PREFACE

Education potentially primary education is a terrain of profound thinking and fierce contestation. A century ago, the ‘ideal of India’ and the dream of a national education grow together. The constitution game the new nation 10 years to shed the curse of illiteracy and turn educated. After half-a century the dream has faded and India’s dismal record in education stares the nation in the face.

The advent and advancement of democracy and the extension of horizons of education prompted the need for an efficient, effective and appropriate system of educational administration in India. Education has been emerged as one of the prominent and largest human enterprises undertaken by modern parliaments. Education has been emerged as one of the prominent and largest human enterprises undertaken by modern governments.

The primary educational institutes in Andhra Pradesh are constituted accordance with the introduction of Panchayathi Raj Institutions in rural areas also manage primary and secondary educational institutions in their own way.

Since India attained independence we accepted democratic system where success depends upon its educated citizen. The constitution of India also placed education subject in the concurrent list and made both Central and State Governments as partners in hating law in respect of education an its administration.
Regarding to primary education, the schools which are involved in this task were managed by then agencies viz. Government, local bodies and voluntary organizations. The government schools are only low in number of the total schools. The schools administered by the local bodies are the largest in number. The schools run by private enterprises form about one third of the total. As far as finance are concerned, the state Government supports not only its own schools but also those of local bodies and voluntary organization to same extent. In fact, it may be said that the both of expenditure as school education comes from State funds and fees and that only a small and relatively less significant contribution is made by local bodies.

The Indian educational system is deep rooted is to antiquity. However, the transition from tradition to the modern system of education was not smooth. While the traditional system was allowed to die, the modern system was not allowed to establish. This was particularly true the colonial period where the British developed education in a limited way. Since independence the focus of educational planning in India was essentially on expansion and meeting the supply side constraints. This was consistent with the international thinking at that time.

Though various Five Year Plans recognized the need to ranice the quality of education, little was done do address this issue on sustainable. This approach not only affected the internal efficiency of the system but also resulted in a situation where majority the graduates of such for
system did not acquire the basic competencies and skills in numeracy, literacy.

Chittoor district is externally distinguished one among 23 districts of Andhra Pradesh. Having 66 mandals it is situated in the southern tip of Andhra Pradesh with two Border States, extreme South Tamilnadu, West Karnataka, East Nellore and North Anantapuram and Kadapa districts. Around 30 per cent geographical area is under forest for 2001 census, the population was 38 lakhs with 9 lakh households, rural 30 lakhs, 7.0 lakhs SCs, STs 1.3 lakhs with 1,540 revenue villages, Regarding educating 6 Universities, 22 degree colleges, 216 Junior Colleges; 5,669 schools, out of which there are 4,648 primary schools, 4 polytechnic, 23 Engineering Colleges, 2 Medical colleges are functioning with 6,09,317 students in schools, 97,861 students in Junior Colleges and 39,879 students in degree Colleges.

**NEED FOR THE STUDY**

Such rural children and generally considered backward in society. Education is while vide only it its helps with individual to attain in naturality. The primary education is a foundation on both high schools to higher education will depend. Unfortunately the present primary education system has failed and its quality remains abysmally low for vast majority of Indian children are dissatisfied.

Many primary schools in Andhra Pradesh have failed for effective implementation of universal primary education. As a researcher, she
observed the aware of the problems of the poor children not only in the rural areas but also in urban areas under various bodies. It is a general phenomenon in almost all districts in Andhra Pradesh most of the primary schools did not have Pakka buildings lack of basic facilities such as drinking water and toilets. Despite the death of basic community and infrastructure scares of computers purchased kept unused the state Government of Andhra Pradesh for running ‘badi baata’ campaign without even providing basic faculty.

The present undertaking is modest attempt to study impartially and in depth of primary education in Chittoor district in Andhra Pradesh, with a view to make them much more efficient of effect.

REVIEW OF LITERATURE

The problems of primary education have been gradually receiving the attention of scholars and researchers several book length studies, monographs and papers relating to primary education have been published. Some of them are briefly reviewed here to serve as scaffolding to the present study. The basis of empirical analysis has to be built on a review of relevant literature in the area of the study.

This would be helpful to derive intellectual and practical answers to the problems through the application of scientific methods and understanding of the work done so far.

There are only few studies on primary education. One of the earlier studies was undertaken by N.R. Ihamdar, “Education
Administration in Zilla Parishad in Maharashtra – A Pilot study” threw light on the role of education administration. The study proposes to examine in detail the performance. He explained various issues of the working of the education policy and programmes.

A.S. Seetharama, made out a strong case for the provision of development oriented and non-formal education programme in his book on “Education and Rural Development”.


Some aspects of the existing policy with regard to provision scholarships, opening of schools in tribal areas, balvadis, hostels, book banks, mid-day meals and reservation of seats.

Of late, a sample survey conducted by Lok Satta Party on Government schools has revealed that most of the schools are in a dismal condition.

In the year 2000 Yash Aggarwal, has written a book on the topic entitled “Primary Education in Delhi”, in which he emphasized background of the primary education levels of achievements, main issues and recommendations for strengthening compulsory primary education.

THE SCOPE OF THE STUDY

Hence, an attempt is made in this thesis to study. Primary education system of the state level as well as Chittoor district with a view
to scrutiny its success if any its failure and its deficiencies. It also
intense to enable remedies suggests strengthen and of stream line
primary education and that it may face the challenging tasks of a
education.

OBJECTIVES OF THE STUDY

In recent years, the school infrastructure has expanded
considerably over a period of time, relatively more qualified and better-
trained teachers are being recruited. The awareness among parents for
education has also increased. Considerable efforts have also been made
to improve the relevance of curriculum and classroom interaction.
Despite these measures, concern about the retention and achievement
levels of learners have persisted. The wastage, both in terms of opportunity
lost by the learners and due to administrative issues, remains
unacceptably high. If the loss due to under-achievement by a vast
majority of learners is also computed, the student years lost in the
educational system will be alarmingly large.

Poor qualities of teaching learning and system level inefficiencies
have many long-term effects on the learners as well as on the society as a
whole. The long-term implications include lower productivity levels of
workforce, resistance to modernization of productive assets and
inefficient production systems where cost benefit ratio adversely effect
the economic sustainability. It is not to undermine the efforts that have
been made to improve the quality of primary education but the fact
remains that about 98 per cent of the budget of the local bodies and government for primary education is still accounted for by the salaries component.

In the interest of the sustainability of public sector educational system, it is important to examine issues like what is being produced and at what cost. What is the quality of the output from the public and private education system? Is it comparable? What is the efficiency of each system? It may not be possible to answer these questions with the present level of research, essentially because not much is known about the unit cost and achievement level of learners in two systems. It is in this context that an understanding of the achievement levels of learners becomes important while examination results continue to be the reference point, the various studies on learners achievement shown different levels of educational attainment, which may not be consistent with examination results. The present study is an attempt to measure the achievement level of learners based on competencies for the grade. The main objectives of the study are:

- To establish baseline data on learners achievement in language and mathematics, based on Grad-I and grade-IV competencies.
- To examine differentials in achievements, based on gender, caste, management of school and other associated characteristics.
To identify factors associated with learners achievement level with a particular focus on learners’ profile, school and teacher characteristics.

Specifically the objectives of the study are as follows:

1. To study the genesis and growth of primary education in India.
2. To study in primary education in Andhra Pradesh.
3. To analyse the working conditions of primary education in Chittoor district.
4. To study the problems of primary education in Chittoor district of Andhra Pradesh.
5. To offer valuable suggestions for the overall improvement of the effective and efficient of the primary education in Chittoor district.

RESEARCH METHODOLOGY

This study will be based on primary and secondary data, the secondary data has collected from the published and unpublished material pertaining to primary education, Government orders and district gazetteers, the relevant Acts, reports and other publications of Government of India and Government of Andhra Pradesh. In addition, the reports submitted by various bodies such as Radha Krishna Commission 1949, Kothari Committee, 1968, Eswaribhai Committee 1976-78, New Educational Policy, 1986, Ramoorthy Committee, T.N.
Chaturavede and Yashpal Committee. Moreover, several books, periodicals, magazines have referred.

The primary data collected through personal interviews with officials as well as non-officials. Field survey also conducted (through administering questionnaires) to the teachers, parents regarding the administration of primary schools; personally internal method on random sampling will be conducted.

**SAMPLE DESIGN**

The purpose of the study represents the State of Andhra Pradesh on it is one of the primary states of the Indian Union.

All schools in Andhra Pradesh will be selected purposely in the 1st stage. In the 2nd state a few schools under remains managements in Chittoor district shall be selected on random sample of the primary data obtained though administrating a questionnaire to them.

The opinion of certain officials like District Educational Officer, Deputy Director of School Education, in the office of the District Educational Office, Chittoor, Head Masters of the schools under various bodies reported.

**TOOLS OF ANALYSIS**

Though the study is essentially descriptive in nature certain charts and other materials will be presented for analytical purpose.
PLAN OF THE STUDY

The study has been divided into SEVEN Chapters.

Chapter One: Introduction chapter elucidate the concept, aims and objectives of various commissions.

Chapter Two: Primary Education Administration in Andhra Pradesh. This chapter indicates the profile of Andhra Pradesh and primary education at a glance.

Chapter Three: Primary Education in Andhra Pradesh. It explains the organizational set-up of primary education, literacy, formal or informal education.

Chapter Four: Chittoor District Profile. It comments on Chittoor district profile, financial aspects, mid-day meal programme.

Chapter Five: Performance of the Primary Education in Chittoor district. This chapter presents working of primary education in the Chittoor district under various bodies.

Chapter Six: Problems. This chapter presents field summary results as well as problems.

Chapter Seven: Suggestions, Conclusions. It summarize the thesis give suggestions for smooth functioning of primary education.