Chapter - III

Development of Pre-primary Education in the state of Tripura.

Introduction:

Education is regarded as development. The word development is suggestive and significant. Development is akin to a 'process' - a 'passage' - a 'growth'. From the conception of development, education should be regarded not as static but as dynamic. It is not something finished once for all, - but it is a 'going on' - a Universal lifelong process - a passage from birth to maturity, "from the cradle to the grave". Raymont rightly observes, "Education means that process of development in which consists the passage of a human being from infancy to maturity, the process whereby he gradually adapts himself in various ways to his physical, social and spiritual environment."¹ Prof. Dewey also asserted the same fact when he said that education is not preparation for life; rather it is living.

All that said above implies that education is a continuous process of development. It is a lifelong process which begins at birth and comes to an end at death. In this sense education means not only the mass of facts or intellectual information that are traditionally imparted to the children in the schools, rather it includes every reaction of the individual to his physical, social and spiritual environment. The reactions of the individual to the different situations of the environment begins at birth and form the

important basis of future life. Therefore, education should not ignore those early experiences of the child's life.

Now it is fully appreciated that the first few years of an individual's life are plastic and impressionable. From the psychological point of view, this pre-school stage or infancy is to be regarded as the most important of all the stages, so far as educational development of the child is concerned. The foundations of habits of mental, moral or physical health are laid down during this period. All the influences that go to build the character of the child on solid and sound foundation of good habits, well directed instincts, moralised and socialised feelings may be exerted on him and that may give rise to far reaching effects. But unfortunately, this precious period of life is generally neglected in our traditional system of education or schooling. However, it is encouraging to note that during recent years educationists and psychologists have concentrated a good deal of attention on the problems of pre-school children and their education. Consequently efforts are started to be made all over the world for the expansion of pre-primary education.

Pre-Primary education - what it is:

The education which starts from the birth of a child and continues till his formal or primary education begins at the age of five or six, is called pre-primary education. It

includes parental education, parental and post-natal care, and early infancy training". In the truest sense pre-primary education is not confined to the child care in a school, at some fixed hours, for some years or early childhood. "The real education" as Gandhiji said, "begins from the conception, as the mother begins to take up the responsibility of the child."4

Different types of pre-primary schools and their functions:

To meet the demand of pre-primary education various types of schools were brought into existence. Nursery, Montessori, Kindergarten, Shishu behar, Balwadi and many other infant-schools which impart education to the children of 2 to 6 years of age group are known as pre-primary schools. The main aim of pre-primary staged of education is not to educate but to develop the child through the principle of freedom, self activity, and self instruction in the homely atmosphere. Therefore, the duty of the teacher in an infant school is to direct the self activity of the children and as a friend and guide to keep watch over their free movements. The essential element in pre-primary school is play. Through the provision of interesting, varied and stimulating play materials the pre-primary schools assist in the unfolding of mental powers and promotion of special interests. Training of different senses with the help of interesting devices, fostering habits of work and play, developing communication skill, building concepts of mutual understand-

3. S.N. Mukherjee - Education in India - today and tomorrow, P-425.
4. Loc cit.
ding etc. are the primary concern of the pre-primary schools. Through the pleasureable pursuits, knowledge of 3R's is also given in the pre-primary stage with a view to preparing the child to receive formal education from the primary stage. For sometimes past, different educationists had been seriously engaged in conducting experiments on child education and evolving out some suitable methods of teaching school children. As a result of their experiments and researches now we have various novel methods and plans of education, such as the Kindergarten, the Batavia system, the Winnetka plan, the Dalton plan, the Montessori method and so on. All these methods though different in names, are not much distinct from one another. They are substantially the applications of one and the same psychological principle that underlies each of them.

Development of pre-primary education outside India:

The movement of early childhood education was first initiated by Frederich Froebel, the great German Philosopher-educator. Frederich founded an institution named 'Kindergarten' at Blankenburg, in Germany, in 1837. 'Kindergarten' is a German word, meaning 'the children's garden'. From the name of that institution, the Kindergarten has been associated to a system of teaching infants and children (between the ages of 3 and 6), though the method first evolved and applied by Froebel. This kindergarten method has now gained world-wide popularity.

because of its practicability and utility. This method regards the children as so many plants and flowers in a garden just as the gardener takes every care of the plants by offering them right kind of soil, by manuring and watering them, by removing weeds, so also the teacher as the gardener is to look after the proper nurishments and development of the children.

Then came the nursery schools. The nursery school was established by the MC MILLAN SISTERS in London in 1908 to look after the physical health and general welfare of young children living in the slum areas. Nursery schools are now popular in every society, all over the world.

In the present century Montessory Method which was devised by late Maria Montessory of Italy, in 1907 has gained world wide popularity as a system of education. The Montessory Method in many respects alike to the Kindergarten system in the sense that both advocates the importance of the proper and systematic education and development of children in the early stages and that both emphasise the need for the training of senses and granting of freedom to little children. "Freedom first, freedom second and freedom always - this is the watch word of the Montessori system." The system of class teaching is abolished here. The Montessorians still retain the class only as a unit of orga-

nisation, but not as a teaching unit. Children have a genuine house called the 'Home of Childhood' where they are taught and trained under the utmost loving care and kindest affection. Freedom is the basis of discipline in the Montessori schools and it is self imposed but not thrust from without. This method believes that discipline does not come from outside, but it is a growth from within arising as a result of positive formation of certain habits.

The teaching methods of Montessori or Froebel are practised and great importance is attached to play, speech, training, story-telling, acting, rhythmic movements, singing, dancing, nature study and hardwork. A fixed daily routine is followed and children are allowed to sleep or take rest or take their meals at regular intervals. These measures make the children conscious of personal hygiene and develop in them desirable attitude towards his individual self and his fellow children.

Development of Pre-primary Education in India:

The movement of pre-school education is still in its infancy in India, though its importance was recognised in the long past. It is interesting to note that during the last twenty-five years there has been growing awareness of the significance of pre-primary education and the number of pre-primary

8. Ibid - PP.300-301.
The policy to provide education in the early childhood is an ideal one. But the work involves certain difficulties which require to be removed first, for the success of the scheme. The dearth of suitable teachers and paucity of fund require to be tackled immediately. Provision for parental education must be there to enable the parents to appreciate the value of child's education.

Pre-primary Education in Tripura:

Now let us turn our eyes towards the progress of pre-school education in the territory of Tripura.

Prior to accession of Tripura to Indian Union education was entirely the concern of the native rulers who followed the pattern of education prevalent in the neighbouring British district Tipperah (now in Bangladesh). The system was not well as the method of education organised by the British was itself defective. Because the British system of education was framed for Indians with a view to preparing them for services under the British and not for life. So that system of education was narrow in scope. The native rulers also imparted that system of education with similar contents. Therefore, education in Tripura as imparted by the hereditary monarchs was defective and made very little progress. Even in 1946 there were only 123 primary schools covering only 7.9 percent of school going aged children. The picture of Secondary education also was equally disappointing. There were in all 9 Secondary schools one in each sub-districtal town with a total enrolment of 2347.15

That was the condition of general education even up to the date of integration of the territory to India. Naturally, we cannot expect even the existence of pre-school education in the state before Independence, not to speak of its progress. This is also evident from the fact that no reference of pre-primary education in the territory during the native rule is obtained in the relevant records. We can cite here the names of "Tripura State Gazette Sarkalan" (1903-1949), and the District Gazetter of Tripura, both being most valuable historical document which along with other information have also traced out the history of the growth and development of education in Tripura, having no mentioning about the pre-primary education in the Territory, during the Princely rule.

However, Tripura acceded to the Union of India in August, 1947. But it had to wait for its developmental works up to October, 1949 when its final integration to India was given effect. Since then its progress in the different spheres began to take place. Measures started to be taken for the development of education in its different branches. Very soon the provisions of the First Five Year Plan appeared to Tripura as the blessings. The initiative for the progress of education already started in the territory got more impetus with necessary financial outlay to work vigorously for furthering the progress so as to reach the target of the plan. Considerable progress in the field of education (including the educational administrative machinery) was made in Tripura during the First Five Year Plan (1951-56). Before First Five Year Plan (1950-51)
the number of primary, Middle and high staged schools were 404, 40 and 24 respectively with the corresponding enrolment of 20,078, 4,518 and 1,478. But at the end of the First Five Year plan the number of primary, Middle and high staged schools rose to 1001, 88 and 29 respectively. And enrolment at the corresponding stages increased to 61,140, 9,466 and 2,724 respectively. The number of Social Education Centres also rose from 2 to 334. 16

During the First Plan period equal importance was given on the progress of Administration of education. For the first time in the history of Tripura, a body representing the people of Tripura was entrusted with the responsibility to look after the Administration of education in the capacity of an adviser during the First Plan period. A separate Directorate of Education was also created in April, 1953 by the pursuasion of the Government of India for the implementation of the developmental scheme under the First Five Year plan. An Education Inspectorate with requisite staff was also established during the period to strengthen the work of co-ordination, control and supervision. In this way, commendable progress was made in the field of education in Tripura during the First Five Year Plan. But inspite of such progress the fate of pre-primary education remained almost lost of sight still then.

'Shishu Behar', the first pre-primary school in the entire territory was set up at Agartala by the Directorate of

16. The materials are collected from the Office of the Director of Education, Tripura, Agartala.
Education in the year 1954 on experimental basis. Gradually with the increase of its popularity, its roll strength began to rise. Then the school was shifted to a newly constructed building. Provision for additional equipments, books and furniture were also made. "In the year 1958-59, a financial outlay of Rs.6700/= was given to the school to meet its above mentioned requirements. At the close of the year 1958-59 the roll strength of the school was 60 including 28 girls." ¹⁷

Preparatory classes for children intending to join the English medium schools were introduced in the Government Nursery School at Agartala in 1961-62. It may be mentioned here that 'Shishu Behar' which appeared first in the history of education in Tripura continued to function as the only institution of that kind during the First Plan Period and even upto the year 1958. It is now obvious that during the first plan period no quantitative expansion of pre-school education was made excepting the qualitative development of the existing pre-primary school (Shishu Behar).

From the data quoted above, it appears that during the 1st, 2nd and 3rd year of the First Plan no expansion was made in the field of pre-school education within the territory. It remained as neglected as before even upto the year 1959-60 (the 4th year of the Second plan). However, we find a sudden rise in the number of pre-primary schools in the state, in

the year 1960-61 when pre-primary education was designed to be given through Balwadi Centres organised by the Social Education Department of the Government of Tripura. Practically opening of Balwadi Centres announces the starting points of pre-primary education in Tripura and that too from 1960-61 the last year of the Second Plan vis-a-vis the beginning of the Third plan. In 1960-61 enrolment strength also increased to 10,333 of which 5199 were boys and 5134 girls corresponding the total population 1,19,910 under age group 3-6 years, against the total enrolment strength of 45 in 1955-56. In 1965-66 that is at the end of the Third Plan the number of Balwadi school rose to 368 (mostly located in the rural areas) with an enrolment of 16817 out of total population 146,335 in the age group of 3 to 6 years against 266 Balwadi schools with an enrolment of 16,333 in 1960-61. Total direct expenditure also increased from Rs. 13541/= in 1954-55 to Rs. 1,95,372/= in 1965-66.

In 1968-69 that is at the end of the three Annual Plans vis-a-vis beginning of the Fourth Plan the number of Balwadi Centres came down to 348. The reason for such a decrease has been attributed to the consolidation of some centres. However, at the end of the Fourth Plan (1973-74) the number of Balwadi schools again rose to 480 against 348 in 1968-69.

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18. Education in Tripura, a reflection on Graphs, Statistics Section Education Department, PP.18-24.
20. Education in Tripura, a reflection on graphs, PP-975, published by Statistical Section, Education Department, Government of Tripura, P-16.
ment strength also increased from 14954 (boys 7570, girls 7384) in 1968-69 to 26001 (boys 13160, girls 12841) in 1973-74, out of total population 181932 in the age group 3 - 6 years. The above mentioned statistics clearly indicate that the development of pre-primary education in Tripura during the Fourth plan period is greater than the earlier plans.

It may be pointed out here in this connection that prior to Fifth Five Year Plan pre-primary education in Tripura was mainly the concern of the State Government. As it was not included in the central scheme and no fund was available for the spread of pre-school education in the Territory from the centre, the scheme of pre-primary education was out of sight of the State plan also. Still State Government by its own initiative and with limited fund organised some Balwadi classes in the social education centres to impart pre-school education to the children (under age group of 3-6 years) under the programme of Social Education, but not by the pursuasion of the Central Government. Therefore, the steps taken by the State Government for the spread of pre-primary education within the territory before launching the Fifth plan, is undoubtedly praiseworthy.

However, in the approach paper to the Fifth Five Year Plan, the Ministry of Education, Government of India has specifically stated that pre-primary education should form an integral part of the Fifth Plan programme. In pursuance of the directives of the Fifth Plan the Government of Tripura became
more active for the spread of pre-primary education in the territory. It was also realised from the experience that pre-school education form excellent basis for further schooling and the will to continue in school seems to be higher among the children who have attended pre-primary classes and as a result wastage and stagnation found to diminish.

Therefore, pre-school education occupied a prominent place in the programme of educational development in Tripura during Fifth Plan. With a population of 1,81,932 under the age group of 3-6 years, at the end of the Fourth Plan (1973-74), and number of Balwadi centres 480 and an enrolment of 26001, with the enrolment ratio of 14.35\textsuperscript{21}, Tripura stepped to Fifth Five Year Plan.

"It is proposed to set up 1000 additional pre-primary schools and to enrol 45,000 additional children under the age group of 3-6 years during the Fifth Five Year Plan (1974-79) and thereby to increase the enrolment ratio at the pre-primary stage from 14.35\% in 1973-74 to 30\% by the end of the Fifth Five Year Plan."\textsuperscript{22} It was further proposed to start 10 English medium Shishu Dāhar (Nursery schools) and to complete the work of strengthening the administration and supervision of primary school during the Fifth plan in order to create a strong base of Nursery education which will act as a preparatory step to

\textsuperscript{21} The Draft of Annual Plan, 1974-75,P-1, by Education Directorate, Government of Tripura, Agartala.

\textsuperscript{22} Ibid, P-1.
primary education in the state.

With a view to get those objectives realised in practice works were started vigorously. During the year 1974-75 i.e. in the first year of the Fifth Plan action was taken for acquisition of land for starting of Jawbar Bala Bhavan in the state. Under the Shishurangha Programme, a summer camp was organised to provide the children incentive in cultural and social activities. Furniture, Slates, equipments etc. were supplied for the improvements of Balwadi centres already in existence, steps were taken for raising seed plants, grape fruits etc. for the proper utilisation of lands under horticulture garden scheme. In the North Tripura district 8 new Balwadi centres were started with the help of the Public contribution and one Balwadi centres were improved.

At the end of the first year of the Fifth Plan (1974-75) the number of Balwadi centres rose to 521 against 480 in the previous year (1973-74). During the period under review the number of enrolment in pre-primary schools rose to 27,467 against 26,001 in 1973-74 and enrolment ratio also increased to 14.58 against 14.38 in the previous year. 23

In 1975-76 that is at the close of the 2nd year of the above plan the number of pre-primary schools rose to 564 with an enrolment of 29,937 against 521 pre-primary schools with an

enrolment of 27,467 in the previous year. Within the same period enrolment ratio increased to 15.33 which was 14.58 in the previous year. In the 3rd year of the Fifth plan (1976-77) number of pre-primary schools increased to 575 against 564 in the previous year. The enrolment increased to 30,895 against 29,937 in previous year. Enrolment ratio increased to 15.95 against 15.33 in the year 1975-76. Number of students per teacher was 34 in 1976-77, expenditure per capita of students being Rs. 24.02.24

Out of this 30,895 total enrolment in pre-primary schools in 1976-77 boys were 16,147 and girls were 14,748. Of the 16,147 boys 3960 were Scheduled Caste, 3090 were Scheduled Tribes and the rests were belonging to other communities. Of the 14,748 girls students, 3736 were belonging to Scheduled Caste, 2877 were from Scheduled tribes and the rests 8135 were others. During the same period total number of pre-primary school teachers were 916 of whom 435 were male and 481 were female. Total number of trained teachers were 437. Among them 240 were female and 197 were male. In both the cases the female teachers outnumbered the male teachers. Percentage of female teachers to total teachers (both male and female) was 47.71.25 The development in the field of pre-school education in Tripura were more encouraging during the later years.

In the year 1978-79 major effort was made to start pre-

primary schools in the remote and unserved habitations. Arrangements were also made to attach pre-primary classes in some selected primary schools in order to ensure better enrolment. Measures also began to be taken more effectively to enrol more children from the weaker section of the people and to retain them in school. Provision for mid-day-meal as a sort of incentive was made and special programme was introduced for the purpose particularly in the tribal sub-plan area. Because from the past experience it is learnt that without providing special incentive and undertaking special programme it becomes difficult to retain the children of the weaker section of the people in the schools, especially in the backward and tribal sub-plan areas. The introduction of Mid-day-meals programme for the children of pre-primary and primary schools has been considered most desirable due to the fact that most of the people of Tripura consists of tribal and displaced persons from Bangladesh, cannot properly provide nutrition diet for the children. Therefore, the introduction of this scheme will ensure larger enrolment and promotion of health of the school children. The contents of the mid-day tiffin varies from locality to locality and from time to time. In many schools particularly in the tribal areas 'Khichuri' (Rice and Pulses boiled together) is distributed among the children as the mid-day-tiffin, but in many other schools (located in the Suburbs) biscuits, bananas, pupped rice etc. form the part of the mid-day tiffin. 26

26. Materials are collected from the Office of Director of Education, Government of Tripura, Statistics and Educational Survey Unit.
The introduction of the scheme of supplying free-mid-day-tiffin is undoubtedly a fruitful step which has been found to be effective to attract the children towards the schools. From the visit of some pre-primary centres and discussion with the teachers as well as parents it is learnt that the children who were irregular in attending the schools before the implementation of the scheme (mid-day-meals) have now become regular. Moreover, upward trend in the enrolment is also noticed after the introduction of this scheme. It is also expected that the provision of free mid-day-meals if properly implemented will be able to minimise "drop out" and 'wastage' in the pre-primary stage of education, of course the results await proper investigation and researches in the field. This will definitely open new venues for the future research workers. The provision of mid-day-meals have been introduced in a number of schools in Tripura particularly in the tribal sub-plan areas and the areas mostly inhabited by the backward communities. In order to ensure regular attendance and better enrolment the scope of this scheme may be extended.

In view of the fact that a vast majority of our children are still suffering from nutritional deficiency, the Government of India introduced the special Nutrition programme in 1970-71 for providing supplementary food to the children of 3 years of age in the tribal areas and urban slums. In 1972-73

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28. 'India' - May, 1976, New Delhi, P-98.
the scope of the scheme was extended and children up to 6 years of age, and the expectant and nursing mothers were also brought under the programme.

Besides the above Nutrition programme there were another programme undertaken by the Department of Social Welfare from 1970-71. According to this programme children under age group of 3-6 years of Balwadi schools run by voluntary institutions were provided supplementary Nutrition. By the end of the Fourth Plan about 2.25 lakhs children of over 6000 Balwadis all over India was covered under the programme. During the Fourth Plan period both the programmes were operated in the Central sector. However, the programme of providing supplementary feeding to pre-school children, expectant and nursing mothers has been included in the State sector in the Fifth Plan as a part of minimum needs programme with a plan outlay of Rs. 218 crores. The provision of mid-day-meals in Tripura form the part of all-India programme.

Balwadi classes are conducted in almost all the social education centres of Tripura. Classes are held generally from 7-10 a.m. in winter and from 7-9 a.m. in the Summer. Teaching time of 3 hours are usually divided into three periods with two breaks. The first break is for half an hour and the

29. Ibid - P-38.
30. Materials have been collected from the Office of the Director of Social Education.
second break is for 10 minutes. Classes in Balwadi schools are taken by the Social Workers most of whom are ladies and known as Gram Sevikas. Montessori Method is generally followed in imparting instruction. Through the different kinds of play materials and interesting devices the children are guided to learn, reading, writing, counting numbers, simple addition, subtraction, memorising poems etc. so that they may receive formal education from the next stage (primary stage) successfully. Attention is also paid so as to make the children conscious about health and hygiene. Physical exercises, different kinds of indoor and outdoor games are also kept in mind in preparing the curriculum of the pre-primary schools. In this connection we like to point out that the method followed in many Balwadi schools in Tripura cannot be called as Montessori. Because unlike Montessori Method emphasis is given in those schools on formal instruction that is in imparting knowledge of 3 R's. Training of different senses, formation of Good habits which are the primary object of the Montessori system are found to be given little importance in those schools of Tripura.

However Balwadi classes are found to be very much popular among the children. Parents are also found to be equally interested in sending their children to Balwadi schools (pre-primary schools). A large section of the children especially of tribal and backward communities have been benefited beyond expectation with the introduction of this system. Uptill now (1976-77) near about 31,000 of the children under 3-6 years of age
receive the benefit of education in Tripura from different pre-primary centres (Balwadi classes.) The Gram Lakshis (School Mothers) subordinate social workers, play an important part in spreading pre-school education among the masses. To popularise pre-school education they walk door to door and persuade the parents and guardians to send their wards to the pre-primary schools. The facts that pre-school education provides an excellent preparation for further schooling is being now increasingly realised by the people. That is why we notice a growing trend in the enrolment of the pre-primary schools.

It is encouraging to note that the present popular Government is interested for democratising of educational facilities and to extend maximum opportunities to the general masses. Remarkable progress has been made so far as launching campaign for eradication of illiteracy and strengthening of the programme of pre-school education in Tripura.31

The following tables will give us a clear picture of the gradual progress of pre-primary education in the State of Tripura.

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### Tab. 1: Showing the growth in the number of Balwadi centres.

<table>
<thead>
<tr>
<th>Year</th>
<th>Nb. of Balwadi Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>0 (pre-plan year)</td>
</tr>
<tr>
<td>1955-56</td>
<td>1</td>
</tr>
<tr>
<td>1960-61</td>
<td>268</td>
</tr>
<tr>
<td>1965-66</td>
<td>369</td>
</tr>
<tr>
<td>1968-69</td>
<td>348 *</td>
</tr>
<tr>
<td>1973-74</td>
<td>480</td>
</tr>
</tbody>
</table>

* Decrease due to consolidation of centres.

### Tab. 2: Showing the trend in population in age group 3-6 years and enrolment at the pre-primary stage.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population in age group 3-6 years</th>
<th>Total enrolment in the pre-primary stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>67,799</td>
<td>0</td>
</tr>
<tr>
<td>1955-56</td>
<td>97,673</td>
<td>45</td>
</tr>
<tr>
<td>1960-61</td>
<td>1,19,910</td>
<td>10,333</td>
</tr>
<tr>
<td>1965-66</td>
<td>1,46,335</td>
<td>16,817</td>
</tr>
<tr>
<td>1968-69</td>
<td>1,57,771</td>
<td>14,954 *</td>
</tr>
<tr>
<td>1973-74</td>
<td>1,81,932</td>
<td>26,001</td>
</tr>
</tbody>
</table>

* Decrease due to consolidation of centres.

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Training of pre-primary school teachers.

The responsibility of pre-school education in the state of Tripura lies on the Social Education and Social Welfare department attached to the department of education. In order to impart pre-primary education to the children of 2-6 years age-group, the department of Social Education and Social Welfare has organised Balwadi Schools in all the Social education centres of the state. And the responsibility of teaching in the pre-primary schools (Balwadi Schools) are entrusted upon the social workers. Thus the social education workers are the teachers of the pre-primary schools.

For the training of the pre-primary school teachers (the social education workers), the department of social education and social welfare has opened a training institute known as social education training centre,\(^{34}\) adjacent to Basic Training College at Kakraban in Sonamura sub-division about 40 K.M. away from Agartala. The intake capacity of this institution is 40-50.\(^{35}\) Duration of training course here is of three months. Usually three batches of social education workers receive training from this institution (one batch of 40-50 in each session) every year. This training centre offers intensive training in different kinds of social developmental projects. Training programme is designed to give knowledge of citizenship, education about health and hygiene, Child care and nutrition,

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34. Materials are collected from the Office of the Director of Social Education and Social Welfare, Government of Tripura, Agartala.
35. Sources of information - as noted above -
proper utilisation of leisure time. Besides, provision is made to equip the trainees with the modern psychological method of teaching.

At Charipara, near Agartala, there is another training centre which is known as 'Bala Sevika Training Centre'. This training centre is under the control and management of The Tripura Child Welfare Council. The intake capacity of this centre is 40. The training period here is for 11 months. Female Social education workers (Gram Sevikas) of the department of Social Education are sent in this institution also for training.

Besides, an orientation course for 10 days is organised sometimes in the existing Social Education Training Centre situated at Kakraban or at some other places in order to provide preparatory training to newly appointed male and female pre-primary school teachers (Social Education Workers). Provision has also been made to provide orientation course for 10 days to the voluntary Social education workers so as to train them to motivate the local people in social education. It may be said in this connection that there is no training institution within the state for the training of the administrative and supervisory staff. However, officers of different categories connected with the supervision or administration of social education including pre-primary and adult literacy projects, are sent to different training institutions outside the
state. Generally the officers are sent for qualifying training to the following institutions: 36

1. Shri Niketan, Officers' training centre, West Bengal.
2. Institute of Home Science, Calcutta.
5. Tata Institute of Social Science, Bombay.
   (for the training of the administrative officers.)
6. Block Development Officers and other Officers of similar status are sometimes sent for orientation study centre, at Kalyani, in West Bengal.
7. Mukhya Sevikas or Chief Social Education Organisers (C.S.E.O.) are sometimes sent to Jorhat Agricultural University, Assam to receive training about child care and nutrition.

It may be pointed out in this connection that due to the introduction of the different schemes of incentives such as mid-day-meal, free uniforms, supply of free books etc., pre-primary education has gained statewide popularity resulting in to rapid growth of pre-primary schools, with teachers and students. Thus number of Balwadi Schools rose to 1832 in 1981-82 against 480 in 1973-74. This indicates that within the span of 7-8 years pre-primary schools have been increased to about 4 times. But within the same period the training facilities for the teachers in the pre-school stage have not been increased.

so as to keep pace with this enormous growth of pre-primary educational institutions. If the training facility of the pre-school teachers is not extended this will ultimately result in to a huge backlog of untrained teachers within the territory.

From the foregoing discussion it becomes also clear that no facility of training for the officials engaged in supervision and administration is available within the state.

Under the circumstances it is advisable to increase the intake capacity of the existing social training centre at Kakraban which is fully under the control of social education department. The question of extension of intake capacity of "The Bala Sevika Training Centre" at Charipara, managed and controlled by the Tripura Child Welfare Council may also be considered. In order to make the training programme comprehensive and psychologically sound the duration of training course of the Kakraban training centre should be extended. The orientation course meant for voluntary social education workers and newly appointed male and female teachers should be made of 30 days in place of 10 days as it exists now. All these said above are only immediate measures to tackle the teachers training problems in the state. But for the permanent solution of the teachers training problems new training institutions are to be started within the territory. The question of opening of training institutions within the state for the supervisory and administrative staff may also be considered.
Administration of pre-primary education:  

We have already pointed out in the foregoing discussion that pre-primary education in the state of Tripura is offered by the Balwadi Schools under the control and management of the Department of Social Welfare and Social Education attached to the Education department of the Government of Tripura. The Department of Social Welfare and Social Education, besides, its other functions such as woman development projects, youth welfare programme and adult education, has also undertaken the project of pre-school education as a part of the mass literacy programme. The same administrative machinery which looks after the other projects of social welfare and social education, also controls the pre-school education in the state. In the state level that administrative machinery of the social education consists of the following officials:

At the top there is the Director of Social Welfare and Social Education under the Education Department of the State.

The Director of Social Welfare and Social Education is assisted by his office that consists of the following officers all of whom are class II Gazetted officers.

1. A Joint Director of Social Welfare and Social Education.

2. Two Deputy Directors.

3. One Social Welfare Officer.

37. Information has been collected from the Directorate of the Social Education and Social Welfare, Government of Tripura, Agartala.
5. One Senior Research Officer.
6. One Accounts Officer.

Main functions of these officers are to assist and advise the Director of Social Welfare and Social Education in the guidance, direction, and co-ordination of educational policies and the execution and implementation of the different projects in the field of social education throughout the territory.

To strengthen the administration and supervision of Social Education including adult literacy and pre-primary education, the whole territory is divided into three zones or districts. Each zone or district is put under the charge of an officer, designated as the District Inspector of Social Education whose responsibility is to look after the smooth running and development of Social Education in his district and to ensure proper supervision and administration of pre-school education and other projects of social education under his control. The post of District Inspector of Social education is of class II Gazetted status. He is assisted by a Chief Social Education Organiser (C.S.E.O.) who is also class II Gazetted Officer. In all there are 3 C.S.E.O. for whole of the State (one for each district). There are also two Asstt. Inspectors of Social Education for the entire territory. One of them is deputed to Kakraban Social training
centre to look after the training of Social Workers. Another Assistant Inspector of Social Education is deputed to assist the District Inspector of Social Education in South District. But there is no Assistant Inspector of Social Education for the North and West districts of Tripura.

To make the supervision and administration of preschool education and other projects of social education effective, each district is further sub-divided into several sectors or sub-zones. The responsibility of the proper functioning of Social education of each sector is entrusted upon at least one of the following officers:

a) Social Education Organiser,
b) Mukhya Sevika,
c) Extension Officer of Social Education,
d) Supervisor.

Sometimes more than one officers of different categories are also posted in a particular sector to look after different projects under the Social Education programme; In this connection it may be stated that all these abovementioned officers are to perform similar functions and therefore, generally they are treated to be of almost equivalent statuses.

Still there remains to be mentioned another type of Balwadi Schools whose teachers are called ANGANWADI WORKERS. The function of such a school is a bit different. These schools take care not only of the child but of the mother too. Such Balwadi Schools are organised in some particular tribal blocks
such as Teliamura block under Khowai Sub-division and Ganda-chara block under Amarpur Sub-division. These schools are established under integrated Child Development Scheme and free from the control of Social Education Department. These schools are directly controlled by the Block Development Officers (B. D.O.'s) of the respective blocks. 38

38. Information has been collected from the Office of the District Inspector of Social Education, Tripura (West), Agartala.
STUDENTS ARE SEEN TO ATTEND CLASS IN A RURAL SCHOOL
(HARIJOY CHOU DHURY PARA, JR. BASIC SCHOOL) UNDER
SADAR SUBDIVISION. WEST TRIPURA
SOURCE: PHOTOGRAPH TAKEN DURING FIELD
INVESTIGATION