CHAPTER V

PERFORMANCE OF PRIMARY EDUCATION IN KADAPA DISTRICT
At present there are 2999 primary schools in Kadapa District. Table 5.1 shows the Mandal wise, management wise, number of primary schools in Kadapa District.

There are only two Primary Schools under the supervision or control of municipal administration, one at Kadapa and another at Rayachoty of Kadapa District.

Thus, Kadapa Mandal consists of high number of primary schools viz., 175 where as Lingala Mandal consists of 27 primary schools.¹

The total population of children in the age group of 5-14 in the district is 384299 in which there are 196044 boys and 188255 are girls. The total SC population in the age group of 5-14 in the district
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Mandal</th>
<th>Government</th>
<th>Aided</th>
<th>Unaided</th>
<th>Unrecognized</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kondapuram</td>
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</tr>
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<td>0</td>
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<td>Mydukur</td>
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<td>2</td>
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<td>1</td>
<td>1</td>
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<td>14.</td>
<td>Chapadu</td>
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<td>1</td>
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<td>1</td>
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<td>10</td>
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<td>4</td>
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<td>0</td>
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<td>Simhadripuram</td>
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<td>3</td>
<td>0</td>
<td>1</td>
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<td>19.</td>
<td>Lingala</td>
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<td>13</td>
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<td>21.</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
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<td>V.N. Palle</td>
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<td>0</td>
<td>0</td>
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<td>Yerraguntla</td>
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<td>0</td>
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<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<td>28.</td>
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<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Name of the Mandal</td>
<td>Government</td>
<td>Aided</td>
<td>Unaided</td>
<td>Unrecognized</td>
<td>Others</td>
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<td>0</td>
<td>2</td>
<td>1</td>
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<td>31.</td>
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<td>55</td>
<td>5</td>
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<tr>
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<td>0</td>
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<td>6</td>
<td>0</td>
<td>4</td>
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<td>37.</td>
<td>Ramapuram</td>
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<td>5</td>
<td>0</td>
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<td>Veeraballi</td>
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<td>1</td>
<td>0</td>
<td>0</td>
</tr>
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<td>Rajampet</td>
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<td>9</td>
<td>0</td>
<td>1</td>
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<td>Nandalur</td>
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<td>0</td>
<td>4</td>
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<td>Penagallur</td>
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<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>42.</td>
<td>Chitvel</td>
<td>63</td>
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<td>2</td>
<td>1</td>
<td>5</td>
</tr>
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<td>43.</td>
<td>Kodur</td>
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<td>9</td>
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<td>0</td>
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<td>Obulavatapalli</td>
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<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>45.</td>
<td>Pullapet</td>
<td>64</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>46.</td>
<td>T. Sundupalli</td>
<td>93</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>47.</td>
<td>Sambepalli</td>
<td>72</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>48.</td>
<td>Chinnamandem</td>
<td>55</td>
<td>0</td>
<td>3</td>
<td>0</td>
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</tr>
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<td>49.</td>
<td>Rayachoty</td>
<td>84</td>
<td>1</td>
<td>19</td>
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<td>50.</td>
<td>Galveedu</td>
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<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
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<td>S.K. Kasinayan</td>
<td>39</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2999</td>
<td>79</td>
<td>275</td>
<td>10</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of the District Educational Officer, Kadapa

is 68201 out of which there are 35018 boys and 33183 girls like wise the total ST population of children in the age group of 5-14 is 13231 out of which there are 7268 boys and 6363 girls. The total minority population of children in 5-14 age groups in the district is 64312 out of which there are 31867 boys and 32455 girls.
The total no of children enrolled are 375959 in the age group of year 5-14 out of which there are 192187 boys and 183772 girls. Out of the school population the total rural enrolled population is 263171 out of which there are 134530 boys and 128641 girls. The total enrolment of SC children in the rural area in 5-14 is 46170 out of which there are 23772 boys and 22397 girls. In school rural ST population in 5-14 is 8836 out of which 4723 are boys and 4113 girls. The minority population of children enrolled in school is 44249 out of which there are 21938 boys 22309 girls.

The urban population of children in school in the age group of 5-14 in the district is 112788 out of 57657 are boys and 55131 are girls. The total urban SC population in the said age group is 19787 out of which there are 10188 boys and 9600 girls. The Urban ST population of children in school in the age group 5-14 is 3787 out of which there are 2024 boys and 1763 girls. Table 5.2 presents the data about class-wise enrolment from 2001-2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>322552</td>
<td>30511</td>
<td>29717</td>
<td>26469</td>
<td>27528</td>
</tr>
<tr>
<td>2002-03</td>
<td>35442</td>
<td>33529</td>
<td>32656</td>
<td>29087</td>
<td>30251</td>
</tr>
<tr>
<td>2003-04</td>
<td>38947</td>
<td>36845</td>
<td>35886</td>
<td>31964</td>
<td>33243</td>
</tr>
<tr>
<td>2004-05</td>
<td>42799</td>
<td>40489</td>
<td>39435</td>
<td>35125</td>
<td>36531</td>
</tr>
<tr>
<td>2005-06</td>
<td>47032</td>
<td>44493</td>
<td>43335</td>
<td>38599</td>
<td>40144</td>
</tr>
<tr>
<td>2006-07</td>
<td>51684</td>
<td>48893</td>
<td>47621</td>
<td>42416</td>
<td>44114</td>
</tr>
<tr>
<td>2007-08</td>
<td>56796</td>
<td>53729</td>
<td>52331</td>
<td>46611</td>
<td>48477</td>
</tr>
<tr>
<td>2008-09</td>
<td>56167</td>
<td>53676</td>
<td>52394</td>
<td>50698</td>
<td>47534</td>
</tr>
</tbody>
</table>

Table: 5.2

CLASS-WISE ENROLMENT FROM 2001-2009

CLASS WISE ENROLMENT

Source: Department of School Education, Kadapa district
The above table shows class-wise enrolment the statistical data of children enrolled in classes room 1-5 from 2001-02 to 2008-09 is 47534.

Table 5.3 presents about data of primary schools 2008-2009.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Local Body and Government</th>
<th>Government Aided</th>
<th>Private Recognized</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>2918</td>
<td>81</td>
<td>307</td>
<td>3306</td>
</tr>
</tbody>
</table>

Source: Directorate of School Education, Hyderabad.

In Kadapa district there are 2918 Government and local body schools, 81 Government Aided schools, 307 private recognized schools at Primary level.2.

Table 5.4 shows the data on teachers indicates that there are 7980 posts of teachers sanctioned at primary level out of which 502 are sanctioned to Government aided schools.3

<table>
<thead>
<tr>
<th>Type of school</th>
<th>SGTs sanctioned</th>
<th>SGTs working</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government</td>
<td>Government</td>
</tr>
<tr>
<td></td>
<td>Including</td>
<td>Including</td>
</tr>
<tr>
<td></td>
<td>local body</td>
<td>local body</td>
</tr>
<tr>
<td>Primary School</td>
<td>7478</td>
<td>7074</td>
</tr>
<tr>
<td></td>
<td>502</td>
<td>399</td>
</tr>
</tbody>
</table>

Source: Directorate of School Education, Hyderabad.
Table: 5.5

ENROLMENT OF STUDENTS IN PRIMARY SCHOOLS IN KADAPA DISTRICT FROM 2003-04 to 2007-08

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Schools</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>3160</td>
<td>235456</td>
</tr>
<tr>
<td>2004-05</td>
<td>3161</td>
<td>213330</td>
</tr>
<tr>
<td>2005-06</td>
<td>3203</td>
<td>210102</td>
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<tr>
<td>2006-07</td>
<td>3185</td>
<td>210494</td>
</tr>
<tr>
<td>2007-08</td>
<td>3156</td>
<td>198636</td>
</tr>
</tbody>
</table>

Source: Directorate of School Education, Hyderabad

GIRLS EDUCATION IN KADAPA DISTRICT

Objectives of the Programme

1. Quality education for girls for the empowerment
2. To ensure greater participation of women and girl in the filed of education.
3. To develop and promote facilities to provide 100% access, enrolment and retention.
4. To enhance girl participation and their performance
5. Self esteem and confidence among girls.

Status of Girls Enrolment

Table 5.6 shows the status of girls enrolment in Kadapa district.

Table: 5.6

GIRLS ENROLMENT IN KADAPA DISTRICT

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Population</th>
<th>In-School</th>
<th>OSC</th>
<th>% of Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11 years</td>
<td>123082</td>
<td>121738</td>
<td>1344</td>
<td>98.91</td>
</tr>
<tr>
<td>11-14 years</td>
<td>65173</td>
<td>62034</td>
<td>3139</td>
<td>95.18</td>
</tr>
</tbody>
</table>

Source: Department of Education, Kadapa district
Enrolment is increased to 98.91 per cent in Primary schools due to various programmes implemented on Girls Education in the District. Quality Education among the girls is also ensured by conducting CLAPS.

**COVERAGE OF OUT OF SCHOOL CHILDREN**

In Kadapa District, as per the reports ascertained from the Micro Planning and DISE 2008 no of children were remained as Out of School Children as mentioned below.

**STATUS**

Table 5.7 presents the information about the out of school children in Kadapa district.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Population</th>
<th>Enrolment</th>
<th>% of Enrolment</th>
<th>OSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10 Years</td>
<td>251859</td>
<td>249253</td>
<td>98.96</td>
<td>2606</td>
</tr>
<tr>
<td>10-14 Years</td>
<td>132440</td>
<td>126706</td>
<td>95.67</td>
<td>5734</td>
</tr>
<tr>
<td>Total</td>
<td>384299</td>
<td>375959</td>
<td>97.82</td>
<td>8340</td>
</tr>
</tbody>
</table>

Source: Director of School Education, Andhra Pradesh, Hyderabad.

The following strategies are planned for the out of school children:

1. It is proposed to admit 3844 out of school children in the age group of 5-14 years in the proposed 40 Residential Bridge Course Camps.
2. In those 40 RBCs 3RBC is proposed to be opened exclusively for HIV affected Children.
3. It is proposed to run 128 EGS/AIE to admit 2950 out of school children in the age group of years 5-14.
4. Madras as -68.\(^5\)

**CHILDREN WITH SPECIAL NEED (CWSN)**

Table 5.8 indicates about the children with special needs 2007

**Table 5.8**

**CHILDREN WITH SPECIAL NEEDS - 2007**

<table>
<thead>
<tr>
<th>CWSN</th>
<th>Total Children</th>
<th>In-School</th>
<th>Out of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7516</td>
<td>4068</td>
<td>3448</td>
</tr>
</tbody>
</table>


**Activities Proposed for the Year in Respect of CWSN Children - 2009-10**

- Barrier Free Access
- Assessment camps
- Aids & appliances
- Engaging of Resource Teachers.
- Honorarium to RTs
- Corrective Surgeries
- Teaching Learning Material
- Teachers Training
- Training to Parents of CWSN at Mandal point.\(^6\)

**Factors Affecting Learning Achievement at Primary Level**

The following will effect the learning achievement at Primary Level

1. Teacher Training
2. Understanding on TLM and IAM
3. Conducting of Meals
4. Understanding on Modules
5. Classroom Atmosphere
6. Innovative activities
7. Infrastructure facilities of the schools
8. Mid day meal programme
9. Utilization of School Complexes
10. Community participation
11. Monitoring of Schools.

Teacher Training

At the beginning of the academic year, a comprehensive training programme should be given on Teaching Methodology, Objectives and specifications of the programmes, continuous Comprehensive Evaluation. This will be useful to teachers to improve the competencies among the children.

Understanding on TLM and IAM

Teacher should have good command over the preparation and usage of TLM in the classroom which will strengthen the competencies developed in the child.

Conducting of Meals

By doing this activity, a healthy competition among the teachers in preparation of the TLM and self evaluation will develop among the children. Respect will develop on the school in the society.

Understanding on Modules

We are developing the modules with the information of teaching techniques and new trends in the teaching system. By improving the understanding on modules, teacher's performance will improve.
**Classroom Atmosphere**

When the classroom provides natural learning experience to children, they will get the competencies easily. Laboratories should be provided according to the students levels.

**Innovative Activities**

If the teacher pays much concentration on the following activities which are easy to perform and which will improve learning in the child on the basis of CLAPS competencies.

- Wall Magazine
- School Library
- Children Diary
- Student committees.

**Infrastructure Facilities of the Schools**

Infrastructure facilities for the schools will be provided before the academic year which will improve the respect over the school among the parents. We are providing different grants to schools for development of infrastructure facilities. By maintaining the infrastructure facilities well in the school, we can improve the retention of children.

**Utilization of Grants**

Steps will be taken to release all grants to schools at the beginning of the academic year through which the teacher can utilize
them judiciously for his improved teaching. Moreover he could not feel burden to prepare TLM.

**Mid Day Meal Programme**

Mid day meal programme will be useful to reduce the number of Never Enrolled and drop Outs. If we maintain the mid day meal with quality and quantity we can achieve good quality as well as we can provide nutritional food to our children.

**Utilization of School Complexes**

School Complexes are designed with a purpose of sharing the ideas and to discuss the problems which will rise in the class rooms. If the teacher uses the complex well his capacity of teaching will improve.

**CURRICULAR AND CO-CURRICULAR ACTIVITIES**

Curriculuar activities will develop the competencies related to education. Besides this Co-curricular activities make the child strong in friendly relations, leadership qualities, health mental development.

**Community Participation**

Teachers establish good rapport with community for the development of school. Through the community we can reduce the dropouts and achieve the 100 per cent enrollment. Community will be useful for optimum utilization of resources available in the habitation.
Monitoring of Schools

By continuous monitoring of schools and by following the advises given by the monitoring officers the school will develop its performance. The monitoring should be conducted by the Head Master school level and he should give advices for the improvement of teaching.

By the monitoring team advises he/she should take necessary steps for improvement learning activities in the schools.7

Opening/Upgradation of Primary Schools

The primary and upper primary schools are under the control of Mandal Parishads. The primary schools are upgraded into upper primary schools by opening 6th and 7th classes. The upper primary schools are upgraded into primary by opening 8th class in it and getting it absorbed along with the teaching staff into secondary section which is managed by the Zilla Parishad. The next primary schools i.e., IXth class will be opened in such upgraded schools in the succeeding year. So also Xth class will be opened in the next year. Thus, it becomes a full-fledged high school within a period of three year with classes running from VI to X

Normally, the schools will not be upgraded when there is a high school within a radius of 8 kms. But exemption is given when there are natural barriers like rivers and Hills without transport facilities
Existing School Buildings

1. Total Number of class rooms..................5066
2. Number of primary school without drinking water facility.....604
3. Number of Primary School without common toilet facility......862
4. Number of Primary Schools without girls toilet..................2893
5. Number of Primary Schools without access ramps........... 2799
6. Number of Primary Schools without electricity facility...... 3173
7. Number of Primary School with out Gas collection ........ 2007
8. Number of Primary Schools with out T.V.........................2793
9. Number of Primary Schools with out Kitchens............... 2531
10. Number of Primary Schools with one class room.......... 1326
11. Number of Primary Schools without pucca buildings.........69

In Kadapa district the total number of Government Primary Schools is 2999. The Primary Schools have the 5066 class rooms, 604 Primary Schools do not have drinking water facility. 862 Primary Schools are without common toilet facility. 2893 Primary Schools are with out toilet for girls. There are 2531 Primary Schools which are having no kitchen rooms, no Gas connection for 2007 Primary Schools and no electricity for 3137 Primary Schools. 2799 Primary Schools do not have ramps for CWSN children as per the DISE 2008-09.
CIVIL WORKS

On the basis of the DISE 2008-09, the following requirements have been assessed and proposed for construction of School Buildings for bridging the gaps in school buildings.

The Requirement of Additional Classrooms is as follows.

Primary Section:

- Schools with Building are 45.
- Schools building in dilapidated condition are 4.
- Schools having single classrooms are 1280. Out of 2347 schools, 173 rooms are proposed during 2007-08.
- Total of ACRs Requirement of Primary 2009-10 is 831.9

LITERACY DETAILS

Literacy details of identified Mandals

In Kadapa District there are 51 Mandals out of which 51 Mandals are selected as per the statistics of 2001 Census of India. These 51 Mandals female literacy is less than the National average and gender gap is above the national average. Table 5.9 presents the data about mandal-wise literacy rate in Kadapa district.
Table: 5.9

MANDAL-WISE LITERACY RATE IN KADAPA DISTRICT

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of the Mandal</th>
<th>Literacy Rate.</th>
<th></th>
<th></th>
<th>Differenc e in Literacy</th>
</tr>
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<td>Male</td>
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<td>37.85</td>
<td>54.48</td>
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<td>73.53</td>
<td>38.62</td>
<td>56.76</td>
<td>34.91</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>75.82</strong></td>
<td><strong>47.54</strong></td>
<td><strong>61.83</strong></td>
<td><strong>28.17</strong></td>
</tr>
</tbody>
</table>

Source: Director of School Education, Hyderabad.

Among the 29 low female literacy Mandals, the five lowest female literacy Mandals are 1. Valluru Mandal (17.15) 2. S.A. Kasinayana (34.91) 3. Sambapalli (31.67) 4. Veeraballi (31.99) and 5. Atliloru (33.76) respectively.

**Reasons for the Backwardness**

1. Lack of awareness about education at rural area.
2. Sibling Care
3. Parents illiteracy
4. Parental Apathy
5. High schools are far away from their native villages etc.
LITERACY RATE IN KADAPA DISTRICT

Table 5.10 presents the data about the SC literacy rate in Kadapa district.

Table 5.10
SC LITERACY RATE IN KADAPA DISTRICT

<table>
<thead>
<tr>
<th>Block Municipal Zone</th>
<th>All Communities</th>
<th>Scheduled Castes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>51</td>
<td>75.83</td>
<td>49.54</td>
</tr>
</tbody>
</table>

Source: District Education Officer, Kadapa.

The Literacy rate in Kadapa District is 62.83 per cent. Out of which the Literacy rate in male is 75.83 per cent and Literacy rate in female is 49.54. Similarly, the Literacy rate in SC is 54.25 per cent. Out of which the Literacy rate in male is 67.75% and the Literacy rate in female is 40.42 per cent.

Table 5.11 presents the data of ST literacy rate in Kadapa district.

Table 5.11
ST LITERACY RATE IN KADAPA DISTRICT

<table>
<thead>
<tr>
<th>Block/Municipal Zone</th>
<th>All Communities</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>51</td>
<td>75.83</td>
<td>49.54</td>
</tr>
</tbody>
</table>

Source: District Educational Officer, Kadapa.

The Literacy rate in Kadapa District is 62.83 per cent. Out of which the Literacy rate in male is 75.83 per cent and Literacy rate in female is 49.54 per cent. Similarly, the Literacy rate in ST is 41.2 per cent.
cent. Out of which the Literacy rate in male is 51.7 per cent and the 
Literacy rate in female is 30.1 per cent.

ENROLMENT

Table 5.12 presents the enrolment of SC students in Kadapa 
district.

Table 5.12

ENROLMENT OF SC STUDENTS IN KADAPA DISTRICT

<table>
<thead>
<tr>
<th>Municipal Zones</th>
<th>5-10 Age Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Communities</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>51</td>
<td>127515</td>
</tr>
</tbody>
</table>

Source: District Education Office, Kadapa.

The total Enrolment of 5-10 age group children in the district is 
249253. Out of which the number of boys is 127515 and the number 
of girls is 121738, the total 5-10 age group SC enrolment in the 
district is 44214. Out of which the number of boys are 22682 and the 
number of girls are 21532 and the enrolment percentage of the SC is 
17.74 per cent.

OUT OF SCHOOL CHILDREN

Table 5.13 presents the data of out of school children of SC 
students.

Table 5.13

SCHOOL CHILDREN OF SC STUDENTS

<table>
<thead>
<tr>
<th>Municipal Zone</th>
<th>5-10 Age out of school children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Communities</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>51</td>
<td>1262</td>
</tr>
</tbody>
</table>

Source: District Education Office, Kadapa.
The out of school children in the age group of 5-10 are 2606 out of which 1262 are Boys and 1344 are Girls. The SC out of school children is 703, out of which 351 are Boys and 352 are girls.

**Enrolment**

1. For achieving 100 per cent Enrolment, 36 AIE Primary centers were opened in the SC habitations.
2. Enrolment drives continued through "BADI BATA PROGRAMME".
3. Continuous Mobilization for 100 per cent Enrolment.
4. Providing Quality Eduations
5. Educating the first generation of the parents
6. Identifying the community leaders for supporting the school

**MANAGEMENT WISE PRIMARY SCHOOLS IN ANDHRA PRADESH FROM 2000-01 TO 2007-08**

Table 5.14 presents the data of management-wise primary schools in Andhra Pradesh from 2000-2008.

<table>
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<tr>
<th>Sl.No.</th>
<th>Year</th>
<th>CG</th>
<th>SG</th>
<th>MPP</th>
<th>MPL</th>
<th>PA</th>
<th>PUA</th>
<th>Total</th>
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<td>4216</td>
<td>46946</td>
<td>1430</td>
<td>1992</td>
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<td>2.</td>
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<td>1957</td>
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<td>3.</td>
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<td>5626</td>
<td>49845</td>
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<td>2265</td>
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<td>4.</td>
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<td>5580</td>
<td>50013</td>
<td>1473</td>
<td>227</td>
<td>4519</td>
<td>63897</td>
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<td>5.</td>
<td>2004-05</td>
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<td>5055</td>
<td>48104</td>
<td>1455</td>
<td>2280</td>
<td>4756</td>
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<td>2005-06</td>
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<td>5081</td>
<td>48168</td>
<td>1409</td>
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<td>5202</td>
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<td>2287</td>
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<td>2007-08</td>
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<td>47953</td>
<td>1396</td>
<td>2246</td>
<td>5983</td>
<td>62464</td>
</tr>
</tbody>
</table>

Source: Directorate of School Education, A.P., Hyderabad.
The number of primary schools has risen from 55901 to 62464 during last seven years viz., 2000-2001 to 2007-2008. Corresponding to the rising number of primary schools there has been an increase in the total enrolment of students in the Kadapa District

**SARVA SHIKSHA ABHIYAAN**

'SARVA SHIKSHA ABHIYAAN' a programme with a clear frame works for Universalisation of Elementary Education and opportunity for providing social justice through basic education is launched in the District since 2001-02.

**Strategies**

To achieve the goals of SSA the following strategies will be implemented in the district

**INTEGRATED CHILD DEVELOPMENT SCHEME**

Integrated Child Development Scheme is implemented by women and child welfare Department. It is centrally sponsored scheme to provide nutritious food to children in the age group of 3-5 and pregnant and breast feeding women. Early child education is also being taken care of in the centers running by this department named Anganwadies.

The children in the age group of 3-5 are enrolled in these Anganwadies and are provided pre-primary education. Children of these centers who complete 5 years of age are admit into local regular schools.
RURAL WATER SUPPLY DEPARTMENT

Drinking water to schools is provided through RWS Department, which were sanctioned under Rajiv Vidya Mission (SSA). In villages where protected drinking water is provided, it was extended to local schools.

It helps in providing children with protected drinking water which leads healthy atmosphere in schools. This prevents irregularity of children which leads to improve in quality.

NGOs

- Tapping up resources for the improvement of school developmental activities.
- Seeking help in eradicating child labor.
- Running of RBCs with the convergence of NGOs.

SOCIAL/ST/BC/ WELFARE DEPARTMENT

- Establishment of welfare hostels wherever necessary with the help of departments.
- Conduct of back to school programme during the summer to achieve 100 per cent enrolment.
- Implementation modernization of Madrasas scheme in the district.

SOCIAL WELFARE DEPARTMENT

We are providing vocational courses better enrollment of girls with the help of social welfare department.

MEDICAL AND HEALTH DEPARTMENT

- Screening of diseases among children at the age group of 5-15 years.
• Identification of congenital CVS, RS, Renal lile etc.
• Booster & Prophylaxis doses of Hepatitis B vaccines.
• Screening of children for chronic & acute diseases.
• Health education for children regarding personal hygiene.
• Anemia Deficiency.

LABOUR DEPARTMENT

1. With the help of labor Department child labor children will be identified and released from their works.
2. The liberated children will be rehabilitated in various schools/hostels through Bridge Courses.

POLICE DEPARTMENT

• For the eradication of child labor, child marriages and eradication of superstitions the following activities may be taken up.
• Bavishyat Bata, Kishore Balika Mela is to be organized through out the district.

Technical Education Department

• We are providing vocational trainings for NPEGEL vocational instructors with the help of Technical Education Department.

DISABLED WELFARE DEPARTMENT

• They are providing to CWSN children for setting up KGBVs and aids and appliances to CWSN children.

PRESENT POSITION OF DISTRICT SELECTION COMMITTEE

The Director of school education is the Chairman in conducting the District Selection Committee throughout the State. He will collect
the vacant position throughout the State through the concerned District Education Officer. He will issue the notification about the vacancy position, terms and conditions of recruitment, qualifications, age, and scale of pay of the teachers through all the newspapers. The DEO will collect the applications of their districts and scrutiny the applications. The Director of school education will also notify the dates of examinations throughout the state.

The District Collector and the DEO will conduct the District Selection Committee Examinations according the notification by the Director. The question papers will be prepared and issued by the Director for the entire state. There will be OMR sheets. After examinations the District Education Officer collect the OMR sheets and sent to the Director of school education. The Director through the computers will publish the marks as per the OMR sheets. There will be no interview. All the question papers are set for 100 maximum marks.

The District Educational Officer and the District Collector will announce the selected candidate list taking into account the communal roster and 20 percent of non-local and 80 percent of the local candidates. The lists of selected candidates are put on one side and the other-side the list of vacancies is notified. According to the rank got by the candidates each candidate has to select one post.
The District Educational Officer will issue posting orders to each candidate on the same day.

TRANSFER OF TEACHER

The following committees are competent to order transfer of teachers:

DISTRICT LEVEL COMMITTEE

The District Level Committee shall consist of the following namely:

(a) Chairman, Zilla Parishad - Chairman
(b) Joint collector/An Officer not below the rank of Joint Collector nominated by the District Collector – Member.
(c) Chief Executive Officer - Zilla Parishad – Member.
(d) District Educational Officer – Member – Secretary.

(ii) The Committee shall be the authority for transfer of all categories of teachers working in Primary, Upper Primary and High Schools.

(iii) The Member – Secretary shall be the competent authority to issue posting and transfer order after the approval of the committee.

(iv) The member Secretary shall receive transfer application as per schedule.

THE CRITERIA FOR TRANSFER OF TEACHERS

The following criteria shall be observed in making transfer of primary teachers.
1. All the teachers who have completed more than 8 years of service in a particular school located in Gram Panchayat of town or city as on 1st July of the year shall be transferred.

2. All male teachers working in Girls Schools shall be transferred if such male teacher is above 50 years of age and no female teacher is available and if the teacher has not completed as years of service in that Primary school he can be continued in that years, provided that if the teacher is retiring within 2 years, he shall not be transferred without his request.

3. Teachers working against other cadre posts for want of vacancy shall be transferred.

4. Teacher's found surplus due to rationalization of schools and posts shall be transferred.

5. The teachers who are retiring within 2 years shall not be transferred without their request.

6. No teacher who has not completed 2 years of service in a particular school as on 1st July of the year shall be transferred.

7. The teachers shall not be transferred and posted to a school in the same Gram Panchayat or town or city if he has completed 8 years of service. However this will not apply to the teachers working in Hyderabad District.

8. No teacher shall be transferred on mere allegations either oral or written, unless the allegations have been duly enquired into and prima-facie case is established.

9. No teacher should be allowed to rejoin duty after leave in a new school. He shall be posted only in the school from where he has gone on leave.
10. Teachers shall be transferred against a clear vacancy and of the same category, subject and media.11

ENTITLEMENT POINTS

The points shall be awarded to each applicant (teacher) who applied for transfer as follows:

(1) Service in the Present Primary School located in the areas as on 1st July of the year:

(b) For service in category IV areas: Ten (10) points per every year of service.

(c) For service in Category III areas: Five (5) points per every year of service.

(d) For service in the Category II areas: Three (3) points per every year of service.

(e) For service in the category I areas: One (1) point per every year of service.

Note: The habitations / Towns shall be classified into the following categories, namely:

(a) Category I: All habitations / Towns where 20 per cent HRA is admissible.

(b) Category II: All Habitations / Towns where 10 per cent HRA is admissible.

(c) Category III: All Habitations / Towns where 10 per cent HRA is admissible but having Bus / Train facilities.

(d) Category IV: All Habitations / Town where 10 per cent HRA is admissible, but not having Bus/ Train facilities.
within a radius of 3 kms from the school point to the bus stop / railway station.

(2) Service as a teacher:- One point for 5 years of service in the present cadre as on 1st July of the year.

(3) Special Categories

(i) Ten (10) points for the teachers who are retiring within Two Years from 1st July of the academic year.

(ii) Ten (10) Points for un-married female teachers.

(iii) Ten (10) Points for teachers whose spouse is working in Government or Public Sector or Local Body or Aided Institutions.

(iv) Ten (10) Points to the President and the general Secretary of District Units and the State Level President and general Secretary of recognized associations.

Primary Teachers transferred through counseling system. This system is introduced in 1997. At the time of counseling the teachers are give points like:

1. Those who are drawing 20 percent HRA they are given 1 point for one year.

**PREFERENTIAL CATEGORIES**

(i) Physically handicapped i.e. those with not less than 70 per cent orthopaedically handicapped.

(ii) Widows

(iii) Legally separated single women

(iv) Teachers who are suffering with the following diseases certified by specialized Institutions for the concerned diseases as specified by the Director of school Education in consultation with the Director of Medical Education.
(a) Cancer
(b) Heart Operation
(c) Neuro-Surgery
(d) Bone T.B
(e) Kidney Transplantation.

PROMOTION OF LFL HEAD MASTERS (Low Female Literacy)

The post of Head Master of Low Female Literacy School is created in the year 1997. It is equivalent to the post of a school Assistant. There are 10,000 of posts of LFL Head masters throughout the state. The Secondary Grade teachers are promoted to the post of LFL Head Master. According to the seniority in the cadre of secondary grade teachers promotion should be given to the post of Head Master LFL. In these villages where there is low percentage of female literacy, the posts of Head Masters are created according to the Literacy Population 2001. In the remaining primary schools the senior most secondary grade Assistant will act as a Head Master of that primary school. In that post no promotion scale will be given as a Head Teacher of LFL. In those, Head Teacher is given an allowance of Rs. 60 per month to Primary Schools.

DUTIES OF HM LFL SCHOOLS

The post of Head Master is created to a school where there is a low percent of Female literacy. In that school the Head Master has to meet the parents of girl’s students who do not attend the school
regularly. He should explain the importance of education especially
girl education and enroll all the girls students in the school. He should
also make the dropouts to be enrolled. That means he has to improve
the total literacy in that village.¹³

**DISCIPLINARY CONTROL**

While discharging their duties, the employees working in the
primary schools are likely to commit a number of lapses and
irregularities. Punishing the employees for such omissions is as
important as awarding promotions to them for dedicated and efficient
work. Some of the minor penalties provided for in these rules, like
censure, are intended to be of corrective nature so that the employee
may not repeat such lapses in future. On the other extreme, the
continuation of an employee's who is guilty of serious lapses may
prove to be injurious to the interests of the organization and hence he
has to be either removed or even dismissed. The punishments
adversely affect the advancement of one's own career. Thus the
imposition or non-imposition of a penalty on an employee makes
considerable difference for this career. Further, punishment
influences the judgment of assessing authority when subsequent
lapses are repeated, however small and insignificant they may be. It
is also true that the punishments have an important bearing on the
morale of the employees. If the punishing authority is lenient in his
attitude, the employees may take things easily. Hence it is said that
the punishments should be administered carefully as a drug but not as a regular diet.

Under Andhra Pradesh Public Service and Mandal Parishad Services (Classification, Control and Appeal) Rules passed by the Government in 1960(14) the various types of punishments that may be imposed on the employees working in the Mandal Parished as well as the persons in whom the authority of disciplinary action is vested, are prescribed. These punishments may be divided into two categories viz., (1) minor and (2) Major keeping in view the severity of the case. Thus there are punishments such as dismissal, suspension, termination of service or removal which may be termed as major punishments. Secondly, there are punishments such as censure, withholding of increments, withholding of promotion, recovery of pay which may be called as minor punishments.

MINOR PUNISHMENTS

Usually for all minor lapses, slackness and inefficiency, the disciplinary authority may prefer to warn the employee first and resort to disciplinary action only when the employee fails to improve.

At the lowest level, there is a very minor punishment of censure which may be described as nothing but recording of displeasure at the conduct of the employee. A little more serious than this is the stoppage of annual increment.
In case of grave misconduct of the employee or of gross inefficiency, the disciplinary authority may withhold his promotion. In such cases, the employee's advancement will be affected as his juniors by him. Next, where the conduct of an employee is responsible for any pecuniary loss to the school, the amount of the loss may be recovered from him. In this case it has to be proved that such loss is the direct result of the negligence of the employees.

The rules clearly specify that none of the minor punishments mentioned above can be inflicted on an employee. Without first giving him an opportunity to show cause for the action proposed to be taken against him 15.

MAJOR PUNISHMENTS

As mentioned earlier dismissal, removal, compulsory retirement and reduction to a lower post or rank are the major punishments provided in the rules. In addition to them there is also suspension, which sometimes may be described as a serious punishment. In the normal course, suspension is intended to facilitate the enquiry against an employee who is charged with misbehavior. Thus, suspension of an employee would be unjust where his continuance in service does not affect the enquiry in any way. Several instances have come to the notice of the Government in which the employees of Mandal Parishad have been kept under suspension for more than six months even for simple reasons and the authorities have failed to frame the charge
against the delinquents even after the lapse of six months. Further they failed to send the proposals for extension of the period of suspension in advance before the expiry of the period of six months to the Government.

In order to put an end to these irregularities, Government issued orders not to put an employee under suspension for simple reasons. Further the charge against the delinquent employee should be framed immediately and the disciplinary proceedings are to be completed within six months under normal conditions.

Suspension is of two kinds viz., interim suspension and suspension as a penalty. Suspension under departmental enquiry or criminal proceedings is called interim suspension. After departmental enquiry if the employee is found guilty, a penalty by way of suspension is imposed. Further it is established in law that an order of suspension or dismissal cannot be made with retrospective effect. Therefore, the competent authority can keep the employee under suspension afresh with effect from a prospective date, after reinstating him in service, if there is justification to keep him suspension.

For serious offences the employees may be shifted to a lower rank and lower time scale of pay. It is shameful for any employee to lose his seniority and again start working along with his juniors. A punishment of compulsory retirement is not intended to disqualify the employee for further employment altogether. But such dismissed
employees only become ineligible for the district cadre posts for the
Zilla Perished service once for all. In every cadre where a major
punishment is proposed to be imposed on a teacher or a headmaster,
the following procedure should be adopted. To begin with, grounds on
which the action is proposed should be reduced to a form of definite
charge and communicated to the employee along with a statement of
allegations on which the charges are based including other relevant
circumstances, where upon within a reasonable time the employee
may submit a written statement in defense or may desire an oral
enquiry or even may ask for a personal hearing. Where oral evidence
is collected, the employee may cross-examine the witnesses, who give
evidence against him. After the enquiry, the employee may again
submit another written statement in his defense. After this procedure
is gone through, the disciplinary authority may arrive at a provisional
conclusion in regard to the punishment that may be imposed. The
employee may also be supplied with a copy of the enquiry report and
will be called upon to show cause within a reasonable time, generally
not succeeding one month as to why penalty proposed should not be
imposed on him. The employee may again submit a representation
and after taking the same into consideration, the final orders may be
passed by the authority. Where an employee is suspended, a
subsistence allowance is to be paid to him during the period of such
suspension.
NUMBER OF TEACHERS IN PRIMARY SCHOOLS

The position regarding the number of teachers in the Kadapa District schools for the year 2007-08. Table 5.15 presents the data of total teachers in primary schools in Kadapa district

Table 5.15
TOTAL TEACHERS IN PRIMARY SCHOOLS IN KADAPA DISTRICT

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>4597</td>
<td>3002</td>
<td>7599</td>
</tr>
</tbody>
</table>

Source: SSA, Kadapa.

Differences between Government Primary Schools and Private Primary School.

**Government Primary School**

1. Managed by the Education Department.
2. No regular supervision on the teachers as well as Head Masters from time to time.
3. There is protection of employment. Hence many of the teachers are taking easy in attending duties.
4. Funds are being misused. No proper audit and no inspections are being conducted at the Government school level.
5. Students are not being given progress cards for each term and examination.
6. Many of the parents are leaving their children at the schools and they are not taking interest as they are not being paid any fesses.
7. No extra classes are being taken to the backward and dull students.
8. Special coaching is not given in many schools to the intelligent and top rankers.
9. There is no competition between the Government and Private schools.
10. As no test or examination is being conducted regularly, children are becoming less competitive against themselves. Moreover, if any test is conducted it is not valued by the teachers properly as well as the parents are not showing much interest upon their children's academic programme.

**Private Primary School**

1. Managed by the correspondence of the school.
2. Regular supervision is being conducted on all teachers and Head Masters in every minute.
3. There is no protection of employment. So every teacher who is taking less salary when compared to Government is doing their duties regularly.
4. As the manager or the correspondent is entirely one and for want of name and fame to develop the school he is taking personal interest at the school level.
5. Students are being given progress cards for every term and examinations.
6. Many of the parents are to pay tuition fees per month. So they are taking keen interest on their children studying in private schools.
7. Extra classes are being taken to the backward and dull students.
8. Special coaching is given to the top rankers and intelligent students.
9. There is competition between the Government and Private institution

10. Every test is being conducted and they are properly valued by the teachers and the teachers/management is issuing progress cards regularly to the students. So that their parents are aware about their children's progress in education at the school level.

Suggestion

Supervisors and inspectors are to be appointed at the rate of 1:40. At present this ratio is 1:80. Every year more number of vacancies of supervisors or inspectors is not being filled up by the Government. The services of inspectors are not being utilized at the academic level. As they are under the administrative control of Mundal Parishad Development Officer, their services are being utilized for the health programme and other community development activities from time to time by the State Government. Hence, if the Government appoint more inspectors and supervisors at the Mandal level with intention to visit the schools at least ones in a month and to conduct inspections at least once in a year as previously done prior to 1956, the government schools will develop in future.

ABILITY BENEFIT FUNDS

It is a social security measure. It was started in the year August, 1975. Every regular teacher or an employee should contribute Rs. 10/ per month from 1-8-1975 or from the date of regularization of services. He should nominate any one of his family
member in the event his death while in service. Whenever a teacher
dies in service he will be sanctioned an amount of Rs. 10,000/- in the
name of the family Benefit Fund. The scheme was continued from

After 1-11-1984, Family Benefit Fund scheme was ceased and
in its place the Andhra Pradesh State Employees group Insurance
Scheme was introduced. (A.P.S.E.G.I.S) According to the pay-scales
the scheme was divided in to Four Groups.

Group-A (8Units) = Principals, D.E.Os and above scale = Rs.80/

Group-B (4Units) = School Assistants, Head Masters and their
equalent= Rs.40/

Group -C (2 Units) = Secondary Teachers, and its equalence=Rs. 20/

Group -D (1 Unit) = Attenders, Record Assistants and parel scales=Rs.10/

Each unit of contribution is Rs.10/-. If any employee dies while
in service he will be sanctioned the insurance fund according to the
contribution to the General Insurance scheme.

Later, the rate of unit was revised from Rs.10/ to Rs. 15/.
Accordingly a group employee has to contribute Rs.120/ per month.
B Group employee has to contribute Rs. 60/ per month. C group
employee has to contribute Rs. 30/ per month. D. group employee
has to contribute Rs. 15/ p.m.

If A expires while in service, he will get Rs. 1, 20,000/- as
insurance fund and saving fund. B group employee will get Rs.
60,000/- plus savings funds C Group employee will get Rs.30000/- as insurance fund and savings fund. D Group employee will get Rs. 15000/- as insurance fund and savings funds.

B. group employee will get Rs. 60,000/ plus savings funds.
C. group employee will get Rs. 30,000/ as insurance fund plus savings fund.
D. group employee will get Rs. 15000/ as insurance fund plus savings funds. 17

ANDHRA PRADESH ACTS, ORDINANCES AND REGULATIONS

The following Act of the Andhra Pradesh Legislative Assembly received the assent of the Governor on the 20th April, 1998 and the said assent is hereby first published on the 22nd April, 1998 in the Andhra Pradesh Gazette for general information.

ACT No. 13 OF 1998

An act to provide for reforming school education in Andhra Pradesh by ensuring peoples participation in the administration of schools and to provide for matters connected therewith or incidental thereto.

Whereas the constitutional goal of Universal Primary Education remained elusive over the decades, due largely to the fact that the prevailing educational system is not geared to achieve that objective;

And whereas it is necessary that children should be given an opportunity for their potentialities to manifest to the fullest extent through the universalisation of education and by improving the quality of education:
And whereas the active participation of the local community through empowerment of parents who care most for the future of the children is imperative to ensure effective functioning of the schools;

And whereas decentralization of school administration is necessary to ensure a more effective functioning of the school educational system, promote accountability and better motivated teachers and better molded students;

And whereas for achieving the above purposes, self-correcting democratic institutions should be established;

Be it enacted by the Legislative Assembly of the State of Andhra Pradesh in the Forty-ninth Year of the Republic of India as follows:-

PART - I

PRELIMINARY

(a) This Act may be called the Andhra Pradesh School Education (community Participation) Act, 1998

(b) It extends to the whole of the State of Andhra Pradesh.

(c) It shall come into force on such date as the State Government may be notification appoint:

(d) It applies to all educational institutions in the State imparting education from Pre-Primary stage up to tenth class and includes Non-formal Education Centre or Adult Education Centre or Continuing education centre functioning under the control of Government, Local Bodies or institutions, aided by Government under private management.18

In this Act, unless the context otherwise requires

(1) "District Education Board" means a District Education Board constituted under section 15:
(2) "District Education Committee constituted under Section 13;
(3) "Mandal Education Committee" means a Mandal Education Committee constituted under section 9;
(4) "Municipal Education Committee" means a Municipal Education Committee constituted under section 11;
(5) "Notification" means a notification published in Andhra Pradesh Gazette and the word "notified" shall be construed accordingly;
(6) "Panchayat Education Committee" means a Panchayat Education Committee constituted under section 7;
(7) "Parent" means father, mother or guardian of the student studying in the school;
(8) "Parent Teacher Association" means an Association constituted under section 4 and also includes the learners association in case of the Adult literacy Centers or continuing education centers;
(9) "School" means and includes pre-primary school or Primary School, Upper Primary School or High school or Non-formal education centre or Adult Education Centre or Continuing education Centre;
(10) "School Committee" means a School Committee constituted under section 5;
(11) "School Education" means pre-primary, Primary, Upper Primary, non-formal, Adult and Secondary Education;
(12) All words and expressions used in this Act and not defined but defined in the Andhra Pradesh Education Act 1982 shall have the meanings respectively

Assigned to them in that Act.

Establishment of Committees for People's Participation, Their Composition, and Powers and Functions

People's Participation at School Level

In order to ensure people's participation at the school level, there shall be constituted for every school a parent-teacher Association and a School Committee.
Constitution powers and functions of Parent-Teacher Association

(1) Every Parent-Teacher Association shall consist of all teachers of the school and parents of all children enrolled in the school as members. Only one of the children in a family enrolled in the school shall have the right to vote.

(2) The Association shall meet as often as necessary as but not less than two times a year. The Headmaster or Instructor or as the case may be Prerak of the School or Institution shall be the convener. A parent member elected for the purpose shall preside over the meeting of Parent-Teacher Association.

(3) It shall be the duty of the Association to review, from time to time, in the manner prescribed, the functioning of the school in regard to the following matters, namely:

(a) Ensuring universal access and enrolment;

(b) Motivating regular attendance of children to the school, their retention and effectively arresting dropouts;

(c) Creating interest in education by improving infrastructural facilities in the schools and the quality of teaching and ensuring the attainment of the primary objective of universal enrolment and zero dropout rate;

(d) Mobilization towards collection of the membership fee and Corpus Fund for the school; and

(e) Sanctioning of the budget and approving the accounts of the School Education Fund placed before it by the school committee.
MANDAL RESOURCE CENTERS (BLOCK RESOURCE CENTERS)

The Mandal Resource Centers have been established at each Mandal Head Quarter to accommodate the MEO & MRPs and to give them independent office to act efficiently to raise the standards of Education at their Mandal. Each MRC has been provided with a big hall for the training purpose along with the computer room and rooms for the staff members. These MRCs have to function as professional developmental centers for the Teachers of that particular Mandal. The MRC will be provided with library books and many of the MRCs have been provided the computers and the furniture along with OHP and other required furniture.

PROGRESS OVER VIEW

1. Use of MRC as a Resource center for the Teachers dealing I-VIII class.
2. Conducted Mandal level training at MRCs
3. Academic support by MRPs, DRPs & DIET faculty members to Teachers at MRC.
4. Conducted regular monthly meetings at MRCs on CLAPS.
5. Formation of Teacher forums in each Mandal
6. Developing low cost Teaching Learning Material at every MRC level.
7. Organizing of Teleconferences to the teachers.

SCHOOL COMMITTEE

Constitution Powers and Functions of the School Committee

(1) The school committee shall consist of five members of whom there shall be four parents of the children enrolled
in the school and elected by the parents of the children enrolled in the school: and the Head master or where there is no Head master, the Senior most teacher of the school shall be the Member Convener, of the four parent member, there shall be at least two women and one person belonging to scheduled caste or scheduled tribes or backward classes or minorities. The Chairman of the Committee shall be elected by the members from among the parent members;

(2) All decisions shall be taken by a majority of the members of the Committee present and voting.

(3) The functions of the School Committee shall include the following:

(a) Manage the School Education fund for school Development;
(b) Assist the teachers in ensuring the attendance of the children;
(c) Ensure enrolment and retention of all the children;
(d) Hire the services of local persons as teachers or instructors or prearaks, as the case may be, where there is a felt need, on voluntary basis or on payment of fixed honorarium meeting the cost from the school education fund provided that no regular post is filled on a permanent basis in this manner.
(e) Hold meetings of parents who fail to send their children to the school;
(f) Review and monitor the school health programmes;
(g) Ensure excellence in the overall performance of the school and the children:
(h) Shall conduct parent day celebrations periodically to involve all parents in the management of the school and to motivate them to send their children regularly to schools;

(i) To raise, maintain and manage school nurseries for the purpose of afforestation and ensure clean, healthy environment around the school.

(j) Help, augment infrastructure facilities needed by the school;

(k) Ensure effective use of educational equipment in the school;

(l) Collect membership fee and corpus Fund for the development of the Institution from all the Parent – Teacher Association members and donors;

(m) Distribute incentives such as text books, Mid - day meals etc, and wherever felt required to provide uniforms and scholarships; and

(n) Co-ordinate with the Panchayat Education Committee for assistance as and when required.¹⁹

4. The term of office of the members of the school committee shall be two years. A parent member shall, however, ceases to be a member when he has no child enrolled in the school or when recalled by the Parent – Teacher Association in the manner prescribed.

SCHOOL EDUCATION FUND: School Education Fund for every school consisting of the following:

(l) Funds released by the Government or Local Bodies for management or improvement of infrastructure of the school which will not include salary grant released by Government:
(ii) Funds for school contingencies released by Local Bodies or Government;

(iii) All amounts transferred from the Panchayat Education Fund from taxes levied and collected under sub-section (2) of section 36 of the Andhra Pradesh Education Act, 1982;

(iv) Membership can be constituted from members and donors including grant-in-aid from government for further development of the school; and

(v) fund collected in any manner as may be prescribed by the school committee.

**PANCHAYAT EDUCATION COMMITTEE**

This committee will look after the Primary Education in their respective jurisdictions. Constitution, Powers and Functions of the Panchayat Education Committee

(1) In every Gram Panchayat there shall be constituted a Panchayat Education Committee which shall consist of the following members namely:

(a) The Sarpanch of the Gram Panachayat who shall be the Chairman of the Committee;

(b) The Head Master of the High School or Upper Primary School or where there is no High School or Upper Primary School, the Head Master of the Primary School who shall be the member convener;

(c) Two parent representatives from each school committee in the Gram Panchayat of whom one shall be the Chairperson of the School Committee and the other shall be a woman to the nominated by the concerned Parent Teacher association;

(d) Non-Governmental organizations working in the field of Education, donors, philanthropists residing
in the Panchayat area -not exceeding one-third or the membership of the Parent representatives of the committee co-opted by the Panchayat Education Committee. Provided that donors who donate an amount not less than Rs. 50,000/- (rupees fifty thousand only) shall be life members.

(2) The Panchayat Education Committee shall take all steps required for the Effective functioning of the schools in the Gram Panchayat and to achieve total literacy for all adults up to thirty five years of age in their area.

(3) The committee shall have the following powers and functions, namely

(a) To undertake appropriate and suitable measures to encourage parents to send their children to school and institute incentives and disincentives that will decide people from engaging children in child labor;

(b) To determine the school calendar and school timings subject to guidelines of the education department and the District Education board;

(c) To help augment infrastructure facilities and supplement the resource base for the school; and

(d) To take all other steps as are necessary for the effective functioning of the schools in the Gram Panchayat and for the furtherance of the objective of this Act.

(4). All decisions shall be taken by a majority of members of the committee present and voting
(5). The term of office of the committee constituted under this section shall be two years unless ceased to be a member of Parent teacher Association or is recalled by the Parent Teacher Association in the manner prescribed.

PANCHAYAT EDUCATION FUND

(1) The Panchayat Education Committee shall maintain a separate fund called 'Panchayat Education Fund' by crediting:

(a) All taxes levied and collected under sub-section (2) of Section, 37 of the Andhra Pradesh Education Act, 1982;
(b) Any donations received for the development of education; and
(c) Grant-in aid, not being salary grant, received from State and Central Government, if any.

(2) The funds shall be operated by the Panchyat Education Committee in such manner as may be prescribed to distribute the fund so formed to the school committees based on their need and requirements to be credited in the respective School education Funds.

CONSTITUTION POWERS AND FUNCTIONS OF MANDAL EDUCATION COMMITTEE

1. There shall be constituted for each Mandal, a Mandal Education Committee consisting of the following members namely:

(a) The President of the Mandal Parishad, who shall be Chairman;
(b) The Mandal Parishad Development officer who shall be the Vice- Chairman;
(c) One Headmaster of the Schools under the control of the Mandal Parishad to be co-opted by Mandal Education committee in the manner prescribed;

(d) One philanthropist or educationist or representative of voluntary organization to be co-opted by the Mandal Education Committee;

(e) Eight presidents of school committees under the control of Mandal Parishads of whom four shall be women and one each shall be from Scheduled Castes/Scheduled Tribes and Minorities;

(f) One representative from the Recognized Teacher union to be co-opted in the manner prescribed;

(g) One Sarpanch to be co-opted by the Mandal Education Committee in the manner prescribed;

(h) One Mandal Parishad territorial Constituency member to be co-opted by Mandal Education Committee in the manner prescribed; and

(i) The Mandal Education Officer who shall be the member-convenor.

1. All decisions shall be taken by a majority of members of the committee present and voting.

2. The term of office of the committee constituted under their section shall be two years. A parent member shall however cease to be a member when he has no enrolled child in the Mandal Parishad School or when recalled by the Parent teacher Association concerned in the manner prescribed.

3. The Mandal Education Committee shall monitor the functioning of the schools under the control of the Mandal
Parishad, literacy programmes in the Mandal and shall take such corrective steps as may be necessary.(21)

4. The committee shall have the following powers and functions, namely:-

(a) Undertake annual evaluation of the performance of the schools, facilitate and provide for academic supervision and inspection of schools under the control of Mandal Perished, and

(b) To promote sports and cultural activities among the students in Mandal Parishad Schools.22

MANDAL EDUCATION FUND

(1) The Mandal Education committee shall maintain a "Mandal Education Fund" which shall consist of the grant-in-aid received from the State Government and the Zilla Parishad or from any other source, the funds allocated to education in the Mandal Budget and public donations.

(2) The Mandal Education Fund shall be utilized by the Mandal Education Committee for the purpose of its functions;

(3) The Fund shall be operated by the Mandal Education Committee for each Municipality or Municipal Corporation.

MUNICIPAL EDUCATION COMMITTEE

There shall be constituted a Municipal Education Committee for each Municipality or Municipal Corporation. Every Municipal Education Committee shall consist of the following members, namely:
(a) The chairperson of the Municipality or mayor of the Municipal Corporation, as the case may be, shall be the Chairperson of the committee;

(b) The Municipal Commissioner, shall be the member convener;

(c) One Councilor to be co-opted by the committee in such manner as may be prescribed;

(d) Eight presidents of school committees under the control of municipality/municipal Corporation of whom four shall be women and one each shall be from Scheduled Castes/Scheduled Tribes and Minorities. Provided that out of the eight presidents, four shall be from high school committees and four shall be from primary committees.

(e) Two teachers (the senior most headmaster of the primary schools and the senior most headmaster of high schools) in the municipality or municipal corporation:

(f) One distinguished educationist or philanthropist or nominee of a non-Governmental organization to be nominated by the District Collector; and

(g) One representative from the recognized teacher unions to be co-opted as may be prescribed.\(^{23}\)

All decisions of the Municipal Education Committee shall be taken by a majority of the members of the committee present and voting. The term of office of the Municipal Education Committee shall be two years. A parent-member shall, however, cease to be a member when he has no enrolled child in the Municipality/municipal Corporation School or when recalled by the parent Teacher association concerned in the manner prescribed.
The Municipal Education Committee shall be responsible for the overall development of Primary and Secondary education in the municipality or Municipal Corporation as the case may be and for the purpose, it shall provide the necessary infrastructure to the schools under its control and monitor their functioning.

The committee shall have the following powers and functions, namely:

(1) To undertake annual evaluation of the performance of the school, facilitate and provide for academic supervision and inspection of schools to be undertaken by appropriate and competent authorities to be specified by the education Department, organize sports, cultural and other related activities, prepare annual budget for the municipal Education committee and assist in the maintenance of proper accounts; and

(2) To promote sports and cultural activities among the students in municipality or Municipal Corporation schools.

**MUNICIPAL EDUCATION FUND**

There shall be constituted a municipal Education Fund for every Municipality or Municipal Corporation which shall be utilized by the Municipal education committee for the performance of its functions. The fund shall consist of the funds allocated for education in the Municipality/Municipal corporation budget, grants-in-aid from the State government and public donations and tax revenue as may be available to the municipal council or corporation as the case may be.
under sections 37, 38 and 39 of the Andhra Pradesh Education Act, 1982; provided that the salary grant shall be operated in the manner as may be prescribed. The fund shall be operated in such manner as may be prescribed.

CONSTITUTION OF POWERS AND FUNCTIONS OF DISTRICT EDUCATION COMMITTEE

There shall be constituted for each district a District Education Committee consisting of following members namely:

(a) The Chairman of the Zilla Parishad, who shall be Chairman of the committee;

(b) The Chief executive officer of the Zilla Parishad who shall be the member - convener;

(c) Ten parents to be elected in the prescribed manner by and from among the parent members of the School Committees in the District of whom not less than five shall be women; and one shall be from Scheduled Cast or Scheduled tribes and one from Minority community;

(d) Two Headmasters of Zilla Parishad High Schools co-opted in the committee in the manner prescribed;

(e) One educationist or social activist or nominee of a voluntary organization to be nominated by the District Collector;

(f) One chairperson of Mandal Education Committee to be co-opted in the manner prescribed;

(g) One chairperson of Panchayat Education Committee to be co-opted in the manner prescribed;

(h) The District Education Officer;
(i) The Minorities Welfare Officer of the District or in the absence of that officer an officer belonging to the Minorities from any of the Departments/Officers nominated by the District Collector;

(j) Project officer, integrated Tribal Development Agency; or the District Tribal Welfare Officer;

(k) One representative from the recognized Teacher Unions to be co-opted in such manner as may be prescribed;

(l) Two Zilla Parishad Territory Council Members to be nominated as may be prescribed;

(m) Deputy Director of Social Welfare Department; and

(n) District backward Classes Welfare Officer

All decisions of the Committee shall be taken by majority of the members of the committee present and voting. The term of office of the committee shall be two years. A parent-member shall, however, cease to be a member when he has no enrolled child in the Zilla Parishad School or when recalled by the concerned parent Teacher association in the manner prescribed. The committee shall be responsible for the overall development of secondary education in the district and for that purpose: it shall provide the necessary infrastructure to the schools fund monitor their functioning.

The committee shall have to undertake annual evaluation of the performance of the schools, facilitate and provide for academic supervisions and inspection of schools to be undertaken by appropriate and competent authorities to be specified by the education Department; organize sports, cultural and other related
activities, prepare annual budget for the District Education Committee and assist in the maintenance of proper accounts.

**DISTRICT EDUCATION FUND**

There shall be a District Education Fund consisting of:

(a) All the Grants received from Government.
(b) Education cess collected and
(c) Donations received for the purpose of educational development in the district.
(d) The fund shall be administered by the District Education Committee
(e) The fund shall be operated in such manner as may be prescribed.

**DISTRICT AND STATE LEVEL MONITORING BOARD**

(1) There shall be established by the Government, by notification, for each district a District Education Board which shall consist of the following members:

(a) The District Collector, who shall be the Chairman,
(b) Three Educational experts nominated by the District Collector.
(c) Deputy Director, Adult Education,
(d) One expert on Vocational Education,
(e) Principal, District Institute of Education and Training,
(f) One representative of non-governmental organization to be nominated by the District Collector.
(g) Two outstanding teachers including retired headmaster who are recipients of national awards to be nominated by the District collector.

(h) One nominee of District Planning Committee.

(i) One representative from recognized teachers unions to be co-opted as prescribed.

(j) Project officer, Integrated Tribal Development Agency or the District Tribal Welfare Officer.

(k) Assistant Director, Non-formal Education, who shall be a permanent invitee.

(l) One representative from each category of managements running schools including the minority management run schools in the district nominated by the District Collector.

(m) The District Education Officer, who shall be the member convener and

(n) The Minority Welfare Officer of the District or in the absence of that officer, an officer belonging to the minorities from any of the Departments/offices nominated by the District Collector.

2). The Board shall essentially be a technical body and shall look after the needs of the primary, secondary and adult education in the District. Its functions shall include training of teachers reviewing of school calendar and performance of various schools, Mandal Resource Centers and teachers' centers and overseeing the implementation of audio-visual education, Vocational education, conduct of examinations and all academic matter within the district.
3) The directions of the District Education Board on all academic matters shall be binding on the District Education Committee, Mandal Education Committee, Panchayat Education Committee, Municipal Education committee and School Committee.

4) The term of office of the Board constituted under this section shall be two years.

CONSTITUTION, POWERS AND FUNCTIONS OF STATE ADVISORY BOARD OF SCHOOL EDUCATION

1) They shall be established by the Government by notification, a State advisory Board of school Education which shall consist of the following, namely:

(a) Minister for School Education, who shall be the Chairperson;
(b) Minister for Municipal Administration,
(c) Minister for Panchayat Raj,
(d) Minister for Social Welfare,
(e) Minister for Women Welfare,
(f) Minister for Backward Classes Welfare,
(g) The Secretary to Government in charge of School Education,
(i) Two educational experts to be nominated by the Government,
(j) Three teachers to be nominated by the Government.
(k) Two representatives of non-government Organizations to be nominated by the Government.

(l) One nominee of the Ministry of Education, Government of India.

(m) The Chairman, State Council of Higher Education.

(n) Three Chairpersons of the district Education committees in the State to be nominated by the Government.

(o) One chairperson of school committee to be co-opted as prescribed.

(p) State Project Director, District Primary education Programme.

2) The District of Adult Education, Secretary, Board of Intermediate Education and the Director of State Council for Educational Research and training shall be the permanent invitees to the meetings of the Board.

3) The State Advisory Board shall:

(I) Advise the Government in matters related to the quality of instruction, curriculum, syllabus and other academic matters.

(II) Review overall achievements in the minimum levels of learning;

(III) Ensure coordination at various levels and among different departments dealing with the matters relevant to School Education

**Village Panchayats and Education**

The school committee of the Village Panchayat plays a great role in providing equipment midday meals, uniform and text-books.
preparing the census of school going children and encouraging the play festivals and national festivities.

Midday meals programme was abolished by the government as there were many hurdles in its implementation. In its place, the uniform dresses to the school children have been supplied through the education department. In most of the villages, there are no school committees. The Panchayats do not pay due attention to the requirement of primary education because of managerial and financial constraints.

MANDAL PARISHADS AND EDUCATION

After the adoption of democratic decentralization in the form of panchayatiraj, most of the primary schools are run under the management of Panchayat Samithies. Since the new pattern of Panchayat Raj system came into vogue on the basis of the recommendations of the Ashok Mehta Committee the primary schools came under the preview of Mandal Parishads. The numbers of primary schools run by the Mandal Parishads account for about 85 percent of primary schools in the state. The state of Andhra Pradesh indents to bring the primary education administration, which almost constitutes mass education, closer to the people and ensure their direct involvement and participation in it.

The Mandal Parishad carries the task of primary education through the standing committee for education. The primary schools
are supervised by the Mandal Educational Officer under the overall supervision and control of the Mandal Development Officer and the President of Mandal Parishad. The primary schools are also supervised by Deputy Educational Officer who works under the overall control of the District Educational Officer.

**ZILLA PARISHAD AND EDUCATION**

While the primary education is run by the Mandal Parishad, the secondary education is run by Zilla Parishad. As many as 75 percent of the High schools in the state are controlled by the Zilla Parishads. Some Zilla Parishads control the vocational and industrial schools, which are being looked after by the departments concerned.

The Zilla Parishads carried out the task of secondary education through the assistance of the standing committee for education. In some cases, the Government also appoints adhoc committees for education. The secondary schools are supervised by the Parishad Educational Officer under the overall control and supervision of the district development officer and the president of the Zilla Parishads. The secondary schools may also be supervised by the Deputy Educational officers who work under the overall control of the District Educational officer.
STRUCTURE AND ORGANIZATION OF PRIMARY EDUCATION IN KADAPA

Educational Management in Kadapa

The Indian educational system is deep rooted in antiquity. However, the transition from the traditional 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 of the colonial period where the British developed education in a limited way. The educational system that India acquired at the time of independence was not only inadequate and enclavised but was qualitatively dysfunctional to meet the requirements of an economy poised for accelerated growth with self sufficiency, equity and social justice as major planks for social and economic development. Therefore, both quantitative expansion and qualitative improvement, including diversification, were identified as the major thrust areas for educational development in independent India.24

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. Many international agencies including UNESCO postulated that removal of supply side constraints was necessary for accelerating the process of economic development and minimizing the inequities in
the shortest possible time. Trickle down theory was the main hope for social and economic development in newly independent countries of the mid-twentieth century.

Though various five-year plans recognized the need to raise the quality of education, little was done to address this issue on sustainable basis. This approach not only affected the internal efficiency of the system but also resulted in a situation where majority of the graduates of the school system did not acquire the competencies and skills in numeric, literacy and other subjects of study.

Various achievement studies conducted in the recent years have indicated that a small proportion of students, in the penultimate class, cross 50 per cent level of achievement. Assuming that 30 per cent of students cross the 50 percent threshold, the remaining 70 per cent students will be passing with inadequate and unsatisfactory achievement levels. This will amount to about 25 student-years of inputs to produce one successful graduate of primary school with 50 percent or more achievement score. In some districts, not even one student was found to have achieved mastery level of competencies even in one subject. This position in Kadapa may not be much different. If this is the reality on education with quality will be a real task. A detailed account of issues in school efficiency in
universalisation of elementary education has been examined by Sharma (1998).

The National Policy on Education (NPE), 1986 and its 1992 revision again highlighted the urgency to address the quality concerns on priority basis. Quality can not improve by itself. It requires reforms in teacher training; improvements in the facilities and infrastructure in schools; teachers' motivation; and a change in the style of teaching to make it attractive to the students. Measures for continuous and comprehensive evaluation also need to be established so that the relationship between the inputs and outcomes of the educational system can be established. Besides the state level schemes to improve access and quality of education, a number of centrally sponsored schemes and externally funded projects, undertaken in the recent years, are experimenting with various models of bringing about increased coverage and retention, including quality improvement measures. Removal of imbalances based on social, economic and gender constitute the key issues that these schemes are addressing.28

In addition to the deprivation of the girls, SC and ST children are also deprived from the benefits of educational development: it is generally believed that rural areas suffer the most from illiteracy and educational deprivation. Therefore, most of area specific schemes designed for revitalization of Primary Education relate to the rural
areas. The urban areas though present a picture of affluence and prosperity; also suffer from typical problems of out-of-school children, working children, malnutrition, unemployment and poverty. Pockets of under-development of social services like education, health and sanitary facilities in urban areas can be easily identified. Despite these characteristics, there was hardly any scheme for the out-of-school children in urban areas still the scheme of Non formal Education (NFE) was revised and extended to urban areas in late 1980s. The provision of primary education in urban areas is the exclusive responsibility of the municipal corporations/committees and local self-governments. It is known that except for a few municipal corporations/committees, the financial position of most of the local bodies is deplorable and their resource base is shrinking. The deficiency in the public provision in urban areas is countered by the society by resorting to private sector initiatives.26

DELEGATION OF POWERS

Duties of Head Master of Primary School

Academic

The Head Master of Primary School shall grant Casual Leave, Special Casual Leave to the Teachers of Primary Schools.

1.) Guiding teachers of his own subjects in particular and others in general.

2) Arranging for professional guidance from his own and also from local experts, if available, in other subject areas.
3) Informing the departmental inspecting officers for the
guidance he requires in specific areas.
4) Formulating minimum academic programme and
institutional plan with the help of his assistance and
implement it.
5) Arranging demonstration lessons in all the subjects' areas
by complement subject teachers.
6) Under taking action research programmes.
7) Arranging conferences, workshops, seminars etc.

SUPERVISION

a. Periodical (monthly) check-up of the lesson plans and
year plans prepared by the assistant teachers of his own
school.
b. Preparation of time table and their proper
implementations
c. Observation of class-room teaching of the assistants to
the extent of one period during a working day (Preferable
Xth class) and recording it with suggestions for
improvement.
d. Proper organization of activity areas, namely physical
education, health education, creative activity and social
useful productive work (SUPW) and moral education.
e. Introduction of cups as co-curricular activity and their
proper supervision.
f. Organize book bank Sanchayika School bank, co-op
stores etc. wherever possible.
g. Maintain a watch register to the academic and para-
academic work turn out by assistance.
ADMINISTRATION

(i) Observation of class room teaching of every assistant to extent of one period for each term.
(ii) Maintain all the register prescribed, if supplied by the management's
(iii) Submit pay bill etc. promptly.
(iv) Ensure regular attendance of pupil and teachers.
(v) Conduct daily school assembly, arrange for proper maintenance and utilization of library, prescribe school uniform; celebration of national Festivals; make the pupil to participate in the competition of academic importance;
(vi) Conduct of tests and examinations efficiently.
(vii) Any other assignment and responsibilities specifically entrusted by the department or management.
(viii) Organize parent-teacher Association.
(ix) Enlist community support for school improvement programme

DUTIES OF A TEACHER

Academic

A. To teach the allotted subjects during the allotted periods.
B. Guiding subject to junior teacher, if any
C. Correction of written work of the pupils regularly.
D. Correction of answer scripts relating to all unit tests and terminal examinations.
E. Developing aptitude for professional advanced participation.
F. Implementation of minimum academic programme chalked out in his subjects.
G. Recognizing pupil's deficiencies and conducting remedial teaching.
H. Proper use of teaching materials and aids available in the schools.
I. Improving black-board work.
J. Undertaking action, research and innovative practices.

CLASS ROOM ADMINISTRATION

a. Maintenance of class-room discipline
b. Maintenance of attendance registers.
c. Encouraging pupil in maintaining personal hygiene and class-room cleanliness
d. Attending the classes regularly.
e. Assisting the Head Master in the sale of text-books, Teacher's Day, flags, etc.,
f. Participation and organization of national Festivals in the school.
g. Arrangement and organization of co-curricular and extra-curricular activities.
h. Encouraging pupils to follow dress restrictions and general discipline in school.
i. Adhering to the duties and responsibilities specially designed to the subject departments.
j. Any other duties and responsibilities assigned to him by the Head Master under orders of his superiors.(27)

ADMINISTRATIVE MACHINERY OF PRIMARY EDUCATION IN KADAPA DISTRICT

Following chart gives us a clear picture about the administrative machinery of primary education in Kadapa district.
Emerging powers of the District Collector\textsuperscript{28}

1. In case of emergency, the District Collector may direct the execution of any work or the doing any act which would ordinarily require the sanction of the Zilla Parsihad or of a standing committee thereof and the immediate execution of the doing of which in his opinion is necessary for the welfare or safety of the general public and may also direct that the expense of executing such work or doing such act shall be paid from the Zilla Parishad fund.

2. Every case in which the power conferred by section 56 of the Act exercised shall forth with be reported to Government by the District Collector with the reasons in full for exercise of such power and a copy of the report shall at the same time be sent to the Zilla Parishad for information.
3. In addition to the above emergency powers, the collector exercises some more powers. He presides over the District Coordination committee meeting to co-ordinate the activities of the Mandal Parishads with the district officers. He is the chairman of the District level committee of national rural employment programme. He presides over the meeting of officer's connected with utilization of the earmarked funds. He assesses the work of the officers and submits their confidential reports. In connection to the primary education he is the chairman of the District Selection Committee and plays a key role in the selection process of the teachers.

District Development Officer and his role in Primary Education

As a result of the recommendations of the Ashok Mehta Committee report, a new post of District Development officer was created by the State Government of A.P in July, 1981 in the place of the existing post of secretary to the Zilla Parishad. The District Development officer is the chief executive officer of the Zilla Parishad. He may belong to an I.A.S cadre. He is liable to be transferred by the State Government. He can function under the administrative control of the District Collector and assume larger responsibility for all important developmental functions within the district.28

Since he is the chief executive officer of all the matter related to the Zilla Parishad he exercises his powers and control on the department of education also. Though his powers are mainly concerned with the secondary education he can also exercise some
powers regarding primary education. The important powers of the District Development officer relating to primary education are:

1. He is the member of the District Selection committee which selects the candidates for the post of teachers.
2. After the completion of the selection of the candidates for the posts of teachers by the candidates for the posts of teachers by the district selection committee, he allots them to different Mandals in the district according to the vacancy positions.
3. He can transfer the teachers from one Mandal to other on the basis of the recommendations of the Mandal Development Officer.
4. He can give suggestions to the Mandal Development Officer to take necessary action against the teachers found guilty with their duties.

DISTRICT EDUCATIONAL OFFICER AND HIS ROLE IN PRIMARY EDUCATION

The D.E.O is the overall controlling officer in the district on Educational matters. He is assisted by three deputy educational officers in carrying on inspection and administration of secondary schools and 51 Mandal Educational Officers in carrying on inspection and administration of primary schools. He has enormous powers in administering educational matters in the district. With regard to primary education he has the following process to exercise:

1. He is the convener of the D.S.C
2. He is the superior authority for all academic matters in the district relating to primary education.

3. Publication of Bulletins highlighting the academic advancement in the district.


6. Collection of statistical data necessary for opening of new schools and improvement in enrolment and attendance.

7. Preparation of village Mandal and District Educational Plans.

8. Timely correct and complete submission of educational and financial statistical returns.

9. Preparation and submission of correct number of statements, budget estimates, revised estimates in time.

10. Monthly reconciliation of accounts and prompt submission of the statements.

11. Checking of irregular and unauthorized expenditure.

12. Regular release of monthly grants and other payments to local bodies, aided institutions and submission of utilization certificates.

13. Prompt disposal of pension schemes.

14. Full utilization of allotted budget provisions and following the financial rules.

15. Ensuring regular manual audit of accounts of aided educational institutions.

16. He can recommend the Mandal Development Officer to take necessary disciplinary action against the teachers who are irregular to the duties.

17. Convene meetings with the Mandal Educational Officers and Deputy Educational Officers to discuss various aspects for the betterment of the Primary Education.
DEPUTY EDUCATIONAL OFFICER AND HIS ROLE IN PRIMARY EDUCATION

There are three Deputy Educational officers. One each in Kadapa, Rayachoty and Proddatur divisions to assist the District Educational Officer in his administrative work. Though the Deputy Educational Officers are mostly related to the secondary education. They can also exercise some powers relating to the primary education. Such important powers are:

1. He can make surprise visits to primary schools.
2. He may review the inspection reports of the Primary schools submitted by the Mandal Educational Officers under his jurisdiction.
3. Provides guidance in the functioning of parent teachers associations at the school and Mandal level for the promotion of school improvement programme.
4. He assists the District Educational Officer in maintaining essential educational statistics.

PARISHAD EDUCATIONAL OFFICER AND HIS ROLE IN PRIMARY EDUCATION

There is one Parishad Educational Officer in each Zilla Parishad for the administration of the Zilla Parishad High Schools. He has to co-operate with the District Educational Officer and Deputy Educational Officer who supervise the schools under the Zilla Parishad Management on the academic and technical side of Secondary education. The deputy secretary of the education wing of the erstwhile Zilla Parishad is now designated as Parishad
Educational Officer deputed from the education Department of the state government. Though he is mainly associated with the secondary education he can also make surprise visits to the primary schools and involve the parents associations in the improvement of physical facilities in schools.31

MANDAL DEVELOPMENT OFFICER AND HIS ROLE IN PRIMARY EDUCATION

Education, one of the wings of the officer of the Mandal Parishad is under the overall control and supervision of the Mandal Development officer who is the administrative head of the Mandal Parishad. The primary school teachers are appointed and transferred by him with the consent of the president of Mandal Parishad. He is vested with adequate disciplinary powers over the staff. He will exercise administrative control over the teachers working in primary schools. He is assisted by one Mandal Educational Officer in Mandal Parishad, equal to the cadre of erstwhile deputy inspector of schools, in the administration of primary educational institutions. As the chief administrative officer over the primary schools and teachers in the mandal he draws salaries to the teachers; he reviews the inspection reports of the Mandal educational officer; he can impose punishments on the teachers, for their irregularities and maintains full statistical data regarding primary education.32
MANDAL EDUCATIONAL OFFICER (MEO) AND HIS ROLE IN PRIMARY EDUCATION

With the advent of new pattern of Panchayati Raj system based on Ashok Mehta Committee recommendations, a new post of Mandal Educational Officer was created in place of Deputy Inspector of schools. He exercises his powers under the overall control and supervision of the Mandal Development Officer. As the supervising authority over primary schools in the Mandal he exercises the following powers and duties within his jurisdiction:

1. He is in charge of academic matters in the Mandal related to the primary education.
2. He inspects the primary schools and submits inspection reports to the Mandal Development officer.
3. He gives suggestion to the Mandal Development Officer for the betterment of primary education.
4. He organizes Teachers Association centers under his headship and gives demonstration for their advancement in Teaching.
5. He organizes in-service training programmes for primary school teachers within the Mandal.
6. He is involving in the parents associations and the village school committees in the improvement of the physical facilities of the primary schools.
7. He collects necessary data regarding primary education in his jurisdiction.

232
VILLAGE SCHOOL COMMITTEE

In a village, where there is a primary school, village school committee, with rural elite, is formed. The village school committee has to look after all the matters relating to the betterment of the respective school. But unfortunately there were no village school committees for all the primary school except in some villages.

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, concerns 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.

Table 5.16 presents the district-wise educational profile of Andhra Pradesh 2002-2003.
Table 5.16
DISTRICT WISE EDUCATIONAL PROFILE OF A.P 2002-2003

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Particulars</th>
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<td>1</td>
<td>a. Demographic POPULATION AS PER 2001 CENSUS</td>
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<tr>
<td>(i)</td>
<td>TOTAL</td>
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<tr>
<td>(ii)</td>
<td>MALE</td>
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<td>(iii)</td>
<td>FEMALE</td>
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<td>Percentage of scheduled caste population (2001 Census)</td>
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<td>Percentage of scheduled Tribe population (2001 Census)</td>
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<td>AREA 0000(in Sq Km)</td>
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<tr>
<td>5</td>
<td>Number of Mandals</td>
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<tr>
<td>6</td>
<td>Number of Towns</td>
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<tr>
<td>7</td>
<td>Number of Panchayats</td>
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<td>Number of villages</td>
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<tr>
<td>9</td>
<td>Density of population per Sq.Km. (2001 Census)</td>
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<tr>
<td>10</td>
<td>Sex Ratio (2001 Census)</td>
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<td>11</td>
<td>(b) Education (2002-2003)</td>
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<tr>
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<td>Primary Schools</td>
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<td>Universities</td>
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<td>Arts, Science &amp; Com. Colleges</td>
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<td>21</td>
<td>Engineering Colleges</td>
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<tr>
<td>22</td>
<td>Medical Colleges (M.B.B.S)</td>
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</tr>
<tr>
<td>23</td>
<td>Enroll Ratio (I-V classes) total</td>
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</tr>
<tr>
<td>24</td>
<td>GIRLS</td>
<td>132.13</td>
</tr>
<tr>
<td>25</td>
<td>Enrol.Ratio (VI-VII classes) total</td>
<td>70.48</td>
</tr>
<tr>
<td>26</td>
<td>Literacy Rate Male:</td>
<td>76.98</td>
</tr>
<tr>
<td>27</td>
<td>Female:</td>
<td>50.76</td>
</tr>
<tr>
<td>28</td>
<td>Total:</td>
<td>64.02</td>
</tr>
<tr>
<td>29</td>
<td>DROP-OUT Rates (00-01)</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Primary Classes (I-V) total</td>
<td>17.26</td>
</tr>
<tr>
<td>31</td>
<td>Girls</td>
<td>17.86</td>
</tr>
<tr>
<td>32</td>
<td>Classes I to VII total</td>
<td>42.97</td>
</tr>
<tr>
<td>33</td>
<td>Girls</td>
<td>48.26</td>
</tr>
</tbody>
</table>

Source: Director of School Education, Hyderabad
Poor quality 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 affect 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 percent 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? What is the efficiency of each system? It may not be possible to answer this question with the present level of research, essentially because not much is known about the unit cost and achievement level of learners in the 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 learner's achievement show 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 1 and Grade IV. The main objectives of the study are:

1. To establish baseline data of learners achievement in language and mathematics, based on Grade 1 and Grade IV competencies;

2. To examine differentials in achievement, based on gender caste, management of school and other associated characteristics;

3. To identify factors associated with learner’s achievement level with a particular focus on learners’ profile, school and teacher characteristics.

MAIN ISSUES AND RECOMMENDATIONS

General

The learners' assessment studies at the primary stage have been introduced recently in the Indian context. The DPEP provided the framework for the large-scale application of assessment techniques to establish and monitor the learning outcomes. The present study is the first of its kind and covered both private and government schools. The main aim of the educational system should, therefore, be to assist the learners in achieving their full academic potential. The analysis presented in the preceding chapters is significant and must be used to identify the deficiencies in curriculum, transaction methodologies teaching workload and the special areas of the weakness of the students and the teachers. The findings of the present study should be seen as a mechanism for highlighting the strengths and
weaknesses of the primary education in Kadapa. The following paragraphs present a summary of findings and recommendations.

**SUMMARY**

The primary aim of the educational system is to ensure that all learners acquire the desired skills and knowledge. The achievement studies are designed to establish the levels of achievement and also to examine the association between the school, home and other factors in relation to learning outcome. The assessment studies also help the educators in the identification of main issues in curriculum transaction, teacher training strategies and may even help in identifying the schools with special teaching-learning problems.

The primary schools play an important role in this context. These schools not only lay the foundation for the younger children but also mould them in a way that they become responsible citizens and also acquire knowledge to their fullest potential. Keeping these factors in view, the present study focuses on assessing the quality of primary education in Kadapa by raising a fundamental question that how much do the children learn. Further the study aimed at:

1. Informing the professionals and the public of the achievement and failures of the government and the private educational system
2. Assisting the Department of Education in undertaking the decisions relating to the development, review, revision and implementation of the existing curricula and the instructional resource materials
3. Identifying areas of teacher training and supervision that need immediate attention
4. Providing the directions for change in both pre-service and in-service teachers education
5. And presenting the areas for further research.

The baseline learners' assessment study was conducted on a sample of both public and private schools in Kadapa. Approximately 5 percent of the schools were selected for detailed study. The data was collected on the learner's achievement levels through achievement tests. Data was also collected on school characteristics, teachers profile, learner's social and economic background and related aspects.
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239
19) Ibid. p.7.


22) Ibid p. 66


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25) Ibid, p. 29


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31) Interview with S. Mahaboob Basha, District Administrative Officer, Kadapa, on 20-7-08.

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