

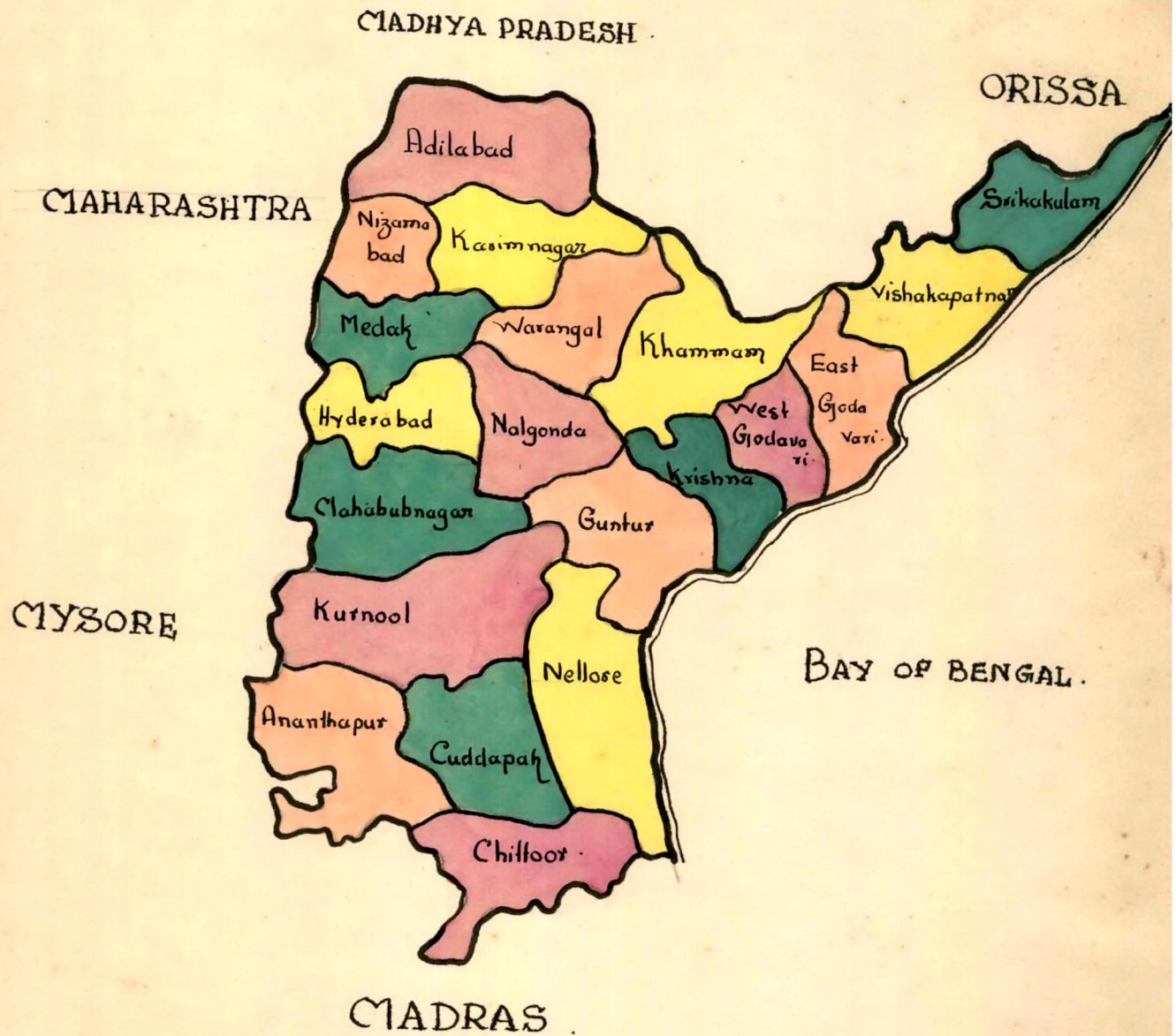
PART ONE
THE PROLOGUE

CHAPTER I

THE TECHNICAL ASPECTS OF THE STUDY

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POLITICAL MAP OF ANDHRA PRADESH



CHAPTER I

THE TECHNICAL ASPECTS OF THE STUDY

Gandhiji's educational philosophy is a marvellous edifice with a perfect structural unity, leaving no loose ends anywhere in the whole structure. It has well-defined aims, is supported by the recent findings of psychology and sociology and has laid down a well regulated procedure for the realization of the ultimate objectives of education.*

Prof.M.S.Patel

INTRODUCTION

Mahatma Gandhi, the Father of the Indian nation was also the father of Basic education, which was considered to be the action design for translating his philosophy into practice. The present study was an attempt to investigate into the practice of Basic education in the state of Andhra Pradesh.

Andhra Pradesh at a Glance:-

The state of Andhra Pradesh was ushered in on 1st November, 1956 due to reorganisation of states on the basis of languages of the people. The Telugu speaking people of the erstwhile Andhra state, which area formed part of the erstwhile Madras Presidency till 1st November, 1953 and the Telangana area which formed part of the erstwhile Hyderabad constitute now a single state called Andhra Pradesh, which is the fifth largest reorganised state and the fourth most populous one in the union of India. The state has an area of 1,06,041 sq.miles which is 8.4 per cent of the total area of the country.¹

* Dr.Patel,M.S. Educational Philosophy of Mahatma Gandhi.
Ahmedabad: Navajivan Publishing House, 1953. P.xi.

¹ Department of Information and Public Relations, Andhra Pradesh. Andhra Pradesh at a Glance. Hyderabad: Director, Government Press, A.P. 1961. Pp. 1 to 10.

There are twenty districts in the state, the average area per district being 5,302 sq.miles. These cover 183 taluks with an average area of 589.1 sq.miles per taluk. The taluk is a revenue unit next to the district. The taluks cover 445 Blocks which are the units of Panchayat Raj (Local self Government)² again in their turn covering 14,548 village panchayats which cater to 26,450 villages.³ There are again 293 towns and cities with their own municipal Boards. Besides the Revenue Collectorate there is a Zilla Parishad at the district head quarters to look after the local administration.

According to the decennial population census held in 1961 it is revealed that the total population of Andhra Pradesh as on 31st March, 1961 was 359.78 lakhs, recording a rise of 15.63 per cent during the past ten years. The density of population works out to 340 per sq.mile, as against 294 people in 1951.

The total number of literates recorded during the 1961 census was 7,48,88,618 consisting of 53,93,357 literate males and 2,09,5261 literate females. The percentage of literates to the total population worked out to 20.81. The break-up for males and females was 29.67 per cent and 11.77 per cent respectively. During the decade a marked increase in the literate population as compared to the total population was noticed having risen from 12.30 per cent in 1951 to 20.81 per cent in 1961. The percentage of literates to the total male population was 29.67 as against 17.80 in 1951 while, the literate female population accounted for 11.77 of the total female population in 1961 as against only 6.10 per cent during the previous decennium.⁴

²Andhra Pradesh Third Five Year Plan, A Summary.
Department of Information and Public Relations,
Hyderabad. 1961. P.24.

³Government of the People. Department of Information
and Public Relations, Hyderabad. 1961. Pp.1 & 2.

⁴Andhra Pradesh at a Glance, Op.Cit. P.11

The third Five Year Plan of Andhra Plan provided for the introduction of free, universal and compulsory education for 95 per cent of boys and 70 per cent of girls of the age group of 6-11 years and increase in educational facilities for the children of the age groups 11-14 and 14-17 to the extent necessary. The scheme of universal, free and compulsory primary education for the age group of 6-11 years was launched in the state on June 1, 1961. The total outlay of the Education in the third Five Year Plan for Andhra Pradesh was Rs.2,361,00 lakhs.

Basic Education at a Glance^{*}:-

It may be stated that the following are the broad, individual and social goals of Basic education:-

1. To provide education for life and through life to all children, so that they may acquire the capacity for self-reliance in every aspect of a clean, healthy and cultured life and also acquire an understanding of the social and moral implications of such a life.
2. To provide education for the alround development of the personality of each individual child, so that it may get opportunities for an integrated, balanced and harmonious growth.
3. To develop the school as an instrument for the creation of a cooperative, dynamic social order, free from exploitation and violence.
4. To develop in the children an understanding of the superiority of non-violence over violence and of the rights, responsibilities and obligations in a social order of workers, who will look upon all kinds of useful work including manual labour as honourable and who will be both able and willing to stand on their own feet.

In order to achieve these broad individual and social aims of education, Basic education envisaged compulsory, universal schooling of 8 years for the age group 6 to 14 through the medium of the mother tongue of the child and

^{*} This section is a discussion on the concept of Basic Education based on the reports of Dr.Zakir Hussain Committee, B.G.Kher Committees, Assessment Committee, The Hand-book for Teachers of Basic Schools, and the Government of India syllabus for Basic Schools.

recommended the inclusion of productive manual work in such an integrated educational educational scheme. It is essential to preserve the wholeness of the entire period of this Basic stage of education, even though, it is not possible in some cases to organise all the classes in the same building or at the same place.

Basic education strives to educate the child through some productive, creative and socially useful work placed at its centre, as this is considered to be the most effective approach in providing integrated all sided education leading to the integrated development of the whole personality of the child.

1. This approach is psychologically desirable as it
 - a). imparts right kind of training in useful habits and attitudes, purposeful application, concentration, persistence, thoughtful planning and problem solving capacity which are so much needed in to-day's society,
 - b). relieves the child from the monotony of purely academic and theoretical instruction, and makes learning meaningful, purposeful and goal directed,
 - c). balances the intellectual and practical elements of experience and educates the body and mind in co-ordination,
 - d). acquire for the child not the superficial literacy which implies, often without warrant, the capacity to read the printed page, but the far more important capacity of using hands intelligently with knowledge for some constructive purpose.
2. This approach is socially useful as it
 - a). provides opportunity to the boys and girls to participate in the work irrespective of any distinction of caste, creed or class,
 - b). tends to break down the existing barriers of prejudice between manual and intellectual workers, and
 - c). cultivates in the child a sense of dignity of labour and instils respect and love for socially useful work.
3. This approach is economically useful as it
 - a). increases the productive efficiency of the child and
 - b). makes the child self-reliant.

4. This approach is educationally sound as it
- a). makes the acquisition of related knowledge more and more concrete and realistic, and
 - b). relates knowledge to life of the child and correlates its various aspects with one another.

The most important thing in Basic Education is to create in the child the love for craftsmanship. When once this is created it is easy to enable the child to coordinate its sensory activities and apply such experience to real situations, and to make it appreciate the value of honest labour. These results can be effectively achieved in case the crafts introduced have the potentiality to fit into the natural and social environment of the school.

It is not enough if the crafts chosen merely fit into the natural and social environment of the school, as they must also be rich in intellectual content and provide scope for progressive development of knowledge and practical efficiency. In other words the crafts chosen must hold the maximum educational possibilities, which are exploited while helping the child to know the why and wherefore of every process of craft through personal observation and experience. In this process care must be taken to maintain balance between the productive and educational possibilities of Basic crafts. So, it is also necessary to explore the economic possibilities of craft work, without conflict with the educational objectives and to develop lay down and attain specific targets of productivity.

Craft work is also organised to develop in the child some reasonable skills of good craftsmanship in the handicrafts chosen to enable the pupil to pursue it as an occupation, if he chooses, after finishing his course. In this process the child will produce articles of quality, as good as that which children at that stage of their development can make. Through the sale of the products it is possible to meet a part of the running expenditure of the institution in providing for school furniture, equipment or midday meals or school uniforms.

Basic education envisages to give the citizens of the future a keen sense of personal worth, dignity and efficiency and to strengthen in them the will and desire for self improvement and social service in a cooperative community. It requires them to carry the outlook and attitudes acquired in the school environment into the wider world outside through the establishment of close relationship of work done at school with the work of the community. It is possible to develop integration between school and community, so as to make education as well as children to whom it is imparted more social minded and cooperative. This objective can be achieved by organising school as a living and functioning community (with its social and cultural programmes.) Student self government is formed in Basic schools to help the students to live a democratic life in the school community and to provide continuous training in taking responsibilities, and to cultivate qualities of self-reliance, cooperation and respect or dignity of labour. The students are encouraged to participate in life around the school and to organise various types of social service in the local community.

Mother tongue is utilised as the medium of instruction. Home craft is specially introduced for girls. Basic education avoids burdenning the curriculum with items of knowledge which are not really important and significant for a particular stage.

Introduction of productive work in the curriculum inspires the teachers in their methods of teaching other subjects through it. It means relating knowledge to activity, practical experience and observation, laying stress on the principles of cooperative activity, planning, accuracy, initiative and individual responsibility. The curriculum content is related to three main centres of correlation - namely craft work, natural environment and social environment, as these form the natural foci of interest of the growing child. It is important to avoid forced associations while teaching the subjects through correlation. The items of syllabus that can not be easily correlated with any of the centres of correlation can be taught according to

the methods of teaching adopted in any good schools, respecting the principles of interest and motivation and the value of expression work.

Books are utilised as a source of additional systematised knowledge and pleasure in addition to productive work.

Acceptance by the Government:-

Basic education was accepted as the national pattern of elementary education by the Government of India and the various states.

The Central Advisory Board of Education which advises the Government of India on educational problems, realised the importance of the Wardha scheme from the very outset. At their meeting held in January, 1938 the Board appointed a Committee under the Chairmanship of Hon'ble B.G.Kher, Premier and Education Minister, Bombay Government, to examine the scheme (Dr. Zakir Hussain Committee Report) in the light of the Wood-Abbott Report on General Education and other relevant documents and to make recommendations.⁵

In January 1939, the Central Advisory Board of Education appointed another Committee under the same chairman to report on the co-ordination of Basic system with Higher education. Thus after discussing the scheme in official and non-official conferences and committees of Educationists the Government of India accepted the scheme.

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 Post-war Educational Development in India 1940. This report was generally approved by the Government of India and the Provincial Governments.⁶

The Government of India, Madras, Hyderabad, Andhra and Andhra Pradesh not only accepted this pattern, but it was also incorporated in the Five Year Plans.

⁵ Syllabus for Basic Schools. Ministry of Education, Government of India, 1955.

⁶ Basic and Social Education. Ministry of Education, Government of India, 1956. P.4.

The Government of India and the Provincial Governments have prepared their five year Educational Plans in the light of the recommendations of the report of the Central Advisory Board of Education referred to above and have already started implementing them since 1946-47.⁷

According to the five year plans the Governments of Madras, Hyderabad, Andhra, and since 1956 the Government of Andhra Pradesh have been implementing the national policy of Basic education at the Primary and Middle stages of education in the area selected for this investigation.

India is passing through a period of systematic planning and a study like this will enable the Government to take stock of the things in the first three five year plans and the current one, in order to make the future plans more efficient and practical. Prof.K.G.Saiyadain was of the opinion that

.... in any developing scheme of Education or, for that matter, in any other field - careful assessment and appraisal are essential to maintain the integrity of the objectives and the efficiency of means adopted for their attainment.⁸

The means which did not help the fulfilment of the objectives, should be discarded. This investigation aimed at the location of the means adopted for the realisation of the ends of Basic education, and to examine whether the same were based on adequate foundations. In other words an attempt was made to probe into the past, to understand the present and to peep into and plan for the future to make Basic education successful. Since three five year plan periods had elapsed and the fourth one was about to commence, it was important to know how far the Basic schools in Andhra Pradesh progressed and what were the possible impediments in their progress, if any.

⁷ Ibid.

⁸ Educational Five Year Plan, New Delhi: Ministry of Education, Government of India, 1956. P.1.

Statement of the Problem:-

The problem may be stated as follows:

" A Critical Investigation into the Practice of Basic Education in the State of Andhra Pradesh."

It is essential to define the terms used in the problem. 'Critical Investigation into the Practice of Basic Education' means the complete appraisal of the working of the schools. It will include the examination of the data as to when the schools have been started and how they are progressing with the work expected of them. It means going into the technical and operational aspects of the school work, which includes administration, organisation, management, supervision, inspection and assessment of scholastic work. "The practice of Basic education" connotes the actual work that goes on in the Basic schools and the efforts made by the Education Department to make this work possible. The term 'Basic Education' generally connotes the work of the Basic schools, which are established by the Government, or local Governmental agencies, or private managements and financed from the public treasury either completely or partially, the teachers appointed either by the Government or properly constituted selection committees of private managements and controlled and supervised by the officers of the Education Department. These schools might have been either started as traditional primary schools and later converted by the managements or Government into Basic pattern or started as Basic schools as such for the education of the age group 6 to 14. According to Miss Marjorie Sykes, Principal, Nai Talim Bhavan, Hindustani Talimi Sangh, Sevagram the term 'Basic' has been used for the following reasons:

- 1). that this education comes first in order of time,
- 2). that it is essential for proper development of the higher stages of education,

- 3). that it will prepare individuals to meet the demands of actual life in the adult society of which they will form a part.⁹

So, the expression 'Basic education' connotes the system and practices of Primary education, based on the principles evolved by the Wardha National Education Conference, the committees appointed by the Central Advisory Board of Education and finally accepted by the Governments of India and the states. While the principles of Basic education are broadly accepted by the Government of Andhra Pradesh, the Department of Public Instruction might have effected slight changes in details, without prejudice to the fundamentals of the scheme.

Need and Importance of the Problem:-

The Assessment Committee on Basic Education (1956) reported that there were too many fanciful interpretations of Basic education and there was a total rejection of the idea of productive work. The Basic schools, the committee members saw in some of the states, were

full of confusion and without the minimum equipments needed for Basic education and the teachers were mostly ill-trained.¹⁰

In a personal letter written to Shri G.Ramachandran, Chairman of the fourteenth All India Nai Talim Conference held at Pachmari in November, 1961, Dr.Zakir Hussain, then Governor of Bihar and now Vice-President of India mentioned that "Basic education as practised to-day was by and large a fraud." This statement hit headlines as it came from the person who was also the chairman of the first Committee on Basic education which prepared the first curriculum (1937). In Andhra Pradesh

⁹Miss Sykes M. Basic Education - its principles and Practice. Madras: Government of Madras, P.1.

¹⁰Report of the Assessment Committee on Basic Education. New Delhi: Ministry of Education & Scientific Research, Government of India, 1957. Pp.6-20.

also several letters to the editors were published saying that Dr.Zakir Hussain condemned Basic education as a fraud. The present investigator tried to clear the confusion by writing a letter in a Hyderabad daily.¹¹ A lot of things discussed in these letters and certain editorials referred to in these letters have criticised how the progress in the practice of Basic education was slow and as remarked by the Assessment Committee the source of misdirection was lying in the Secretariat.¹²

Dr.Zakir Hussain stated that

....The principal ideas inherent in the scheme of Basic education were left almost entirely out of account and a facade, inefficient and insincere, was built up, and it was known as Basic education. It made me sad and I came out with that statement.¹³

While allegations were levelled against the administration blaming the practice of Basic education in the country, Dr.K.L.Shrimali, the then Minister for Education, Government of India speaking in the Rajya Sabha (Council of States) admitted:

that the Basic education scheme had not succeeded and had not been implemented as envisaged by the committee which propounded it several years ago. The failure is mainly due to lack of proper human materials.... There are some good Basic schools and some bad ones. The success of the scheme largely depended on the availability of good teachers.¹⁴

¹¹ Letters to the editor by M/s. Kumaraswamy, Chagun (pen name of the present writer) and Manikyam in Deccan Chronicle June 3, 13, and 18th, 1962 respectively.

¹² Report of the Assessment Committee on Basic Education. Op.Cit. P.20.

¹³ Souvenir of the State Basic Education Conference, Kallupatti: Tamilnad Basic Education Society, 1964. Pp.21-22.

¹⁴ Question time in Council of States on 2nd May 1962, The Hindu. May 3, 1962.

There was a second admission that Basic education has been a failure by Dr. Shrimali on August 10th, 1962, when he addressed the first meeting of the National Board of Basic Education at New Delhi. Dr. Shrimali quoted the letter of Shri E.W. Aryanayakam, a member of the National Board of Basic Education and the President of the Hindustani Talimi Sangh (Indian Education Society) Sevagram in which he had made a reference of the statement by Dr. Zakir Hussain. Dr. Shrimali said that:

if Dr. Zakir Hussain expresses that opinion, we have to give serious consideration to the whole matter and there has to be a lot of heart searching and serious thinking about the whole issue. Basic education has been a failure and I shall not hesitate to confess it. Several State Governments had made very serious attempts to work out a systematic programme of Basic education and even then, as statistics indicated, Basic education had not made much headway.¹⁵

In the second meeting of the same Board held on 3rd February, 1965 after a lapse of three years the succeeding Minister for Education Shri M.C. Chagla declared that 'Basic education should be made an integral part of our education. It was reported that the Board had met to review the progress of Basic education and to formulate measures to make the system more efficient and popular.¹⁶ Shri G. Ramachandran, remarked in the same meeting that the people doubted whether the Government was sincere about Basic education. He, therefore called for a declaration that the Government would not give up Basic Education. Shri E.W. Aryanayakam and many other speakers wanted education to be freed from politics, expressed dissatisfaction over the progress of Basic education and called for sincere and honest efforts to expand it.¹⁷

¹⁵ Address of Dr. K.L. Shrimali, Minister for Education, at the first meeting of National Board of Basic education on August 10, 1962. The Deccan Chronicle dated August 11, 1962.

¹⁶ Hindustan Times, 4th February, 1965.

¹⁷ Ibid.

Dr.Zakir Hussain again said at Bangalore that practice of Basic education was a mockery and it did not fail but was sabotaged. Shri M.C.Chagla,had also agreed with the observations of Dr.Zakir Hussain that 'it(Basic education) has become a vast mockery.'¹⁸

Following the observations of Mr.M.C.Chagla, the Hindustan Times, a noted Delhi daily in its editorial commented that no good basic school existed in the country and accused that Mr.Chagla seemed to suggest clearly that Basic education was a little know and imperfectly understood quantity.

If he is now announcing his belief in spreading it progressively and as quickly as possible it was because Basic education can be easily made to mean different things. To regard it as the tagging of craft to the existing syllabus in the primary schools is to make a convenient travesty of the whole idea of Basic education, though admittedly it has the advantage of putting it in the domain of the immediately practicable. But it does not help matters. Indeed, it thickens the confusion already surrounding education in this country today. When he says we are going basic the suspicion must be that all Mr.Chagla means to do is to seek refuge behind the different views held on Basic education and to uphold that aspect of it ~~in which it~~ in which it emerges as little more than an innocuous platitude.¹⁹

The editorial also accused that the Congress party paid a lip homage, without having conviction or faith. In spite of the fact that Basic education was not one of those utopian concepts like his belief in economic trusteeship, Gandhiji had been content to leave it at the stage of an intuitive shot in the dark. But Gandhiji carefully spelt out Basic education in fairly detailed and well-integrated terms. Yet it is doubtful whether shining examples of Basic education in action could be seen in this country today.²⁰

¹⁸Budget speech of Shri M.C.Chagla, Union Education Minister, communicated to the National Institute of Basic Education, by the National Council of Educational Research and Training vide No.F.3-25/65-NCE IV dated 7th July 1965.

¹⁹The Hindustan Times, 5th February 1965.

²⁰Ibid.

While this confusion about Basic education existed in Government circles an editorial from Deccan Chronicle, an English daily from Hyderabad, remarked on a Planning Commission report from Delhi, that

A great handicap to the acceleration of the plan is the basic character of primary education. Basic trained teachers are not available in sufficient numbers and where they are available they have no equipment. It is therefore thought advisable to alter the plan to suit the existing conditions and popularise the teaching in mere three Rs.²¹

Basic education was recommended by Mahatma Gandhi, the Father of the Nation not only as a remedy for the defective primary and secondary education of the British days, but also as an instrument of silent social revolution. But the remedy has proved to be ineffective. So, the Government of India appointed an Education Commission to go into the whole question of Education at all levels and in its resolution making the appointment of the Commission that a national system of education rooted in basic values and traditions of the Indian nation and suited to the needs and aspirations of modern society was needed. Integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life was sought. There was wide spread dissatisfaction in the country for the inability to provide universal free compulsory education, and consequently, the continuance of the mass illiteracy. Qualitative improvement of education had not kept pace with quantitative expansion.²²

²¹ Editorial - Deccan Chronicle, 24th March, 1962.

²² Resolution of the Government of India on the appointment of the Indian Education Commission.

In the words of Shri J.P.Naik, Member-Secretary of the Education Commission:

This scheme was launched more than twenty five years ago and inspite of all the support it had received from the central and the state governments, it has not progressed very satisfactorily. The total number of schools converted to Basic pattern is comparatively small and the rate of further conversion is so slow that it may take more than twenty five years to convert all the Elementary schools to the basic pattern. What is worse, the quality of schools said to have been converted to the Basic pattern is poor and has not justified the expectations entertained from Basic education.²³

According to him one group thought that the entire experiment should be scrapped, another group felt that Basic education was still the answer to the problems of universal elementary education in India and a third group felt that its principles were intrinsically sound and advocated substantial modification of the scheme before attempting universalisation. He said that craft work in the curriculum of Basic education was the most controversial area and suggested the introduction of simple activities in classes I and II; simple hand work and crafts like kitchen gardening etc. in classes III to V and systematic teaching of crafts in the classes VI to X. He further said:

My firm conviction is that Basic education has drowned itself under the uncontrollable flood of numbers by trying to introduce the teaching of crafts at the primary stage. This attempt has failed - it could have hardly succeeded and we are left with neither resources nor energy to introduce the teaching of the craft at the appropriate stages - middle and secondary. I feel that the only way out of the present chaos is to correct this mistake and for the next ten years to concentrate on the proper teaching of a compulsory craft in all middle and secondary schools.²⁴

²³^a From/paper circulated by Shri J.P.Naik, Member-Secretary, Education Commission.

²⁴ Ibid. 1-3.

So far in the discussion of the controversies about the practice of Basic education it was revealed that the slow progress might be due to the confusion over the concept of Basic education, administrative misdirection, paucity of well trained teachers especially in rural areas, and the role of craft in the lower classes. Prof.K.G.Saidian, clears a misunderstanding about the system when he says:

Basic education is not being implemented properly. Villagers think that it is meant for poor people. Emphasis on English and Science are lacking in Basic education and so villagers think that it was meant to keep them backward. But it is a mistake to think that Gandhiji was against villagers, for whom he laid his life. It is necessary to introduce Basic education in the cities and Government is also taking necessary steps in this direction.²⁵

Basic education kept people primitive while the then Prime Minister Shri Jawahar Lal Nehru was asking the people to drift away from the cartage bullock according to one Mrs.G.Basheer of Ootacamund. She contended in a letter to the Hindu of Madras that the practices of cleaning vessels, washing clothes, spinning on Takli and weaving, cooking etc. were primitive. This programme of the Congress party was not in tune with the jet age, to which children could not be acclamatized by making a rope-trick. Elimination of English as the medium of instruction had destroyed the best vehicle for scientific instruction in the schools. The sooner we discarded our pet notions regarding Basic education and regional language, the better it would be for all of us.²⁶

The views of a common citizen like Mrs.G.Basheer might not be taken seriously. But an eminent citizen like Dr.C.D. Deshmukh, made the following statement at Madras while speaking

²⁵ Shri Ramarao K. 'Basic education and Saidian's views', Medhavi. January, 1961. P.4 (January 11, 1961)

²⁶ The Hindu. November 24, 1960.

at a Rotary Club luncheon:

Basic education had gone off the rails and there was very little of it in the country in its original sense.... Teaching through craft was unsuited to modern world and there were things like the theory of relativity which no craft could teach. A child could learn by craft but this can be overdone.²⁷

The above statement was published by the press with headlines like "Basic Education is Outdated; C.D.Deshmukh's Criticism". However, without going into the correctness or otherwise of these statements at this stage, the investigator wishes to give some more criticisms of the practice of Basic education, as obtained from the people who matter in the area taken for this investigation. Shri N.D.Sundaravadivelu, former Director of Public Instruction, Madras, April 14, 1957 said that:

Basic education should be made effective without making a fetish of 'correlation' or laying undue emphasis on quantitative production. The danger to the Basic system was far more serious from its adherents themselves than from its opponents, because the former often mistook the means for the end. Skill in crafts was not the end. The students of Basic system should be ensured their fundamental right of being able to avail themselves of the opportunities of public service which students of the non-basic system enjoyed. Basic education should provide wider knowledge in general education subjects. The system which was good needed to be properly worked. It would be poor consolation to the parents to be told that their children had ability in spinning or weaving. Much importance was given to records and figures at the cost of real ability.

The Hindu referred to this speech of the Director of Public Instruction in its editorial under the caption 'Basic Education Reconsidered' on 21st April, 1957 and said that his statement was welcomed by those who felt that Basic education needed to be drastically reconsidered.

We may note that one of the problems that has arisen is the disposal of spun yarn which the Khadi Department is

²⁷The Hindu, June 6, 1962.

now requested to take over. The theory of Basic education was developed when Gandhiji was rightly dissatisfied about rote learning in schools. Craft work was mainly introduced to make the education of children self-supporting due to inadequate funds in 1930s. But now the situation has changed and both the Government and the people are ready to provide schools for all children and even to attract the poor with midday meals and free equipment. There is no need to compel children to produce goods for the market. But the emphasis on practical education should remain, or else education would become book-centred and we produce clerks and white collar employees, without dignity of labour.²⁸

Dr.N.Ramlal, Director of Public Instruction in the erstwhile Hyderabad state and Andhra Pradesh and now the Director of the Science Unit Hyderabad referred to both Basic and Multi-purpose schools and said that both the schemes failed to produce the desired results.

We should concentrate on the essential features of Basic education like equality of man, dignity of labour, and corporate living and rid ourselves of its rigidity. The other features like correlation, productivity in the sense of making profits etc. were not essential. Teachers should be given freedom to adopt their own techniques without imposing rigidity of craft or norms for production. It was not possible for a primary school teacher who had undergone one or two years of training to become an expert in craft which formed very small part of his training. Since it was not possible to produce marketable articles with such meagre proficiency, the aim should be to teach dignity of labour. The cost of raw material supplied should be an educational expenditure, similar to laboratory expenditure in Science classes. Similarly the idea of correlation has been extended so far that it had become ridiculous. Unless radical reforms were introduced, Basic education would fail. The Government both at the State and Central levels did not pay enough thought towards the practical aspects of introducing these reforms. The cost involved was so heavy that a poor and under developed country like India could not afford it. The governments started implementing the recommendations without the requisite preparation or scrutiny of finances and manpower requirements. As Education was a state subject, there was

²⁸The Hindu - Editorial of 20th April, 1957.

not sufficient coordination amongst the States in introducing these reforms. Long after the reforms were introduced the Central Government came out with model syllabus. Text books of required standard was shortage of properly qualified teachers for this small number of converted schools. Even good craftsmen were not available to teach crafts. New subjects like Social Studies and General Science were introduced. The teachers trained in the traditional manner were not able to treat these subjects on right lines.²⁹

On 20th February, 1965 the present investigator interviewed Shri L.Bullayya, who succeeded Dr.N.Ramlal as the Director of Public Instruction in Andhra Pradesh. He also expressed similar views and said that Andhra Pradesh would be having primary education of the Basic pattern, though not Basic education itself and as a first step the seven year integrated elementary education scheme was introduced.

Two of the District Educational Officers during my interviews with them, called Basic education nick-names and expressed their firm belief that the universal character of Basic education could never be realised as it could not be implemented on a mass scale, due to paucity of trained teachers of good quality. They opined that only specimen schools should be started and other school should try to imitate them. Another Inspector of schools informed the writer that the school teachers were more after higher grades and tuitions than improving the quality of Basic education, which was not appealing to them. He remarked that people who preached about Basic education sent their children to the traditional English medium schools of high quality.

A lady assistant of a Basic Training School revealed in an interview that though the proper atmosphere was created in the Training schools, the load of craft work was very heavy besides the heavy teaching practice.

²⁹ Dr. Ramlal N. Inaugural address to the District Educational Conference, Nalgonda, 9th February, 1964 published in Medhavi, March, 1964. Pp.4-7.

After listing the criticisms of the men who mattered both at the centre and the state it will be interesting to note some of the observations of the University Professors of Education in Andhra Pradesh. Basic education received worst criticisms from the University people and it did not get any recognition from any University in India so far.

Prof.K.Vedantachary of the Osmania University, College of Education said tha:

Basic education created a cleavage between the rural and urban areas and people developed hatred against the expression 'Basic education'. The long history of Basic education did not give us any situations where experimentation was encouraged. The handicrafts were practised even in the public schools, which were supposed to be meant for the higher classes. Forcing a craft was unpsychological as it went against the aptitudes of the children. We might be committing the same mistake in forcing crafts, as in forcing the books in traditional schools. The basic school teachers look down the non-basic schools.

Some people claimed that there was some mysterious meaning in the term 'Basic' and as Basic education was the most favoured child of the government, some people try to cash on their loyalty to this scheme by denouncing traditional education.

He also criticised the way Training School Community mess was run. He did not subscribe to the idea of making the student teachers to cook and serve food. He did not like the scavanging programmes and compulsory prayer. He concluded that Basic educationists were enraged like cobras, if any questions were asked, instead of explaining the principles, involved in the practices.³⁰

Prof. N.V.Thirtha of the Osmania University College of Education was of the opinion that:

There was a cleavage between the ideals of Mahatma Gandhi, who sponsored Basic education and the

³⁰ Prof.Vedantachary K. New Trends Necessary in Basic Education, Medhavi. January 1961. Hyderabad. Pp.5-13.

ideals of the machinery implementing Basic education. This ideological conflict was due to making the life of Gandhiji as the model. Gandhiji believed in village life and thought of urban industrial civilisation as a 'disease' or a 'fleeting spectacle', since honesty or religion were absent in it. So, Gandhiji formulated the scheme of Basic education exclusively for rural development. Basic education appeared to be useless for people who wanted to live in machine age and this was supported by a statement of Shri Jawaharlal Nehru in his address to the National Development Council on 9th November 1954. People who had belief in Basic education should be allowed to implement this system as they liked. But mass education should aim at social efficiency, scientific progress and social usefulness. Education should not be burdened with certain philosophical concepts like truth, non-violence, sacrifice, self-emulation, self-control, etc.³¹

Shri V.P.Raghavachary, Member of the Legislative Council, Andhra Pradesh in a statement to the press sought that the Government should take a bold step to reform the Basic system of education, which did not prove popular. Some teachers wanted that Basic scheme should be given a fair trial for a ~~xx~~ few years more.³²

Commenting on this statement and an editorial written in the Deccan Chronicle on this, Chagun wrote a letter to the editor of this paper saying that:

Basic education could not be successful, since it has not been given a fair trial. For example in one of the Government Basic Training Schools in Hyderabad situated just within 50 yards from the Director of Public Instruction's office all the teachers from the Principal down to the last Assistant were not basic trained.... How could Basic education succeed when the Government was not taking care of even such simple administrative irregularities? When the training school in the city where the Education Minister, Director of Public Instruction and other big officers lived was functioning like that, one could imagine how the training schools and Basic schools in the districts might be functioning.³³

³¹Ibid. Pp.13-15.

³²The Deccan Chronicle, 1st May 1962.

³³The Deccan Chronicle, 3rd June 1962.

The Educational Research Society, Hyderabad conducted an investigation with Shri K.Ramarao as the principal investigator on the popularity of Basic education. It revealed that a large majority of educationists in India expressed their view that there was nothing wrong with the theoretical soundness of the concept of the Basic system of Education. They were however, unanimous in their condemnation of the administration of Basic education.³⁴

Apart from the lapses in administration of Basic education, some class room teachers also mentioned that Basic education was misunderstood. Shri G.Jayarama Rao said that:

the correlation technique was the backbone of Basic education and teachers took this as the only method of teaching instead of understanding the revolutionary idea of making the vocation as one of the media education. Though this system of education is considered to be the insurance against unemployment through practice of self-reliance, some people were afraid that by giving more emphasis for the economic aspect, the educational aspect might not be cared for. The examination system was not in tune with the philosophy of Basic Education. Inspection reports were not proving useful. The craft equipment and the raw material, were not used.³⁵

Shri K.S.Murty said that in Basic schools children had neither learnt the three R's nor crafts. It only led to quarrels between teachers and public.³⁶

Whatever might be the reasons for the slow progress, unpopularity, failure or ineffectiveness of Basic education (may be due to bad administration, lack of teachers of quality or lack of faith in the system) there were severe criticisms more of the practice of Basic education than the philosophy of

³⁴The Deccan Chronicle, 13th April 1963.

³⁵Rao, G.J. A Review of Basic Education. Medhavi, May 1963. Pp.19-21.

³⁶Ibid. P.45.

education. So, there was a great need to undertake investigations into the practice of Basic education in small areas. Accordingly the present investigator conducted a small investigation into the working of the Telangana Basic Schools. But this was a long time ago in 1956-57. Afterwards many changes took place in the structure of this state and educational administration. Moreover the previous investigation did not cover the entire state of Andhra Pradesh. Some small investigations were conducted on different aspects of Basic education by several M.Ed. students at the University College of Education, under the supervision of the present investigator. In almost all the reports it was suggested that a complete study of the practice of Basic education in the entire state should be conducted. A special mention might be made in this connection to the study of Miss Muntaz Wasiulla Hussaini, in which she mentioned the difficulties she had to face in her investigation and said that for any one, to whom these difficulties were not very great, a wider area, say for instance, the whole of Andhra Pradesh, or Telangana might be selected for the purpose of investigation.³⁷

A detailed discussion of these researchers was given under the item of past related researches in the following pages.

The above mentioned investigations were delimited in scope and limited either to the twin cities of Hyderabad and Secunderabad or the Telangana area of Andhra Pradesh. So, there was a need for conducting a comprehensive investigation into the practice of all aspects of Basic education in the entire state of Andhra Pradesh and hence the importance of this study.

³⁷Miss Hussaini, M.W. An Investigation into the Practical Work Programmes in the Basic Schools of Hyderabad and Secunderabad cities With Special Reference to the Community Activities. Hyderabad: (Unpublished M.Ed. thesis submitted to the Osmania University) 1963. P.212.

OBJECTIVES OF THE STUDY

The chief objective of the study was to investigate into the practices in imparting education under the Basic pattern at the elementary stage and to suggest steps to remove any difficulties in the way. For this purpose the planning and implementation of the practices of Basic schools were examined. So, the focus of this study was mainly on the practices of the different aspects of Basic system of education covering the administrative and Organisational practices; Curricular and Co-curricular practices; Evaluation and Inspection practices; and Teacher Education and Research practices.

At the administrative and organisational level the investigator covered the administrative set up and educational policies, school buildings and land, school organisation and library services, the teachers and their conditions.

Under the Curricular and Co-curricular aspects the objective was to examine the curriculum and syllabi, methods and techniques of teaching, craft practices and self-sufficiency aspects and the community life and public attitude to the same.

The Evaluation and Inspection practices covered the organisation of examinations at school level and a detailed examination of the procedures adopted by the Inspectors to assess the school work.

The training and research practices included an assessment of the Basic Teacher Education programmes. The researches conducted, and plans for future research programme.

Attempt was made to study whether the schools fulfilled even the minimum requirements of the scheme. The study covered the types of programmes planned, introduced and implemented and how satisfactory they were at the Basic school unit.

Apart from the main objectives mentioned above, incidentally an examination of the measures so far adopted for implementation of compulsory primary education was made to suggest steps for

further expansion under the Basic education sector. Attempts to extend the principles of Basic education to orient the primary schools to the Basic pattern, as the first step for full conversion were also examined.

SCOPE AND DELIMITATIONS

The scope of the study was extended to the entire state of Andhra Pradesh. Traditionally the state was divided into three regions - Coastal Andhra, Rayalaseema and Telangana and so wherever necessary inter-regional comparisons were made.

In this study an attempt was made to get the reactions of a cross-section of teachers, teacher-educators, administrators and Inspecting Officers to the several aspects of the practice of Basic education. The focal point of this study was the headmasters of Basic schools as they were at the front line of the battle. The approach to the other workers in the field such as teacher-educators and inspecting officers was only meant to be corroborative of the primary data obtained from the Basic schools.

The scope of the study was extended to the following important features of the practice of Basic education, assuming that these programmes were implemented by the departments and officers concerned in the area delimited for the study:

1. Implementation of free and compulsory Basic education for 7 or 8 years,
2. Organisation of the manual productive craft work and correlating education of the child with the processes of the craft,
3. Fixation of some targets of production and utilisation of the targets for the benefit of the students - midday meals, uniform, equipment etc.
4. Introduction of Basic education in both rural and urban areas.

5. Admission of children into the Basic schools even at the age of 5, though the age group expected to take Basic education is 6 to 14,
6. Diversion of children from Basic to non-Basic schools after 5th class or at 11 plus,
7. Introduction of the teaching of Hindi from IVth grade onwards for students whose mother tongue was not Hindi,
8. Provision of school libraries and study of books,
9. Integration between the school and community and organisation of the school as a democratic and cooperative community.

If the above factors were present in the practices of Basic schools in Andhra Pradesh, it should be said that most of the objectives of Basic education were attempted by the state. So, the scope of this study was extended to all the above aspects of the practice of Basic education.

METHODS AND TECHNIQUES ADOPTED FOR THIS INVESTIGATION

To make this investigation as objective as possible utmost care was taken to select suitable methods of research after consulting experts in the field of Research Methodology and Statistics. The following techniques and tools were adopted:-

<u>Techniques</u>	<u>Tools</u>
1. <u>Survey</u> -	
<u>Questionnaire</u> ,	A). Questionnaire to the Headmasters of Basic Schools,
<u>Interviews</u> ,	B). Questionnaire to the Basic Training Schools,
<u>Observation</u> :-	C). Questionnaire to the District Educational Officers, Deputy Inspectors of Schools and Extension Officers (Education) in Panchayat Samithis.

2. Documentary analysis:-Sources

- A). Examination of the statistics maintained by:
 - i). Director of Public Instruction,
 - ii). Bureau of Economics and Statistics, Government of Andhra Pradesh.
- B). Reports on Public Instruction, published by the Director of Public Instruction every year.
- C). Reports of Committees and Commissions.
- D). Government Orders in the Education and Finance Ministries of Andhra Pradesh affecting Basic Education.
- E). Proceedings of the Director of Public Instruction and any other subordinate offices.
- F). Syllabi prescribed by the Education Department.
- G). Textbooks prescribed or recommended by the Education Department.
- H). Publications by Government and non-governmental agencies.
- I). Articles in Educational Journals on the progress of Basic education in Andhra Pradesh.
- J). News paper reports including the news items and speeches made by public men and officers.

Every care was taken to collect as much reliable data as possible through the above techniques.

The first few months were devoted to a study of the available literature relating to Basic education - books, reports of conferences, syllabi, articles in journals, research reports,

publications of the Government of Andhra Pradesh; Ministry of Education, Government of India, National Council of Educational Research and Training and the National Institute of Basic Education.

1. Survey Questionnaires:-

After examining the tools used in the past researches and the tool used by the Special Committee for Basic Education appointed by the Government of Andhra Pradesh, the following tools were finalised after consultation with the research workers of the Educational Research Society, Hyderabad and the teachers guiding research at the College of Education, Osmania University, Hyderabad:-

- a). Questionnaire to the Headmasters of Basic schools,
- b). Questionnaire to the Headmasters of Basic Training Educational Officers,

The first two questionnaires were first prepared in English and then translated and printed in Telugu because the Headmasters of Basic schools could understand and answer much better in their mother-tongue. In many respects the two questionnaires were quite identical, except in some matters of detail. The questionnaires for the Educational Officers was mimeographed in English. The English version of the questionnaires have been given in the appendix.

The attitudinal difficulties in these areas were elicited by direct questions of opinion, following questions of fact, as well as through some openend questions which gave opportunity for free responses.

An attempt was made to balance the tone of the questions, so that they were not directed to elicit exclusively or even predominantly negative responses. The intention was to get positive, negative and neutral responses under a normal set of mind.

The questionnaires were firstly cyclostyled and circulated among some Headmasters of local Basic schools and Basic Training Schools in the twin cities of Hyderabad and Secunderabad. On

the basis of their suggestions and replies, some questions were modified, some sub-items were omitted, some added and some open questions were converted to check-lists. The revised form was then got printed. As most of the questions called for either check-mark or word answers, the difficulty of answering was reduced to a great extent.

a). Questionnaire to Basic Schools:-

Basic schools were the chief operating centres where this system of education came into contact with the public through children. So, the questionnaire issued to the Basic schools had been made the central tool of investigation in this research and the data obtained from other sources were interpreted in relation to it. The details of sampling of Basic schools adopting proportionally allocated stratified random sampling fraction method has been discussed in a separate section in the same chapter. This questionnaire has the following sections:-

- | | |
|--|---|
| 1). General details about the Basic schools, | 2). School buildings, |
| 3). Details relating to teachers | 4). Community life and public attitude, |
| 5). School organisation, | 6). Method of teaching, |
| 7). Curriculum, | 8). Craft work, |
| 9). Self-sufficiency, | 10). School libraries, |
| 11). Evaluation, | 12). Research. |

b). Questionnaire to the Basic Training Schools:-

Just as the Basic schools are assumed to be the chief points of contact between the new education and the public, the Basic Training Schools are viewed as the point where the products of the old or partially old education meet the new education. The opposing elements are brought into one field and the outcome depends up several factors. The areas included in this questionnaire were the same as in the questionnaire issued to the

Basic schools, except for the fact that some of the questions which were considered to be irrelevant have been eliminated and some more specially needed in relation to the practices of the Training Schools were added. A few open-end questions were included regarding difficulties, complaints, reactions and suggestions about the practices as a whole and some specific aspects.

c). Questionnaire to the Educational Officers:-

The aim in preparing this questionnaire was to get corroborative data about the practices of the Basic schools. The questionnaire included the items on the background of Inspectors, method and scope of inspection of Basic schools, effect of inspection, their attitudes and opinions on certain aspects of Basic school work - curriculum, craft work, self-sufficiency; popularity of Basic education, Research, and finally a five point scale on the success of the Inspectors in tackling certain problems they were facing in their day to day work in relation to the practices in the Basic schools.

This questionnaire also was tried out by administering the same to a selected sample of inspecting officers.

The questionnaires for the Basic schools were sent to the sampled schools by post through the District Educational Officers; The questionnaires meant for Basic Training Schools were sent directly by the investigator. The questionnaires intended for the Inspecting officers were sent through the Ministry of Panchayat Raj (Local Self Government) in the case of Extension Officers (Education) and Deputy Secretaries (Education) Zilla Parishads (County Councils) and directly in the case of District Educational Officers and Deputy Inspectors of Schools. Wherever it was possible to meet the Headmasters or Inspectors in conferences the questionnaires were distributed to them there and they were also interviewed.

Reminders were sent to all institutions and individuals both individually and through their controlling officers.

2. Visits and interviews:-

During the period of investigation the investigator as part of his official duties helped in the organisation of the following conferences of teachers and teacher-educators and the discussions and decisions thereon had been very much useful for the interpretation of the data obtained:

- 1). Regional Conference on objectives of teaching Arts and Crafts in Basic schools, held at Hyderabad during February, 1965.
- 2). National Conference of the Principals of Basic Training Colleges and Officers-in-charge of Basic education in the states, held at Gandhigram during March, 1965.
- 3). All India Nai Talim (Basic Education) Convention organised by Sarva Seva Sangh in April 1965 at New Delhi.
- 4). Orientation conference of Headmasters and teachers of Basic schools of Delhi, selected by the National Institute of Basic Education in connection with the school improvement programme - June 1965.
- 5). Conference of Teacher-educators of the Basic Training Institutes of Daryaganj and Alipur held in August, 1965.
- 6). Seminar of publication workers of the State Institutes of Education conducted by the Department of Teacher Education, National Council of Educational Research and Training, Delhi, held in January 1966.
- 7). Workshop of Teacher Educators for finalising the handbook on the teaching of Educational Psychology, held at Ahmedabad in November, 1965.

Apart from meeting educators connected with Basic education from all parts of the country in the conferences held during the period of this investigation as listed above and several conferences held before this period, the investigator had the unique opportunity of meeting several Basic school teachers and Headmasters, Teacher Educators and Heads of Training Institutions, Inspecting Officers and Administrators, pupils and public, when

he served as a lecturer and Headmaster in the Basic Training Schools and Inspecting Officer in the Education Department of Andhra Pradesh and later as lecturer in the College of Education, Osmania University, Hyderabad.

3. Documentary analysis:-

A thorough examination was made of the ten types of sources of documents, Orders, Statistical reports, Proceedings, Journals, News clippings, Reports, Researches, Publications, Committee reports, syllabi, and text-books. Lists of these documents had been given in the appendix and extracts or references from these reports had been quoted at the relevant places in the discussion of various aspects of the practices of Basic education.

SAMPLING TECHNIQUES ADOPTED FOR THIS INVESTIGATION

For the purpose of drawing a representative sample of Basic schools in Andhra Pradesh the administrative set up of the educational organisation concerning Basic schools was taken into consideration. At the time of this investigation, there were twenty nine educational districts under the educational administration of Andhra Pradesh. Each of the twenty nine districts was controlled by a District Educational Officer. Every Deputy Educational Officer was ultimately responsible to the Director of Public Instruction, who is the Head of the educational administration for the whole state. The geographical division of the state into twenty nine educational districts was the primary stratification for purpose of sampling.

For a critical investigation into the practice of Basic education it was felt that every one of the twenty nine divisions (each educational district) should ^{be} represented in the sample for the following reasons:-

- 1). The solution for the wrong practices of Basic education in any one of the districts may be found out by including in the sample all the other twenty eight districts for study.

- 2). Owing to the different sets of administrative personnel under the Zilla Parishads (Local authorities) and the District Educational Offices, there may be inter-district variation in the practices of Basic education i.e. in planning the practical programmes, implementation and their evaluation. So, no sampling was done at the primary stage of stratification.

Having decided that all the twenty nine districts should be taken in the sample the next step taken, for purposes of sampling, was to have a list of all the Basic schools in each district. The Director of Public Instruction was approached in this connection and through his help the District Educational Officers were requested to send the lists of all the Basic schools under their jurisdiction. These lists of all the Basic schools in the twenty nine educational districts constituted the frame for drawing the sample of Basic schools.

A study of the pattern of Basic schools in all the districts suggested that the Basic schools were being run on a three tier set-up. On that basis the Basic schools in each district have been divided into three strata -

- (1). Junior Basic Single Teacher Schools,
- (2). Junior Basic Plural Teacher Schools and
- (3). Senior Basic Schools.

This division of Basic schools within each district constituted the secondary stratification. Since the Basic structure of practice of Basic education may differ from one stratum to the other within the district it was decided that there should be representation of atleast one school from each of the sub-strata, considered to be the cells, each cell containing a particular number of schools, corresponding to a district and the type of school. Then independent random samples were drawn from each of the eighty seven (29 x 3) sub-strata, following

the variable sampling fraction criteria specified below:-

If the number of Basic schools in a cell is		1 to 10 select 1 or $\frac{1}{4}$ th of it whichever is the maximum		
"	11 to 30	"	3 or $\frac{1}{6}$ th	"
"	31 to 50	"	5 or $\frac{1}{8}$ th	"
"	51 to 80	"	6 or $\frac{1}{10}$ th	"
"	81 to 110	"	8 or $\frac{1}{12}$ th	"
"	111 to 150	"	9 or $\frac{1}{14}$ th	"
"	151 to 190	"	11 or $\frac{1}{16}$ th	"

The basis for formulating the above variable sampling fraction criteria was firstly the size of the total sample. The decision regarding the size of the total sample to be taken was limited by financial and feasibility considerations. An analysis of the break downs of the data to be made in the final tabulations and practicability aspects of the study suggested that it was sufficient to include in the sample roughly ten per cent of the total number of Basic schools i.e. about 300 schools in all for study, subject to the above mentioned restrictions. Secondly the basis for adopting variability in sampling fraction was the assumption based on consultations and experience and so the sampling fractions were constructed in such a manner that larger the size of the sub-strata the larger the sample size.

Once the number of schools to be selected from each cell was thus determined they were selected at random in the case of every cell separately. Having decided about the Basic schools from which data were to be collected, the method of collecting the data was based on the following considerations. The data were to be obtained from the Headmasters of the Basic schools, who are enlightened, experienced and responsible persons. The information required from a Basic school cannot be given spontaneously by the Headmasters since the

nature of the information needed from a Basic school was such that it required some thinking. Though the interview method may be considered to be more effective than the mail questionnaire method the former cannot entirely be dependent, since it is time consuming and more expensive as far as this study, which is handled by a single person, is concerned. Attempt was made to obtain the relevant information through interview method as far as possible. So, the investigator had to depend more on mail questionnaire than the other ones.

The list of schools in each district to which questionnaires were to be sent along with a covering letter from the Director of Public Instruction, Andhra Pradesh was given to the concerned District Educational Officer, whose help was sought for having the questionnaires sent to the listed schools under his jurisdiction. (The covering letters of the Director of Public Instruction and the letter sent to the District Educational Officers are given as appendix I and II. The total number of Basic schools in the population(P) the number of schools in the sample (S) and the number of questionnaires received both(Q) corresponding to each cell have been recorded in the table given below:

TABLE 1

NUMBER OF SCHOOLS IN THE POPULATION, SAMPLE
AND RESPONSES IN EACH SUB-STRATUM (CELL)

Sl. No.	District	Junior Basic Single teacher schools.			Junior Basic plural teacher schools.			Senior Basic Schools.		
		P.	S.	Q.	P.	S.	Q.	P.	S.	Q.
1	2	3	4	5	6	7	8	9	10	11
1.	Srikakulam	14	3	2	63	6	4	1	1	-
2.	Visakhapatnam	43	5	4	185	12	12	25	4	4
3.	Vijayanagaram	26	4	3	132	9	7	12	3	1
4.	Kakinada	74	7	7	152	11	11	7	2	2

1	2	3	4	5	6	7	8	9	10	11
5. Rajahmundry	8	2	1		43	5	3	4	1	1
6. Eluru	40	5	-		184	11	3	17	3	-
7. Tanuku	20	3	2		54	6	6	-	-	-
8. Krishna East	10	3	3		66	7	7	2	1	1
9. Krishna West	20	3	2		129	9	8	4	1	1
10. Guntur	3	1	1		83	8	8	9	2	2
11. Narsaraopet	20	3	2		62	6	4	6	2	2
12. Baptna	24	4	4		130	9	9	47	6	6
13. Kurnool	19	3	3		61	6	5	6	2	2
14. Adoni	20	3	1		26	4	-	2	1	1
15. Anantapur	42	5	5		64	6	3	6	2	2
16. Cuddapah	42	5	1		137	10	10	7	2	1
17. Nellore	19	3	1		64	6	4	3	1	1
18. Kanigiri	4	1	1		20	3	1	1	1	1
19. Chittoor	26	4	2		71	7	7	7	2	2
20. Hyderabad City	-	-	-		5	1	1	4	1	-
21. Hyderabad District	-	-	-		38	5	2	14	3	-
22. Medak	-	-	-		61	6	3	41	5	2
23. Nizamabad	-	-	-		72	7	5	20	3	3
24. Mahaboobnagar	-	-	-		56	6	6	25	4	1
25. Nalgonda	-	-	-		26	4	3	40	5	1
26. Warangal	-	-	-		43	5	4	25	4	2
27. Khammam	-	-	-		26	4	-	18	3	2
28. Karimnagar	-	-	-		64	6	6	23	4	2
29. Adilabad	-	-	-		39	5	-	19	3	-
Total	474	67	45		2156	190	141	395	72	44

P = Population of the schools according to figures of
Director of Public Instruction.

S = Sample drawn.

Q = Questionnaires received back.

In all 329 questionnaires were sent through the District Educational Officers to the sampled schools. The number of questionnaires received back after completion was 230 i.e. about 70 per cent of the sampled schools responded. It is a common experience that any study which adopts the mail questionnaire method inevitably faces the problem of non-response to a considerable extent, and this study is no exception. An analysis of the questionnaire data received from the Inspecting officers and the data obtained from interviews with some of the District Educational Officers revealed that the non-responding schools did not differ very much from the schools responded to the questionnaire, as far as the important practices of Basic education were concerned. Moreover the distribution of the number of questionnaires responded to among cells showed that the 230 questionnaires returned might be considered as a fairly representative sample for the following reasons:

- 1). All districts except Adilabad were represented in the sample.
- 2). Though the condition that atleast one school should be selected from each cell was not satisfied in the case of ten cells out of eighty seven, it was not considered serious, since this condition was satisfied in the case of nearly 97 per cent cells.

Limitations

Apart from the few limitations mentioned above in connection with sampling, some other limitations affect the study to some extent. The Ministry of Education and the Directorate of Public Instruction are very busy and so the required information might not be forthcoming, in the desired form for this investigation. The Basic schools might be lacking in certain details of information or the Head Masters of the school might not take sufficient care to fill in the questionnaire fully and accurately. In the personal interviews, the persons might apply double standards due to fear of disciplinary action by the Government, if they expressed their views fearlessly as they were being Government servants were expected to support the Government

policies. The amount of work in this investigation was so vast that it might not be possible to cover every detail of every aspect of the practices of this system of education. There was a little chance of subjective element entering into this investigation, as the writer of the thesis was connected with the implementation of the scheme when he served the Andhra Pradesh Education Department before joining the Osmania University and subsequently, the National Council of Educational Research and Training. Attempt was made to eliminate this chance, by asking one or two experts in Basic education not connected with the implementation of the scheme in Andhra Pradesh, to read the manuscript, before it was finalised, so that such errors if any might be removed.

Sampling of Basic Training Schools and Educational Officers:-

Since the data obtained from the Basic Training Schools and the Educational Officers were considered to be of only corroborative value, and greater amount of homogeneity existed among the units of each kind, it was felt that a strict sampling was not necessary.

So, out of ninety Basic Training Schools twenty institutions were selected, one from each revenue district, out of which sixteen returned the questionnaires.

The questionnaire meant for the Educational Officers was sent to ten gazetted officers consisting of District Educational Officers and Deputy Secretaries (Education) in Zilla Parishads, out of whom six Deputy Educational Officers and two Deputy Secretaries returned the questionnaire. Then a hundred copies of the same questionnaire was despatched to the Deputy Inspectors of Schools and Extension Officers (Education), working in Taluk and Panchayat Samithi areas respectively, out of which eighty were returned to the investigator after completion.

Treatment of the Questionnaire Data:-

The data from the questionnaires were classified under the three regions of Andhra Pradesh for the following reasons.

Andhra Pradesh is traditionally divided into three

regions (1) Coastal Andhra, (2) Rayalaseema and (3) Telangana. The six political (revenue) districts of Srikakulam, Vishakapatnam, East Godavary, West Godavary, Krishna and Guntur form part of Coastal Andhra. The five political or revenue districts of Nellore, Chittoor, Cuddapah, Kurnool and Anantapuram form part of Rayalaseema. The nine political or revenue districts of Hyderabad City, Hyderabad District, Medak, Nizamabad, Adilabad, Karimnagar, Mahaboobnagar, Warangal and Khammam form part of Telangana.

The three regions had their own distinct political history and the people felt that their political economic and social interests had to be safeguarded from each other. Rayalaseema had its development board till the formation of Andhra Pradesh in 1956, as it was considered to be backward to Coastal Andhra. Both Coastal Andhra and Rayalaseema were parts of the erstwhile Madras state and Telangana was part of the erstwhile Hyderabad state. Even now the Telangana Regional Council is functioning with the members of the Legislative Assembly and Council elected from this region. After the formation of Andhra Pradesh the differences between Coastal Andhra and Rayalaseema were minimised and these two regions together are also called "Andhra". When Telangana also is included the expression "Andhra Pradesh" is used. The educational administration between the Andhra and Telangana differed considerably, as they were under two different political administrations. Andhra, Shri Venkateswara and Osmania Universities looked after higher education in Andhra, Rayalaseema and Telangana regions respectively. So, it was considered better to tabulate the data separately under each region and also for the whole state. This would afford opportunity to make a comparative study of the practices of Basic education, wherever the differences were found to be significant.

The simplest type of data were those obtained through questions involving a word or a check-mark as answer. Those were transposed to long tabular sheets, so that cross-relationships would be possible, as per the data separately classified for each region. Then the data were brought together to get a complete picture of the whole of Andhra Pradesh.

The open questions were subjected to a detailed qualitative content analysis. The responses were put into significant categories. The regions of Andhra, Rayalaseema and Telangana were allocated separate columns. Tally marks were used to indicate frequency of occurrence of responses. For the same sub-question a response was entered only once for each respondent, even though it might have been repeated.

The big tables formed thus were reduced to summary tables. In qualitative content analysis, the original number of items was first very large. The items were reduced to a smaller number of factors for ease in interpretation. Wherever possible the results from related questions were brought together under one table. Data relating to the same subject dealt with in the different questionnaires were also brought together whenever they were in comparable form, at the time of interpretation of the data.

The data was obtained from various sources mentioned earlier. They had to be brought under categories for ease in interpretation. As the data obtained from Headmasters of Basic schools excelled the others in quantity and usefulness, it had generally been made central and all other data brought in to elaborate and interpret it.

The data was grouped into convenient units and the whole design of the dissertation was divided into the following five categories:

1. Technical and historical aspects of the study
2. Administrative and organisational practices
3. Curricular and Co-curricular practices
4. Evaluation and Inspection practices
5. Research and Training practices

No special attempt was made to validate each questionnaire. To a certain extent validity could be assumed as the respondents were free to check independently and send the questionnaires directly to the investigator. The types of data include facts and opinions. In the case of opinions validity is assumed.

In the case of facts the corroboration of data from diverse sources is a more objective test of validity. The responses obtained from various sources could be inter-related. The climate of opinion in conferences, the impressions obtained through observation and the results of other studies also provide sources of validation. But these could not be reduced to quantitative co-efficients. They can only be discussed in a general way.

CONCLUSIONS OF PAST RELATED RESEARCHES AND THEIR IMPLICATIONS TO THE PROBLEM

A mention about the past researches was made under the need and importance of this investigation. The following five researchs were conducted on some theoretical aspects of Basic education at the College of Education, Hyderabad, Andhra Pradesh State and they were not directly related to the present investigation.

1. An investigation into the correlation techniques in Basic education with special reference to the teaching of Mathematics. (Dr.Sharda Devi)
2. An investigation into the correlation techniques in Basic education with special reference to the teaching of Social Studies (Shri V.Ganapathi)
3. Community extension service programmes of Basic Training Schools. (Shri D.Damodar)
4. Planning of learning experiences in Social Studies at the Senior Basic stage for the achievement of citizenship objective (Shri K.L.Narasimham)
5. Rural Reconstruction through Basic Education (Shri M.Basappa)

A discussion of the conclusions of six research studies and the reports of the Assessment Committee (1956) and the Special Committee for Basic Education, Andhra Pradesh (1961) would be made in the following pages.

All the researches discussed in this section were conducted at the College of Education, Osmania University, Hyderabad by graduate students in Education towards partial fulfilment of the requirements of the M.Ed. degree examination. All these studies related to some special aspect of Basic education and limited mostly to the twin cities of Hyderabad and Secunderabad or the Telangana districts of Andhra Pradesh.

1) Working of Government Basic Schools in Telangana:-

The present investigator conducted a study 'Working of the Government Basic Schools in Telangana' in 1956-57. The scheme of Basic education was first started in Telangana in the year 1951-52 and that too with the opening of one Basic Training School at Bhiknoor. Real start was made from 1952-53 when a few traditional primary schools in the Nizamsagar and Mulug Community Project areas were converted into Basic pattern. So, this investigation could cover only the progress made within the first three or four years. Secondly this investigation was confined to only the nine districts of Telangana and certainly this would not give the complete picture of the progress of Basic education in the whole state as it stood today. Thirdly the investigation was confined to only the Government schools of Telangana. In these days most of the schools were run by the Government, whereas now according to the policy of democratic decentralisation the schools in the Telangana districts are run either by the Zilla Parishads, Panchayat Samithis or Municipalities and some private agencies. This change in the administration of the schools made a lot of difference and demanded a fresh investigation. Fourthly the techniques adopted in the previous investigation showed that the study did not touch all phases of the problem and the items taken up for study could not be done full justice, due to many limitations.

In this study a random sample of 150 Junior and Senior Basic schools and ten Basic Training schools was chosen to study the working of Basic schools in Telangana, the Telugu speaking districts of the erstwhile Hyderabad state by issuing questionnaires, interviewing important persons and examining the documents, budget and syllabi. The results of the study reveal that

the conversion of primary schools into Basic pattern had not been uniform. It had done in an orderly and systematic manner. Meanwhile the primary schools could be oriented towards the Basic pattern so that they might later be converted into Basic schools. There was a tendency of starting more Junior Basic schools with five grades without extending this pattern fully to the Senior Basic stage at many places. The position of buildings and land has to be improved. The land could be secured with the cooperation of the Revenue Department. Basic schools were not adequately provided with suitable equipment. Supervision could be improved if the work of the Deputy Inspectors of Schools was lessened. Good text-books suitable for Basic schools were not devised. In-service education of Basic school teachers was conspicuous by its absence. The Basic Teachers Association was not encouraged to grow in the state. The training of teachers was found to be too inadequate and it was recommended that the matriculate teachers should be given atleast two years of training instead of one year at present and evaluation practices should be considerably improved. Research should be promoted in Basic education by starting a State Centre for Research.

2. Survey of Basic Crafts:-

Shri K.Ramarao conducted "A Survey of the Organisation of the Handicrafts in the Basic Schools of the Twin Cities of Hyderabad and Secunderabad, with Special Reference to the Realisation of their Educational and Economic Potentialities"(1959-60) under the guidance of the writer of this report. The study covered fourteen Junior Basic Schools and three Senior Basic Schools comprising all the Basic schools in the capital of Andhra Pradesh and about two hundred teachers of these schools were interviewed.

This study supported all the conclusions of the previous study on the 'Working of the Government Basic Schools in Telangana' so far as the craft practices were concerned. The rate of conversion of the primary schools into Basic pattern was discouraging. The proportion of Senior Basic Schools to Junior Basic Schools was not satisfactory. The teachers felt that

the curriculum did not guide the schools in the matter of main or subsidiary crafts and did not give any suggestions for correlation. Most of the teachers appointed in the schools were not trained in Basic education. The teacher pupil ratio is 1:33 and the number of teachers should be so increased as to bring the teacher pupil ratio to 1:20 or atleast to 25. These schools were following ten different kinds of crafts, whether trained teachers were available or not and they did not maintain any distinction between main and subsidiary crafts. Only one school was fully equipped with raw material and implements. Most of the schools devoted only 30 minutes for craft work which was very inadequate. Since the craft work was not carried out systematically the utilisation of the craft for the educational and economic ends could not be possible. No school has maintained any records of craft work and so it was difficult to understand the amount of work done. The teachers take the craft work as a sort of manual activity and the idea of teaching craft scientifically did not bother them. So, the teachers had not attempted to exploit the craft work for educational purposes. They complained that they were not taught the technique of correlation in the Training Schools. There was no literature available in regional language and facilities to organise craft work were not provided.

3. Practical Work Programmes of Basic Schools:-

Miss Mumtaz Wasiulla Hussaini another student of the present investigator conducted 'An Investigation into the Practical Work Programmes in the Basic Schools of Hyderabad and Secunderabad Cities with Special Reference to the Community Activities.' (1962-63). This study covered 22 schools in the cities of Hyderabad and Secunderabad. Special emphasis was given to the study of the practice of Clean and Healthy Living, Craft work, Citizenship and Social Service activities, Recreational and Cultural Activities and activities leading to a better knowledge of the environment and activities to build healthy school community relations and assessment of community activities. Supporting the previous studies this research also

revealed the lack of trained personnel, sufficient finances material and equipment to cater to all pupils, wrong utilization of income from craft produce, lack of literature on practical work programmes and presence of superstitious prejudices in some communities.

4. Basic Activities for Non-Basic Schools:-

Mrs.S.Rajyalakshmi conducted a study on 'Identification of the Salient Aspects of Basic Education and the Evolution of a Concrete Plan of Implementing them in the Non-Basic Primary Schools of Hyderabad and Secunderabad,' under the guidance of the investigator. A seminar of educationists was organised to list the Basic features that could be implemented in traditional primary schools and from the data obtained a scale of items of programmes was constructed, which was referred to a hundred judges. After selecting the items recommended by the judges the same were again referred to eighty eight Heads of Primary Schools in order to get their approval from the feasibility point of view.

A plan of Basic activities for implementation in primary schools was drawn up. An extension services centre was recommended to orient the teachers with the plan and to create the necessary mental climate through subsequent courses in this direction. The centre can organise demonstrations, seminars and workshops to compare notes and make concrete plans for specific items from time to time. A model library for the teachers should be established and a pedagogical museum showing the processes of activities and raw materials, tools etc. required for them should be established. The plan contained several activities recommended for primary schools under the aspect of clean and healthy living, spiritual aspect, aesthetic aspect, social service aspect, the aspect of community life and citizenship training, aspect of Craft work and the aspect of intellectual training. In view of the Government of Andhra Pradesh switching over to an integrated (Basic and traditional) elementary education of 7 years, the

plan recommended by the researcher was worth trying, since it was meant for all the implementation by primary schools, without getting Basic trained personnel or additional grants for craft work.

5. Teacher Education:

Shri P.A. Ram Murty conducted the study of 'Under Graduate Teachers' Training Programmes in Andhra Pradesh' (1957-58). So far this is the only one study conducted taking the entire Andhra Pradesh as the area of investigation. But this study was limited to the Teacher Education aspect only and covered both Basic and Normal Training. Moreover this study was conducted long ago and things had changed during the last few years. A questionnaire was issued to fifty four Training Schools, but responses were received only from sixteen institutions.

Even though the policy of the Government of India was to convert all the Normal Schools into the Basic pattern, the Government of Andhra Pradesh did not take speedy steps to follow suit to cater to the new Basic schools. (Now this problem does not exist as most of the Training Schools are of the Basic pattern) Many schools existed in the urban areas and it was difficult for these schools to get enough land for practising Agriculture as a major craft. There was a big back-log of untrained teachers especially in the Telangana area and there were a number of teachers trained in the traditional way. Speedy arrangements should be made to clear this back-log and to retrain the in-service normal trained teachers, according to Basic pattern.

In Andhra area candidates were selected fresh from High Schools and they were paid stipends and in the Telangana area teachers in service were deputed for training with full pay. The duration of the training for matriculate teachers was for two years. But to clear the back-log of untrained teachers, the researcher recommended the organisation of one year emergency training course. Community life was made compulsory

in Basic Training Schools, while this was not insisted upon in the Normal schools. Agriculture Craft. The student teachers, especially in the Basic Training Schools, were subjected to rigorous discipline from without. It was recommended that efforts should be made to encourage initiative and independent thinking among them. The system of examinations should be replaced by a technique of evaluation through continuous assessment. In-service training for teacher educators were conspicuous by its absence. The Basic Teachers Association conducted a conference at Bodhan and the Government did not permit it to hold such conferences subsequently. The teacher-educators were trained at Hinustani Talimi Sang, Sevagram in the beginning. Subsequently they were trained at the Post Graduate Basic Training Colleges at Pentapadu and Bhiknoor. The duration of the retraining course was only three months. This was found to be very inadequate and a regular Basic Training course of one year duration should be organised for graduate teachers. The scales of pay of the graduate teachers should be revised to give them a good economic status so that better people were attracted to this profession.

6. Basic Education and Public Opinion:-

Shri V.Narasimha Reddy conducted 'An Evaluation of the Basic Education Programmes in Schools of Telangana in relation to the Public Opinion', under the guidance of the present investigator. Questionnaire responses were received from 133 Headmasters of Basic schools and Basic Training Schools and about one hundred Chairmen of Zilla Parishads and Panchayat Samithis. The investigation covered the areas of (1) Clean and Healthy Living (2). Capacity for self reliance (3). Citizenship and community life (4). Creative and Recreative Art and (5). Knowledge aspects.

All the five aspects of Basic education had been accepted by the Head Masters and the public, but differences were indicated with regard to the sub aspects and the programmes.

Some disagreed with the following sub-aspects and their

related programmes to a great extent:-

- (1). Self-reliance in food
- (2). Self-reliance in clothing
- (3). Self-sufficiency so as to meet the recurring expenditure on the teachers through craft produce,
- (4). To keep one's surroundings clean.

The following programmes have been suggested:

- 1). To clean the body with locally available material,
- 2). Fasting once in a week,
- 3). Rearing of cows and goats,
- 4). To meet some of the minor expenditure of the schools
- 5). Intercaste marriages,
- 6). Religious instruction.

The recommendations included the introduction of integrated educational programme, supply of full equipment, teaching of craft in a scientific manner, provision of natural situations of correlation in curricular training of teachers in correlated technique, keeping the teacher pupil ratio to the minimum, lessening the load of time table, appointment of qualified teachers, who are sincere and industrious, maintenance of cumulative records, lessening the wastage of raw-material and time, making public conscious of the importance of Basic education programmes, effective school-community programmes, ideal organisation of training schools and undertaking of systematic research in Basic education.

7. Survey of Basic Education in Karimnagar District:-

Shri B.Sobhanadri Sastri, Convener of the Basic Education Committee of the State Teachers Union, Andhra Pradesh, conducted a survey of the practice of Basic education in the Karimnagar district, in 1960. Besides issuing a questionnaire to all the Basic schools in the district, he visited a number of schools for conducting on the spot studies and to interview teachers.

The investigation revealed that in most of the schools the teachers were not trained in Basic education and they had to face many difficulties due to lack of suitable literature, adequate raw materials and craft implements. Though the craft was practised mechanically in some schools, its processes were not utilised for purposes of correlating knowledge in the class room teaching.

8. Assessment Committee:-

The Government of India appointed an Assessment Committee on Basic Education in 1956 with Shri G. Ramachandran, M.P. as its Chairman, and Dr. M.D. Paul and Shri Saeed Ansari as members.

The Committee visited a thirteen states and met a number of persons connected with Basic education and saw several institutions. The members of the committee held discussions with Chief Ministers, Education Ministers, Directors of Public Instruction and other officials and leaders of Public opinion, and also participated in the meetings of Basic school teachers and students.

The scope of their study was extended to the state Government and ministerial level, Administrative level, Basic Teacher Training level, Basic school level and Public level. The recommendations were addressed to the Government of India, Governments of the states, Universities, Administrators, Basic Teachers Training, Basic Schools and the Public. They were useful and applicable to Andhra Pradesh also, though the study was not limited to this state.

The main conclusions of this committee were very significant. The committee said that there was confusion over the concept of Basic education and even the Directors of Public Instruction in some states did not grasp the important principles of Basic education. There were too many fanciful interpretations for Basic education. In some states creativity was given more emphasis in doing craft work while in some other states 'productivity' was given prominence. The committee felt that the

officers in the Education Departments totally rejected the productive aspect of the scheme. It was sincerely stated that the administration of Basic education was bad and there was misdirection from the Secretariats. The compact area method of clustering Basic schools around the Training Schools or in Basic belts or Project areas was a failure, since Basic education was quarantined. The training of administrative and inspecting officers was not given proper attention. The Basic teacher training was defective both at graduate and undergraduate levels. Absolutely no systematic research in Basic education was planned. Adequate steps were recommended for the preparation of suitable literature in regional languages. Adequate supply of raw material and implements should be made to organise craft programmes efficiently. Basic education should be properly dovetailed to the higher stages of education. A responsible officer of the rank of a Joint Director of Public Instruction should be entrusted with the responsibility of running Basic education in the states.

9. Special Committee:-

A Special Committee for Basic Education was appointed in the state in 1960, under the Chairmanship of Shri Gopala Rao Ekbote, Ex.Minister for Education and now Judge of the Andhra Pradesh High Court. With nine Members of the Legislative Assembly as its members. The committee was required by the Government to investigate into the difficulties experienced in imparting Basic education and to suggest steps to remove the same, to determine the stage at which crafts shall be taught and to examine the procedure in vogue for obtaining craft materials and for disposal of craft produce and to suggest more efficient measures and to make any other suggestions for improvements. The committee recorded evidence from thirty three educationists, interviewed^e thirty six educationists all over India, received suggestions from fifteen public men, and visited ninety three educational institutions all over the country, besides collecting data through a questionnaire to Training Institutions. The recommendations of the committee pertain to the improvement of teaching personnel, the system of Basic

education - correlation, productive aspect, study of languages, literature for Basic schools, Libraries, Post-basic schools, character building in schools, examinations, evaluation and assessment, organisation and administration, inspection of schools, management and conditions of recognition of schools, school buildings, and finances.

The committee recommended the survey of the personnel needs of the schools and provide training facilities to meet the requirements according to a phased programme till the end of the fifty five year plan. The minimum period of training being two years, the Teacher Education institutions should have hostels attached and provide facilities for in-service education also. Since Training schools cannot cater to training in many crafts Government should remove any obstacles in the appointment of craftsmen on the staff of the Basic schools. Along with spinning and weaving, provision should be made for crafts life dyeing, printing and tailoringⁱⁿ/all the Basic Training Schools and Basic Schools. Training Schools should encourage correlation with natural and social environments also. Model schools should be attached to the Training Schools. Community life must be made compulsory. Research should be conducted in some selected Basic Training Schools. The Training Colleges also should be converted into Basic pattern. All training institutions should be headed by Basic trained teachers. There should be free exchange of professors in the training institutions and inspecting officers. Existence of two parallel systems of elementary education was harmful. So, immediately the orientation of primary schools to Basic pattern should be made more effective and all schools should be gradually and speedily converted to Basic pattern according to a phased programme. The Government should re-examine their policy of introducing seven year integrated course of Basic education commencing from the age of five plus and consider the advisability of having instead eight years integrated course of Basic education commencing from the age of six plus, to

comply with the constitutional requirements of clause 45. Basic schools under private agencies should be allowed to continue. Now new primary school of traditional type should be allowed to be opened. The division of elementary education into Junior Basic (Primary) and Senior schools should be headed by a graduate Basic trained teacher. The government should take up a survey of crafts in different areas of Andhra Pradesh and to find out the educational potentialities of those crafts. Guide books on correlation should be produced as early as possible. Emphasis on the productive aspect was necessary due to the intrinsic educational value inherent in it. A committee of Headmasters under the Chairmanship of a Deputy Director should be appointed to suggest examination reforms. A Joint Director of Public Instruction should look after the Basic education work in the state.

The past related researches were the pieces of investigations into the status of Basic education in the state of Andhra Pradesh during the bygone decades. They were close to the history of Basic education in this state and bore an intimate connection with the problem under study. In order to get a complete picture of the background of the problem and to understand the present status of the practices of Basic education, it was necessary to review the trends of Basic education chronologically and logically. This attempt was made in the second chapter on the 'Development of Basic Education in Andhra Pradesh.'

Summary:-

Basic education is the accepted national pattern of elementary education in India. All the states of Indian Union are implementing this pattern.

Andhra Pradesh is a state situated in southern India which has been formed by the merger of the Telangana region of the erstwhile Hyderabad state with the Andhra State on 1st November 1956.

The problem undertaken for the present study is " A Critical Investigation into the Practice of Basic Education in the State of Andhra Pradesh'.

Though Basic education has been introduced since 1937 with a view to achieve the envisaged social order, yet there is a lot of criticism against the implementation of this system of education from all quarters. Hence there was a need for conducting a thorough investigation into the practice of Basic education to find out whether the principles of this system of education were given a fair trial by the Government and the personnel involved in its operation. The attention in this case was confined to the state of Andhra Pradesh. Some small enquiries into the particular practices of Basic education were conducted by the students of M.Ed. But all such studies suggested the need of conducting a comprehensive investigation.

The main focus of this study was the planning and implementation of the various practices of the different aspects of Basic education. Thus the investigation covered the Administrative, Organisational, Curricular, Co-curricular, Evaluation, Inspection, Teacher Education and Research practices.

In order to cover the above scope of this investigation the survey method was adopted involving (a).Questionnaires, which were sent to the Basic schools, Basic Training Schools, and Educational Officers; (b).Interviews, (c). On the spot studies and (d). Documentary Analysis. Questionnaires were despatched to 329 Basic schools situated in all the districts of Andhra Pradesh following the stratified variable fraction random sampling technique, out of these 230 were returned duly filled. Data was also obtained from sixteen Basic Training Schools and eighty nine Educational Officers, including nine Gazetted Officers, in order to find out if it corroborates with the data of the Basic schools which were the centre of this study.

The data from the schools was classified under three categories according to the regions of Coastal Andhra, Rayalaseema and Telangana, which were conventionally accepted units of the state of Andhra Pradesh.

The conclusions of the past related researches agreed to some extent with the criticisms levelled against the implementation of the scheme. In all about seven past investigations at M.Ed. level and two reports of committees appointed by the Government of India and the Government of Andhra Pradesh had a bearing on the present problem.
