4.1. FORMAL EDUCATION PRIOR TO THE ESTABLISHMENT OF SCHOOLS

Before the government took the education of the North Kanara district under its care, the village had a private school managed generally by a Brahman and attended mainly by boys of higher castes. The school was conducted in a temple. The teacher had an excellent system of teaching in ujalani (multiplication tables) and elementary rules of arithmetic. But teaching of reading and writing were of a poor quality. As no fixed fees were charged the teacher used to depend on what the parents paid. The entrance fee offered to the teacher in the name of Saraswati, the goddess of learning, varied from twelve paise in case of the poor to one rupee in the case of the well-to-do. When a boy finished his ujalani course and was ready to write on paper the teacher received presents. The parents who were pleased with their children's progress presented the teacher with cash or a turban on Dasara, Divali or some other important festival or on the occasion of the sacred thread ceremony. Boys of six to eight years were taught multiplication tables and then they learnt to read and write. Apart from this they were also taught to recite Sanskrit verses and were given some idea about Hindu
The courses of study in this school were soon finished and boys generally left their teachers, before they were fifteen years old to join their parents in their traditional occupation.

4.2. THE PRIMARY SCHOOLS AND THEIR ADMINISTRATION

4.2.1. The Primary Schools

Model Marathi School

The private schools run in the village suffered generally due to the introduction of schools by the Government. In 1880-81 only eight private schools remained with an attendance of about 150 pupils in the whole of North Kanara district. The position of the masters and the religious element in some of their teaching helped them in their competition with the purely secular instruction given in Government schools in the North Kanara district, of which eleven were opened in 1865-66. As years passed the number of schools also increased and in 1881-82 there were 118 Government schools with an average attendance of 8.62 percent of the male population between six and fourteen years of age.

The Kannada vernacular school along with a primary school of Marathi medium were started in Supa around 1886. Villagers say that the private school did continue
for sometime even after the establishment of the
government schools but they do not remember as to when
exactly was it closed.

No records are available regarding the school
programme and the only source of information about these
schools is a retired Marathi Primary School teacher who
joined the school in 1939. With regard to the Kannada
vernacular school, it is not known when it was closed.
At present the full primary Kannada medium school is run
since 1961.

The Marathi Primary School was conducting classes
from 1st to 4th standard. It was in 1944, after several
petitions to the government, classes from 5th to 7th were
started. The school was started in a rented room. The
present school building, with four rooms, dates back to
forty years. The school is located on an upland, which
was the village shrine in the past, surrounded by trees.
As school facilities expanded, children from outlying
villages completing their four years primary schooling
came to attend this school for their higher secondary
education. This is the only full primary school with
Marathi medium in a group of seventeen primary schools.
It was in 1961 that a high school was started. Prior
to it this was the only school in the village and as a
consequence of this most of the village residents could not continue their education beyond the elementary level. Thus this school is still an important school as the highest school attended by a large number of residents and leaders of the village.

The Marathi full Primary School was a basic training school between 1947 and 1965. After independence the scheme of basic education was enforced in the primary schools. The idea underlying this was put-forth by Mahatma Gandhi, who wanted all education to be craft centered and laid particular stress on spinning and weaving. Supa primary school was named as Jeevan Vikas Shala and a large part of the school time was devoted to this craft activity. This scheme provided, no doubt, a welcome departure from the completely bookish courses of preindependence days. There is doubt about the practical utility of this training. This basic training was not continued at higher secondary level and obviously the training was forgotten in course of time. The cotton and instruments were supplied by the government and the students had to buy the cloth which they wove and the money was remitted to government. Since the students often did not buy the cloth woven, the government incurred loss and this scheme was ultimately stopped in
1965. In 1970 the taluka schools in the district were named as Model Schools. The Marathi full Primary School of Supa is one of those Model Schools.

During the period of my study 238 students had enrolled in this school for different standards from 1st to 7th. There are seven teachers, each of whom conducts one class. A single teacher teaches all subjects for a single class. The present school building, with four rooms, is very inadequate to conduct seven classes and as such three classes are engaged in the small verandas.

Kannada Higher Primary School, Konada

As mentioned earlier, a full primary school with Kannada medium was started in 1886 which is presently continuing as Model Marathi School. It is not known when exactly the instruction through Kannada medium was stopped. The records in possession of the Assistant Education Officer show that the present Kannada Higher Primary School was begun in 1958 in Konada. The school was started in a small rented room and a single teacher taught eighteen students of four standards. In the whole Supa taluka there was no provision for higher secondary school for Kannada medium students and the students had to go to Dandeli or Haliyal if they wanted
to continue their schooling. In this situation, efforts to begin upper class was significant. With government's co-operation in 1966 the fifth standard with thirteen students was begun. With an increase in the number of students the rented room was insufficient for school accommodation and the need for a bigger building was felt. With the agreement of the residents the arrangement was made to conduct classes in the Anandeshwar temple. In 1967 the 6th standard was started. Further, seeing the hard work that the teacher had put in the school, permission was given to start the 7th standard from 1968. In about thirty miles area this was the first Kannada full primary school. There was increase in numbers. To overcome the problem of accommodation a room was built with a government grant of Rs. 3000, a Taluka Development Board grant of Rs. 1500 and a local contribution of Rs. 500. A teacher, who served for ten years in this school in his report, read on the opening of this single room school building, expressed that though the school lacked in equipment, furniture, etc., this building stood as the sign of continued schooling facility for the children of Kannada medium.

This school is mainly attended by the children of labourers, who are recent immigrants, and the government servants. At present the school with its seven classes is run in three different buildings and three teachers
handle the classes. There are 104 students and due to insufficient staff as well as space, each room accommodates students of different classes. The first, third and fourth classes are engaged in the Anandeshwar temple, second and fifth in the new building and sixth and seventh in a rented garage.

Kannada Boys School, Supa

To attend the full Primary Kannada School at Konada, the children in the other part of the village had to cross the bridge and parents were reluctant to send the young children to this school. Hence a single-teacher school was started in 1960 in the Vithoba temple in Supa. This school has facilitated the children to attend classes from first to fourth standards and then join the full Primary School of Konada. This is a single-teacher school with twenty-five students. Here one school teacher is in sole charge of the school of four classes which she has to instruct in all subjects. The teacher faces difficulty in framing the time-table because she has to divide her time equitably between different classes giving adequate attention to every subject and keep every class usefully engaged all the time. The teaching method adopted is to keep students of three classes engaged in writing assignments under the supervision of a monitor and in the mean time to teach the fourth class. So teaching four classes
and keeping them busy are two different things a teacher has to do in this school. In addition to handling four classes the single teacher also has to look after the administration. It is but natural, as the teacher of this school stated, the teacher cannot given equal attention to all the students. There are such 99 single-teacher schools in the Supa taluka. The teachers working in these schools often complain that their work-load is much more than the teachers working in full primary schools. It is also complained that the students trained in single-teacher schools cannot compete with the students of full-primary schools where one teacher is available to take care of each class. Moreover, in this school if the teacher goes on leave, the teaching comes to a stand still. This is in contrast to the two multi-teacher schools in the village where the work of the teacher on leave is distributed among other teachers. Further, if the teacher of this school goes on long leave or is compelled to do so under unavoidable circumstances without giving notice, the school has to be closed and the children enjoy unscheduled holidays till the substitute joins.

The primary school timings are fixed by the Deputy Director of Public Instruction. Till last year the primary schools were held in two sessions. The morning session was from 8 O'clock to 11 O'clock with ten minutes
break and the afternoon session from 2 to 5.30 p.m. With the two sessions schooling the students of nearby villages had to make four trips daily and spent most of their time in commuting. The teachers of the primary schools were of the opinion that these children from nearby villages are the one who have real interest in schooling but they hardly find time to study at home. In the winter season since mist falls in the morning and it becomes dark early in the evening, the school timings were changed. Now the classes begin half-an-hour late and end half-an-hour early in the evening. From the current year the school timings are changed and now the schools begin at 10.30 a.m. and close at 5.30 p.m. This change has facilitated the children as well as the five primary school teachers who stay in Supa and commute everyday to the schools of neighbouring villages. The change in the school timings are made only after receiving a circular from the district office. The dates for holidays as well as the long vacations are set by the district officer. The headmaster or headmistress of each primary school has three days at his/her discretion which he/she can sanction as holidays on important local festivals.

In the Supa Taluka Level School Betterment Committee's and Teachers' Educational Conference held at Castle Rock in 1972, the teachers put forth a difficulty with regard
to school timings. It was pointed out that most of the students in the schools are from agriculturists' families. Since the parents need the services of the children in agricultural seasons, the attendance in schools is very less in those times. So request was made to adjust the long term summer vacation according to the convenience of the school children. The Assistant Education Officer in his reply stated that in order to have uniformity in all school timings a common time-table was followed and adjustment was possible if the Deputy Director of Public Instruction agreed. However the teachers did not pursue this point further and the school timings remained unchanged during my stay.

4.2.2. The Administration of Primary Schools

In 1855 the education departments came into existence under Wood's Despatch. They remained in supreme control of educational activities till 1921. But then education was transferred to the control of Indian ministers. After independence, under the 1950 constitution education became a state subject. Now the detailed curricula for each class, the subjects to be taught and the text books to be prescribed and even the procedures for promoting students from one class to another are laid down by the state government. However, the administrative set up of the pre-independence days
with a secretary to the government-in-charge of education, a director of education with a large number of deputies and assistants, inspectors of schools has remained unchanged.

Before I take up the discussion of the administrative hierarchy in the state let me give an account of the participation of the teachers of Supa taluka when the new syllabus was sent for remarks.

The Text Book Directorate at Bangalore frames a common syllabus for all the schools in the Karnataka state. The Karnataka government worked out a general education programme to incorporate the suggestions of Kothari educational commission (1964) and decided to change the syllabus of first to tenth standard. At first the changes were brought in the syllabus of secondary schools between 1969 and 1971. In 1969 a general curriculum committee was set up to introduce changes in the curriculum of primary schools. The newly framed syllabus was sent to Assistant Education Officer's office. According to the D.D.P.I.'s directive, a syllabus orientation workshop to acquaint the primary school teachers was held in Supa. All teachers of the Supa taluka attended this workshop held for five days though they were paid eight annas per day. The Deputy Director of Public Instruction
in his speech stated that the syllabus was framed by the people who sit in institutional towers and are unaware of the problems of rural setting. Therefore according to him suggestions of the teachers who are on the spot teaching the students in rural areas would be important. But, in the workshop, most of the time was spent in dictating the syllabus as very few copies of the syllabus were available. Thus the teachers had no time to think about the suitability of the syllabus. However all the teachers felt that the enhanced syllabus was very heavy for the students of primary schools, particularly in rural areas, where the students are half-fed and cannot avail the facilities available to the students in the cities. A few teachers also expressed their doubt as to whether it will be possible to cover the new syllabus in an academic year. Some expressed their fear about the supply of new text-books in time as there was always a delay in the supply of text-books and their reaching rural areas. The teachers felt a necessity to have teachers' representation in the committee which frames the syllabus.
The administrative hierarchy in the state is as follows:

Department of Education and Youth Welfare

Director of
Collegiate Education

Director of Public Instruction, Bangalore

Director of Technical Education

Divisional Offices

Joint Director
Mysore

Joint Director
Dharwar

Joint Director
Bangalore

Joint Director
Gulbarga

Offices of Deputy Director of P.I.

Dharwar

Karwar

Bijapur

Belgaum

Elev 1

Elev 2

Superintendent for
Physical Education

Eleven Assistant Education Officers one for each taluka

Inspector of schools
The Office of the Director of Public Instruction is in Bangalore. Under this office are four divisional offices at Mysore, Gulbarga, Bangalore and Dharwar. There is a divisional office for a group of three or four districts and there are four such offices at Dharwar, Karwar, Bijapur and Belgaum. Under every divisional office there are district offices of Deputy Director of Public Instruction and so in Dharwar division, Deputy Directors' offices are in Dharwar, Karwar, Bijapur and Belgaum. The Deputy Director of Public Instruction in Karwar serves as the district head of the inspecting and administrative machinery. The salary scales and conditions of service of teachers are controlled by the state government whereas the actual management of the schools including appointments, transfers and deputation for training is in the hands of the Deputy Director of Public Instruction, Karwar. He is assisted by two Educational Officers appointed to inspect the schools of six talukas on the ghats and five talukas below the ghats; five subject inspectors, one each for Kannada, English, Biological science, Social Studies, Mathematics and Physical Sciences and one superintendent for physical education. Then there is an Assistant Educational Officer in Supa, working as a range officer for the Supa taluka and one Inspector of schools. The A.E.O. is in direct charge of the primary education of the taluka and has
administrative control over the schools. He is charged with the duty to inspect every school of the taluka at regular intervals to see whether the rules laid down by the state ministry are carried out. He is in charge of drawing and disbursement of teachers' pay and leave sanction. The Inspector of schools has to assist the A.E.O. and inspect all primary schools of the taluka. The A.E.O. and I.O.S. have to tour twenty days in a month to inspect the schools and since no vehicle facilities are provided they have to walk. There are villages in Supa taluka to reach which the teacher and these officers have to walk up to twelve miles and at times have to face wild animals. For this reason and also because their children do not get good education in Supa as compared to cities like Karwar, the administrative staff are reluctant to come to Supa. During my stay of two years, the A.E.O's post was not filled for six months in the beginning and in the remaining time four A.E.O's had worked. Similarly two I.O.S. worked and before my visit there was no I.O.S. for one and a half years. As the villagers complain the administrative officers are reluctant to come to Supa. Those who are appointed take long leave till they are transferred to some other place.

The appointments of primary school teachers are made by a committee consisting of the Deputy Director
of Public Instruction, the Social Welfare Officer and the headmaster of the Government High School, Karwar. Though these persons conduct the interview, the final authority to make selection rests with the D.D.P.I. Villagers talk of one of the high educational officers connected with Supa as the most corrupt person in the last two years of his service. The high school clerk of Supa worked as the commission agent in collecting money from villagers to get primary school teachers' job for their children. When an allegation was made by a villager to the D.D.P.I. about the clerk, the clerk himself said that he must have got jobs for more than thirty persons and many more had got transfers to the desired places. The amount taken varied from Rs. 300 to Rs. 1,000/-. The helpless villagers, though have to borrow money, think that this initial investment can enable them to earn livelihood because it is impossible to get any other job.

The Assistant Education Officer has powers to transfer the primary school teachers within the taluka and here lies the scope for these officers to transfer the teachers to desired villages after taking bribe. It was known from reliable sources that one of the Assistant Education officers who served for a few weeks in Supa did this.
Not only the administrative officers but the villagers are also to be blamed in getting transfers cancelled. According to the rules every three years a teacher is to be transferred and husband and wife working as teachers can be kept in one place or in two nearby villages. A local teacher was transferred to a village near Karwar in 1972 after she had managed to stay for eight years in Supa. The members of her family approached the D.D.P.I. and also through a prominent Member of the State Legislative Assembly tried to get the transfer cancelled but they did not succeed. So as the villagers suspected, a letter to the Education Minister, Bangalore was sent on a pseudonym that the teacher transferred was better qualified than the one appointed, that one of the present staff members was deaf and inefficient and that the A.E.O. of Supa was a corrupt person. On receiving the letter the Education Minister appealed to the Joint Director and through him the D.D.P.I. of Karwar was informed to hold an enquiry. Accordingly an enquiry was held and a letter was received in Supa post office addressed Pseudonym to the fictitious person. No one claimed the letter as that would disclose the person's identity. The A.E.O. and other staff members were later transferred. The sending of above type of letters to outrank a person or to take revenge is a common feature of the village.
In the Supa Taluka Level School Betterment Committees' and Teachers' Educational Conference in 1972, most of the teachers demanded regular transfers at an interval of three years. The Supa taluka has most of the villages situated in dense forest areas. The teachers appointed in these villages have to walk a distance even up to twelve miles from Supa. Moreover, a teacher cannot walk alone as there is always a chance of being attacked by wild animals. The grievance of most of the teachers was that a teacher once appointed in the isolated village could not hope for a transfer for many years as no one would like to go there. Therefore, according to them every three years transfers should be ordered and every teacher must be made to serve in the remote village and should be transferred from there after he has finished his term. The Assistant Education Officer expressed that it was difficult to order total transfers in every three years' time. Giving an instance he stated that in the Karwar district a teacher who had served for thirty years in one school was transferred and the local people took a morcha (procession) to the Joint Director of Public Instruction and got the transfer order cancelled. The teachers when transferred to remote villages either apply for leave and stay at home or try to get the transfer cancelled by exerting influence.
As one Inspector of Schools stated all the teachers in their interviews are given an idea that they will have to serve in remote villages. The teachers agree to serve in any village they are appointed till they get the appointment order and once they get the order they start complaining about problems like housing, market, conveyance, etc. Those teachers who are in villages with these facilities do not want to move away. None among the teachers working in Model Marathi School, Supa was ready to leave the place because — one teacher's husband was working in Taluka Development Board, the second's was in Public Works Department, the third's husband was serving in the high school, the fourth's husband was a teacher in the Konada Kannada School, the fifth was a native of Supa, the sixth had stayed for twelve years in Supa and the seventh was newly appointed headmistress.

Once an order was issued by the Inspector of Schools to depute a teacher from Model Marathi School to Biroda — a village eight miles away from Supa. The teacher of Biroda school was on casual leave. Usually a teacher from single teacher school gives charge to the respective village Panchayat and no substitute is provided. In this instant, the teacher of Biroda wanted to come to Supa as her husband was working in Taluka Development Board, Supa. The plan of the I.O.S. was to depute a teacher from Model Marathi School
and bring the teacher of Biroda in the deputed vacancy in Supa. However, the headmistress of Model Marathi School did not agree to depute any teacher on the ground that hitherto no teachers were deputed when teachers in single teacher school went on casual leave. The teacher of Biroda school was not the only one who was eager to come to Supa but there were many others who desired to stay in Supa. Compared to other villages there are better market and conveyance facilities in Supa. More important is the schooling facility upto S.S.L.C. available locally in Supa. The teachers who stay in Supa do not have to bother about their children's secondary education.

As mentioned earlier, the A.E.O. and the I.O.S. inspect the schools to see whether the schools adhere to the time schedule, the teachers attend the school regularly and proper teaching methods are followed or not. At the end of every academic year a confidential report about every teacher is forwarded by the I.O.S. through the A.E.O. to the D.D.P.I. and the increments of pay depend on the remarks. I was informed by the high school staff that one of the I.O.S. in Supa had collected Rs. 25 from every teacher assuring them good remarks on their teaching. Another I.O.S. working in Supa was reported as a person with no moral character and lady teachers in interior villages expressed their fear.
One A.E.O. during my talk with him expressed that no one in the executive line can be sincere and free from corruption. Corruption was only a matter of degree. A sincere officer cannot survive long in his job; if a person wants to continue in his job then he has to be shameless in taking and giving bribes and has to yield to the pressure brought from higher officers. According to the rules a village with 300 population can have a school but due to political pressure schools are established even in smaller habitations. Though a circular comes from higher office to close a school where minimum students required do not attend the school, the local people exert influence and get the order cancelled. False attendance is filled in, in the registers not only in remote villages but even in Supa. The A.E.O. stated that during his visit to the Balwadi 15 students were present whereas on all earlier days the attendance was 30. When asked the teacher says that the children do not attend the school and what can he do. Education is a co-operative endeavour. The teachers, the parents and students and others all are responsible to a certain extent for these lapses.

The schools receive grants from the Taluka Development Board for buildings or repairs. The Gram Panchayat and the School Betterment Committee are supposed to help in procuring local funds for the school. The
School Betterment Committee in the village consists of five members. The Chairman of this Committee is the President of the village panchayat and the Vice-President is a prominent person of the village. Its Secretary, as per the government rules, is the headmaster of the school. Of the other two members, one is a representative of the scheduled castes and one is a lady member. A few other members are selected and the list is approved by the D.D.P.I. S.B.C. is an advisory committee working for the betterment of the school. The members of this Committee are required to visit the school on and off to study the needs of the schools. Seeking co-operation of parents and public in the village they have to collect donations for the betterment of the school. They must consider factors like awarding attendance scholarship to deserving students, residential facilities for teachers, improvement of attendance, school-building, encouraging students for mid-day meals scheme and organizing S.B.C. Conference. In Supa the S.B.C. does exist but only on paper. No betterment measures have been undertaken. Not even a single member took the trouble of attending the meetings called by the headmistress as the secretary. She was advised to prepare the resolutions herself and to get them signed later. The S.B.C. has not done anything to provide more accommodation to the schools which face difficulties due to lack of space and even
the mid-day meal scheme had to be stopped due to their non-cooperation. In March 1972 a conference of primary school teachers and S.B.C. was organized in Castle Rock and they were asked to put forth the difficulties if they had any, but from the whole of Supa taluka not even a single S.B.C. voiced its opinion. This shows the indifference of the local people in the affairs of the schools to which their children go.

The prominent villagers who could have taken interest are unconcerned with the school activities. All the rich families who could afford have set up houses in Belgaum or Karwar for their children's education and feel that the standard of education cannot be high where children from half-clad, half-fed families come in the village. These few families are of businessmen who are indifferent. The President of the S.B.C. stated that if these people desire each one can build a school, but their children are not being educated in the village. For constructing a hall for the high school half amount of the estimate of Rs. 17,500 was sanctioned by the government but as there was no local contribution it could not be built. The members in the S.B.C. are those who are themselves not much educated so when meetings are called they sit for some time, drink tea, if served, and then leave.
4.3. THE HIGH SCHOOL AND ITS MANAGEMENT

Though a primary school was begun as early as 1886, only in 1961 a high school was opened in the village. Until 1961 the village children who desired to continue their higher secondary education had to move out of the Supa taluka. The efforts of the villagers to get a government school failed and hence a private school was opened by Supa Education Society. In the first year the school teaching was up to higher eighth standard. Thus two classes of lower eighth and higher eighth were begun. The medium of instruction was Marathi. To start with, the total strength of students in the school was only twenty-two of which, seven were boys and fifteen were girls. There were six teachers of which one was B.A., M.Ed., five were non-metric with teacher training certificate and one was teacher-cum-clerk. The school had a library with thirty-two books, mostly text-books, donated by the villagers.

The school had two rooms, one was a rented room and another was the Taluka Development Board's Dharmahala. The accommodation was inadequate and there were no rooms for teachers or for school office. An open area of three gunthas, rented along with the school building was used as the play-ground. There was no hostel for students.
But two girls were provided accommodation in the room of the school building itself. Mess arrangement had to be made by the girls themselves.

In the first year the recorded information of the school by an outsider was the report of the District Educational Inspector after his annual inspection of the school. In his general remarks about the newly opened school, the District Educational Inspector, Karwar reports, "The school was newly started on 1.6.1961 by the Supa Educational Society. This is the most backward taluka of the district and this school will go a long-way in satisfying the long felt need of Supa people who had no facility of secondary education in the whole of the taluka. Supa is gaining importance by the mining works and other projects of industrialization with its rich natural and mineral resources. ... This taluka is a fortunate one in having a good many mining magnets, who, if properly tapped will surely put the school in form, with a new building on a grand site. The school needs hostel facilities to attract children passing out of full grade primary schools of the taluka. ..."

The following year facilities to teach students in the IXth standard was made available in the school. The school was recommended for grants-in-aid. There were
twelve students in lower VIIIth, six in higher VIIIth and eight in IXth standards. Of the total twenty-six, twelve were boys and fourteen were girls. Twenty-two students received freeships under Free Secondary Education Scheme. On the teaching staff there were one trained graduate, one graduate, two matriculates and one part-time craft teacher. In addition of 195 books, three dailies and a monthly magazine were subscribed to by the school library. A small court-yard in front of the school was used for mass-drill. For major games the students had to cross the Pandhari river where the school had one acre of land for its play-ground. The private management started a hostel at their own cost where one high school and a few primary school students resided.

In 1965 the Xth standard was added. But the students had to give annual examination in Haliyal. The optional course offered for IX and X was arts or humanities with history, geography and politics-civics. Another building was obtained for the school free of rent. The staff changes almost every year. There were three full time and three part-time teachers. The number of students in the three classes were respectively nineteen, fourteen and ten with a total of forty-three. Thirty-eight students were awarded freeships. The hostel arrangements were discontinued during this year.
In 1966 the total strength was forty-four, there were thirty boys and fourteen girls. In this year a suggestion was made by the District Educational Inspector to introduce the teaching in science group to facilitate the students coming from other schools.

In 1967 the optional course in science with physics, chemistry and mathematics was begun. There were thirty-six boys and fifteen girls with a total of fifty-one students.

Till 1968, on account of financial difficulties, every year the services of the staff were terminated and new persons were appointed. The teachers took little interest in teaching because they assumed that their tenure was brief. The teacher often was a stranger who would reside only temporarily in the village, sometimes not even for the entire school year. This short-term stay of the teachers in the village did not allow the teacher-community and teacher-student relationship to take firm roots. In 1968 the school management was handed over to the Taluka Development Board (T.D.B.). In the same year Taluka Development Board acquired eight acres of land for the school. In this year the student strength rose to sixty-seven.
In 1969 the total number of students was seventy-seven. In addition to the freeship under Free Secondary Education Scheme six students were in receipt of scholarships from the Gowd-Saraswat Brahman fund. The management appointed well qualified teachers on permanent basis who by and large take interest in the uplift of the school. From this year the school got Dandeli a nearer place as the examination centre for S.S.L.C.

In 1970 the strength increased to ninety-nine with 57 boys and 42 girls. The school was shifted to its new building on a plot of eight acres. So the present school building has six rooms and a science hall. The management is planning to have an auditorium for which a sum of Rs. 17,500 has been sanctioned by the Government. The present school building has good ventilation and lighting but lavatories and urinals are badly needed. About two acres of land in front of the school has been levelled up by the school children for the play-ground. Drawing, tailoring and book-binding were introduced under work experience. The Deputy Director of Public Instruction (D.D.P.I.), Karwar writes in his annual inspection report, "This private school was started in 1961 by the Supa Education Society. It was handed over to Taluka Development Board, Supa, just three years back. Now the staff is permanent and the school has a new building."
The headmaster ... is a man of top qualification. He has smart young assistants heartily co-operating with him. It would not be difficult for them to improve the results. Will they take up the challenge?"

The categories of personnel in the high school include a headmaster, seven assistant teachers, clerk and two peons. Teachers are employed by the Taluka Development Board, though the appointments are to be confirmed by the Deputy Director of Public Instruction. After one year's probationary service teachers become permanent. The responsibility of inspecting the high school is placed on the shoulders of the Deputy Director of Public Instruction. He is usually over-burdened with innumerable administrative duties and finds very little time for educational supervision or guidance. Hence there are five subject inspectors one each for English, Kannada, Science, Mathematics, Social Studies and one Superintendent for Physical Education. Most of the inspectors who visit the school claim T.A. (travelling allowance) and D.A. (Daily allowance) but the common practice is that the teachers bear their expenditure by contributing the amount. During the visit of the D.D.P.I. to the school the atmosphere in the school is very much altered than what it is normally. All the teachers come to the school in time, there is no noise
from any class and no periods are left free and the staff members stay in the school in the school hours. It is a common complaint of the primary and high school staff that the inspectors who visit the schools make sarcastic remarks on the teaching method or the syllabus to be covered in particular time but none demonstrates the proper teaching methods himself. I was told that only one D.D.P.I. conducted a period and asked the teacher to observe. Inspection is regarded as a fault finding expedition of the officer. The teachers feel that these administrative posts have lost the purpose for which they were created. Now inspection is merely an exercise of authority and there is no guidance. The teachers are afraid to face them. What guidance can these people give us was the question which a primary school teacher put to me.

On 26th July 1971 a meeting of all the T.D.B. members and the headmaster, as the representative of the high school staff, was called to discuss whether the high school should be handed over to the Government. The school management did not want the school to be handed over to the government whereas the school staff wanted it. The teachers' contention was that the teachers get regular promotions and have security in government administration. In the T.D.B. management, except for the salary of teachers
directly paid by government, other expenditure of the school is borne by T.D.B. and teachers felt that the government was ready to bear the responsibility. According to the government order in all backward areas of malnad region the attendance must be 25 per class whereas in government schools it is 15 and the teachers then would not have to bother about the number of students. Further, the sanction of salary increment by the T.D.B. is a time-consuming process whereas in government schools it is directly sanctioned. In government schools all the teachers are deputed for training. The students who join the high school are few in number. If they are filtered in 8th and 9th standard then there cannot be minimum required number for S.S.L.C. and this affects the teachers as well as the management whereas in government school this botheration does not exist and the school can get better teaching aids. In government schools transfers of teachers are possible. Finally it was asked how long the T.D.B. will manage. Will it not have to hand over the school to the Jilhaparishad in future?

There was the other version and that was of the management. The T.D.B. members are locally elected persons and feel that if the school is taken over by the government then there cannot be any control on the teachers.
Supa being a backward area teachers will not stay for more time and as in the primary schools will try for transfers and the education of the children will be affected. The management felt that the teachers had their own vested interests in having government administration. The teachers will get promotions, the headmaster's post will become gazetted and the time taken to get things approved by the T.D.B. and then taking the government approval will be saved but the education of the children will suffer because the irregularity of teachers cannot be questioned.

The school staff expressed that while laying the foundation stone of the new school building many villagers had promised to donate money. But due to internal factions and the strained relations with the T.D.B. members no villager had lent any help.

Ultimately with majority votes it was decided not to handover the school to the government and the T.D.B. Management continues.

4.4. FACILITIES EXTENDED TO THE CHILDREN

In the rural areas one of the major factors that stands in the way of schooling is poverty. Due to unsatisfactory economic conditions a large number of
families in the village are unable to buy books and
clothes for their children and many more do not get
even two square meals every day. This compels the school-
age child also to work to help the parents to maintain the
family. Compulsory primary education does not necessarily
help to bring all school-age children under enrolment.

In the third five-year plan 1961-66, universal
compulsory and free education for all children of 6-11
year age group had been set as the target and to achieve
it government has been adopting different measures.
Primary education was made tuition free. The deserving
students receive attendance scholarship. The government
gives attendance scholarship in the form of dress or books
for those students who are good in their studies, regular
and whose parents' income does not exceed above Rs. 2,400/-
per annum. On 2nd October the T.D.B. distributes dress
to the Harijan students. I know for certain that there
are some villagers who want their children to attend school
only because they get the dress once a year.

Mid-day meals scheme is one of the important
incentives to attract more children to the school. The
Karnataka Government, in collaboration with CARE, has been
implementing the free mid-day meals scheme for the benefit
of the primary school children. CARE provides cornmeal or
or wheat products and oil tins. Usually *uppit* is prepared. The incidental charges to purchase ingredients are to be borne by the S.B.C. The members of this committee do not extent any financial help to the two feeding centres in Supa. So the children were asked to pay four annas each but the parents were reluctant to pay.

In the Kannada primary school, Konada the feeding started in May 1971 and was stopped on 5th June 1971. Only for a month the mid-day meals could be served. In the Model Marathi School too it was stopped as there was no shed in the rainy season for cooking. Even after the rainy season the scheme could not be resumed because there were no kitchen facilities in the schools, the local community support was not forthcoming in time and the S.B.C. did not take interest in providing the incidental charges. The then I.O.S. had made a proposal to the T.D.B. to build a store room with an estimate of Rs. 500, but it was not taken up. The Field Inspector of the Mid-day meals Scheme, Bangalore visited the two primary schools and in his school inspection reports he suggested to convene a meeting of the S.B.C. to resume feeding and to get co-operation of the villagers. But even then due to lack of initiative on the part of S.B.C. the scheme could not be resumed.
The children coming from poorer sections of the village relished the food supplied and a few proudly told for my information that they were fed uppit in the school. But the children from the well-to-do families disliked it and felt it was a punishment for them to eat. The mothers had warned them not to eat so they brought the food home and threw it away.

In addition to this scheme the T.D.B. began a scheme in 1971 December to provide nutritious eatables to pregnant women, the wet mothers, and preschool children.

Since 1962 onwards all the high school students receive freeship under the Free Secondary Education Scheme. A few boys also receive scholarship from the Gowd-Saraswat Brahman fund. For encouragement a local lady was awarding three prizes to the merit holders of VIIIth, IXth and Xth. In addition to these scholarships, every year eight students from the high school receive pre-matric scholarship (Rs. 75 per annum) from Students Welfare Fund. There is also scholarship of Rs. 75 per annum for students of scheduled caste and scheduled tribe.

In October 1971 a hostel was opened by the T.D.B. for students coming from nearby villages. These students had to wait for buses which are not regular. Wasting their
time in waiting for buses and sometimes missing them the students had very little time to study at home. So to overcome the conveyance difficulty the hostel was opened. Six girls and twelve boys were accommodated separately in two rooms of the dharmashala. The students whose parents' annual income is above Rs. 1,200 were asked to pay Rs. 20 per month but some students paid Rs. 15, while some others five and a few did not pay at all. The parents were approached and asked to pay but they refused. For though the villagers have annual income of Rs. 1,200 it is in terms of bags of rice and not cash in hand which they can pay. Moreover out of five members if one stays out the family expenditure does not get reduced much according to them. If the child stays home the bus fare of Rs. 5 is an extra expense whereas in the hostel they have to spend Rs. 20. So there was the fear that students, if forced to pay would leave the hostel. This will reduce the number of the inmates below the minimum required to get the grants from the government. If there are twenty scheduled caste students in the hostel the government bears its expenses. At present there were only five scheduled caste students in the hostel.