

## CHAPTER II

### DEVELOPMENT OF BASIC EDUCATION IN ANDHRA PRADESH

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## CHAPTER II

### DEVELOPMENT OF BASIC EDUCATION IN ANDHRA PRADESH

Gandhiji used this farm (Phoenix settlement) as his first ideal laboratory for his educational experiments, as he translated his philosophy of education into practice by teaching thirty children of the inmates.\*

C.S.Subba Rao

The beginnings of Basic education can be traced to the Phoenix settlement in South Africa where Mahatma Gandhi started his first experiments in education in 1904, and continued the same on the Tolstoy Farm which he started in 1911 near Durban. To reach the present status of Basic education in Andhra Pradesh from this point one has to travel through many stages in the development of Basic education which may be described as follows:-

1. The development of Basic education in India from 1937 to 1966,
2. The development of Basic education in Madras state from 1937-1953, during which period the present Andhra and Rayalaseema regions of Andhra Pradesh were parts of that state,
3. The development of Basic education in Andhra state from 1953 to 1956 during which period the Andhra and Rayalaseema regions were constituted separate state after dividing from Madras state.
4. The development of Basic education in the Telangana region of the erstwhile Hyderabad state during the period 1950-56, after which this region became a part of the state of Andhra Pradesh along with the Andhra state.
5. The development of Basic education in the state of Andhra Pradesh since its inauguration on 1st November 1956 to 1966.

So, in this chapter the development of Basic education

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\* Subba Rao, C.S. Basic Education in Principles,  
Secunderabad: Ajanta Publications, 1960. P.45.

was dealt in the sections mentioned above with greater detail in the succeeding sections.

#### 1. Development of Basic Education in India (1937-66):-

After developing some ideas about education as a result of his experiences at Phoenix settlement and Tolstoy Farm in South Africa, Gandhiji came to India and continued his experiments in the Sabarmati Ashram and Gujarat Vidya Peeth which he established at Ahmedabad in 1915 and 1920 respectively. In 1932 he published 27 principles of education from the Yerawada prison. Some portions of his book 'Hind Swaraj' written in 1908 and the Yerawada educational manifesto can be said to be the beginning of the bold expressions of a case for a national system of education.

When he moved to Sevagram Ashram in 1935 he laid down the practice of eleven truths of life - Non-violence, Truth, Non-stealing, Celibacy, Non-possession, Bread-labour, Control of the palate, Fearlessness, Equal respect for all religions, Use of native products, and Removal of untouchability. He started to propagate his educational ideas through the columns of 'Harijan'.

He agreed for the holding of an educational conference at Wardha on 22nd and 23rd October, 1937 to discuss his ideas on education. This conference passed the following four crucial resolutions:-

1. that in the opinion of this conference free and compulsory education be provided for 7 years on a nation wide scale,
2. that the medium of instruction be the mother tongue,
3. that the conference endorses the proposal made by Mahatma Gandhiji that the process of education throughout this period should centre round some form of manual and productive work and that all other abilities to be developed or training to be given should as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.
4. that the conference accepts that this system of education will be gradually able to cover the remuneration of teachers.

This conference also appointed a committee under the chairmanship of Dr. Zakir Hussain, the then Vice-chancellor of the Jamia Millia (University) New Delhi and the present Vice-president of India, to prepare a detailed syllabus on the lines of the resolutions and to submit the same to the chairman of the conference. The syllabus was made ready on 2nd December, 1937.\*

The first three resolutions were approved by the Indian National Congress at its Haripura session, held in March, 1938. The Congress also took note of one of the most important recommendations of the Dr. Zakir Hussain syllabus committee and established the Hindustani Talimi Sangh at Sevagram in April, 1938 for translating the idea of Basic education into practice. When the congress ministries came into power in 1937 the Wardha scheme (Basic education) was introduced in many states of India and the Central Advisory Board of Education appointed three committees under the chairmanship of Dr. B. G. Kher the then premier and Education Minister of Bombay, to examine the Wardha scheme in the light of Wood-Abbot report on general and vocational education, to co-ordinate Basic education with higher education and to suggest measures for making compulsory education successful. All the recommendations of these committees were incorporated in the Board's report on post-war educational development in India. Subsequently the States having accepted this scheme of education at the elementary level incorporated the same in their five year plans.

In 1947, the Government of India appointed committees for the preparation of model syllabus and a hand-book for the teachers of Basic schools and published the same.

During the war time especially between 1939 to 1945 the progress of Basic education was hampered as the congress ministries resigned as a protest against the war policy of the British Government and the teachers courted arrests in the Civil Disobedience movement. In 1946, again the Congress ministries started functioning and Basic education was brought

to the forefront again, when Dr.B.G.Kher called a conference of Education Ministers to consider measures for the effective implementation of the scheme. The state Governments sent their teachers for advanced training in Basic education to the Hindustani Talimi Sangh, Sevagram, Shantiniketan, Dholpur or Jamia Millia Islamia, New Delhi.

In 1952 an All India Christian Conference held at Sevagram gave its whole hearted approval for this pattern of education. The Secondary Education Commission also approved this idea in 1953. A lot of literature was published by both the Hindustani Talimi Sangh, Sevagram, and the Government of India. The Hindustani Talimi Sangh conducted fourteen All India Basic Education Conferences at various places in India and the Government of India held a number of seminars to discuss various problems in the field, Basic education.

But the Government of Indian did not feel quite satisfied with the practices of Basic schools and so it appointed an Assessment Committee under the chairmanship of Shri G.Ramachandran, M.P. and Director of Rural Institute of Gandhigram in Madras state. As a result of one of the recommendations of this committee the Government of India established the National Centre for Research in Basic Education in 1956 (National Institute of Basic Education), now known as the Department of Basic Education, National Institute of Education of the National Council of Educational Research and Training. This institution is doing some valuable research work useful for the Teacher Educators and Teachers in the field of Basic education.

## 2. Madras State(1937-1953):-

During 1937-42 the first Basic Training Centres were started at Machalipatnam, Jogannapalemam, Chagallu, Koneti-puram and Vinayaashramam near Guntur.

The Madras government was following for some time the type of Basic education obtained at Sevagram where more emphasis was laid on work. But the Government of Madras felt

that more emphasis on the teaching of all school subjects was quite necessary along with the usual type of work that was followed in Training Schools, hence, it revised the training schemes accordingly. Norms of craft work were strictly laid down and the District Educational Officers were requested to supervise the records. The schools did not possess sufficient land and so they were forced to take to spinning as the basic craft in preference to gardening.<sup>2</sup> From 1948 onwards the Government did not encourage the opening of traditional elementary schools in the areas where Basic schools were started. The Director of Public Instruction was empowered to withdraw recognition for schools, if the management failed, without adequate cause, to depute teachers to undergo retraining in Basic education centres organised by the Government. A Basic education advisory committee was appointed which recommended the holding of regional conferences of teachers and inspectors at convenient centres once a year.

Private agencies did not come forward to start Basic schools. Labour, Municipal and Panchayat managements did not generally take to Basic education. Only district boards were compelled to convert some of their schools. Teachers actually trained in Basic education were not absorbed into Basic schools because a sufficient number of schools have not yet been converted into Basic pattern. The public has not yet accepted Basic education as enthusiastically as might have been expected. Little progress was made in the production of textbooks suitable for Basic schools.

### 3. Andhra State(1953-56):-

Following the Madras tradition baci belts were created and Basic trained Deputy Inspectors of schools were appointed to supervise the same. The teachers were not appointed in the schools unless they were trained. Most of the training schools were of the basic pattern.

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<sup>2</sup> Quinquennial Review - Progress of Education in India.  
New Delhi: Ministry of Education, Government of India,  
1953. P.39.

Hence the question of giving retraining for in-service teachers at elementary school level did not arise.

The following table shows the expansion of Basic schools in the Andhra state:

TABLE 2\*  
NUMBER OF BASIC SCHOOLS IN ANDHRA STATE

Year	Junior Basic		Senior Basic Schools	Total	Scholars	
	Single Teacher Schools	Plural Teacher Schools			Boys	Girls
1953-54	19	400	35	454	29,383	17,746
1954-55	17	446	38	501	32,465	18,333
1955-56	50	544	44	638	39,799	24,365

Most of these schools were converted from elementary to basic pattern. During these three years 76 to 93 schools had a garden space of 10 cents to 1 acre, while three to nine schools had more than one acre.

TABLE 3\*\*  
NUMBER OF TRAINED AND UNTRAINED TEACHERS

Year	Number of trained teachers			Number of untrained teachers			Percentage of trained teachers over total number
	Men	Women	Total	Men	Women	Total	
1953-54	1,370	222	1,592	1,403	226	1,629	97.7
1954-55	1,524	210	1,734	1,533	212	1,745	99.3
1955-56	1,840	264	2,104	1,850	265	2,115	99.5

\* Reports on Public Instruction in the Andhra State for the years from 1953 to 1956.

\*\* Ibid.

The ratio of trained teachers to the untrained teachers in Basic schools was 191:1 as against 28:1 in non-basic schools.

There were ten central craft equipment stores attached to certain Government Basic Training Schools and these stores supplied craft equipment to basic schools under all managements and also to the Government Basic Training Schools on indents approved by the competent authorities. The entire expenditure was met by the state government. Every Basic schools was supplied with craft equipment at the rate of Rs.300/- in 1953-54 and Rs.150/- in 1954-55 (as per G.O.No.691, Dated 22nd June 1954) per Basic trained teacher employed in the school according to indents approved by competent authority.

During the year 1954-55 the Government decided to restrict expansion of Basic schools in compact areas. Expansion of Basic education in other areas<sup>was</sup> sought to be done after consolidating the position in belt areas and improving the quality in those areas except in special cases of schools having the necessary facilities. Government issued orders to prevent basic trained teachers from seeking employment in non-basic schools, when basic schools suffered for want of basic trained teachers, as per G.O.Ms. No.112, Education, dated 16th September, 1954. During 1955-56, attempts were made to increase the number of schools from 30 to 40 in suitable compact areas.

Certain standards of net per capita monthly earnings were prescribed for each grade in the schools. This will include income from gardening, spinning, weaving and any other craft. Government issued certain instructions with regard to the disposal of craft products through G.O.No.Ms. 587 Education, dated 25th June 1954 and 326 Education dated 4th March 1955.



TABLE 4\*  
PRODUCTIVITY AND NET EARNINGS OF BASIC ELE-  
MENTARY SCHOOLS FOR THE ANDHRA STATE SINCE  
ITS FORMATION

Types of productivity.	1953-54 (only for later 6 months)	1954-55	1955-56
Hanks spun	31,782	88,448	54,113
Yards of cloth woven	1,196	2,160	1,826
Lb. of vegetables grown	9,369	27,024	21,215
Value of craft produce	7,119	20,365	16,674
Net earnings	3,975	11,059	8,223

Conferences:-

The Department deputed one officer to the All India Exhibition and Seminar on Basic Education held by the National Centre for Research in Basic education (National Institute of Basic Education, the name of which institution is now changed into 'Department of Basic Education' held in March-April, 1956 at Delhi. Three officers of the Education Department of the state were deputed to attend the 9th All India Nai Talim Conference of Basic Education held at Titabar in Assam from 11th to 16th November 1954. The tenth All India Nai Talim Conference was held at Sanosra in Guzarat (Saurashtra) during November 1954 for which the two Basic Education Officers in the state were deputed. A conference of Principals of Training Colleges and Basic education officers was held in the office of the Director of Public Instruction during December, 1954.

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\* Reports of Public Instruction. Op. Cit.

The state Basic education conference was held at Tiruvur during January 1955 and resolutions were passed for more effective working of the Basic education and the same were duly considered by the Government. The second state Basic education conference was held at Rameswaram at Produtur, Guddapah district during 1955-56. Officers and teachers working in Basic educational institutions met and discussed several problems connected with Basic education.

TABLE 5\*  
EXPENDITURE ON BASIC EDUCATION

Type of expenditure	1953-54	1954-55	1955-56
Total expenditure (Direct charges from all sources)	11,36,934	10,97,352	14,33,963
Percentage of expenditure met from the Government funds.	71.6	71.9	66.1
Percentage of expenditure met from local body funds.	27.2	25.6	31.2
Other sources	1.2	2.5	2.7
Cost per pupil	Rs.24.00	21.02	22.3

During the period 1953-56 a slight increase in expenditure had been recorded. The range of expenditure <sup>from government</sup> funds indicated 66 to 72 per cent while the contribution of local bodies remained slow.

Most of the instructional practices and the rules relating to the size of the class are common to both Basic and traditional schools. But Basic methods were said to be followed in Basic

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\* Reports on Public Instruction, Op.Cit.

schools, as far as possible. The syllabus of the composite state was followed during the first year of the formation of the Andhra state, but on the recommendation of the Director of Public Instruction a committee was constituted by the Government to revise the syllabus for the Basic schools (Junior and Senior) and the Basic Training Schools. The new curriculum as recommended by this committee was printed by the end of 1956.

The Ad hoc committee constituted by the Government of Composite Madras state in 1953 made certain recommendations for the expansion and improvement of Basic education in the composite Madras state and they were accepted by the Madras state on the eve of partition. In view of the separation of the Andhra state, the Government of Andhra examined afresh the recommendations of the committee and passed orders accepting most of them in principle in their order Ms.No.43 Education, dated 10th June 1955.

During 1953-55 there were 20 (including two co-educational) Basic Training Schools for men and 3 for women. In 1955 three more Basic Training Schools were started - two under Government and one under the private management. Later the school under the private management was closed. The total output of these training institutions was 2, 702 men and 277 women teachers. Out of these schools only seven were housed in buildings constructed by Government. Model schools containing grades 1 to 8 attached to seven Government Basic Training Schools only. In addition to the model school every Basic Training School used not less than five neighbouring Basic schools as practising schools. Thirteen institutions had no play grounds or their area was less than one acre in extent, if there was one. The institutions for men had either no garden or their area was less than 10 cents, if there was one.

There were two levels of institutions - Junior Basic and Senior Basic having two years course in Basic teacher education.

The revised syllabus published by the Department for the Basic Training School Leaving Certificate Examination was followed in the Basic Training Schools. This revision in the syllabus was effected on the basis of the recommendations of the ad hoc committee on Basic education in the composite Madras state. Admission to the first year class in the Basic Training Schools was restricted to forty candidates in general.

According to the recommendations of the Advisory Board of Basic Education, every institution must have sufficient land and adequate water-supply for agricultural operations on the basis of one acre for every 25 students on the average. Accordingly this has been insisted upon as a condition for recognition of basic training schools. Generally it is difficult to get sufficient quantity<sup>of</sup> agricultural lands for basic training schools in urban areas.

TABLE 6\*

DETAILS REGARDING THE PRODUCTIVITY AND NET EARNINGS IN BASIC TRAINING SCHOOLS OF ANDHRA STATE

Type of productivity	later 6 months of 1953-54	1954-55	1955-56
Hanks spun	1,30,528	2,12,010	1,99,123
Yards of cloth woven	5,303	19,820	33,292
Vegetables grown in lbs.	15,572	50,045	41,362 (plus 46 maunds of rice)
Value of craft goods produced	Rs.50,593	87,187	73,057
Net earnings (Value of craft produce minus value of raw material)	Rs.33,238	47,137	41,360

\* Reports on Public Instruction, Op.Cit.

Retraining of three months duration for non-Basic elementary and secondary grade teachers was conducted in ten centres in the summer of 1953. Each trainee in the undergraduate and graduate retraining got a stipend of Rs.18 and Rs.25 respectively.

A Post Graduate Basic Training College was started at Pentapadu in West Godavary District in August, 1953 under the Government management. It provides retraining in Basic Education of three months duration to graduate trained teachers and community training of one month's duration for B.Ed. students studying in the Training Colleges affiliated to Andhra and Sri Venkateswara universities. About 800 B.Ed. students were given community training every year. Eighty graduate trained teachers were retrained in two batches every year in this institution. But now this institution was closed.

#### 4. Telangana(1950-56):-

Basic education in Hyderabad state started a little later than in the neighbouring states. In 1950 three trained traduates from Telangana were deputed for an advanced training at the Nai Talim Bhavan of the Hindustani Talimi Sangh, Sevagram and on their return they started a Government Basic Training Centre in the vacant military barracks at Bhiknoor in Nizamabad district. The nearby Jungampalli primary school was converted into a Model Basic school and attached to the Basic Training Centre Bhiknoor. A special committee for Basic education was formed with Dr.E.W.Aryanayakam, Secretary, Hindustani Talimi Sangh, Sevagram as its chairman.

The expansion of Basic education was done rapidly in Telangana due to the launching and extension of the Community Development Projects and the Five Year Plans in Hyderabad state. The plan envisaged local bodies financial contribution for bringing atleast 60 per cent of the children of the age group 6 to 11 to school by 1950-51 and to remove the disparities in providing educational facilities to backward classes, rural

areas and women.

Both Basic education and Community Development Projects had similar objective of transformation of village life through the efforts of people themselves, with the help of the village level worker or teacher, so that a new social order was established in India. Each project area was divided into 2 or 3 blocks, which was sub-divided into smaller units with 5 or 10 villages for which a Village Level Worker was appointed. There was an advisory committee for Community Development work at every level and the Deputy Inspector of Schools was a member at the Taluk level committee, while the District Inspector of Schools represented education on the committee at the district level. Education was the most important area of Community Development.

The Government of Hyderabad converted the traditional schools in the Community Development Project areas into the Basic pattern as follows:-

TABLE 7\*  
BASIC SCHOOLS, SCHOLARS AND ATTENDANCE IN TELANGANA

Year	No. of Govt.Schools	Scholars on Rolls	Average daily attendance
1952-53	23	1559	1,271
1953-54	51	3738	2,871
1954-55	59	4806	3,633
1955-56	76	6959	4,331

All schools converted into Basic pattern were under Government management. " As the requisite Basic trained personnel was not available, each of the Basic schools referred to above

\* Director of Public Instruction, Hyderabad.

were for the time being provided only with two Basic trained teachers."<sup>3</sup>

One Pre-basic section was started at the Jungampalli practising school of the Basic Training Centre, Bhiknoor. Ten proposed Basic schools around the Bhiknoor centre could not be started during 1952-53 due to non-receipt of budget sanction from the central government under scheme No.1 item No.6, intensive Educational Development in selected areas. But in 1953-54 this scheme came into operation and "At the close of this academic year sanction for starting 36 Senior Basic schools was also received."<sup>4</sup> Out of the 440 primary schools proposed to be converted into Basic pattern by an order of Rajapramukh during 1955-56, 250 were situated in Telangana. These schools were given each Rs.200/- recurring and Rs.500/- non-recurring grants. Expenditure on Basic education was shared by central and state governments, as per the details of the table given below:-

TABLE 8 \*

Year	Central grants Rs.	State grants Rs.	Fees collection Rs.	Other sources Rs.	Total expenditure Rs.
1952-53	8,907	46,395			55,202
1953-54	47,023	93,886		37	1,40,946
1954-55	61,512	1,75,772		1,835	2,39,123
1955-56	1,34,168	1,66,032	450	1,096	3,01,746

<sup>3</sup> Annual Report on the Progress of Education in Hyderabad state during the year 1952-53, Chapter IV, Hyderabad, Directorate of Public Instruction.

<sup>4</sup> Annual Report on the Progress of Education in Hyderabad state during 1955-56, Director of Public Instruction. P.20.

\* Directorate of Public Instruction, Hyderabad.

The number of teachers working in the Basic schools rose from 84 in 1952-53 to 311 in 1955-56. There was only one Basic Training School at Bhiknoor functioning from 1951, but in 1954-55 the Normal School at Mahabubnagar was converted into the Basic pattern. In 1955-56, there was a phenomenal rise in the number of Basic Training Schools, which came to 10. The output of Basic teachers by these institutions during 1951-52 was only 39 (males) whereas during the year 1955-56 it has risen to 666 (males) and 86 (females). During 1951-52 the total expenditure on the Basic Training schools was only Rs.34,371 and during 1955-56 it rose to Rs.5,79,990. Central grants were not forthcoming during the first 3 years for the development of Basic Teacher Education, and during the last two years. During 1951-52, only four trained graduates were working in the single Basic Training School, whereas during 1955-56 the number of degree holders working in all the Basic training schools was sixty seven men and eight women.

In the beginning teachers from all the eight districts of Telangana used to come to the Basic Training Centre, Bhiknoor for training, but by 1955-56, every district had its own Basic Training School. Since Basic education was started only in the Community Development Project areas and the first batch of 39 teachers were drawn to Bhiknoor centre from all the districts of Telangana, they were all posted either at Nizamabad or Warangal districts. This resulted in difficulty for the teachers as they were serving in foreign districts. Later when Basic schools were started in all the districts, these teachers were transferred to their native districts.

In the early years the Government used to pay the full salary and dearness allowance to the trainees. Later these facilities were withdrawn. The graduate teachers were sent to Hindustani Talimi Sangh at Sevagram.



In course of time it is proposed to expand these facilities to train 1,000 men and women basic teachers every year..... In the second five year plan this process of conversion will be intensified and every district will have a training centre for Basic education. It is also proposed to start 36 senior Basic schools in the state.<sup>5</sup>

The above schemes came true and the Basic Training Centre at Bhiknoor had been upgraded into a College, in October 1954 under item 2(a) of scheme 1 of the Intensive Educational Development sponsored by the Central Government. The Basic Training College gave 3 months re-training in Basic education to batches of 35 trained graduates, to supply personnel for new Training institutions, Senior Basic schools, and inspectorate. In this connection the special committee passed the following resolution:-

Graduates already trained in traditional methods should be trained for 3 months and that 3 batches be run every year. Untrained graduates should receive an year's full training like the B.Ed. course with emphasis on Basic education.<sup>6</sup>

But the second aspect of starting a full course of one year's duration never came into effect. But during 1950-56, only nineteen trained graduates took a full one year course in Basic education at the Hindustani Talimi Sangh, Sevagram. The idea of the Government was to appoint trained graduates who had undergone the full course in Basic education, as the Superintendents of Training Schools.<sup>7</sup> So, some untrained gazetted Heads of the Training Schools were sent for retraining to Sevagram and Bhiknoor.

The present investigator conducted a survey of the Basic schools in Telangana in 1956-57.<sup>8</sup> As per the findings of this survey, it was seen that most of the Basic schools had been started in the villages having a population between

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<sup>5</sup>Progress of the plan in Hyderabad, Towards a Welfare State. Hyderabad: Department of Information and Public Relations, P.78.

<sup>6</sup>Proceedings of the meetings of the Special Committee for Basic education, Hyderabad state, held on the 27th April, 1955 at 9.30 A.M. P.2. Item 3(b)

<sup>7</sup>Ibid

<sup>8</sup>Subba Rao, C.S. Basic Education in Practice. Secunderabad: Aditya Publications, 1958.

2,000 and 5,000 and a few schools exist in the villages having a population of less than 1000. The tendency was to start less number of Basic schools in villages having more than 5000 of village population, but the Department was trying to introduce Basic education in urban areas also. A good number of Basic schools existed in villages having 100 to 200 school going population of 6 to 14 age group. Less schools existed in villages having more than 500 population of children of this age group. Only 20 to 50 per cent of the village children were actually enrolled in the Basic schools.

In order to create a suitable atmosphere for expansion of Basic education, it was felt necessary by the Department that it should follow the recommendations of the Assessment Committee on Basic education,<sup>9</sup> in the matter of introducing simple local crafts, self-government system of the students, safai, celebration of political and religious festivals, village contact and social service programmes in all the primary schools, so that it will become easier for the Government to convert these schools into Basic pattern, when sufficient number of teachers were trained in the correlated methods of teaching and craft work in due course of time.

There was only one private Basic school from 1952 to 1955. Afterwards the Government figures did not show this school. Perhaps it must have been taken over by the Government. The above facts indicate that there was no private initiative in starting Basic schools in Telangana.

From the above, it is evident that basic education was not given a chance to flourish under private initiative. In some of the villages covered by the Compulsory Education Act the villagers engaged a private tutor for education of their children, instead of sending them to the Basic schools. When

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<sup>9</sup>Report of the Assessment Committee on Basic Education,  
New Delhi: Ministry of Education, Government of India,  
1956. Pp.5-6.

the present investigator was an Inspector he had to face this opposition to Basic schools from the public. The Government did not operate the punitive clauses of the Compulsory Education Act and nothing could be done except writing repeatedly to the superior offices to solve this problem, which was left unsolved.

Absence of Pre-basic and post-basic schools, was found to be a handicap for the proper dovetailing of Basic education to higher education.

Girls' schools do not have sufficient enrolment and perhaps co-educational institutions and arrangement for co-staffing would have proved more economical. There were no residential basic schools and in the day schools adequate emphasis for the community activities was not being given to maintain proper standards, according to the philosophy of Basic education.

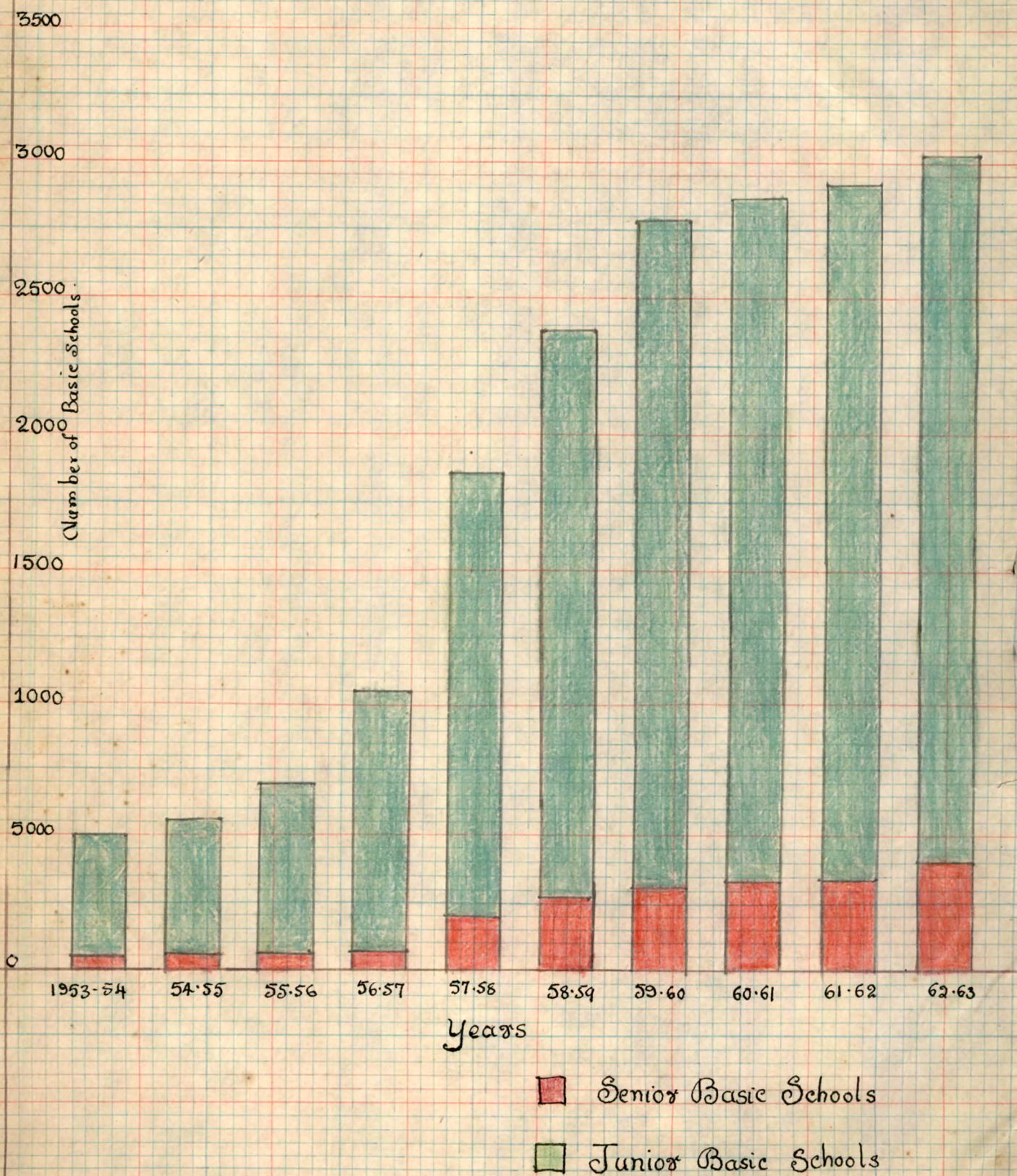
##### 5. Andhra Pradesh (1956 to 1966):-

Many of the trends discussed under the Madras, Andhra and Telangana will be referred to and a detailed discussion will be on any new developments that have taken place during this recent decade, so that the same along with the previous narrations serve as the background for the study and understanding of the present situation.

There were four types of Basic schools in the state - Pre-basic, Junior Basic (1 to 5 grades) Senior Basic (1 to 8 grades) and Post-Basic (9 to 11 grades). There was no public examination at the end of the Senior Basic stage and the headmaster with the help of his assistants was free to test the students and grant a certificate. If the student got eligible marks in English, he was admitted into the 9th class in a high or higher secondary school. Besides the usual conversion of a particular number of traditional primary schools into the Basic pattern, to facilitate the ultimate conversion, all elementary schools into that of Basic pattern, Basic features were ordered to be introduced in all Non-Basic schools.



## Growth of Basic Schools in Andhra Pradesh





A special committee for Basic and Social Education was constituted with the Minister for Education as Chairman (G.O.Ms. No.313, Education, dated 8th February 1958) to advise the Government on all matters relating to Basic and Social Education.

During 1958-59 it was felt that there was no need for separate syllabuses for basic schools so far as the academic subjects are concerned. Hence an integrated syllabus was introduced in Basic and Non-Basic schools. Instruction is based on activities in Basic schools and on approved methods in non-basic schools.

The curriculum covered hitherto in 8 years has been compressed into 7 years integrated elementary education. This will be followed by a four year course of secondary education. The change would come into effect in class I in 1959-60 in class 2 in 1960-61 and will be extended thus to higher classes, until it reaches the class 7.

The following table gives the progress of Basic education in terms of multiplication of the institutions from year to year in Andhra Pradesh:

TABLE 9\*  
NUMBER OF BASIC SCHOOLS

Year	Junior Basic Schools	Senior Basic Schools	Total
1956-57	989	56	1,045
1957-58	1,668	198	1,866
1958-59	2,113	277	2,390
1959-60	2,472	308	2,780
1960-61	2,532	338	2,870
1961-62	2,592	339	2,921
1962-63	2,630	395	3,025

\* Reports on Public Instruction in Andhra Pradesh.  
1956-63.

After 1963 the Director Public Instruction started publishing the statistics including the Basic schools under the general head of Primary schools.<sup>9</sup> In the latest statistical abstract published by the Bureau of Economics and Statistics of the Government of Andhra Pradesh (1962) the figures of Basic schools relating to 1961-62 only were quoted. In the last hand-book of statistics of Andhra Pradesh (1963-64) published by the same organisation also statistics quoted pertain to the year 1962-63.

The 1962-63 figures include six Junior Basic and two Senior Basic schools for girls. Eighteen Pre-basic schools and two Post-Basic schools are also functioning.

Most of the schools do not have enough land and water supplies. Craft equipment was supplied at the rate of Rs.150 per teacher through the central craft stores attached to the Training schools, as usual in the Andhra area.

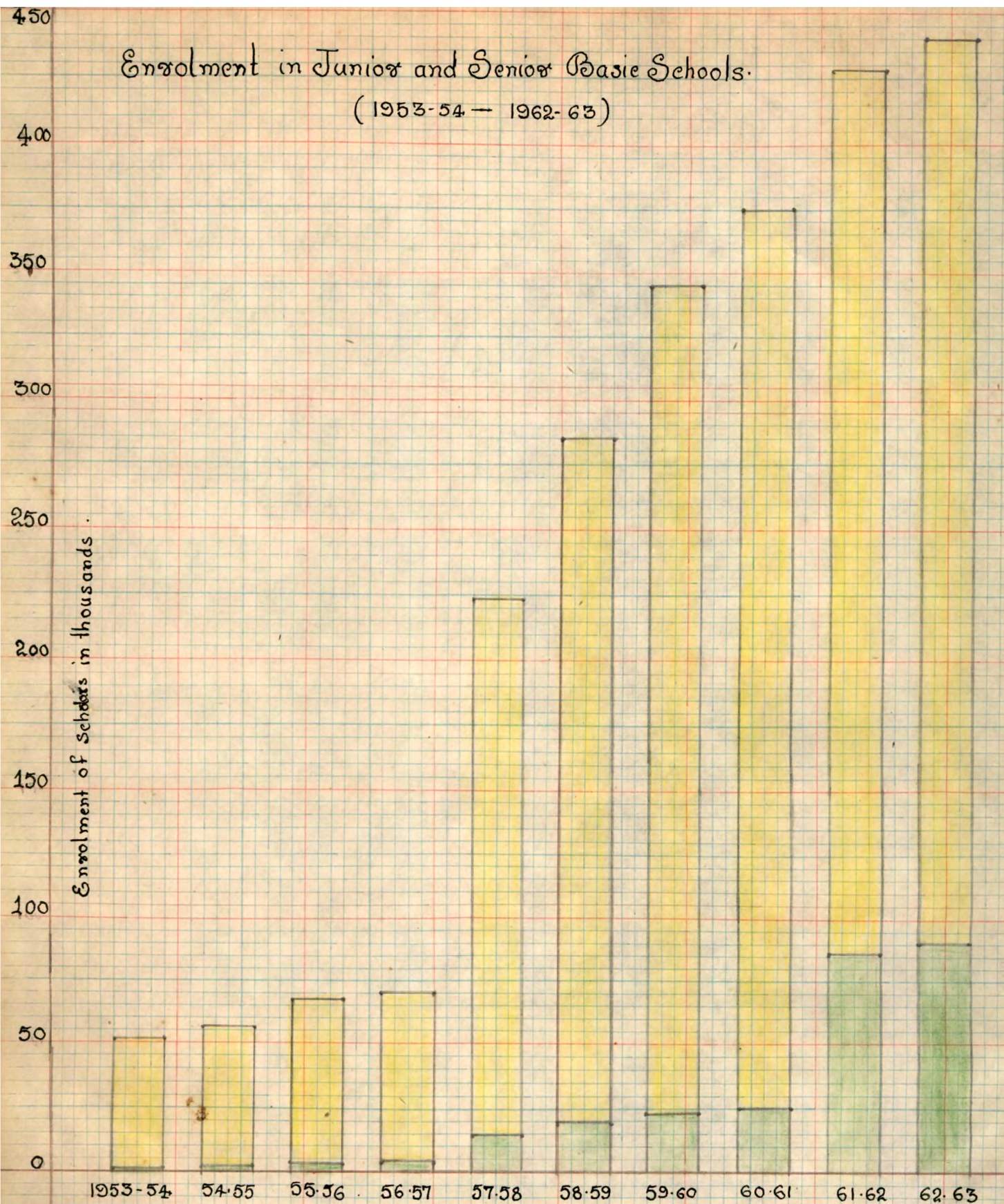
In order to enlist the public support to secure suitable accommodation a regular campaign of land grant (Bhudan) and house gift (Gruhadan) had been instituted by the Government for the benefit of all schools. This task of arousing public support with a view to securing free gifts of land and buildings for the schools was entrusted to the District Planning Committees functioning under the guidance of the District Collectors. The Inspecting staff, under the guidance of the District Educational Officers, work in collaboration with the planning committees.

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<sup>9</sup> Educational Facilities in the districts of Andhra Pradesh, Hyderabad, Director of Printing, Government of Andhra Pradesh, Government Press, Hyderabad, 1964.



Enrolment in Junior and Senior Basic Schools.  
(1953-54 - 1962-63)



Senior Basic Schools

Junior Basic Schools

TABLE 10\*

NUMBER OF SCHOLARS

Year	Enrolment		Total
	Junior Basic	Senior Basic	
1956-57	67,190	2,544	69,734
1957-58	2,09,396	14,223	2,23,629
1958-59	2,68,111	18,005	2,86,116
1959-60	3,21,522	22,656	3,44,178
1960-61	3,50,283	24,984	3,75,272
1961-62	3,41,754	86,122	4,27,865
1962-63	3,50,000	90,000	4,40,000

The following figures of wastage in Basic schools will give us a comparative idea of the holding power of the traditional Elementary and Basic schools:

TABLE 11\*\*

PERCENTAGE OF WASTAGE IN BASIC AND TRADITIONAL ELEMENTARY SCHOOLS.  
(1955-57)

Year and type of schools	Classes					
	Second		Third		Fourth	
	Boys	Girls	Boys	Girls	Boys	Girls
Basic	34.26	37.10	37.09	41.74	44.37	56.02
Non-Basic	33.12	42.75	47.20	54.86	56.30	67.67

\* Reports on Public Instruction, Hyderabad, Director of Public Instruction.

\*\* Report of Public Instruction. 1956-57.



Sex-Wise distribution of trained and untrained teachers in Basic Schools  
(1956-57-60-61)

MALES

FEMALES

1960 61

1959 60

1958 59

1957 58

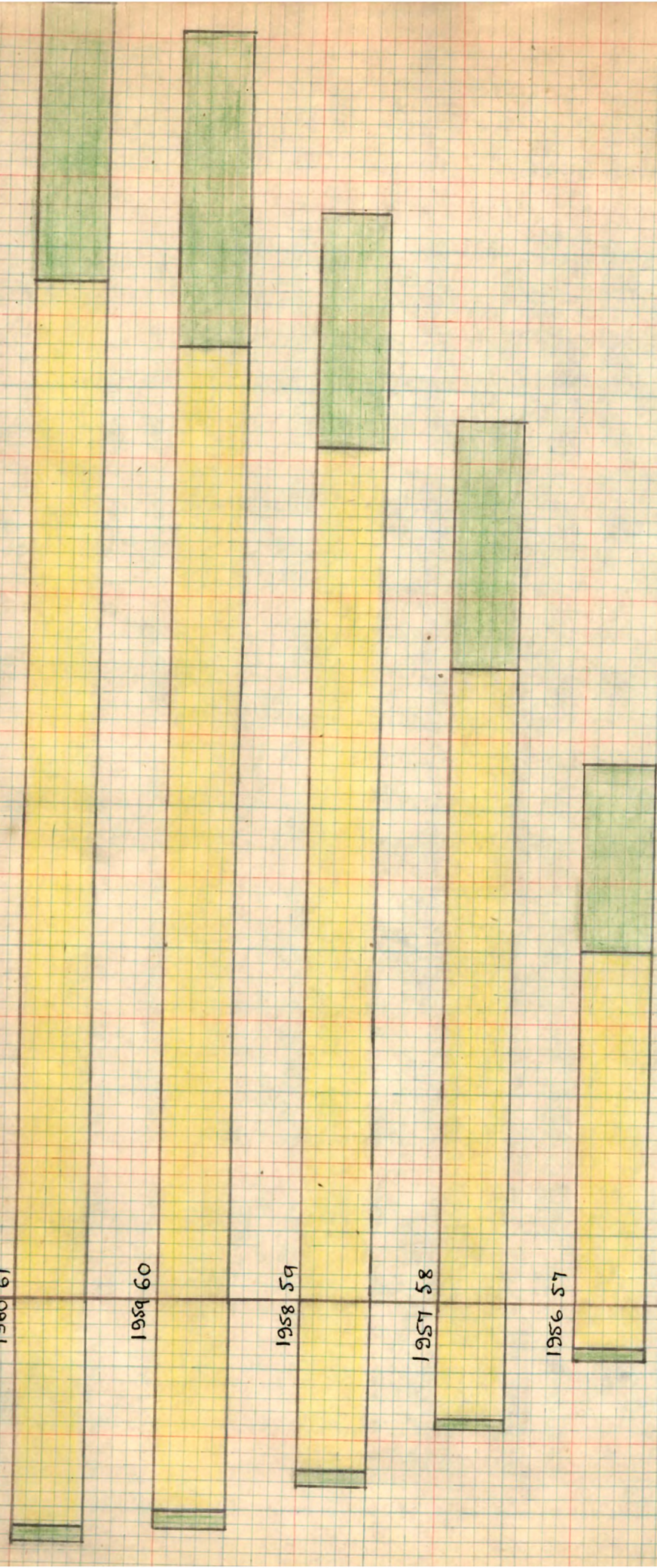
1956 57

Trained

Untrained

Number of teachers in thousands

1 2 3 4 5 6 7 8 9



Wastage was calculated in respect of only second, third and fourth standards with reference to the enrolment in first standard of the year 1955-56. The figures of wastage in Basic and Non-Basic schools available for the year 1956-57, the first year after the formation of Andhra Pradesh, revealed that wastage was more in the case of girls and non-basic schools, and the percentage of wastage was progressively increasing from class to class.

From this it could be concluded that the holding power of Basic schools was evidently more than that of the non-basic schools.

The following table gives a picture of the number of trained and untrained teachers in the Andhra including Rayalaseema and Telangana areas:

TABLE 12\*

NUMBER OF TEACHERS TRAINED AND UNTRAINED  
EMPLOYED IN THE BASIC SCHOOLS

Year	Trained teachers		Untrained teachers		Total		All
	Men	Women	Men	Women	Men	Women	
1956-57	2,541	331	1,350	46	3,891	377	4,268
1957-58	4,497	836	1,805	66	6,302	902	7,204
1958-59	6,109	1,230	2,059	96	8,108	1326	9,494
1959-60	6,300	1,488	2,272	123	9,072	1611	10,683
1960-61	7,257	1,632	2,036	95	9,293	1727	11,020
1961-62	n.a.	n.a.	n.a.	n.a.	9,461	1879	11,340

\* Report of Public Instruction, 1956-62.  
Hyderabad: Director of Public Instruction.



There was a steady increase in the employment of teachers in Basic schools due to the increase in the number of schools. The rise in the employment of teachers was the greatest in the second year in 1957-58 after the formation of the state of Andhra Pradesh. The ratio of trained teachers to untrained teachers in the Basic schools in the Andhra area, including Rayalaseema was 425:1 while that of Telangana was 1:2. In 1960-61 the ratio of trained to untrained teachers was 4:1. The teacher pupil ratio was 1:30, in 1956-57 and 1:34 in 1960-61.

#### Retraining of Teachers:-

The retraining of trained graduates for a period of three months was conducted and the following targets achieved:

TABLE 13\*

#### GRADUATE TEACHERS RETRAINED IN BASIC EDUCATION

Year	Men	Women	Total
1956-57	-	-	-
1957-58	20	5	25
1958-59	55	10	65
1959-60	56	-	56

#### Compact Area:-

Basic compact areas were developed with 30 to 50 schools around all the Basic Training Schools in the state. Each compact area was expected to have atleast 30 well developed

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\* Reports on Public Instruction in Andhra Pradesh, Hyderabad: Office of the Director of Public Instruction, Andhra Pradesh.

basic schools. The existing elementary schools in the area were converted into basic pattern. To facilitate this, re-training courses in Basic Education for the non-Basic Elementary and Secondary Grade Teachers were conducted every year for three months, during summer in the Basic Training School of that area. Later on the training course was reduced to two months to avoid dislocation of work. In order to providing efficient supervision and inspection over the Basic Elementary Schools, basic trained Deputy Inspectors of Schools were being posted to these compact areas.

In the beginning opening of new Basic schools outside the compact area was banned. But later the ban to open new Basic schools outside compact areas has been removed. Simultaneously with the intensive development of Basic education in the compact areas, opening of new schools and conversion of existing Elementary schools into Basic pattern outside the compact areas was also taken up.

#### Craft Work:-

The main craft adopted in Basic schools was cotton craft and the subsidiary craft was agriculture. Instruction was attempted through the medium of the craft as far as possible. Craft work was organised keeping productivity in mind. Craft equipment at the rate of Rs.150/- per Basic trained teacher each was supplied to the Basic schools from the nearest central craft stores attached to the Government Basic Training Schools.

The Central Craft Equipment stores get their supply of craft articles from the Gramaseva Mandal, Nalwadi, Wardha in Maharashtra state/<sup>with</sup> which firm, an advance of Rs.5,000 was deposited or from M/s. Modern Wood Work and Craft Equipment Stores, Tadepalligudem in West Godavary district. These craft equipment stores are inspected by the Basic education officers. The Basic schools in the area hand over the yarn periodically to these central craft stores and take raw material like cotton, lint etc. in exchange.

The Basic Education Officers were watching the craft work in Basic schools through monthly reports. The latest figures supplied, 1956-57, in the Report on Public Instruction in Andhra Pradesh with regard to the earnings in Basic schools reveals that 78,847½ hanks were spun, 1,406 square yards of cloth was woven, 37,660 Lbs. of vegetables were grown, Rs.20,829/- value of craft produce obtained and the net earning was reported as Rs.11,158, giving an annual per capita income of fifteen paise (Rs.0-2-6) per pupil.

A regional conference of Basic education workers at Warangal was reported during the year 1957-58.

#### Basic Education Journal:-

On the recommendation of the Director of Public Instruction, the Government in their order Ms.No.380, Education, dated. 11th March, 1955 permitted the publication of a quarterly journal in Telugu on Basic Education incurring an expenditure of Rs.1000 per annum. This journal was expected to be used for the effective propagation and popularisation of Basic Education and to serve as an official organ of the Department.

An editorial board was also constituted for the purpose with Shri D.Venkataswamy, Principal, Government Post-graduate Basic Training College, Pentapadu, as the editor-in-chief. The publication work was actually taken up from 1956-57, and reports about this journal were obtained till 1958-59. The subsequent Reports on Public Instruction in Andhra Pradesh did not mention about this journal.

#### Evaluation:

There was no public examination at the end of the VIII grade in the Senior Basic schools. The qualifying test for promotion at the end of VIII grade was internal. The Headmaster, assisted by his staff, conducted the examination in all the subjects in the syllabus both in theory and in practice wherever necessary. The certificate in the prescribed form

was granted by the Headmaster after such test was held. If the pupil got qualifying marks in English also, he was eligible for direct admission into Form IV of any recognised Secondary School in the state.

Inspection:-

There were two Basic education officers of the gazetted status for the two circles viz. Godavary and Anantapur, corresponding to the two educational divisions of the Andhra State, as against one Basic education officer formerly. These Basic education officers inspect basic training schools (both men and women) and the Central Craft Equipment Stores attached to the Basic Training Schools.

The Special Officer, Basic and Social Education was incharge of the same type of work relating to Basic education in Telangana area. The following is the total direct expenditure and per capita expenditure on Basic education:-

TABLE 14\*

EXPENDITURE ON BASIC EDUCATION

Year	Total direct expenditure. Rs.	Per capita expenditure. Rs.
1956-57	37,52,839	30.08
1957-58	58,63,166	26.22
1958-59	84,81,726	29.64
1959-60	97,40,619	28.32
1960-61	121,59,630	32.42

From the above table it could be seen that the yearly

total direct expenditure and the per capita expenditure were steadily increasing, perhaps due to increase in the number of schools and the cost of running the same.

Training of Teachers:-

The following table gives the number of training institutions existing in the years noted below:

TABLE 15\*  
NUMBER OF TRAINING SCHOOLS AND  
ENROLMENT

Year	Training Schools for Men	Training Schools for Women	Total	Enrolment of trainees		Total
				Men	Women	
1956-57	33	4	37	3,716	318	4,034
1957-58	31	5	36	3,354	222	3,576
1958-59	33	9	47	4,503	667	5,170
1959-60	54	14	68	6,501	1,373	7,874
1960-61	70	12	82	9,007	1,574	10,581
1961-62	n.a.	n.a.	89	10,526	2,780	13,306
1962-63	n.a.	n.a.	91	n.a.	n.a.	13,400

During 1956-57, a land gift of 6.69 acres was secured for the building of the Government Basic Training School at Tadikonda.

Stipends were paid at the rate of Rs.18/- P.M. to the trainees in Andhra area and Rs.20/- in the Telangana area. In the Telangana area the teachers were paid full salaries

n.a. = not available

during the training period from the year 1957-58, unlike the previous year. There were many untrained teachers working in the Telangana schools. So, all the normal schools in this area were converted into the Basic pattern with a view to train atleast 1,000 teachers each year. The duration of the Secondary Grade Basic Training was reduced from two years to one year. At the elementary school level the seven year integrated pattern has been adopted from the year 1956-57. The training school syllabus was suitably changed. A two year course for non-matriculate women also has been revived in Telangana area, as one of the measures to supply quickly more number of trained teachers.

In Telangana area till 1955-56 an assessment committee used to go round the few Basic training institutions to decide the certification of the trainees. This system has been replaced by a regular scheme of centralised examination from the year 1956-57. During 1956-57 ten more Central Craft Equipment Stores were started in the remaining Government Basic Training Schools in the Andhra area (including Rayalaseema) bringing the total to twenty. In all the Basic Training Schools the medium of instruction is Telugu (language spoken in Andhra Pradesh) except in a few institutions where Urdu(17) Hindi(1), English (4) and Tamil (1) parallel sections are provided.

#### Special Committee for Basic Education:-

A Special Committee for Basic Education was appointed by the Government of Andhra Pradesh in terms of their G.O. Ms.No.1792, Education, dated 28th May 1960 consisting of ten Members of the Legislative Assembly of Andhra Pradesh, under the Chairmanship of Shri Gopalrao Ekbote. Shri D.Venkataswamy, Principal of the Government Post-graduate Basic Training College, Pentapadu acted as the member-convenor. The following were the terms of reference of the committee:-<sup>10</sup>

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<sup>10</sup>Report of the Special Committee for Basic Education,  
Hyderabad: Education Department, Andhra Pradesh,  
1961. P.2.



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

The committee started its work on 21st June 1960. The committee recorded evidence from thirty three educationists, including the present investigator, interviewed thirty six educationalists all over India, received suggestions from fifteen members of the public interested in Basic education and visited ninety three educational institutions all over the country. Evidence also was collected from the questionnaire data and the statistics compiled by the Director of Public Instruction. The committee made about eighty recommendations on March 1961. References will be made to these recommendations in the body of the present report, as and when the occasion arises.

#### Summary:-

In this chapter the development of Basic education in India in general and the various regions of Andhra Pradesh in particular has been traced. The Andhra and Rayalaseema regions were in the erstwhile composite state of Madras and the Telangana region was in the erstwhile Hyderabad state. Basic education started in erstwhile composite Madras<sup>4</sup> state in the year 1937 with the rest of the nation, while things moved slowly in Hyderabad state where a beginning was made only in the year 1950. The progress of Basic education in Madras state got a set back during the war period of 1939-46 and regained momentum afterwards.

In the beginning the Madras as well as the Hyderabad states adopted the curricula developed by the Hindustani Talimi Sangh. Sevagram but gradually they framed their own programmes introducing amendments to suit the local conditions.

The enrolment of students in the Basic schools appears to be quite satisfactory and their holding power was also high as seen from the figures produced by the Department of Public Instruction with regard to wastage and stagnation.

The Basic schools were started in the compact areas in the beginning. It was found from experience that this system did not work. There was a general dissatisfaction about the school plant, equipment, raw material and craft implements. Even though the expenditure on Basic education was steadily increasing there was a feeling that the quality of education did not improve, especially because teachers of good quality were not forthcoming. This was true especially in the Telangana region of the state where there was an acute problem of clearing the back-log of untrained teachers. In the Andhra and Rayalaseema areas the teachers who were not trained in Basic education were given re-training in the Basic Training institutions and a Post-graduate Basic Training College was also started at Pentapadu to provide retraining in Basic education for the trained graduates.

The main crafts provided were Spinning, weaving, gardening and Agriculture. The craft equipment was supplied to the Basic schools through the central craft stores attached to ten Basic Training Schools in the Andhra and Rayalaseema areas.

Two Basic Education Officers were appointed to look after the administrative and academic work of the Basic schools and Training Schools in the Andhra and Rayalaseema areas. While a Special Officer for Basic and Social Education looked after this work in the Telangana area.

A quarterly Basic education journal was published for some time from the Post-graduate Basic Training College at Pentapadu.

The Government of Andhra Pradesh appointed a Special Committee for Basic education to recommend measures to improve the quality of this system of education and the Government accepted many of its recommendations in 1961.

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