CHAPTER VI

PROBLEMS
The present empirical study is intended to understand organization and working of educational institution of the Primary Education in Andhra Pradesh in general and Kadapa District in particular. The schools for the Primary education are spread over remote corners of the State of Andhra Pradesh as well as Kadapa District. The Researcher found it extremely difficult to visit some of the schools for the Primary education to acquire primary data for his work.

Hence, in order to ascertain views and reactions of officials and non-officials regarding the working of the Primary education in the District of Kadapa. A survey was conducted with the help of structured and unstructured questionnaires by adopting the method of random sampling. Thus, the responses and attitudes of the officials,
non-officials and teachers have been analyzed and findings are recorded at appropriate places in this thesis.

In this chapter, the problems encountered by the Primary Education of the Kadapa District and the appropriate suggestions to solve them have been discussed simultaneously with a view to promote performance, standards and operational efficiency in the chapter seven.

Primary Education is the most neglected area in the Indian Education system. It is common knowledge that competent and talented persons are generally not attached to the posts of Primary teachers and professional preparation of teachers at this crucial level leaves much to be desired. There are at present over 1, 73,731 teachers working in about five lacks of Primary Schools spread over the entire State.

Every school is a miniature society since both the individuals (children) and the teachers are drawn from the society, they will be adjusted under the homogeneous environment created by the school. The environment may be different from one school to another and from one area to another. Every school may have some special problems which are heterogeneous in nature. The main object of the schools is to impart education in order to adjust themselves to the environment. Similarly, some heterogeneous problems have been
faced by the Primary schools of the Kadapa district. There are seven different teachers' associations in the Kadapa District known as:

1. Rastra Jatheeya Upadhyaya Parishad.
2. District Elementary Teachers' Federation.
3. Andhra Pradesh Teacher's Association.
4. Andhra Pradesh Teacher Federation.
5. United Teacher Federation.
6. Andhra Pradesh State Teacher Union.
7. Progressive Recognized Teachers Union.¹

Each one of them is the champion of the interests of the member-teachers individually and collectively. The ideologies and loyalties of one association differ from that of another and they identify themselves even with some political parties. But, paradoxically, all the seven teacher's associations have made more or less similar complaints against the Kadapa District in respect of management of the educational Institutions. The official and non-official wings of the Kadapa district have, on the other hand, contradicted the view points of the teacher's associations and found fault with them for having got involved in politics and in the internal conflicts and factions of the villages.

A survey carried out by the researcher in and around Kadapa District should that Primary Schools continued verify of basic amenities. In Kadapa District, most of the Primary Schools did not have pucca buildings, lacked basic facilities such as drinking water
and toilets and in some schools two classes were being conducted in a single room they remarked. Despite, dearth of basic amenities and infrastructure, scare of computers are parched and kept unused. The State Government for running Badibata campaign without even providing basic facilities.

An attempt is made here to discuss the different view points and analyze the problems posed to the extent possible. A sample survey conducted by the Researcher on Kadapa district primary schools has revealed that most of the schools are in dismal conditions.

THE TEACHERS-PUPIL RATIO

As many as 64 per cent of the teacher-respondents expressed their serious concern over the violation of the teacher-pupil ratio. The teacher-pupil ratio in the schools has a great significance. The officially accepted teacher pupil ratio is 1:20, which has to be adhered to as far as possible. Now-a-days the pupils under the age group of 6-11 are admitted into the schools especially in rural areas where there is no alternative except to admit them into Primary Schools. Automatically, the children admitted will be far more in number than the required ratio that is to be accommodated. If the student's strength is increased beyond of a particular level, it is not possible for the teachers to pay personal attention to his pupils individually. In such circumstances, the standards of the students are bound to be extremely low.² For instance there is 1:6 the lowest ratio between
teacher-pupil at L.R. Reddy Palli primary school while the highest ratio is 5:140 at Kamalapuram main primary school.

WASTAGE AND STAGNATION

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

In such circumstances, there might be a large number of drop-outs (i.e., wastage). Sometimes, the children may not sit for the examination because of fear, when once they fail in the examination, they have to study in the same class again (i.e., stagnation). As pointed out by the Kothari Commission on Education, the large stagnation and wastage in class-I is due to the reasons mentioned below.³

1. The heterogeneity of age composition of students;
2. The practice which obtains in several status, of making fresh admissions throughout the year, instead of in the first month or so of the school year;
3. Irregularity of attendance:
4. Lack of educational equipment in the school as well as with the children.
5. Over-crowded classes;
6. Unsuitable curricula;
7. Inability of the teachers to use play way techniques which can assist in initiating the children pleasantly to school life;
8. Poor teaching of beginning regarding;
9. Inadequately prepared teachers; and a wrong system of examinations.

LACK OF ACCOMMODATION

The public as well as the teacher's associations have complained that the primary schools are not provided with enough accommodation. The number of school buildings owned by the Mandals has been most inadequate. Most of these schools are housed in the rented buildings, huts or in the buildings donated by the philanthropists. The public may not be interested in admitting their children in the schools, where there are no basic facilities. The teachers also do not like to admit more children because of lack of accommodation. A concerted effort has not been made to take up the building construction programme boldly and vigorously. Out of 2999 Primary schools in Kadapa District, there are only 4658 pacca class rooms. Actually, each school requires 5 rooms at least. As per statistics collected by the researcher, approximately, each school having two class-rooms. The following table shows the accommodations of Primary schools in Kadapa District.
Table 6.1 presents accommodation of primary schools in Kadapa district.

Table 6.1

<table>
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<tr>
<th>ACCOMMODATION OF PRIMARY SCHOOLS IN KADAPA DISTRICT</th>
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<tr>
<td>Schools without pucca buildings</td>
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<td>Schools with single room</td>
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<td>Schools without toilets</td>
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<td>Schools without toilets for girls</td>
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<td>Schools without drinking water</td>
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<td>Schools without kitchen rooms</td>
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<td>Schools without boundary walls</td>
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<td>Schools without Gas connection</td>
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<td>Schools without T.V.</td>
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</table>

Source: Department of Education, Kadapa district.

The District Educational Office staff, on the other hand, said that it does not have enough funds to undertake the building construction programmes on a large scale and that is why they are unable to do anything in this regard except approaching the Government for funds again and again.

At present all the Primary Schools have been provided with pucca buildings under Sarva Shiksha Abhiyan scheme. But, majority of schools are not having play-grounds as required. Majority of the
schools having no infrastructure. All the students have to sit on the floor.\(^5\)

**LACK OF SCHOOL CONDUCTORS/CONDUCTRESSES**

The public as well as the teacher’s associations have complained that many schools under the Mandal Parishads are not having school conductors/conductresses. They are expected to bring the small children from their residences to the schools and leave them safely to their residences after the closure of the school. But due to the non-availability of conductors/conductresses; some parents are reluctant to send their children to the schools.\(^6\)

The DEO staff have, on the other hand, pointed out that whenever any post of school conductor/conductresses falls vacant, it is not being filled up, due to the contention of the Government that there is no need for it.\(^7\)

**TEACHING METHODS**

It has been generally observed that while imparting knowledge to the children, the teachers are not up-to-date in using either the play-way method, or project method of teaching. Some of the teachers are teaching their lessons in the old conventional methods; they are not attracting the students with the new techniques.\(^8\)

The Mandal Parishad staff has, on the other hand, said that the teachers are not able to use these methods due to lack of teaching aids and proper accommodation facilities.\(^9\)
NEED FOR EFFECTIVE INSPECTION AND SUPERVISION

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

The role of the school Inspector in that of a liaison officer and human engineer as well as education by interpreting the problems of Head Masters, teachers, and high schools authorities to each group and by working co-operatively with them for educational achievement and improvement. He is a friend, guide and philosopher, rather than a fault finder. The role of educational supervision therefore becomes supporting, assisting and sharing rather than directing and controlling. Supervision is nor an imposition upon the teachers, but an improvement on the teachers.

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

At present the inspecting officer and the teacher ratio is abnormal. There are 1:80 in some schools, 1:120 in some schools and
1:200 in some schools. It is not at all possible for the MEO's to inspect all the schools and instruct all the teachers in their Mandal in an academic year. Being an MEO, he is subordinate to the Mandal Parishad Development Officers; he has to act as per the orders of the DEO as well as Mandal Parishad Development Officers. He has also to attend the developmental activities conducted by the Mandal Parishad Development Officer. That's why, the MEO is unable to attend the inspections and to instruct the teachers at their school level.¹⁰

LACK OF FURNITURE AND OTHER FACILITIES

It has been complained by 89% of the teacher-respondents that most of the schools under the Kadapa District do not have even absolutely required furniture. Some times even the teachers are forced to sit on the floor along with their students. Because of the lack of furniture, the students have to face many difficulties.¹¹

The staff of the DEO, on the other hand, expressed the view that the Government has not provided with adequate funds to purchase the required furniture.¹²

PROBLEMS OF SINGLE TEACHER-SCHOOLS

The Single teacher-schools under Kadapa Mandal Parishads have been subjected to lot of criticism. It seems many of the teachers who are working in the single teacher-schools are not attending the schools regularly. Even if they attend, they would spend only sometime either with their students or with the public. Some single
teacher-schools do not function properly because of the following reasons.\textsuperscript{13}

i. The teachers do not find it convenient to reside in the village along with their families. Rented houses may not always be available and the comforts also may be quite less.

ii. The teachers would like to reside in the towns as they would like to get their children educated in the High School and colleges. So they prefer to come to the schools from far off distance.

iii. The teachers are expected to handle right from Class-I to Class-V and the syllabus is so much that they are disinterested in teaching.

The Mandal Parishads staff as well as DEO, on the other hand, stated that the teacher has to teach for 5 hours in a day. If the teacher sincerely does his work for 5 hours and the pupils sincerely attend the classes, there will not be any difficulty for the pupils to pick-up the standards laid down. But syllabus is becoming heavy because of irregular attendance, improper facilities and unfavorable service conditions.\textsuperscript{14}

**INAPPROPRIATE CURRICULUM**

The purpose of primary education is to equip children in fundamental processes so that they may be able to receive further education. The social needs have changed with changes in society. Hence, the curriculum of the primary education should also be
modified accordingly. The basic education curriculum should be implemented at the primary stage. Local needs should be the basis of organizing the curriculum on the basic pattern so that students acquire some vocational bent of mind while receiving training in the principles of citizenship and healthy living, along with the acquisition of command over the 3 R's i.e. reading, writing and arithmetic. The primary schools of the rural area in Kadapa District should have a curriculum different from that in the urban, because the needs of the two differ.15

LACK OF INCENTIVES FOR HIGHER EDUCATION

The teachers are not given any incentives for acquiring higher qualifications. Those who are having higher qualifications are not given higher salary equivalent to their qualifications. They are not provided with sufficient promotional opportunities and the required facilities to do research. The DEO should encourage the teachers with higher educational qualifications and also those have a will to improve their qualifications by extending the necessary facilities such as study leave, lien and other facilities to them. Usually the employers extend all-out help and assistance to their employees for career development and advancement in almost all professions. The votaries of teaching profession should also enjoy such facilities.16
LACK OF SUITABLE AND WORTHY TEACHERS

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

It is estimated that there are only 7599 teachers for primary schools today, while Kadapa District actually needs more than 10 thousand of them. This need cannot be met by local teachers. Hence teachers have to be recruited from distant places. If teachers for primary schools in the rural areas are appointed from distant places, they should be provided residence near the schools. For the time being those who are qualified with higher secondary examination are appoint as teachers to work in rural primary schools. In the absence of training facilities, even untrained hands may be appointed as teachers, they are suitable to teach.

Almost all schools are run in two shifts. This requires appointment of additional teachers. The one teacher school may be permitted at only in those places where the students are very few and numbers of teachers are inadequate.
LACK OF SYSTAMATIC TRAINING FACILITIES TO TEACHERS

The teachers' associations themselves have complained that they are not exposed to new ideas and thoughts. In-service-training facilities and refresher courses are not provided to them systematically. Hence, they may not evince continued interest in the profession.\textsuperscript{18}

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

SYLLABUS

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

The staff of the DEO on the other hand pointed out that the syllabus is prepared by the experts (who are members of the National Council of Educational Research and Training) in such a way that the duration of work of the teacher in a particular subject has been kept in view.

While framing the syllabus, the experts hold detailed discussions with the experienced teachers, and then views and suggestion are generally accepted.\textsuperscript{19}
LACK OF TEXT-BOOKS

As Teachers Associations and general public have by and large complaints that the text-books are not supplied to the schools properly. Lack of text-books is one of the knottiest problems encountered by the students as well as the teachers. The Government of Andhra Pradesh is responsible for the publication of text books and also their distribution through the various Head Masters of the schools to the students. But the text-books are not supplied to the schools promptly. Sometimes, the books will not be available even during the middle of the academic year. The Urdu Text-books are also not supplied to the Urdu schools in time. Further, the Head Masters of the schools are expected to carry the books from the Mandal Parishad Office to their respective schools. The Mandal authorities concerned are not in a position to pay traveling allowances to them. A poor Head Master cannot bear this expenditure. Considerable delay in printing the text books and also distribution of text books.20

The District Education Office staff has, on the other hand, said that most of the teachers reside far away from their schools. Further, it is not possible for the DEO staff to contact the teachers of the schools individually and arrange for the distribution of text-books. So, they are asked to go over to the DEO to receive the books. There is no provision to reimburse the traveling expenses incurred by them.21
IRRATIONAL TEACHERS

Most of the parents complained against teacher's behavior in the school and also Researcher observers that most of the teachers are not attending their class work regularly in Kadapa District. In Andhra Pradesh suitable teachers for primary schools are not available in adequate number. Most of the teachers are intolerant. They behave very harshly with children. Children are very much afraid of them and do not like to go to school. Even after obtaining training, there is no change in the behavior of some teachers. It appears that training has not produced any impact on them. Their ability to teach young children is doubtful. Many primary schools are single-teacher schools. A single teacher cannot teach five classes of the primary school, because they have heavy workload. So teaching primary class is not a game of chess.22

REFORM OF PRIMARY EDUCATION

Indian Constitution provides for free and compulsory education for all children between 6 to 11 years of age. This may be extended up to 14 years of age. Some States have implemented it for the children up to 14 years of age. It was planned that this scheme of free and compulsory education should be implemented up to the junior high school stage. Later on it was decided that free and compulsory education should be made available for children between 6 and 11 years of age. But when even this objective could not be achieved by
the end of the Second Five Year Plan, its programme was extended in
the Third Year Plan. For the Fourth Five Year Plan the scheme was
revised for children between 6 to 14 years of age. But even till today
this could not be achieved due to following difficulties in Kadapa
District.23

NATURAL PROBLEMS

The geographical environment has a great impact on man's life.
His ways and living, good habits, profession and means of transport
and communication are very much influenced by geographical
environment. As the facilities enjoyed by the people in the plains are
not available for those in hilly areas and deserts, the geographical
conditions of hilly areas and deserts demand new steps in life. Hills,
plateaus, deserts, rivers, lakes, forests isolate people of one area with
those of another. Means of transport are scattered in deserts and
hills. In these areas there is no dense population. Hence it is not
economically feasible to open a primary school for a few people.
Primary schools with very few children will be impracticable due to the
meager funds at the disposal of the authority responsible for providing
education. Children from one area cannot go to school founded in
another area because of difficult and inadequate means for transport.
Hence, children in unfavorable geographical environment do not get
sufficient primary education. Hence, children in unfavorable
geographical environment do not get sufficient primary education.
India is a land of villages. More than 70 per cent of the population resides in villages. People in villages have not yet been provided with educational facilities. Teachers do not like to work in schools of difficult geographical surroundings. Hence, natural obstruction has come in the way of expansion of primary education.  

**POLITICAL PROBLEMS**

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

**SOCIAL PROBLEMS**

In the view point of the researcher, there are many social evils in Kadapa District, such as unsociability, caste differences, narrow religious beliefs, conservatism, communalism, nepotism and jealousy. People of different castes, religions and communities seek to open
schools only to educate their own children. At some places children of Harijans and the down-trodden are not admitted to schools as children of higher caste do not like to mix up with the children of Harijans studying in the same schools. Language problem also obstructs some children from going to schools. Separate schools are demanded for girls due to Purdah system. Conservative parents do not send their girls to boy's school.26

ECONOMIC PROBLEMS

The national income is the index of the income of the common man. Indian national income is not satisfactory. The common man is spending difficult days. The distribution of wealth is very much uneven. While some people have so much wealth that they do not know how to spend it, others do not know how to make up for two square meals a day. Such poor people do not send their children to school, because they cannot meet the required expenses. The government also has not been able to spend much money on primary education.27

PROBLEMS OF DSC

Almost all teachers Associations opined against the functioning of DSE. There are so many anomalies, inadequacy, inoperativeness, unlawful, unscrutinlessly selected candidates as a result the court of
law will be interfering in the selection of candidates in the form of stay and stop the selection of candidates.28

**RELATIONSHIP BETWEEN THE SSA STAFF AND TEACHERS' ASSOCIATIONS**

It appears that the relationship between the teachers' associations and the SSA staff have not been friendly and cordial. They complaint and find fault with each other on some issue or other which leads to misunderstandings and heart-burning.

Many Teachers Organizations are working for the rights of the teachers. They are not working for the development of teacher's abilities. In new way of teaching, many of the teacher's organizations are not giving proper guidelines in teaching the subjects. The SSA has to give training to the teachers as well as the office bearers of the teacher's organizations with regard to methods of teaching, methods of maintaining discipline and moral aptitude while teaching their students at school level29.

The teachers' associations, on one hand, complaint that the teachers have been humiliated and ill-treated by the SSA staffs that are alleged to be corrupt and rude. According to them the non-officials are acting as dictators and harassing them by irregular and frequent transfers. Their genuine requests for the sanction of increments, leave, marriage loans and festival advances have been mercilessly turned down.30
The SSA staff has on the other hand, said that the teachers have become mini-politicians and got involved in local conflicts and factions of the villages where the schools are situated. They bring political pressures to get anything done or undone. In view of their political and others' strength, the teachers do not work sincerely and go on making petty complaints against the SSA for not providing them with enough accommodation, furniture, teaching aids, equipment and stationery. The SSA staff is unable to sanction marriage loans, festival advances etc, because of either lack of funds or lack of provision.31

INADEQUATE PARENTS ASSOCIATION

There would have been a healthy effect on the administration of Primary educational institutions under Kadapa Mandal Parishad, if the parents' associations are much more strengthen. These parents' associations would have acted as a balancing factor and made the educational institutions more effective and efficient. But, unfortunately, no effort has been made in that direction. The parents show their interest in the education of their children only twice in a year, firstly at the time of admissions and secondly, at the time of their examinations. Meanwhile, they do not bother as to what is happening in and around the schools, where their children are studied.

We have thus analyzed the institutional drawbacks and managerial problems faced by the Educational Institutions under the
Kadapa Mandal Parishads. Most of them might have arisen because of financial difficulties, political factors, and temperamental differences, unsatisfactory conditions of service and indifferent attitude of the parents of the school children.

**Lack Of Work Experience**

One of the most important suggestions made by the Eswaribhal Patel Committee, appointed by the Ministry of Education, Government of India which submitted its report in 1978 was the introduction of socially useful productive work not only at primary school curriculum but also at the secondary education level. The students will be given a practical class based on the theory of 'learn while doing'. The work experience will be useful to the students in their future lives. So, they should be encouraged to learn self-employment schemes to inculcate the spirit of self-confidence and self-reliance among them. The students should be taught by specialized teachers to enable them to do practical work carefully.32

The Researcher has conducted a survey and found that:

1) No teaching Activity.
2) No-regular attendance
3) No class-room activity.
4) Shortage of Teachers
5) Teachers are not attending classes
6) Irresponsible Vidya volunteers.

1) The researcher conducted personal interview with parents and also he wants to highlight the fact that the quality of
education remains abysmally low for a vast majority of Primary school children in Kadapa District. Regarding school environment does not mean regular attendance. Almost in every where in Kadapa District, children’s attendance as noted in the school register was far below enrolment. Actual attendance, as observed by the researcher, was very low.

2) There are no school incentives to the Primary School children. Most of the children wearing very poor cloths without washing and also bath. Subsidy rates of textbooks are not reaching many more.

3) Class-room activities levels are very low. One reason for this is a shortage of teachers. Despite a major increase in the number of teachers appointed, the pupil-teachers ration in the survey areas has shown very little some extent improvement in the Kadapa district. A proportion of schools the only one teacher appointed as a remained much the same.

Most of the schools are functioning as a single teacher schools on a day of a survey due to teacher absenteeism. Aggravating the situation is the fact the teachers often come late and leave early. Even when they are present they are not properly teaching. As a researcher observed, whenever he visited schools, there was no teaching activity at all.

Even in the active class-room pupil achievement were very poor. Teaching methods are dominated by mindless root learning. for example, endless mathematical tables or reciting without
comprehensive. It is therefore, not surprising the children learns little in most schools. For instance, the researcher found that 40 per cent of the children in classes 3-5 could not be single digit multiplication.

**LACK OF CO-OPERATION**

The researcher observed through participation in most of the Primary Schools in Kadapa District. The co-operation of the government and of the public is very necessary for the development of primary education. In Kadapa District both the Central and State Governments are trying for the expansion of Primary education, but success has not yet been achieved due to the defective policy and the lack of necessary co-operation from the government officials responsible for running the primary education scheme. The public also does not extend sufficient co-operation. Even some voluntary organizations, extend helping hands, the government is not able to utilize it. Now the government departments should stop such policies which obstruct the growth of primary education. The cooperation of the public should be enlisted and the government officials should invite it. The inspectors of schools should contact the primary school teachers and the public. They should guide the teachers and create an awakening in the public for primary education. They should study the local needs and arrange for primary education accordingly.

The co-operation of the public is very necessary in the expansion of primary education. Only the public understands its
needs. It should co-operate with the government by giving financial aids, land and building for expansion of primary education. In the context of the needs of the locality concerned the school should also be made a centre of community work.33

OTHER PROBLEMS

Which are prevailing in all most all schools in Andhra Pradesh.

Contingency Grant

With regard to contingency grant to Primary Schools, the Government is providing at the rate of Rs.500/ for each teacher to purchase Teaching Learning Material per annum. This is sufficient to each teacher. The government is also sanctioning contingency grant for each Mandal, with this contingency grant, the Mandal Educational Officer will purchase records, and other stationery and also payment of electrical charges to all the schools at their Mandal level. Moreover the government is also sanctioning at the rate of Rs. 2000/ for each school as maintenance grant which will be utilized for the minor repairs of school building and for the purchase of furniture.

But the Government is appointing the Sarpanches as committee presidents at the village level. The President, Mandal Parishad are appointed as Chairman's of Mandal Education Committee. Many of the Sarpanches, Presidents of Mandal Parishad are not having proper knowledge of utilizing the contingency funds. They are demanding the
MEOs and teachers to utilize the contingency grant for their self or personal.34

PROBLEMS OF TEACHING SYSTEM

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

INSUFFICIENT SCHOOL BUILDINGS

Suitable buildings are very necessary for primary schools. In Kadapa very few primary schools have buildings worth the name. The buildings should be in open, healthy and clean places. There should be big playground adjoining it to facilitate adequate physical activities of the school children. There should be separate space for agricultural workshops and practices in cottage industries. Till suitable school buildings are provided, free and compulsory primary education may be imparted at such public places which may
accommodate the teachers and students for the purpose such as Village Panchayat building, Dharmshalas and Parks, etc.

**EXISTING SCHOOL (Government) Infrastructure**

1. Total number of Primary Schools.............................................2999.
2. Total number of class rooms.............................................. 5066.
3. No of Primary schools without drinking water facilities.....524
4. No of Primary Schools without common toilet facilities.....862
5. No of Primary Schools without girls toilet.........................2479
6. No of Primary Schools without access ramps......................2799

**LACK OF TOILET FACILITIES**

Most of the staff as well as students complaint that there are no urinals and septic lavatories for staff and students in most of the primary schools in Kadapa District. The women staff members face greater inconvenience than that of men staff members because of lack of such facilities in primary schools. There are 2892 Primary schools which have no toilet facilities for girls and 1157 Primary Schools which have no toilet facility for boys. Unfortunately, that there is no toilets for women teachers.

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

At present, the Primary Schools are not provided with audio-visual equipment which is essential to make the students learn through audiovisual education. At least, some of the primary schools should be given such facility. The District Public Relations Office should act as a nerve-centre for such activity by devising some periodical programmes.37

LACK OF MEDICAL FACILITIES TO TEACHERS

The Teachers' Associations and the individual teachers have strongly complained that there are no medical facilities to the primary school teachers in the Kadapa district.

The DEO staff, on the other hand, said that there is no provision for payment of medical allowance to the teachers. It is highly essential that at least taken amount of medical allowance should be given in principle to all the teachers as it is one of the essential ingredients to any service worth the name. The State Government should do the needful in this regard.38

LACK OF MEDICAL FACILITIES TO SCHOOL CHILDREN

In Kadapa district the Teachers’ Associations and individual teachers have also complained about lack of medical facilities to the school children.

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

It may be suggested that the health check-up programme for the students of all the primary schools should be periodically undertaken by the Health Department. Health chart should be maintained for every child and in case of any contingency, immediate steps should be taken. Hygienic care for children should be undertaken by providing them with soap, hair oil, powder and towel. The mental abilities of the children and their family backgrounds should also be studied and analyzed and their socio-psychological deficiencies identified and attended to. The Government of Andhra Pradesh should constantly persuade the Health Department to do the needful and make the best possible use of their services.39

LACK OF QUARTERS

As many as 69 per cent of the Primary school teachers have complained about lack of quarters. Many employees who are working under State Government have been provided with quarters. But teachers have no such facilities. They should not be put to any further difficulty and inconvenience.

To start with, at least some of the senior teachers should be provided with quarters near or within the premises of their schools to enable them to take care of their proper maintenance. Co-operative House Building Societies, Philanthropists and voluntary agencies
should also be associated with the task of construction of quarters for teachers. The Teachers' Associations can take the required initiative in this regard and contact Banks for Housing loans etc.\textsuperscript{40}

**LACK OF EDUCATIONAL FACILITIES TO TEACHERS' CHILDREN**

Unfortunately, there are no special educational facilities to the children of teachers. In view of the generally low economic status of the teachers and ban on tuitions imposed by the government of Andhra Pradesh the children of the teachers deserve special consideration and treatment. They should be provided with free education at least up to Degree level.\textsuperscript{41}

**RELATIONS BETWEEN OFFICIALS AND NON-OFFICIALS**

According to the Act, the non-officials exercise administrative control over the officials concerned. The powers of the non-officials relate to exercising administrative supervision and control over the Kadapa District Development Officer for the purpose of implementation of the resolutions of Mandal Parishad or any Standing Committee of the Mandal Parishad. The Chairman of the Standing Committee of education is the District Collector. While the Mandal Parishad Chairman, M.P. and M.L.A as are non-official members. The Parishad Educational Officer acts as ex-officio Secretary to the education committee. The emergency powers of the District Collector enable him to act in certain cases independently without the formal station of the Mandal Parishad of a standing committee\textsuperscript{42}. 

270.
The democratization of administration actually implies frequent consultation between the officials and the non-officials over the matters related to policy making and programme-implementation. The authority which is vested in the appointed personnel is in practice exercised in consultation with the elected office-bearers. The tone of actual administration is directed by the process of mutual consultation.

It has been observed that the elected office-bearers tilt the scales in their own favor, in matters like teachers' transfer, their postings and exercising of controls over them. This has affected adversely the rationale of the statutory significance of the official side and therefore, undermines the tone

**UNACCOUNTABLE VIDYA VOLUNTEERS**

The appointment of Vidya Volunteers on contract basis often seen by the State Government of Andhra Pradesh as a means of expanding teacher cadres at relatively low cost. In almost all Primary Schools under the control of various bodies surveyed, Vidya Volunteers are nearly 20 per cent. Owing to the contractual nature of their appointment and the fact that they are local residents selected by the MEOs on the basis of political interference. It is teachers, are not accountable. Because the inadequate training and low salaries of this Vidya Volunteers, effect the quality of their work. In some schools they were certainly over active then the permanent staff, but not in
others where they were protected by their connections with influential people in the village.

NEED FOR QUESTION BANKS

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

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

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

c) The above system ensures secrecy.

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

e) It brings out increased efficiency and reduces cost in organizing the work connected with paper-setting.
NO REST ROOMS

Lack of Rest Rooms for the women teachers as well as Girls mainly at the time of periods, except Model Cluster Schools.

Strategies and Interventions

- Illiteracy of Parents
- Migration of Parents
- In almost all Mandals are frequent drought affected areas
- Early Marriages and Relationship marriages
- Parent's poverty
- Lack of awareness in parents about the impotency of education

Strategies

1. Training on life skills
2. Providing free note books and dress material to girls
3. Child Wise Attendance Monitoring
4. Special Retention Drives
5. Balika Swashakti Programme
6. Girls Child campaigns
7. Organization of community Mobilization
8. Providing vocational training in various trades.
9. Supply of remedial support

Most of the primary schools in Kadapa District are suffering relative problems which are found out by the Yespal Committee:

Physical Load of the School Bag

The Yash Pal Committee, conducted a survey in Delhi and found that the weight of the school bags on the average in primary classes in
the Public Schools is more than 4 kg. Thus, the physical load 4.3 Kg varies from school to school and it is heavier in so-called Primary Schools in Kadapa District also.

**Academic load of the School Bag**

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

**Decentralization of Academic Programmes**

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

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

Participation of Teacher in the Development of Syllabi and Textbook

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

Affiliation to Various Boards

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

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

Giving no Home-work to Pupils

The Yash Pal Committee recommended that in Primary classes no home-work should be given save for exploration in the home environment. In the upper primary and secondary classes, home-work should generally be non-textual in nature and when textbooks are needed they should be made available on a rotation basis. The Chaturvedi Committee observed that there should not be any formal teaching of subjects at the pre-primary school stage and there should be no home-work at the primary stage.

Additional Suggestions of the Chaturvedi Committee

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

1. The age of admission to Pre-Primary Classes and Primary Classes should be raised by one year.

2. The total number of teaching days need be increased to 2010 in a year.

3. Class-room facilities and teaching aids should be improved to a great extent

4. The professional support system should be strengthened as far as possible for improving the teacher's competence.
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