PREFACE

Since independence, the Central or State Governments have been expanding the provision of primary education to realize the goal of universalization of primary education. The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving primary education.

Educational administration is a decisive aspect of education which merits more attention to-day than ever before. In view of the vast and gigantic development of educational facilities, the tasks of educational administration have been becoming more complex and crucial. It is much more difficult and challenging task for the various bodies to establish maintain and manage several primary schools at their own levels because of chronic shortage of funds, in operativeness, inadequacy, society disorganization, economic depression, administration confusion.

The concern for the unsatisfactory levels of achievement and the dual nature of the Indian education system have been raised from time to time. One stream of schools is meant for those who can pay and purchase quality education by various means. The other stream of schools is meant for those who are constrained to send their children to low cost schools. The two systems apparently never meet each other and continue to perpetuate as one move along the educational hierarchy.
This dichotomy is normally reflected through the public and private systems of education. While this may generally be true, it must be recognized that not all government schools are bad and not all private schools are good. Many issues have perpetuated as far as the quality of educational processes and output is concerned. These include spatial imbalances in the development of educational facilities of comparable quality, low morale and politicization of teaching workforce, low quality of leaning outcomes teacher absenteeism relevance of primary education curriculum for the masses and lack of essential infrastructure and ancillary facilities. These factors not only affect the quality of primary education but also have a cascading effect on higher level of educational hierarchy.

STATEMENT OF THE PROBLEM

Education is one of the welfare activities of the State for the well-being of the marginalized. In view of the vast development of educational facilities, the task of educational administration has become more complex and crucial. It is a much more difficult and challenging task for the Government to identify the scattered poor children and establish Primary Schools for them in a vast country like India in general and the State of Andhra Pradesh in particular. However, as a welfare State, the great responsibility is vested with the Government to recognize the need for an effective implementation of Universal Primary Education to the deprived, depressed and downtrodden's children.
In India education has been accorded much importance since independence, as it has been perceived that educational development is necessary to ensure economic and over all development of the country. In order to develop human resources in a better way, it is important that education is imparted to all sections of the society in the country. This is the reason that plans were explored for the expansion of educational facilities across the country so that all people can have opportunity of getting education irrespective of one's caste, class, sex, religion or region. However, despite of these provisions, it has been noticed that spread of education is not uniform and there are disparities of all kinds in this field. These include gender disparities, social disparities and spatial disparities.

The country has made tremendous progress during last 60 years after independence in the field of education. The number of pupil's schools, teachers, enrolment, have all increased many-fold during this period of planned development but this expansion has not been even in some areas they lag behind the others in terms of even basic facilities of education. This is not only true for higher, technical or professional education but is true even for school education. It is so much so that provisions of basic and elementary education facilities are not uniformly distributed in the country. It is a serious concern that the provisions for schooling could not be universalized so far in India.
In order to universalize primary or elementary education, which has been mandated right from independence and is also Constitutional Directive, therefore, it is necessary to provide schools everywhere with all necessary facilities to all the schools. This is because schools without proper infrastructure and facilities, can be ill-equipped schools, and not be in a position to impart education properly and the quality of education in such schools will be poor. One can never expect to have good quality of education in schools that do not have appropriate building, infrastructure and other basic facilities.

The Fundamental Rights of the Indian Constitution and the Directive Principle of state Policy make provision for equal opportunities to the poor as well as below poverty line persons for education, employment and full integration in society. Moreover, with development of the concept of a State, voluntary organization and Central Government are helping, promoting poor pupils in India to get primary Education by providing certain facilities and other amenities. The primary education in A.P. is doldrums. The performance of primary education in Andhra Pradesh is very in operative, inadequate poor and pathetic.

**NEED FOR THE STUDY**

Such marginalized children and generally considered unfit in society. Education is worthwhile, only if it helps the individual to attain intellectual maturity. The Primary Education is the foundation on which high school to higher education will depend. Unfortunately the present
Primary Education system has failed and its quality remains abysmally low for a vast majority of Indian children. It is a little disappointment to the poor children.

Many primary schools in Andhra Pradesh have failed for effective implementation of Universal Primary Education. As a Researcher he himself observed as son of school teacher, he is aware of the problems of the poor children not only in rural areas but also in urban areas under various bodies. A survey carried out by Researcher in and around of Kadapa district showed that primary schools continued to be benefit 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 one schools two classes were being conducted in a single room they remarked. Despite the death of basic amenities and infrastructure, scare of computers and purchased and kept unused. The State Government for running 'Badibaata' campaign without even providing basic facilities.

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

**REVIEW OF LITERATURE**

The problems of primary education have been gradually receiving the attention of scholars and researchers. Several book-length studies, monographs, and papers relating to primary education have been
published. Some of them are briefly reviewed here to serve as scaffolding to the present study.

The editors R.S. Rao, V. Hanumatha Rao, N. Venugopal have presented the fifty years of A.P. 1956-2006, in which an article written by V. Hanumatha Rao on growth of elementary education be achieved by 1960, we are still to achieve this target.

The basis of empirical analysis has to be built on a review of relevant literature in the area of the study.

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

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

In his article, L.K. Lakshmandas, Panchayati Raj and Education in Andhra Pradesh, 1956-76 concentrated on Panchayati Raj and education and K.V.V. Subba Raju, in the same explained the relation between education and constitution.
A.S. Seetharamu, made a strong case for the provision of development-oriented formal and non-formal education programmes in his book on "Education and Rural Development".


Of late, a sample survey conducted by Lok Satta party on Government Schools has revealed that most of the schools are in a dismal condition (vide The Hindu, Daily news Paper dated 22-06-2009, page. 2).

Prof. B. Venkata Chalapathi in his book on "Rural Education Administration" analysed the working of primary and secondary schools in the Cuddapah Zilla Parishad of Andhra Pradesh 1981-87 and made important suggestions for improvement. Thus, though there were few studies exclusively on primary education and they have not concentrated on all the aspects primary. Further, intensive studies on the working of primary educational institutions in A.P. in general and Kadapa district in particular are lacking. Even if some attempts have been made in that direction, they are by and large superficial and peripheral in nature and they have not covered the recent developments.
In the year 2000 Yash Agarwal, has written a book on the topic entitled the "Primary Education in Delhi", in which he emphasized background of the primary education levels of achievements, main issues and recommendations for strengthening compulsory primary education.

THE SCOPE OF THE STUDY

Primary education at the state level as well as Kadapa district with a view to scrutinizing its successes if any, its failures and its deficiencies. It also intends to unable remedies suggest to strengthen and streamline the primary education or that it may face the challenging tasks of a education.

OBJECTIVES OF THE STUDY

Specifically, the objectives of the study are as follows:

(i) To study the genesis and growth of Primary Education in India.
(ii) To study the Primary Education in Andhra Pradesh.
(iii) To analyze the working conditions of Primary Education in Kadapa district.
(iv) To study the problems of Primary Education in Kadapa district of Andhra Pradesh.
(v) To offer suggestion for the overall improvement of the effective and efficient educational administration for the Primary Schools in the Kadapa district.

METHODOLOGY

The objectives of the study have been critically appraised by making views both primary and secondary data. The secondary data have been collected from the published and un-published materials
relating the educational administration; Legislative Enactments: Government Orders' and District Gazetteers; the relevant acts; reports; and other publications of Government of India and Government of Andhra Pradesh; Education Department and other neighboring educational departments; further, the reports submitted by various bodies such as Radha Krishnan Commission (1949); Kothari Committee (1968); Eswarbai Committee (1976-78); the Government of India Census 2001; various journals of Social Welfare; Frontline Digests etc. The Government Reports and News papers such as The Hindu, The Indian Express, Eenadu, Andhra Jyothi and other published and unpublished literature on the subject were also referred to. In addition several books, periodicals, magazines were also referred.

The primary data have been collected through conducting personal interviews with the officials as well as non-officials. Field study was also conducted with a view to collect information from the teachers, parents regarding the administration of the primary schools through administering specially designed questionnaires by personal interview method on random sampling.

SAMPLE DESIGN

The purpose of the study represents the State of Andhra Pradesh as it is one of the primary states of the Indian Union. It was formed on 1st November 1956 by merging the nine Telugu speaking districts erstwhile Hyderabad state with the 11 districts of Andhra State which
was separated from the composite state of Madras in 1953. It is situated on Central part of the Indian peninsula representing the Aryan North and Dravidians South.

All the schools in Andhra Pradesh were selected purposely in the 1st stage. In the 2nd stage a few schools under various managements in Kadapa district were selected on random sample and the primary data was selected by administering a questionnaire to them.

The opinions of certain officials like Deputy Director of School Education, Administrative Officer in the Office of District Educational Office, Head Master of the schools under various bodies, were also considered.

**TOOLS OF ANALYSIS**

Though the study is essentially descriptive in nature, certain charts and other materials were presented for analytical purpose.

**PLAN OF THE STUDY**

The thesis has been divided into **SEVEN** chapters.

**CHAPTER - I INTRODUCTION**

It presents genesis and growth of Primary Education in India and also the role Primary Education in U.S.A., France and USSR. And also gives statement of problems, research methodology, need of the study and objectives of the study.
CHAPTER - II PRIMARY EDUCATION ADMINISTRATION IN A.P

This chapter presents the educational administration in Andhra Pradesh under various administrative setups. It discusses organizational setup as well as State Council for Educational Research and Training (SCERT).

CHAPTER - III PRIMARY EDUCATION IN ANDHRA PRADESH

This chapter provides a profile of Primary Education in Andhra Pradesh. It examines the working conditions of Primary Education in Andhra Pradesh.

CHAPTER - IV DISTRICT PROFILE OF KADAPA

This chapter throws light on profile of Kadapa district. This chapter deals with historical background of Kadapa district.

CHAPTER - V PERFORMANCE OF PRIMARY EDUCATION IN KADAPA DISTRICT

It includes the performance of Primary Education, recruitment of Teachers, School Committees, and Organizational structure of Primary Education in Kadapa.

CHAPTER - VI PROBLEMS

This chapter provides a recapitulation of the problems encountered by the Kadapa district Primary education.

CHAPTER - VIII SUGGESTIONS AND CONCLUSION

This chapter elucidates with workable suggestions for improving the efficiency of this Primary Education.