the quality of training given to teachers. We are convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it. The basic training schools, therefore, are the fountain-heads of basic education. What happens to boys and girls in school depends in a large measure on the personal growth and development of the teachers with whom they have to work. Various research studies show clearly that the emotional stability of the teacher affects that of the pupils. Unhappy, frustrated and dissatisfied teachers cannot help their pupils to become happy, well-adjusted young people. There is a growing realisation among modern educationists that it is not enough to make the nature and needs of children the focal points in education. It is essential to go further to study the total field in the class-room or school and to understand the nature of the many elements and force at work in the school. In stressing the needs of children perhaps, the nature and needs of teachers have been overlooked. It is obvious that teachers cannot make full and effective use of the great body of knowledge on child growth and development, unless their own needs are finding some measure of fulfilment both in and out of school.

Teaching, like any other occupation, brings with it certain frustration. The tendency has been to ascribe these frustrations to such causes as low salaries, slow promotion and poor conditions of work in general. Besides these, however, the inherent suitability or otherwise of one's personality for the profession of teaching is known to play a very vital rôle in determining one's attitude to the profession. It is therefore, necessary to direct research to find out the less obvious sources of frustration of the teachers, apart

from the ones already mentioned. It is from this point of view that the training centres of teachers assume greater importance. If the stream is not kept clear and unsullied at this point, it will get hopelessly muddied lower down, as it reaches the basic schools. The trainees must get a clear vision of the aims and the revolutionary character of basic education. Basic teachers must go out of the training institutions with a high sense of their calling.

(b) *Educational survey and supply of teachers.*—Before we consider various aspects regarding the training of teachers for basic schools, it is necessary to assess our requirements of teachers at least for the Third Five-Year Plan Period. We also feel that the execution of the plan for the compulsory primary education would be greatly facilitated if an accurate assessment could be made of the need for locating future schools throughout the State. It is gratifying to note that a comprehensive survey was carried out by the Government of India in order to locate every district habitation and every elementary school; to map out the location of the schools, to delimit the areas served by the existing schools, and to decide on the location of new schools and the area that would be served by them. If this process has also been finalised in our State, it is necessary to adhere as far as possible to the pattern decided upon.

According to the figures supplied to us by the Department of Education, 28,000 teachers will be required for meeting the requirement of the additional enrolment contemplated for the age-group 6-11 alone.

The number of training institutions which prepare teachers at present is 120. The Third Five-Year Plan envisages the opening of several more new training institutions. The total intake per year is at present 13,284. After the addition of the new training schools, the total intake will rise to 19,534. A careful analysis of the existing staff indicate that out of the total number of 1,03,265 teachers in service 20,941 teachers are untrained. Eighty-two thousand three hundred and twenty-four teachers are trained in traditional system of training and basic system of training. The situation in Telangana area regarding the number of trained teachers is not quite happy; whereas the ratio of trained teachers to untrained teachers is 1:2 in Telangana, it is 73:2 in Andhra. The training of teachers therefore, is a complex question. We have to arrange for the training of the untrained personnel already in service, re-train those on basic pattern who are already trained in non-basic training institutions and also make adequate arrangements for training the large number of new entrants to the ranks of the teaching profession. This means that we have to carefully plan the training and retraining of teachers in a manner which will make it possible to have our schools completely staffed with trained personnel within a given time. It is obvious that neither

the present institutions nor the additional training institutes now envisaged would be able to meet our requirement to the fullest extent. We, therefore, feel that the Department should work out in detail their plan of training their teachers and so phase the programme that at least by the end of the Fifth Plan, we may be able to provide them full quota of trained teachers required for UNIVERSAL PRIMARY (BASIC) EDUCATION.

Before we discuss the present training facilities, a few words may profitably be added regarding the RAISON-D'ÊTRE of the training of teacher. There was a time when training was not considered necessary for teachers. It was believed that one who knew to read and write could teach as well as the next man. It was also argued that if one is a good teacher, training is superfluous and if one is a poor teacher, no training can transmute him into a good teacher. It is true that there are still some teachers including headmasters who believe that a teacher is born, and not made, or if made, can be made only by his efforts and failures in his class-room and, in any case, can only be spoilt if he is sent to a training school or college. The pessimistic view, even if it were justified, could hardly be held by one who is conversant with the present situation in a good two-year training school or training college. There are, in fact, few items in our educational system in which growth and progress are more plainly visible. There is, moreover, among intelligent parents, a growing impatience with the untrained teacher, based upon their knowledge of the price their children have to pay before they find their way to competency by the slow and expensive method of trial and error. It is now admitted on all hands that teaching is a vocation, that is, as difficult to learn and practise as any other, and that its responsibilities provide a challenge to the keenest among human intellects. No doubt, there are certain inborn qualities which make it easier for some persons to become good teachers, but it is generally accepted now, that teaching requires adequate preparation and training and one's efficiency as a teacher is significantly related to the effort which one puts in to qualify for the job. A good teacher is constantly 'learning and unlearning', 'observing' and 'experimenting' and does not think that he has mastered his job and learned all there is to learn once for all. It is the training school which should create this attitude of mind in all teachers.

It will thus be realised that the quality of the teacher in an educational system is a more important factor than all the other educational factors put together—syllabus, text-books, equipment and buildings. If we cannot secure teaching personnel that is keen and intelligent and has a high sense of duty and integrity and if we cannot keep them reasonably satisfied and contented in their work, no educational scheme can have the slightest chance of success. That is why perhaps the most important scheme in the reconstruction of education in any State relates to the improvement of the

qualifications, the status and the prospects of the teachers, which are at present, so depressingly low. If the State continues to tolerate the existing conditions of teachers, particularly in the field of elementary education, it has no right to expect any improvement in the quality of education, nor any success in its scheme of educational expansion. As in the field of education generally, so in the area of teacher preparation, problems have to be considered under the twin aspects of quality and quantity. Quantitative expansion of teacher supply is by itself a formidable problem, because of project extension of universal, free and compulsory education and proportionate expansion of the secondary education. The problem will perhaps have to be attached at all levels and schemes for improving the social prestige of the teachers will have to go hand in hand with provision for better salary scales and imaginatively conceived programmes of teacher education.

In specific terms, the problem at the primary level is not merely a function of numbers, but the provision of intelligent and imaginative teachers to meet the demands of large scale conversion to the basic system. This means that we must provide for new types of teachers' training programmes both at the pre-service and inservice stages.

The supply of the requisite number of women teachers is a problem in itself. It has now been well realised that in certain areas of education the talents of women are better suited. In our State we are to-day exceedingly short of women teachers at all levels and this shortage at any rate at the pre-primary and primary level, almost threatens to jeopardise the programme for universal, compulsory primary education in the State. A determined effort has to be made at the social, the economic and the educational fronts to secure the services of more women teachers to maintain the health of our education system.

(c) *Selection of teachers*:—The State requires a large army of teachers to realise its educational objectives. How is this need to be supplied? What measures can be adopted to attract qualified persons for this profession? Every person who aspires to enter the teaching profession is not suited for it. It involves work of a peculiarly exacting nature for which certain social and moral qualities are at least as essential as academic attainments and intellectual capacities. The work of the training institutions, therefore begins before the intending teachers start their professional training—it includes the extremely important and difficult problem of selection. So far, the question of selection was dealt with very haphazardly. But since the supply of aspiring candidates in the past did not exceed the demand, the situation was not so acute and critical as it is to-day. At present there is such a shortage of teachers that almost everybody who satisfies the minimum conditions can find a job with the result that selection has become a mere formality. However, as and when the service conditions of teachers

improve, a large number of people both competent and otherwise are sure to be attracted to the profession. The problem of selection would, then become particularly important in the interests of individuals as well as the teaching profession—particularly in the context of our Five-Year Plans. Nevertheless, our training institutions can no longer remain content with a policy of haphazard and mechanical admissions, trusting to luck to bring about a stable adjustment of demand and supply. These institutions will have to ensure, by conscious planning and endeavour, the provision of a steady stream of well-qualified teachers to meet the existing and growing needs of the State. Continuous efforts shall have to be made not only to select and prepare the right type of teachers but also to adopt certain positive measures such as adequate salaries, provision for triple benefit, higher retirement age etc., to encourage promising youth to join the teaching profession so that some weeding out may also become ultimately possible. It is not difficult to project imagination at least five years ahead and carry out a survey of the personnel needs of the schools, if possible district-wise, and plan out admission policy with reference to the likely demand.

(d) *Types of Teacher-Training Institutions*:—The existing Teacher-Training Institutions in the State and the courses and their duration are as under:

- (1) Secondary Grade (Basic) Training for Matric passed freshers for 2 years in Telangana.
- (2) Secondary Grade (Basic) Training for Matric passed for teachers 1 year in Telangana.
- (3) Elementary Grade (Basic) Training for VIII Standard passed freshers 2 years in Telangana.
- (4) Elementary Grade (Basic) Training for VIII Standard passed for teachers for 1 year—Telangana.
- (5) Senior Grade (Basic) Training for freshers S. S. L. C. passed 2 years—Andhra.
- (6) Junior Grade (Basic) Training for freshers VIII Standard 2 years—Andhra.
- (7) Secondary Grade (non-Basic) freshers S. S. L. C. passed 2 years—Andhra.
- (8) Elementary Grade (non-Basic) freshers VIII Standard 2 years—Andhra.
- (9) Secondary Grade (non-Basic) freshers S. S. L. C. with 50 per cent marks—1 year—Andhra.

Although in principle it is accepted by all minimum general education expected of primary teachers should be the completion of the secondary school, the policy is not yet being followed in our State completely. This is an area to which special attention

will have to be directed at least in the Third Plan period. We appreciate the difficulties in getting matric passed teachers in the numbers we require. But we cannot allow lesser qualified people indefinitely and allow the education of children to suffer indefinitely. Relaxation for some years to come, may have to be permitted in the case of women teachers, but these should be treated strictly as exceptions and attempts should be made, through the development of secondary education for girls, to keep them to a minimum. It should, in our opinion, be possible to work out a programme of 10 years within which the minimum general qualification for primary teachers could be raised to the Matriculation level with no exception. Appointment of teachers with a variety of minimum educational qualifications creates the problems of their varied training and also many other problems pertaining to their efficiency and conditions of service. The State therefore should adopt a definite policy of making matriculation and two-year training of basic pattern, as minimum qualification for the appointment of a teacher, within a stipulated period.

It is now an accepted policy that the training of primary teachers should be that of the basic pattern and of two years duration. Although this policy has been in existence for some years the progress in this field has not been very satisfactory. In many training institutions in the State to-day, the duration of training is till one year, and a good number of training institutions are not yet converted to the basic pattern. What is causing anxiety is that the percentage of trained primary teachers is still low and the heavy recruitments of untrained teachers is expected to depress it further. As it is, the task of clearing up the back-log of untrained teacher is quite formidable, and, added to it, if new teachers are to be trained, the magnitude of the problem becomes great. Any short-term training to teachers whose general education is of 7th or 8th standard may increase the number of trained teachers for statistical purpose only. But it can hardly be a solution for upgrading the standards of education which are already low. We do not therefore see any reason to agree with the view that the training could be of less than two-years, even during the transition period. We are clear in our minds that not only the minimum general qualification should be the completion of the secondary school but the training given to such teachers should be of two-years' duration. Steps should therefore be taken to see that the minimum qualification for teachers' training is fixed at the matriculation level. Similarly all institutions imparting one year training should be upgraded to those of two years course. This will necessitate increase in the number of training institutions, to increase the output to the level of our requirements. An interim measure, i.e., orientation courses, may be organised for those teachers whom it may not be possible to train immediately. In this connection it is necessary to suggest that all the non-basic

training schools should immediately be converted to the basic pattern, as there is no meaning in producing more teachers traditionally trained whose services are not useful for the basic schools and who will again have to be trained on basic lines.

The question of re-training those teachers who are trained on traditional pattern is also not free from conflicting suggestions. There are at present post-graduate trained teachers some of whom had offered one optional paper on basic education. There are quite a few who have not opted to this optional paper. The question of re-training both these categories is equally important. It is suggested that the duration of re-training for such persons could be of five months. We are assured that it is possible to train the teachers in some crafts and equip them with sufficient knowledge of community living and acquaint them with the philosophy of basic education. As they are already qualified in child psychology and methodology of teaching this is all what they require by way of re-training. We agree that the duration of such a course of re-training should be of five months, but the content of their training should fulfil all the requirements of that of a teacher in a basic school. There is another category of teachers who are either matriculates or 7th grade passed and have undergone either one year or two years' training on traditional pattern. We feel that even in such cases, five months' retraining of an intensive nature giving them all necessary training of basic pattern is enough.

With regard to short-term training given during the transitional period to orient them to the basic pattern, it must be made clear that attendance at such short-training course will not qualify a person to be classed as a 'trained teacher' for purposes of promotion and other departmental considerations. For this he should take a full training of 2 years under the departmental regulations as soon as possible and attendance at a short-term course should not give him any exemption from regular training. The purpose of the short-term course is to initiate the teacher into the nature of his work, to rouse his interest, to make him appreciate some of the basic considerations which should guide him in his work as well as learn some of the essential matters of routine which he will have to undertake as a teacher. Without such basic training he is likely to be greatly handicapped in his work and to suffer 'maladjustments' in the initial stages of his career. Such orientation courses can be arranged on a large scale throughout the State for all those who are untrained and have finally to be trained in a regular manner.

In connection with upgrading the general qualification of the teacher it is necessary to encourage the teachers who are not matriculates to appear for such examination and complete the secondary school education. Such encouragement can take varied forms but the object should be to see that as early as possible their general education is raised to that of the matriculation level.

However excellent the programme of teacher-training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum of expense. Increased efficiency will come through experience critically analysed and through individual and group effort at improvement. The intensive courses in special subjects, and practical training in crafts. They could also organise seminars and professional conferences or summer camps and study groups. It is harmful to consider that the teachers' education is complete when he leaves the training school. This retards the progress of education and the growth of the teacher's mind. It should be realised that the programme of teachers' education is a continuous process that is merely initiated by the training school.

(e) *Women Teachers.*—Regarding the expansion of training facilities for women teachers, the Central Education Ministry appears to have circulated a scheme to the State Governments with an advice to implement it as early as possible and to report the progress to the Government of India. This scheme consists of two parts as below:

(a) Schemes which do not involve any financial commitments;

(b) Schemes which do involve financial commitments.

Schemes included in category (a):

- (i) Relaxing the upper age limit for recruitment of women-teachers.
- (ii) Relaxation of educational qualifications of women-teachers.
- (iii) Relaxation of rules so as to allow part-time employment of women teachers.
- (iv) Employing women-teachers in Girls' as well as Boys schools at the elementary stage.
- (v) Giving preference to married men-teachers whose wives have received some education.
- (vi) Reservation of places in training-institutions for women-teachers.
- (vii) Permitting girl-students to appear as private candidates at examinations.
- (viii) Co-education at elementary level.
- (ix) Shift-system for boys and girls.
- (x) Special curriculum for girls.

The various schemes included in category (b):

- (i) Free accommodation for women-teachers in rural areas.
- (ii) Appointment of school-mothers in rural schools.

- (iii) Organisation of condensed and special courses of general education and teachers' training for adult women.
- (iv) Stipends to women-teachers for teachers training courses at under-graduate level.
- (v) Refresher courses for trained women-teachers.
- (vi) Stipends for classes 8-11, provided they take to teaching at least for 5 years.

The percentage of women-teachers in primary schools is at present as low as about (17.6) and in basic schools it is still lower. This lag is due to several factors among which the two most important are the inadequate spread of education among women, particularly in rural areas, and the unwillingness of educated women to serve in villages. This apart, there are other difficulties coming in the way of those women-teachers who are willing to take up the profession. Unless, therefore, all these real difficulties are removed the response of women-teachers is bound to be slow. While much is being done to expand women's education, more remains yet to be done. There are at present only 32 independent training institutions for women-teachers. Other training institutions, however, permit co-education. But even in such cases the response of women trainees is very poor. We are told at some places that co-educational training institutes should not be encouraged. It is argued that the age at which boys and girls enter the training institutions demands that there should be separate training institutes. It is true that in the co-educational training institutes today, compared to boys the number of girls is very meagre. This is mainly responsible for the various difficulties which are pointed out to us. Once the number of women-teachers increases many of the difficulties will get removed. We, however, feel that as long as separate hostel and other arrangements are not satisfactorily made available for women trainees in a training institution, it is not advisable to have co-education in that institution. The number of training institutes for women to day is small and we feel that there is necessity to increase the same considerably. Efforts should be made to step up the percentage of women-teachers. We have already pointed out the increased necessity of women-teachers in the pre-primary field. In order to induce more women-teachers, sufficient stipends, appointment with some advance increments and other facilities necessary for their life in rural areas as suggested above should be provided. Appointment of women-teachers on the staff of training institutes wherever co-education is permitted is very necessary.

(2) *Conditions in Basic Training Institutes.*—The picture about the basic training institutes in the State is a mixed one. While there are some good basic training institutes, there are quite a few which suffer from many inadequacies. Instead of

going into the details regarding every training institute it is sufficient to deal with some common problems relating to them :

(a) *Agricultural Land*.—Agriculture is accepted as one of the main crafts for basic education. It means that the teachers should receive adequate training in this craft. It should be remembered that nearly 80 per cent. of the population live on agriculture. After the industrialisation of the State, some population may be shifted to the industrial sphere. Even then agriculture will continue for many more years to be the main-stay of the State's economy. It is therefore, natural that in the basic education schools, agriculture should receive adequate attention. It is unnecessary to point out the great educative value of this craft. Kitchen-gardening and agriculture are very important items in basic institutions, particularly in the training schools. We were, however, surprised to find that in some training institutes no agricultural land is available; in some even land for kitchen-gardening is very insufficient, and in at least one, a pair of bullocks are provided without making any provision either for agricultural land or even for fodder to the bullocks. In some institutions where agricultural land is available, irrigational facilities are lacking and in most of these basic institutions, no agricultural demonstrator is appointed. In fine, we have not come across a single institution where all the requirements are provided for teaching agriculture as a craft. In such circumstances it is needless to point out that this craft is not receiving the attention which it should. It is therefore, necessary to assess the requirements of every teaching institute regarding this craft and as early as possible, make suitable arrangements.

Whenever suitable land is provided and water facilities exist the income from kitchen gardening and agriculture has been satisfactory. In some places we found that income from agriculture was not at all inconsiderable and in some cases definitely more than from other craft work.

In this connection, the training schools can take advantage of the Bhudan Movement and with the assistance of Sarvodaya workers secure land gifts for their institutions. This method can profitably be adopted even in regard to basic schools. Along with agriculture some subsidiary crafts like fruit culture, plant-protection, etc., may be taken up. It is necessary to provide agricultural demonstrators to every training school after making suitable provision for the land and other agricultural equipment. Possibilities can also be explored to get active co-operation from the agricultural department. The land attached to the training schools should serve as a training ground for the trainees on one hand and might usefully be employed for the purpose of demonstration.

(b) *Other Crafts*.—The system of basic education centres round a basic craft. Much of the academic knowledge is to be

imparted by correlation through some activities. The pupils are expected to master the craft scientifically. Apart from agriculture, the other main craft is spinning and weaving in most of the training schools. This craft also is considered to be a powerful medium of instruction. It is expected as a corollary that the craft work should be properly conducted so that it gives some reasonable return. Besides these main crafts there are other crafts such as wood-work, paper-work, leather-work, claywork, etc. In many of the training institutions apart from agriculture and spinning and weaving, other crafts except wood-work are not available. Wood-work is also not available in some of the institutes. Although in some of the major institutes such as Pentapadu, the requisite facilities are provided for running craft work, it is however distressing to know that many training institutes find a good deal of handicaps in this field, viz., lack of storing facilities for raw-material and craft products, shortage of space for craft work, untimely supply of equipment, supply of low quality equipment and absence of proper facilities for disposal of the craft-products, etc. Craftsmen are also, in very many cases, not appointed. Posts are vacant for several years. Under such difficulties craft-work can neither be expected to become a useful or effective medium of instruction, nor can it give good returns in terms of money. It is imperative that the Department should pay immediate attention to this aspect. It is also necessary in the interests of work and education that the implements, tools and raw-material for craft work are supplied in good quality, in time and in adequate quantity. Proper storing facilities for raw-material, equipment and craft-products must be provided in the training school building in order to avoid wastage in this regard.

One great difficulty which almost every institute is facing is the non-availability of teachers trained in craft to work on the staff of the training institutes. In view of the low salaries provided for such instructors it does not seem to be possible to get a teacher who is a craftsman as well as trained in basic education with particular knowledge of correlation. We are doubtful of getting such persons even if the salaries are upgraded. The only alternative for the transitional period appears to be to employ professional craftsmen who will teach the practical side of the craft and the correlation lessons may be given by the teachers. Every obstacle in the way of appointing traditional craftsmen with highly developed skill as craft instructors in basic training schools even if they have no academic qualification, should be removed without any hesitation or delay. Every time such a craftsman is appointed, a trained basic teacher should be closely associated with him in the teaching of the craft.

It is necessary to provide a large number of subsidiary crafts in every training school. While it should be compulsory for every trainee to learn agriculture, spinning and weaving as the

basic crafts, option could be given to them to choose one or two subsidiary crafts. Truncation of craft has already proved to be harmful and wherever it exists, it should not be tolerated. Any craft for basic education must be a whole craft and not split into pieces, not learnt in isolated parts. Since any weakening of productivity in training will result in weakening productivity in basic schools, adequate stress must always be laid on the mastering of the various processes of whatever productive work is chosen in basic teachers' training.

(c) *Disposal of Craft Products.*—Another problem of considerable magnitude which is facing all the training schools is the disposal of the craft products of the institutions. The same problem is also faced by all the basic schools. Hanks of yarn are produced by every school and training institute and the production is quite considerable. Out of this production of hanks a very insignificant portion is converted into cloth either by the educational institutions directly or through some co-operative society of weavers. Even so, there is considerable accumulation of cloth with several of these institutions. It is natural that the products are coarse and not marketable. Whenever purchasers are found for such cloth they are either the trainees or members of the staff. Very rarely an outsider appears to have purchased the cloth. While it is true that quality of production cannot be expected from the students or the trainees during the course of their education, much can be done to improve the quality even at this stage. We have seen that in some institutions where craft instructors are appointed and education in craft is scientifically imparted, products are marketable. It is therefore necessary to improve the quality of production. This can be done only when all facilities are provided. In spite of this the question of finding a market for the finished goods will continue to defy solution. It appears that the department so far has not given any definite instructions in this regard. Whatever guidance the institutes are getting it is only from the audit reports where some suggestions are given while scrutinising the accounts. Various, and sometimes conflicting suggestions have been made to us. It is not disputed that the entire product can be put to some use. Similar is the case with other craft product such as wood-work. After carefully considering this problem and in the light of discussions with various experienced persons, we feel that some arrangement should be made with the Khadi institutions for the purchase of the yarn and also the cloth. Arrangements could also be made to supply cloth to hospitals, jails, municipalities and other offices. These offices can put the cloth to use. Specific direction in this respect appears to be necessary.

The second Wardha Education Committee of the Central Advisory Board of Education observed that the basic education scheme, "centres round a productive basic craft". Means will

have to be devised for the disposal of the marketable articles thereby produced. An economical method of marketing is essential, and as this is beyond the scope of any individual school it will only be possible if a Central agency in each province undertakes this work—the provincial government in each case should undertake direct responsibility for this organisation.

The question of disposal of articles produced by basic schools was considered by the Standing Committee in their meeting held in June 1955. That Committee expressed the opinion that they could be consumed by the school community itself and that whatever may be the mode of disposal, the net profits derived should go back to the students in the form of free mid-day meals, khadi uniforms, etc. The Central Education Ministry appears to have circulated this recommendation of the Standing Committee to the State Governments who are responsible for the implementation.

Although since 1937, the question of disposal of products of basic schools had been engaging the attention of the Central Education Ministry and different ways and methods had been explored no workable solution appears to have been found. We are told that in some States the State Governments themselves placed orders for some of the products of the basic schools. The Standing Committee also appears to have suggested that children themselves may be given the products at cost price and the same is being implemented in some States. Further the recent suggestion of the Standing Committee that the income from the products should be utilised largely not for adding to the Government Treasury but for providing for small amenities to the children themselves, has also been under the active consideration of some of the States. We endorse this recommendation for our State as well.

As stated above it may not be difficult to arrange for the disposal of the craft product through the State Emporia, Khadi Bhandars, etc. The suggestions regarding the utilisation of income, if any, from such disposal may be considered in the light of the recommendation made by the Standing Committee. The State Government may also enlist the help of the Khadi and Village Industries Boards in that respect. We feel that the State Government should be persuaded to take more interest by purchasing the basic school products as stated above.

(d) *Syllabus in Training Schools*.—The value of training having been accepted, what should be its content? The question cannot be answered easily or dogmatically. Education is a dynamic process and any changes in the pattern of the social order which it serves are bound to be reflected in it, sooner or

later. The content of teacher-training cannot likewise be static; they must follow progressive trends in the theory and practice of education and adjust themselves to the changing pattern of the educational system. The syllabus of teacher-training course, devised say 20 years ago, may have been adequate for the generation for which it was meant, but it will certainly have to be considerably remodelled to meet the present situation.

The syllabus of training in our State is a modified and amended form of the teachers training syllabus drawn up by the Hindustani Talim Sangh. We are told that there is not much to suggest regarding any change in the present syllabus except by one or two teachers who thought that the syllabus is over-crowded. But at the same time most of the teachers whom we met did not support this complaint. They appear to be satisfied with the present syllabus.

What we saw in the training schools forces us to invite special attention to certain aspects of the teachers' training on which, according to us, proper emphasis does not appear to have been laid. These aspects relate to craft training, correlated teaching and the study of psychology.

In the majority of basic training schools, where the crafts adopted are agriculture and spinning-weaving, the first three processes of ginning, carding and spinning go on fairly well. But at the stage of weaving the craft becomes perfunctory or breaks down. We have already stressed the need for having a complete craft, because it alone can serve as an effective medium of correlated teaching.

We have already suggested that the existing rules regarding the appointment of craft instructors be suitably modified so that good traditional khadi-weavers even if they do not possess technical diplomas or school certificates may be appointed. It is however necessary in such cases to associate a trained basic teacher with such a weaving-teacher all the time. Although we are conscious that this arrangement is not the best but in view of the present shortage of craft instructors in basic education, this is the only course which can be adopted.

The educational value of craft-work is so widely recognised now that there is hardly any need to labour the point. It is unfortunate, however, that in spite of its educational value, we have not yet succeeded in developing a strong tradition of craft-work in our schools. We have already felt the urgent need for some subsidiary crafts in basic training schools. Attached to spinning-weaving, there could be provision for bleaching, dyeing, printing and tailoring. A small carpentry workshop for making the simple parts of the equipments used in the training schools

and for repair work could be another necessary item. These subsidiary crafts should be such as to help make the major craft more efficient and complete, so that these subsidiary crafts may ultimately prove as important as the major crafts. It is sometimes forgotten that even in the absence of any provision for craft work some useful work can be done with inexpensive local materials such as grass, clay and paper and the present training course can certainly provide valuable experience to the recruits as also arouse in them an abiding interest in such work.

3. *Correlation.*—It has to be impressed upon the intending teachers that a teacher who himself talks tirelessly in his classes and is stern and forbidding in his dealings with children cannot be considered a good teacher. A good teacher should not hold the stage to himself and treat his class mostly as an assembly of passive spectators but should allow his children to come to the stage as it were and occupy it, talking, singing, acting, narrating-stories, etc. He should come out to help them only when his help is needed or actually sought. He is essentially a 'guide' for his children. The teaching will have to be conceived mainly, in such terms as 'purposeful living', 'participation', 'sharing experiences', 'self-activity', 'discovery', 'experimentation' etc. A teacher who fails to organise abundant opportunity for these experiences will have failed in his major task, no matter, how good his examination results and how likeable his personality may otherwise be.

One of the most important features of basic education is its emphasis on activity and the principle of correlation of school instruction with the physical and social environment of the school. This correlation need not be confined to the crafts alone as is done today, but should be broadened to include the fields of nature and the society. Correlation with craft will at the best occupy $\frac{1}{3}$ of the field. As we have elsewhere pointed out the necessity of having a complete craft, we wish to emphasise the necessity of mastering all the three essential aspects of correlation. It is necessary to understand the natural and the social environments, to appreciate their importance and employ them for the purpose of correlation. Wherever we visited, we made it a point to see the use of correlation methods while teaching the students. We wish to say that very little correlation is, in a real sense, being employed in reference to social or natural environment. Whatever correlation methods are adopted in relation to craft work require also to be more intelligently used.

Correlation to the social environment is at present confined to cultural and recreational activities. The idea of correlation and its powerful influence on the method of teaching is not properly appreciated. It has not been done in a scientific and adequate measure to employ the social or natural environment,

For purpose of correlation, the teacher requires a good deal of imagination. Casual and slipshod methods of teaching or mechanical observance of certain collected data cannot be useful in the technique of teaching. We are conscious that we are at the initial stage and there are very few guide-books for teachers. Yet we can draw upon the rich experience of the actively methods. For this it is necessary to organise meetings of the staff of training schools and the trainees where social and natural environments could be survey and necessary data collected to be put to use. Sometimes in the name of correlation, inferior types of methods are employed to the disadvantage of both the teacher and the taught. All basic training institutions should therefore devote more attention to this very important aspect of basic education in the absence of which it is likely that even basic education will become mechanical.

A study of the nature of children is perhaps the most important of all studies for the teacher in training. No one can educate others, in the fullest sense without understanding the nature of his pupils; for if education is to succeed it must be based on the psychological needs of children at the different stages of their development.

The study of child psychology, is, therefore, much more important than the study of methods of teaching; in fact, if the study of methods is to be of real value, it must be closely linked with an understanding of why children learn best in certain ways.

A good knowledge of educational psychology by itself may not transform a bad and indifferent teacher into a good one. Yet such knowledge is generally of great help in that direction. It would really be a very serious omission, if we fail to give the prospective teacher in a simple form, an understanding of some of the basic findings of modern psychology about the nature of the child and the best ways of dealing with him.

We have seen in the training schools that abstract psychology which the students are made to learn is irrelevant and has little bearing on the every day problems of children or on the needs of contemporary society. It is obvious that after leaving the training schools, the teachers will not be able to use their knowledge of psychology. We must realise that the old academic subject-dominated type of training is rapidly being replaced by a training aimed at the personal as well as professional development of the teacher and the effective citizen. It is therefore necessary to give more practical bias to the subject and there is every need for a greater swing away from an abstract bookish type of child-psychology. The education in this field imparted today in our training school, may prepare the teachers to answer examination questions. But we are afraid that equipped with this abstract

knowledge, they will not be able to handle practical class room problems. The teachers should be provided with many more opportunities to associate themselves with and observe children at work, at play and in other social circumstances. Most of such observations are required to be intelligently guided by members of the staff of the training institutions.

The life of child, his needs and interests, his physical, social and emotional development, his attitudes towards learning his ideals and ambitions—these are some of the concrete problems which should form an essential part of the curricula of the training schools. It is only through such studies that we will know the truth that the psychological studies of child, behaviour and growth have to be related to our democratic life. Otherwise though the studies may have the theoretical interest, they become useless from the point of view of an educationist.

We would suggest that the process of learning through activity should not only be demonstrated in practising schools attached to the training institutions, but the trainees themselves should be enabled to see how they learn through the process of activity in real life situations. Once it is realised by pupil-teachers that modern psychological concepts fully bear out that learning takes place best through pupils' activities in real life situations under careful guidance of teachers, these trained teachers who start working in basic schools will not be tempted to revert to the earlier routine method of class room teaching based on text-books.

4. *Model School*.—We are surprised to find that in many places the practising schools attached to the training institutions are non-basic. No useful purpose will be served in giving demonstration lessons to the trainees at such schools. We find in many basic training schools, that practice-teaching and demonstration lessons were not adequate in quality and quantity. This must be remedied. Such schools were not even oriented to the basic pattern. What correlation can be practised here is difficult to understand. It is necessary that the schools attached to the training institutions should not only be of the basic type but should also be of eight years' integrated course. The staff on such schools should be fully trained in the basic system. The school should be in the real sense a model school having all necessary equipments. We have come across some schools which are located far away from the training schools. The trainees find it difficult to go to such schools. In some places the number of trainees is so large that one practising school does not provide sufficient opportunities for completing the practising lessons of all trainees. Some other schools located nearby are used for the purpose of practising lessons. These schools also are not basic; nor are they adequately equipped to fulfil the requirement of a practising school. It does

not appear to have been sufficiently realised that the practising school is not only a means of giving practical training to the trainees but also serves as an object of research in teaching methods. Unless, therefore, such schools are good schools, the very object of the training school is defeated. These schools are excellent laboratories of research in basic education. We therefore feel that this drawback found commonly existing should immediately be removed and a fullfledged basic school of eight years' intergrated course should be attached to every training school.

5. *Residential Institutes.*—Most of the training institutes are residential and therefore provide suitable opportunities for building up habits of corporate life among the trainees, while they are living together under the same roof. They share their experiences and co-operate with one another to achieve a common purpose. Basic training schools have necessarily to be training schools for the purpose, among other things, of giving day-to-day training in actual living and practising of the principles of a co-operative democratic community work and learning together and producing much of what is necessary for daily life. Democracy is not a mere abstract concept, but a practical way of life. Students can have real experiences of democratic living by organising their corporate life in hostels. There are numerous situations such as running a mess, organising sports or social functions which can give teacher-trainees all those experiences and discipline which are required for our democratic society.

During our visit to various hostels we found that in some case housing accommodation is neither adequate nor situated in clean surroundings. As many as 10 to 18 students were found occupying a medium-size room. At some places dining halls were not available at all. Water facilities are lacking in some places. It is therefore necessary to give the trainees minimum facilities at such hostels so that the corporate life can well be directed. In some places a large number of trainees were staying in the town because no residential arrangements were available for all of them. We were told at one place that hostel accommodation is provided to the students by turn, i.e., the trainees are allowed to stay in the hostels by batches, and when out of the hostels, they are expected to make their own residential arrangements, and it is difficult to make temporary arrangements for their residence in the town. Separate hostels for girls are not provided at all places. The real benefit of such corporate life can be had only when essential facilities are provided. We therefore suggest that the various difficulties the trainees are finding should be removed immediately.

6. *Literature for teachers and children.*—Wherever we went and whomsoever we met one universal complaint which was found is the non-availability of adequate and good literature regarding basic education. Although some of the basic training institutions

and some private individuals have produced some literature on basic education that surely is not enough. The literature now available includes manuscripts containing illustrated lessons and some schemes of correlated teaching. The literature which we saw has encouraged us to feel that given facilities and sufficient encouragement, some of the training institutes can produce quality literature which will serve as a guide to teachers in basic education and useful reading for the students in the basic schools. No effort at present appears to have been made to pool together this useful accumulated material and, after selecting, the best arrangement made for the publication. The preponderent literature thus accumulated is in Telugu. We have also come across some Urdu and Marathi literature. We feel the necessity of a serious effort to get such literature properly studied and edited and we are confident that out of this material some very useful guide-books will become available to the basic school teachers. We also suggest that the State Government should set up a Committee for collecting all this accumulated material at one place and after necessary scrutiny and sorting get it published. This will also serve as an encouragement to those who have been responsible for preparing such literature. Realising fully well, the great urgency of necessary literature both for the teachers and the taught, something systematic ought to have been done. The few books published so far are totally inadequate. With the expansion of universal compulsory education, the need for such literature will be acutely felt. The Committee, in case it is appointed, should consider the preparation of source guide-books for teachers of basic schools monographs on basic education, supplementary reading material for children of basic schools, and should take steps to see that such literature is made available in the different state languages. It is also necessary to formulate some scheme where by production of teaching aids for basic schools is accelerated. Such schemes may provide for institution of prize competition for children's books, encouragement to publishers to bring out good children's literature and assistance to voluntary organisations working in the field of publication for children. We have in our State some literary associations devoted to the service of Telugu, Urdu, Marathi, Kanarase and Hindi; if this work is entrusted to them it may be possible to get some good works in these languages.

During our visit to several training institutions and basic schools except in a few cases we found that the institutions have no well-equipped libraries. Very few books are available generally on education and particularly on basic education. We feel the necessity for compiling a model list of books on basic education and education in general, which every institution must have in its library. Reference books generally are not available in large numbers. Librarians are not appointed but the work is entrusted to some teachers with the result that books are not properly classified and the use of library is therefore not scientifically made. There is a

general feeling that in basic schools reading of books is not permitted. We do not know how this impression has spread. But it requires to be immediately removed. What basic education tries to avoid is the mechanical use of text books for purposes of storing the knowledge in memory. A text book usually adopts a specific approach conveying information and knowledge as systematically and briefly as possible. Such an approach has its own advantages. But it cannot provide adequate training for the growing mind of the children which often craves for a wider and a more challenging presentation and appreciates contact with more creative mind. This can be supplied only by establishing really good libraries in schools and by making a provision of an intelligent and effective library service. In fact without such a library service the concept of basic education cannot be effectively implemented. It postulates the existence of a good and efficiently functioning library. It is through such service that some progressive methods can be put into practice. The selection of books must be scientifically made. The libraries are found to be usually housed in rooms which cannot be used for any purpose. The teacher who is put in charge has often very little love for books and is usually devoid of any knowledge of the library techniques. The library should attract more students and should inspire in them the habit of reading. It is really unfortunate that this powerful medium of imparting knowledge stands neglected and often escapes the attention of Headmasters and Inspectors. We were told that no library committees are appointed. Selection of books is haphazard. Provision for the purchase of books and periodicals is usually meagre. It is no wonder then, that the libraries are poor. The use of the library for a training school is more necessary. Subjectwise sections in the libraries must be constituted and teachers should be encouraged to keep in touch with the recent thoughts in education. We would suggest that the government should carefully examine the provisions made for his purpose in the budget made for the educational institutions and revise them suitably in order to meet this growing need. The department should also impress upon the institutions for organising efficient library service and assist them in doing so.

7. *Posting of teachers.*—Elsewhere we have mentioned the number of basic teachers posted in non-basic schools. It is necessary to post the basic-trained teachers only in basic schools; otherwise it is obvious that the loss is two fold. Not only the teacher reverts to the old system but the students also are not benefited by the training. It is only in basic schools that a teacher can work out successfully, educational principles and methods for the benefit of the students. The work of the school goes on along its traditional grooves, not enriched at all by the stimulating contact of the trained teachers in basic education. The conditions of work prevailing in schools are positively antagonistic to work on new lines. Even the most enthusiastic of teachers with the keenest sense of

duty find their spirits damped when they meet discouraging conditions in the schools and find colleagues and the authorities passively disapproving, if not actively ridiculing, all attempts at reform as useless fads. The only remedy for this situation is to post the trained teachers in basic schools and provide them all facilities to put in practice what they have learnt in the training schools. Otherwise the common charge which today is made against the training that it is not related closely enough to the actual conditions of school work, and when trained teachers pass out of their portals, they are not able to translate their educational theories and principles into practice stand good. If we really want the training to be useful, we have not only to improve the conditions existing in the training schools but also improve the atmosphere of schools. Otherwise the result would be that we would be producing half-baked teachers, and when they are actually face to face with school conditions, which are often very discouraging, they are not able to put the principles they have learnt into practice and some fall into apathy and into line with their played-out colleagues.

8. *Research and extension.*—We visited several training institutions and got reports from the others. What we found is that there is practically no research being done in the basic training institutions. This will render the institutions stagnant. It is necessary to rectify serious omission. Although in some training colleges we visited we were told that some of the lecturers are working on some projects, it is necessary that some selected basic training institutions should also devote themselves to carrying on research in various aspects of basic education. If basic education is to be properly developed, its growth will have to be vigilantly watched. New techniques and methods will have to be evolved and existing defects will have to be prominently pointed out. We found that there is actually no provision for any research in any institution. We therefore suggest that the State should make every year some provision for research and ask some of the selected basic training institutions to conduct research in various problems connected with basic education. Encouragement in research can be given by award of suitable scholarships. The research scholars may be asked to submit reports indicating the results of their studies and may be authorised to make suggestions regarding the improvement of training in basic training schools and for upgrading the quality of teaching in basic schools.

Another feature essential for research is the collection of data. Although a section is working in the department to collect statistics, unless the statistics thus prepared are studied and their implications worked out, they will merely be used for compiling the reports. The qualitative and the quantitative aspect could be greatly improved by studying various factors connected with such expansion. Mere haphazard growth will not be of much use.

We have very recently started implementing the concept of basic education and it is natural that the concept being revolutionary should be faced with some difficulties. It has therefore to be constantly surveyed.

In this connection, the use of extension services also assumes importance. At present extension services are not organised in any of the training institutions. It serves as a means of increasing the knowledge of the teachers and also results in purposeful contact with the public. Every basic training school should plan and execute suitable extension programmes in order to bring the teaching staff and the pupil teachers into close touch with the surrounding community. An important item of extension service can be the enlightening of the local public about basic education. Incidentally such extension work will train pupil teachers in the technique of organising and co-operation.

9. *Staff of the training institution.*—In view of the importance of training institutions, it becomes inevitable that we should carefully select the staff of the training institutions. The members of the staff should have a good general educational qualification, a degree in teaching and at least five years of experience as a teacher in a school. He must be himself trained in basic education. Staff members can also profitably be drawn from the Inspectors' Cadre. We have seen in some institutions even the Principals are not trained in basic education. Some of the members of the staff also are not qualified in this respect. It is also necessary to post the members of the staff either as inspectors or headmasters of some basic school so that they will be in touch with the actual conditions of the school life and will get acquainted as to how, what they were taught in the training schools is put into practice. This free exchange of teachers is helpful for both.

We have already emphasised the need for having women teachers on the staff of basic institutions. It may be difficult in the beginning to get all the women teachers' training centres staffed by women teachers; but special efforts should be made in this direction. We also found that sometimes a large number of vacancies are not filled for quite a long time. The teacher-pupil ratio is also not adequately maintained. The trainees thus suffered both ways. It is therefore necessary to fill all the vacancies almost immediately and strictly adhere to the teacher-pupil ratio fixed in this respect.

10. *Re-training and in-service training.*—(a) *Re-training.*—We have already suggested that the duration of the re-training period should be at least five months. This measure of course is transitional inasmuch as when all the trained teachers under the old system are retrained on basic pattern, the necessity for re-training will end. The programme of re-training, however, might

continue if graduate trained teachers having no background of basic education are employed and as there are some training institutions of old pattern, teachers coming out of these institutions will have also to undergo re-training. Thus the programme of re-training is likely to last for another 7 to 10 years. It is necessary that this re-training should be given in basic training institutions selected for the purpose. The additional cost involved in re-training teachers already trained in the older method will have to be borne. The question of the appointment of the substitute when such a trained teacher is sent for re-training could effectively be tackled by appointing the substitute temporarily on basic salary. We have already made it clear that re-training of any shorter period may be abolished.

(b) *In-service trained.*—The training institutions have an important role in organising programmes of in-service education of teachers. In future it must not degenerate into a mere training institution but must function as a nucleus of educational reconstruction, providing a variety of services for the educational institutions in the area which it serves. The training institutions must accept the responsibility of assisting in the in-service stage of teacher training. Among the activities which the training institutions should provide for are (1) refresher courses (2) short intensive courses in special subjects (3) practical training in work-shop (4) seminars and conferences. The institution should make the courses and services flexible to meet the requirements of the group which it aims to serve. It will require its teaching staff to serve as consultants to a school or group of schools conducting some programme of improvement, and to guide and help teachers to solve the problems that confront them in actual practice. In short the training institution should take the responsibility not only for giving to teachers an adequate preparation to enter the teaching profession but will also help and guide them through their teaching career. When once this responsibility is assumed by training institutions, the task of educational reconstruction becomes easier. We therefore suggest that every training school should be entrusted with the responsibility of the in-service training and follow-up work as detailed above. For this purpose an area could be delimited as falling under each training school, so that all teachers in the basic schools of that area could take advantage of such a programme.

11. *Training at graduate level.*—In order to train graduates in basic education for the purpose of appointment to posts of teachers in basic training institutions and also as inspectors and administrative officers in the basic education sector and for appointment as headmasters of senior basic schools, we require quite a few post-graduate basic training colleges. We had one such institution at Bhiknoor, but it has since been wound up. We have at present in the State only one Post-Graduate Basic Training College (Government). The graduates coming out of these institutions are not

sufficient in number to meet the requirements. The other source from which candidates are drawn for appointment on the above said posts are the post-graduate training colleges under the 3 Universities of the State. So far as Andhra and Venkateswara Universities are concerned till last year, there used to be one compulsory paper on philosophy of basic education and one month's training in community life for the post-graduate education degree. But since this year for reasons into which we need not go the Universities appear to have deleted this paper. Thus hereafter the graduates in education will not be touch with basic education. Regarding the Osmania University we are told that they still have one paper on Philosophy of Basic Education which is optional. But graduates in education of all the three Universities cannot be considered as trained in basic education. Logically therefore such graduates can be appointed to the above said posts, only after they conclude their re-training in basic education. The result therefore is that many Senior Basic Schools do not have trained graduate Headmasters. It is therefore imperative to find out our needs in this respect keeping in view the present as well as the foreseeable future and then arrange for the training of the necessary personnel either by start new basic training colleges or by converting the existing training colleges into the basic pattern. The second alternative appears to be at present difficult. The attitude of the Universities in this regard to say the least has been unhelpful. When the tendency is even to drop the optional paper in Basic Education, how can we expect that the Universities will agree to the conversion of the training colleges into basic training colleges. It will therefore not be immediately possible to depend upon this source of supply. The first alternative also appears to be difficult. It has been the experience that such colleges could not be started or, if started, could not be run. The only alternative left is to organise re-training on an extensive basis so that the graduates in education could be absorbed after such re-training. But this as stated above should be for the transitional period. Either the Universities shall have to be persuaded to take up full-fledged post-graduate training in Basic Education or the State Government should assume responsibility for starting such colleges. The essential factor however is that necessary stress on Community living, productive work and correlated teaching should form the main portion of the curricula rather than the old and purely academic standards and written examinations as has been the feature of the training colleges. This question does not appear to have been seriously considered. With the expansion of Basic Education at Senior Basic level, a large number of basic trained graduates will be needed. It is, therefore, high time that we realise the increasing need for such graduates and make suitable arrangements to get them.

CHAPTER V.

Basic Education System.

(1) *Junior Basic Schools.*—In the State there are 2,114 Junior Basic schools and 277 Senior Basic schools. As against these there are 29,012 old primary schools and 467 Middle schools. It is obvious that the gulf is too wide, and unless the Government decides once for all to start only basic schools hereafter, the gulf is likely to widen further. The conversion process is very slow. More attention should be paid to establish 8 years' integrated course. Although it is not educationally quite sound to separate the junior and senior basic schools, somehow or other, junior basic schools have come into existence comprising of five classes. Anyone acquainted with the principles of basic education would support the idea of an integrated course of 8 years; and educationally it is not possible to artificially break it into junior and senior stages. We are committed by our Constitution to free compulsory and universal education for all children up to the age of 14. Basic Education having been accepted as a National pattern is the education for which provision will have to be made in pursuance of Article 45 of the Constitution. According to the recommendations of the Assessment Committee, the schools which do not have eight grades should be attached to the nearest full-fledged basic schools. The aim therefore is to have basic schools of eight years' integrated course. Some of the middle schools, or lower secondary schools, as they are called, are attached to the high schools. Some of them are independently working while a few are attached to primary schools. It is, therefore, necessary to detach all middle schools from the High Schools and attach them to Primary Schools so as to bring about a complete eight years integrated course. Wherever junior basic schools are existing, efforts should be made to upgrade them to 8 grades. Unless, therefore, it is specifically realised that the integrated 8 years course of education is vital for the basic system, haphazard growth of these institutions cannot be checked.

In the beginning, the compact area method was followed for the development of basic education. But these purple patches did not take basic education any further. They neither served as model schools nor could they save the basic schools from the influence of traditional type of schools. These patches were not multiplied. The result was that basic education for all intents and purposes appeared to have been put in a prison house. These patches failed to affect the surrounding overwhelmingly large area of non-basic education. Comparison of basic and non-basic schools did not result in recognising the utility of basic education. Compact area schools were almost without educational equipment, craft

implements and raw material which constitute the core of basic schools. It was natural, therefore, that the people were not inclined to appreciate this system compared to the traditional one although as a matter of philosophy they were inclined to prefer the basic system. Having found that the compact area system was not yielding results, it was gradually given up and rightly too. Ultimately the entire elementary schools will have to be converted into basic schools. Conversion of traditional primary schools into basic schools thereafter assumed importance. There was great demand for the quantitative expansion of primary education. The pressure of such demand could not be ignored. Along with conversion of old schools into basic schools, new schools of old pattern continued to multiply with the result that the process of conversion was slow and somewhat halting, while there was a phenomenal increase in the number of old-type primary schools. Today we have 2,114 basic schools and 29,012 old primary schools. It is unnecessary for us to dilate upon the question as to which policy if followed would have been more fruitful in this respect. The situation as it stands today is complex. On the one hand we are expected to convert all the old primary schools into basic schools, which by itself creates numerous problems. And on the other hand we have to bring more boys and girls within the schools which means a rapid quantitative expansion of the primary schools. That again creates many problems. A common factor both in conversion and expansion is the availability of teachers. Assuming that the question of conversion is put aside for a moment and only the question of bringing all the children of 6 to 11 years age into schools before end of Third Five-Year Plan is considered, we will require 51,000 teachers. Now these teachers cannot be trained before they are actually appointed. Untrained teachers, if appointed, will involve additional expenditure on their training. Thus the whole question is beset with many difficulties which can be solved effectively only by planning. We are told that there is no plan prepared for the conversion of the old schools into basic ones. The implications of such conversion have not been worked out in terms of building, equipment and teachers. It is, therefore, necessary to work out a total plan at least for the age-group of 6-11, by which all the children of this age-group can be brought into basic schools within a given period.

The Assessment Committee on basic education dealing with our State made the following two observations:

“In Andhra, for instance, the few basic schools constitute little isolated patches and are surrounded by overwhelming areas of non-basic schools and those in charge of basic schools looked pitiable in the plight in which they were caught”.

“It was in Andhra, that we realised more than ever before that unless the education department is made to realise that basic

education is a major and urgent issue, the progress of basic education would be so slow and inefficient as to defeat the whole programme". Although these observations were made about four years ago, much progress does not appear to have been made since. We have elsewhere given the figures indicating the growth and development of the basic schools at the end of the First and Second Plans. If we convert the schools at this rate, we will require many more years to establish the basic education system. It is advisable, however, that this transition should be as short as practicable. The State has clearly and in unambiguous terms adopted basic education as its policy. That declaration, however, has not been followed by a well regulated plan for converting all elementary schools into basic schools, within a stipulated period, as well as starting of new schools only on basic type and dovetailing the basic schools with secondary and university stages of education. Nor did it follow any well-drawn up plan of converting all the training schools into basic pattern and establish new basic training schools which will ensure the required teacher supply. Addition of more old type elementary schools and appointment of untrained teachers have further added to our difficulties. We, therefore, suggest that the department should draw up a total plan as stated above at least for the age-group of 6-11 and ensure its implementation within the stipulated period. It will at least bring children of this age-group within the fold of the basic system. The only question which, of course, will have to be simultaneously tackled to some extent will be that of upgrading these schools to senior basic schools.

In view of the fact that for quite a few years to come elementary education of children up to the age of 14 cannot exclusively be of the basic pattern and that the gulf between the basic and non-basic schools will continue, the only alternative is to orient all the old type of primary schools towards the basic pattern. For some years the department will have to follow a two-fold line of development. The first would be the improvement of basic training schools and basic schools wherever they already exist and steadily adding to their number from year to year. This would naturally include turning out fully trained basic teachers in increasing numbers. The second would be the progressive conversion of all elementary schools as a whole into basic schools by introducing into them in quick progressive stages, the various aspects of basic education except the technique of correlation which will have to obviously wait for fully trained teachers. The introduction of several aspects of basic education in all elementary schools will not involve much additional expenditure. The department has already taken some steps to orient several traditional schools towards the basic pattern. This orientation programme when completed will help us in changing over easily and smoothly to the basic pattern which is our ultimate objective. Apart from its being a preparation for the ultimate conversion, it is considered to be intrinsically of sound educational value and as such it should be

implemented on its own merit. Generally speaking, the following activities, *inter alia*, should form the content of the orientation programme in the school.

- (a) Activities leading to healthy living,
- (b) Activities leading to citizenship training and social living,
- (c) Activities leading to a better knowledge of the environment,
- (d) Recreational and cultural activities,
- (e) Social service activities linking the school with home and community, and
- (f) Purposeful activities connected with simple crafts.

The above activities should be introduced in all Government and Non-Government schools.

It is necessary even for this purpose to train teachers. The orientation of untrained teachers for this purpose may be reduced to a shorter period depending upon various other conditions. This training however cannot be a substitute for in-service training. School Inspectors also should receive orientation training. There is practically no literature in Telugu for the programme of orienting the primary school towards basic pattern. It is necessary to pay attention to this aspect also. It must also be noted that even educated people do not know what the orientation programme is. It is, therefore, necessary to give adequate publicity through various media. After this programme is put into practice, there would be need to provide for an adequate follow-up and evaluation of programme through appropriate agencies. The subject of such evaluation should be, the various aspects of the programme already implemented, particularly, the training of personnel and the contents of the programme in the schools, the internal assessment of the work can be arranged through periodical meetings of the Teachers and the Inspectors of the schools.

The circumstances in which the orientation programme was conceived must be kept in view. When the progress of basic education was not found satisfactory due mainly to the dearth of the requisite finances and trained personnel and the compact area method of expansion of basic education could not bring about the desired result, the situation led to some further thinking on the subject. As a result it was thought useful to introduce a minimum programme of re-orientation to reduce the wide gulf that exists between basic and traditional schools and to improve the quality and standard of all the elementary schools. It mainly adopts the salient features of basic education and it means to create the necessary atmosphere for their ultimate conversion to the basic pattern.

It is unnecessary to stress that even this step will ultimately depend upon how the teachers respond to this programme. It is necessary to secure their co-operation through understanding and co-operation. Their misunderstanding, if any, will have to be removed. Once they grasp the main thing regarding the direction in which schools must move, they may be able to get them move in that direction. Although the programme may be a phased one in which different items may go into all schools from year to year, it must be sufficiently impressed that the programme is for all schools and to be simultaneously implemented. It is the Inspector's duty to see that the whole programme is systematically put into practice and is not allowed to stray from its serious and profitable intent but is steadily built up from one phase to another. A time limit must be put to complete this programme. It is needless to point out that this is a programme not evolved to substitute basic education but to supplement the implementation of the basic scheme. The programme of conversion, therefore, must also be carried on simultaneously. The "vertical process" of the system of compact areas will then be replaced by a horizontal approach and the orientation programme must therefore be completed before the end of the Third Five-Year Plan.

2. *Conditions in basic schools.*—We have as stated earlier 29,012 non-basic primary schools and 467 old type middle schools, whereas there are 2,114 junior basic schools, 277 senior basic schools and 2 post-basic schools. It is unnecessary for us to go into the existing conditions of non-basic primary schools except perhaps in reference to the orientation programme. The existing conditions of the basic schools as a whole is of a mixed character. While we came across some very good schools, there are quite a few schools which do not indicate the basic features. Between these two extremes a large number of basic schools exist. We are told that no comprehensive assessment on a scientific basis of the academic attainments of basic and non-basic children throughout the State had so far been made, in the absence of which it is difficult to convey any idea that the basic schools are superior to those of ordinary schools. We would, therefore, suggest that the question of comparative achievements of basic and non-basic children should be systematically studied as we feel that such a study would be useful.

The evidence before us indicates that the standard of basic education was not as satisfactory as they would like it to be. They attribute this mainly to the non-availability of properly trained teachers. We have elaborately dealt with the question of training and wish to re-emphasise the necessity of proper training. At various times various suggestions were given by different Committees to improve the standard of basic education. It is necessary to expedite their implementation so that the existing misgivings in the mind of the public are removed as early as possible and basic

education is put on sound lines in the State. We would also suggest the following further steps in the direction:—

(1) The impression that basic education is meant for rural areas and old education for urban should be removed.

(2) Steps should be taken to ensure that the standard of academic attainment—as distinguished from craft training—in basic schools is brought on a par with the same in the corresponding classes of the traditional schools, practical demonstration of which must be conveyed to the people.

(3) More basic schools should be started in urban areas either as new ones or by converting the existing primary schools into basic.

(4) The re-orientation programme must be given top priority and it should be completed at the most by the end of the Third Plan.

(5) The equipment and productive output in basic schools should be improved and adequate arrangements to supply raw material in time to basic schools should be made.

(6) Sufficient publicity must be arranged to explain the scope and the inherent qualities of basic education which will create the confidence in the minds of the public.

(7) Every effort should be made to maintain high standards in basic schools. Qualitative improvement must receive careful attention along with the quantitative expansion.

There is a great demand for more schools and better education. What is happening in the field of primary education is that it is not so much that schools have become basic or are becoming basic well and quickly. But there is a big push for some kind of improved education without clear perception of goals or tangible results. At the same time we must admit, in fairness, that we noticed a general stir and eagerness in the State to improve elementary education as a whole. This is a healthy sign and our only desire is that all our efforts at upgrading the standard of elementary education will be directed towards the realising of the basic education. It is necessary to create a sense of urgency in the Department of Education and also in the minds of workers and leaders in the field of education and a sense of whole-hearted concern that basic education is a major issue and it must be tackled as such. The general apathy found even amongst teachers and a feeling that because they are Government servants they have to implement the basic education will have to be removed. There is yet another feeling because of the slow progress of conversion that it will be a very long time before all the teachers are called upon to work out basic education and that in the meanwhile they need not bother about it. As

long as basic education remains a minor issue with the education department and the indifferent attitude of the teachers continued basic education cannot grow efficiently or quickly. Some of the responsible officers of the education department made no secret that they have not yet got faith in basic education. It is, therefore, necessary to create confidence in the minds of officials of the education department (specially at the higher level) who are in charge of administration, finances, policies and personnel so that they may have understanding, and faith in basic education.

Even after conversion of the traditional schools into basic schools things in the school for all intents and purposes do not appear to have changed except by way of an addition of a few charkas and taklies. The schools continue in the same buildings and surroundings. While we understand the difficulties with which the department is faced in converting the schools, we would like to emphasise that before conversion the minimum requirements of a basic school are taken into consideration. Basic schools require more space for craft work, more storage facilities for storing raw materials and finished goods and at least some land for kitchen garden. A large number of schools even when they were of old type had no building and were in an overcrowded condition. After conversion they look more crowded and chaotic. In some places more than two or three classes were accommodated in one room and there was absolutely no space either for gardening or other craft work. It is obvious that lack of these facilities make even the best trained teachers absolutely helpless. The problems with which almost all the basic schools are confronted are the question of timely supply of raw materials, craft equipment, repairing facilities, and to get yarn woven well and to market the produce, etc.

In the absence of proper facilities it is too much to expect that the correlated teaching would improve. We have seen that in some schools, the trained teachers are putting up a brave fight with these deficiencies and working the basic education system in quite a good manner. We have all praise for such teachers. As stated earlier these teachers are correlating subjects with the crafts only, while correlation with the natural and social environment is very inadequate. We already dealt elaborately with this question while discussing training of teachers. It seems to be necessary to widen the art of correlation in all the basic schools. Precaution must be taken to see that unnatural and unreal stuff is not passed on to the students in the guise of correlation. Every effort will have to be directed towards the improvement of the technique of correlation. Similarly the truncated crafts existing today in the schools should be taught completely so that real benefit out of it can be drawn.

Government is sanctioning grants for supply of craft equipment to the converted schools at the rate of Rs. 150 for each teacher. Apart from the question of late sanction of the amounts and the adequacy of Rs. 150 for the purpose, the main difficulty

voiced is that suitable charkas, taklies, etc., at present, are imported from Wardha and Tiruvur and consequently the supply is not only expensive but also entails considerable delay. A suggestion therefore is made that at least one centre in each region of this State for the manufacture of craft equipment is started. There is an unanimous demand that the present arrangement of the Central Crafts Store should be abolished as it is causing a good deal of inconvenience. It is suggested that every village panchayat or at least Block Development Office should be entrusted with the task of storing craft material which could be had by the basic schools. The idea behind the location of a Central Craft Store is to make material available to the basic schools without entailing further cost. If this is to be fulfilled, then not only sufficient raw materials and the equipment must be stocked in advance but care should be taken to locate such stores at a central place easily accessible to all the basic schools and which will not involve much cost. The Government examine the whole scheme in this light and make arrangements to see that this substantial grievance is removed. Another difficulty which was pointed out to us invariably was the appointment of Storekeepers in basic schools. At present no school has a separate storekeeper appointed as such but the duties are entrusted to some teacher who looks after the stores along with his normal work of teaching. It was pointed out to us that the teacher in charge of stores cannot find time for his normal work, nor can he do his duties as a storekeeper. Apart from attending to the requirements of all the classes he has to maintain a regular account, which leaves him very little time to attend to his normal work of teaching. Two alternatives are suggested to us; firstly a separate storekeeper should be appointed in such schools where the District Educational Officer is satisfied that there is a necessity of such a post; and secondly, if the teacher is entrusted with this additional duty, he may be paid some separate allowance. The second suggestion has been supported by many of the witnesses. The first suggestion, although more attractive, does not seem to be possible in view of the finance and we are not satisfied that a storekeeper will have a fulltime work. The teacher in charge of the stores can be compensated either by reducing workload proportionately or by paying him some suitable allowance for the additional work.

3. *Craft and productivity aspect in basic education.*—In every progressive system of education importance of craft has now been widely recognised. Even in the Western countries the importance of craft in the formal education of the child was recognised in the 19th century, and in a Swedish School Handicraft was introduced as a subject in 1872. Gandhiji was clear when he said,

“We have upto now concentrated on stuffing children’s mind with all kinds of information, without even thinking of stimulating or developing them. Let us now cry halt to this and concentrate on educating the child properly through manual work, not as a side activity, but as a prime means of intellectual training”.

In principle it has been laid down that the craft or productive work chosen should be rich in educative possibility and that it should find natural points of correlation with important human activities and interests.

We have in our State spinning, weaving, gardening and horticulture (leading to Agriculture) as the main crafts chosen for basic schools. Carpentry, toy-making, leather work and needle work are often chosen as subsidiary crafts. In choosing a craft the following factors have to be taken into consideration:—

1. Whether the craft is practised in the locality in which the school is situated;
2. Its educative possibilities.
3. Children's liking, and
4. Availability of raw materials and equipment.

Zakir Hussain Committee recommended the following crafts for the basic schools:—

1. Spinning and weaving.
2. Carpentry.
3. Agriculture.
4. Fruit and vegetable gardening; and
5. Leather work.

The Committee also recommended that any other craft for which any other local or geographical conditions are favourable can also be introduced in the schools. In the syllabus for basic schools published by the Union Ministry of Education the following additional crafts have been suggested:—

1. Book-craft including paper and cardboard work leading to wood and metal work.
2. Clay work and Pottery.
3. Fisheries, and
4. Home craft.

We are told that, so far, the department has not undertaken investigations to measure educational potentialities of craft with a view to determining the extent to which academic knowledge can be imparted through each of the crafts, the extent to which each of the crafts may be expected to arouse and sustain the interest of school children, the extent to which each craft could be spread over the various grades in their gradually increasing difficulty and complexity, etc. It is also worthwhile to explore the usefulness of particular craft in a particular area. The department should do this survey with the assistance of the training colleges and institutes. We would like to re-emphasise that in view of the importance of craft and the correlation of teaching through its medium in the

curriculum of basic schools, the department of education should take all steps to see that the selection of craft in basic schools is done carefully and that the teaching is scientifically correlated with craft and not done mechanically as is found today in a number of basic schools.

We have earlier stated that skilled traditional craftsmen should be associated with craft teaching in basic schools whenever a trained teacher in basic education with adequate knowledge of concerned craft is not available. There is the legitimate demand that a variety of suitable crafts should be introduced in different parts of the State. Traditional craftsmen engaged in the crafts and earning their livelihood through them are the best persons who can teach crafts in basic schools. They can be either employed on part-time basis or on full time basis. Their work, however, must be supervised by trained teachers so that the correlation may be complete. Whatever may be the arrangement made, the point is that the children should get sound instruction in crafts under the direct supervision of the trained teachers.

Productive aspect.—Productive work has a prominent place in the whole scheme of basic education. Gandhiji emphasised the two aspects of basic education. Firstly a good type of education could be imparted through craft and such practice of craft would improve efficiency and quality of education; and secondly such education would be self-supporting through the work of the child, although for the first two grades it may not be possible. He was however clear in pointing out that “If such an education is given, the direct result will be that it will be self-supporting. But the test of success is not its self-supporting character but that the whole man has been brought out through the teaching of the Handicraft in a scientific manner. The self-supporting part should be a logical corollary of the fact that the pupil has learnt the use of every one of his faculties”.

The Wardha scheme of education endorsed this aspect of basic education, but warned that the economic aspect should not be overstressed so as to sacrifice the cultural and educational objectives. Some witnesses have stressed before us that the standards fixed by the State for self-sufficiency must be reduced as they are not usually achieved in a large number of schools. At present the self-sufficiency targets which are fixed do not appear to us arbitrary or impossible of achievement. We do not therefore find any necessity for revising the standards. Opinion now is practically settled that basic education cannot be made really effective unless the products of the children’s work are good enough for marketable purposes. There should be real evidence of honest and hard work put into the crafts. The emphasis should be on the workmanship. The whole essence of basic education is that the craft work must be done with care and with proper knowledge, otherwise it would be defective education.

We realise that it is possible to differ about the degree of emphasis to be placed on this aspect of the scheme, about the exact amount of time to be devoted to it and its economic implications; but differences of detail can only be resolved with intelligent experience. We are told that in Sewagram more than 50 per cent of the expenses of the school were defrayed by the work that was done in the schools and in some schools even 75 per cent was met out of the work done. What matters is not the percentage but the amount should be quite considerable. It is likely that if this aspect is not properly understood shortsighted teachers may fail to strike the right balance between the practical and cultural objectives of the work. It should not be forgotten that this aspect is the core of the scheme as the scheme envisages a society in which every individual would be a productive member and would be proud of the characteristic contribution which he or she can make to the social good through co-operative endeavour; it envisages a concept of culture which would reject the traditional dualism between learning and doing, between knowledge and action. If craft work therefore is to be anything more than a mere hobby or pastime, it must inculcate, thoroughness, efficiency, the economic use of time and resources, and other habits and qualities associated with true craftsmanship. To ensure this, a measurable check has to be imposed on the products of children's craft activity and obviously a rough and ready test on a large scale is their marketability.

The Committee understands that in pursuance of a decision of the Central Advisory Board of Education, the Ministry of Education appointed a Committee which went into the productive aspect of basic schools, found that the highest percentage of self-sufficiency reached by junior basic schools in India (1950-51) was about 12.1.

Amongst such Senior Schools with wood and metal work as craft in the top three grades it was found to be self-supporting to the extent of 44.03 per cent. The Sewagram basic schools have already crossed the limit of 77 per cent. While, therefore, productive work is important as such in basic education, it is even more important as the vehicle of learning. Productive work and learning are two vitally integrated parts of education. But the major result of productive work in basic education has to be undoubtedly education itself in the true sense of the word. It has been rightly pointed out by the Assessment Committee "the more the productive work, the more the learning and equally the more this resultant of material goods in the programme of basic education. The suggestion therefore that the targets fixed should be lowered cannot be accepted. Probably it is coming from a feeling of intellectual and academic superiority".

Another point that must be answered is whether it is desirable to put strain on the younger children in the first and

second grades by asking them to do craft work. One of the terms of our reference is at what stage craft should be introduced. We have almost unanimous opinion in this regard that in the first and second grades in the basic schools whatever productive work is given should be simple, easy and pleasing so as to be appropriate to children at that age level. Preliminary processes of the craft such as separation of seeds from the cotton, growing of green vegetables or spinning or the takli can profitably be introduced at the initial stage. It is supposed to be the most elementary purposefulness and direction which will enter into the picture at this stage, but from the third grade onwards such purposeful direction must go on steadily increasing from grade to grade. Thus learning will slowly be gathered from simple activity in the first two grades which will continue. It is not necessary to fix any targets for the first two grades as the intention is to get the children accustomed to certain norms.

We are convinced that if the basic schools are equipped with the necessary raw material, tools and appliances as well as sufficient land, livestock in case of agricultural basic schools, and are staffed and supervised by well trained persons having faith in the objective of self-sufficient and self-supporting education, the productive aspect of basic education would certainly receive a fillip and the existing misgivings in that respect will be removed. It is extremely necessary to see that the academic aspect of training is not allowed to be over shadowed by the productive aspect and for that the overall working as well as the targets should be periodically reviewed and suitably improved upon as more and more experience is gained.

4. *Study of Languages—(a) Mother Tongue.*—(1) We are surprised to be told by more than one witness that even trainees who have completed their high school education through Telugu medium are found to be very poor in Telugu language. Their power of expression both oral and written is unsatisfactory. It was, therefore, suggested by them that some periods should be allotted to improve Telugu language in the training schools. The purpose of the training schools is, however, to instruct the trainees in the methodology of teaching Telugu. But when the trainees are poor in Telugu, teaching of methods can hardly improve the situation. When this is the case with H.S.C. passed students, it must be worse in the case of teachers who are only 7th standard passed. Looking at the syllabus of training and the time-table, it looks difficult to allot sometime for teaching of Telugu language. This apart, the trainees' knowledge in Hindi and English is also unsatisfactory. Once we determine matriculation as the minimum general education for the admission to a training school, then the question relating to the 7th grade pass teachers will cease to arise. It is, however, necessary to upgrade the

standard of teaching Telugu at the lower secondary and secondary school level. If more attention is paid during this period, such complaints may not arise in future. In order however to supplement the teaching of Telugu, the training schools should devise various methods by which the power of expression in Telugu language will improve. Reading habit in the trainees must be developed. In any case attention will have to be given to improve their Telugu language.

(b) *English*.—Another question which was posed before us was with regard to teaching of English in basic schools. As long as English continues to be a compulsory language in secondary schools and remains the medium of instruction at the level of University Education, and further, as long as it is the language of courts, legislature and administration, it will not be wise to ignore it in basic schools. In matters of education sentiment should not be the ruling factor. What is most urgently needed is that the students acquire adequate knowledge of English. Some have suggested to us that as ultimately English is not going to remain, for the transitional period the study of English may be made optional at the Senior Basic School stage. We are also told by some that in view of the place of English as it stands today, sound knowledge of English is necessary and therefore, English should be a compulsory subject of study in the senior basic schools. We feel that in all basic schools the instruction of English should be arranged. It should not be optional but be treated as a compulsory subject of study and should be taught from the V grade.

(c) *Hindi*.—Knowledge of Hindi also has become necessary since it has been adopted in the constitution as the official language of the Centre. In the years to come large number of people will use Hindi not only for official purposes but even for other purposes. In view of this, it is suggested to us that Hindi also should be a compulsory subject in the basic schools, otherwise those who do not study Hindi may feel handicapped at a later stage. It is also necessary to promote national unity and solidarity. Opportunities should be provided to the students in the basic schools for acquiring basic knowledge of Hindi. It was doubted whether 2 or 3 years teaching Hindi or English would be of any use to the students. It should, however, be remembered that these opportunities are provided to them so that if they so choose they may improve them further according to their needs. It is also difficult at this stage to determine as to which student is likely to go for higher education. From this point of view we feel that Hindi should be taught during the senior basic stage. It is of course understood that English and Hindi shall not be introduced in the same year.

(d) *Teaching of Science—Improvement at the Elementary Stage*.—Although it is not possible to teach children at the basic stage the RECONDITE principles of science, they can be

initiated to such practical aspects as have bearing on their everyday life. In view of the fact that science is playing an increasingly important role in the progress and development of the nation, it has become imperative for us to give it a prominent place in our educational system. The Ministry of Education at the Centre has already initiated a pilot project in the Second Five-Year Plan to improve the quality of science teaching at the elementary stage through the appointment of science consultants in the States. We hope that in a year or two the Central Government will be able to work out a regular scheme in this respect.

(5) *Senior Basic Schools and 7 years integrated course.*—Article 45 of Constitution envisages provision of facilities for all the children up to the age of 14. Although there is some difference of opinion regarding the exact age at which the elementary education should commence in some States it is 5 plus and in some 5½ or 6 plus, but in no State it is 7 plus. Keeping in view the constitutional mandate, we will have to evolve a pattern by which universal free and compulsory education could be ended by 14 plus. It only means that if 7 years condensed course is to be approved then the elementary education should commence at 7 plus. But in our State we have adopted 5½ plus as the minimum age for admission to the elementary schools. With 7 years' course of elementary education, it must end at 12½ plus. In case of secondary schools, if the new pattern of 3 years as decided by the Central Advisory Board of Education is followed, then the secondary education will be completed at 15½ plus, whereas the Central Advisory Board of Education has prescribed 17 plus for admission into the University. The choice therefore is either to adopt the pattern as determined by the Central Advisory Board of Education, followed by a large number of States or to evolve our own pattern as we have at present done. The difficulty, however, would be that if our students migrated to the other parts of the country where a different pattern exists, they will find it difficult to adjust. It would have been better if we could have considered the advisability of 8 years integrated course as suggested by various Committees and Commissions and fix the same for the age group 6 to 14, we would have complied with the constitutional provision and also brought about uniformity with other States. In regard to Secondary and University Education, that is, 3 years' secondary schools covering the age group of 14 to 17 plus and 3 years of the University degree course, thus finalising the education at 20 plus, though the four years multi-purpose schools with diversified courses would be ideal.

It appears that the Government of Andhra Pradesh have decided, on the advice of the Education Advisory Committee and the Board of secondary education, to condense the present 8 year course which was till recently in vogue, into a seven years course without any loss of content. This new pattern has been adopted

since two years. It is too early to judge the results. It has, however, yet to be seen as to how the constitutional mandate embodied in Article 45 is going to be complied with. In that case the strange thing would be that at the farther end of the compulsory period under Article 45, the pupil will find himself half-way in the secondary grade. It would have been profitable to limit the compulsory part either to the elementary stage itself or to extend it to the conclusion of secondary education, as is done in several countries. We hope that the Government will bestow its thought to these aspects of duration of courses and so adjust them that the picture will be complete both from educational and constitutional points of view. The Government appears to have taken a decision that the 7 year course will be followed by a 4 year course of higher secondary education. We hope that it will be on the pattern suggested by the Mudaliar Commission. The reasons given in support of the condensed 7 years course is that all the other States in the Southern Zone are taking this step, the object of which is to limit the total period of schooling to 11 years instead of 12. The transition according to the State will take 7 years and it has already begun in 1960-61 when Class II in primary schools was changed to a new syllabus. We emphasise the necessity of integrating elementary education in this respect with secondary education and in time it must be closely connected with the new pattern of education in the Universities. An overall and integrated picture will have to be brought about. The question whether the condensed course will ultimately prove beneficial to a large number of students for whom education will end with the elementary stage, has yet to be seen. It would be profitable to view elementary education of the basic type as a compact unit from where a large number of students will go back to the society and take up their respective avocations. This unit must, therefore, not only be self-contained but must so equip the students that when they go back to the society the purpose of basic education is fulfilled. At the same time students who will go to the secondary schools and later on to the Universities, must find basic education as a strong basis for their future education. It is useful to enquire into the results after a few years' experience.

We have 277 senior basic schools with 66,107 scholars on the roll. The number of teachers working in them is 2,543. As against this there are 467 middle schools in which 1,02,408 students are taking instruction, with 4,537 teachers. The first question, herefore, is the removal of this wide gap between the old and the new pattern. Conversion of the middle schools has to be expedited. We have already stressed the need for attaching the middle schools or the senior basic schools to the junior basic schools so that these integrated schools will have more efficient education. Some of the high schools which now have middle schools attached to them will have to part with the same so that they can be conveniently tagged on to the junior basic schools.

This stage in the basic education is important in many objects. It is, therefore, necessary to make the senior basic stage qualitatively more efficient. In order to achieve this, the Headmaster-in-Charge of such an integrated basic school should be a basic trained graduate. The equipment and the staff must be fully provided. The conditions existing in the senior basic schools do not materially differ from those of the junior basic schools. As we have already dealt in detail with these conditions, it is unnecessary for us to deal separately with the senior basic schools. All our recommendations made earlier stand good with regard to the senior basic schools. Many schools do not have at present agricultural lands and Agricultural Instructors. These must be immediately provided for.

(6) *Post-Basic Schools*.—We have in our State only two post-basic schools where more than 100 students are having their studies with 12 teachers employed in them. The first two batches which completed the post-basic education were required to appear for S.S.L.C. Examination as no separate arrangements for evaluation of their work are made. It is thus clear that all the other high schools are either of the traditional type or the new higher secondary schools or multi-purpose high schools. It appears to have finally been settled both by the Centre and the State that the ultimate pattern of the secondary education shall be on the lines suggested by the Secondary Education Commission. We have quite a few multi-purpose schools in our State and attempts are being made to convert the old high schools into multi-purpose schools. This new secondary education has been well integrated with the new pattern of University Education. In view of these decisions, we have to carefully examine the question of post-basic schools.

The State Governments recently were informed by the Central Ministry of Education and Scientific Research that the general pattern of secondary education will be as follows:—

(a) 8 years of integrated elementary education to be provided on the basic education pattern.

(b) 3 years of secondary education with provision for diversification of courses.

The new curriculum will consist of two parts:

(a) Core subjects which will include the languages, General Science, Social Studies and a Craft; and

(b) Special subjects to be selected from the following 7 diversified groups:—Humanities, Sciences, Technical, Commerce, Agriculture, Fine Arts and Home Science.

The Secondary Education Commission had the occasion to consider the question of relationship of the basic education system

with the proposed re-organised pattern of secondary education but were not able to suggest any clear solution. To quote the commission "Our proposals aim at bringing some of the important principles of basic education into the educational life of all children of this age group while the fully converted basic schools will be free to follow their own lines of natural development". It is evident that the commission overlooked the gravity of the situation inherent in the operation of two paralalled structures in the same educational system to suggest even impliedly that the basic schools could freely follow their own line of development is to suggest that the dichotomy must continue in the field of secondary education and further that there are very few common points between the two systems of Secondary Education. No attempts have so far been made to find out whether the two systems of secondary education could be happily blended into one, or at least whether it is possible to introduce some basic elements of both multi-purpose schools and post-basic schools in the traditional time type of high schools in order to improve the quality of education at that level.

We were told by some eminent witnesses that no problem of post-basic education exists today in the country and therefore it is too premature to apply the mind to this problem. Their contention is that when senior basic schools come into existence in large numbers the very largeness of the product of senior basic schools will not only pose the problems of the post-basic schools but even the solution to that could then be readily found out. We could not persuade ourselves to agree with this view. Although at present the difficulty is not very acute because we have only two post-basic schools in the State, we have at the same time 277 senior basic schools from where we are turning out sufficient number of students and the question of their future education is present here and now. In fact our feeling is that this question ought to have been thrashed out long before. The students passing out of a senior basic school seek admission either in a post-basic school or in an old or new secondary school. Unless, therefore, the senior basic school education is integrated to that extent with the new secondary schools or some kind of relationship is established between the post-basic schools and the new secondary schools, the advantages of basic education will be lost. It is, therefore, necessary to apply seriously our mind to this problem and find out an acceptable solution. The Centre has already, under a scheme for establishment of post-basic schools, promised to assist State Governments at the rate of 60 per cent of the recurring and non-recurring expenditure. The number of such institutions is, therefore, bound to increase in the near future.

The Standing Committee of the Central Advisory Board of Education for basic education examined this question and expressed

concern over the situation arising from the report. It made the following recommendations:

(a) Students who have passed through the post-basic schools may be regarded as equal to secondary or higher secondary passed students according to the number of years of instruction put in by them as compared with the number of years prescribed for high and higher secondary schools respectively in the various States concerned. Employment opportunities should also be assured to them on that basis.

(b) The State Secondary Education Boards should examine the students of the post-basic schools by a method considered suitable for the system of basic education and on the results of the tests students who come out successfully may be declared eligible for higher education in the same manner as the successful students of the traditional schools.

(c) The Central Government may address the Inter-University Board to go into the question of equivalence of basic and non-basic courses for purposes of admission into the University. Pending consideration of equivalence of basic and non-basic courses the University should, as an interim measure, admit the students passing out of post-basic institution into colleges on the basis of a suitable test.

(d) Universities should, wherever necessary, provide courses of teacher-training in basic education, so that the need for qualified teachers in Basic Schools, training institutions and administration personnel may be met. The Universities should also be requested to recognise the Diplomas offered in Post-graduate Basic Training Colleges as equivalent to their B.T. or B.Ed. Degree or Diplomas.

The Central Advisory Board of Education considered the recommendations of the Committee in January 1957, and agreed that the question of admission into Universities, of students passing out of the post-basic schools required to be carefully considered. The recommendations of the Committee and their acceptance by the Board have already been communicated to the Universities, Boards of State Governments. It is however clear that the problem has not received the attention of any one of these bodies.

In so far as the function of the secondary stage to serve as a terminal stage in itself for the large number of students is concerned, instruction in a post-basic school is considered to be as effective as that imparted in the re-organised multi-purpose schools. If this is so, then there should have been no difficulty in integrating the two systems into one by combining the fundamental and useful elements. But more consideration is being given to another difficulty which has already arisen in the case of students wishing to go in for higher education or who before completing the post-basic stage desire a transfer to an ordinary higher secondary or

multi-purpose school. As far as our State is concerned the practice now is to accept the transfer after testing the suitability of the candidates and in regard to higher education as the students of the post-basic schools are examined as ordinary high school students along with the students of the latter, there is no question of any difficulty in getting admission to the University Colleges. How far this practice is conducive to the growth of basic education and sound from the standpoint of educational principles is open to serious objections. So far the suggestion made to solve this problem of post-basic schools is that either the post-basic schools should go in for higher education, not to the ordinary colleges and institutions, but to special institutions such as the rural institutes, and that no transfers from the post-basic schools to the ordinary secondary institutions during the middle of session should be allowed, or the Universities and Boards should recognise the examination taken at the end of the post-basic stage for purpose of admission to the Universities and institutions of higher learning.

The State Education Ministers' Conference held in September 1957, agreed that two parallel systems of education should not exist at the secondary stage, as that would lead to difficulties in regard to further education of the products of post-basic schools and their employment. The said conference also recommended that the post-basic school should be regarded as one type of multi-purpose schools. The courses and standard of instruction imparted in these schools should be equivalent to those in the multi-purpose schools, and a suitable examination should be devised for them by the Boards of Secondary Education. With this arrangement the question of separate recognition of post-basic school diplomas and certificates would not arise. In spite of the recommendation no clearcut decision appears to have been given in our State. The Universities also do not appear to have taken any decision in this respect.

Basic Education Assessment Committee in its report felt it as a question of utmost importance. It is essential to guarantee proper dove-tailing of basic education with secondary education in such a manner that equal years of study in different types of institutes will be considered as of equal value for purposes of admission into institutions of higher education. The Committee also thought that the Universities should give recognition to post-basic schools and similarly State Governments should recognise the schools for purposes of employment.

We find it necessary to emphasise that the whole question of post-basic schools should be fully discussed at the State Level and there should be some clear declaration of policy in regard to the same and that the students passing out of a senior school who intend to join a secondary school other than post-basic, should be

permitted to do so and further the students passing out of post-basic schools should be permitted to join in appropriate courses of study in the Universities. Suitable instructions should be issued after a definite policy in this regard is determined. We have already hinted earlier that the two parallel systems of secondary schools is not advisable. The sooner this dichotomy is ended the better it is in the interests of the system of education. We have already said that as far as core subjects are concerned there is little difference between the two systems. Choice of a selective group in the diversified courses equally fulfil the requirements of a post-basic school. The special features of the basic education and the philosophy underlying the same have been accepted to a large extent in the reorganised pattern of education. The questions of community living, self-sufficiency and productive aspect and correlation could without difficulty to an extent be introduced in the new system. Thus the dichotomy can be wiped out. The details of such an integration could be worked out by an Experts Committee appointed for this purpose. It also falls within the realm of possibility to orient the traditional high schools towards the reorganised secondary schools-cum-post basic schools by introducing common features of both and we feel that not only is it possible but that there will be no costs involved in such orientation. We feel confident that such orientation will improve the quality of secondary education. The details of such orientation and integration could of course be worked out by an Experts' Committee for the appointment of which we make a special plea. If this solution is found workable then all controversies now ranging round this question will be ended and one system of secondary education which provided variety of courses, will have been established.

Regarding the system of examination, reforms have already been suggested. Keeping in view the suggestions already made, it may not be difficult for the Experts' Committee to evolve a suitable method of evaluation and assessment of the standards. In this connection we find it necessary to get a suitable scheme of evaluation evolved for senior basic standards also. At present the system of examination adopted in these schools is admittedly not suitable for basic education. This is a matter which requires careful consideration and we are glad that the National Institute of Basic Education is considering to look into this problem. The whole question of examination of the new pattern of education at elementary and secondary levels must be gone into.

CHAPTER VI.

Curriculum in Basic Schools.

A syllabus is necessary for the guidance of teachers. It determines the content and standard of education and also indicates the direction towards the desired objective. The syllabus is to be used by the teachers as the road map is used by a motorist. The road-map provides necessary guidance to the motorist who is still free to take any road he likes. The teacher should, similarly have necessary freedom to adopt programmes in the school, but the syllabus should provide him an outline of the directions he would like to keep in view while travelling along a particular way.

The question of the curricula in schools not only determines largely the quality of education given but it has assumed importance in view of the fact that a proper co-ordination between basic and non-basic schools has become absolutely necessary. We were told that the State Government, instead of applying the syllabus of the basic schools to the old primary schools after their reorientation has introduced the syllabus of the old primary schools with slight changes, to all schools including the existing full-fledged basic schools. This in our view is not the correct method of reshaping the syllabus. We would therefore suggest that the 8 years integrated syllabus modelled on that of Naya Talim be applied to all the old primary schools after they are oriented. The primary school class-room of today is something very different from what it was in the past. Once the teacher dominated the scene and imparted information; next in importance to the teacher came the subject matter of the lesson; and last of all the children, whose task seemed to consist solely of receiving and later reproducing the torrents of verbiage which fell from the lips of the teacher. Today the situation is entirely changed. The accent falls now not on the teacher imparting information so much as on the children learning. The subject matter retains its old mid position as the meeting ground of the minds. The objective of the basic school is to prepare children for life. Therefore the education imparted should be closely integrated with life and its activities. The contents of the syllabus have to be chosen with a view to develop the all-round personality of the child-physical, intellectual and social.

The revised syllabus of integrated elementary education for classes 1 to 7 was prepared and published on 2nd June 1960 and is now being implemented in the schools. It has been stated in the said notification: "It has been felt that there is no need for

a separate syllabus for the basic schools so far as the academic subjects are concerned and that the syllabus for basic and non-basic schools should be common; instructions will be based on activities in basic schools and on approved methods in non-basic schools”.

It is thus clear that academic subjects are kept common, with a general instruction that the method of teaching may differ. What we feel is that the syllabus for the elementary school must be prepared keeping in view not the old primary schools but the oriented basic schools and full-fledged basic schools. The syllabus in that case will broadly be similar. This could be done by the appointment of a special committee to go into this question. Madras, Bihar and Bombay have recently finalised their syllabi through similarly constituted committees. These syllabi may be kept in view while finalising the syllabus for our State. Whatever syllabus we now have we have in actual practice found that they are not able to implement the new syllabus satisfactorily, as a large number of teachers are not trained on new lines, and necessary equipment appliances and land for agriculture have not been made available to them.

In the old elementary schools text-books were regarded as the most important means of imparting instruction. There have been efforts at reducing this undue emphasis on text-books. Nevertheless the system is still examination-ridden and memorising of text-books holds the field. Basic education regards books not as the only means but one of the many avenues through which knowledge and culture can be acquired. The common prejudice that basic education eliminates books is due to a misunderstanding. Knowledge in basic schools has no doubt, to be acquired in correlation with productive and social activities so as to arouse lively interest in the children. The purpose, therefore, is not to belittle the acquisition of knowledge even “theoretical” knowledge, but to ensure that knowledge, activity and lifes’ needs are fused into a meaningful unity. Books are the treasurehouse of the recorded experiences of mankind.

The scheme of basic education envisages the fullest use of this treasure-house and as already suggested elsewhere, Government would do well to encourage the preparation and publication of a large number of new books, in tune with the changed requirements of the children.

CHAPTER VII.

Character building in Schools.

The supreme aim of education has always been the development of the character and personality of students to enable them to achieve their full stature and contribute to the well-being of the society. Education may be defined as the influence exercised by the adults over the children of the nation to mould them in the way of life that they consider worthy and desirable. This inculcation of a certain way of life can be successful only to the extent to which the adults are able to practise it in their own life and therefore the school can play only a subsidiary though undoubtedly important part in the formation of their personality.

In this respect it should be realised that the school is a small community within a larger society and the values current in national life are bound to be reflected in the schools as well. In order to ensure discipline among the students, reform at both ends becomes necessary. The school will have to win the active co-operation of the parents and the community, for the successful implementation of its programmes of activity through which alone, character building is possible. It is obvious that in this programme, every single teacher and pupil will have to participate intelligently and earnestly not merely as individuals but as members of a co-operative community bound together by bonds of love and comradeship.

In the education of children at the formative stage of 6 to 14 the first essential need is the selection of right type of teachers who would consider it a duty to demonstrate in their own lives, the spirit of co-operation, appreciation of dignity of labour and a sense of joy and fulfilment in performing their duties. On the academic side, there is need for careful planning in the organisation of units of activities—curricular and co-curricular—that would afford opportunities throughout the school course to learn the basically important lesson of working with efficiency, discipline, and integrity and in close co-operation with their fellows. The participation of teachers in these activities at all stages, the choice of projects, its planning and execution, assessment and preparation of records will train pupils to undertake responsibility and develop initiative, enterprise, co-operation and leadership.

Even at the risk of repetition one has to insist that the living example of the teacher is the most important factor in developing a sense of values amongst his pupils. The standards he sets, the actions he approves, the manner in which he handles his subject, his personal relations with his pupils, the way he conducts himself

in the classroom and outside are all being watched constantly and, one may add, almost mercilessly.

Next to the influence of the teacher, comes the spirit in which the school is run. There is of course no complete dichotomy between the two; nor is there any contradiction. Their cumulative effect will be best felt in a school where the headmaster and teachers work in a spirit of equality and comradeship. It is only such institutions that will afford opportunities to the young to develop in a normal and healthy manner. The task of developing moral and spiritual values in students has a special significance. It must however be realised that the problem of moral instruction is more a matter of practice than theory. From this it follows that moral education cannot be the exclusive responsibility of the schools the home, the community and in the modern world, the media of mass communication such as the press, the radio and motion picture have an equal hand in shaping the character and personality of these teenagers. Thus the development of character of the pupils is a joint responsibility of all social institutions and it is essential that they work in close co-operation with one another. We would however add that in view of the illiteracy and ignorance of the vast majority of parents, the school will have to shoulder on overwhelming responsibility for a fairly long time. In the absence of effective aid from other agencies, particularly the home and the community, the child accepts the teaching of school with complete self-surrender that is in strange contrast with its questioning attitude to the rest of society. The school must therefore take very direct responsibility for moral and spiritual education.

In institutions where productive and creative activities have been organised on well-defined lines and the pupils and the teachers have been afforded opportunities to live and work together in an atmosphere of freedom, trust and responsibility, the whole tone and temper of discipline has been improved to a remarkable degree—a fact which is of special significance, in the context of our present situation. We would, therefore, strongly recommend that basic schools and training institutions should enforce these basic principles of character building. This should be regarded as a matter of high priority in the reconstruction of basic and primary schools.

CHAPTER VIII.

Examination Evaluation and assessment of Schools.

Although the defects of the old system of examination are quite well known, it cannot be denied that the subject of examination and evaluation occupies an important place in the field of education. The fundamental test of sound education is its influence on the students. An educational system may be very laudable from the point of view of its objective. It may also draw enthusiastic teaching staff. Unless, however, it brings about the desired change in the students, the system cannot be called successful. Parents, teachers and the people in general should therefore keep themselves informed as to how the educational programme is progressing and what its achievements are in terms of the pupils attainments—at a given stage. Thus, meticulous periodical assessment is of the very essence of the educational programme, the traditional method of such assessment in relation to the students being the examination.

Besides this, the general evaluation of the educational system is also equally vital. This would determine from time to time—

- (a) the extent to which objective is being achieved;
- (b) the effectiveness of the learning experience provided in the classroom; and
- (c) the possible direction in which improvement is called for—This evaluation however should not be an extension of the usual written examination, based on the marks obtained in a subject, nor should it be a means of judging the competence of individual teachers.

It is well known that the process of evaluation is a necessary concomitant of planning. The evaluator serves as the eyes and ears of the planner.

It must be remembered that the abovementioned change in students occurs over a period of time and therefore the judgment based on a single test at the conclusion of a course of instruction cannot claim infallible accuracy. Evaluation therefore has to be undertaken at frequent and well regulated intervals.

The traditional system of examinations is still being followed by the primary and middle schools, by and large. There is usually a formal annual examination in each class with a few hours paper in each subject of the curriculum. Questions are set to test students' knowledge of the contents of the curriculum. Usually these papers cover the whole curriculum. Generally a

minimum of 30 per cent marks in each paper and a somewhat higher aggregate entitle an examinee to a pass. Such an examination can, at best, be only a test of memory. Although various reforms have been suggested from time to time to improve the quality of question papers so as to test the real knowledge and intelligence of the examinee, success in the desired direction has however been limited. Marking is by its very nature often whimsical and arbitrary and a large element of chance is involved in the process. Moreover, it is obvious that the system is not designed to test either the development of personality or intelligence or acquisition of the ability to use the knowledge gained for some fruitful purpose in life.

In a life-centred education integration of knowledge with the activities through which it is acquired should be the rule; and compartmentalisation at the early stages should be avoided. Modern trends in education emphasise the need for replacing or at least supplementing examinations at the end of the course or the year by systematic and well-planned maintenance of records of the pupils' work and their regular check up, evaluation and assessment by the teachers. For the objective test of the achievements of pupils in different grades or classes, it is necessary to keep regular day-to-day records of their work for assessment and evaluation. This will form the basis of the monthly, quarterly, six-monthly and yearly assessment of their work and achievement and also for class promotion from year to year.

In Telangana till recently there was a public examination for pupils at the end of Class VIII. This was abolished in view of the defects in the examination system and a new method of examining the pupils by the schools concerned was evolved. Since then the Headmasters of the primary and middle schools have been authorised to hold tests for their students and promote them from class to class and also grant them certificates at the end of their schooling. There has been no substantial change in the mode of assessment and evaluation. The old system continues to have its sway. While in Andhra there is a public examination at the end of VIII Class for non-basic schools but no such examination is held for basic schools. As long as it is not realised that the exclusive emphasis on intellectual attainments of the pupils cannot form the basis for the examination system, necessary reforms in this direction cannot be made. Unfortunately this emphasis is so deep-rooted that it has become the main motivating force for all effort on the part of the student as well as the teacher. It has been a sorry sight to see that in subjects which are not included in the examination scheme, where has been very little progress, because neither the teacher nor the pupil is interested in it. Similar is the case with other school activities which are not related to the examination. Because of this tendency

various other evils have gathered round the system and a stage has now been reached when every possible mal-practice is employed to get through the examinations. This obviously has defeated the very purpose of education. Both the teachers and the taught are deeply affected by the examination phobia. The attitude of the parents has also contributed to this state of affairs. Parents lay more emphasis on getting through the examination rather than on the content of education acquired by their sons and daughters. Thus all these factors have been responsible for putting undue and unnatural emphasis on examinations and reduced the whole system now to a mockery.

With the change of the system of elementary education, it has become necessary to evolve a new method of examination, evaluation and assessment of the work done in the schools and its effects on the growth of children.

In basic schools, however, there is no formal examination as such. The method of assessment and examination now in vogue was instituted from the very beginning but it has still to be considerably improved, so that a more scientific procedure of assessing the pupils is evolved. Whatever may be the pattern of such a system it must provide sufficient measure of satisfaction to the parents and society on the one hand that the educational system is working in a satisfactory way and that the teacher and the taught on the other ensuring that the growth of the child is being achieved on the proper lines. This can be achieved by establishing a system of examination more or less on the present examination system but with improved technique for those subjects which require the testing of intellectual attainment and for other subjects which cannot thus be tested it will have to be evaluated by various devices. The introduction and regular maintenance of records and their evaluation should form the basis of class promotion and grant of certificate. If this method is to be correctly followed, it will be necessary to work out detailed instructions and prepare a standardised form to be used for the proposed assessment. This assessment and evaluation will be necessary in regard to the following matters :

- (1) regularity of attendance which in any case should not be less than 75 per cent;
- (2) achievements in academic subjects;
- (3) efficiency in craft work;
- (4) physical development;
- (5) social education work; and
- (6) good social qualities.

The distribution of marks on the above items can be made according to the importance of the various items and activities,

but the securing of a certain minimum in each subject and activity should be regarded as an essential condition for promotion. What is required to see is that all the powers and capacities of the pupils—their whole personality—are developed in a balanced way. This assessment, therefore, must be done on an all round basis. It may be necessary for some time to hold informal tests in some of the academic subjects such as language, mathematics, social studies and general science in order to see how far the pupil has assimilated the knowledge acquired through activities and how far he can apply this knowledge intelligently.

From this point of view the evaluation programme will have to be adjusted. The system of examination will have to be suitably modified so as to make room for the maintenance of cumulative records, periodical tests, as well as the final annual examination. The success of the students should be assessed on the basis of the data provided through all these methods.

In Madras we are told a new method of evaluation is suggested. This evaluation programme has been classified into two categories Part (A) consisting of assessment of the following :

- (1) Personal development—Maximum marks 150.
- (2) Community living—100 marks.
- (3) Vocational competence—200 marks.
- (4) Cultural and recreational activities—300 marks.

The staff council appointed in each school will evaluate the pupils in these 4 aspects of development by the help of suitable devices. At the end of the course the Board of Examiners will evaluate such an assessment on the basis of the records of assessment and performance of the pupil at the interview. The following devices have been suggested for the purpose of evaluation.

- (1) Paper and Pencil Tests;
- (2) Observations;
- (3) Interviews;
- (4) Questionnaires;
- (5) Pupil products; and
- (6) Records.

Part 'B' comprises of the following subjects :

- (1) Languages : (a) Regional, (b) Hindi, (c) English;
- (2) Elementary Mathematics or composite mathematics;
- (3) General Science;
- (4) Social Science.

It has been suggested that there should be continuous assessment both in theory and practicals for these subjects throughout the course by the staff council and the results are to be communicated every quarter to the controlling authority. In final evaluation 30 per cent weightage is assigned to this assessment. External assessment on these subjects is also conducted by suitable tests such as in languages skill, appreciation, capacity to express, comprehension vocabulary, functional grammar and handwriting. 70 per cent of the total marks for Part 'B' are allotted for such an external evaluation.

In Bihar the method of assessment is slightly different. The following points are borne in mind in connection with the evaluation of work and records for the year as a whole.

- (1) Whether there has been a scheme of work for the child throughout the year, intelligently prepared by the child and assisted by the teacher;
- (2) Whether the scheme has been worked out in a planned manner;
- (3) Whether the records of the child have been properly and regularly studied by him and the teacher;
- (4) Whether the progress has been reviewed by the child and the teacher regularly;
- (5) Whether there has been intensive work to make up the deficiency of the child, if any;
- (6) Whether there has been due influence on the environments of the school i.e., pupils, families and local community;
- (7) Whether work in the school has been integrated with the study of the conditions and requirements of the physical and social environments; and
- (8) Whether the pupil has been regular in attendance and has shown all round gradual development.

Both grade promotions and the final school leaving certificates depend in Bihar, upon attendance, records of planned co-operative productive activities and integrated and correlated knowledge acquired through supervised self-study and teaching imparted in the schools and records of social and recreative activities and teachers impression of different traits of character determining the personality of the pupil.

The teaching faculty of each school assesses the records of the pupils, work each month which are consolidated at the end of the half-year and the year. These are countersigned by the Headmaster each month and are in turn examined by the inspecting officer in-charge at least twice a year.

The assessment board at different levels examine the records, observe the schools, hold conferences with the teaching staff and then declare the results.

Assessment of the following subjects is made by the teachers on the basis of the records and observations of the child.

- (1) Personality and social behaviour;
 - (2) Craft work;
 - (3) Core subjects; and
 - (4) English as an optional subject in Classes VI and VII
- Examination is held in the following:
- (1) Language and literature;
 - (2) Second Indian Language;
 - (3) Mathematics;
 - (4) General Science;
 - (5) Social Studies;
 - (6) Fine Arts and Music; and
 - (7) English.

In our view since the practice of assessment is new for basic institutions, the following principles should be followed in assessing the schools :

(1) Assessment should be as simple as possible. The teacher should be able to prepare the tools, administer them and interpret the results.

(2) Assessment should be as comprehensive as possible. In view of the principles of basic education, assessment in basic institutions cannot afford to be limited to appraising scholastic achievement only. It has to cover all the aspects of the child's education, namely scholastic achievement, in craft, community work, physical education etc.

(3) An assessment should be as objective as possible. Since education is a dynamic process and is concerned with human relationship, assessment may not be purely objective. New researches however have shown that some objectivity in assessment is possible. The tests to be used should be reliable and valid.

The teacher should assess the various aspects of the educational programme such as—

- (a) assessment of scholastic achievements;
- (b) the assessment of craft work;
- (c) assessment of community work;
- (d) assessment of personality; and
- (e) assessment of personal development.

It is obvious that assessment is a many-faced programme. This can be done by maintaining of records, giving achievement tests, rating of pupils, observing them in the class rooms and playgrounds, etc. Maintenance of cumulative records, cards for each child becomes necessary. The Headmaster plays an important role in the assessment work of the school. He should be careful in observing the various records maintained by the children and teachers and also devise his own records so that he may have a glimpse of the progress of the work in the schools done. In a basic school this is more important.

So far no specific arrangement for assessment appears to have been made in basic training institutions. Apart from the points already discussed it is necessary to pay due attention to scientific assessment in a basic training institution. The main problems which should be considered in this regard are working out weightage for the various aspects of the training course, the place of examination and written test and the assessment programme and weightage to be given to external and internal assessment. The more difficult problems would be regarding assessment of teaching practice, craft work and community living. We suggest that recommendations made by the National Seminar of Post Graduate Basic Training Colleges should be accepted and assessment made on those lines in the training institutions. A cumulative records' card should also be used in the teacher training institution. In fact all the techniques of assessment which are envisaged to be used in ordinary basic schools should be practised in the training institutions, so that the teachers may have a clear idea about such techniques.

We find that adequate thought has not been given to this question in our State. The basic school curriculum and its objectives published in 1957 and the integrated Elementary Seven Years Education syllabus of Andhra Pradesh published on 2nd June 1960 merely enumerate the subjects and the marks required to be obtained. We therefore suggest that a Small Committee of Headmasters headed by a Deputy Director be appointed to go into this question specifically and keeping in view the broad principles which we have enunciated above, and the good features of both Bihar and Madras methods of examination, evaluation and assessment, evolve a suitable method of examination, evaluation and assessment for our State. It is hardly necessary to suggest that the system of such evaluation will have to be decentralised to the maximum extent possible because after the introduction of the essential features of basic education in all the schools, it will not be possible to regulate several thousand schools from one centre. The said committee may also be asked to suggest a proper organisational structure for an effective system of examination. The success of this system would require efficient teaching and supervising personnel throughout the State and provision of a well organised

Headquarter staff specially charged with the duty, of guiding and checking the work of the teaching and supervisory staff in the districts. If the State succeeds in evolving an effective mode of assessment, the school-leaving certificate supported by a self-explanatory index card will give a clear and complete picture of a pupil's development in the course of his schooling. This index card should be appended to the general certificate awarded to the pupils.

The reform in the examination system is long overdue. Proposals for reforms were made from time to time by educationists but they have so far largely remained pious wishes while the old grind-mill of the examination system which everyone disapprove continues unchanged. The problem should, therefore, be tackled now with a sense of urgency. The necessary technical and administrative machinery should be evolved without delay and the risks that are implicit in any radical change should be faced with courage as well as careful thought. There is need for continuous research as well as careful thought. There is need for continuous research cally taught to the teachers while the items of the record itself may have to be improved upon from time to time, in the light of experience gained. The system of examination and evaluation which we have suggested should be tried for a reasonably long period of time. It takes time for such fundamental changes to be assimilated before they can work satisfactorily and no adverse judgment should be pronounced on them before they have been given a fair trial.

CHAPTER IX.

Problems of Administration

I. *Organisation and administration.*—Though the ideological battle for basic education has at last been won and the basic system has come to stay as a national system of education, the manner in which the administrative machinery has been implementing the new system unmistakably indicates a good deal of reservation and half-heartedness. The unfortunate experiences at several places have convinced us that quite a few pillars of the administration holding responsible positions at different levels do not see eye to eye with the basic system of education. In some cases the regrettable feature was that without any effort whatsoever to understand the real importance of basic education, those who ought to know better keep on airing such wrong and distorted views that the whole process smacks of a deliberate attempt on their part to make the new system look like a fad or a craze. It is really depressing to note that while answering the questionnaire issued by this Committee, often without understanding the implications of the new system, a feeling was voiced that the people are in general against the new system. A little problem in the matter, however, reveals that it is the badly run basic school and the defective administration at various levels that are responsible for the alleged adverse opinion, rather than any inherent defect in the system itself. The administrative machinery has yet to be geared to the new task. Consequently, there is very little enthusiasm and willing co-operation to implement the basic pattern with vigour and gusto. We are conscious of the various difficulties coming in the way of implementation. But whatever may be the inadequacies in the tools of implementation, we at least expected a sense of urgency and a feeling of devotion to the new system. We have reasons to believe that this is mainly due to prejudice arising out of ignorance. The problem therefore is to persuade the doubting Thomases and the unwilling minds to whose care the new system has inevitably to be entrusted. The first step would obviously be to impart the necessary knowledge to them, for, in the ultimate analysis, ignorant prejudice does much greater harm to a cause than knowing opposition. There appears to be no short-cut in this process. Nevertheless, constant exchange of views and persuasive discussions should replace, or at least supplement, administrative enforcement.

Elementary schools are administered and controlled in our State by three agencies viz., the State Government, Local Boards and Private Bodies. Compared to the local board's schools, private bodies play a predominant role in the Andhra area, while the State Government administers the majority of the schools in

Telangana area. We have already referred to the fact that the State Government, of late, has been assuming administration of elementary schools, taking them over from private bodies wherever such schools are found to be inefficiently run. This taking over of the schools has been followed in Andhra area in several districts. Before this scheme could be completely implemented the new Zilla Parishads and Panchayat Samithies Act came into force in 1959. Under this Act high schools and middle schools are now administered by Zilla Parishads and primary schools of 5 grades and Junior basic schools are under the administrative control of the Block Samithies. In view of this new pattern, the taking over of schools by the Government will have to be suspended and instead, the powers may have to be delegated to the Zilla Parishads and Block Samithies. We have already suggested elsewhere that in view of the magnitude of the problem and in the very nature of things the Government should reconsider this question and instead of stifling the private efforts give all encouragement for running schools by private agencies. It is of course clear that any school which is badly managed shall have to be taken over by the Zilla Parishad or Block Samithies, as the case may be.

In view of the decentralisation of education, the administrative set up will have to be considered in the light of the changed circumstances. The Ministry of Education appointed a Committee in the Centre in 1951 to consider the relationship of State Governments and local bodies in the administration of Primary Education. This Committee under the chairmanship of late Sri B. G. Kher, made various suggestions. The Report of the Committee was accepted by the Central Advisory Board of Education. The Ministry of Education accordingly recommended the Report for consideration and implementation by the State Governments who were concerned with the matter. Except Bombay no other State appears to have legislated on the lines suggested by the Committee, nor have they entirely fallen in line with the recommendations. In the new decentralised set-up, some of the suggestions of the Committee may not be feasible but several of its recommendations are still important. The Committee would suggest that the State Government may examine the position in this respect and take suitable decisions with a view to eliminating the existing evils.

The existing organisational structure relating to basic education in Andhra Pradesh is as follows. While the Director of Public Instruction is in over-all charge of education which includes basic education, there is no Additional or Joint Director either for elementary education or basic education. There is no separate Deputy Director of Public Instruction for basic education. The Deputy Director of Public Instruction (Finance) is in charge of basic education also. In the erstwhile Hyderabad State there was a post of a Special Officer for Basic and Social Education which continued for some time after the formation of Andhra Pradesh. This post now stands abolished.

At the regional level there are three Deputy Directors (Regional) in Andhra Area and they are the controlling officers over the District Educational Officers, while there are two Regional Deputy Directors one at Hyderabad and the other at Warangal to control and inspect the schools, including Basic Training Schools in Telangana area.

At the District level the posts of Basic Education Officers which till recently were in vogue were abolished in Andhra area. The District Educational Officers and Inspectresses are now inspecting Basic Training Schools only some of whom are trained in basic education. They are expected to review craft reports of basic training schools and basic schools and to pay visits to them. In Telangana however all basic training schools continue to be controlled and inspected by the Regional Deputy Director of Public Instruction, Hyderabad and Warangal.

At the taluk level Deputy Inspectors are inspecting basic schools in Block and outside the Blocks, some of them are basic trained. Similar is the position in Telangana also.

This is the organisational structures in the State. When we have in all over 31,000 primary schools out of which only 2,000 and odd are of the basic type, it is not surprising that basic education is not receiving as much attention as it ought to. Most of the time the officers are occupied in looking after the traditional schools and as there is no special organisation within the administrative set-up to look after the basic schools, the latter are suffering qualitatively as well as quantitatively. If this state of affairs continues it does not seem to be possible to bestow adequate attention on the growth of the basic system. The short-term remedy would therefore be to end the dichotomy between the basic and non-basic schools, by orienting the traditional schools to the basic pattern, at the earliest. This would incidentally gear up the administrative machinery also so as to enable it to shoulder the responsibility of looking after the large number of schools almost all of which will be modelled on the basic pattern. There would thereafter be only one pattern of structure in the educational institutions as well as the administrative set-up in charge of education. Any bifurcation of the administration, as obtains at present, is injurious to education. We are therefore convinced that radical changes in the administrative set-up must be brought about if we desire the revolutionary change to take place.

As for the set-up at the Directorate level, it is our considered view that it would be futile to expect one Director to do adequate justice to the technical, instructional and administrative aspects of education at all stages at once. The magnitude as well as the complexity of elementary education fully warrant an officer of the rank of Joint Director to be put exclusively in charge of this branch of

education. He should look after the total range of elementary education, viz., of all the eight grades and should also be charged to carry out a well-phased programme of orientation of traditional schools to the basic pattern. He should have the assistance of three Deputy Directors dealing with the different aspects of elementary schools and at the lower level Assistant Directors in sufficient number should be made available with suitable distribution of work. This unit although working under the over-all supervision of the Director, should have sufficient latitude in action and the Joint Director should enjoy wide powers.

We also suggest the constitution of a Statutory Elementary Education Board with adequate powers to guide basic education and to secure public co-operation. Such a Board should consist of officials and non-officials and preferably be presided over by an educationist non-official specially interested in basic education.

It is not enough only to bring about radical changes in administrative set-up, nor mechanical acceptance of policy of basic education. What is required is the full and clear understanding of the implications of basic education, specially the practical and day-to-day steps necessary for the implementation of the programme. This means the adequate and appropriate training of officials in basic education at all levels in the Education Department. In this respect Madras State has trained all the officers from the Deputy Director downward. It is imperative for us also to give sufficient training to these officers in basic education. When all these officers are trained much of the prejudice which is still lingering will be eliminated.

When we make the recommendation of having an exclusive set-up within the larger set-up of the Directorate for purposes of elementary education, we have not lost sight of the necessity for maintaining close relationship between the different stages of education. Any rigid bifurcation of educational stages even for purposes of administration is unnatural and hampers the growth of education. The working relationship between the Joint Director and the Director in charge of secondary and higher stages of education shall have to be very close and intimate. Similarly his relationship with his subordinates working in the District shall also have to be carefully worked out. We are confident that when all these officials are adequately trained in basic education their relationship and co-ordination will very much improve.

At the District level in view of the large number of elementary schools, it would be desirable to have a Special Officer for elementary schools apart from the District Educational Officer who will be in over-all charge of different stages of education in the district. Deputy Inspectors will be working at the Taluk level. In view of

the Zilla Parishads and Panchayat Samithies, it is necessary to re-adjust the duties assigned to the Inspectors and Deputy Inspectors. When we have accepted the eight years' integrated course of basic education, it is both logical and convenient that this unit as a whole is placed within the jurisdiction of the Panchayat Samithies and not five grades only as at present. This bifurcation of basic education and entrusting them to two different agencies is decidedly harmful. While, therefore, the high schools of all kinds may be continued under the control of Zilla Parishads, all elementary schools of eight years of all types should be placed under the control of Panchayat Samithies.

2. *Supervision and Inspection of Schools.*—In any scheme of educational reconstruction the question of inspection and supervision is of primary importance as the success of the scheme depends very largely on the calibre of the inspecting staff. Till very recently the functions of the Inspector consisted mainly in inspiring awe. His visit was taken as a near-calamity as he would only find fault instead of giving guidance in educational matters. In the educational set-up the Inspector appeared too much like an educational Policeman. His functions have, however, now undergone a total change with the separation of supervision and control of the school from inspection. The Inspector is the real friend, philosopher and guide of the teacher. With the decentralisation of administration the inspecting machinery will indeed be independent of machinery which controls the schools. The Inspectorate will be working under the Director of Public Instruction. Their very independence from the machinery of control is an asset for the Inspector can enter at any point as and when required to keep the wheels turning. The Inspector is above all things mobile. A distinguished member of the Inspectorate has said that a good constitution and a sound pair of feet are the first requisite of those who aspire to inspectorial rank. Constant movement from school to school gives the Inspector a great breadth of experience. This wide and ever expanding fund of practical knowledge is put to use as he or she moves about stimulating the tardy, guiding the inexperienced, enduring the bore, appreciating the brilliant, and generally trying at all times to assess by results, the progress at a given time. Ideas, facts and careful investigations are the stock in trade of the Inspector and the relevant parts of this experience are made available when and where they are required in the great educational complex. Thus in addition to bringing ideas suitably adopted from one school to another there is the function of explaining and developing at lower levels policies decided elsewhere. There is too the corresponding function of explaining to those at higher levels what actually happens 'on the job' so that future policies can be related to practical issues in the classrooms.

Hereafter the Inspector will offer the width and breadth of his or her experience for the consideration of the teachers. The

inspection of the primary schools may well be considered as more important than any other part of the inspectorate work, and this is not only because these schools are the most numerous. To evaluate the work of a primary school, however, is no easy task; attainment in individual subjects is less relevant than the whole result as revealed in the looks, words, movements and attitudes of the children. One's real knowledge of the ways of children of this age coupled with the experience gained in passing from school to school can give the necessary background. Like the good elementary school teacher, the good inspector of elementary schools should be interested in every aspect of the work, and above all in the children themselves.

Hereafter, the question of control of inspecting officers will also assume some importance. While complete separation of control of schools from inspection is educationally sound, effective co-ordination between the two shall have to be ensured. The Inspector's report and suggestions should find ready acceptance at the end of the controlling authority. Any divergence of opinion in this regard should at once be resolved by a predetermined machinery which would have adequate powers to deal effectively with cases of wilful recalcitrance and the like.

It is also important to stress the need for the inter-change of teachers and inspecting officers. Fresh trained graduates appointed as inspecting officers will not be able to provide useful and purposeful guidance to schools and their teachers. It is therefore desirable that successful and experienced teachers be transferred to the inspecting branch and inspecting officers be occasionally sent to the training centres, where they can be in close touch with educational theories and the latest developments of methodology in different subjects. In order to increase the professional efficiency of inspectors it is also suggested that there should be a number of short-term refresher courses on the various aspect of basic education and all the existing inspectorate staff should by turn go through these courses, because the inspecting officers' new role of leadership through guidance is vital to the successful implementation of the various activities and programmes envisaged under the scheme of basic education.

3. *Management and conditions of Recognition.*—While the ultimate responsibility for Elementary Education rests with the Government, as stated above, for some years to come, private efforts will have to be encouraged, in view of the lack of finances and trained personnel, and the consequent inability of the Government to take up the entire responsibility of elementary education. Even the Constitution does not prohibit the provision of educational facilities for this age-group by private agencies. We cannot forget the great contribution which private agencies

have made to the progress of elementary education in the State. It would not be right to replace in toto the existing agencies with the local bodies. The private agencies could be allowed to continue to do useful work with suitable amendments to the rules and regulations and with adequate assistance. To take over all the 31,000 schools would result in loss of local initiative. It will throw a great burden on the Education Department. Even in the cases of Zilla Parishads and Panchayat Samithies it may not be an easy task.

While recognising the necessity of private effort we feel it necessary to mention that no educational institution should be allowed to be controlled by any individual, however eminent. Education is continuous process and with no finite limits. And in the nature of things it is essential that the management of any educational institution should be in the hands either of competent public authorities or properly constituted and well-organised private bodies who have both the resources and the personnel for conducting these institutions efficiently and in the interest of the children. Any agency whose continuance will not be conducive to efficiency will necessarily have to give place to a more competent authority. From this point of view the rules and regulations regarding the recognition of schools should be carefully prepared. These rules should provide for encouragement to private agencies for supplementing the educational efforts without at the same time countenancing or sparing inefficiency in the name of private enterprise. It is also advisable to have a Government nominee on the management of such schools.

4. *School building and equipment.*—With the change in the system of education, school requirements have considerably changed. For basic education not only agricultural land, other craft material is required. Space in the school building will also be put to a different use hereafter. Standard plans of the buildings specially for basic schools will have to be prepared. Suitable provision in the building will have to be made for various activities—social gatherings, cultural programmes, exhibitions, students assembly, etc. A multipurpose hall may serve this purpose. This naturally involves some money. Wherever we visited we have found the building arrangements very inadequate. Equipment and other material also is a dire necessity. The Department will have to look into these problems without further delay.

CHAPTER X.

Finance:

Article 45 of the Constitution enjoins upon the State Government to provide facilities for the education of children upto the age of fourteen within a prescribed time. Implementation of this constitutional directive is closely connected with the availability of finances. It has been our experience that all the recommendations of many commissions and committees have not been given effect to largely because the required financial resources were not available. Some of our recommendations of course do not involve much of finance but the most important of the suggestions do require substantial financial help if they are to be implemented successfully.

In the First Plan Rupees 169 crores were provided for education—Rupees 44 crores at the Centre and Rupees 125 crores at the States as against Rs. 275 crores—Rs. 68 crores at the Centre and Rs. 207 crores at the States—in the Second Plan. Numerically the outlay on education has increased in the second plan, but its percentage to the total outlay of plan records a decline from 7 in the first to six in the second. For every Rs. 100 of the Central Provision for the year 1958-59, Rs. 26 were for technical education; Rs. 21 for primary education; Rs. 18 for Secondary education; Rs. 12 for University Education; Rs. 9 for miscellaneous items and 7 each for scholarships and social welfare. Of the State and Union territories three States set apart more than 25 per cent of their budget for education for 1958-59, nine between 20 and 25 per cent while the remaining two less than 10 per cent. Bombay earmarked the largest amount for education in 1958-59 followed by U. P., M. P., Madras and West Bengal. The Third Plan outlay as a whole and for education has not yet been finalised. But as things are, there is no indication of any change in this gloomy picture. Our State continues to provide less than 20 per cent of the annual budget and an insignificant percentage of the total outlay of the five year plan. We have given in the schedules the amounts provided for education and the amount which was allotted out of it to primary education and the amount which was actually spent on Basic Education. This statement makes a sad reading.

While those responsible for educational planning realise, as vividly as anyone else that certain other basic needs of the people—in the production of more food, goods and services—have to be met and the total pool of national wealth has to be greatly augmented before far-reaching schemes of educational reconstruction

can be implemented, they are convinced that the various social services, which are necessary to give the common man and woman a somewhat better life here and now, are not less basic nor less urgent—and these too, must be provided. We can neglect them only at our peril—peril to the success of the Plan as a whole, indeed to the entire concept of a welfare state and a socialistic society. Amongst them, education occupies a unique place for obvious reasons. After all, it is the only bulwark for safeguarding our great experiment in democracy and for ensuring that our efforts to improve the economic condition of the people are successful. The sooner we realise the potentiality of education, the better it is for the all-round development of the State. Education has constantly suffered for the last many years because of scanty allocation of funds and the priority given to other programmes which cannot be regarded as more important. The expenditure on education has to be treated as a long-term investment on man and not a mere expenditure.

Basic education represents the improved form of elementary education. Somebody has said that there are three main difficulties in Basic Education and out of these one is its costliness. There is obviously no point in comparing a primary school which is worst provided, staffed and equipped with a basic school which is well provided and then to say that basic education is more expensive. There are all grades of both basic and non-basic schools. An average non-basic school should be compared—if at all comparison is necessary—with an average basic school in order to study more realistically the cost involved.

In basic and non-basic schools of average standard, the cost on account of the teachers' salary, furniture, teaching aids, library, games material, etc., should be the same. In the matter of building also the requirements of both are the same, except that a basic school would need an extra craft shed. The main difference, therefore, exists in the provision of craft equipment and craft material required by a basic school. If craft work is organised well and the school has senior classes also, the expenditure on the craft equipment may be recouped in four or five years. In Wardha and in some other places we are told that more than 50 per cent of the expenditure has been recovered by this process. Moreover the expenditure on craft equipment usually constitutes only about 5 per cent of the total non-recurring expenditure. As regards expenditure on craft material, it should be expected that normally the value of the products is at least equal to the money spent on the raw material. An investigation of the comparative cost of basic and non-basic education for the year 1956-57 has revealed that for the country as a whole, cost per child in a Junior Basic School is less than that for a non-basic primary school. The former stands at Rs. 22.1 per child while the latter is Rs. 24.4.

There cannot be two views on the point that at the present level of development in the State when financial resources are so meagre to meet the heavy demands of expansion of education reaching every child, our educational budget should be as austere as possible. All wastages should be avoided. But it would perhaps be wise to make the expenditure the lowest, subject, of course, to ensuring a minimum standard of education. We must recognise that in all the economically and educationally advanced countries, cost of education is many times more than in India and even in our neighbouring countries like Ceylon and Thailand it is very significantly more.

As far as basic education is concerned it is pertinent to mention that in India it represents quality education, and as such it may be, particularly in the beginning a little more expensive. We will certainly have to pay more for better education as for every other better thing in life. It has to be realised that no State can have a good system of education unless it is prepared to pay for it. There is every danger that, if education is attempted to be given cheaply it may turn to be "Cheap Education". When it is possible for the Government to find resources for various kinds of technical and industrial plans, there is no reason why money cannot be found for the basic national activity of providing a sound system of education. It is, in the ultimate analysis really a matter of values and priorities and any Government that gives higher priority to education should certainly be able to find additional funds for the purpose.

In view of the position of elementary education in our State, we are convinced that, unless we provide for education, more than 25 per cent of our budget every year for many more years to come, and, unless in the next two plans we provide for more than 10 per cent of the total outlay of the State Plan, the position of education will not be substantially improved. In this connection the Zilla Parishads and Block Samithis may levy additional cess to be utilised exclusively for the purposes of giving more and better education. It is also necessary to see that every pie provided in the budget is spent and spent with an eye on economy and efficiency.

CHAPTER XI.

Conclusion:

The world of childhood is one in which there is no moment of rest, no conclusion to the task, no point at which finish may be written, for as the child grows so does he change, and so too does the challenge presented to his teacher; it should be sensitive to the changing demands of a living and diverse community, and always ready to adopt itself to the need or enthusiasm of the moment. It is good practice for a primary school to review its established procedures from time to time, seeking to assess objectively the utility of it: delay routine in terms of exploiting the educational opportunities offered by the overchanging teaching situation.

In the long run, whatever the methods employed, schools are judged by the standards they achieve and maintain. The authorities in this regard have a contribution to make: smaller classes, improved facilities, better trained teachers will all bring immediate gains. The case for the new approach to elementary school teaching rests on the proposition that learning done in the modern way is more effective and enduring, and is more appropriate to the needs of the child. A survey of the standards achieved in some of the basic schools and in the various aspects of life touched upon in basic school work today offers room for encouragement and hope, but not for complacency. The potentialities and the weaknesses of the new ways of work have by now been fully explored. It is clear that we shall never revert to our former system because it is equally clear that given the right conditions, the skilled, well-trained and conscientious teacher can, by use of the new methods, give the children an educational experience, in the highest possible sense of that phrase, quite unknown in former days.

Let this report end, therefore, by stressing once more the point made at the outset. The education of childhood is as important as the education of adolescence. Now that we are beginning to arrive at something approaching the basic pattern of education envisaged by Gandhiji as long back as in 1937, it is time for us to make sure that the primary schools receive the attention which is their due. Primary schools have endured the long years of what might almost be called neglect since over a century. And yet it is in these same primary schools that important advances in our whole educational system might be made. A system of schools is as good as its elementary schools allow it to be for if secondary education is fully to achieve its aims it must build on an efficient primary system. If the quality of work in primary schools is raised the result would be felt throughout the system. A general improvement of this kind would help to increase the

supply of those able to invent, administer and operate the devices and procedures of our ever more complicated world. Let us not, then, neglect these important schools, for many a scholar has been made, or indeed marred in his early school-days. This is the least of many reasons which might be offered for bettering our elementary schools. That there is plenty of room for improvement, there can be no doubt, and those who have struggled all through these years look now for something more than encouragement in their efforts on behalf of the children as they pass through elementary schools.

We have in previous chapters reviewed the present position of Basic Education in particular and elementary education in general and have suggested the improvements and changes that may be necessary if the education imparted to the children is to serve the needs of the children and meet the growing demands of the State. At the outset some of us expressed the doubt whether it would be possible to implement the recommendations made by the Committee in view of the financial position of the State. Experience of the past, was quoted in support of such a pessimistic view. Whatever may be the reasons for failure to implement such recommendations in the past, the State cannot afford in the present context to neglect or ignore the great and pressing problems of educational reconstruction at the elementary school level. The whole primary school system is the foundation upon which the edifice of our State system stands. It is these schools which confer upon our population the epithet "educated".

In our schemes of reform in the past there have been two weaknesses which have persistently vitiated our efforts—one organisational and the other professional. The organisational weakness consists in our failure to visualise the gigantic problems of elementary education as an accumulation of scores of small individual problems, each one of which must, in a sense be tackled separately by persons who have been carefully prepared for the task. As it is, we have over 31,000 primary schools in the State and in order to bring within the schools large number of boys and girls an equal number of schools will have to be added. The problem of reforming all these schools looks like a mountain which even fate cannot move. The improvement of any school, in the ultimate analysis means a persistent and intelligent effort by the teachers in co-operation with the parents and supervisory officers.

The professional weakness is that, in implementing our schemes sufficient thought and attention are not given to adjusting means to ends. We may formulate the various objectives to be achieved, the qualities to be fostered, the skills to be acquired by the children. But we do not analyse in sufficient detail the various

measures that must be adopted to translate the general aims into particular achievements. This can partly be achieved by continuously feeding the supervisory officers and teachers by stimulating educational literature which provides the right kind of detailed guidance for them. The Department of Education should have a well-organised section which will produce educational literature, educational statistics and make them available to the workers in the field of education so as to keep their professional interests alive and their knowledge up-to-date.

We are quite conscious of the difficulties of the State Government particularly in the matter of finance in introducing proper kind of reforms. What we however would like to impress is that Elementary Education occupies a high and strategic position and consequently deserves the highest priority. Quality should not be sacrificed for quantity. We trust that in the spread of education all possible methods will be adopted to ensure that efficiency is not sacrificed in meeting the demands, of expansion. We are happy that the Compulsory Primary Education Act has been passed. The expansion work under the Act will now proceed on right lines. We have covered a large area where congenial climate existed for the opening of the schools. We have now to open schools in areas where such atmosphere does not exist. Many more girls will have to be brought to the school, which means a good deal of care and persuasion on the part of the authorities. A great lee-way has to be made in this respect.

Education is a great national project of the highest magnitude and no amount invested on it should be considered too much. Expenditure on education may not reap sizeable returns even at the start. Its fruit is an unceasing flow of light—the glorious light that kindles multitudes of potential little souls waiting to be lit.

To make the scheme successful there must be co-operation from all sides. The Government and the managements must have to provide adequate resources; the parents must have to understand and co-operate the children must have to read and learn; the teacher must have to learn and teach even more, and love the children entrusted to his care, without distinctions of caste, colour and creed.

The importance of attracting the right type of individuals to the teaching profession has already been emphasised by us. Every obstacle in the way of the realisation of this objective has to be removed. Without the active co-operation of the teachers the scheme of basic education can hardly be implemented with success. We are confident that they will give their unstinted co-operation and support to the scheme of basic education. The managements of elementary schools and the general public, we hope, will extend

their co-operation in the implementation of the scheme. Although good basic schools by themselves will be a convincing reply to the criticism and a convincing evidence of the improved elementary education, yet the education department will have to organise conferences, seminars, symposia, educational weeks and utilise other media of imparting information by which the general public may be constantly told about basic education and its useful aspects. The task that has been entrusted to us was not an easy one and if we have been able to make some useful recommendations it is due to the sincere co-operation extended to us by officials and non-officials, by educationalists and leaders of public opinion. We are grateful to Dr. Zakir Hussain, the Governor of Bihar for giving the Committee valuable guidance. We are also thankful to Sri C. Subrahmanyam, Minister for Education, Madras, Sri Satyendra Narayan Sinha, Minister for Education, Bihar, Sri G. Ramachandran, Sri Srimannarayan, Member Planning Commission, Sri Anna Saheb Sahasra Budhi, Sri J. K. Shukla, Director of National Institute of Basic Education, Delhi and Directors of Public Instruction of the States of Madras, Maharashtra, Delhi, Bihar and Hyderabad and other officers of the Education Departments for active co-operation and valuable suggestions which they gave to the Committee.

We wish in conclusion to express our appreciation of the help and co-operation we received from the States of Maharashtra, Bihar, Madras and Delhi and from several other friends. It was a real pleasure to work and discuss with them the many problems of basic education in the light of their experience. To our colleague and Member-Convener Sri D. Venkataswamy, we wish to convey our thanks for the help and assistance rendered by him throughout. We desire also to record our appreciation of the good work done and the services rendered to the Committee by the Superintendent and other office staff which gave us their unstinted co-operation and help.

1. (Sd.) Sri Gopal Rao Ekbote, M.A., LL.B., M.L.A.—(Chairman).
2. (Sd.) Sri Kallur Subba Rao, M.L.A.—(Member).
3. (Sd.) Sri P. V. Narasimha Rao, B.Sc., LL.B., "Sahitya Ratna", M.L.A.—(Member).
4. (Sd.) Sri Ch. S. Ch. V. P. Murthy Raju, M.L.A.—(Member).
5. (Sd.) Srimathi C. Ammanna Raja, B.A., L.T., M.L.A.—(Member).

6. (Sd.) Sri Vavilala Gopalakrishnaiah, M.L.A.—(Member).
7. (Sd.) Sri P. Anthony Reddy, M.A., L.T., M.L.A.—(Member).
8. (Sd.) Sri Singaraju Ramakrishnaiah, M.L.C.—(Member).
9. (Sd.) Sri Pala Venkatasubbayya, M.L.A.—(Member).
10. (Sd.) Sri Vempati Purushottam, M.A., L.T., M.L.C.—retired Headmaster (Member).
11. (Sd.) Sri D. Venkataswamy, M.A. B.ED.,—(Member-Convenor).

MINUTES OF DISSENT.

I am in general agreement with the policy of Basic system of education in so far as the importance given to crafts is concerned. In fact I welcome the introduction of very many crafts in our primary schools which will make the children, creative and educational, but the production part of craft should be considered only for the latter stages of education. I have absolutely no objection to the practice of the various activities such as community, etc., so characteristic of Basic Education or any good education. But I am unable to accommodate with the much stressed and oft repeated, principle of 'education through craft' or 'craft centered education' which undermines the learning of three R's. I also feel that mere learning of three R's is not enough, in a primary school. Children have to learn skills in crafts appropriate to them at that age level. The crafts at lower stages will have a liberal character without specialisation.

I am, therefore of the opinion that teaching through a craft should not be undertaken at the primary school stage.

(Sd.) (SINGARAJU RAMA KRISHNAIAH).

Chapter V—Recommendation 9:—

I am in complete disagreement with the majority opinion of encouraging or continuing private agencies in the field of primary education. I suggest that the policy of nationalisation of primary education should be pursued more vigorously and without any exception.

Yours sincerely,

(Sd.) SINGARAJU RAMAKRISHNAIAH.

Hyderabad, 25th March 1961.

Summary of Recommendations.

Chapter IV—Improvement of the Teaching Personnel:—

(1) The improvement of the teaching personnel is a prerequisite for the realisation of the educational aims that are envisaged and for this purpose it is essential that the teachers' training schools should be made as efficient in the matter of staff, equipment and other necessary materials.

(2) The Government should work out in detail a plan for training of teachers and so phase out the programme that at least by the end of the Fifth Plan, that it would be possible to provide total number of trained teachers required for free, compulsory and universal primary (Basic) Education.

(3) A determined effort should be made at the social, the economic and the educational levels to secure more women teachers to maintain the health of our educational system.

(4) Government should make continuous efforts not only to select and prepare right type of teachers but also to adopt certain

positive methods to encourage promising youth to join the teaching profession.

(5) Government should carry out a survey of the personnel needs of the schools, if possible, districtwise and plan admission policy in training institutions with reference to the likely demands.

(6) Minimum general educational qualification for admission to training institutions should be Matriculation or its equivalent.

(7) Minimum period of teachers' training should be two years of basic pattern.

(8) All non-basic training institutions should be converted into basic training institutions at least within the period of Third Five-Year Plan. All new training institutions opened hereafter should be of basic type only.

(9) New appointments of teachers should be made only from those who are matriculates and have completed the two years training of basic type as far as possible.

(10) All possible facilities such as study leave, aid for tuition, etc., should be provided to the teachers to improve their educational and professional qualifications.

(11) The period of retraining in Basic Education for trained teachers—both Graduates and under Graduates—should be of five months.

(12) The training of teachers for the purposes of reorienting of Primary schools towards basic pattern should be of two weeks duration. This training however, shall not be taken as fit for a trained teacher and will not be calculated towards promotion, etc.

(13) The training institutions should provide Refresher Courses, short intensive courses in special subjects, practical training in crafts, organise seminars and professional conferences, summer camps and study groups. These institutions should also keep in touch with the past trainees working in different schools and help them in solving various problems arising in their schools.

(14) As long as separate hostels and other arrangements are not satisfactorily made available for women teachers in a co-educational training institution and even otherwise also, it is better to have separate training institutions for women teachers.

(15) In all the co-educational training institutions some women teachers should be appointed to the staff of such institutions.

(16) Agricultural Demonstrators should be appointed in all the Basic Training institutions and suitable provision for agricultural land, water facilities and agricultural equipments should be made.

(17) As long as basic trained teachers in several crafts are not available, traditional craftsmen with highly developed skill should be appointed as Craft Instructors in all Basic Training schools and all the obstacles in the way of appointing such craftsmen should be removed without any hesitation or delay. Care, however, should be taken to associate a Basic Trained Teacher with such craftsmen.

(18) In addition to agriculture, spinning and weaving there should be provision for other minor crafts like wood work, etc., in all basic schools and a number of subsidiary crafts should be provided as optional activities in each training institution.

(19) Any basic craft in the training institution must be taught as a whole craft and it should not be split into pieces nor learnt in isolated parts.

(20) Along with spinning and weaving there should be provision for bleaching, dyeing, printing and tailoring in all basic training schools.

(21) Every basic training institution should be provided with a small workshop for making simple parts of the equipment and also for repair work.

(22) Basic training institutions should lay emphasis on and devote more attention to correlation teaching method, by making use of all the three centres—Natural environment, Social environment and Craftwork. New and dynamic approach to the study of psychology should be encouraged in all the training institutions.

(23) The model schools attached to basic training institutions should not only be of basic type but should also be of Eight Years Integrated course. The staff in all such model schools should be fully trained in basic system.

(24) Adequate and suitable residential arrangements should be made for all trainees—men and women—in all basic training institutions, so as to be able to arrange community life and other suitable activities for the trainees.

(25) Every training institution should undertake extension work by organising a regular programme in this regard. This

extension programme should be so planned and executed that the teaching staff and pupil teachers will be brought into close touch with the surrounding community and to educate the local public in matters relating to basic education. This will result in instituting better methods of teaching in schools of the locality.

(26) The Government should make every year some provision for research and ask some of the selected basic training institutions to conduct research in various problems connected with basic education such as curriculum, syllabi, methods and techniques, organisation, supervision, evaluation, preparation of reading materials and teaching aids. Encouragement in research can be given in various ways including award of suitable scholarships.

(27) The Universities of the State should be persuaded to take up the work of converting the post-graduate training colleges towards the basic pattern.

(28) In order to develop interest in progressive education amongst teachers, we suggest measures like the following:—

- (a) Holding of periodical teachers' seminar for exchange of mutual experiences and views;
- (b) Publication of departmental journals and magazines, containing reports of teaching, appreciation of good work being done by individual teachers or institutions and gradation of institutions arranged according to merit.

(29) All the training institutions should be headed by basic trained personnel and similarly the staff of the training institutions should exclusively be basic trained.

(30) There should be a free exchange between professors in training institutions, headmasters and headmistresses of schools and inspecting officers.

(31) Continued and improved production of literature prepared on various aspects of basic education in many basic teachers' training institutions should be encouraged. The literature thus produced should be studied, sifted and sorted and published by a committee specially appointed by the Government for the preparation of basic education literature.

(32) Re-training and In-service training should regularly be organised by the basic teachers' training institutions.

CHAPTER V.—Basic Education System:

(1) The Government should have a programme of starting pre-basic schools and institutions for training teachers for pre-basic schools; the entire pre-basic education should be handled by women teachers.

(2) Minimum general educational qualification for teachers in pre-basic training should be Matric or its equivalent.

(3) The age of admission to pre-basic school should be 3 to 6 years.

(4) The Government should draw a total plan at least for the age-group 6-11 and ensure its implementation within the stipulated period.

(5) The Government should re-orient all the traditional primary schools towards basic pattern under a programme of orientation simultaneously in the whole State within a period of two years.

(6) The programme of conversion of such oriented basic schools to that of fulfilled basic schools should carefully be prepared and implemented within the shortest possible time limit. The two parallel systems of elementary education being harmful, this dichotomy should end as early as possible.

(7) An Expert Committee be appointed to prepare syllabus for basic schools and also for oriented primary schools. The syllabus should be of basic type which should be prepared on the lines suggested and keeping in view the syllabi of Bihar, Bombay and Madras for 8 years integrated course of basic education.

(8) The Government should re-examine their policy of introducing 7 years integrated course of basic education commencing from the age of 5 plus and consider the advisability of having instead 8 years integrated course of basic education commencing from the age of 6 plus. This will not only comply with the constitutional requirement of Article 45 but will also fall in line with the requirement of free, compulsory and universal primary education. A majority of the children whose terminal education is the elementary education will be able to draw the benefit of the fuller education.

(9) As the Government, in view of lack of finances and adequate number of teachers, is not likely to undertake the total responsibility of providing facilities for all the children upto the age of 14, private agencies working in the field of elementary education should be allowed to continue to take interest and they should be suitably encouraged.

(10) No new primary school of traditional type should hereafter be started. If it is not possible to start all the new schools fully of basic type at least oriented basic schools should be started.

(11) While starting new schools care should be taken to adhere to the programme prepared in this respect on the basis of the recent educational survey in the State in order to ensure equitable location of schools serving the population.

(12) Elementary education being integrated of 8 years course the division into junior and senior is artificial and harmful. Not only the syllabus must maintain this integration but it is advisable to establish 8 grades schools wherever possible.

In order to achieve this, the middle schools now attached to the high schools should be separated from the high schools and should be attached to the primary schools or junior basic schools as the case may be. Wherever necessary junior basic schools should be upgraded to 8 grades basic schools. In case some 5 grade schools are necessary they should be connected to a senior basic school situated near to that school.

(13) In all basic schools teachers trained in basic education should be appointed. All senior basic schools should be headed by a Graduate basic trained teacher. Provision should also be made to increase the number of graduate basic trained teachers in 8 grade schools particularly to teach senior basic grades.

(14) The Government should take up the survey of the different crafts available in different areas and find out their educational potentialities with the assistance of the training colleges and institutions and make a comprehensive list of crafts available in the different parts of the State, so that local crafts may be properly selected.

(15) Craft could be introduced in the first grade of basic schools, but care should be taken to see that in first and second grades of basic schools whatever productive work is given, it should be as simple, easy and pleasing as appropriate to the children at that age level. From grade 3 onward also the process should be arranged according to the age level. The craft taught however should be a whole craft and not a truncated one.

(16) All basic schools should have adequate area of agricultural land and other necessary tools and equipments together with craft instructors. Till the time the schools get basic trained teachers in craft, traditional skilled craftsmen should be appointed who will work in collaboration with the basic trained teachers.

(16-a) The Committee is of the opinion that 1 : 30 would be the ideal teacher—pupil ratio which however does not obtain at present. The higher ratio of 1 : 40 or above should therefore be brought down to the ideal position as quickly as practicable.

(17) *Correlation.*—It is emphasised that correlation in basic school should take place not only with processes of craft work but also with the physical environment and the social environment of the pupils. But care must be taken to avoid artificial, mechanical, forced and labour correlations. Suitable guide books to teachers explaining clearly the principles and techniques of correlation and giving the details of a large number of correlated lessons should be given. Continuous guidance should be given by Inspectors and through “In service” training of teachers. In this connection, Government should bring out illustrated magazines, folders, leaflets, etc., and provide visual aids and tape-recordings to the teachers of basic schools demonstrating correlated teaching and other aspects of basic education.

Productive aspect of basic education—18 (a).—Emphasis on productive aspect of basic education is necessary not merely because of its economic aspect but because the efficiency of craft work is educationally and socially a very desirable objective.

(b) Midday meal and other schemes of school improvement could be provided to deserving children out of the proceeds of the craft product.

(c) Instead of making annual provision in the budget for craft, provision should be made for revolving capital in each school. This will facilitate the development of craft work.

(d) Raw materials and other requirements such as seeds, seedlings, plants and manure, etc., should be made available to the schools through regional co-operative stores established for the purpose of groups of neighbouring schools.

(e) An effective check of the stocks and stores in basic schools and training institutions can be ensured by inspecting the same twice a year in order to avoid wastage and also to guide the institutions for producing such articles which are marketable.

(f) Raw materials, etc., required for the year should be indented in advance. They should be collected and stored at the beginning of each year.

(g) The present practice of supply of raw materials through a Central Stores is full of difficulties. It should be substituted by the above said methods and in each school if store-keepers cannot be appointed, a teacher who looks after the stores should be paid a reasonable allowance for that work and for maintaining accounts thereof.

(h) Government should arrange with the Khadi and Village Industries Commission and Khadi Boards for the sale of cotton hanks and cloth from the basic institutions. Arrangements should also be made to supply cloth to hospitals, municipalities and other offices.

(i) In view of the decentralisation of administration possibility of securing raw materials as far as practicable locally may be considered. Gram Panchayats may be encouraged to store raw material, equipment and appliances needed by basic schools. Gram Panchayats may also help in the disposal of the articles produced.

(19) *Study of Languages.*—(a) Improvement of Telugu should be attended to even in Telugu institutions by adopting various devices which will develop the pupils; power of expression both oral and written.

(b) In all senior basic schools the instruction of English language should be arranged as compulsory subject from the 5th grade.

(c) Instruction in Hindi language should also be arranged at the senior basic stage preferably from the sixth grade.

(20) *Literature for Basic Schools.*—The Government should take urgent steps to provide guide books for teachers and production of teaching aids for basic schools could be accelerated. Similarly reference books on various subjects, activities and topics for pupil teachers and teachers should be provided. Supplementary reading material for basic school children and books in various subjects specially prepared for children of basic schools should be got published. Such scheme may provide for institution of prize competition for children's literature, encouragement to publishers to bring out good children's literature and assistance to voluntary organisations working in the field of publication for children. This literature must be made available in the different languages of the State.

(21) *Libraries.*—(a) Every basic training school and basic school should have an efficient and well organised library service.

(b) The department should compile a model list of books on basic education and general education which every training institution must have in its library and another such list for the basic school.

(22) *Post-Basic Schools.*—(a) The whole question of post-basic schools should be fully discussed at the State level and there should be a clear declaration of policy in regard to the same. Students passing out of senior basic schools who intend to join secondary school other than post basic schools should be permitted to do so and further the students passing out of post-basic schools should be permitted to join in appropriate courses of study in the Universities.

(b) An Expert Committee be appointed to examine the question of introducing the special features of post-basic schools

and the multipurpose high schools, in the traditional high schools with a view to give improved secondary education in all the high schools and to end the dichotomy as early as possible.

CHAPTER VII.—*Character building in Basic Schools.*

(1) Basic training institutions and basic schools should enforce the basic principles of character training by providing opportunities for creative and productive activities and by establishing moral and spiritual values which should be respected.

(2) Character building and establishment of moral values is the responsibility of all the teachers which can be realised through all the aspects of the school programme.

(3) Close contact between the teachers and the taught should be maintained in order to promote discipline amongst the students. The fine opportunities implicit in co-operation between the school authorities and the community for the training of character should be properly utilised. Opportunities for creative, productive and social service activities should be fully utilised towards this end.

CHAPTER VIII.—*Examination, Evaluation and Assessment.*

(1) Regarding examination, evaluation and assessment in basic training schools, the recommendations made by the national seminar of Post-Graduate Basic Training Colleges should be accepted.

(2) The system of examination should be suitably modified so as to make room for the maintenance of cumulative records, occasional tests as well as a final annual examination. The success of the students should be assessed on the basis of the data provided from all these sources.

(3) A small committee of headmasters experienced in basic education headed by a Deputy Director should be appointed to go into the question of examination, evaluation and assessment in basic schools and suggest suitable methods for the same keeping in view the broad principles enunciated in the report and also the good features of Madras and Bihar States.

(4) As the need is for continuous research in the field of examination, evaluation and assessment, the necessary technical and administrative machinery should be evolved without any delay.

(5) The Government should undertake a systematic study of comparative study of basic and non-basic children and publish the results to help form right public opinion.

CHAPTER IX.—*Problems of Administration.*

I. ORGANISATION AND ADMINISTRATION:—

(1) The Government should take suitable steps to effect a radical change in the minds of officials of the Education Department specially at the higher level who are in charge of administration, finance, policies and personnel, so that they may have understanding and faith in Basic Education.

(2) Top ranking Administrators such as Director of Public Instruction or Deputy Directors and other administrative Officers should undergo a re-orientation training course organised by the Ministry of Education. Such a Seminar should include in its training programme the principles, ideology and philosophy of Basic Education, methods of supervision and inspection of Basic Schools; problems facing the administrators in implementing the Basic Education Scheme. It should also include observation of a number of good Basic Institutions at work both in and out of the State.

(3) It is necessary to appoint, under the over all supervision of the Director, a Joint Director with wide powers who will be in charge of Elementary Education (into eight grades) only and who will be responsible to implement the programme of re-orientation as well as conversion of old schools. He shall be called as Joint Director for Basic Education.

(4) Three Deputy Directors should be appointed to assist the Joint Director for Basic Education and sufficient number of Assistant Directors, also should be appointed with suitable distribution of Elementary Education.

(5) At the District level there should be a Special Officer exclusively in charge of Elementary Education. This Officer should not be burdened with other administrative duties. He shall work under the overall supervision and control of the District Educational Officer who is in charge of different stages of education in the District.

6. While High Schools of all kinds shall be under the control of Zilla Parishad, all Elementary Schools of 8 Grades of all kinds should be placed under the administrative control of Panchayat Samithis.

7. The Government should constitute a Statutory Board for Elementary (Basic) Education consisting of Officials and non-officials with a non-official educationist as President with adequate powers to deal with all matters of Elementary (Basic) Education and to lay down general policies in that regard and also to secure public co-operation.

II. INSPECTION OF SCHOOLS:—

(1) The new role of an Inspector is to study the problems of each school and view them comprehensively in the context of educational objectives, to formulate suggestions for improvement and to help the teachers to carry out his advice and recommendations. He carries the problems of the schools to those who lay down the policies and interpret the policies to the schools.

(2) A uniform system of inspection will have to be established in the State. Its separation from the administration of Schools is beneficial in the interests of Schools. All the Inspectors must be fully qualified in Basic Education. In order to keep them in touch with the current problems, in-service-training and Refresher courses should be arranged for them.

(3) Inspectors and Deputy Inspectors of Schools should be given for Inspection that number of schools which they can efficiently inspect. They should not be over burdened with other administrative work.

(4) Successful and experienced teachers should be occasionally transferred to the Inspecting Branch and Inspecting Officers similarly transferred to the training centres where they can be in close touch with new educational ideas and fresh developments in the field of methodology.

III. MANAGEMENT AND CONDITIONS OF RECOGNITION OF SCHOOLS:—

(1) The management of aided educational institutions should be in the hands of competent public authority or properly constituted and well organised private bodies who have both the resources and the personnel for conducting the institution efficiently and in the interests of children. It is advisable to have a Government nominee on the management of such schools.

IV. SCHOOL BUILDING:—

The Buildings of the Basic and Elementary Schools should be as inexpensive as possible with due regard to the requirements of functional utility. To effect economy and make school buildings more attractive and artistic standard plans of buildings should be obtained with the help of good architects with suitable provision for various activities—social gatherings, cultural programme, exhibitions, students assembly hall, etc. Care should be taken to construct buildings on the said designs.

CHAPTER X—FINANCE:—

(1) The State Government should provide for Education more than 25 per cent of their total expenditure every year for many more years to come and that in the next few plans it should provide more than 10 per cent of the total outlay of the State Plan for Education.

APPENDIX No. I.

GOVERNMENT OF ANDHRA PRADESH.

ABSTRACT.

**BASIC EDUCATION—Special Committee for Basic Education—
Constitution of a Committee—Ordered.**

EDUCATION DEPARTMENT.

[G.O. Ms. No. 1792, Education, dated 28th May 1960.]

From the Director of Public Instruction, letter No. 512-P-1/60, dated 6th April 1960.

ORDER.

The Government of Andhra Pradesh hereby order that a Special Committee be constituted to assess the exact position of Basic Education in the State and to suggest improvements in the methods of teaching at the Primary Stage according to the Basic Pattern.

2. The functions of the Committee shall be purely advisory and it shall consist of the following official and non-official members.

- (1) Sri Gopal Rao Ekbote, B.A., LL.B., M.L.A.,
25, "Anilkunj" Kacheguda Station Road,
Hyderabad- Dn. *Chairman.*
- (2) Sri Kallur Subba Rao, M.L.A., Sevamandir,
Hindupur, Anantapur district *Member.*
- (3) Sri P. V. Narasimharao, M.L.A., Vangara village,
Huzurabad Taluk, Karimnagar District *Member.*
- (4) Sri Ch. S. R. Ch. V. P. Murthy Raju, M.L.A.,
Chinanindrakolanu, Tadepalligudem (West Goda-
vari District) *Member.*
- (5) Smt. C. Ammana Raja, B.A., L.T., M.L.A.,
1-B, M.L.A.'s quarters, Hymayatnagar, Hyder-
abad-Dn. *Member.*
- (6) Sr. Vavilala Gopalakrishnaiah, M.L.A., Sattenapalli,
Guntur District *Member.*
- (7) Sr. P. Anthony Reddy, M.L.A., Padamati,
P. Yaleru P.O., Anantapur District *Member.*
- (8) Sr. Singaraju Ramakrishnaiah, M.L.A., 16/506,
Kasturi Nagar, Nellore.. .. . *Member.*
- (9) Sr. Pala Venkatasubbayya, M.L.A., Nagarajupeta,
Cuddapah *Member.*
- (10) Sr. Vempati Parashottam, M.L.C., Retired Head-
master, Vinayasanam, Sivalayam Street, Sat-
yanarayanapuram, Vijayawada-2 *Member.*

(11) Sri D. Venkataswamy, Principal, Government
Post Graduate, B.T. College, Pentapadu .. *Member-
Convener.*

3. The terms of reference of the Committee shall be :

(1) To investigate the difficulties experienced in imparting education under the Basic System at the Primary stage and to suggest steps to remove them.

(2) To determine the Stage at which crafts shall be taught to pupils in Basic schools

(3) To examine the procedure in vogue for obtaining craft materials and for disposal of craft produce and to suggest more efficient and profitable methods.

(4) To make any other useful suggestions for improvements in imparting Basic Education.

4. The Committee shall submit its report to Government through the Director of Public Instruction within two months from the date of its first meeting.

5. The Committee shall be a Class I Committee for the purpose of regulating the Travelling Allowance and D.A. of the non-official members. The T.A. Bills of the members of the Legislature shall be countersigned by the Assistant Secretary (Administration) of the Andhra Pradesh State Legislature.

6. This order issues with the concurrence of the Finance Department, *vide* their U.O. Note No. 4637, Education-I/60-1, dated 12th May 1960.

(By order and in the name of the Governor of Andhra Pradesh.)

J. P. L. GWYNN,
Secretary to Government.

APPENDIX No. II

Questionnaire issued by the Special Committee for Basic Education to the Basic Training Schools in Andhra Pradesh.

- I. (a) Do you consider that Basic Education in our State is popular?
(b) What reasons do you give for your opinion?
(c) What are your suggestions for making it more popular and attractive?
- II. (a) Do you consider the present organisational structure from the Taluk/Block level to the Directorate level suitable and adequate?
(b) What are your suggestions for improvement?
- III. (a) Do you consider that the present pace of conversion of non-basic schools and non-basic Training Schools into Basic Schools and Basic Training Schools adequate?
(b) What is your suggestion in this respect?
(c) What are your suggestions in starting a new school? Should it be basic or non-basic?
- IV. (a) Do you think it desirable to have one year basic training course or should it be of 2 years?
(b) Is it necessary to have some emergency training of teachers in view of the present requirements? If so, what should be the duration of such training course?
(c) What steps do you suggest to have uniform course of training through out the State?
(d) What is your opinion regarding one Year's Basic Training Course in one part of the State and two years in another?
(e) Do you think that, when the state of private organisation opens a new Primary School, should it be of a traditional type, should it be basic from the very beginning?
(f) Do you think the scheme of orienting the traditional school to that of basic is useful, and can be considered as a firm step towards the conversion of such schools, to basic schools?
- IV. (g) What suggestions do you intend to give to improve and expedite this process?
- V. (a) Do you think that the duration of 3 months retraining for graduate-trained teachers in Basic Education and 2 months retraining for Elementary School teachers in basic education adequate?
(b) What, in your opinion, should be the minimum period in each case?

- VI. (a) Do you consider that the present practice of giving one month community training to B.Ed., students of Training Colleges treating it as equivalent to retraining in Basic Education
(b) If not what is your suggestion?
- VII. Do you consider it necessary to convert all the post-graduate colleges of education (Training Colleges) into fullfledged Basic Training Colleges? What suggestions have you to offer in this regard?
- VIII. (a) Do you consider that the present practice of supplying craft equipment to all Basic Schools through craft equipment stores attached to Basic Training Schools should be continued?
(b) If not what procedure do you suggest?
- IX. (a) What are your difficulties in running the Central Craft Stores?
(b) What remedial measures do you suggest?
- X. What suggestions do you make for preparing guide books to teachers and reading material for pupils in Basic Schools?
- XI. What are your suggestions for improving the present Syllabus followed in Basic Schools?
- XII. (a) Do you consider that State-wide organised propaganda on Basic Education is necessary?
(b) If so, what are your suggestions?
- XIII (a) What is the procedure followed by you in disposal of craft produce?
(b) What are your difficulties in disposing of craft produce?
(c) What are your suggestions for quick and easy disposal of craft produce?
- XIV. (a) Have you got any difficulties in running your Basic Training School and Model Basic School on sound lines?
(b) If so what are they? (Give them separately for Basic Training School and Model Basic School).
- XV. What are the achievements of your institution specially relating to self-sufficiency, literature making, research and experimentation, propaganda, disposal of craft produce, etc.?
- XVI. Are the monthly craft reports of your Basic Training Schools and Basic Schools reviewed regularly?
- XVII. (a) Do you consider that the present standards of self-sufficiency fixed for Basic School children and Basic Training School trainees require revision?
(b) If so, on what lines?

- XVIII.** (a) At what stage are you teaching basic craft in your Basic Schools ?
- (b) At what stage do you consider it desirable to start teaching the Basic Craft to Basic School children ?
- XIX.** What suggestions do you offer for conducting research and experimentation in Basic Education ?
- XX.** (a) What is your opinion with regard to the integrated basic school course ?
- (b) Will it be of 7 years or 8 years ?
- (c) What are your suggestions in co-ordinating 7 or 8 years integrated basic school course with that of Higher Secondary or Multipurpose Schools with diversified courses ?
- XXI.** (a) Do you consider the present practice of making the post-Basic School students appear for the ordinary S.S.L.C. Examination suitable ?
- (b) If not, what suggestions do you offer ?
- XXII.** What are your difficulties in running your Post-Basic School ?
- XXIII.** What are the achievements of your Post-Basic School ?
- XXIV.** What steps do you suggest to bring about co-ordination between Post-Basic education and of the Secondary, Higher Secondary or Multipurpose Education with diversified courses ?
- XXV.** (a) Do you think that a stage has been reached so that the College Education will have to be properly linked with the Basic Education course at the lower level ?
- (b) What are your suggestions in this regard ?
- XXVI.** (a) What are your suggestions in regard to the Pre-Basic Education ?
- (b) What syllabuses do you propose ?
- (c) What defects do you find in the present pre-basic schools ?
- (d) What improvements do you suggest ?
- XXVII.** (a) Do you think that the literature of the basic education in different languages of our State now available is adequate to the present requirements with reference to the reading material to the basic school children, guide books for basic school teachers and propaganda material for the Public ?
- (b) What steps do you suggest to improve the situation ?
- (c) What type of text books and guide books do you think necessary for imparting the basic type of Education to the students with reference to the different subjects both in the basic schools and Basic-Training Schools ?

Please offer any other suggestions you consider desirable to implement the Basic-Education Programme on sound and smooth lines.

List of Institutions which sent the answers to the Questionnaire.

ANDHRA AREA.

1. Government Basic Training School, Adavipalem of Palacole.
2. Government Basic Training School, Hindupur, Anantapur District.
3. Government Basic Training School (Women), Nidubrolu.
4. Government Basic Training School, Karvetinagar, Chittoor District.
5. Government Basic Training School, Bhemunipatnam.
6. Government Basic Training School, Parvatipur, Chicacole District.
7. Government Basic Training School, Pentapadu, West Godavari District.
8. Government Basic Training School, Visakhapatnam, Visakhapatnam District.
9. Government Basic Training School, Ranaswaram of Proddatur, Cuddapah District.
10. Government Basic Training School, Mynampadu.
11. Government Basic Training School, Masulipatam (Women), Krishna District.
12. Government Basic Training School, Rayachoty.
13. Government Basic Training School, Chittoor, Chittoor District.
14. Government Basic Training School, Anantapur, Anantapur District.
15. Government Basic Training School, Venkatagiri.
16. Government Basic Training School, Gopannapalem.
17. Government Basic Training School, Rajahmundry.
18. Government Basic Training School, Vomaravalli.
19. Government Basic Training School, Nandigama, Krishna District.
20. Government Basic Training School, Ongole.
21. Government Basic Training School, Tadikonda.
22. Government Basic Training School, Pallipadu.
23. Government Basic Training School, Eluru.
24. Government Basic Training School, Vinayasramam.
25. Government Basic Training School, Kota Uratla.
26. Government Basic Training School, Aluru.
27. Government Secondary and Basic Training School (Women), Kalahasti.

28. The Lutheran Senior Basic Training School, Rajahmundry, East Godavari District.
29. Basic Training School, Purushottapatnam.
30. St. Anthony's Senior Basic Training School, Contonment, Vizianagram.
31. Basic Training School, Tiruvur, Krishna District.
32. Union Mission Basic Training School, Cuddapah, Cuddapah District.

TELENGANA AREA.

33. Government Basic Training School, Medchal (Hyderabad District)
34. Government Basic Training School, Nirmal.
35. Government Basic Training School (For Women), Hyderabad, A.P.
36. Government Basic Training School, Medak, Medak District.
37. Government Secondary Grade Basic Training School, Hanamkonda, Warangal District.
38. Government Basic Training School (for Women), Nizamabad.
39. Government Basic Training School (for Women), Mahaboobnagar.
40. Government Basic Training School, Madhira.
41. Government Basic Training School, Khairatabad (Hyderabad).
42. Government Basic Training School, Zangaon (Hanamkonda), Warangal District.
43. Government Basic Training School, Mahabubnagar.
44. Government H.S.S. (Basic Training Section), Wanaparti, Mahabubnagar District.
45. Government Secondary Grade Basic Teachers' Training School, Khammamet.
46. Government Basic Training School, Miriyalaguda Nalgonda District.
47. Government Basic Training School, Nalgonda, Nalgonda District.
48. Government Basic Training School, Karimnagar, Karimnagar District.
49. Government Basic Training School, Bashirabad, Hyderabad District.
50. Government Basic Training School, Bolarum (Hyderabad).
51. Government Basic Training School, Narayanpet.
52. Government Basic Training School, Bhiknoor.
53. Government Basic Training School, Sangareddy.

54. Basic Training School Section attached to Government High School for Boys, Madhira.
55. Basic Training School, Jagtial (for Women).
56. Basic Training School, Armoor.
57. Basic Training School attached to Higher Secondary, Chanchalguda.
58. Basic Training School attached to Multipurpose School, Nalgonda, Nalgonda District.
59. Stanley Girls' High School, Hyderabad, A.P.

APPENDIX No. III.

QUESTIONNAIRE ISSUED TO AND ANSWERS RECEIVED FROM THE BASIC TRAINING SCHOOLS IN ANDHRA PRADESH.

(The number against each answer indicates the number of institutions which gave the answer).

Question: I. (a) Do you consider that Basic Education in our State is popular?

<i>Answer:</i>	Yes :	16
	No :	26
	To some extent or partly	17

Q: I. (b) What reasons do you give for your opinion?

<i>A:</i>	(1) No co-operation and support from parents and public.	3
	(2) Persons working in basic schools have no faith or thorough knowledge of Basic Education	12
	(3) Basic Education does not help for higher education	3
	(4) The static outlook of the administrative officer is responsible for this	3
	(5) Lack of proper, natural and social environment for Basic Schools	1
	(6) There is no organised plan for implementation of Basic Education	2
	(7) Unsuitable surroundings, inadequate facilities and non-introduction of text-books	2
	(8) The technique of correlation is not fully developed and hence teaching is neglected and more prominence is given to craft and other activities	1
	(9) The community life has lost its spirit. The Skeleton is adhered to.	1
	(10) It is not best suited for modern civilisation	1
	(11) Lack of provision for admitting more number of students.	1
	(12) Self sufficiency will be maintained. It is learning by doing.	2
	(13) It is not well understood by people	9
	(14) The Administration, Government Servants and Educated people have realised the importance of Basic Education and regard it as the need of the day	1
	(15) Lack of accommodation and proper incentives; working persons—Majority of the staff is non-basic	1

- (16) It caters to the needs of the people of the State and is quite in consonance with the aims and aspirations 1
- (17) Lack of proper link-up with higher education 1
- (18) The main craft of Basic Education is meant for educating the people of rural areas; so it is popular in villages 1
- (19) Parents send their children to Convent Schools but not to Basic Schools 2
- (20) Craft equipment is not provided; lack of basic model schools; proper instruction for main and subsidiary crafts; want of Agricultural land 1
- (21) There are no posts in the scale of 150-280 in basic training schools 1
- (22) All the schools are not converted into Basic pattern 1
- (23) Given freedom to aided management, they will not be willing to convert the schools into Basic 1
- Q: I. (c) What are your suggestions for making it more popular and attractive?**
- A:** (1) Conversion of all the existing Non-basic Schools into Basic type 6
- (2) It should be introduced from the Primary to the Higher Secondary level 1
- (3) Provision of necessary accommodation, craft equipment and basic trained staff to all the Basic Schools 12
- (4) The Government should use the advertising in newspapers and printed pamphlets for spreading Basic Education 1
- (5) Organisation of effective propoganda on Basic Education through Basic Education Weeks and News-reels in Cinema Shows 19
- (6) Propoganda by Social Education Officers 1
- (7) In order to make it popular in City, it is essential to introduce suitable crafts of the city areas, such as leather work, tailoring, preliminary radio and electric engineering, etc. 1
- (8) Suitable Science trained graduates with knowledge of correlation may be provided with full necessary scientific equipment to acquire the important principle of self-sufficiency in Basic Education 1
- (9) The salaries of Teachers in Basic Schools should be as those in Technical Institution (or increase of salaries) 7
- (10) Literature for public should be prepared 1
- (11) The public opinion is that the attainments of children with sweated labour in the basic school are not as efficient as those of the attainments of pupils in ordinary schools. 1
- (12) There should be L.T. Headmasters for the Senior Basic Schools 1

- (13) There should be a Guide Council on Basic Education in the compact area consisting of local inspector of schools, B.D.O., staff of Basic Training School, chosen Headmaster of Basic Schools and two or three educated parent representatives 1
- (14) The grace of Rs. 150 to 280 should be given to M.A., B.Eds. in Training Schools 3
- (15) Provision of midday meals and supply of books and slates free of cost and monetary aid in the form of scholarships. 1
- (16) Free residential quarters for teachers to be provided .. 1
- (17) Pupils should be given opportunities to specialise in a particular craft in which they are specially interested and fitting instead of forcing them to one craft .. 2
- (18) Providing better facilities by way of land, water supplies and opening of Weaving Centres for converting yarn into cloth 3
- (19) Model Basic Schools should be organised .. 2
- (20) Campaigns should be organised at different levels such as State, District, Taluk and village levels to create interest in the public mind to be well informed about Basic Education 1
- (21) A well run model basic school for each Samithi will go a long way to make Basic Education more popular .. 1
- (22) Through Burrakath and Dramatisations also it can be made popular 1
- (23) Text-Books containing lesson-plans and correlated teaching should be published 1
- (25) Non-basic teachers should be retrained in Basic Education 2
- (26) Pupils who pass the 5th grade of Basic schools should be admitted into 1st form without any entrance examination 1
- (27) Net income may be utilised for the school itself .. 1
- (28) Officers like Chairman, Members of Zilla Parishath and Block Development Officers should be given orientation training at least for a week in Basic Education .. 1
- (29) Guidance to Basic Schools to be provided by issuing a monthly magazine on Basic Education in all regional languages 1
- Q : II (a) Do you consider the present organisational Structure from the taluk/Block level to the Directorate Level suitable and adequate?
- Yes. 20
- No. 27

OTHERS :

1. Every District should have a Basic Education Officer to look after Basic Education. The Regional Deputy Director may have a Senior District Educational Officer as his P.A. to assist him in the Basic field. At State level there must be one Deputy Director of Public Instruction for Basic Education. Besides these posts, one special officer for the disposal of Khadi & hanks prepared by the Training Schools, a separate Propaganda Officer might be instituted for propagation of Basic ideals with a van at his disposal. Another Officer for preparation of Basic literature may also be sanctioned 4
- (2) A Deputy Inspector (Basic Trained) to be appointed at Block or Taluk level 2

Q : II (b) *What are your suggestions for Improvements?*

- A : (1) The Central Craft stores in the Basic Training Schools may be abolished and a separate agency under the control of Block Development Officer may be created to do the functions of the Central Craft Stores 1
- (2) Government should provide with permanent buildings, Agricultural lands, etc. 2
- (3) There should be a section for Basic Education in the Director of Public Instruction Office 7
- (4) All the Headmasters should be gazetted.. .. . 1
- (5) The Inspecting Officers should be Basic Trained Officers (and also in Crafts) 6
- (6) The Extension Officer should function on the lines of District Board Educational Officers without inspection work and the Deputy Inspector should have inspection work 1
- (7) More inspecting officers should be appointed .. 1
- (8) A separate District Basic Education Officer may be appointed for inspecting basic schools and basic training schools 9
- (9) Want of co-ordination between Block Officers and different Departmental Officers 1
- (10) The Joint Director for Basic Education should be appointed. 2
- (11) There should be co-operation between the Education and Block Development Departments in spreading Basic Education 1
- (12) One Inspector of Schools for Basic Education for every three Districts 1
- (13) There should be change of outlook in adults .. 1
- (14) At present there is no Deputy Director for Basic Education for going into the several difficulties and doubts that crop up in implementing the Basic Education .. 3

- (15) The Pay structure of an extension officer needs immediate modification 1
- (16) Educational Officers of the Education Department should not be made subordinates to the Block Development Officers 1
- (17) All the Text-Books should be of basic type 1
- (18) Special District Educational Officer to give Technical guidance and to provide correct assessment of the institutions may be appointed 1
- (19) The Zilla Parishads should be entrusted with the work of providing posts and payments to the trainees in consultation with the Director of Public Instruction 1
- (20) Special Committees consisting of local leaders interested in Basic Education, Members of Basic Schools and Basic Training Schools may be formed 1
- (21) A band of appointed committees should go about demonstrating the advantages of Basic Education. It is not platform lectures that is needed but practical service to be done by every one in this sphere with zeal for spreading of Basic Education 1
- (22) The powers delegated to Non-technical persons in Zilla Parishad to be transferred into the hands of technical persons of Education Department 1

Q: III (a) *Do you Consider that the present pace of conversion of non-Basic Schools and non-Basic training Schools into Basic Schools and Basic Training Schools adequate?*

- A:** (1) Yes : 20
- (2) No. 29

OTHERS :

- (3) A final date and target might be fixed up and work to be carried about as per programme. The existence of non-basic and basic schools in one and the same area is highly anomalous and ambiguous. The discrimination of Basic schools will retard Basic Education 1
- (4) The present pace of conversion seems slow 1
- (5) It all depends upon the facilities obtaining in various localities for a healthy and effective conversion 2
- (6) Due to lack of facilities it is not possible to convert new schools 1
- (7) Conversion has been haphazard, premature and much too fast 1

Q: III (b) What is your Suggestion in this respect?

- A:* (1) All existing Non-Basic schools should be converted into Basic schools so that no non-basic school is left out for the choice of the parents 13
- (2) The conversion should be more rapid and real 6
- (3) All non-basic Training schools should be converted into Basic Training Schools 5
- (4) Basic Schools should not work in patches as isolated units surrounded by huge areas of ordinary schools 1
- (5) Conversion should be made where facilities existed 1
- (6) When a training school is converted into Basic Training School, the first step ought to be to convert the practising sections into Basic Elementary Schools manned by Basic Trained teachers 2
- (7) More retraining Centres should be opened to secure the necessary number of Basic trained teachers 1
- (8) Old non-basic schools should not be disturbed to avoid confusion and chaos 1
- (9) Discussions on Basic ideology should be held at Central Classes by Deputy Inspectors of Schools 1
- (10) Slow and sure win the race." Let there be consolidation first. Gradually all institutions can be made basic 4
- (11) Public sympathy and co-operation is needed 1
- (12) Supply of full equipment, well-qualified personnel with good incentives to work in the field of Education 1
- (13) It should be left to the opinion of the Public 1

Q: III (c) What are your Suggestions in starting a new School? should it be Basic or Non-Basic?

- A:* (1) Any new school to be started to be of the Basic type 42
- (2) Before opening new schools all the non-basic schools should be converted into Basic 2
- (3) Craft Equipment to be provided 2
- (4) Basic Trained Staff should be appointed 2
- (5) Any new school to be started should be Non-Basic 4
- (6) As there is dearth of Basic Trained personnel, it is desirable to start a new school on Basic pattern adopting seventeen Basic Principles 1
- (7) More Training Sections in the Basic Training Schools and retraining courses in Basic Education to be opened 1

(8) A non-Basic school may be started first and later converted into basic	1
(9) A non-basic school may be started as a special case where facilities for basic Education are not available ..	2
(10) The choice may be decided subject to the prevalence of traditional or basic schools in the area	1
Q: IV (a) Do you think it Desirable to have one year Basic Training Course or should it be of two years?	
A: One Year Course	28
Two Year Course	31
Q: IV (b) Is it necessary to have some emergency Training of Teachers in view of the present requirements? If so, what should be the duration of such Training Course?	
A: Yes	42
No	17
Duration of the short term emergency course ranging from two months to one year	42
Q: IV (c) What steps do you suggest to have uniform course of training throughout the State?	
A: (1) Two Years Training	8
(2) 12 months emergency training	11
(3) A special committee of experienced Basic workers may be formed to tour the whole State and establish a uniform training course (or) Seminars (or) Refresher courses to be conducted for all the Headmasters	2
(4) There should be the same craft in boys institutions and also the same craft in Girls institutions	4
(5) There should be common curriculum and common Question Papers in all the institutions in the State ..	4
(6) The Telengana system of in-service training may be extended to the Andhra Region	1
(7) Correlated syllabus based on play-way method is to be evolved	1
(8) Emergency course may be discontinued	22
(9) Retraining course may be conducted in separate institutions specially intended for such purposes	1
(10) Refresher courses to all the Headmasters for fifteen days in a year	1

- (11) The one year Training Course should be changed over to two years course in Telangana region also 1
- (12) The difference of duration between teachers and candidates requires to be continued in view of the teachers' two years service 1
- (13) Common activities and common subjects subject to variation according to local conditions to be introduced .. 1
- Q: IV (d) What is your opinion regarding one year's Basic-Training Course in one part of the State and two years in another?**
- A:** (1) The training course through out the entire State of Andhra Pradesh should be two years only 16
- (2) The training course may be uniform throughout the State 30
- (3) The adoption of one year training course (with 300 working days) 13
- Q: IV (e) Do you think that, when the State or private organisation opens a new primary school, should it be of a traditional type, or should it be basic from the very beginning?**
- A:** (1) Private organisation Primary School should be Basic from the very beginning 48
- (2) It must be left to the opinion of the management to open Basic or Non-Basic School 3
- (3) Traditional type up to 3rd Class and basic afterwards .. 1
- Q: IV (f) Do you think the scheme of orienting the traditional schools to that of Basic is useful, and can be considered as first step towards the conversion of such schools, to basic schools?**
- A:** (1) Yes 45
- No 7
- Others 3
- Q: IV (g) What suggestions do you intend to give to improve and expedite this process?**
- A:** (1) Conversion of Non-Basic Schools into Basic and opening of only Basic schools 12
- (2) Government has to provide more funds 2
- (3) A date might be fixed by which time the schools may be oriented to Basic pattern or else recognition to the defaulting schools might be withdrawn 1
- (4) Co-operation and interest of Panchayat Samithis ..
- (5) Provision of all facilities to Basic Schools 6

- (6) A separate organisation at State level should be entrusted with powers to improve and expedite basic education 1
- (7) The Government of India's suggestions may be implemented. 1
- (8) Refresher courses may be introduced for a period of six weeks 1
- (9) A phased programme should be drawn up .. 4
- (10) The orientation should not be sudden ; it may be tried in a small area and after a few years the scheme may be launched on State-wide level, if need be 1
- (11) The seventeen basic principles should be implemented thoroughly in every school 4
- (12) Deputy Inspectors should address Public meetings on Basic Education 1
- (13) A Special Officer may be appointed to go into the question of orienting schools 2
- (14) The Headmaster of every traditional school should be a basic trained or retrained teacher with secondary grade qualification so as to implement the orientation scheme.. 1
- (15) All non-Basic trained staff should be given thorough intensive training during summer 1
- Q: V (a) Do you think that the duration of 3 months retraining for graduate-trained teachers in Basic Education and 2 months retraining for Elementary School Teachers in Basic Education adequate ?**

A: Three months retraining for graduate trained teachers:

Yes	..	..	..	..	32
No	..	..	..	..	19

Two months retraining for Elementary School Teachers :

Yes	..	..	..	..	26
No	..	..	..	..	19

Q : V (b) What in your opinion, should be the minimum period in each case ?

A : Graduate Trained Teachers :

3 months	..	..	..	..	20
5 months	..	..	..	..	7
2 months	..	..	..	..	8
1½ Months	..	..	..	..	1
6 Months	..	..	..	..	6
1 month	..	..	..	..	2
1 year	..	..	..	..	3

Elementary School Teachers :

2 months	..	..	..	..	13
5 months	..	..	..	..	6
3 months	..	..	..	..	15
1 month	..	..	..	..	2
6 months	..	..	..	..	3
4 months	..	..	..	..	2
1 year	..	..	..	..	2
6 months	..	..	..	..	2

Q: VI (a) Do you consider that the present practice of giving one month community training to B.Ed., students of Training Colleges Treating it as equivalent to retraining in Basic Education desirable?

<i>A: Yes</i>	..	..	..	..	18
<i>No</i>	..	..	..	..	35

Q: VI (b) If not what is your suggestion?

<i>A: (1) The trainees of the Training Colleges should be made to teach at least 10 lessons each in correlation method</i>	..	..	..	..	1
<i>(2) All the Training College B.Ed. students must live in organised hostels and separate Training Colleges for women or co-education should be attempted with a special care</i>					1
<i>(3) They should be given training in spinning and weaving (from raw-cotton to cloth weaving)</i>	..	..	..	..	1
<i>(4) The present Training Colleges must be converted into Basic Training Colleges</i>	..	..	..	..	5
<i>(5) At the State or University level Post-Graduate Training Colleges have to be started with one year course for those that come out of Basic pattern and 2 years course for others</i>	..	..	..	..	1
<i>(6) The B.Ed. trainees in Basic Training Schools should be given thorough training in Basic Education</i>	..	..	..	..	1
<i>(7) Not less than 5 months retraining in Basic Education is essential</i>	..	..	..	..	4
<i>(8) The period of community training for B.Ed. students should be at least 2 months..</i>	..	..	..	..	1
<i>(9) Better to abolish the present scheme of community training and better to give 5 months retraining when they join in service</i>	..	..	..	..	2

- (10) 3 months till such time that the Training Colleges are converted into Basic Training Colleges 9
- (11) It should be equal to that of trained graduate 1
- (12) 2 months separate training in summer (April, May) is adequate 1
- (13) Basic Education should be made a compulsory subject in all Training Colleges 4
- (14) First the candidate should complete the B.Ed. training and next he may be retrained in Basic Education for 6 months 1
- (15) The skills and attainments prescribed for the graduate retrainees may also be provided for B.Ed. students 1

Q: VII *Do you consider it necessary to convert all the Post-Graduate Colleges of Education (Training Colleges) into full-fledged Basic Training Colleges? What Suggestions have you to offer in this regard?*

- A:** (1) Yes 33
- (2) A special allowance of Rs. 10 like the M.Ed. Teachers who are given 3 advance increments might be given to the candidates who underwent the combined course of B.Ed. and Basic Training course in the B.Ed. Colleges 1
- (3) Not all 50% will suffice 1
- (4) Need not be converted till such time as Basic Education is introduced at the Secondary and college level. The one months community training in the Post Graduate Basic Training College, Pentapadu is now made equivalent to retraining in Basic Education 7
- (5) Basic Education should be a compulsory subject in the Post Graduate Training Course 2
- (6) Basic Education with emphasis on craft is made compulsory in B. Ed., course, it is enough 17
- (7) This issue has to be considered based on as to what extent the existing Middle and High Schools will be converted into senior Basic and Post-Basic Schools 1

Q: VIII. *(a) Do you consider that the present practice of supplying craft equipment to all Basic Schools through craft equipment stores attached to Basic Training Schools should be continued?*

- A:** (1) Yes 20
- (2) No 24
- (3) Other Remarks: Craft equipment should be detached from the Training School and a whole time worker (a senior selection grade Deputy Inspector) might be posted as officer-in-charge of the craft equipment stores for every Basic area of 500 schools 1

Q : VIII. (b) If not, what procedure do you suggest ?

- A :** (1) The Central Craft Stores in Basic Training schools may be abolished and a separate agency under the control of B.D.O. may be created to do the functions of Central Craft Stores .. 4
- (2) The Basic Schools may be permitted to buy the stores material at their convenience or the Government may supply the same directly 5
- (3) Some times the Central Craft Stores will refuse to accept the produce having full stock in the Stores 1
- (4) Craft equipment may be supplied by the Zilla Parishad or by Divisional Craft Stores, organised by the Department . 2
- (5) This system may be introduced in Telangana to secure uniformity and secure the quality of materials 1
- (6) Craft Stores to be attached to their respective office of the Deputy Inspector of Schools with a craft attender and a store-keeper for supply of equipment to basic schools .. 3
- (7) Decentralisation to be introduced 4
- (8) It is better if the management is given to Panchayat Samithis and Municipalities for the supply and maintenance of equipment 3
- (9) Assistant-in-charge of Central Craft Stores may be paid an extra allowance for this work 2
- (10) A separate stores of Government may be opened in important places and needful equipment supplied 2
- (11) Management of institutions to supply the craft equipment 1
- (12) The Director of Public Instruction must take it up .. 1

Q : IX. (a) What are your difficulties in running the Central Craft Stores ?

- A :** (1) Want of adequate accommodation 1
- (2) Accumulation of Craft equipment and raw materials for want of distribution to Basic Schools attached to the Stores 1
- (3) Considerable waste in raw-materials due to non-distribution 1
- (4) Work relating to Central Craft Stores is felt as a hindrance for imparting instructions effectively 15
- (5) Handing over charge of the Craft Stores at the time of transfer of the Assistant-in-Charge of it is becoming a laborious task 1
- (6) Late approval of indents 1
- (7) Suppliers supply articles of inferior quality for their usual rates, suppliers insist on cash payment. It is not admissible under rules 1

- (8) Facilities for disposal of Craft and sale of cloth are wanting 4
- (9) Every Basic Training School should have a Craft attender to assist the Assistant in Charge of Craft Stores .. 4
- (10) Delay in the supply of craft material from the Central Craft Stores (due to inadequate supplies) 2
- (11) The school has not got a craft instructor and hence cannot answer this 2
- (12) Quality of hanks received from Basic Schools are not good, hence leading way to accumulation 2
- (13) A separate post for Central Craft Stores should be created .. 2
- (14) A teacher may not be so diplomatic in disposing of the products in a profitable way 1
- (15) A separate salesman and draftsman should be appointed for sale. At the end of every half year two auditors should be appointed for auditing the accounts 1

Q. IX. (b) *What remedial measures do you suggest?*

- A. (1) The Central Craft Stores in the Basic Training Schools may be abolished and a separate agency under the control of Block Development Officer may be created to do the functions of the Central Craft Stores 4
- (2) Detachment of the Craft Stores from the Training Schools and establishing a separate office with an officer of the rank of a selection grade Deputy Inspector for this sole purpose of supplying the craft equipment to schools 1
- (3) Show rooms for the display of craft produce and cloth to be provided in every school with a salesman having business knowledge 1
- (4) Its work may be limited 1
- (5) Branches of the Central Craft Store are to be opened .. 3
- (6) Better to open a separate store or to employ one upper division clerk to take charge of the Craft Stores 1
- (7) The Basic Schools may be empowered to sell away their finished products and credit the amount in the treasury .. 1
- (8) Hanks delivered by schools to be received by the Central Craft Stores and instead lint and cotton to be supplied in exchange 1
- (9) The hanks may be got purchased by the Khadigramodyoga Board aided by the Central Government 1
- (10) To close the Craft Stores and have a big Store at Divisional Headquarters 1

- Q. X. *What suggestions do you make for preparing guide books to teachers and reading material for pupils in Basic Schools?*
- A. (1) Special Committees manned by experienced teachers in Basic Education may be appointed for the purpose .. 25
- (2) List of authors for writing literature may be prepared and the authors might be asked to submit the literature to a committee specially formed to prepare guide books and other text-books. The authors may be paid some remuneration as a sort of encouragement. A copy of the syllabus may be published in the Gazette or sent to the authors .. 7
- (3) Guide books should be prepared and supplied by experts in Basic Education 3
- (4) Grade-wise books should be prepared for children's use .. 5
- (5) *Adhoc* Committees may be constituted at district and State levels 1
- (6) Guide books should be prepared by a Special Committee in the light of the difficulties expressed by the students and trainees 1
- (7) Seminars may be organised where pooling of ideas might be possible 3
- (8) There should be research Centres (both Government and voluntary organisations) with Model Schools attached to them 2
- (9) Selection of correlation charts, lesson-plans Essays, and payment at standard rates 3
- (10) All the subjects cannot be taught in the same stereo-typed manner 1
- (11) A monthly journal with a whole-time Editor (or pay some remuneration for the person in charge of publishing this magazine) may be published 2
- (12) Reading material for pupils is very important and the authors may be encouraged to write such books .. 2
- (13) Essential books for B. Ed. should be published at cheap rates 2
- Q. XI. *What are your suggestions for improving the present syllabus followed in Basic Education?*
- A. (1) Spinning in Grade I may be replaced by such simple processes as plucking the cotton flower, picking the cotton from the flower and simple hand ginning 2
- (2) Study of craft should be made compulsory 1
- (3) Syllabus in Regional languages classified into grade-wise and season-wise showing the activity, the item of knowledge taught through activity and the teachers' aids to be prepared 1

- (4) Provision of English and Telugu Text Books for the trainees. Knowledge of the students has to be improved simultaneously with skill in teaching 1
- (5) Suitable text-books are to be written 2
- (6) Teaching practice must form a subject for practical examinations 1
- (7) Instead of presenting lessons in text-books sub-activities may be mentioned which would serve more than one subject at a time
- (8) The existing procedure of the Basic Schools following the integrated Non-Basic School syllabus should be stopped. Instead the Non-Basic Elementary School may be asked to follow the Basic school syllabus as the policy of the Government is to convert all the Elementary Schools into Basic ultimately 1
- (9) The standards of attaining the skills should be lowered both theoretically and practically 1
- (10) The syllabus should suit the local conditions, environment and mental conditions 1
- (11) The question may be sent to the research Centres to be formulated 1
- (12) Experts Committee should be instituted to frame comprehensive syllabus 3
- (13) The present syllabus is above the capacity of the present day pupils. To effect a change needs actual experience, intellect and natural zeal : 3
- (14) Syllabus in Basic Education is comprehensive 2
- (15) The syllabus should be based upon 'areas of learning' as indicated by the Ministry of Education in Government of India 1
- (16) Present syllabus is adequate and it should be strictly implemented 6
- (17) Present syllabus may be followed for some time to come 2
- (18) Knowledge of syllabus whether theoretical or practical is a whole and cannot be cut into pieces 1
- (19) The syllabus should not give scope of evils of examinations 1
- (20) The integrated syllabus is rather wide and ambitious. Books like standard satakams, Andhranamasangraham, Amarkosam and like books may be introduced even from I Standard 1
- (21) A workshop on the preparation of Basic School syllabus may be organised 1
- (22) The present syllabus in Science and Social Studies form I to VIII Grades is heavy 1
- (23) The present syllabus may be revised by Committee constituting of persons in actual touch with rural basic schools 1
- (24) Time for Correlation is not sufficient 1

Q: XII.—(a) Do you consider that State-wide organised propoganda on Basic Education is necessary ?

A: Yes	..	..	..	..	..	41
No	..	..	..	..	..	11
To some extent	..	..	..	..	..	2

Q XII.—(b) If so, what are your suggestions ?

A: (1) Organisation of effective propoganda on Basic Education through Basic Education Weeks and News reels on Basic Education in Cinema Shows	17
(2) Intensive and extensive propoganda through suitable books, pamphlets and also Muscums, exhibitions, literature for public	3
(3) District-war Committees with the Basic Training School staff should be formed	4
(4) Every officer should take initiative in this regard. A Mobile unit for propoganda should be attached to each Basic training school	1
(5) Touring Committees on Regional level with experienced teachers of Basic Training Schools may be formed for visiting the basic schools and for giving instructions ..	4
(6) Magazines on Basic Education may be published on a State level and Basic Training Schools may be asked to publish a magazine for every quarter of the year ..	4
(7) A permanent special agency should be created with experienced personnel to propogate Basic Education ..	1
(8) Propoganda tours by the Education Departmental Officers during vacations and Dasara ,Pongal holidays and address teachers as well as public	3
(9) The standards of pupils passing out of the institutions should be real propoganda	1
(10) Formation of Basic Education Committees in villages; processions taking Mahatma Gandhiji's Photo in procession; processions of students holding sickles, pick-axe, etc. by conducting sutra yagna in villages	1
(11) It should be made more modern in outlook and should follow the modern scientific advancement	1
(12) Scholars may be invited on remuneration basis to give enlightenment to public	1
(13) The Government should provide adequate funds to celebrate basic education on a State-wide basis	1
(14) Formation of Village Basic Education Committees with influencial villagers	1
(15) State-wide propoganda by M.L.As. with the assistance of the Director of Public Instruction	1
(16) Basic Education Section, Assistant Director may be appointed in the A.I.R. A new branch of Basic Education may be opened in the Publicity Department ..	1

Q : XIII.—(a) What is the procedure followed by you in disposal of craft produce ?

- A :**
- (1) Hanks produced in the Schools are given to the pupils in the school and for professional weavers for weaving purpose 4
 - (2) Selling to the Charka Sangh, Basic Schools where craft produce is necessary 1
 - (3) The Training School was not provided with craft material of any kind. (Consequently the trainees are bearing the cost of craft material) 1
 - (4) Agriculture Products are sold to the hostel and the hanks spun are sold 4
 - (5) Cloth woven in the school is sold to the trainees (and members of staff) 15
 - (7) Inadequacy of garden space (play ground) 1
 - (8) The cloth produced in the Training Schools is priced at a higher rate than the cloth available in the market 1
 - (9) There are no technicians to weave the hanks produced in the training schools 1
 - (10) The Craft produced is used by inmates and the value shown in the register 1
 - (11) Open sales to the public and supply to the various departments 5
 - (12) Organisation of Central market and Central show-room will help better disposal 2
 - (13) Hospitals, Nursing homes may be advised to purchase Khadi for their requirements 2

Q : XIII.—(b) What are your difficulties in disposing of craft produce ?

- A :**
- (1) Disposal of craft produce is not keeping pace with production and hence consequent accumulation of cloth and yarn 4
 - (2) Prohibitive cost of cloth and want of buyers of Khadi cloth 2
 - (3) Lack of proper equipment for the safe preservation of the craft produce and raw-materials and consequent wastage 4
 - (4) Do not know how to dispose of the craft produce 2
 - (5) Shortage of funds to meet the weaving charges 1
 - (6) It is felt difficult to give the hanks to the local weavers every time 2
 - (7) The proper value of the craft produce is not realised in the public market 8
 - (8) Inadequacy of staff 3
 - (9) Produce is not attractive to the public 6

Q : XIII.—(c) *What are your suggestions for quick and easy disposal of craft produce ?*

- A : (1) A separate new Agency may be entrusted with the work, viz., the Central Craft Stores in the Basic Training Schools may be abolished and a separate agency under the control of Block Development Officer may be created to do the functions of the Central Stores 1
- (2) A co-operative stores may be started 1
- (3) Craft stores should be attached to the training school 1
- (4) All the commercial methods like advertisement, branding and storage are to be resorted to. This has to be done by the Central Stores attached to the Training School 1
- (5) The extra hanks which could not be woven into cloth in the school should be given to outside weavers paying the charges 3
- (6) A sales emporium should be organised at the Block level to sell the articles produced in the schools 1
- (7) Immediate handing over of the huge quantities of hanks to the All India Khadi Village Industries Commission in return for cloth manufactured by them or for cotton lint 3
- (8) The Heads of Institution may be permitted to send cloth of not less than 500 yards to the Director of Stores 1
- (9) Standing Orders are to be issued to Samithis areas, Municipalities and hospitals for compulsory purchase of the cloth produced in the schools 1
- (10) Government may start a Centre for getting the yarn woven into cloth and for receiving the hanks from all the basic institutions and for the disposal of the cloth 7
- (11) The produce of craft such as wood-work may be allowed to be disposed of locally 1
- (12) This can be ensured by adopting convenient methods like advertisement, branding and storage, etc. 1
- (13) Rebate may be given in craft produce at higher scale in Government Stores 1
- (14) Handing over the hanks to the Khadigramodyoga Board. 5
- (15) Stocks lying unsold for over 3 years should be disposed expeditiously 1
- (16) A co-operative weaving society in the vicinity of the Basic Training School may be requested to take the hanks .. 2

Q : XIV. (a) *Have you got any difficulties in running your Basic Training School and Model Basic School on sound lines?*

Yes	..	..	..	..	..	46
No	..	..	..	..	..	4

Q : XIV. (b) *If so what are they? (Give them separately for Basic Training and Model Basic Schools).*

A : BASIC TRAINING SCHOOL :

- | | |
|---|----|
| (1) Lack of adequate and suitable accommodation (and hostel). | 21 |
| (2) Work relating to Central Craft Stores is felt as a hindrance for imparting instructions efficiently | 1 |
| (3) Lack of funds | 1 |
| (4) Due to long distance of the basic schools and high schools from the training schools the teaching practice in lessons are very much handicaped | 1 |
| (5) The cheque system of expenditure now allowed to B.D.Os. may be introduced so that the work in Basic schools might be carried out effectively | 1 |
| (6) If a full-fledged Basic School is opened with full craft equipment attached to Basic School then only it is possible to obtain fruitful results | 1 |
| (7) Timely supply of craft equipment should be done .. | 3 |
| (8) Staff is to be appointed from the commencement of the course | 20 |
| (9) Vacant posts to be filled up immediately without keeping them vacant for long time | 1 |
| (10) The Craft Inspector's post in certain institutes has been vacant for the past two years | 3 |
| (11) Lack of agriculture land (or garden space) | 14 |
| (12) Staff quarters to be provided .. * | 5 |
| (13) The Assistants in charge of Craft, Garden, Safai, etc. should be qualified | 2 |
| (14) The academic qualification of weaving instructor should not be insisted upon | 1 |
| (15) The residences of teachers and the agricultural farm are at a distance, consequently supervision ineffective .. | 2 |
| (16) There is over-work for deputy warden so there should be a separate deputy warden of the cadre of school assistant without teaching work to supervise all community activities, craft and hostel accounts | 1 |
| (17) Lack of irrigation facilities | 2 |
| (18) Lack of adequate number of looms | 4 |
| (19) Accumulation of large number of hanks in spite of effective steps taken for weaving | 1 |
| (20) There should a B.Sc. (Agriculture) Assistant in training school to supervise agricultural craft | 1 |

(21) The post of Headmaster of Basic Training School may be up-graded into a gazetted post	2
(22) Lack of lighting facilities	2
(23) The local agricultural demonstrators should be made to give timely advices to the school authorities in agriculture and necessary seeds and implements may be supplied to the basic school	1
(24) The stipends given are not adequate to meet the boarding charges of the trainees. All the troubles are on account of the poor food supplied to the trainees and the heavy labour extracted from them	2
(25) Text-books containing well arranged lesson-plans may be published	1
(26) Teaching techniques is found wanting	1
(27) Lack of facilities to the staff like shopping, schooling medical aid, water supply, etc., and hence the general disappointment	1
(28) No Model School is attached to the Basic School ..	6
(29) Stipends should be given as soon as the trainees are admitted into the training course	1
(30) Lack of co-operation among the staff and timely help from the superior authorities	2
(31) Ramachandran's Committee Report may kindly be taken into consideration	1
(32) No Craft Stores attached	2
(33) One Deputy Warden's post is to be created for every 75 candidates	2
(34) Lack of Craft Instructors	6
(35) The forced labour to achieve self-sufficiency should not be insisted	2

MODEL SCHOOLS :

(1) Lack of adequate and suitable accommodation	13
(2) Lack of enthusiastic co-operation and support from parents and public	3
(3) Poor strength due to existence of other basic schools (private) near the model schools	3
(4) Teachers in model schools are not basic trained	5
(5) There is no Senior Basic School near the Basic Training School for teaching practice in English, Science and other subjects and hence teaching practice is done in local Zilla Parishad High Schools on non-basic principles.	1

(6) Model school is at a distance from the training school ; hence supervision is ineffective	3
(7) Lack of full complement of staff	12
(8) Provision of mid-day meals, clothing and books and slates freely	1
(9) Residential accommodation for staff	1
(10) Lack of compound walls for model school	1
(11) Lack of agricultural land (or garden space)	3
(12) One teacher for each section ; separate allotment for games ; library ; furniture and equipment ; separate teacher to be the Headmaster who should be a trained graduate	1
(13) Better to attach grades one and two to a pre-basic school.	1
(14) The Pre-Basic school and model school should be clubbed.	1
(15) No text-books accorddingg to the principles of basic education	1
(16) Lack of funds	3
(17) Lack of suitable garden land and playground	3
(18) No craft stores attached	1
(19) Model school is non-basic	2

Q : XV. What are the achievements of your institution specially relating to self-sufficiency, literature making, research and experimentation, propaganda, disposal of craft produce, etc.

A : (1) Self sufficiency ranging from 66 per cent to 185 per cent. 8

(2) LITERATURE MAKING :

(a) Weekly cultural programmes are held	1
(b) Correlation charts written	4
(c) Poems on Basic Education, one act plays, folks songs are got written by the trainees or teachers	3
(d) School magazines are started	2

(3) RESEARCH AND EXPERIMENTATION :

All the general methods on correlation are tried successfully 1

(4) PROPAGANDA :

(a) Celebrated Basic Weeks for the last (three years)	10
(b) During local functions speeches and entertainments based on basic principles and pattern are made	2

(5) DISPOSAL OF CRAFT PRODUCE :

- | | |
|---|---|
| (a) Some clothes sold to the trainees and public | 4 |
| (b) Cloth worth Rs. 8,000 sold | 1 |
| (6) The present conditions prevailing and the present atmosphere of frustration need to be changed. Hard work and good work done by teachers should be encouraged for achieving the ideals aimed at | 1 |

Q: XVI. *Are the monthly craft reports of your basic training schools and basic schools reviewed regularly?*

A: BASIC TRAINING SCHOOLS :

- | | |
|-----|----|
| Yes | 26 |
| No | 13 |

Remarks: A word of encouragement to those whose good production will be a long way to improve their outturn still further 1

BASIC SCHOOLS :

- | | |
|-------|----|
| Yes : | 20 |
| No : | 13 |

Remarks: So far no craft returns are called for 2

Q: XVII. *Do you consider that the present standards of self-sufficiency fixed for basic schools children and basic training school trainees require revision?*

- | | |
|--|----|
| A: (1) Present standards of self-sufficiency require revision | 32 |
| (2) No revision necessary | 15 |

Q: XVII. (b) *If so, on what lines?*

A: BASIC TRAINING SCHOOL :

- | | |
|---|---|
| (1) Rupee one per pupil per month during the I year | 3 |
| (2) Rupees two per pupil per month during II year | 4 |

REMARKS :

- | | |
|--|---|
| (3) There should be no ovre-emphasis on craft so as to neglect instruction. Equivalent importance should be paid to craft and instruction | 1 |
| (4) The speed of the Takli and Charka should be lowered to 60 and 120 rounds per half-an-hour respectively. The monthly earnings should be lowered | 3 |
| (5) They need be fixed with reference to the facilities provided as judged by the inspecting officers | 1 |

- | | |
|--|---|
| (6) More emphasis should be laid on quality rather than quantity of yarn | 3 |
| (7) For retrainees the speed should be 100 rounds on charka and 50 rounds for takli. | 1 |
| (8) The agricultural departments should give proper guidance in agriculture so as to increase the income of the garden produce | 1 |
| (9) 50 per cent may be reduced in urban areas | 1 |
| (10) It should be of 2 years | 1 |
| (11) Two thirds of the present rate may be fixed | 1 |
| (12) The actual achievements in the various schools may be taken into consideration and feasible standards fixed | 1 |
| (13) The standards mentioned in the publication, Ministry of Education, India may be taken as guide | 1 |

BASIC SCHOOL PUPILS :

- | | |
|---|---|
| (1) Grade I—Nil | 4 |
| (2) Grade II—Nil | 2 |
| (3) Grade II—Six naye Paise | 2 |
| (4) Grade III—12 naye Paise | 5 |
| (5) Grade III—20 naye Paise to 31 Naye Paise | 4 |
| (6) Grade IV—25 naye Paise to 37 Naye Paise | 5 |
| (7) Grade V—25 naye Paise to 56 Naye Paise | 6 |
| (8) Grade VI—50 naye Paise to 75 Naye Paise | 5 |
| (9) Grade VII—75 naye Paise to 1 Rupee and 50 Naye Paise. | 3 |
| (10) Grade VIII—One rupee to 2 rupees | 2 |

REMARKS :

- | | |
|--|---|
| (1) Revision to be made as per the Basic Seminar held at Pentapadu in December, 1959 | 1 |
| (2) No minimum craft of produce should be fixed for the Grade I to III | 1 |
| (3) Basic Craft is taught from the 1st Standard but it is desirable to start from III Standard | 1 |
| (4) It should be up to two years | 1 |

Q : XVIII. (a) *At what stage are you teaching basic craft in your basic school?*

- | | |
|-----------------------------|----|
| A : (1) From Grade I | 18 |
| (2) From Grade II | 5 |

(3) From Grade III	6
(4) From Grade IV	3
(5) From Grade VI	1

REMARKS :

(1) The craft in the Training School is not taught in the basic school	1
(2) When the boys are at the seven years of age	1

Q : XVIII. (b) At what stage do you consider it desirable to start teaching the basic craft to basic school children ?

A : (1) From Grade I	8
(2) From Grade II	6
(3) From Grade III	17
(4) From Grade IV	8
(5) From Grade V	2
(6) From Grade VI	2
(7) From 7 years and above	1

Q : XIX. What suggestions do you offer for conducting research and experimentation in basic education ?

A : (1) The work may be entrusted to the Committees constituted for the purpose with able and experienced teachers of Basic Education on them	5
(2) A Central Library for Basic Education Literature may be started containing magazines, etc., on Basic Education.	1
(3) Separate Wing for research and experimentation may be attached to the Director of Public Instruction Office and scholars with special interest in Basic Education may be selected by open competition and paid decent sums for research works	5
(4) A trained graduate who can devote his full time to Research, propaganda and exploration should be appointed in every training institution	1
(5) A manual on Basic Education may be got printed ..	1
(6) Study Groups comprising of basic trained persons and working in basic schools, colleges and are willing to take part in such groups to be formed to discuss and make research material available for experimentation ..	1
(7) Students as well as teachers should be given opportunities to visit important Basic Education Centres like Wardha, Perinayakam Palayam and Pentapadu	1

- (8) A separate Research Centre to be attached to Government Post Graduate Basic Training College, Pentapadu (or in selected places) 15
- (9) A special assistant with special aptitude and capacity for research work with less class work may be appointed .. 1
- (10) Conducting the trainees to an excursion to Basic Training Centres like Sewagram, Pentapadu, Balaspur, Bhiknoor, Santiniketan, Gandhiniketan, etc. 1
- (11) Research and experimentation may be made part of the M.Ed. and B.Ed., courses 1
- (12) Research is not necessary as it is a living process and with the pass of time new topics may crop up 1
- (13) All the Headmasters working in Basic Schools should be asked to submit yearly reports on research in Basic Education with the help of the staff members based on their experience 1
- (14) Experimentation type may be eliminated 1
- (15) Experimental workers may be entrusted with the work of Research. Bureau may be organised 2
- (16) A scholarship of Rs. 200 per month may be paid to those who would conduct Research and experimentation on Basic Education 1

Q: XX. (a) What is your opinion with regard to the integrated basic school course?

- A:** (1) Satisfactory 4
- (2) Integrated course is essential to have co-ordination with Secondary School Course 2
- (3) Suitable 8
- (4) It seems to be good; but the result has yet to be seen .. 3
- (5) The integrated Basic School course should not be treated as on par with that of Higher Secondary or Multi-purpose schools 3

Q: XX. (b) Will it be of 7 years or 8 years?

- A:** 7 Years 13
- 8 years 24

Q: XX. (c) What are your suggestions in co-ordinating 7 or 8 years Integrated Basic School Course with that of Higher Secondary or Multi-purpose Schools with diversified courses?

- A:** (1) Integrated syllabus up to 5th Grade must be in force at once; and with 2 years the syllabus for the 6th, 7th, 8th may be completed and the boys who complete the course must be given admission in Higher Secondary or Multi-purpose in preference to other similar course of study .. 5

(2) The 8 years basic school course should be integrated with Higher Secondary School course modifying the present syllabus to the extent necessary	4
(3) Fundamentals of Engineering subjects and other professions may be taught providing the necessary equipments and instructions in Senior Basic schools	1
(4) These pupils may be given preference in Multi-purpose schools	1
(5) Suitable changes in prescribing of main and subsidiary crafts for the 7 year Basic School Course	1
(6) The subject (Crafts) taught in Secondary and Multi-purpose schools should be in continuation of those learnt by the pupil in Basic School	3
(7) Both the syllabuses may be based on crafts so that craft centred education is continued in Higher Secondary stages as well. Correlation should also be continued in Higher stages	2
(8) Lathe-work, Carpentry, Drawing (lower grade), should be provided in addition to gardening, weaving and spinning for Grades V, VI and VII	1
(9) It must be co-ordinated up to III Form and also in the Multi-purpose or Higher Secondary Schools. In the Higher Secondary it should be integrated with the Basic course	1
Q: XXI. (a) Do you consider the present practice of making post basic school students appear for the ordinary S.S.L.C. Examination suitable?	
A: Yes:	17
No:	24
Q: XXI.—(b) If not, what suggestions do you offer?	
A: (1) A pass in the Post-Basic School examination should be recognised on par with a pass in S.S.L.C. in all matters of admissions to academic and professional colleges	2
(2) There should be separate Post-Basic Public Examination.	11
(3) There should be separate Board for Basic Education	2
(4) H.S.C. Examination should be totally abolished Performance tests should be introduced instead of paper and pencil tests to judge the real ability of the child	1
Q: XXII.—What are your difficulties in Running your Post Basic School?	
A: (1) No definite rules or regulations are framed regarding running the post basic school syllabus etc. the report given by the committee long ago is the only basis and guide at present	2
(2) No experience of Post-Basic School	7
(3) Lack of outlay, raw-materials, skilled and unskilled labourers and technical hands, sufficient to start and run the post-basic schools is a major block	1

Q : XXIII.—*What are the Achievements of your post-Basic Schools ?*

A : No experience of Post-Basic Schools 7

Q : XXIV.—*What steps do you suggest to bring about co-ordination between Post-Basic Education and of the Secondary, Higher Secondary or Multi-purpose Education with Diversified Courses ?*

- A :** (1) Post-Basic Schools shall be given the same status and importance as the Multi-purpose or any other high school.. 5
- (2) Flexible syllabus should be framed .. 2
- (3) The syllabus and the text-books must be one and the same. 2
- (4) No experience of the post-Basic schools .. 7
- (5) Free transfer of pupils from one category of schools to another 1
- (6) Both may be treated as equal for academic qualifications.. 1
- (7) Crafts in Basic Education must be graded and fitted in the Multi-purpose school. Only technical side can be corroborated 1
- (8) Course of study prescribed for experimental post-basic school at Pentapadu should be adopted 2
- (9) Technical education should be started 1

Q : XXV.—*(a) Do you think that a stage has been reached so that the College Education will have to be properly linked with the Basic Education Course at the Lower Level ?*

A : Yes 9

No 22

*Remarks.—*This question may be considered after the introductions of basic education in the secondary school stage .. 1

University authorities may be persuaded to link up Basic Education with College Education 1

Q : XXV.—*(b) What are your suggestions in this Regard ?*

- A :** (1) Basic Education should be considered as a continuous process and be an entity by itself. Therefore dove-tailing of basic education with higher education becomes imparative 2
- (2) More Senior and Post-Basic Schools to be opened .. 1
- (3) The importance of English should have wide publicity .. 1
- (4) There should be a regular college for basic education so that the pupils coming out of the post-basic schools may join in that college 1

- (5) Not to take it to the College level as the stage has not yet come 1
- (6) Craft and community training may be introduced for those willing in the three years degree course 1
- (7) A special officer may be appointed to bring it out from the lower level 1
- (8) Independent University of Basic Education may be started one for each region 2
- (9) Special subjects like Mathematics, Physics, Chemistry should be started 2
- (10) Rural Universities may be opened to provide facilities for higher education to the students of post-basic schools .. 1
- (11) It must be compulsory 1
- Q: XXVI. —(a) What are your suggestions in regard to the pre-basic education?**
- A:** (1) Every village should have a pre-basic school like the nursery school or the creche 8
- (2) Schools of the pattern Sisuvihar run by Dr. Gopaldaswamy, Retired Principal, Maharaja's College, would be quite appropriate. It is worth-while to have his opinion.. 1
- (3) Syllabus of that of the Nursery, Kindergarten, and Montessoric, Dedactic apparatus may be the main motive at that stage 3
- (4) The teachers incharge of Pre-basic Education should be resourceful personalities with character. Pre-basic training centres should be established as many as possible .. 4
- (5) Needs improvement 1
- (6) Balak Vihars and Children Art jalleries should be started 1
- (7) A pre-Basic model school may be attached to the research centre for effective guidance etc. 1
- (8) Only women teacher need be appointed in the pre-basic Schools 2
- (9) The opening of pre-basic schools as yet is not advisable and this may be taken in the fifth or sixth plan 1
- (10) Unless supply of equipment qualified women teachers and provision of beautiful gardens and playgrounds is made, no pre-basic school will work well 1
- (11) Well-trained teachers should handle the pre-basic education. The spirit of activity education should be given more importance than actual equipment 1
- (12) Every Basic Training School should have a pre-basic section attached 2

Q : XXVI.—(b) *What Syllabuses do you Propose ?*

A : (1) Kindergarten and Montessoric methods may be given prominence	5
(2) The present syllabus may be followed	4
(3) A special Committee may be appointed	1
(4) Three 'RS'	1
(5) The syllabus of the Hindustani Talim Sangh may be adopted with suitable modifications	3
(6) Preference should be given for plays and songs	3
(7) Boring Text-books, dull class-rooms, uninteresting class premises and inefficient staff and unhealthy atmosphere should be avoided	1

Q : XXVI.—(c) *What Defects do you find in the present pre-Basic-Schools ?*

A : (1) Domestic environment in a natural settling is wanting	2
(2) Lack of adequate and attractive play-way facilities and material	3
(3) Lack of qualified teachers, equipment and lady-trained teachers	4
(4) Lack of accommodation	3
(5) Lack of trained persons, require apparatus and good atmosphere	1
(6) A small workshop, auditorium, Stadium, Parental Corporation Celebration of festivals of local and natural; important exhibition rooms study circles, competition in studies and regular attendance	1
(7) They are more or less of the traditional type plus-spinning and rarely gardening is also included. This is causing extra burden on the students	1

Q : XXVI. (d) *What Improvements do you suggest ?*

(1) Conveyance facilities to children to be provided	1
(2) A nurse may be appointed to take care of the health and diet of children	1
(3) Pet animals and birds to be provided in the pre-basic schools	1
(4) Spiritual education may have its foundation from this stage	1
(5) Some of the members of the Training School staff to be deputed for retraining in pre-basic methods	1

- (6) Average attendance may be fixed at 15 .. 1
 (7) Payments to teachers may be arranged systematically .. 1
 (8) Present Kindergarten school may be advised to observe the principles of Basic school and gradually swich over to the Pre-basic pattern to serve as model to the new schools 1

Q. XXVII. (a) *Do you think that the Literature of the Basic Education in different languages of our State now available is Adequate to the present requirements, with reference to the reading material to the Basic School Children, Guide Books to the basic School Teachers and Propaganda material for the Public?*

- A. (1) Adequate 5
 Not Adequate 38

OTHERS:

Very little is available about the teaching techniques, correlated teaching through craft 1

Q. XXVIII (b) *What steps do you suggest to improve the situation?*

- A. (1) More reading material, guide books and propaganda material may be got written by research scholars and experienced teachers in basic education 9
 (2) Trial and error methods, wait and see policy .. 1
 (3) A special committee of authors may be appointed to be in-charge of production of literature and guide books .. 8
 (4) Prizes may be awarded for the best books written by the authors 3
 (5) Enhance the rate of stipends; fix up standards to basic training at higher level 1
 (6) Translation of the reading material into our mother-tongue prepared in the past where basic education is prosperous. 2
 (7) Private Publishers may be given opportunities to publish guide books under the guidance of and scrutiny of experts' Committee appointed by Government for the purpose .. 1
 (8) The literature prepared by the post-graduate trainees in basic education may be compiled in a book form .. 1
 (9) Regional-wise literature is to be written and supplied to all libraries 1
 (10) Efforts may be made to produce literature in basic in all vernacular languages 4

- (11) The Department of Information and Public Relations may be requested to supply wall-posters on propagation of basic education 1
- (12) Free supply of guide-books by the Government .. 2
- (13) Speeches on Basic Education may be broadcasted .. 3
- (14) Literature to be provided through a Central Agency approved by the State Government 2
- (15) A Publication Branch be created under Director of Public Instruction and an additional to be appointed for each subject namely Hindi, Social Studies, Arithmetics, etc. A Three-Man Committee may be formed under each additional Director of Public Instruction. Books got written from authors should be first reviewed and got approved at least by two or three members. Each author should be paid remuneration at five rupees per page 1
- (16) Literature in Telugu should be produced and profusely distributed and all the Departments of the Government should aim at the basic pattern which is almost practical to the needs of local environments 1

Q . XXVII—(c) What type of Text Books and Guide Books do you think necessary for Imparting Basic Type of Education to the Subjects with Reference to Different Subjects both in the Basic Schools and Basic Training Schools ?

A . (1) Text Books for Basic Schools.

- Text books for Basic schools may be so written that they contain lessons amenable for the activities in schools.. 5
- (2) Guide books in relation to text-books prescribed for basic schools may be prepared with suitable suggestions on the activities to be chosen and the correlation to be attempted 8
- (3) Telugu Books from Grades 1 to 8 are published by Orient Publishing Company 1
- (4) Literature in Basic Education is written by A. Ramesh published by Alharam & Co. and Orient Publishing Company, Tenali. This literature might be made use of by the authors who produce useful books on basic education .. 1
- (5) Approved text-books as per the syllabus and guides on special features of basic education are necessary .. 4
- (6) Text-Book devised for each region based on the technique of correlation 3
- (7) The books should be well illustrated and in bold type and the language should be easily understood by children .. 2
- (8) Books dealing with Nai Talim and on the lines of Michael West and New Methods readers 1

(9) BASIC TRAINING SCHOOLS :

Guide books based on the syllabus for Basic Training School may be prepared with suitable instructions relating to the teaching of different subjects 1

- (10) Suitable text-books based on syllabus written liberally but bringing out modified ideas embodied in basic education. 1

OTHER SUGGESTIONS OFFERED :

- (1) Insistence on Correlation with all subjects of curriculum is undesirable as it will result in far fetched and unnatural correlation 1
- (2) An allowance of Rs. 15 to 30 per month to be sanctioned to the Craft Assistant of the Basic training school as in the case of deputy warden in view of responsible important and heavy work of the craft assistant 4
- (3) Basic Education Officers to be appointed 1
- (4) Block level seminars, drama competitions compulsory parent's meetings to be held 1
- (5) Open-shelf method library system must be in force .. 1
- (6) Inter-School debates and sports may be compulsorily organised 1
- (7) In the Block development area there should be a craft centre to give scope to learn about several crafts in that area so that teachers working in that area will have the facility of learning about the various crafts 1
- (8) A standing Committee on Basic Education consisting officials and non-officials with powers to visit schools, watch the progress and implementation of the scheme must be constituted 1
- (9) Kitchen attender and supervisor may be given T.A. and D.A. 1
- (10) A standing Committee for Basic Education in literature with a full-time officer as Secretary should be constituted. 1
- (11) At least one research centre to be attached to the Basic Training College but not ordinary training college .. 1
- (12) Two sets of Khadi dress per year to the staff of basic training school to be supplied freely 1
- (13) Two advance increments to be given to basic trained teachers so long as they work in basic schools and basic training schools as an incentive to work wholeheartedly .. 1
- (14) Basic Education has got multifarious advantages provided it is understood by the teachers and the taught .. 1
- (15) Before opening a new basic school the question of accommodation, equipment, provision of staff-quarters should be fulfilled 1

- (16) Undue emphasis on production and self-sufficiency be avoided in basic education, and rigidity regarding the practice of community work and correlated teaching need be relaxed 1
- (17) Basic Education literature in the regional language should be supplied properly 4
- (18) The teachers must have resourcefulness to do correlated teaching to the extent possible. They may be supplied with guide books 1
- (19) The decision taken at the Annual Conference on Community Development held at Mount ABU and accepted in G.O. No. 14159, Education, dated 5-June-1958 may be implemented 1
- (20) At every suitable place in each district a model basic school adopting all the aspects of basic education should be started for guidance 1
- (21) A Workshop for the teaching of craft should be attached to the Basic School and the cost of which may be borne by the people of the locality. The locality may have freedom to choose its craft 1
- (22) Make Community training compulsory; make a craft taught on good lines. The present practice of entire teaching through craft may be discontinued while a little teaching may be done in doing a craft 1
- (23) The Headmasters of all basic schools should be gazetted with an allowance as per the strength 1
- (24) One B.Ed. assistant in charge of model school be appointed 1
- (25) One Librarian and one accountant be appointed for every training school 1
- (26) The system of reorienting candidates for training must be made fool-proof by introducing competitive examinations both oral and written by the training school concerned, under the supervision of a special officer for Basic Education 1

APPENDIX No. IV.

TOUR PROGRAMME OF THE SPECIAL COMMITTEE FOR BASIC EDUCATION		
18- 8-60 .. Thursday	10.30 a.m. to 1.00 p.m.	Visit to Government Basic Training School, Khairatabad, Hyderabad. Visit to Stanley Girls' High School, Chapel Road.
19- 8-60 .. Friday	10.30 a.m. } to 1.00 p.m. }	Visit to Government Basic Training School for Women Chatta Bazar, Hyderabad. Visit to Mosetti Hanumantha Gupta Senior Basic School, Saidabad, Hyderabad.
9-10-60 .. Sunday	9.05 p.m. }	Journey from Hyderabad.
10-10-60 .. Monday	5.55 a.m. }	Arrival at Vijayawada (G.T. Express).
„	5.55 a.m. } to 8.00 a.m. }	Halt at Vijayawada.
„	8.00 a.m. } to 10.30 a.m. }	Journey from Vijayawada to Tiruvur.
	10.30 a.m. } to 2.00 p.m. }	Visit to Andhra Basic Training School for Women.

Recording of evidences :

- (1) Kumari Y. Damayanti.
- (2) Kumari R. Leelavathi Devi.
- (3) Kumari C. Mangamma.
- (4) Sri Y. Butchiraju.

„	2.00 p.m. } to 4.00 p.m. }	Journey from Tiruvur to Vijayawada.
11-10-60 .. Tuesday	9.00 to 12.00 Noon & 2.00 to 4.00 p.m. }	Recording of evidence at Vijayawada from :
		(1) Sri U. Satyanarayana Choudary, District Educational Officer, Masulipatam on leave at Masulipatam.

- (2) Principal, St. Josephs College for Women, Guntur.
- (3) Sri Ch. Lakshmayya, President, Andhra Pradesh Teachers' Federation, Kasturibapet, Vijayawada.
- (4) Srimati S. Sitaramamma, District Educational Officer, Vijayawada.
- (5) Sri Musti Lakshminarayana Durga Nursery, Patamata, Vijayawada.

11-10-60	.. Tuesday	7.55 p.m.	Departure from Vijayawada.
12-10-60	.. Wednesday	7.25 a.m.	Arrival at Hyderabad.
9-11-60	.. Wednesday	9.00 p.m.	Journey from Hyderabad (G.T. Express).
10-11-60	.. Thursday	3.50 p.m.	Arrival at Madras Central.
11-11-60	.. Friday	..	Visit to Walajabad Hindu Religious Senior Basic School and back.
13-11-60	.. Sunday	..	Arrival at Hyderabad.
18-11-60	.. Friday	4.00 p.m.	Departure from Hyderabad by Hyderabad Howrah Express (Train No. 46).
19-11-60	.. Saturday	11.40 a.m.	Arrival at Waltair and Halt in the Circuit House.
19-11-60	.. ,,	2.30 p.m.	Visit to Government Basic Training School, Visakhapatnam and recording of evidence from the Headmaster, Government Basic Training School, Visakhapatnam.
20-11-60	.. Sunday	8.00 a.m. to 10.00 a.m.	Recording of evidences from : (1) The Vice-Chancellor of the Andhra University. (2) Sri D. Ramamurthy, Retired District Educational Officer, Srikakulam.

20-11-60	..	Sunday	3.25 p.m.	Departure from Waltair by Howrah-Hyderabad Express (Train No. 45).
20-11-60	..	..	10.35 p.m.	Arrival at Tadepalligudem and journey to Pentapadu by Jeeps.
21-11-60	..	Monday	8.00 a.m. to 9.30 p.m.	Journey to Chinanindra Kolanu by Jeeps.
21-11-60	..	..	9.30 a.m. to 5.00 p.m.	Halt at Chinanindra Kolanu and Visit to Basic Schools.
21-11-60	..	..	5.00 p.m. to 6.30 p.m.	Journey to Pentapadu by Jeeps.
21-11-60	..	..	8.30 p.m. to 9.30 p.m.	Childrens Cultural Programme at Pentapadu.
22-11-60	..	Tuesday	8.00 a.m. to 12.00 Noon.	Visit to various Basic Institutions at Pentapadu and recording of evidences from : (1) Headmaster, Government Basic Training School, Pentapadu. (2) Headmaster, Government Post Basic School, Pentapadu. (3) Sri Seshavataram, Headmaster, Junior Basic School, Jetlapalem.
22-11-60	..	..	4.00 p.m.	Journey from Pentapadu to Tadepalligudem by Jeeps.
22-11-60	..	..	4.40 p.m.	Journey from Tadepalligudem by Puri-Hyderabad Fast Passenger (Train No. 48).
23-11-60		Wednesday	8.00 a.m.	Arrival at Hyderabad.
12-12-60		Monday	7.00 a.m. to 9.00 a.m.	Journey from Hyderabad to Warangal by Car.
12-12-60		..	9.00 a.m. to 10.00 a.m.	Recording of evidences from : (1) Headmaster, Government Basic Training School, Warangal. (2) Headmaster, Government Basic Training School, Jangaon at Warangal.

12-12-60	Monday	10.00 a.m. to 1.00 p.m.	(1) Visit to Government Training School, Warangal. (2) Rural Basic Schools (Wadepalli). (3) Fatima Girls' Multi-purpose School and Basic Training School, Kazipet.
12-12-60	,,	5.00 p.m. to 7.30 p.m.	Journey to Hyderabad by Car.
13-12-60	Tuesday	8.00 a.m. to 11.00 a.m.	Journey from Hyderabad to Bhiknoor by Car.
13-12-60	,,	11.30 a.m. to 1.00 p.m.	Visit to Government Basic Training School, Bhiknoor and recording of evidences from the Headmaster, Government Basic Training School, Bhiknoor and Correspondent, Jeevan Niketan, C.S.I. Aided Basic Training School, Kamareddy.
13-12-60	,,	2.30 p.m.	Visit to Government Basic Training School, Kamareddy,
13-12-60	,,	3.00 p.m.	Journey to Nizamabad.
13-12-60	,,	4.50 p.m.	Visit to Government Industrial Training Institute and Govt. Basic Training School for Women, Nizamabad.
13-12-60	,,	8.00 p.m.	Journey from Nizamabad to Hyderabad.
19- 1-61	Thursday	9.00 p.m.	Journey from Hyderabad (G.T. Express).
20- 1-61	Friday	8.10 a.m.	Arrival at Wardha.
20- 1-61	,,	9.00 a.m.	Journey from Wardha to Sevagram.
21- 1-61	Saturday	4.00 p.m.	Journey from Sevagram to Wardha.
22- 1-61	Sunday	8.25 a.m.	Journey from Wardha to New Delhi (G. T. Express).
23- 1-61	Monday	8.30 a.m.	Arrival at New Delhi.

23-1-61	Monday	..	Visit to Delhi Administration Basic Training Institute and Delhi Basic Schools, etc.
24-1-61	Tuesday	..	Visit to Teachers' College, Jamia Milia Islamia and Basic Schools, etc., New Delhi.
25-1-61	Wednesday	..	National Institute of Basic Education, New Delhi.
25-1-61	..	6.45 p.m.	Journey from New Delhi to Hyderabad by G. T. Express.
27-1-61	Friday	6.50 a.m.	Arrival at Hyderabad.
5-2-61	.. Sunday	9.00 p.m.	Journey from Hyderabad (By G. T. Express).
6-2-61	.. Monday	3.50 p.m.	Arrival at Madras Central.
6-2-61	.. ..	9.30 p.m.	Journey from Madras Egmore Station by Madras-Tuticorin Express (Train No. 103).
7-2-61	.. Tuesday	9.07 a.m.	Arrival at Dindigul Junction.
7-2-61	.. ..	9.30 a.m.	Journey by car to Gandhigram (7 miles).
7-2-61	.. ..	..	Visit to Institutions in Gandhigram.
8-2-61	.. Wednesday	8.00 a.m.	Journey from Gandhigram (By Car).
8-2-61	.. ..	9.00 a.m.	Arrival at T. Kallupatti (30 miles).
8-2-61	.. ..	..	Visit to Basic Institutions in T. Kallupatti.
8-2-61	.. ..	4.00 p.m.	Journey from T. Kallupatti (By Car).
8-2-61	.. ..	6.00 p.m.	Arrival at Madurai.
9-2-61	.. Thursday	..	Visit to Basic Training School and Basic Schools in Madurai.
9-2-61	.. ..	4.35 p.m.	Journey from Madurai by Tuticorin Madras Express (Train No. 104).
10-2-61	.. Friday	6.35 a.m.	Arrival at Madras-Egmore.
10-2-61	.. ..	..	Visit to Institutions at Madras.

- 11-2-61 .. Saturday 10.45 a.m. Journey from Madras Central
by G. T. Express (Train No. 15)
- 12-2-61 .. Sunday 6. 50 a.m. Arrival at Hyderabad.
- 17-2-61 .. Friday 9.00 p.m. Journey from Hyderabad by
G.T. Express.

Change at Itarsi at 7.15 p.m. on 18-2-61 Saturday.
into Train No. 27 Dn-Varanasi Express (into the through Bogey from
Bombay to Patna by Trains Nos. 27 Dn. & 12 Delhi-Howrah Express).

- 19-2-61 .. Sunday 7.10 p.m. Arrival at Patna.
- 20-2-61 .. Monday .. Visit to institutions in Patna :
- (1) One Multi-purpose Girls School;
 - (2) One multi-purpose Boys' School;
 - (3) One Pre-Primary School
 - (4) Post-Graduate Basic Training College;
 - (5) Basic Training Institute;
 - (6) Two Basic Schools;
 - (7) Any other schools or institutes considered important by the Education Department.
- 21-2-61 .. Tuesday 7.30 a.m. } Journey by Car to Bikram.
to
9-30 a.m. }
- 21-2-61 .. ,, .. Visit to Institutions in Bikram:
- (1) Senior Training School for Masters & Administrative Officers;
 - (2) Pre-Basic School;
 - (3) Basic Schools;
 - (4) Higher Secondary School;
 - (5) Social Education Centre;
 - (6) Community Development Block;
- 21-2-61 .. ,, 4.00 p.m. } Journey to Patna.
to
6.00 p.m. }

- 22-2-61 .. Wednesday .. Discussion with officials and non-officials.
- (1) Director of Education. Patna, Bihar State.
 - (2) Deputy Director of Education (Basic Patna, Bihar State ;
 - (3) Sri Dwarka Prasad Sinha Principal, Rural Institute Barauna, Darbhanga District, Bihar State ;
 - (4) Sri Ramacharan Upadh-
yaya, Retired Deputy
Director of Education, Vill-
age *Hamsa*.
 - (5) Any other officials and non-officials.
- 23-2-61 .. Thursday 8.12 a.m. Journey from Patna by Train No. 11 Howrah Delhi through Bogey from Patna to Bombay by Trains Nos. 11 and 28 UP).
- Change into G. T. Express Train No. 16 at Itarsi at 9.35 a.m. on 24th February, 1961 Friday.
- 25-2-61 .. Saturday 6.50 a.m. Arrival at Hyderabad.

APPENDIX No. V.

List of persons from whom Evidence was recorded.

- (1) Smt. Hamid Pasha, Principal, Basic Training School, Khairatabad, Hyderabad.
- (2) Dr. N. Vyas Thirtha, Professor, Osmania University Hyderabad.
- (3) Dr. K. Vedanthaachari, College of Education, Hyderabad.
- (4) Smt. C. Christadas, Principal, Stanley Girls' High School, Hyderabad.
- (5) Sri Md. Khamruddin, District Educational Officer, Anantapur.
- (6) Sri C. V. Z. John, Headmaster, Government Multipurpose School Anantapur.
- (7) Sri M. Lakshminarayana Rao, Retired District Educational Officer, at Anantapur.
- (8) Smt. T. Subbarathnamma, Headmastress, Government Girls' High School, Anantapur.
- (9) Sri A. Mullikharjunudu, Headmaster, Government Basic Training School, Anantapur.
- (10) Sri V. Vijayarama Raju, Editor, "Upadhyaya", Cuddapah.
- (11) Sri S. Jagannadha Rao, Headmaster, Municipal High School, Proddatur.
- (12) Sri N. Satyanarayana Choudhary, Headmaster, Government Multipurpose School, Bhadrachalam.
- (13) Principal, St. Joseph's Training College for Women, Guntur.
- (14) Sri Ch. Lakshmiah, President, Andhra Pradesh Teachers' Federation, Vijayawada.
- (15) Smt. S. Sitaramamma, District Educational Officer, Vijayawada.
- (16) Sri Musti Lakshminarayana, Durga Nursery, Patanata, Vijayawada.
- (17) Sri Y. Butchi Raju, Andhra Basic Training School for Women, Tiruvur.
- (18) Kumari Y. Damayanti, Correspondent, Andhra Basic Training School for Women, Tiruvur.
- (19) R. Leelavathi Devi, Headmistress, Andhra Basic Training School for Women, Tiruvur.
- (20) C. Mangamma, Assistant, Andhra Basic Training School for Women, Tiruvur.
- (21) Sri K. Dasaratharamaiah, Headmaster, Government Basic Training School, Visakhapatnam.
- (22) Sri Tenneti Viswanadham, Visakhapatnam.
- (23) Sri D. Rama Murthy, Retired District Educational Officer.

- (24) Sri K. Venkateswarulu, Headmaster, Government Basic Training School, Pentapadu.
- (25) Kumari M. Rangamma Reddi, Headmistress, Government Post-Basic School, Pentapadu.
- (26) Sri Seshavataram, Headmaster, Junior Basic School, Jatlapalem (West Godavari District).
- (27) Sri Mirza Yaseen Baig, Headmaster, Government Basic Training School, Warangal.
- (28) Sri Shesham Venkiah, Headmaster, Government Basic Training School, Jangaon, at Warangal.
- (29) Principal (and Assistants) of Fathima Multi-purpose and Basic Training School, Kajipet.
- (30) Sri Keshav Rao Seshagir, Headmaster, Government Basic Training School, Bhikracer.
- (31) Miss E.D. Jermya, Principal, Jeevan Niketan C.S.I. Aided Basic Training School, Kamareddy, Nizamabad District).
- (32) Sri V.P. Raghavachari, M.L.C., Hyderabad.
- (33) Sri C. Subba Rao Lecturer, College of Education, Hyderabad.

The Committee had the pleasure to discuss matters relating to Basic Education with the following members also :

- (1) Principal Government Girls' Higher Secondary School, Kalkaji, Delhi.
- (2) Sri C. Subrahmanyam, Minister of Education, Madras State.
- (3) Sri Satyendra Narayan Sinha, Minister of Education, Bihar.
- (4) Secretary to Government, Education, Department, Bihar State
- (5) Additional Secretary to Government, Education Department Bihar State.
- (6) Sri G. Ramachandran, Secretary, Gandhi, Smaraka Nidhi, Delhi.
- (7) Sri Shrimannarayan, Member, Planning Commission, Delhi.
- (8) Sri Annasaheb Sahasrabuddhi, Sewagram and other members of Sewagram.
- (9) Sri Radhakrishnaji, Joint Secretary, Akhil Bharat Sarvaseva Sangh, Sewagram.
- (10) Sri N.D. Sundaravadivelu, Director of Public Instruction, Madras State.
- (11) Sri B.D. Bhatt, Director of Education, Delhi.
- (12) Sri K. Ahmed, Director of Education, Bihar State, and other officers of the Department of Education, Bihar State.
- (13) Sri S.M. Ahmed, Additional Director of Education, Bihar State.
- (14) Senior Lecturer, Jamia Milia Islamia, Delhi.
- (15) Sri Dwaraka Prasad Sinha, Principal, Rural Institute of Higher Education, Barauna.
- (16) Sri Ramacharan Upadhyaya, Retired Deputy Director of Education, Bihar.

- (17) Sri J.K. Shukla, Director, National Institute of Basic Education, Delhi.
- (18) Sri Udayi Pareekh, Psychologist, National Institute of Basic Education, Delhi.
- (19) Dr. M.D. Paul, Deputy Director of Public Instruction, Madras State.
- (20) Sri R. Srinivasan, Principal, Social Education Training Centre Gandhigram.
- (21) Sri R. Srinivasan, Correspondent, Gandhigram and other Members of Gandhigram.
- (22) Miss Sharma, Principal, Government Co-Educational Teachers' Training Institute, Daryaganj, Delhi.
- (23) Principal, Multi-purpose School for Girls, Bankipur, Patna.
- (24) Principal, Multi-purpose School for Boys, Patna.
- (25) Sri Subrahmanyam, District Educational Officer, Madurai & the Deputy Inspectors of Madurai District.
- (26) Sri Balakrishnan, Madurai.
- (27) Sri Binood B. Swaroop, Principal, Basic Training School, Bikram (Bihar State).
- (28) Headmistress, Pre-Basic School, Bikram, (Bihar State).
- (29) Sri Muniadi, Headmaster, Post-Basic School, T. Kallupatti Madras State).
- (30) Block Development Officer, Bikram (Bihar State).
- (31) President, Village Panchayat, Shivagarh (Bihar State).
- (32) Miss Marjorie, Ganodaya Basic Training School, St. Thomas (Mount Madras).
- (33) Headmistress, Ganodaya Basic Training School, St. Thomas Mount, Madras.
- (34) Principal and Staff, Training College for Men, Patna.
- (35) Dr. N. Ramlal, Director of Public Instruction, Hyderabad.
- (36) Sri M.M.A. Baig, Deputy Director of Public Instruction Hyderabad

LIST OF PERSONS WHO SENT SUGGESTIONS, ETC.

- (1) Sri K.L. Kantharao, B.A., B.Ed., Headmaster, Special Zilla Parishad, Senior Basic School, Ponnur (P.O.), Guntur District.
- (2) Sri Lingam Raja Gopal Rao, Editor (Sarvodaya Asram) Pedavegi, West Godavari District.
- (3) Sri A. Ramesh, M.A., B.Ed., School Assistant, Government Basic Training School, Hindupur.
- (4) Sri B.V.V.S. Moorthy, Dy. Inspector of Schools, Mirzapur (P.O.), Medak District.
- (5) Teachers, Government Primary-cum-Middle School, Yedapalli, (Bodhan Taluk), Nizamabad District.

APPENDIX No. V. (contd.)

- (6) Sri M. Radha Krishna, B.Sc., Visakhapatnam, Visakhapatnam District.
- (7) Sri M. Narasimhareddy, Assisant Teacher, Government High School, Bodhan, Nizamabad District.
- (8) The Director, National Institute of Basic Education, New Delhi, 41-A Friends' Colony, New Delhi.
- (9) Vidwan Sri B. Narasinga Rao, B.O.L.B.T., Secretary, Sanskrit Viswaparishad and Organiser, Sevasanch, Anantapur, Anantapur District.
- (10) The Secretary, Guntur South (Bapatla), District, Senior Schools B.Ed., Headmsters Association, Ponnur (P.O.), Guntur District
- (11) Adarsadesika, Sri Boggaram Venkata Chandra Mouli, Headmaster Special Municipal Taluk, Senior Basic School, Narasaraopet, Guntur District.
- (12) Secretary, Andhra Rashtra Elementary Teachers' Parishad, Circlepet, Masulipatam, Krishna District.
- (13) Sri Radhukrishna, Joint Secretary, Akhil Bharat Sarva Seva Sangh, Sevagram (Wardha), Maharashtra.
- (14) The Manager, R.C.M. Girls School, Visakhapatnam.
- (15) Convener, Andhra Pradesh Sarvodaya Mandali, Gandhi Bhavan Hyderabad.

APPENDIX No. VI.

List of Institutions visited by the Special Committee for Basic Education,

ANDHRA PRADESH.

- (1) Government Basic Training School, Khairatabad, Hyderabad.
- (2) Basic Training Section attached to the Stanley Girls' High School Chapel Road, Hyderabad.
- (3) Sri Mossetti Hanumanta Gupta Senior Basic School, Saidabad, Hyderabad.
- (4) Government Basic Training School (Women), Chettabazaar, Hyderabad.
- (5) Engineering College, Anantapur.
- (6) Government Basic Training School, Anantapur.
- (7) Government Multi-purpose School, Anantapur.
- (8) Government Arts College, Anantapur.
- (9) Government Oil Technological Institute, Anantapur.
- (10) R.C.M. Elementary School, Anantapur.
- (11) Government High School for Girls, Anantapur.
- (12) The Panchayat Samithi Junior Basic School, Lepakshi, (Hindupur), Anantapur District.
- (13) Government Basic Training School, Hindupur, Anantapur District.
- (14) Rural Residential Senior Basic School, Sevamandir (Hindupur) Anantapur District.
- (15) Government Basic Training School, Proddatur, Cuddapah District.
- (16) Government High School for Girls, Proddatur, Cuddapah District.
- (17) Municipal High School for Boys, Proddatur.
- (18) Andhra Basic Training School for Women, Tiruvur, Krishna District.
- (19) Government Basic Training School, Visakhapatnam, Visakhapatnam District.
- (20) C.B.M. High School, Visakhapatnam, Visakhapatnam District.
- (21) C.B.R. Junior Basic School, Bainapalli, West Godavari District.
- (22) Junior Basic School, Tokalapalli, West Godavari District.
- (23) Senior Basic School, Chivanindrakolanu, West Godavari District.
- (24) Government Pre-Basic Model School, Pentapadu, West Godavari District.
- (25) Government Junior Basic Model School, Pentapadu, West Godavari District.
- (26) Government Senior Basic Model School, Pentapadu, West Godavari District.

- (27) Government Post-Basic School, Pentapadu, West Godavari District.
- (28) Government Basic Training School & Pre-Basic Training Section Pentapadu, West Godavari District.
- (29) Government Post-Graduate Basic Training College, Pentapadu, West Godavari District.
- (30) Government Basic Training School, Bhiknoor, Nizamabad District.
- (31) Jeevan Niketan C.S.I. Aided Basic Training School, Kamareddy, Nizamabad District.
- (32) Government Industrial Training Institute, Nizamabad, Nizamabad District.
- (33) Government Basic Training School (Women) Nizamabad, Nizamabad District.
- (34) Government Training College, Warangal, Warangal District.
- (35) Government Basic Training School, Warangal, Warangal District.
- (36) Government Basic Training School, Jangaon at Warangal, Warangal District.
- (37) Government Arts College, Warangal.
- (38) Government Junior Basic School, Waddepalli, Warangal District.
- (39) (a) Fatima College, Multi-Purpose and Basic Training School, Kazipet, Warangal District.
 (b) Montessori School, Vijayawada.
 (c) Government College of Music, Vijayawada.

MADRAS STATE.

List of Institutions visited by the Special Committee for Basic Education.

- (40) Hindu Religious Senior Basic School, Walajabad, Madras State.
- (41) St. Hellens Senior Basic School, St. Thomas Mount, Madras.
- (42) Guanodaya Basic Training School, St. Thomas Mount, Madras.
- (43) Santhome High School, Madras.
- (44) Christian College High School, Chetput, Madras.
- (45) Board Basic School, (Girls), Chinnalapatti, Gandhigram (P.O.).
- (46) Anbu Aided Junior Basic School, Chinnalapatti, Madras State.
- (47) Rural Institute for Higher Education, Gandhigram, Madurai District.
- (48) Children's Home, Gandhigram, Madurai District.
- (49) Pre-Basic School, Gandhigram, Madurai District.
- (50) Social Education Training Centre, Gandhigram.
- (51) Post-Basic School, Thambithottai, Gandhigram, Madurai District.
- (52) Senior Basic School, Thambithottai, Gandhigram, Madurai District.
- (53) Village Industries Section, Gandhigram, Madurai District.

- (54) Basic Training School, Gandhigram, Madurai District.
 (55) Government Basic Training School, T. Kallupatti, Madurai District.
 (56) (a) Pre-Basic School of the Gandhiniketan Ashram, T. Kallupatti, Madurai District.
 (b) Post-Basic School, T. Kallupatti, Madurai District.
 (57) Senior Basic School, T. Kallupatti, Madurai District.
 (58) Village Industries Section, T. Kallupatti.
 (59) The Welfare Association Aided Junior Basic School, Ponnagram, Madurai, Madurai District.
 (60) Aided Mission Basic Training School, Pasumalai, Madurai District.
 (61) Aided Mission Senior Basic School, Pasumalai, Madurai District.
 (62) Thyagaraja College of Arts, Madurai, Madurai District.
 (63) St. Theresa's Basic Training School (for Women), Madurai, Madurai District.
 (64) Fatima Senior Basic School, Madurai, Madurai District.

MAHARASHTRA STATE.

List of Institutions visited by the Special Committee for Basic Education.

- (65) Gandhiji's Ashram, Sevagram (Wardha), Maharashtra State.
 (66) Government Basic School, Barbadi (Sevagram), Wardha.
 (67) Ananda Niketan Senior Basic School, Sevagram, Wardha.
 (68) Nalwadi Gopuri (Leather and Tanning Industry), Wardha.
 (69) Balmandir Montessori and Pre-basic School, Wardha.
 (70) Pre-Basic School, Sevagram, Wardha.
 (71) Government Multipurpose School, Wardha.
 (72) Jamanlal Bajaz's Central Research Institute for Cottage Industries, Wardha.

DELHI STATE.

List of Institutions visited by the Special Committee for Basic Education.

- (73) Government Co-Educational Teachers' Training Institute, Daryaganj, Delhi.
 (74) Teachers' College, Jamia Milia, New Delhi.
 (75) Training School, Jamia Milia, New Delhi.
 (76) Higher Secondary School, Jamia Milia, New Delhi.
 (77) Primary School, Jamia Milia, New Delhi.
 (78) Pre-Primary School, Jamia Milia, New Delhi.
 (79) Ramrup Vidya Mandir (Higher Secondary School), Kamal Nagar, Delhi.
 (80) Government Girls' Higher Secondary School, Kalkaji, New Delhi
 (81) National Institute of Basic Education, New Delhi, 41-A Friends Colony, New Delhi-14.

BIHAR STATE.

List of Institutions visited by the Special Committee for Basic Education.

- (82) Patna (Government) Basic Training School, Patna, Bihar State.
- (83) Government Senior Basic Model School, attached to Patna Basic Training School, Patna.
- (84) Government Girls' Senior Basic School, Patna City.
- (85) Government Multi-purpose (Girls') School, Bankipur, Patna.
- (86) Training College (For Men), Patna.
- (87) Government Multi-purpose School, Patna.
- (88) Government Basic Training School, Bikram, Patna District.
- (89) Government Senior Basic Model School, Bikram, Patna District.
- (90) Government Pre-Basic School, Bikram, Patna District.
- (91) Government Senior Basic School (Shivgarh), Patna District.
- (92) Village Panchayat (Shivgarh), Patna District.
- (93) Janata College, Rambagh, Patna District.

APPENDIX No. VII.

PART I-(1)

Andhra Pradesh Educational Budget its Relation with over all Budget and its different Divisions with special reference to Basic Education from 1956-57 to 1959-60. Minutes of the 1 Meeting, dated 21st June 1960. Item 14 (2).

	1956-57 Andhra	1956-57 Telengana (only 5 months)	1957-58 (A.P.)	1958-59	1959-60
University ..	50,06,900	14,66,858	1,40,30,800	1,36,80,100	1,68,58,700
Secondary ..	52,40,200	35,77,569	2,24,68,000	2,30,56,500	2,63,24,100
Primary ..	2,90,81,900	70,56,768	5,55,16,800	6,44,98,200	6,42,50,300
Special (including Technical)	29,74,300	7,04,074	80,37,600	1,08,88,700	2,36,91,400
General ..	44,32,000	43,04,790	1,13,00,800	88,38,500	1,59,60,800
Total ..	4,72,85,300	1,72,00,049	11,22,72,400	12,03,62,000	14,70,85,300
Basic Education (Exclud- ing Basic Schools under local bodies)	5,97,000	1,85,126	47,52,000	60,67,700	74,31,500
Grants to local bodies for primary education (both basic and non-basic pri- mary schools)	1,00,05,000	Nil	1,08,74,800	1,43,15,100	1,20,88,700

PART-I—(2)

Statement showing the Number of Elementary (Government and Non-Government) Schools in Andhra Pradesh as on 31st March 1959.

	PRIMARY SCHOOLS							All.
	GOVERNMENT			NON-GOVERNMENT				
	Non-Basic	Basic	Total	Non-Basic	Basic	Total		
1. Srikakulam	119	3	122	2,202	146	2,348	2,470
2. Visakhapatnam	23	2	75	1,546	155	1,701	1,776
3. Kakinada	66	1	67	1,187	130	1,317	1,384
4. Rajahmundry	87	3	90	895	43	938	1,028
5. West Godavari	116	5	121	1,641	245	1,886	2,007
6. Krishna East	45	..	45	845	55	900	945
7. Krishna West..	..	11	1	12	1,044	94	1,138	1,150
8. Guntur	13	..	13	779	39	818	831
9. Narasaraopet	22	..	22	957	67	1,024	1,046
10. Baptna	19	1	20	1,049	149	1,198	1,218
11. Kurnool	154	4	158	1,554	86	1,640	1,798
12. Anantapur	210	6	216	1,183	89	1,272	1,488
13. Cuddapah	69	..	69	1,448	133	1,581	1,650
14. Nellore	121	3	124	1,816	101	1,917	2,041
15. Chittoor	79	2	81	1,781	65	1,846	1,924
Total Andhra Area..	..	1,204	31	1,235	19,927	1,597	21,524	22,759
16. Balda (Hyderabad City)	243	5	248	31	..	31	279
17. Hyderabad Dist.	608	43	651	173	10	183	834
18. Medak	805	54	859	76	..	76	935
19. Nizamabad	582	87	669	34	1	35	704
20. Mahaboobnagar	1,083	51	1,134	88	..	88	1,222
21. Nalgonda	782	45	827	135	2	137	964
22. Warangal	929	47	970	44	..	44	1,020
23. Khammam	594	32	626	30	..	30	656
24. Karimnagar	973	57	1,030	26	..	26	1,056
25. Adilabad	624	51	675	21	..	21	696
Total Telangana area	7,223	472	7,695	658	13	671	8,366
Grand Total Andhra Pradesh	8,427	503	8,930	20,585	1,610	22,195	31,125

APPENDIX NO. VII

[PART I (3).]

Statement Showing the Enrolment in Elementary (Government and Non-Government) Schools as on 31st March 1959.

4-12*

Districts	GOVERNMENT				NON-GOVERNMENT			
	Non-Basic		Basic		Total		Non-Basic	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Srikakulam	3,471	1,955	160	104	3,631	2,059	1,16,709	64,705
2. Visakhapatnam	3,128	1,210	86	32	3,214	1,242	85,272	41,589
3. Kakinada	2,097	1,427	54	31	2,151	1,458	64,667	54,884
4. Rajahmundry	3,822	3,024	172	102	3,994	3,126	53,129	45,887
5. West Godavari	3,730	3,457	134	168	3,914	2,625	96,633	86,868
6. Krishna East	1,562	1,527	..	..	1,562	1,527	44,337	39,218
7. Krishna West	407	322	30	21	437	343	62,946	49,710
8. Guntur	497	506	..	..	497	506	58,111	47,137
9. Narasaraopet	936	622	..	..	936	622	58,455	37,295
10. Baptna	905	728	15	20	920	728	67,344	52,975
11. Kurnool	4,693	2,429	178	90	4,871	2,519	94,318	51,245
12. Anantapur	8,086	3,362	317	154	8,403	3,516	72,682	32,160
13. Cuddapah	2,321	1,110	..	..	2,321	1,110	72,159	35,683
14. Nellore	5,964	3,841	177	136	6,141	3,977	1,02,635	62,114
15. Chittoor	2,949	1,658	95	123	3,044	1,781	96,651	46,401
Total Andhra Area	44,568	27,178	1,468	981	46,036	28,159	11,46,048	7,46,871

2/1

16.	Hyderabad City	..	..	23,672	18,062	1,070	170	24,742	18,262	3,042	2,334
17.	Hyderabad District	..	..	21,018	10,911	3,506	700	24,524	11,617	5,562	8,096
18.	Medak	..	..	23,674	7,081	4,257	961	27,931	8,042	885	201
19.	Nizamabad	..	..	15,165	5,686	5,591	1,067	20,756	6,753	618	301
20.	Mahabubnagar	..	..	30,970	12,400	4,958	1,517	35,928	13,917	1,313	898
21.	Nalgonda	..	..	24,034	10,186	3,972	904	28,006	11,090	3,403	1,408
22.	Warangal	..	..	36,855	12,585	4,485	1,198	41,340	13,783	1,488	610
23.	Khammam	..	..	17,646	8,046	2,369	878	20,015	8,924	599	247
24.	Karimnagar	..	..	34,392	9,093	5,831	1,240	40,223	10,333	598	141
25.	Adilabad	..	..	16,075	5,112	5,008	1,144	21,163	6,256	215	100
Total Telengana area				2,43,501	99,192	41,127	9,785	2,84,628	1,08,977	17,533	8,837
Total of Andhra Pradesh				2,88,069	1,26,370	42,595	10,766	3,30,664	1,37,136	11,63,581	7,55,708

APPENDIX No. VII.—Contd.

[PART I (3).]

Statement Showing the Enrolment in Elementary (Government and Non Government) Schools as on 31st March 1959.—(Cont.)

Districts	NON-GOVERNMENT.				TOTAL OF ELEMENTARY SCHOOLS.					
	Basic		Total		Non-Basic		Basic		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
(1)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
1. Srikakulam	8,682	5,524	1,25,391	70,229	1,20,180	66,660	8,842	5,628	1,29,022	72,28
2. Visakhapatnam	14,356	7,227	99,628	48,816	88,400	42,799	14,442	7,259	1,02,842	50,658
3. Kakinada	9,406	7,961	74,073	61,845	66,764	55,311	9,460	7,992	76,224	63,303
4. Rajahmundry	3,421	2,550	56,550	48,437	56,951	48,911	3,593	2,652	60,544	51,563
5. West Godavari	11,967	10,965	1,08,600	96,833	1,00,363	90,325	12,151	11,133	1,12,514	1,01,458
6. Krishna East	3,446	8,074	47,783	42,292	45,899	40,745	3,446	3,074	49,345	43,819
7. Krishna West	5,382	4,125	68,328	53,835	63,353	50,032	5,412	4,146	68,765	54,178
8. Guntur	2,831	513	60,942	47,650	58,608	47,643	2,831	513	61,439	48,156
9. Narasaraopet	4,113	2,901	62,568	40,196	59,391	37,917	4,113	2,901	63,504	40,818
10. Bapla	8,442	6,440	75,786	59,415	68,249	53,703	8,457	6,460	76,706	60,163
11. Kurnool	5,621	3,053	99,939	54,298	99,011	53,674	5,799	3,143	1,04,810	56,817
12. Anantapur	3,576	1,914	76,258	34,074	80,768	35,522	3,893	20,68	84,661	37,590
13. Cuddapah	7,057	4,127	79,216	39,810	74,480	36,793	7,057	4,127	81,537	40,920
14. Nellore	6,028	3,677	1,08,663	65,791	1,08,599	65,955	6,205	3,813	1,14,804	69,768
15. Chittoor	4,214	2,180	1,00,865	48,581	99,600	48,059	4,309	2,303	1,03,909	50,362
Total Andhra Area	98,542	66,231	12,44,590	8,13,102	11,90,616	7,74,049	1,00,010	67,212	12,90,626	8,41,261

16. Hyderabad City	..	..	..	3,042	2,335	2,6714	20,427	1,070	170	27,784	20,597
17. Hyderabad District	..	714	262	6,276	8,858	26,580	14,007	4,220	968	80,800	14,975
18. Medak ..	..	..	..	885	201	24,559	7,282	4,257	961	28,816	8,243
19. Nizamabad ..	..	16	7	634	308	15,783	5,987	5,607	1,074	21,390	7,061
20. Mahabubnagar	..	..	..	1,313	398	32,283	12,798	4,958	1,517	37,241	14,315
21. Nalgonda ..	..	176	29	3,579	1,437	27,437	11,594	4,148	933	31,585	12,527
22. Warangal ..	..	..	..	1,488	610	38,343	13,195	4,485	1,198	42,828	14,393
23. Khammam ..	..	..	..	599	247	18,245	8,293	2,369	878	20,614	9,171
24. Karimnagar ..	..	..	..	408	141	34,800	9,284	5,831	1,240	40,631	10,474
25. Adilabad ..	..	..	..	215	100	16,290	5,212	5,088	1,144	21,378	6,356
Total Telengana area	..	906	298	18,439	9,135	2,61,084	1,08,029	42,033	10,083	3,03,067	1,18,112
Total of Andhra Pradesh	..	99,448	66,529	12,63,029	8,22,237	14,51,650	8,82,078	1,42,043	77,295	15,89,693	9,59,373

APPENDIX No. VII—PART I—(4).

Statement showing the number of institutions (Government and Non-Government) in Andhra Pradesh as on 31st March, 1959.

	MIDDLE SCHOOLS			SR. BASIC SCHOOLS			TOTAL		
	Govt.	Non-Govt.	Total	Govt.	Non-Govt.	Total	Govt.	Non-Govt.	Total
1. Srikakulam	2	8	10	..	6	6	2	14	16
2. Visakhapatnam .. ..	..	14	14	1	15	16	1	29	30
3. Kakinada	2	7	9	..	..	..	2	7	9
4. Rajahmundry	2	11	13	1	6	7	3	17	20
5. West Godavari .. ..	..	17	17	1	9	10	1	26	27
6. Krishna East .. ..	..	6	6	..	1	1	..	7	7
7. Krishna West	1	9	10	..	5	5	1	14	15
8. Guntur	1	8	9	..	9	9	1	17	18
9. Narasaraopet .. ..	..	6	6	..	2	2	..	8	8
10. Bapthla	2	5	7	1	16	17	3	21	24
11. Kurnool	2	10	12	..	8	8	2	18	20
12. Anantapur	6	15	21	..	5	5	6	20	26
13. Cuddapah	1	9	10	2	3	5	3	12	15
14. Nellore	3	17	20	1	4	5	4	21	25
15. Chittoor	1	12	13	..	4	4	1	16	17
Total Andhra Area	23	154	177	7	93	100	30	247	277
10. Hyderabad City.. ..	51	22	73	4	1	5	55	23	78
17. Hyderabad Dist... ..	16	17	33	23	..	23	39	17	56
18. Medak	13	..	13	23	..	23	36	..	36
19. Nizamabad	12	2	14	15	..	15	27	2	29
20. Mahbubnagar	34	5	39	27	..	27	61	5	66
21. Nalgonda	32	6	38	20	3	23	52	9	61
22. Warangal	35	5	40	20	..	20	55	5	60
23. Khammam	13	3	16	10	..	10	23	3	26
24. Karimnagar	19	3	22	21	..	21	40	3	43
25. Ad labad	2	..	2	10	..	10	12	..	12
Total Telengana	227	63	290	173	4	177	400	67	467
Total Andhra Pradesh	250	217	467	180	97	277	430	314	744

Statement showing the number of Schools in Government and Non-

	MIDDLE SCHOOLS						SENIOR BASIC		
	Government			Non-Government			Government		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1. Srikakulam	122	122	916	37	953	..	..	..
2. Visakhapatnam .. ..	..	..	1,825	530	2,355	205	98	303	
3. Kakinada	771	143	914	742	320	1,062	..	..
4. Rajahmundry	153	97	250	1,645	400	2,045	158	60	218
5. West Godavari . . .	..	..	..	1,313	407	1,720	120	50	164
6. Krishna East .. ..	..	..	..	1,136	375	1,511	..	..	..
7. Krishna West .. ..	..	54	54	670	330	1,000	..	..	..
8. Guntur .. ..	..	170	170	763	474	1,237	..	..	..
9. Narasaraopet .. ..	..	..	..	392	37	429	..	..	..
10. Baptna	109	115	224	476	448	924	60	30	90
11. Kurnool	84	186	270	1,474	96	1,570	..	..	..
12. Anantapur	327	706	1,033	1,157	424	1,581	..	..	..
13. Cuddapah .. ..	..	58	58	743	195	938	178	55	233
14. Nellore	212	320	532	2,354	566	2,920	92	51	143
15. Chittoor .. ..	..	7	7	1,440	328	1,768	..	..	..
Total Andhra Area.	1,656	1,978	3,634	17,046	4,967	22,013	805	346	1,151
16. Hyderabad City.	14,067	4,611	18,678	3,541	2,518	6,059	1,169	117	1,286
17. Hyderabad Dist.	3,793	2,532	6,325	2,373	2,909	5,282	4,940	878	5,818
18. Medak	3,219	426	3,645	..	..	..	3,097	546	3,643
19. Nizamabad	3,098	757	3,855	267	107	374	3,133	220	3,353
20. Mahbubnagar	4,860	1,562	6,422	389	229	618	4,684	734	5,418
21. Nalgonda	6,068	1,075	7,143	738	477	1,215	2,999	564	3,563
22. Warangal	6,584	1,943	8,527	790	525	1,315	3,843	627	4,470
23. Khammam	1,920	303	2,223	368	153	521	1,223	361	1,584
24. Karimnagar	2,744	1,122	3,866	411	105	516	3,885	585	4,470
25. Adilabad	116	166	282	..	..	..	1,769	209	1,978
Total Telengana Area.	46,469	14,497	60,966	8,877	7,023	15,900	30,742	4,841	35,583
Total in Andhra Pradesh.	48,125	16,475	64,600	25,923	11,990	37,913	31,547	5,187	36,734

PART I—(5).

Government Institutions in Andhra Pradesh as on 31st March 1959.

SCHOOLS.			TOTAL OF MIDDLE AND SR. BASIC SCHOOLS.					
Non-Government.			Government.			Non-Government.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
955	529	1,484	..	122	122	1,871	566	2,437
2,841	2,508	5,349	205	98	303	4,666	3,038	7,704
..	..	..	771	143	914	742	320	1,062
1,665	1,160	2,825	311	157	468	8,810	1,560	4,870
1,750	1,507	3,257	112	52	164	3,063	1,914	4,977
175	66	241	..	..	..	1,311	441	1,752
769	465	1,234	..	54	54	1,439	795	2,234
1,854	1,623	3,477	..	170	170	2,617	2,097	4,714
199	58	257	..	..	..	591	95	686
2,756	1,664	4,420	169	145	314	3,232	2,112	5,344
1,448	571	2,019	84	186	270	2,922	667	3,589
1,085	341	1,426	327	706	1,033	2,242	765	3,007
315	395	710	178	113	291	1,058	590	1,648
606	262	868	304	371	675	2,968	828	3,788
571	364	935	..	7	7	2,011	692	2,703
16,989	11,513	28,502	2,461	2,324	4,785	34,035	16,480	50,515
112	45	157	15,236	4,728	19,964	3,658	2,563	6,216
..	..	..	8,733	3,410	12,143	2,373	2,909	5,282
..	..	..	6,316	972	7,288	..	..	..
..	..	..	6,231	977	7,208	267	107	374
..	..	..	9,544	2,296	11,840	389	229	618
647	67	714	9,067	1,639	10,706	1,385	544	1,929
..	..	..	10,427	2,570	12,997	790	525	1,315
..	..	..	3,143	664	3,807	368	153	521
..	..	..	6,629	1,707	8,336	411	105	516
..	..	..	1,885	375	2,260	..	..	..
759	112	871	77,211	19,338	96,549	9,636	7,135	16,771
17,748	11,625	29,373	79,672	21,662	1,01,334	43,671	23,615	67,286

Statement showing the number of High—Higher Sebondarp (Government and

	Number of Institutions.		
	Government.	Non-Government.	Total.
1. Srikakulam	1	51	52
2. Visakahpatnam	2	37	39
3. Kakimada	5	32	37
4. Rajahmundry	2	31	33
5. East Godavari	4	65	69
6. Krishna East	4	43	47
7. Krishna West .. .. .	..	52	52
8. Guntur	1	44	45
9. Narasaraopet .. .. .	..	37	37
10. Bapla	1	53	54
11. Kurnool	6	41	47
12. Anantapur	2	41	43
13. Cuddapah	2	33	35
14. Nellore	1	47	48
15. Chittoor	2	38	40
Total in Andhra Area ..	33	645	678
16. Hyderabad City	26	46	72
17. Hyderabad District	15	27	42
18. Medak	21	5	26
19. Nizamabad	15	2	17
20. Mahbubnagar	26	3	29
21. Nalgonda	16	2	18
22. Warangal	22	9	31
23. Khammam	33	5	38
24. Karimnagar	25	1	26
25. Adilabad	14	1	15
Total Telangana Area ..	213	101	314
Total Andhra Pradesh ..	246	746	992

PART I—(6).

Non-Government Schools and Scholars in the Andhra Pradesh as on 31st March 1959.

GOVERNMENT			NON-GOVERNMENT			All Grand Total
Boys.	Girls.	Total.	Boys.	Girls.	Total.	
..	330	330	15,178	1,344	16,522	16,852
5	821	826	14,157	2,575	16,732	17,558
2,095	426	2,521	12,810	3,152	15,462	17,983
381	383	764	13,668	2,844	16,512	17,276
366	617	983	23,375	5,100	28,475	29,458
810	995	1,805	13,668	3,029	16,697	18,502
..	..	..	17,781	5,205	22,986	22,986
252	1	253	16,087	5,388	21,475	21,728
..	..	..	7,709	1,920	9,629	9,629
..	142	142	15,664	3,532	19,196	19,338
1,368	1,014	2,382	17,800	1,990	19,790	22,172
1,026	691	1,717	15,742	1,518	17,260	18,977
25	886	911	12,638	1,148	13,786	14,697
153	30	183	16,499	4,415	20,914	21,097
..	358	358	16,017	3,455	19,472	19,830
6,481	6,694	13,175	2,28,293	46,615	2,74,908	28,80,830
11,235	5,976	17,211	20,854	12,894	33,748	50,959
6,628	2,139	8,767	12,719	7,434	20,153	28,920
7,076	1,243	8,319	627	304	1,021	9,340
5,749	705	6,454	791	253	1,044	7,498
10,221	1,393	11,614	793	236	939	12,533
6,614	1,023	7,637	535	172	707	8,344
8,594	1,272	9,866	2,739	1,104	3,843	13,709
7,492	1,420	8,912	1,089	1,205	2,294	11,206
11,833	1,344	13,177	329	103	432	13,609
4,835	1,184	6,019	56	1	57	6,076
80,277	17,699	97,976	40,442	23,796	65,238	1,62,214
86,758	24,393	1,11,151	2,68,735	70,411	3,39,146	4,50,297

TEACHER TRAINING IN ANDHRA PRADESH

(Telengana Area).

Sl. No.	Name of the Course	Duration of the course	Qualification required for admission	Method of selecting candidates for admission	Remarks	Signature of Sect. Supdt.
1.	B.Ed. Degree Course	One academic year or 10 months.	Degree in B.A., B.Sc., or B. Com.	Director of Public instruction in the case of Govt. Colleges and University in respect of the University Colleges. Govt. Colleges admit teacher candidates mainly.		
2.	Secondary Grade Basic Training (for untrained teachers who have put in not less than 2 years of service as untrained matriculate teachers).	One year course	.. Pass in Matriculation or its equivalent examination, Bhushan with VIII class qualifications. Pass in Matriculation or its equivalent examination, Candidates who passed in the following examinations; are also eligible: (1) Munshi, (2) Munshi Fazal (Punjab), (3) Bhushan with Middle; (4) Rashtra Basha Visharad with middle, (5) Visharad (of Andhra Saraswatha Parishat).	D.E.O. or Inspectress, Headmaster of the Institution & Senior Assistant of the School.	Teachers are paid their full salaries with full allowances.	
3.	Elementary Grade Basic Training (for untrained middle teachers who have put not less than 2 years of service.	One year course.	Third Form (Eighth Class) passed.	Do.	Do.	
4.	Special School for women (Adult Education.)	Three years.	.. Literacy Standard of Class IV to VIII.	Inspectress and Headmistress.		

.5 Junior (Hr.) & Senior Two years.
(Secondary) Grade
Basic Training for
Freshers.

.. Junior Grade : III Form
(Eighth Class) passed.

Inspectress or D.E.O. &
Heads of Institutions.

Senior Grade : Pass in Matri-
culation or its equivalent ex-
amination.

6. Secondary Grade One Year
(non-Basic) Even-
ing classes for un-
trained Matriculate
teachers.

Pass in Matriculation or its
equivalent examination

D.E.O. or Inspectress,
Head master of the In-
sitution & Senior Assis-
tant of the School.

Appendix No. VII. Part I. (7).

TEACHER-TRAINING IN ANDHRA PRADESH
(Andhra Area).

Sl. No.	Name of the Course	Duration of the course	Qualification required for admission	Method of selecting candidates for admission	Remarks	Signature of Section Supdt.
1.	B.Ed. Degree Course.	About 10 months (i.e., one academic year.).	A degree in Arts, Science or Commerce.	Selection Committee consisting of officials and non-officials members including the college principal.		
2.	Secondary Grade training.	Two academic years.	Pass in S.S.L.C. or Matriculation.	Selection Committee consisting of the controlling officer and the concerned Headmaster.	This is a non-Basic Training course.	
3.	Higher Grade or Elementary Grade.	Two academic years.	Pass in III Form or VIII Standard.	Do.	Do.	
4.	Secondary Grade One Year Shortened emergency course.	One Year.	Pass in S.S.L.C., or Matriculation with 50% marks in subjects.	Do.	Do.	
5.	Senior Grade (Basic) Training Course.	Two academic years	Pass in matriculation or its equivalent examination.	Do. (in vogue)		
6.	Junior Grade (Basic) Training Course.	Two academic years.	Pass in III Form or VIII Standard or VIII Grade.	Do.		
7.	Retraining course in Basic Education for graduate trained teachers.	Three Months.	B.A., B.Eds. already in service are deputed by the Department.	Department selects and deposes candidates.	This course is common to both Andhra & Telangana areas. Duration was originally 5 months. It is reduced to 3 months.	
8.	One month Community training course.	One Month.	For B.Ed. students.	All Training Colleges compulsorily depute their candidates.	This course is abolished from the current year.	

9. Retraining in Basic Education for Elementary school teachers.	Two Months.	Already trained candidates working in Elementary schools are deputed by the Department.	Department deputed candidates.	This course was originally for 5 months, later on reduced to 3 months and now to 2 months.
10. Orientation training for teachers.	15 days 5 days 10 days 4 days ..	.. Untrained teachers in Basic Education. .. Trained teachers in Basic Education. .. Untrained Dy. Inspectors in Basic Education. .. Trained teachers in Basic Education.	Do.	This is not equivalent to retraining in Basic Education This is to orient teachers towards Basic pattern.
11. Senior Grade (Pre-Basic) Training Course.	2 Years	.. Pass in Matriculation or its equivalent.	Selection Committee with controlling Officer and Head Master.	This Training course is intended mainly for women only to deal with Pre-Basic stage children.

GENERAL EDUCATION.—ANDHRA PRADESH.

Physical Targets and Achievements during the 2nd Plan.

Item	Position in 1955-56	Targets programmed	Targets achieved	Position in 1960-61
1	2	3	4	5
A. INSTITUTIONS:				
1. Primary Schools :				
(i) Total.. .. .	28,538	2,795	4,990	33,528
(ii) Junior Basic	685	2,595	1,930	2,615
2. Middle Schools :	281	230	760	1,041
3. High/Higher Secondary Schools :				
(i) High Schools	687	40	272	959
(ii) Hr. Secy. Schools .. .. .	..	30	93	93
(iii) Multipurpose Schools	39	10	9	48
4. Colleges for Genl. Education.:				
(i) Intermediate Colleges	17	..	(—)13	4
(ii) Degree Colleges	37	..	25	62

5. Training Institutions :

(i) Training Schools	13	2	44	137	Revised Estimate (in Lakhs).
(ii) Training Colleges	8	9	

B. ENROLMENT :

(i) Classes I to V	A.	..	..	18,15,892	3,92,000	4,56,997	28,16,391	} 22.1 A. 6.1 T.
	T.	..	..	5,44,002				
Total	..	..	..	<u>23,59,894</u>				
(ii) Classes VI to VIII	A.	..	..	2,21,943	1,04,550	67,919	3,76,726	} 2.5 A. 1.05 T.
	T.	..	..	86,864				
Total	..	..	..	<u>3,08,807</u>				
(iii) Classes IX to XI	A.	..	..	1,38,016				} 1.28 A. 0.58 T.
	T.	..	..	43,435	34,500	8,058	1,85,509	
Total	..	..	..	<u>1,81,451</u>				

Second Five Year Plan—Progress of Expenditure.

Group	1956-57	1957-58	1958-59	1959-60	1960-61	Total	Original provision for 1956-61
ANDHRA REGION.							
1. Elementary Education ..	4.07	16.28	65.59	105.27	73.93	265.14	339.58
2. Secondary Education ..	13.84	9.06	31.21	66.02	22.33	142.46	158.64
3. University Education ..	0.90	15.34	30.96	39.08	18.54	104.82	60.31
4. Other Educational Schemes	1.38	7.43	13.81	12.30	13.80	48.72	52.05
Total..	20.19	48.11	141.57	222.67	128.60	561.14	610.58
TELANGANA REGION.							
1. Elementary Education ..	2.60	8.70	37.21	69.86	71.02	189.39	182.39
2. Secondary Education ..	0.94	10.84	26.68	39.27	38.68	116.41	113.96
3. University Education ..	4.21	8.41	21.14	15.15	7.98	56.89	59.75
4. Other Educational Schemes ..		5.54	10.68	12.06	18.72	47.00	76.45
Total..	7.75	33.49	95.71	136.34	136.40	409.69	432.55
Grand Total for A. P.	27.94	81.60	237.28	359.01	265.00	970.83	1,043.13

APPENDIX No. VII, PART I (8).

Statement showing Number of Teachers.

(a) Total number of teachers of all kinds is	1,03,265
(b) Total number of teachers trained is	82,324
(c) Total number of teachers trained in Basic Education .. .. .	..
(d) Total number of teachers untrained	20,941

APPENDIX No. VII—PART I (9)

Educational Institutions

	Number of institutes		Number of scholars	
	1956-57	1958-59	1956-57	1958-59
Universities	3	3	2,213	2,836
Colleges	90	106	50,816	47,158
High Schools	733	992	3,71,689	4,50,297
Middle Schools	273	467	84,515	1,02,408
Primary and Basic Schools	29,132	31,403	24,94,956	26,19,173
Nursery schools and schools for Special education	2,766	2,005	90,461	66,507
Schools for professional education	250	311	21,477	27,030

APPENDIX No. VII—PART I (10).

Educational Institutions according to Management.

	1955-56			1958-59		
	Andhra	Telangana	Andhra Pradesh	Andhra	Telangana	Andhra Pradesh
Government*	1,213	8,381	9,594	2,240	8,957	11,197
District Boards	10,308	..	10,808	12,646	183	12,829
Municipal Boards	634	..	634	691	6	697
Aided Schools	12,431	2,475	14,906	9,543	715	10,258
Unaided Schools	130	58	188	160	37	197

*Includes Central Government Institutions.

APPENDIX No. VII—PART I (11).

Scheduled Castes and Scheduled Tribes Students in different Schools, 1958-59.

	(Figures in '000)		
	Andhra	Telangana	Andhra Pradesh
Primary Schools	703	83	785
Middle Schools	6	13	18
High Schools	56	24	80
Adult Education Centres	13	25	38
Special Professional Schools	2	..	2

APPENDIX No. VII—PART 1 (12)

Statement showing estimated Population of children of school-going age and number of scholars on rolls and percentages.

- 1) Estimated Population of Children of school-going age (6-11) at the end of the Third Five-Year Plan .. 53.60 Lakhs.
- (2) Estimated enrolment (6-11) at the end of II Plan .. 28.20 Lakhs.
- (3) Additional estimated enrolment during Third Five-Year Plan 16.00 Lakhs.
- (4) Estimated enrolment in classes I to V at the end of IV Five-Year Plan 44.20 Lakhs.
- (5) Percentage of Scholars 82 %

Age Limits for Admission in Secondary Schools from the Year 1960-61.

(Director's Proceedings 1246/E4/57, dated 7-6-60 in Telengana area as in Andhra Area).

By the 15th August of the Year.

Class	I	5 Plus Years	} No exemption of age limits for private study.
	II	6 Plus Years	
	III	7 Plus Years	
	IV	8 Plus Years	
	V	9 Plus Years	
	VI	10 Plus Years	

From 1960-61 : No direct admission into II Form onwards in Secondary Schools.

APPENDIX No. VII.

PART II (1)

Statistical Summary of All India Educational Statistics 1956-57.

Sl. No.	State	Institutions	Enrolment	Expenditure
1.	Andhra	33,121	31,18,021	14,74,15,131
2.	Assam	15,483	11,54,975	4,85,72,720
3.	Bihar	40,601	27,22,744	13,76,73,957
4.	Bombay	66,277	64,29,559	37,92,64,127
5.	Kashmir	2,489	2,12,635	1,25,14,855
6.	Kerala	9,955	27,91,873	11,38,43,760
7.	Madhya Pradesh	28,292	18,87,194	11,01,20,623
8.	Madras	26,255	34,46,563	19,36,00,238
9.	Mysore	27,882	22,45,456	10,76,61,398
10.	Orissa	19,815	9,49,872	4,53,81,696
11.	Punjab	15,127	18,52,918	11,33,44,647
12.	Rajasthan	12,262	8,47,561	5,96,98,457
13.	Uttar Pradesh	40,718	42,00,083	27,76,62,802
14.	West Bengal	88,986	34,65,820	23,36,97,291
15.	A. & N. Islands	42	3,434	3,51,104
16.	Delhi	1,122	3,37,374	6,17,52,103
17.	Himachal Pradesh	1,192	99,718	64,52,909
18.	L. M. & A. Islands	18	1,651	21,273
19.	Manipur	1,265	1,05,795	27,74,821
20.	Tripura	1,485	96,066	76,80,630
21.	N.E.F.A.	143	6,331	18,72,895
	Pondichery	300	29,989	22,25,215
	India .. 1956-57 ..	3,77,830	3,60,05,627	2,06,30,79,652
	India .. 1955-56 ..	3,66,641	3,39,23,593	1,89,66,10,391

APPENDIX No. VII.

PART II (2)

Educational Budgets in States, 1959-60.

State	Education Budget	Education Budget including Budget of other deptt. on Education e.g. Veterinary, Medical Agriculture, etc.	Total State Budget	Percentage of (3) to (4)
1	2	3	4	5
Assam	5,44,32,200	6,36,72,036	30,53,99,000	20.80
Andhra	13,89,76,100	15,80,46,000	76,07,47,400	20.78
Bihar	11,51,16,070	14,25,76,388	66,33,47,000	21.49
Bombay	25,05,21,000	29,15,92,197	1,37,71,98,615	21.20
J. & Kashmir	1,06,65,200	1,83,37,370	10,80,24,000	16.98
Kerala	13,10,08,000	14,31,63,800	47,32,78,800	30.25
Madhya Pradesh	11,75,65,000	14,18,33,800	58,44,29,000	24.30
Madras	13,28,95,200	16,64,37,700	74,60,28,200	22.81
Mysore	11,32,43,000	13,95,34,200	71,18,98,700	19.60
Orissa	3,98,85,523	6,44,63,015	30,58,39,000	21.08
Rajasthan	8,45,27,000	9,51,76,860	39,14,22,000	24.31
Uttar Pradesh	16,21,81,700	21,58,34,900	1,21,47,00,000	17.77
Punjab	11,09,61,100	12,96,64,530	53,20,46,000	24.37

APPENDIX No.VII.

PART II (3)

Total Plan Outlay and Provision for Education during the First Two Plans.

(Rs. in Crores)

State	First Plan			Second Plan		
	Total Plan outlay	Outlay on Education	Col. 3 as Percentage Column	Total of Plan Outlay	Outlay on Education	Col. 6 as Percentage of Col. 5
1	2	3	4	5	6	7
1. Andhra ..	67.13	3.26	4.9	118.97	7.60	6.4
2. Assam ..	21.67	1.01	4.7	57.94	7.13	12.3
3. Bihar ..	68.87	5.93	8.6	194.22	23.75	12.2
4. Bombay ..	159.86	46.32	29.0	226.25	11.74	5.4
5. Madhya Pradesh ..	48.18	10.62	22.0	123.70	16.08	13.0
6. Madras ..	90.20	4.94	5.5	173.06	14.25	8.2
7. Orissa ..	21.23	1.72	8.1	99.97	6.18	6.2
8. Punjab ..	34.45	1.68	4.9	126.55	11.88	9.4
9. Uttar Pradesh ..	129.84	17.83	13.7	253.10	26.54	10.5
10. West Bengal ..	76.45	11.33	14.8	153.67	21.30	13.9
11. Hyderabad ..	47.00	2.64	5.6	100.22	8.55	5.5
12. Madhya Bharat ..	22.62	1.61	5.6	67.27	4.95	7.4
13. Mysore ..	49.68	2.52	5.1	80.61	7.15	8.9
14. Papsu ..	10.17	0.63	6.2	36.33	2.97	8.2
15. Rajasthan ..	25.47	2.74	10.8	97.40	9.00	9.2
16. Saurashtra ..	27.24	1.65	6.1	47.74	5.01	10.5
17. Travancore Cochin ..	31.23	0.24	7.7	71.95	8.56	11.9
18. Jammu & Kashmir ..	12.74	0.66	5.2	33.92	2.85	8.4
Total ..	943.88	117.33	12.4	2,102.67	195.49	9.3

APPENDIX No. VII.

PART II (4)

Progress of the State Plans during the Second Plan.

(Rs. in Crores)

Sl. No.	State	1956-61 Plan Provision	1956-60 Estimated expendi- ture	Balance 1960-61 (Col. 2, 3)	Percentage of Col. (4) to Col. (3)
1.	2	3	4	5	6
1.	Andhra ..	12.64	5.95	6.69	47.0
2.	Assam ..	7.15	5.88	1.27	82.2
3.	Bihar ..	22.88	12.79	10.04	56.0
4.	Jammu & Kashmir ..	2.85	1.65	1.80	58.0
5.	Bombay ..	22.97	15.63	7.34	68.1
6.	Kerala ..	10.10	6.89	3.21	68.2
7.	Madhya Pradesh ..	20.63	10.48	10.18	50.6
8.	Madras ..	11.54	10.48	1.06	90.8
9.	Mysore ..	11.88	8.06	3.82	67.8
10.	Orissa ..	6.38	4.54	1.84	71.2
11.	Punjab ..	14.77	9.40	5.87	63.7
12.	Rajasthan ..	10.56	7.09	3.47	67.1
13.	Uttar Pradesh ..	26.54	13.64	12.90	51.4
14.	West Bengal ..	22.17	18.34	3.83	82.7
	Total ..	203.01	130.76	72.25	64.44

APPENDIX No. VII.

PART II (5)

Facilities of Schooling for Children in the Age Group 6-11 in 1950-51 and 1955-56 in the State before Reorganisation.

State	1950-51		1955-56	
	Percentage of children attending school in the age group 6-11	Rank	Percentage of children attending school in the age group 6-11	Rank
1	2	3	4	5
1. Travancore-Cochin	102.9*	1	124.3*	1
2. Bombay ..	70.4	2	80.0	3
3. Madras ..	57.4	3	69.5	4
4. West Bengal ..	55.8	4	80.8	2
5. Assam ..	58.6	5	60.5	6
6. Mysore ..	52.7	6	55.0	8
7. Punjab ..	38.7	7	56.0	7
8. Saurashtra ..	38.2	8	54.0	9
9. Uttar Pradesh ..	35.7	9	32.4	16
10. Madhya Pradesh ..	41.4	10	44.8	11.5
11. Bihar ..	27.3	11	34.0	14
12. Orissa ..	25.5	12	33.6	(15)14.5
13. Madhya Bharat ..	25.4	13	44.8	11.5
14. Hyderabad ..	24.1	14	34.5	13.0
15. Pepsu ..	23.5	15	44.4	10
16. Rajasthan ..	14.8	16	22.4	17
17. Jammu & Kashmir ..	10.0	17	21.3	18
18. Andhra Pradesh ..	N.A.	N.A.	68.4	5
India ..	42.7		51.9	

*The enrolment in classes I-V was more than the number of children in the age group 6-11, children of the age groups other than 6-11 attended these classes.

APPENDIX No. VII

PART II (6)

Facilities of Schooling for the Children in the Age Group 11-14 in 1950-51 and 1955-56 in the States before Reorganisation.

State	1950-51		1955-56	
	Percentage of children attending school in the age group 11-14	Rank	Percentage of children attending school in the age group 11-14	Rank
1	2	3	4	5
1. Travancore-Cochin	31.4	1	44.6	
2. Assam	17.6	2	21.6	
3. Mysore	17.2	3	18.8	
4. Bombay	17.0	4	20.6	
5. Madras	16.4	5	21.8	
6. Punjab	15.7	6	24.8	
7. Pepsu	13.7	7	23.2	
8. West Bengal	12.9	8	21.8	
9. Uttar Pradesh	11.8	9	13.7	11
10. Saurashtra	11.6	10	13.9	10
11. Bihar	11.2	11	9.9	11
12. Madhya Bharat	7.3	12	11.7	12
13. Madhya Pradesh	6.6	13	10.7	13
14. Orissa	5.8	14	6.9	14
15. Hyderabad	5.5	15	10.6	15
16. Rajasthan	5.0	16	8.3	16
17. Andhra Pradesh	N.A.	N.A.	14.8	
18. Jammu & Kashmir	N.A.	N.A.	10.3	17
India	12.9	15	16.2	..

APPENDIX No. VII.

PART II (7.)

Facilities of Schooling for Children in the Age-group 14-17 in the States before Organisation in 1950-51 & 1955-56.

State	1950-51		1955-56	
	Percentage of children attending school in the age group 14-17	Rank	Percentage of children attending school in the age group 14-17	Rank
1	2	3	4	5
1. Travancore-Cochin ..	16.9	1	25.4	1
2. Mysore ..	8.3	2	10.0	5.5
3. Bombay ..	7.8	2	9.5	8
4. Assam ..	6.7	4.5	11.7	2
5. Punjab ..	6.7	4.5	10.9	3
6. Madras ..	6.3	6	9.4	..
7. West Bengal ..	5.6	7	10.0	5.5
8. Saurashtra ..	5.4	8	.7	11
9. Bihar ..	5.3	9	5.5	12.5
10. Pepsu ..	4.7	10	10.3	4
11. Uttar Pradesh ..	3.9	11	7.4	10
12. Madhya Pradesh ..	3.3	12	4.7	15
13. Hyderabad ..	2.5	13	5.5	12.5
14. Orissa ..	2.4	14	3.3	18
15. Madhya Bharat ..	1.8	15	3.5	17
16. Rajasthan ..	1.7	16	3.7	16
17. Andhra Pradesh ..	N.A.	N.A.	9.6	7
18. Jammu & Kashmir ..	N.A.	N.A.	4.9	14
India ..	5.4	..	8.0	

APPENDIX No. VII.

PART II-(8).

Facilities of Schooling for Children in the Age Group 6-11 in 1955-56 and 1960-61

State	1955-56		1960-61	
	Percentage of children attending school in the age group 6-11	Rank	Percentage of children attending school in the age group 6-11	Rank
1	2	3	4	5
1. Kerala	109. 1	1	114. 4	1
2. West Bengal	78. 6	2	82. 9	2
3. Bombay	66. 5	3	80. 7	3
4. Madras	66. 4	4	76. 5	5
5. Assam	59. 4	5	74. 9	6
6. Mysore	57. 8	6	73. 3	7
7. Andhra	56. 7	7	65. 9	8
8. Punjab	56. 6	8	78. 5	4
9. Madhya Pradesh	40. 8	9	62. 4	9
10. Bihar	35. 7	10	48. 7	11
11. Orissa	34. 9	11	49. 5	10
12. Uttar Pradesh	35. 5	12	42. 9	13
13. Jammu & Kashmir	24. 7	13	47. 5	12
14. Rajas'than	24. 1	14	46. 9	13
Total	51. 9	..	65. 4	..

The enrolment in classes I-V was (1955-56) will (1960-61) more than number of children in the age-group 6-11, children of the age-group other than attended will be attending these classes.

APPENDIX No. VII

PART II (9)

ilities of Schooling for Children in the Age-Group 11-14- in 1955-56 and 1960-61.

State.	1955-56		1960-61	
	Percentage of children attending school in the age group 11-14	Rank	Percentage of children attending school in the age-group 11-14	Rank
1	2	3	4	5
Kerala	36.8	1	54.4	1
Punjab	25.8	2	36.0	2
Assam	21.9	3	29.5	3
Madras	21.3	4	24.3	6
West Bengal	19.4	5	26.8	4
Bombay	18.4	6	26.2	5
Mysore	16.5	7	19.1	7
Uttar Pradesh	14.0	8	15.2	11
Andhra Pradesh	13.3	9	16.9	10
Jammu & Kashmir	1.9	10	17.5	9
Bihar	10.3	11	14.2	12
Madhya Pradesh	9.3	12	18.3	13
Rajasthan	8.9	13	19.9	8
Orissa	7.2	14	10.4	14
India	16.2	..	21.8	..

APPENDIX No. VII PART-II (10)

Facilities of Schooling for Children in the Age-Group 14-17- in 1955-56 and 1960-61.

State.	1955-56		1960-61	
	Percentage of children attending school in the age-group 14-17	Rank	Percentage of children attending school in the age-group 14-17	Rank
1	2	3	4	5
1. Kerala	19.5	1	32.3	1
2. Assam	11.6	2	16.0	3
3. Punjab	11.3	3	19.5	2
4. Madras	9.3	4	10.0	7
5. Mysore	9.2	5	10.9	6
6. West Bengal	9.1	6	12.1	4
7. Bombay	8.6	7	11.9	5
8. Andhra Pradesh	8.4	8	9.3	9
9. Uttar Pradesh	7.6	9	9.0	10
10. Bihar	5.9	10	9.7	8
11. Jammu & Kashmir	5.5	11	8.8	11
12. Rajasthan	3.8	12	7.3	12
13. Madhya Pradesh	3.0	13	5.4	13
14. Orissa	2.9	14	4.3	14
India	8.4		11.3	..