PROBLEMS

Educational administration has became one of the most significant and dominant ramification in the field of Public Administration. An efficient adequate and effective educational systems in sine qua non of social development and cultural maturation. In a democratic developing country like India, education at the primary school level still stakes more importance in view of its ability and possibility to shape and strengthen individual’s future prosperity and progress. Knowledge and literature are like two halves which go together to mould the capability, culture and general awareness of the individuals and thus requires a well fabricated sound institutional net work.

Primary education is the most important stage in any educational school. Its importance is many times greater in India
when we are engaged in national reconstruction. The future of India is dependent upon the types of education provided in our primary schools.

Currently, the primary education is in concurrent list and the local self governments are treated as a subject. Even though, the local bodies are trying to cope up with that limitation and trying to utilize the opportunity of under taking this task of promotion of literacy through establishing primary as well as secondary schools both in rural as well as urban areas.

Among the rural local bodies, more specifically the mandal parishads and Zilla Parishads have been exhibiting much concern in the field of education by employing various categories of teachers and other personnel for the successful fulfillment of the objectives entrusted to them. The landable point in respect of the Mandal Parishads in Andhra Pradesh is when there are state Government agencies to impart and spread education to all areas and the local bodies are to a great possible extent meant for providing civic amenities, the Mandal Parishads as an integral part of the latter have also taken a leap further in the task of expansion of education by managing primary schools.

Thus, educational administration has become an indispensable and day-to-day matter of mandal administration in Andhra Pradesh as well as Chittoor district.

The present study has brought to light many inadequacies and failures in various aspects of educational administration under
Chittoor Mandal Parishads which some gloomy picture about the working and performance of primary schools in particular and thus provided for offering general as well as specific.

**The Teachers – Pupil Ratio**

As many as 80 per cent of the teacher – respondents expressed their serious concern over the violation of the teacher – pupil ratio. The teacher-pupil ratio in the schools has a great significance. The officially accepted teacher-pupil ratio as 1:30 which has to be adhered to as far as possible. Now-a-days the pupils under the age group of 6 to 11 are admitted into the schools especially in rural areas where there is no alternative expect to admit them into primary schools. Automatically, the children admitted will be far more in number than the required ratio that is to be accommodated. If the student’s strength is increased beyond of a particular level, it is not possible for the teachers to pay personal attention to his pupils individually.

**Wastage and Stagnation**

The primary education of Chittoor district has been affected by the problems of wastage and stagnation to a great extent once a child is admitted into a school, it is essential to see that progress regularly from year to year (i.e. there is no stagnation) and she does not leave the school, before he completes the prescribed age or class (i.e. there is no wastage). But, due to the social and economic backwardness, the parents are reluctant to admit their children into the schools. Even after having admitted them, the parents would be tempted to
engage their children in their fields or employ them in a remunerative enterprise, because of economic compulsions.\(^2\)

In such circumstances, there might be a large number of dropouts (i.e. wastage). Sometimes, the children may not sit for the examination because of fear, when once they fail in the examination they have to study in the same class again (i.e. stagnation). As pointed out by the Kothari Commission on education, the large stagnation and wastage in Class-I is due to the reasons mentioned below:

(i) The heterogeneity of age composition of students;
(ii) the practice which obtains in several status of making fresh admissions throughout the year, instead of in the first month or so of the school year;,
(iii) irregularity of attendance;
(iv) lack of educational equipment in the school as well as with the children;
(v) over-crowded classes;
(vi) unsuitable curricula;
(vii) inability of the teachers to use play way techniques which can assist in initiating the children pleasantly to school life;
(viii) poor teaching of beginning regarding;
(ix) inadequately prepared teachers; and a wrong system of examiantionhs.\(^3\)
In Chittoor district, there is fluctuation in the joining of pupils in first class, became there is a lot of propaganda by the corporate education educo-enterpreneur and also poor facilities in rural schools. The Table 6.1 is given below the strength of pupils in the 1st Class.

Table 6.1

THE STRENGTH OF PUPILS IN THE 1ST CLASS

<table>
<thead>
<tr>
<th>Year</th>
<th>1st class joined children</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>43,624</td>
</tr>
<tr>
<td>2007-2008</td>
<td>40,531</td>
</tr>
<tr>
<td>2008-2009</td>
<td>39,837</td>
</tr>
<tr>
<td>2009-2010</td>
<td>38,368</td>
</tr>
<tr>
<td>2010-2011</td>
<td>39,661</td>
</tr>
<tr>
<td>2011-2012</td>
<td>37,188</td>
</tr>
<tr>
<td>2012-2013</td>
<td>37,311</td>
</tr>
<tr>
<td>2013-2014</td>
<td>35,783</td>
</tr>
</tbody>
</table>


In Chittoor district, there are 6,13,216 students getting education for which there are 6,412 schools were set up. There are so many welfare programmes have been implementing in the district for increasing strength, inspite of this, as per Researcher’s observation, every year 50,000 students are stopping education for which, the Government of Andhra Pradesh inviting such students to readmission by the introduction of the programmes such as ‘Badi pelusthraa’ ‘Badibata’ which are formulated and implemented by the Department of Education, Rajiv Vidyamission.
**Lack of Accommodation**

The public as well as the teacher’s associations have complained that the primary schools are not provided with enough accommodation. The number of school buildings owned by the mandals has been most inadequate. Most of those schools are housed in the pucca buildings. The public may not be interested in admitting their children in the schools, where there are no basic facilities. The teachers also do not like to admit more children because of lack of accommodation. Each school requires 56 rooms at least. As per statistics collected by the researcher, approximately, each school accommodations of primary schools in Chittoor district.4

Table 6.2 presents accommodation of primary schools in Chittoor district.

<table>
<thead>
<tr>
<th>SCHOOL FACILITIES</th>
<th>NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with single room</td>
<td>1970</td>
</tr>
<tr>
<td>Schools without toilets</td>
<td>3200</td>
</tr>
<tr>
<td>Schools without for girls toilets</td>
<td>800</td>
</tr>
<tr>
<td>Schools without drinking water</td>
<td>2782</td>
</tr>
<tr>
<td>Schools without kitchen rooms</td>
<td>1500</td>
</tr>
<tr>
<td>Schools without boundary walls</td>
<td>1100</td>
</tr>
<tr>
<td>Schools without electricity</td>
<td>586</td>
</tr>
<tr>
<td>Schools without gas connection</td>
<td>1735</td>
</tr>
<tr>
<td>Schools without T.V</td>
<td>3680</td>
</tr>
</tbody>
</table>

Source: Department of Education, Chittoor district.

At present all the primary schools have been provided with pucca buildings under Sarvashiksha Abhiyan scheme. But, majority
of schools are not having playgrounds as required majority of the
schools having no infrastructure. All the students have to sit on the
floor. They have no benches, they have no ayas.

**Lack of School Conductors**

The public as well as the teacher's associations have
complained that many schools under the Mandal Parishads are not
having school conductors. They are expected to bring the small
children from their residences to the schools and leave them safely to
their residences after the closure of the school. But, due to the non-
availability of conductors/conductresses. Some parents are reluctant
to send their children to the schools.\(^5\)

**Teaching Methods**

It has been generally observed by the Researcher that while
imparting knowledge to the children, the teachers are not up-to-date
in using either the play-way method, or project method of teaching.
Some of the teachers are teaching their lessons in the old conventional
methods, they are not attracting the students with the new
techniques.\(^6\)

The Mandal Parishad staff has on the other hand, said that the
teachers are not able to use these methods due to lack of teaching
aids and proper accommodation facilities.

**Need for Effective Inspection and Supervision**

Education is the right royal to development. The educational
system of a developing country such as India has to be recognized to
have a dynamic development oriented administrative and supervisory
system which can function as a catalyst for change and help education respond to the changing conditions in society. Education is not a medical process but a social force affecting the development of human personality.\(^7\)

The role of the school inspector in that of a liaison officer and human engineer as well as education by interpreting the problems of Head Masters, teachers, and high school authorities to each group and by working cooperatively with them for educational achievement and improvement. He is a friend, guide and philosopher, rather than a fault finder. The role of educational supervision therefore becomes. Supporting, assisting and sharing rather than directing and controlling supervision is nor an imposition upon the teachers, but an improvement on the teachers.\(^8\)

The most important function of a supervisor is to investigate the teaching learning process in terms of the environmental conditions. It requires extra-ordinary skill on the post of the supervisor to provide able leadership in group activities and a personnel administration.\(^9\)

At present the inspecting officer and the teacher ratio is 1:36 being a MEO, he is subordinate to the Mandal Parishad Development Officers; he has to act as per the order of the DEO as well as Mandal Parishad Development Officers. He has also to attend the developmental activities conducted by the Mandal Parishad Development Officer. That’s why, the MEO is unable to attend the inspections and to instruct the teachers at their school level.
Lack of Furniture and Other Facilities

It has been complained by 90 per cent of the teacher-respondents that most of the schools under the Chittoor district do not have been absolutely required furniture. Some times even the teachers are forced to sit on the floor along with their students. Because of the lack of furniture, the students have to face many difficulties.\textsuperscript{10}

The staff of the DEO, on the other hand, expressed the view that the governments has not provided with adequate funds to purchase the required furniture.

Lack of Suitable and Worthy Teachers

For free and compulsory education, it is necessary that suitable teachers from the adjoining areas or local persons are appointed who are willing to work in rural areas. They should be conversant with the local cultural, religious and social traditions. They should be fully familiar with language of the area. They should have the capacity to make the school environment healthy, attractive and useful. They should be master of subjects so that the teaching of various subjects may be done satisfactorily.\textsuperscript{11}

Single School Teachers

As per Researchers’ information by the survey, in the Chittoor district, there are 1,467 single teacher schools, without additional post of second teachers it is a curse to the schools. If one teacher is going on leave on that day, the school will be closed. There is no
education on that day. If the teachers C.L. extends more than one day what is the fate of the schools.

**Rationalization for Single Teacher Vacancies**

A letter received from the state government for the rationalization of teachers to fill up the single teacher vacancies with in the mandal level there asking to reply that send the strength of the children and teachers that primary 1:30 ratio and upper primary 1:35 ratio. In the previous days 1:20 ratio children and teachers where as at present it is changed 1:30 ratio.

In Chittoor district 250 single teachers’ vacancies are found in this connection the district education department is a state government taking necessary step to fill up these vacancies according to the 1:30 ratio. But the state Secretary and district Secretary of teachers welfare association are opposed this proposal and there going to challenge the decision in the high court to protect the fundamental education right that is one teacher within the 20 members teachers and two teachers and within the 20 to 60 children.\textsuperscript{12}

**No Uniform**

The Government of Andhra Pradesh has taken decision to provide uniform from Class 1\textsuperscript{st} to 8\textsuperscript{th} class, the student enrolment is and also eligible for uniform number is 3.92 lakh of students. Due to financial crises only half of the students have received their uniform, the remaining students did not get uniform even as on date. The authorities concerned not concentrated on uniform, to send the
proposals for required uniform to the National Textiles, Co-Op Textiles.

**No Guidelines for Badibata**

As per District Education Officer, Chittoor district there is no guidelines for badibata, it indicates negligible towards education, but there is a oral instructions to MEOs by the DEO. The concerned teachers, Headmasters cluster Resource Centres are giving proper propaganda to door to door to attract children into admission of primary schools. The aim of this year i.e., 2014-2015 the target is 60 thousands of pupils are to be admitted into primary schools.

It is estimated that there are only teachers for primary schools today is 10,615 while Chittoor district actually needs more than 15,000. This need cannot be met by local teachers. Hence teachers have to be recruited from distant places. If teachers for primary schools in the rural areas are appointed from distant places, they should be provided residence near by the schools. For the time being those who are qualified with higher secondary examination are appoint as teachers to work in rural primary schools. In the absence of training facilities, even untrained hands may be appointed as teachers. They are suitable to teach.

Almost all schools are run in two shifts. This requires appointment of additional teachers. The one teacher school may be permitted at only in those places where the students are very fear and number of teachers are inadequate.
Lack of Systematic Training

The teacher’s associations themselves have complained that they are not exposed to new ideas and thoughts. In service training facilities and refresher courses are not provided to them systematically. Hence, they may not continue interest in the profession.

The DEO staff have, on the other hand, pointed out that there is no co-operation from the teachers when the training programmes are organized by the Educational Officer.\textsuperscript{15}

Syllabus

It has been that one of the most important problems faced by the educational institutions is that of framing the syllabus. All the teachers associations as well as individual teachers made a strong complaint regarding the framing of the syllabus.

The staff of the DEO on the other hand pointed out that the syllabus is prepared by the experts (who are members of the National Council of Educational Research and Training) in such a way that the duration of work of the teacher in a particular subject has been kept in view.\textsuperscript{15} While framing the syllabus, the experts hold detailed discussions with the experienced teachers, and then views and suggestion are generally accepted.\textsuperscript{16}

Lack of Text-Books

As teachers associations are general public have by and large complaints that the text books are not supplied to the schools properly. Lack of text books is one of the knottiest problems
encountered by the students as well as the teachers. The Government of Andhra Pradesh is responsible for the publication of text books and also their distribution through the various Head Masters of the schools to the students. But the text books are not supplied to the schools promptly sometimes, the books will not be available even during the middle of the academic year. The text books are also not supplied to the schools in time. Further, the Head Masters of the schools are expected to carry the books from the Mandal Parishad office to their respective schools. The Mandal authorities concerned are not in a position to pay traveling allowances to them. A poor Head Master cannot bear this expenditure considerable delay in printing the text books and also distribution of text books.\(^{17}\)

The District Education Office staff has on the other hand, said that most of the teachers reside for away from their schools. Further, it is not possible for the DEO staff to contact the teachers of the schools individually and arrange for the distribution of text books so, they are asked to go over to the DEO to receive the books. There is no provision to reimburse the traveling expenses incurred by them.\(^{18}\)

**Reform of Primary Education**

Indian constitution provides for free and compulsory education for all children between 6 to 11 years of age. This may be extended upto 14 years of age. Some states have implemented it for the children up to 14 years of age. It was planned that this scheme of free and compulsory education should be implemented upto the junior high school stage. Later on it was decided that free and compulsory
education should be made available for children between 6 and 11 years of age. But when even this objective could not be achieved by the end of the Second Five Year Plan, its programme was extended in the third year plan. For the fourth year plan the scheme was revised for children between 6 to 14 years of age. But even till today this could not be achieved due to following difficulties in Chittoor district.19

**Natural Problems**

The geographical environment has a great impact on man’s life. His ways and living, good habits, profession and means of transport and communication are very much influenced by geographical environment. As the facilities enjoyed by the people in the plains are not available for those in hilly areas and deserts, the geographical conditions of hilly areas and deserts demand new steps in life. Hills, plateau, deserts, rivers, lakes, forests isolate people of one area with those of another. Means of transport are scattered in deserts and hills. In these areas there is no dense population. Hence it is not economically feasible to open a primary school for a few people. Primary schools with very few children will be impracticable due to the meager funds at the disposal of the authority responsible for providing education children from one area cannot go to school founded in another area because of difficult and inadequate means for transport.20

Hence, children in unfavourable geographical environment do not get sufficient primary education. Hence, children in unfavourable
geographical environment do not get sufficient primary education. India is a land of villages more than 70 per cent of the population resides in villages. People in villages have not yet been provided with educational facilities. Teachers do not like to work in schools of difficult geographical surroundings. Hence, natural obstruction has come in the way of expansion of primary education.\textsuperscript{21}

**Political Problems**

The British Government was indifferent to primary education in India. It did not try to remove illiteracy prevailing in the land. After independence the Indian Government became keen to spread primary education throughout the whole country. It was provided in the constitution to make primary education free and compulsory. Hence, primary education was encouraged throughout the whole country. But due to political difficulties the efforts in this direction have been faulty. The policy followed by the government for the expansion of primary education has been impractical. The concerned authorities do not take much interest in its expansion. There is no co-operation in the various governments. The work of primary education has been entrusted to local bodies such as municipalities and town areas.\textsuperscript{22}

**Social Problems**

In the view point of the researcher, there are many social evils in Chittoor district, such as unsociability, caste differences, narrow religious beliefs, conservatism, communalism, nepotism and jealousy. People of different castes, religions and communities seek to open schools only to educate their own children. At some places children of
Harijans and the downtrodden are not admitted to school as children of higher caste do not like to wire up with the children of Harijans studying in the same schools. Language problem also obstructs some children from going to schools. Separate schools are demanded for girls due to purdah system. Conservative parents do not send their girls to boy’s school.23

**Economic Problems**

The national income is the index of the income of the common man. Indian national income is not satisfactory. The common man is spending difficult days. The distribution of wealth is very much uneven while some people have so much wealth that they do not know how to spend it, others do not know how to make up for two square meals a day such poor people do not send their children to school, because they cannot meet the required expenses. The government also has not been able to spend much money on primary education.

**Problems of DSC**

Almost all teachers associations opined against the functioning of DSE. There are so many anomalies, inadequacy, inoperativeness, unlawful, unscrutilessly selected candidates as a result the court of law will be interfering in the selection of candidates in the form of stay and stop the selection of candidates.24

**Relationship between the SSA Staff and Teacher’s Associations**

It appears that the relationship between the teacher’s associations and the SSA staff have not been friendly and cordial. They complaint and find fault with each other on some issue or other
which leads to misunderstandings and heart-burning. Many teachers organizations are working for the rights of the teachers. They are not working for the development of teacher’s abilities. In new way of teaching, many of the teacher's organizational are not giving proper guidelines in teaching the subjects. The SSA has to give training to the teachers as well as the office bearers of the teacher’s organizations with regard to methods of teaching, methods of maintaining discipline and moral aptitude while teaching their students at school level.25

The teacher’s associations on one hand, complaint that the teachers have been humiliated and ill-treated by the SSA staffs that are alleged to be corrupt and rude. According to them the non-officials are acting as dictators and harassing them by irregular and frequent transfers. Their genuine requests for the sanction of increments, leave, marriage loans and festival advances have been mercilessly turned down.

The SSA staff on the other hand, said that the teachers have become mini-politicians and got involved in local conflicts and factions of the villages where the schools are situated. They bring political pressures to get anything done or undone. In view of their political and others strength, the teachers do not work sincerely and go on making petty complaints against the SSA for not providing them with enough accommodation, furniture, teaching aids, equipment and stationary. The SSA staff is unable to sanction marriage loans, festival advances etc, because of either lack of funds or lack of provision.26
Problems of Teaching System

The atmosphere of an ideal school should be so attractive and natural that the children may themselves like to spend much of their time there. Such an atmosphere can be available only when the teaching methods, devices and materials are organized on psychological lines. Chittoor district primary schools do not have suitable teachers and appropriate teaching materials. Hence, they have failed to provide a suitable atmosphere for attracting young children. The cruel and unpsychological behaviour of teachers and harsh corporal punishment force many children to leave the school in the middle of the session. Suitable teaching materials are not organized due to paucity of funds and ignorance.

Insufficient School Buildings

Suitable buildings are very necessary for primary schools. In Chittoor rural primary schools have buildings worth the name. the buildings should be in open, healthy and clean places. They should be big playground adjoining it to facilitate adequate physical activities of the school children. There should be separate space for agricultural workshops and practices in cottage industries. Till suitable school are provided, free and compulsory primary education may be imparted at such public places which may accommodate the teachers and students for the purpose such as village panchayat building, dharmashalas and parks, etc.
### Existing School (Government) Infrastructure

1. Total number of primary schools : 4,475
2. Total number of class rooms : 11,453
3. No. of primary schools without drinking water facilities : 2,782
4. No. of primary schools without common toilet facilities : 1,350
5. No. of primary schools without girls toilets : 800
6. No. of primary schools without access ramps : 350

### Lack of Toilet Facilities

Most of the staff as well as students complaint that there are no urinals and septic lavatories for staff and student sin most of the primary schools in Chittoor district. The women staff members face greater inconvenience than that of men staff members because of lack of such facilities in primary schools. There are 4475 primary schools which have no toilet facilities for girls and boys primary schools which have no toilet facilities. Unfortunately, that there is no toilets for women teachers.

Hence, urinals and septic lavatories should be accorded top priority in the schools which are now under construction. Such provision should be made even in the old buildings and first preference should be given to women’s toilet rooms as against men’s.28

### Lack of Audio-Visual Equipment

At present, the primary schools are not provided with audio visual equipment which is essential to make the students learn through audio visual education. At least, some of the primary schools
should be given such facility. The District Public relations Office should act as a herve centre for such activity by devising some periodical programmes.

**Lack of Medical Facilities to Teachers**

The teaching associations and the individual teachers have strongly complained that there are no medical facilities to the primary school teachers in the Chittoor district.

The DEO staff, on the other hand, said there is no provision for payment of medical allowance to the teachers. It is highly essential that at least taken amount of medical allowance should be given in principle to all the teachers as it is one of the essential ingredients to any service worth the name. The state government should do the needful in this regard.

**Lack of Medical Facilities to School Children**

In Chittoor district the Teacher’s associations and individual teachers have also complained about lack of medical facilities to the school children.

The office of the DEO, Chittoor have clarified the position and said that the officials of the health department will be visiting the schools to take care of the health of the school children from time to time.

It may be suggested that the health check-up programme for the students of all the primary schools should be periodically undertaken by the health department.
Health chart should be maintained for every child and in case of any contingency, immediate steps should be taken hygienic care for children should be undertaken by providing them with soap, hair oil, powder and towel. The mental abilities of the children and their family backgrounds should also be studied and analyzed and their socio psychological deficiencies identified and attended to. The Government of Andhra Pradesh should constantly persuade the health department to do the needful and make the best possible use of their services.  

**Lack of Quarters**

Many employees who are working under state government have been provided with quarters. But teachers have no such facilities. They should not be put to any further difficulty and inconvenience.

To start with, at least some of the senior teachers should be provided with quarters near or within the premises of their schools to enable them to take care of their proper maintenance. Cooperative house building societies, philanthropists and voluntary agencies should also be associated with the task of construction of quarters for teachers. The teacher’s associations can take the required initiative in this regard and contact banks for housing loans etc.

**Lack of Educational Facilities to Teacher’s Children**

Unfortunately, there are no special educational facilities to the children of teachers. In view of the generally low economic status of the teachers and ban on tuitions imposed by the government of Andhra Pradesh the children of the teachers deserve special
consideration and treatment. They should be provided with fee education at least up to degree level.30

**Need for Question Banks**

It has been pointed out that most of the schools in Chittoor district did not provide question banks. The “question paper bank” may be defined as a kind of reservoir of a number of sets of questions on each subject in which an examination is to be held and from which a set for any particular examination could be picked at random at a moment’s notice and sent to the press. Hence, the Head Masters of the schools should insist upon the individual teachers to prepare question banks in their respective subjects because of the advantages mentioned below:

(a) There cannot be any complaint the question set for an examination because all those are chosen from the question paper bank.

(b) The teacher, who actually teachers the subject and is acquainted thoroughly with its problems, will have a big say in the matter of setting the questions to be asked. Once this plan is accepted, both the teachers and students will be benefited by it.

(c) The above system ensures secrecy.

(d) It will work even when the objective tests are introduced.

(e) It brings out increased efficiency and reduces cost in organizing the work connected with paper setting.
No Rest Rooms

Lack of rest rooms for the women teachers as well as girls mainly at the time of periods except model cluster schools.

Strategies and Interventions

• Illiteracy of parents.
• Migration of parents.
• In almost all mandals are frequent drought affected areas.
• Early marriages and relationship marriages.
• Parent’s poverty.
• Lack of awareness in parents about impotency of education.\textsuperscript{31}

Strategies

1. Training on life skills.
2. Providing free note books and dress materials to girls.
4. Special relation drives.
5. Balika suraskhakti programme.
7. Organization of community mobilization.
8. Providing vocational training in various trades.
9. Supply of remedial support.

Most of the primary schools in Chittoor district are suffering relative problems which are found out by the Yes Pal committee.
Physical Load of the School Bag

The Yash Pal Committee conducted a survey in Delhi and found that the weight of the school bags on the average in primary classes in the public schools more than 4 kg. Thus, the physical load 4.3 kg varies from school to school and it is heavier in so called primary schools in Chittoor district also.

Academic Load of the School Bag

The committee felt that in the school “a lot is taught out little is learnt or understood”. The load of non-learning or non-comprehension is therefore, more than the actual learning and understanding. And this is the real burden on the school child in Chittoor district. The Committee rightly looked at the academic burden of the school bag. The Chaturvedi committee has observed that the real academic burden is mostly due to inadequate teacher competence, insufficient teaching and inadequate class room facilities in Chittoor district primary schools.32

Decentralization of Academic Programmes

The committee recommended with greater autonomy, so that schools can be encouraged to innovate in all aspects of curriculum including choice of text books and other materials. The Chaturvedi Committee has agreed to the proposal for involving teachers to a great extent in the development of curricula and text books, particularly in the lower classes, but it has not supported decentralization in the preparation of syllabus and text books of the district and school levels.
as it would be difficult to ensure adequate projection of nation identity and of composite culture of India.

**Involvement of Voluntary Agencies**

The Yash Pal Committee recommended that greater freedom and support be provided to voluntary organizations for involving themselves in the development of curricula, text books and teachers, training. The Chaturvedi committee has felt that the voluntary organizations with commitment to education should be encouraged as far as possible, but has rightly declined to favour decentralization in curriculum and text book development to the extent of entrusting it to NGOs due to sensitivity of the matter and other implications.33

**Participation of Teacher in the development of Syllabi and Text Book**

The researcher observed that there is no teacher involvement neither prescribe the syllabus nor prepare the text books. The Yas Pal Committee recommended and the Chaturvedi committee also collaborated that teachers might be involved in the process of developing syllabi and preparing text books as writers or experts or consultants.

**Affiliation to Various Boards**

The Yash Pal Committee recommended that the jurisdiction of the Central Board of Secondary Education be restricted to Kendriya and Novodaya Vidyalayas, and all other schools be affiliated to State Boards. The Chaturvedi Committee, has however, seen no reason why
there should be any bar on the part of any schools to be affiliated to CBSE.

**Reducing the Load of School Bags on Children**

The Yash Pal committee recommended that children should not be compelled to carry heavy school bags and the text books be purchased by the school, for their preservation as well as their use by students in the schools only. The Chaturvedi committee has not endorsed this suggestion however.

**Giving no Home Work to Pupils**

The Yash Pal committee recommended that in primary classes no home work should be given gave for exploration in the home environment. In the upper primary and secondary classes, home work should generally be non-textual in nature and when text books are needed they should be made available on rotation basis.

The Chaturvedi committee observed that there should not be any formal teaching of subjects at the pre-primary school stage and there should be no home work at the primary stage.34

**Additional Suggestions of the Chaturvedi Committee**

In addition to the above, the Chaturvedi Committee has suggested the following:

1. The age of admission to pre-primary classes and primary classes should be raised by one year.
2. The total number of teaching days need be increased to 2010 in a year.
3. Classroom facilities and teaching aids should be improved to a great extent.

4. The professional support system should be strengthened as far as possible for improving the teacher’s competence.\(^3\text{5}\)

**Night Schools (Adult Education)**

The Indian society is predicament, where illiteracy occupies a key role, it is the duty of the government and also need of the hour is eradication of illiteracy. For which the national government was established night schools in the year 2009. This can be done by effective implementation of myriad plan, programmes, and projects through pilot studies.

In the State of Andhra Pradesh, Akhara Thapanam programme was set of in the year 1999 on 1\textsuperscript{st} April, the main motto is to bring as many as people to make educators. This Akjsher Thasvan was replaced by to give scope to inculcate a sort of interest in the minds of illiterates to become good educators. In Chittoor district, there are 50 Bapuji Vignana Kendras for imparting education to children. These kendras were set up by the State Government of Andhra Pradesh in almost all districts. It is a good sign to note that the Chittoor district has fourth place in removal of illiteracy. Gradually, this programme has been implementing effectively as on date.
Play Material

The physical education is very essential since time immoral, but unfortunately, almost all educational institutions both in corporation well as non-corporate are giving least place for this education.

In Chittoor district in toto neither playgrounds nor play materials in primary schools. Primary schools, upper primary schools and high schools the teachers are purchasing play material for Rs.2,500/- only. It is not sufficient for the students.

In Chittoor district the teacher has allowed to spend Rs.2,500/- for play material from the budget of teacher bearing material grant sanction government of Andhra Pradesh in all districts.

Even though most of the primary schools do not become play material, but same primary schools which are located in semi urban areas having the following materials are available.

1. Caram board.
2. Foot ball.
4. Kolatam Sticks.
5. Tenny koit rings.
6. Cricket kit.

Out of School Children (OSC)

Regarding dropouts, there are two types one is never enrolled to their names and dropout children between the ages of 6-14 years.

After introduce of RTE Act, every parent has to admit their children compulsory in primary education. The Head Master and his
team to handle the special classes to impart education. Then only it gives a way for removal of dropouts. This culture has been done by teachers after getting good training by the district authorities.

The government has introduced some special schools for dropout children such as Open Schools alternative schools, residential bridge courses non-residential bridge courses, Mothers’a’s, mobile schools, residential special training centers etc. for exclusively of dropouts.

**Girls Education**

The Andhra Pradesh state government has been established 395Kasturba Gandhi Balika Vidyalayas for girls only are established in with residential facilities.

By the blessings of RTE Act, the Government of India has been implementing a programme for imparting good education for girls at national as well as state levels by national programme for education of girls at elementary level, which was introduced in the year 2009.36

**Sarva Siksha Abiyana**

The Central Government of India has taken various steps to provide good education to children in the age group of 6-14.

The Serva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of universalization of elementary education through a time bound integrated approach in partnership with states. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age groups by 2010.
The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and social gaps.

**Deficit of Teachers**

Most of the parents are complaint that the most of the primary schools under control mandal parishads having insufficient deficit of teachers in the areas of Shantipuram, Ramakuppam and Gudupalle mandal of the Kuppan constituency. If sufficient teachers are there, there is no scope for stagnation and wastage.

It is suggest by the researcher, it is the duties of district education department instruct the mandal level education officers to concentrate on deputing surplus teachers to schools that are facing a shortage of teachers. This is done by conduct a meetings from time to time by the District Educational Officer with the mandal level educational officers here, and also he will give instruction to the authorities concerned to prepare a plan of action to increase enrolment of students from the from the academic year. As a result, head master in various mandals for maintaining quality teaching standards on par with private institutions.

**Dearth of Money**

Inadequacy of money is a serious problem that confronts primary schools in the Chittoor district. Income of the local institutions responsible for primary education is so much limited
that they are totally incapable of meeting the expenditure of corporate education.

**Dearth of Trained Teachers**

There is a shortage of trained teachers to make elementary education universal and corporatry. Now-a-days, the young teachers do not wish to work in rural areas. But the fact remains that majority of primary schools are in rural areas. The chief reason of non-availability of suitable teachers is that teaching work is not attractive for many persons, since the salary of primary teachers is hopelessly low.

**Establishment and School Buildings**

Even the Third and fourth All India Educational Surveys indicates that even now there are lakhs of villages and habitations with out schools. There are nearly 4 lakhs scholars less villages in India which are to be given schools.

**Issues and Challenges**

Due to insufficient facilities by the government schools parents are committing their children in corporate schools. If children are showing interest to admit their children in private English medium school. They want to encourage their children to learn English language. Due to these reasons the government schools are facing problems and the enrolment in government schools in coming down drastically over the years. Researcher points out that almost all schools in Chittoor district facing lack of amenities like toilets, drinking water electricity of in and around the schools. But the
government is trying to facilitate the above facilities to the schools even though the parents and society is taking more care about their children feature.

There is need for overhaul of the teaching learning maths is the focus imparting quality education and good infrastructure.

It is not easy to provide necessary funds for setting by such a large number of schools with buildings and other equipments.

In order to meet this problem of new buildings along with the existing schools in private houses, temples, verandah of rich persons, residency of teachers etc. should be met by construction of low cost houses of thatch or tile with local materials.

**National Obstacles**

National barriers are the great obstacles in the way of expansion of corporately education. The villages and small habitations in areas of water

It is desirable to make provision for schooling facilities even in small habitations without learning much for mobility of small children in the serve cord, heat or heavy rains.
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