

## PREFACE

The concept of Basic Education was given to us by Mahatma Gandhi, the Father of Indian Nation, after trying out some of his educational ideas from 1908 to 1937, at the Phoenix settlement and the Tolstoy Farm in South Africa and Sabarmati and Sevagram Ashrams in India. His views on education and the four resolutions of the Wardha Educational Conference of 22nd and 23rd October 1937 were the basis for the Report of Dr. Zakir Hussain Committee and its acceptance by the Indian National Congress, which formed the Government in most of the Indian provinces in 1938, from which time Basic education was implemented by the state Governments through their Departmental machinery. The Government of India appointed a number of committees and commissions all of which recommended the effective implementation of this useful system at the first level of education.

It was thought that this system of education passed its experimental stage and the State Education Departments were only required to implement an idea on a mass scale, as it was successfully tried on a small scale under the leadership of Mahatma Gandhi. It was also believed that the ideological battle for the acceptance of this pattern was already won.

But unfortunately there were a number of criticisms against the practice of this pattern of primary education and some times it created confusion even in the minds of educational practitioners and those interested in education regarding its theoretical soundness. So, the researcher first drew an elaborate proposal for the formulation of a functional pattern of primary education for the realisation of our national objectives and discussed the same with Shri J.P. Naik, the then Adviser on Primary Education to the Ministry of Education, Government of India, when he visited Hyderabad in the last week of May 1963 in connection with the Third National Seminar on Compulsory Primary Education. Dr. V.C. Vaman Rao, the then Director of Public Instruction, Government of Andhra Pradesh and presently Vice-Chancellor, Shri Venkateswara University, Tirupathi was also present at the time of this discussion at the Hyderabad Public School. Both of them drew my attention to the apprehension that such a research may only suggest another pattern of

elementary education akin to Basic education, which may again remain controversial and may or may not be accepted by the states and pit falls in its implementation may repeat as in the case of Basic education. Hence, instead of such a study they advised me to conduct a comprehensive survey of Basic education that is already in existence, with a view to locate the weaknesses in its practice and to establish their causes, the removal of which may help in the successful implementation of the accepted pattern. This advice gave a big turn to my research which led me to the choice of the present topic. I thank Shri J.P.Naik and Dr.V.C.Vaman Rao for such crucial advice.

The Government of Andhra Pradesh also appointed a Special Committee in 1960 for recommending the effective practice of Basic education and prior to this in 1956 the present researcher conducted a survey of the 'Government Basic Schools in Telangana (Eight districts of Andhra Pradesh)' and published the findings in 1958 in a small book 'Basic Education in Practice'. This survey was conducted before the re-organisation of states and hence it could not cover all the twenty revenue districts of the state. Its findings are now out of date. The report of the Special Committee, constituted by legislators, however useful it is, cannot be classed as a systematic research. Its findings and recommendations are also out of date in view of the decision of the Government of Andhra Pradesh to release Basic education from quarantine and complete the introduction of the seven year integrated elementary education of Basic pattern in all grades of all schools in the state by 1966. At the national level the Education Commission appointed by the Government of India in 1964 was also expected to give its report in 1966. These factors will certainly change the shape of Basic education as being practised today in the state and no researcher in future will be in a convenient position to study the present practices of this system as it could be done during the past two or three years. Considering this the timing of this comprehensive study has been very strategic and appropriate.

Thus, realising the need for a critical investigation into the practice of Basic education in the state of Andhra Pradesh, I approached Dr.M.S.Patel, Dean, Faculty of Education and Psychology, M.S.University of Baroda and he readily consented to encourage me in my work. I am very grateful and thankful to him for the

valuable suggestions and guidance he gave me from time to time.

I am specially indebted to Shri L.Bullayya, the then Director of Public Instruction, Government of Andhra Pradesh for the facilities he provided to me to get any data I wanted from his office and the educational institutions under his jurisdiction. I am thankful to my friend Shri B.K.Rao, I.A.S., Deputy Secretary, Ministry of Panchayat Raj and Planning for helping me to get the data from the Block Development Officers, Extension Officers(Education) and the institutions managed by the Zilla Parishads and the Panchayat Samithis. I owe a debt to all the Educational Officers, Headmasters and Teachers of Basic Schools and Basic Training Schools, who took enormous pains to answer my lengthy questionnaires.

So many other persons have made contributions to this research that it is impossible to list them all here. Especially great have been the contributions of Dr.Sharada Devi Garudacharya and Dr. V.Rukmarao, my erstwhile colleagues in the College of Education, Osmania University, Hyderabad. My sincere good wishes are due to a number of my students in the College of Education, Osmania University, Hyderabad, who helped me in tabulating and processing the data.

Shri S.C.Chaudhari, Senior Technical Officer, Department of Basic Education, and Dr.K.G.Rastogi, Research Officer, Department of Teacher Education of the National Institute of Education, Delhi have gone through the manuscripts and made a number of useful suggestions. Shri P.M.Sarma Statistician, Ministry of Rehabilitation and Shri Y.Satyanarayana, Statistician, Institute of Economic Growth Delhi gave me technical help in the treatment of statistical data. Shri J.Subba Rao, a researcher from the Department of Educational Administration, National Institute of Education, Delhi has been helpful to me in many ways in the final stages of this work. I owe a debt to all of them.

In this connection I cannot forget the contribution of my wife Shrimati C.Sarada, who showed keen interest in educational problems being herself a trained teacher, for her manifold encouragement to enable me to finish this task.

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