CHAPTER VII

SUGGESTIONS AND CONCLUSIONS
The State of Andhra Pradesh, which came into existence in 1956 in the wake of linguistic re-organization of the country, was one of the first states in India which implemented the Panchayat system. After the formulation of Zilla Parishads and Panchayat Samithis in 1956, these local bodies have been entrusted with the statutory responsibility of the development of Primary and Secondary Education. The Primary Education Act of 1961 provided further impetus for the growth and development of Primary Education.

Andhra Pradesh is one of the few states to provide grants in aid to the local institutions for education, so as to ensure financial security and proper development of education. Lion’s share in the budget is provided for Primary Education.
Some suggestions have been made in this chapter for their re-organization and re-orientation.

TEACHER-PUPIL RATIO

Now-a-days there is no standard teacher pupil ratio. The number of the pupils is going up and the teachers are not able to pay individual attention to their pupils. Necessary steps should be taken to maintain the teacher-pupils ratio at an optimum level. More schools should be opened to cope-up with the increasing strength of pupils and reduce the strain on the already over crowded schools and over-worked teachers.¹

WASTAGE AND STAGNATION

According to different surveys and the Kothari Committee Report 1966, the causes of wastages are economic, social and educational conditions of parents. The Government of Andhra Pradesh has been taking several innovative steps to remove wastage and stagnation in the Primary School.

With the introduction of non-detention system, except in classes VII and X during the year 1971, the problem of stagnation at the Primary stage of education has been solved keeping in view the limited resources available the programmes undertaken by the government to reduce wastage number in Primary Education are as follows:²
Special Enrolment Drive

It was decided to achieve the 90 per cent enrolment target during the V plan period and the same programme has been further extended during the VIth plan period through a special drive launched by the officers of the Education Department.

Multiple-Point-Entry into Schools

Facilities have been extended to enter into the schools in any class of any academic year provided the child has acquired the knowledge required for the class and after satisfying the required age.

Night Schools

Another innovation which is aimed at the achievement of enrolment and retention is the starting of the Night schools. It has been decided to start a few night schools in one of the blocks of all districts and later expand it gradually to all blocks.

Opening of schools in school less Centers

It was planned to open 1,220 additional schools per year in school-less centers during V plan period and this programme has been continued during the VI plan period.

Non-Formal Education

Many children in the age group of 6-11 are not enrolled in Primary Schools in spite of the availability of schooling facilities mostly for economic reasons. A greater percentage of children, admitted in class-I drop before they reach class V. These students at a
later date may realize the need for education and want to peruse education, to facilitate all such children facilities have been provided through non-formal education centers opened by the government from time to time.

**Staggering of working hours/vacation in Primary Schools**

It has been decided to stagger the working hours/vacation of the primary schools depending on the local transplantation and harvest seasons, festivals, climatic conditions etc. to suit the local children so as to enable them to help their parents at home, farm or factory to gain economic benefit and at the same time to pursue their education by attending schools.

**Other Incentives**

Book Grants, uniform and attendance scholarships have been provided as additional incentives to improve the enrolment and to prevent drop outs in the Primary Education.

In addition to the above steps, the government should sanction the Pre-primary scholarships to the pupils who are economically and socially downtrodden. These scholarships will solve the problem of dropouts to a considerable extent.

**PROVIDING OF ACCOMMODATION**

Many school buildings are not having compound walls. If the Government provides compound walls the teachers with the help of
students can plant trees and grow them and it will be useful for their needs and environmental cleanliness. 3

SCHOOL CONDUCTORS/CONDUCTRESSES

Previously, there were conductors to each and every school. The duty of the conductors is to bring the school children who were irregular and late comers and absentees. From 1-4-1981 onwards the Government cancelled the posts of conductors in all Primary Schools. As such, dropouts have increased day by day. The other duties of the conductors are cleaning the school premises and bring the drinking water for the use of school children. Now-a-days, Mid-day-meal is also available in each and every school. If the Government provides conductors, it will more useful to the schools for maintenance of Mid-day-meal. 4 So that, the government should take steps to appoint school conductors to maintain cleanliness

TEACHING METHODS

Teachers are to be given new methods of teaching, while they teach the lessons to the students. Every teacher is always a student in preparing new techniques of teaching. If they use new techniques, the students will attract the teaching and they can approach the teachers in learning the lessons. At lower class (1st and 2nd) every teacher should use play-way methods. At higher classes (3, 4, and 5th) the students have to know questing method, without any fear. For the
implementation of new methods or new techniques of teaching, every school should have a library and laboratory to conduct experiments.\textsuperscript{5}

**NEED FOR EFFECTATIVE INSPECTION AND SUPERVISION**

As pointed out earlier, the Educational institutions under Kadapa District in general and the single teacher schools in particular have not been functioning properly. Education is the right royal to development. The developing countries have now realized that education is a tried and tested instrument which has helped the developed countries in their struggle for development. The Educational system of a developing country such as India has to be recognized to have a dynamic development oriented administrative and supervisory system which can faction as a catalyst for change and help education respond to the changing conditions in society\textsuperscript{6}.

Inspection should be more than a time table or tour programme of visits to places and institutions. A well planned supervisory preformed which could openly disclose avoidable defects and suggest desirable procedures for the improvement of schools is the need of the hour. A planned programme ensures a definite organization or professional activity directed towards the achievement of well defined objectives and provides professional stimulation and guidance. Education is not a medical process but a social force affecting the development of human personality.
The role of the "School Inspector" is that of a liaison officer and human engineer as well as education by interpreting the problems of head-masters, teachers and high school authorities to each group and by working cooperatively with them for educational achievement and improvement. He is a friend, guide and philosopher, rather than a fault finder. The role of educational supervision therefore becomes supporting, assisting and sharing rather than directing and controlling. Supervision is not 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 part of the supervisor to provide able leadership in group activities and a personnel administration, human relationship evaluation and co-ordination of the entire service system of the school. Supervision is therefore an expert technical service, particularly concerned with the teaching and learning and indirectly concerned with administration.

The inspection staff under the Kadapa District will be able to function effectively and efficiently with the above ideas only when it is adequately manned. The Deputy Inspectors are expected to pay two or three visits to each school, besides carrying out a detailed annual inspection. But, it was reported that in this context do not materialize
in most of the cases as the average number of schools to be visited by each inspector of schools is too large i.e., 60 to 100 in states like A.P.

If the Government appoints MEOs to 1:40 ratio, the MEO will have time to attend the schools and give instructions to each and every teacher during the academic year. He will also have time to meet the parent's of the children along with their Head Masters to reduce the stagnation as well as drop-outs and wastage.

Hence, the Inspection staff should be strengthened to enable them to function effectively as trouble-shooters and morale-boosters.

FURNITURE AND OTHER FACILITIES

Infrastructure facilities for the schools should be provided before the academic year which will improve the reputation of the school among the parents. With the help of different grants provided by SSA schools may purchase the furniture to the Primary Schools. By maintaining the infrastructure facilities well in the school, we can improve the retention of children.  

SINGLE TEACHER SCHOOLS

Single teacher schools do not run properly or regularly, because every teacher has got 22 days of casual leave and special casual leave. If any teacher applies casual leave or special casual leave for his own interest, the school has to be closed for the days he goes on leave. Moreover, after introduction of SSA/RVM, there will be training classes to all teachers and monitoring classes to all the teachers at
least 30 days in a year. If the single teacher attends to those
monitoring/training classes, he will have to close the school. In such
a way, the single teacher schools are to be closed at least 60 working
days in a year (casual leaves and spécial casual leaves, monitoring
and training classes). So, the students will loss regularity and
systematic education.

Moreover, a single teacher can not complete his syllabus of five
classes with five subjects in each class. With these reasons, the
government has introduced at least two teachers to every Primary
School irrespective of their strength in their school under Operation
Block Board system. Now the present government has introduced the
single teacher's schools up to the strength of 30 pupils in each school
with effect from the academic year 2009-10. In Kadapa District there
are nearly 500 schools which have 30 strength in each school. As
such, nearly 500 schools are going to be single teacher's schools from
June 2009 onwards. This will lead to non-enrolment of children
properly and improvement of retention at Primary level. For which the
Andhra Pradesh brought more illiteracy percentage in the state. So,
we suggest that no school should be a single teacher school in future.

It is suggested by the Researcher, through his constant
observation to appoint one more teacher to look after the primary
classes instead of single teacher.⁹
CURRICULAM

In preparing students of Primary sections for 3RS at rural areas, the teacher is the only person to take care of their education. And more over, the students have to learn the 3 Rs. based on the environment of village that is agriculture, weaving etc. Whereas in cities, all the parents of students are educated one. They will observe their children's education at home by giving an exercise and completing the home-work. The curriculum at primary level should also be based on the industries, transports etc. It is very difficult to make the children learn things by vocational methods. Many experiments have been already done for the past 40 years. But the vocational system of education is not success due to lack of instruments, machines and lack of technicians.

If the teachers/instructor does his duty with proper devotion, then the students get interested to learn the vocational course he selects and the government should also supply the needs or repairs when ever the instruments lost their durability, then the vocational educational system will successful.\textsuperscript{10}

LACK OF INCENTIVES FOR HIGHER EDUCATION

The government has sanctioned additional/advance increments for those teachers who possessed additional qualifications. But the same was dispensed with July, 1998. Majority of highly qualified teachers prefer to teach or to give lecture to the graduates and post-
graduates, and they feel to teach students at primary level. When compared to foreign countries, it is learnt, the research candidates are researching on the education of primary students at school and residence level. \(^{11}\) Once appointed a teacher he should be given some incentives for improve his career.

**UNSUITABLE TEACHERS**

Firstly, during the year 1985, large scales of untrained teachers were recruited. Later on, they were given short term training. With this training, these untrained teachers do not get adequate training to deal with the students, teaching, preparation of teaching aids etc.

Secondly, the government has introduced training to the teachers through distance education. Many universities such as Annamalai, Alagappa, Kuvempu, and Bharatiyar have started B.Ed training courses through distance education. In Distance Education, 15 to 20 days pupil-teachers are given (B.Ed Training) practical teaching and preparation of lesson-plans. There was no proper supervision at the Block-Teaching level. For the above two reasons, many inefficient teachers got appointments. They were no behavioral changes on completion of training as teachers. Hence, Government has to take serious steps while sanctioning of Colleges of Education. Then only the teachers with proper qualified, enlightened staff. Then only the teacher will become relevant to run the show\(^{12}\).
INSERVICE TRAINING TO TEACHERS

Many of the teachers are being given in-service training every year for nearly 50 to 60 days. Instead of giving training to the teachers during the working days of school, they should be given training during the Pongal, Sankranthi and summer vacations. If he belongs to single teacher school then the school has to be closed. As a result the school children are not getting education regularly. If it is a two teachers school and then one of the teachers are deputed to training the other teacher in the school will not be able to give instructions to a huge strength of children nearly 50 or 60.

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.\textsuperscript{13}

The Teacher Training Schools especially B.Ed colleges are not functioning properly. Colleges of Education especially private B.Ed colleges are running without lecturers and without Principals. As such, B.Ed trainees are coming out of the institution without discipline, subordination and moral values.\textsuperscript{14}

PROVISION OF IN-SERVICE TRAINING FACILITIES TO TEACHERS

In order to provide the in-service training facilities to the Primary School Teachers, the Primary Extension Service Departments
were started during 1963-1964 at three places in Andhra Pradesh viz.,
Government Basic Training School, Khairatabad, Hyderabad,
Government Basic Training School, Gopanna Palem, West Godavari
District which were subsequently abolished. These Basic Training
Schools became part and parcel of the State Council of Education
Research Training (SCERT), and the 12 Government Teacher
Training Institutes established during 1975-76. One each in Ranga
Reddy, Adilabad, Medak, Warangal, Khammam, Mahaboobnagar,
Srikakulam, Vishakapatnam, West Godavari, Chittoor and Kadapa
Districts.

The above mentioned SCERT and Teacher Training Institutes have
been helping in-service teachers in preparing plans of work and in
introducing new methods and techniques of teaching in their schools.
These centers organized a number of seminars and workshops for the
benefit of the teachers and keep their breast with the latest
educational technology.

The Panchayat Raj Department of the Government in
collaboration with the education department of Andhra Pradesh
should organize and undertake ambitious programmes of in-service
training refresher courses and vocational guidance for the teachers.
These teaching training programmes will enable to teach to cope up
with the increasing standards of the text books and their changed
syllabi from time to time and make the teachers an ever green student.

It is much more essential in the context of recently introduced revised syllabus in the Primary Schools. Based upon the recommendations of Eswaribai Patel Committee, the Government of Andhra Pradesh introduced a revised syllabus during 1979-80 for class I to Class V in the Primary Schools. According to it, the old subjects like science and social studies were discontinued and new subject known as environmental studies is prescribed as one of the subjects for Class I and Class II and it is divided into two volumes relates to social studies and the second to science.¹⁶

SYLLABUS

While framing the syllabus for the text books of primary school children, it is quite essential to involve the teachers of the primary schools that are quite familiar with the problems and difficulties of their own students. The Primary School teacher’s Association should be consulted and their representatives should be associated with the tasks of framing and revising the syllabus.¹⁷

FREE SUPPLY OF BOOKS

Text books are being supplied by the government. These text-books should reach to the students at the starting of academic year. Before introducing New-text books or new syllabus, all the teachers
have to be given orientation course during summer vocation. Thus, the teachers may prepare new teaching aids and learning material to the use of the students well in advance. Books should be supplied free of cost to the poor and downtrodden people as they cannot purchase them. Not only the backward class, scheduled castes and scheduled tribe students but all those who are not economically well should be covered by the scheme. In addition to this note-book, pencil or pen should also be provided free of cost to children besides text-books.

Text books for Primary classes should be prepared in such a way that the activities for the concept should be conducted by the child in the text book itself. The pedagogy of text books should be child centered and it should make the child as an independent learner.¹⁸

**RATIONALE TEACHERS**

For the last four years, there is no recruitment of teachers through DSC. As such many of the posts at Primary level are vacant. Hence, the Government should bear in mind, that they should recruit teachers according to teacher-pupil ratio well in advance before commencement of the academic year. New colleges of education should be opened with immediate effect. The colleges of education should be a model to the pupil-teacher whenever they enter in to the
college of education their behavioral changes in developing the moral, discipline and high thinking.¹⁹

**REFORMS OF PRIMARY EDUCATION SUGGESTION**

To day, the percentage of moral values has reduced and all employees and teachers are not feeling that they are the government servants and they have to serve for the benefits of school children and prepare them as moral citizens. Some of the teachers do not perform their formal duties for the overall development of students. To make every teacher role a model, the Government has to introduce new type of inspections by enhancing the posts of Inspecting Officers/Supervisors at the rate of 1:40.²⁰

**NATURAL PROBLEMS**

At present there are transport facilities to each and every village and the ratio of teacher and Pupil is 1:20. In small village which has 150 to 200 populations, there will be 15 to 25 school age children. According to the rule, the Government is appointing only one single teacher. It is injustice to school children. If the teacher goes on leave, the school has to be closed. If the teacher goes to any training programme, the school will also to be closed. So the Government has to appoint at least two teachers to each and every school irrespective of their student's strength. At present, the Central Government is collecting funds under surcharge of Income Tax, especially for the
development of education and literacy in rural areas. But, these funds are not properly utilized, through SSA. It is also learnt that nearly 800 crores of rupees have no proper utilization. And it is misused by the political leaders in Andhra Pradesh. If the Government utilizes the above funds properly by appointing two teachers in a school irrespective of strength, the education and literacy rate will get improved.\textsuperscript{21}

**POLITICAL PROBLEMS**

In accordance to the provisions of 73, 74 Acts, the Central Government wants the Primary and Secondary education should be under the control of Local Governments. At present, the moral values are being getting down. The Sarpanch is the president of the school committee. If any funds are allotted to the development of the school, the Sarpanch, who is the school committee President, is not willing to utilize the amount for the proper use for the school. He wants to misuse the funds. He himself proclaims that he spent much money in the Grama Panchayati elections to become a Sarpanch.\textsuperscript{22}

**SOCIAL PROBLEMS**

Nearly five to ten percent, especially in remote villages have the feeling of untouchability. In such cases, the teachers belonging to higher cast should make the parents and pupils learn that untouchability is an evil in the society, as there is no difference
between man and man and that it should be eradicated. The evil of untouchability is because of illiteracy. Now all the teachers have to work collectively and try to reduce illiteracy in the age between 15 to 50. In some cases, teachers have to teach lessons about the evil of untouchability. If illiteracy is reduced among the illiterate people, then the untouchability will be reduced. The teacher has to be obliged cinemas through the slides at the corner villages and they can make the people learn the uses of literacy and every parent tries to send their children to schools who are illiterate and who do not attend the schools properly.

**ECONOMIC PROBLEM**

Though it is not an earning department, the government both Central and States have to spend much more money on the education department. They have to try to give good meals in the schools through Mid-day meals. They have to give books and other equipments to all the children below poverty level. They should also provide dresses to the poor children regularly. The Government should have to take dare steps especially in the corner villages living at below poverty level, and then the question of economic will not arise. They should also open some more residential schools to the students of below poverty level irrespective of cast and religion.
SUGGESTION TO THE PROBLEMS OF DSC

While conducting DSC, the Government appoints Commissioner and Director of School Education its chairman. The Director of School Education with the consultation of Secretary, School Education Department prepares certain norms, which are age, qualification, etc. In regard with qualification, various degrees awarded by the universities, which are under the control of University Grants Commission and Nation Council for Education Research and Training. With regard faculty of teaching, many of the universities allowing distance education like, Annamalai, Bharatiyar, Algappa etc. Faculty of education it is a professional course must dealt with the students through regular course but not distance education. In distance education 10 to 15 days are taken for contact programmes. With this contact programmes, the pupil-teacher can not fulfill the conditions and also they can not learn methods of teaching in modern techniques so also in distance education, there is no regular contact between the lecturer in education and trainee. So the students are unable to get discipline, moral bended while at their training camps. That is why, for the last 10 years with these teachers, who came from distance education are losing discipline and moral blindness.

Some of the Universities which are far in off places, especially from Northern state like Kurukshatra, are conducting the
examinations of faculty in education in Andhra Pradesh. More over, there are so many fake universities. Students, who got these degrees of education on arts, would not know whether those universities are recognized by the UGC or NCERT. There will possess these degrees and apply to the DSC. There after, the authorities will find these degrees and reject them, so the candidates who are going to appear DSC will approach the Honorable Administrative Tribunal or High Court of A.P for justice. As such, the Government should announce the Degrees which are recognized which are fake will in advance and it should be given proper advertisement. For example in DSC 2006, many of the teacher students applied for the post of language Pundits (Hindi) those who are under gone training in Karnataka State. Our Government did not allow those candidates for appointment even after conducting the written test. It took nearly three years of finalize matter in High Court. Hence, the Government should take the vastic steps while announcing the norms, qualification before publication of DSC.23

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

While visiting and inspecting the schools, the staff of SSA should act a guide and philosopher and friend of each and every teacher. He should not feel as he is a boss of the institution. In this connection, if any staff member of the SSA criticizes, the method of teaching of the teachers the teacher should feel as a suggestion given
them. He should also learn new techniques given by the staff of SSA.24

NEED FOR PARENTS ASSOCIATION.

As suggested by the Programme Evaluating Organization of the Planning Commission, the schools run by the local bodies such as Mandal Parishads can not be effectively run if there is no institutional devote for promoting positive and fruitful relations between the school and community parent teachers' associations should therefore be started in the rural areas.

Parents should be invited to all social and cultural programmes organized at the school from time to time. The school can serve as a centre for adult literacy, village library and reading room with the direct assistance of the school teachers. Participation of the teachers in the developmental activities at the village level can be ensured by co-opting them in the various functional sub-committees at the local level. If the teachers are to be satisfactorily discharge the role expected of them in the changed context of to-day, sufficient systematic orientation courses in Panchayat Raj community development should be organized. The extent quality of contribution of the teachers in promoting and sustaining positive school community relations depends to a large extent on their personal education with the local teachers and village functionaries.
Hence, the problem and difficulties encountered by the educational institutions under Kadapa district Mandal Parishads are not insurmountable and they are the characteristic features of any Mandal Parishads. All that is required is the willingness on the part of the State Government to act with determination and close the Panchayat Raj Institutions with sufficient powers and funds and provide them with the required expertise. The Kadapa Mandal Parishad have also to play a vital role and fall in line with the mainstream of the contemplated development of the rural areas by bringing about quantitative and qualitative improvements in their educational institutions.

WORK EXPERIENCE

One of the most important suggestions made by the Eswaribai 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 Secondary school curriculum but also at the Primary Education level. The students will be given a practical class based on the theory that they learn in the class room. The students should learn while doing the work experience will be useful to the students in their future lives. So, they should be encouraged to learn the self employment scheme to inculcate the spirit of confidence and self reliance among them. The
students should be taught by the specialized teachers to enable them to do the practical work carefully.

Under the Kadapa Mandal Parishads, work experience have been introduced from Primary Education to the secondary education level students are given training in practical doings. They are taken out into the field and encouraged to have practical knowledge pertaining to carpentry or net-weaving.25

CO-OPERATION

Collective thinking and action have become very rare in the organizational and administrative spheres. All the headaches are passed on to the heads at various levels and everybody else keeps aloof and enjoys at a distance. We have not been able to make our organization and administration, a cooperative affair. Functionaries do not try to join their heads and hands towards the common goal. The head of the institution finds himself all alone to look after the organizational and administrative aspects.

Theoretically speaking we have been advocating that organization and administration are the joint responsibilities of all the members of any institution. Every institution is to be treated as a large family. Let us try to inculcate this spirit among all the members that they have to work unitedly for the efficiency and welfare of the institution26.
OTHER SUGGESTIONS

Institutional Coaching To Dullars

Institutional coaching should be provided to the dull students in the concerned subjects. It may enable the teachers to pay special attention to the dullars so that they can be pushed up into the higher classes.

Play Materials

The authority concerned should provide play materials for all the Primary Schools. The physical drill should also be given for all the children both in the morning and evening in order to promote their physical development. 27

Cultural Programmes

Cultural programmes should be encouraged to improve the moral and intellectual abilities of the primary school children. They should be trained to perform prayers daily and celebrate important local and national festivals. The teachers should make their students learn songs, stories, rhymes, dances and mono actions. These cultural programmes will improve the powers of expression, communication skills and rational thinking of the school children.

Health Check-Up

The health check-up programme for the students of all the primary schools should be periodically under taken by the Primary
Health Centers staff. 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 back-grounds should also be studied and analyzed and their social-psychological deficiencies identified and attended to.  

**School Complex**

In order to have proper co-operation and co-ordination and to adopt the policy of integration, the Kothari Committee recommended the establishment of a school complex. The school complex is that one where a group of schools will be integrated under one head besides their own heads. There will be two types of organizations in the school complex. If some primary schools came under the leadership of upper Primary schools, (where there is no secondary school) the Head Master of that upper Primary School will be the head of the complex and if there are secondary schools the senior most among the secondary school Head Masters will be the head of the School complex. The primary and upper Primary schools located in that area will come under this type of school complex. The District Educational Officer will be supervising over the school complex.
There will be an atmosphere of friendship and co-operation not only among the staff but also among the students. The Audiovisual equipment and library facilities will be available to the entire staff and students respectively.

In order to have proper co-operation and co-ordination, a school complex has been set up in each Revenue Division in which some schools are grouped into one. They help each other with the exchange of news and views on education and to improve the qualitative aspect of teaching.29

NEED FOR PANCHAYAT RAJ TEACHERS SERVICE COMMISSION

It may be recalled that the Teacher's Associations represented to the Kothari Commotion on Education as long back as in 1966 that the local authorities' should not be placed in charge of educational institutions. It is alleged that the recruitment, promotions, transfers and other service conditions of the teachers under Kadapa Mandal are not at all satisfactory. There is too much political interference even in minute and insignificant matters. The evils of harassment of teachers through frequent transfers and postings and their involvement in local factions and politics have been definitely more because of delegation of authority to the block level than to the district level. Hence, the teacher's associations represented that the
educational institutions should not be entrusted to the local authorities.

In the post-independent era, two attempts have been made to define the role of local authorities in education and evolve a uniform national policy. The committee set up under the Chairmanship of B.G. Kher rejected the British Indian view that the creation of local authorities and their associations with primary education was necessary as a training ground for democratic self-government. It was empathetically of the opinion that education should not be made a guinea-pig of the alter of democracy or decentralization and recommended that the interests of mass education should be the only criteria to decide whether authority over primary education should be delegated to the local bodies, and if so, to what extent. Although aware of the frequent mal-administration of education by local bodies should be associated with the administration of primary education with adequate safeguards to protect the interests of teachers, because such associations would further the cause of mass education and bring the goal of universal education near.30

The Balwant Rai Mehta committee on the other hand, expressed the view that the local interest and local initiative in the field of development would not be adequately involved unless a single representative and vigorous democratic institution was created at the
appropriate level to take charge of all aspects of development work in the rural areas and invested with adequate powers and appropriate finances. Such a body must not be cramped by too much control by the government or governmental agencies. It must have the power to make mistakes, but it must also receive guidance with this basic approach, the committee recommended that strong level bodies should be created in rural areas and vested with adequate authority to administer all developmental programmes including primary education.

Accordingly, the administration of Primary schools in the rural areas has developed upon. Interalia. The Kadapa District in Andhra Pradesh the frame work of any institution should entirely depend upon local genius and initiative. It should be in the large interest of education to adjust the experiment to local conditions and allow it to prosper at a place and in a manner best suited for its growth. The Kothari Commission and Education therefore, asserted that progressive and pragmatic out look would be the dire need of the hour subject to ultimate goals and local conditions. So, the Kothari Commission welcomed the association of educational institutions with the local authorities thus: 51

"The close involvement of schools with their Communities is a principle of great educational significance, and this is the direction in which we should move. At the same time, the difficulties caused to teachers under local authority management can no: 307
be ignored and it least in the transitional stage, adequate safeguards would have to be provided to Teachers' local authorities should realize their responsibilities and ensure that they help rather than hinder the cause of Education. Here we are more inclined to agree with Kher Committee that the decision to associate local authorities with the administration of education should be taken not on political but on educational grounds and that the only justification for such a decision should be a conviction that it would promote the causes of education and bring the goal of providing universal education nearer. Similarly local authorities should not be encouraged to think that they can claim to administer education as a matter right and that this right will continue with them in spite of bad administration or harassment of teachers. The normal practice should be that a local authority is given the right to administer education as a privilege subject to two conditions. Prompting the cause of education and good administration and that this privilege would be withdrawn if either of these conditions if violated."32

So, a separate body known as the Panchayat Raj Teachers Service Commission should be constituted by the government to ensure the objective and impartial appointment of teachers based upon the specified qualifications this would definitely be a satisfy valve against political domination and interference.33

TRANSFER OF TEACHERS

The Kothari Commission strongly emphasized that:

"Rational and appropriate policies have to be developed for transfers and postings of transfers which now cause considerable harassment, particularly to Primary School teachers under local bodies. As a rule, teachers should be allowed to remain in the same schools as long as possible and to develop loyalties to individual institutions."34
a. The state (Narasimha) committee on Panchayati Raj institutions, constituted by the Government of Andhra Pradesh in 1979 which submitted its report in 1981 also fact that frequent transfers of teachers affected the quality of education. The norms set up by the Bhogirwar Committee constituted by the Maharastra Government were supported by Narasimham Committee which recommended for their adoption in our state also. Those norms were as follows.

i. Transfers of teachers should be effected only once in five years and necessarily after seven years.

ii. The number of transfers in a year in a Zilla Parishad should not exceed 5% of the posts in the district or 10% of the posts in a Mandal Parishad.

iii. The transfer of teachers must be made by the District Development Officer or the Mandal Development Officers in consultation with the Chairmen, Zilla Parishad or the President, Mandal Parishad as the case may be.

iv. Teachers should be posted at least 20 miles away from their native places.

v. Transfers of teaches should be at the end of the academic year.35
KOTHIARI COMMISSION AND TEACHERS' WELFARE

Every teacher is responsible for shaping and reshaping the lives of the younger generations. As Ravindranath Togare said.

"A teacher will never truly teach unless He goes on reading so also a light will never give another light unless it goes on burning''.

So, the welfare of the teachers is as much essential as that of the other sections of the community.

Kothari Commission suggested the following measures to promote the welfare of the teachers in all states as follows.36

1) The scheme of contributory provident fund has to be adopted.

2) Scales of pay have to be increased reasonably.

3) Retirement benefit is to be given with the least amount of delay.

4) Working conditions have to be improved. Quarters have to be provided.

5) Correspondence courses have to be introduced.

6) Special allowances have to be paid to persons working in village and tribal areas.

7) Teachers, highly qualified, have to be paid more wherever they are working.

8) Association of teachers have to be recognized.
9) Schemes for national awards have to be encouraged.

In addition to the above welfare measures suggested by the Kothari Committee, medical allowance or medical care facilities should be provided to the teachers and their families.

**KEY RECOMMENDATIONS**

On an All-India level, there are roughly 200 million children in the 6-14 age group, of which only 120 million are in schools and net attendance in the Primary level is estimated to be merely 66 percent of enrolment. Which in Karnataka, for example, nearly 98 percent of children are enrolled in schools, as high as 89 percent graduate, but this is not so in Andhra Pradesh. Among other factors, lack of learning in the classrooms is one of the key reasons for this outcome. In general terms, while it seems that DPEP and SSA have been quite successful in enlarging the coverage of primary schools, however, it is the quality of teaching in the rural public schools that is in need of the most attention.

In Karnataka, several efforts are underway to address quality of teaching in the public schools. The assessment of learning levels done by the Karnataka School Quality Assessment Organization (KSQAO) in 2006 on census basis and in 2007 on 25 percent coverage basis; preparation of School Academic Plans for improvement of learning levels and the Kalika Andolana campaign to identify the children with
lowest learning levels and give them one hour of extra teaching by the
teachers after/before class hours.37

Our estimates suggest that additional requirement of financial
resources is Rs. 13 billion in Andhra Pradesh and Rs. 3 billion in
Karnataka to scale up the rural services in Primary education. On a
per capita basis, it works out at Rs. 154 in AP and only Rs. 55 in
Karnataka. While rural Karnataka has the physical infrastructure
largely in place requiring very little additional effort, rural AP needs to
step up its physical infrastructure considerably.

AP needs to focus more on construction of more schools and
making available more classrooms per school and hiring more
teachers, areas where Karnataka seems to have achieved a fair bit.
Both AP and Karnataka need to pay greater attention to two other
aspects: one, to get all the children from the poor families and special
focus groups, such as girls and children from the SC and ST
communities that are out of school into school and two, to strive
much harder to attain and sustain higher levels of quality in their
primary schools. While the former may require measures, such as
higher levels of financial incentives for poor parents to send their
children to school. Improved quality and quantity of the mid-day
meals being provided, and wide-ranging awareness programs, the
latter may require drastic changes in the learning methods and
techniques, making classroom activities more experimental and enjoyable for the children, improved teacher training and of course upgrading the school infrastructure.

We recommend the following areas for much greater attention: school infrastructure, including more classrooms, a kitchen room, separate toilets for girls' in all the schools and a boundary wall for every school, curriculum and instructional resources strict control over and improved quality and quantity of mid-day meals.

In Andhra Pradesh, schools with fewer rooms run in two shifts making better use of resources. There is likely to be resistance from regular teachers, but it has to be overcome, if needed, by the use of Para-teachers from the village itself, if the timings of the classes are decided in consultation with Village Education Communities (VEC) and the World Education Committees (WEC). The problem of early dropout of children on economic considerations can also be resolved. This will improve the quality of education by removing the congestion and overcrowding due to simultaneous running of classes in the same room. In Karnataka, the shortage of classrooms is estimated to be met more than 97 percent by end 2007-08. Hence need for shift system may not arise in Karnataka.

Rural areas of AP and Karnataka do not have severe shortfall in terms of physical and accesses of populations. The problem is more in
terms of improving the quality of services in public schools. The basic physical infrastructural facilities like water, electricity, classrooms, toilets, etc., are very important determinants of the learning environment. All such facilities need to be adequately and urgently provided. This requires a multi-departmental or "integrated" approach. If coordination among education, health, power, construction of roads, transport departments, is not possible at a higher level, education department will have to take on responsibility of all these activities to provide a comprehensive solution.

There is a technical hitch in budget making at the state level. It is widely known that most of the revenue expenditure on education consists of teachers salaries. However, this is considered a non-plan expenditure item in the state budget. In the overall environment of severe resource crunch and constant pressure under Fiscal Responsibility and Budget Management (FRBM) concerns even at the state level, the non-plan expenditures are always the easy targets for the cuts. That is how, sanctioned posts of teachers in primary and secondary schools are allowed to remain unfilled for years leading to the serious scarcity of teachers in the public schools. Currently, these vacancies are filled on ad hoc temporary basis by Para-teachers (not in Karnataka) who are paid almost one-fourth or less of the salary of a regular teacher.
Another powerful solution to the problem of resources is to encourage private participation in building and running schools. As the draft approach Paper of XI Plan (2006) suggests, the weaker sections of the society can be given coupons and thereby a choice of choosing the school for their kids. This can take off a lot of financial burden from the government. We have seen that in the private sector schools, the number of teachers per school, classrooms per school, students per teacher, and students per classrooms are far better than the public schools. The government needs to take a policy stand to positively encourage private schools to expand their scale and area of operation by providing appropriate incentives, establish inspection norms, admission criteria and procedures etc. The idea is for the government not to withdraw, but provide in different areas. The expansion of employment of teachers and helpers can largely take place in the private sector if proper policies are followed to allow some of the public primary schools to be taken over by the private management.

To improve the quality of regular teachers, annual grant for 20 days training is recommended. For Para-teachers, annually 30 days of training is suggested.

1) There is an urgent need to streamline the administration for providing caste certificates to all SC/ST and OBC families. If
the government thinks that these families need concessions and subsidies/incentives, they must first be properly identified and certified so that they do not have to incur disproportionate resources to obtain such certification. Otherwise, the scheme becomes wasteful, discriminating and unjust for the real target group.

2) For public schools, the teachers must stay in the respective village itself and not in a radius of a 5 or 10 Kms. This is because once a distance of 5 or 10 kms is allowed, it becomes almost impossible to monitor whether it is 5 kms, in practice.

3) Private schools need to be properly supervised and inspected regularly for the quality of their education services and physical infrastructure.

4) Grants for repairs/maintenance and facilities to schools should be determined by the size of the school and needs of the schools.

5) Government administration needs to be sensitive to teachers' conditions and be efficient in disbursing salaries to them when transferred.

6) State governments can think of collecting small fees from the non-target group population to provide better facilities like library, play ground with toys and sports equipments, small
laboratory equipments for conducting experiments prescribed in their environment textbooks, etc.

7) In terms of furniture, the schools need to be better equipped. They should have one steel cupboard per classroom, a table and a chair per classroom, and a table and three chairs for the office room. Currently none of these are available. Moreover, students in rural areas may not sit on benches in the government schools, but can certainly sit on carpets. Similarly, separate toilets for boys and girls should be constructed on an urgent basis in very school.

8) Para-teachers should be given rigorous training for 30 days in a year and should be paid the same allowance (Rs. 70/day) as the regular teachers. Moreover, they should also be given the teaching contingency on par with regular teachers (Rs. 500 P.A) on completion of one academic year.

9) Labor laws need to be reformed. The total number of leaves in a year that a regular teacher is entitled to is far in excess of what can be tolerated in an essential service like primary education. Moreover, the practice of having half-a-day casual leave also doubles the number of casual leaves effectively. This contributes to teachers' absenteeism, insincerity and irregularity ultimately discouraging students and harming the cause of education. Such laws need immediate revision.
With regard to the Panchayati Raj Institutions (PRIs) and their ability to deliver, the following questions need to be looked into.

Has the power and authority that has been devolved to the PRIs on paper actually reached the people? Do the PRIs have the capacity to manage schools? Are there regular (on an on-going basis) and comprehensive capacity building programs in place?

And are any measures being undertaken to ensure that the caste and partiality do not prejudice effective management at the local level.

We suggest an education sector strategy for India that is based on the objectives of the Sarva Siksha Abhiyan (SSA) not only at the national level, but also more importantly at the state and district levels. States and districts should strive hard to attain the goals laid out in the SSA, especially for the largest states and districts, with particular focus on the 150 most backward districts of the country. Based on SSA's national goals, state governments should announce targets for education to be met at the state and district levels by the year 2010.

We suggest that the central government should plan to convene a meeting of Chief Ministers and Education Ministers of all Indian States in 2008 to discuss how the states will meet the education targets of SSA. This meeting will allow states to present their most
successful initiatives, so that all states can adopt "best practices" in public education.

VOCATIONS IN PRIMARY SCHOOLS

It has been decided to suggest the working hours/vacation of the primary schools depending on the local transplantation and harvest seasons, festivals, climatic conditions etc. to suit the local children so as to enable them to help their parents at home, farm or factory to gain economic benefit and at the same time to pursue their education by attending schools. 38

PLAY MATERIALS

The Mandal Parishad should provide play materials for indoor and outdoor games to all the primary schools. The Physical education should also be given for all the children both in the morning and evening in order to promote their physical development. 39

NEED FOR QUESTION BANK

It has been pointed out that most of the schools under Kadapa Mandal Parishad did not provide for question banks. The question paper bank may be defined as a kind of reservoir of member of sets of question on each subject on which an examination to be held and from which a set for any particular examination could be picked at random and at a movements notice and sent to the press. 40
CHALLENGES OF SCHOOL ORGANISATION AND ADMINISTRATION

Educational policies, schemes, programmes and processes have been in vogue for the last few centuries. On the advent of a systematic programme of education in the modern era, all the well wishers of mankind must have felt that this step will solve all of their problems.

TYPE OF CHALLENGES AND HOW TO MEET THEM

Lack Credibility

Our organizational and administrative agencies in general suffer from lack of credibility. School organization and administration are no exception. The agencies mentioned above have lost their grip over their areas of functioning. Consequently we find our organization and administration getting loose day by day.

The credibility can be restored by general overhaul of the entire organizational and administrative structure. Only competent, efficient and devoted persons should be entrusted with the positions of responsibility. There is need for reestablishing reasonable respect for authority.

Poor Facilities

Lack of urgent facilities leads to much complications for the authorities. Efficiency and control cannot be ensured in the absence of required equipments and provisions. Poor facilities are a big excuse for the authorities and functionaries to be slack, irresponsible and
negligent. It may be genuinely difficult to carry out some of the duties in the absence of relevant facilities. You cannot get things done in the absence of the things proper. One missing facility stops the whole activity even if all other facilities may be present.

Unrest

There is a perpetual unrest in every segment of our society. The teachers, parents and students suffer from unrest for the reasons of their own. This inherent unrest needs only a little provocation to come into the open and cause all-round dislocation. Trade unionism among parents and students further aggravates the situation and exploits every cause for grievance. The authorities fail to observe the prescribed schedule of school activities when the students observe protest days every now and then. Grievances are conducted even if there exist none.

Lack of Cooperation

Collective thinking and action have become very rare in the organizational and administrative spheres. All the headaches are passed on to the heads at various levels and everybody else keeps aloof and enjoys at a distance. We have not been able to make our organization and administration, a cooperative, affair. Functionaries do not try to join their heads and hands towards the common goal. The head of the institution finds himself all alone to look after the organizational and administrative aspects.
Theoretically speaking, we have been advocating that organization and administration are the joint responsibilities of all the members of any institution. Every institution is to be treated as a large family. Let us try to inculcate this spirit among all the members that they have to work unitedly for the efficiency and welfare of the institution.

**Non Performance**

Non performance has become order of the day in every walk of life. People take pride in drawing fat salaries for doing nothing. It is a fashion to remain idle during working hours. Leave aside tangible contribution, the functionaries are not prepared to make any contribution whatsoever in the overall situation. Nobody is ashamed to shirk work and responsibility. We have not been able to make our organization and administration result-oriented.

**Lack of Devotion**

In the noble profession duties can be adequately done only if there is sense of devotion. What to talk of devotion, most of our functionaries show lack of concern. They do not work with any commitment. There is no zeal in them. They simply work for it as a means of livelihood. They are wage-earners without any involvement. They have never felt inspired and have never further inspired anybody.
Every body in educational institutions should be made aware that he has to satisfy some specific demands. A sense of devotion is a desired characteristic of every teacher and student. We should try to place devoted persons in positions of responsibilities

Wastage

Our entire structure, our programmes and our action suffer from acute wastage. This wastage is visible in respect of efficiency, speed, resources, time and outputs. Red tapism is a wasteful phenomenon. We need not much time to take decisions and to translate them into actions. We suffer from irrational distribution of our meager resources. Ours is a haphazard approach in dealing with urgent matters and problems. Administrative efficiency is almost missing. There is no stress on striking a balance between our inputs and outputs. Placement of our human material is also haphazard. There are too many square pegs in round holes resulting into sheer wastage of many types.

Poor Planning

We hold this wrong impression that we are good at planning but poor at action. Our planning and execution both lack must to be desired. Our plans are generally over ambitious which cannot possible be put into practice. Most of our organizational and administrative functions are unplanned adventures. The future of individuals and the society remains uncertain the absence of planned
programmes. There is no serious effort at manpower planning, institutional planning, futuristic plantings, planning of careers and courses, planning school plants etc. The organizational and administrative agencies in education are moving in a blind alley in the absence of long term and short term planning.

There is need to introduce planning at the level of the country, the state, the community and the institution. There is little idea about the future and its needs.

**CONCLUSIONS**

The implementation of primary education universally has been a biggest challenge for both the Central and State Governments in India since independence.

Primary school is no longer a place for acquisition of knowledge for future. no doubt it is a foundation to higher education. It is a place where all-round development of the child is taking a shape. To achieve this, the roles of both teachers, community personnel, parents are important. Without the help of each other nothing can take a final form. Therefore, every one should feel that the primary school is their own, it serves their interests and that it is their responsibility to run it as best as they personnel can get an idea of monitoring and evaluation the primary school, which ultimately promotes universalization of primary education, which ultimately promotes social efficiency for the
achievement of the ultimate goal of the nation, i.e., quality of primary education.

All the primary schools in Andhra Pradesh in general and in Kadapa district in particular can adopt these methods in order to provide quality education to children. Almost all primary schools at Kadapa district under any management are running without any basic facilities. The schools are running without any safety posing threat to the lives of the children. There are among schools which are running in congested, dilapidated small roughly built house, without proper classrooms, over-burned qualified staff, toilets, furniture, play grounds, drinking water, parking lots and other facilities. The government of Andhra Pradesh as well as Kadapa district educational officials and non officials should act tough against schools and take steps to provide such facilities budget.

It is the duty of the District Educational Officer, Kadapa should give instructions to all Mandal Educational Officers, school inspectors relating to primary education under various managements to go into villages and identify the schools which are running without any basic facility. Once we receive such list of the schools the concerned officials will concentrate on these problems. Mean while instruct the school authorities to submitting proposals to the DEO's office as well as concerned high official seeking their help towards betterments of the primary schools in the Kadapa district of Andhra Pradesh.
REFERENCES

1. Interview with N. Krishnä Veni, Secondary Grade Teacher, Vontimitta (Vill & Po) Vontimitta Mandal, Kadapa District.

2. G. Gopinath Rao, Development of Primary Education in Andhra Pradesh 1956-76, pp. 77-78

3. Interview with Jaya Lakshmumma, A.P High School, Vellatur, Pendlimarri Mandal, Dated: 28-6-09.

4. Interview with K. Rama Swamy Rtd H.M. on 30-3-09.

5. T. Rajamnal “What school Inspection should mean” the Hindu, on 13th July 1982.


7. Interview with K. Rama Swamy, Rtd Head Master, on 25-4-09.


10. Interview with A. Ramamohan, Secondary Grade Teacher, Kondlavandla Palli, Sambepale Mandal, Kadapa District.

11. Interview with G. Khadar Basha, Masapet (Vill & Po), Rayachoti, Kadapa District.


13. Interview with N. Krishna Veni, Secondary Grade Teacher, Vontimitta (Vill & Po) Vontimitta Mandal, Kadapa District.

14. Interview with P.C. Chennalal, Secondary Grade Teachers, Tilak Nagar, Kadapa District.

16. Interview with G. Bala Ganga Dehar, Secondary Grade Teacher, Chennur village, Chennur.

17. Interview with Syed Jeelani Basha, Secondary Grade Teacher, Society Colony, Kamalapuram.


19. SSA A.P. Annual Work Plan and Budget: 2009-10, p. 113

20. Ibid., p. 99

21. Interview with Y. Venkatasaubbaiah, Secondary Grade Teacher, Krishnapuram Mandal, Kadapa District.

22. Interview with C. Raja Ramesh, Secondary Grade Teacher, Pathapalli, Rayachoty, Kadapa District.

23. Interview with A Satyanarayana, Secondary Grade Teacher, Mannur (Vill) Rajampet, Kadapa District.


25. Interview with O. Mahalakshmi, K.O.R. Colony, Chennur, Kadapa District.

26. Interview with K. Ramana, Secondary Grade Teachers, Valasapalem, Atlur Mandal, Kadapa, District.

27. Interview with K. Chinna Gali Busahet, Secondary Grade Teacher, 2nd Ward, Mylavaram Mandal, Kadapa District.


29. Ibid


31. Ibid.


38. Interview


41. Interview with G.R.Vasundhara Devi, Gurrala Chintala Palli Village, Pendlimarri Mandal, Kadapa District.