

Administration of Elementary Education in Andhra Pradesh

A Study in Relation to Universalisation of Elementary Education

1979

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Foreword

The Directive Principle of State Policy, under Article 45 of the Indian Constitution adopted on 26th January, 1950 enjoined upon the state to provide free and compulsory elementary education to all children upto the age of 14 by 1960. This still remains a distant goal.

During the past three decades, there has been a phenomenal expansion of elementary education, as a result of which schooling facilities have become available at the primary stage (age-group 6-11) in rural areas to 92.8% of the children within a walking distance of 1 km., and to 97.85% within a distance of 2 kms. Middle stage schooling facilities (age-group 11-14) have been provided to 78.83% children within a distance of 3 kms. in rural areas. The enrolment at the primary stage, has increased from 191.5 lakh in 1950-51 to 701.3 lakh in 1977-78, covering 80.8% of children in the age-group 6-11. Similarly, the enrolment at the middle stage (age-group 11-14) has gone up from 31.2 lakh in 1950-51 to 174.9 lakh in 1977-78, constituting 38.4% of the total population in the age-group. The expenditure (direct) on elementary education has increased from Rs.44.11 crore in 1950-51 to Rs. 787.38 crore in 1975-76.

In spite of these achievements there continues to be great disparities in enrolment both within and between states; especially in rural and urban areas. The position of girls' education, and that of scheduled tribes is also far from satisfactory. They are placed at the bottom in the matter of provision of educational opportunities. The findings of the Fourth All-India Educational Survey indicate that enrolments of girls at the primary (classes I-V) and middle stages (classes VI-VIII) are 38.74% and 32.80% of the total enrolments. In rural areas, the position of girls' education is even more discouraging. The enrolment of scheduled caste children at the primary stage (classes I-V) is only 14.62% and of the scheduled tribes 6.27% of the

total enrolment. The percentage of scheduled caste and scheduled tribe children at the middle stage (classes VI-VIII) is just 10.56% and 3.55% respectively of the total enrolment.

The major reasons for the non-achievement of the goal of universal elementary education have been the lack of adequate resources, parents' apathy to girls' education, involvement of children in various economic activities, illiteracy of parents and unprecedented increase in population, unsuitability of teaching-learning methods and system of examination. The situation has been further aggravated by large scale drop outs and grade repetition both at the primary and middle stages.

The Education Commission (1964-66), after a comprehensive study of all aspects of the problem of universalisation of elementary education, made the following recommendations:

- provision of school within an easy distance from the home of every child;
- enrolment of every child of the prescribed age into class I of a school through propaganda, persuasion and even penal action, if possible, and
- retention of every enrolled child in school till he reaches the prescribed course.

While recommending these measures, the Commission was conscious of the fact that provision of opportunities represented only one stage towards universalisation of elementary education and was to be considered in relation to universal enrolment and universal retention. It, therefore, put equal premium on all the three stages, namely, universal provision of opportunities, universal enrolment of children in the age-group 6-14, and universal retention of those enrolled in schools. The commission made a special reference to the qualitative aspect of elementary education keeping in view the fact that

the majority of children would not go beyond the elementary stage, and the type of education imparted to them would depend upon the socio-economic development of the country.

In order to examine the status of elementary education in the country, the Ministry of Education, Government of India, appointed a Working Group under the Chairmanship of Union Education Secretary during 1977 which, *inter alia*, recommended that administration of elementary education, especially in the educationally backward states, should be strengthened and streamlined for effective implementation of the programme of universalisation. The report identified eight states, namely, Andhra Pradesh, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal, which were considered to be educationally backward, as they accounted for 74% of non-enrolled children in the country. The group felt that the task faced by these states was most difficult and challenging and would require very special efforts on their part, including toning up of the administrative machinery, involved in the implementation of the programme of universalisation of elementary education.

Consequently, it was considered necessary to study in these states the administrative arrangements for implementing the programme of elementary education in terms of structures, personnel, policies and practices, and procedures for decision making at different levels. The responsibility of coordinating and guiding these studies was entrusted to the National Institute of Educational Planning and Administration (NIEPA), New Delhi. Assam was also included within the purview of the study at that stage. The project teams were constituted in each of the nine states under qualified projects officers who were made responsible for conducting the studies in their respective states.

Prior to the starting of actual work in the states, a two-day Workshop of the Project Officers was organised in NIEPA in November, 1978 in which the study objectives, the sample design, and the tools of the study were discussed and finalised.

The project aimed to study the following objectives :

- to study the adequacy of the present administrative system for elementary education in relation to the programme of universalisation of elementary education in states;

- to indicate on the basis of findings of the study, ways and means of strengthening and streamlining the administration of elementary education in states; and
- to suggest ways and means of coordinating the efforts of education department with other developmental agencies

It was decided that two districts, one each from the third and fourth quartiles, should be selected after arranging all the districts in the descending order of school enrolment. Furthermore, two blocks, one with the highest and another with the lowest enrolment from each district were selected and six villages from each block were identified for in-depth study. Some variations in the sampling procedure were permitted keeping in view the special conditions of the states. For example, in the study of Rajasthan two more districts were chosen for giving representation to desert and tribal areas. On the other hand, in view of the vast size of Uttar Pradesh and Madhya Pradesh, the number of districts for the study was increased to four,

Project team in each state was advised to follow the format designed by NIEPA so that some uniformity was maintained and findings could be compared and interpreted for wider use.

In three states, namely, Madhya Pradesh, Rajasthan and West Bengal, the studies were initiated in November/December, 1978; whereas in other states, excepting Assam, the work on studies started from 1st June, 1979. The progress of the studies was regularly reviewed and monitored by NIEPA, through correspondence and visits to the project areas. The interim reports of Madhya Pradesh, Rajasthan and West Bengal were completed first. They were examined in a meeting attended by the Project Officers of the concerned states and other experts held on 13th April, 1979 in NIEPA. Other reports, excepting Assam, were considered in a meeting held in NIEPA on 3rd August, 1979. The Project Officers took note of the suggestions made during deliberations and included them in their final reports. The final reports were discussed and approved in a subsequent meeting held on 7-8 February, 1980 under the Chairmanship of Shri P. Sabanayagam, the then Education Secretary, Union Ministry of Education.

We are grateful to the State Governments concerned, especially officers dealing with the subject

of elementary education at various levels, project staff, headmasters and teachers of sample schools, community leaders and others who participated in the study.

We would feel our efforts amply rewarded if these studies could help planners and policy-makers both at the national and state level in strengthening and streamlining the educational administration in states selected for the study. We believe that the findings and recommendations of these studies would be of interest to other states in the sense these could help them to improve their programmes in view of the experiences of sister states.

We are extremely grateful to Prof. M.V. Mathur, the former Director, NIEPA, for his professional support and personal interest in the conduct of this study without which the study could not have been completed in time.

Our sincere thanks are due to Shri C.L. Sapro, Fellow, NIEPA, who acted as the Chief Coordinator of the Project. As Chief Coordinator, he prepared the design and tools of the study, provided on-the-spot guidance to the officers-in-charge of the participating states and monitored the study at all stages of its development. He was ably assisted by Mrs. Usha Nayar, Research/Training Associate, NIEPA, whose work especially in connection with the meetings of the Education Secretaries, Directors of Public Instructions (DPIs) and Project Officers in charge of the concerned states deserves mention.

Dr. K.D. Sharma, Associate Fellow, NIEPA, edited and prepared the final script of the study. In this work, Miss Ranjana Srivastava, Senior Technical Assistant, NIEPA, extended her full support and cooperation to him. We are thankful to both of them.

(J. Veeraraghavan)
Acting Director

Preface

The Constitutional Directive for providing free and compulsory primary education for all children in the age-group 5-16 by 1960 could not be fulfilled for various reasons and the dimensions of this problem are increasing day by day. As such the Government of India have given highest priority to the problem of universalisation of elementary education in the Sixth Five Year Plan period. A Working Group was set up under the Chairmanship of Sri P. Sabanayagam, Education Secretary, the Ministry of Education and Social Welfare, Government of India, New Delhi, to review the progress of elementary education till the end of the Fifth Five Year Plan and advise strategies and priorities for the universalisation of elementary education during the Sixth Five Year Plan.

The Working Group has identified that nearly 74% of the non-enrolled children during the Sixth Five Year Plan would be in eight states viz. Andhra Pradesh, Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh, Orissa, West Bengal and Jammu and Kashmir. The Working Group has recommended for a major transformation in the educational administration from village to state level in these eight educationally backward states for the successful implementation of the programme of universalisation. Accordingly, the Ministry of Education and Social Welfare, Government of India, New Delhi, decided that a special study of administration of elementary education in relation to the programme of universalisation should be carried out in these eight educationally backward states during 1978-79 as a centrally sponsored scheme. Later Assam was also included for this purpose.

The National Institute of Educational Planning and Administration (NIEPA), New Delhi, was given the responsibility of coordinating and supervising the study in these nine states. Accordingly, the NIEPA organised workshops at New Delhi, in the months of July and November, 1978 for the officers-

in-charge of this study in these nine states to discuss and finalise the objectives, design, strategies and tools for the study.

The Government of Andhra Pradesh sanctioned one post each of the Joint Director of School Education (Project Officer), the Research Associate and the Personal Assistant as per the pattern suggested by Government of India for this study (Vide G.O. Ms. No. 929 Education (I) dated 18.9.1978).

In this state the study could actually commence from the month of January, 1979 i.e. with the appointment of the Project Officer on January 11, 1979. In the place of Research Associate, the services of two Assistant Lecturers in Statistics from the State Council of Educational Research and Training had been drafted to assist the Project Officer in conducting the study.

I express my sincere thanks to Prof. M.V. Mathur, Director, NIEPA, New Delhi, for monitoring this study in Andhra Pradesh. It is my profound duty to express sincere gratitude to Sri C.L. Sapra, Fellow, NIEPA, New Delhi, who as the Chief Coordinator of this study provided necessary and timely guidance in selecting the sample, designing the schedules and other aspects related to the study.

I owe my gratitude to Mrs. J. Anjani Dayanand, the then Joint Secretary, Ministry of Education and Social Welfare, Government of India, New Delhi, for her active participation and guidance in the deliberations on the interim report of this study and for her valuable observations and suggestions.

I express my gratitude to Sri M. Gopalakrishnan, I.A.S. Secretary, Government, Primary and Secondary Education Department, Andhra Pradesh, Hyderabad for having accepted to undertake the study in the state and for the keen interest taken by him in the project. Dr. (Mrs.) D.M. Rebello,

I.A.S., Joint Secretary, Government, Education (Primary and Secondary) Department, Andhra Pradesh, Hyderabad, has kindly gone through the entire report and gave valuable suggestions. I owe a deep sense of gratitude to Sri P. Adinarayana, Director of School Education, Andhra Pradesh, Hyderabad, for the constant encouragement and guidance from the inception of the study till its final stage and for providing all necessary facilities for the effective conduct of the study. I thank Sri B. Konda Reddy, Deputy Director, Planning and Statistics, Directorate of School Education, Andhra Pradesh, Hyderabad, for giving valuable cooperation in planning, designing and reporting of this study.

I am thankful to the officers of the Directorate of School Education and State Council of Educational Research and Training, Andhra Pradesh, Hyderabad for their constructive suggestions on various aspects of the study.

I acknowledge with thanks the cooperation on the part of teachers, headmasters, inspecting officers and Block Development Officers of the selected blocks, Parishad Education Officers, Deputy Education Officers and District Education Officers of the selected districts in the collection of data for the study.

It is my duty to express a few words of appreciation for the able assistance provided by Sri G. Dharma Reddy and Sri B. Harisarvothama Rao, Assistant Lecturers in Statistics. State Council of Educational Research and Training in conducting this study. Sri Harisarvothama Rao very ably assisted me in drafting this final report and Sri Dharma Reddy in preparing statistical tables. But for their assistance it would not have been possible for me to complete this project in time. I thank Sri G.A. Hemnath, Personal Assistant for his able assistance in typing and stencilling of the report.

I sincerely hope that the findings and recommendations of this study would provide dependable basis to the Government of Andhra Pradesh for taking appropriate decisions in streamlining and strengthening the administration of elementary education in relation to the programme of universalisation in the State. The recommendations of this study do not necessarily represent the views of the State Government nor do they bind the State Government in any manner.

Hyderabad

Dated : November
12, 1979

Sd/-

(G. Manohar Rao)
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tion Study) and Project Officer,
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Introduction

1.01 The provision of free and compulsory primary education for all children upto the age of 14 is a constitutional commitment under Article 45. This commitment should have been fulfilled in 1960 but it could not be realized because of the magnitude of the problem in terms of increasing number of school going children and constraints of financial and man-power resources.

1.02 In Andhra Pradesh, Compulsory Primary Education Act was introduced in the year 1961 for the children in the age group 6-7 years and the same was extended by 1965-66 to all the children in the age-group 6-11 years in the state.

1.03 A Working Group set up by the Government of India under the Chairmanship of the Education Secretary, the Ministry of Education and Social Welfare, New Delhi, on universalisation of elementary education in the year 1978; had identified Andhra Pradesh as one of the 9 educationally backward states and estimated that there would be 46.0 lakh non-enrolled children in the state in the age-group 6-14 during the Sixth Plan period.

1.04 Since the structure of school education in Andhra Pradesh is 5+2+3 years pattern i.e. 5 years primary education, 2 years upper primary education and 3 years secondary education; the universalisation of elementary education in Andhra Pradesh covers the children in the age-group 6-13 only i.e. enrolment in classes I to VII.

1.05 Universalisation of elementary education involves universal enrolment, universal retention and qualitative improvement.

1.06 In 1977-78, the enrolment in the age-group 6-11 (classes I to V) has been estimated at 46.75

lakhs, 27.74 lakh boys and 19.01 lakh girls. Of the total population in the age-group, 72.55% children, 84.24% boys and 60.34% girls, are attending schools. However, the estimated enrolment in the age-group 11-13 (classes VI and VII) is 7.47 lakhs, 5.02 lakh boys and 2.45 lakh girls. In percentages, this enrolment comes to 39.48 for boys and 19.77 for girls of the total estimated population in the age-group.

1.07 The number of children in the age-group 6-13 would be 87.92 lakhs by 1982-83. Of these 54.22 lakh children were enrolled by 1977-78 which leaves 33.70 lakh children for whom educational facilities have to be provided during the Sixth Five Year Plan. (For details of enrolment status see Annexure-I)

1.08 One of the main reasons for failing to achieve the goal of universalisation of elementary education in the age-group 6-13 is the socio-economic conditions of children belonging particularly to the scheduled castes, scheduled tribes and other weaker sections of the society. Unless these children are brought to schools, universalisation of elementary education will remain a distant reality.

Provision of Educational Facilities

1.09 To achieve the goal of universalisation of elementary education, it is essential that educational facilities are provided within the reach of every child both at the primary and upper primary levels. It means, providing schools within the localities and the appointment of additional teachers. It is also necessary to think of expanding the in-take capacity of the existing schools in addition to the opening of new schools. According to the Fourth Educational Survey, out of a total of 56,935 habitations in the

state, 20,514 habitations do not have schools within the habitation. Furthermore, according to the Survey, out of 39,696 primary schools, only 20,800 schools have partly pucca buildings. These figures reflect the immediate need to strengthen the existing schools in addition to the task of opening more schools and to provide educational opportunities to every child in the age-group 6-11.

1.10 The provision of educational facilities for 33.70 lakh of children to be enrolled over a period of 5 years is a stupendous task when compared to the enrolment of 54.22 lakhs over decades.

Girls' Education

1.11 By 1977-78 only 60.34% girls in the age-group 6-11 were enrolled while this percentage in case of boys was 84.24. An examination of girls' enrolment in the age-group 11-13 for the period 1977-78, showed that only 19.7% of the total girls were in schools. This indicates that girls' enrolment was significantly less than that of boys in the age-group 6-11 and far from encouraging in the age-group 11-13.

Education of Scheduled Caste and Scheduled Tribe Children

1.12 Out of 9.12 lakh scheduled caste children in the age-group 6-11, 7.16 lakhs were enrolled in schools by 1977-78 which constituted 78.5% of the total enrolment. However, out of 4.4 lakhs of scheduled caste girls, only 2.71 lakhs were enrolled in schools, constituting 63.1% of girls' enrolment.

1.13 The number of scheduled tribe children in the age-group 6-11 enrolled by 1977-78 was only 1.62 lakhs out of a total population of 3.30 lakhs, constituting 49% of the total population. These figures indicate the need for intensive efforts to be made for enrolling all the children belonging to these sections in order to achieve the goal of universalisation.

Wastage at the Primary Stage

1.14 Wastage at the primary stage of education in the state has been about 60.0% and even more in

the case of girls. This has been the case, inspite of various measures taken for the qualitative improvement like midday meals, free supply of text-books, slates, pencils, uniforms, attendance scholarships etc., to the children belonging to scheduled castes, scheduled tribes and other weaker sections of the society. To reduce wastage at the primary stage is really a challenging task to all concerned and extraordinary measures have to be taken to improve the holding power of schools.

Qualitative Improvement

1.15 Universalisation of elementary education and the quality in content and teaching-learning process of elementary education are interlinked. The content for this stage of education should be more relevant and purposeful to the children. The instructional procedures need to be updated and made interesting and attractive. These could be done through curricular reforms, improvement of schooling facilities, better science education, introduction of socially useful productive work and provision of necessary inservice education to teachers about the latest techniques and trends in education.

Conclusion

1.16 In view of the above tasks to be performed in the Sixth Plan period to achieve universalisation of elementary education, it is necessary to adopt several strategies and measures. One of these measures would be to strengthen and streamline the existing structure and system of administration of elementary education in the state which plays a vital role. Hence, an in-depth study of the various aspects of administration of elementary education in relation to the programme of universalisation was launched in the state jointly by the Ministry of Education and Social Welfare, Government of India, National Institute of Educational Planning and Administration (NIEPA), New Delhi, and the State Education Department.

Objectives of the Study

2.01 In order to accomplish the tasks related to elementary education as stipulated in the Sixth Plan of Andhra Pradesh, appropriate mobilisation of human and organisational resources have to be made at all levels. The administration of elementary education will have to be properly streamlined; geared up and sufficiently strengthened. Such strengthening will have to be done on the basis of detailed and in-depth study of the existing administrative structure and arrangements for elementary education in Andhra Pradesh. It is with the purpose of identifying the areas where streamlining and strengthening is required to be undertaken that this study of administration of elementary education in Andhra Pradesh has been undertaken.

2.02 The objective of this study are :

- (a) to study the adequacy of the present administrative system for elementary education in relation to the programme of universalisation of elementary education in Andhra Pradesh;
- (b) to indicate on the basis of the findings of the study, ways and means of strengthening and streamlining the administration of elementary education in Andhra Pradesh for the successful implementation of the programme of universalisation of elementary education;
- (c) to suggest ways and means of coordinating the efforts of the Education Department with the other developmental agencies in Andhra Pradesh; and
- (d) to suggest the framework for decentralisation of administration of elementary education in Andhra Pradesh so that on-the-spot

decisions could be taken and the full involvement of the community in the programme was ensured.

2.03 The adequacy of the present administrative machinery for elementary education in Andhra Pradesh can be properly studied only in relation to the tasks that it has to perform. The various operational tasks which the administration of elementary education would be required to perform in Andhra Pradesh during the Sixth Plan in regard to the programme of universalisation at various levels are :

- (a) identification of non-enrolled, drop-out and non-attending children, places where new schools or non-formal education centres may be established, children for whom incentives are to be provided, and determination of procedures for timely distribution of incentives to needy children;
- (b) assessment of teacher requirements for their pre-service training and formulation of the in-service training programmes of teachers for the qualitative improvement of elementary education;
- (c) arrangement for providing necessary physical facilities in the schools;
- (e) mobilisation of community resources;
- (d) arrangement for management and supervision of schools;
- (f) adoption of measures for improvement of the quality of elementary education;
- (g) establishment of an in-built system for monitoring and evaluation of enrolment;

- (h) arrangement for the in-service training of educational administrators from block to state level, and
- (i) arrangement for the coordination of the Education Department with other developmental agencies.

2.04 Keeping in view the various operational tasks enumerated above, an attempt has been made to study the existing administrative system of elementary education in Andhra Pradesh at various levels viz. village, block, district and state.

Sample, Tools and Techniques

3.01 The guidelines given by the National Institute of Education Planning and Administration, New Delhi, were kept in view for selecting the sample and adopting tools and techniques for the study.

Sample

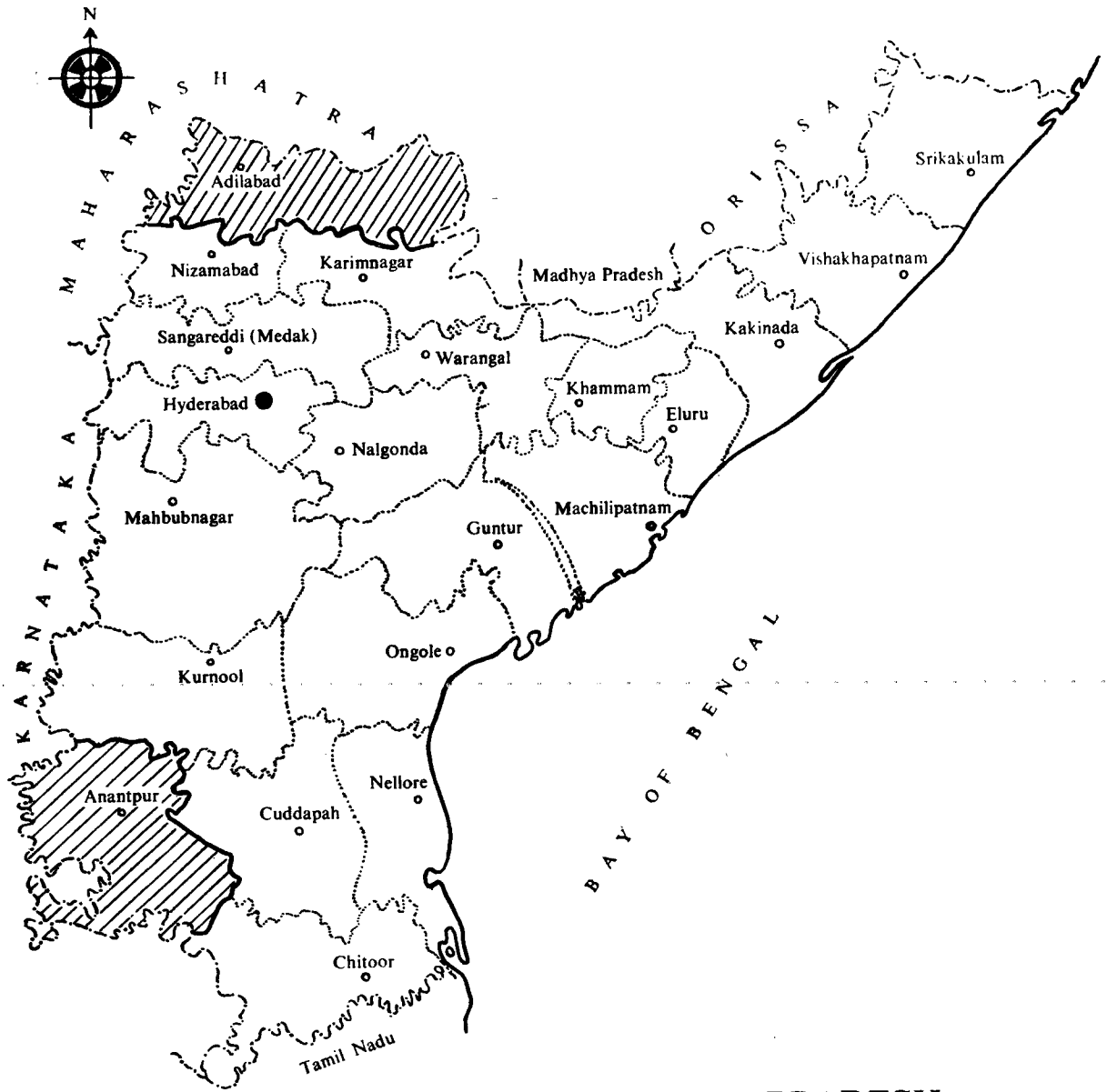
3.02 There are 22 educational districts in Andhra Pradesh (at the time of selecting the sample) and they are co-terminus with revenue districts. As two districts had to be selected as sample areas for the study, it was decided that these should be one each from the third and fourth quartiles of 22 districts after arranging them in descending order in relation to their enrolment ratio in the age-group 6-13 i.e. enrolment in classes I-VII as on March 31,

1978 (Enrolment ratios in the age-group 6-13 are given in Annexure II). Accordingly, Anantapur district (with enrolment ratio of 0.57) from the third quartile and Adilabad district (with enrolment ratio of 0.41) from the fourth quartile were selected as sample districts for the study.

3.03 Two blocks in each of the two districts were selected for the study, one with highest enrolment and the other with lowest enrolment in classes I to VII as on March 31, 1978. Furthermore, three villages/from each block were selected for intensive study on the basis of having the highest average and lowest enrolment in the block in classes I to VII as on March 31, 1978. Table 3.1 shows the sample districts, blocks and villages included in the study

Table 3.1
District and blockwise distribution of villages included in the sample

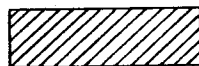
<i>District</i>	<i>Block</i>	<i>Highest enrolment</i>	<i>Average enrolment</i>	<i>Lowest enrolment</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Anantapur	1. Hindupur (Block with the highest enrolment in age group 6-13)	K. Muddireddypalli	Chandravandlapalli	Buchapalli
	2. Rayadurg (Block with the lowest enrolment in age group 6-13)	Hirehal (Ma-in)	Gramadatla	Srirangapuram
Adilabad	1. Luxettipet (Block with the highest enrolment in age group 6-13)	Komatichenu	Medaripet	Tallapally
	2. Wankdi (Block with the lowest enrolment in age group 6-13)	Khamana	Indhani	Surdarpur



ANDHRA PRADESH

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Sample Districts



that had respectively the highest, average and the lowest enrolment.

3.04 All schools in the 12 selected villages were primary schools having classes I to IV/V. Out of them seven schools were single teacher schools and the rest had two to three teachers.

3.05 All the key functionaries at the district level i.e. District Educational Officer, Parishad Educational Officer and Municipal Commissioners dealing with elementary education were covered. At the block level, the Block Development Officer, Deputy Inspector of Schools, Extension Officer (Education) and Junior Deputy Inspector of Schools; at the village level Headmasters/Single teachers in-charge of the schools of the selected villages were covered. Besides the above functionaries at the village level, some of the prominent community members and interested parents were also included for the purpose of interviews.

Tools and Techniques

3.06 In order to make an in-depth study of the existing administrative structure and system of elementary education in Andhra Pradesh, it was considered necessary to use a number of tools and techniques. The following tools and techniques were used for the study:

- (a) a detailed study of the administrative instructions and departmental regulations regarding the functions of various administrative personnel at different levels;
- (b) collection of basic data related to the job chart of administrative functionaries in the sample areas;

- (c) observation of the functioning of various categories of administrative personnel;
- (d) study of the effectiveness of the functioning of various categories of administrative personnel;
- (e) interviews with a view to obtain information about the functions performed by various categories of administrative personnel, and
- (f) discussions regarding necessary steps for strengthening and streamlining of administration of elementary education in the state.

3.07 On the basis of the schedules provided by the National Institute of Educational Planning and Administration, separate schedules were developed for various functionaries at village, block and district levels. These schedules were used to collect necessary information about enrolled, non-enrolled and non-attending children in the age-group 6-13; functioning of school improvement committees; physical facilities of schools; appointment of teachers; various aspects of inspection and supervision of schools; administrative arrangements for opening of new schools; creation of posts, release of grants etc.

3.08 Besides getting information through the schedules, the above functionaries were also interviewed in order to know their opinions and suggestions on the various tasks performed by them for improving the existing administrative structure and system of elementary education in relation to the programme of universalisation.

Analysis of the Data

4.001 The analysis of the primary data collected as on September 30, 1978 in connection with the study at various levels is discussed below:

I. Village Level Analysis

Census of Children

4.002 Census of children in the age-group 6-13 was conducted every year by the headmasters of schools before the commencement of the academic year. This was verified from the census registers maintained by the schools. According to the headmasters, the information collected was used only to furnish the same to the higher authorities. It was also stated by them that their efforts to secure maximum enrolment of children on the basis of the collected information were not yielding required results because of general apathy of parents towards education, poverty of the parents and lack of proper incentives to the economically backward children in the village.

Position of Non-enrolled Children

4.003 In order to find out the position of non-enrolled children in the age-group 6-11, data with regard to children not attending schools in three types of villages, viz villages with the highest, average and lowest enrolments were analysed. Table 4.1 shows the position of non-enrolled children in the age group 6-11 in villages having highest enrolment.

4.004 The above table reveals that School at Muddireddipalli village of Hindupur block could achieve 100% enrolment in the age-group 6-11, even among the scheduled castes. The percentage of non-enrolled children in other villages ranged from 14.2 to 63.7. Excepting Khamana village, there was no scheduled tribe child in the schooling age group. On the whole, girls as compared to boys

were at a disadvantageous position regarding the use of schooling facilities. The same was true for villages having scheduled castes and scheduled tribes population. The percentage of non-enrolled children in Khamana village was the highest among the three villages.

4.005 The enrolment trend of scheduled caste children conformed to the general trend. In the village school of Hirehal, the percentage of non-enrolled scheduled caste children was higher only by 3.6 than other children; equal in the village school Komatichenu and lower by 19.9 in the village school of Khamana. Scheduled tribe children in the age-group 6-11 were only in Khamana village school, the percentage of their enrolment was lower than scheduled caste and other children.

4.006 The position of non-enrolled children in the age group 6-11 in villages having average enrolment as on September 30, 1978 is given in Table 4.2.

4.007 It may be observed from Table 4.2 that the percentage of non-enrolled children in the four villages varied considerably i.e. from 10.4 to 71.5. The percentage of non-enrolled boys and girls ranged from 0.0 to 66.6 and 21.8 to 77.7 respectively. This shows that the number of non-enrolled children was considerable in these villages and it was more so in the case of girls than boys.

4.008 In the case of scheduled caste children, the percentage of non-enrolled varied from 42.8 to 77.7. The percentage of non-enrolled scheduled caste boys and girls ranged from 33.4 to 63.8 and from 50.0 to 90.0 respectively. These figures clearly indicate that the number of scheduled caste non-enrolled children was greater than other children in the same age-group.

Table 4.1

Number of children in the age-group 6-11 not enrolled in schools of sample villages having the highest enrolment as on September 30, 1978

School (Block—District)	Population of children in the age-group 6-11 as on Sept. 30, 1978			No. of non-enrolled children as on Sept. 30, 1978			Percentage of non- enrolled children as on Sept. 30, 1978			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	
1. P.S. Primary School										
Muddireddypalli	All	340	210	550	0	0	0	0	0	0
(Hindupur-	S.C.	12	3	15	0	0	0	0	0	0
Anantapur)	S.T.	—	—	—	—	—	—	—	—	—
2. P.S. Primary School										
Hriehal	All	287	190	477	24	44	68	8.4	23.1	14.2
(Rayadurg-	S.C.	23	5	28	3	2	5	13.0	40.0	17.8
Anantapur)	S.T.	—	—	—	—	—	—	—	—	—
3. P.S. Primary School										
Komatichenu	All	43	19	62	5	4	9	11.6	21.0	14.5
(Luxettipet-	S.C.	43	19	62	5	4	9	11.6	21.0	14.5
Adilabad)	S.T.	—	—	—	—	—	—	—	—	—
4. P.S. Primary School										
Khamana	All	160	119	279	86	92	178	53.7	77.2	63.7
(Wankdi-	S.C.	35	22	57	10	15	25	28.5	68.1	43.8
Adilabad)	S.T.	24	19	43	19	14	33	79.1	73.6	76.4

SC: Scheduled Castes

ST: Scheduled Tribes

Table 4.2

Number of children in the age-group 6-11 not enrolled in schools of sample villages having the average enrolment as on September 30, 1978

<i>School Block/District</i>	<i>Population of children in the age-group 6-11 as on Sept. 30, 1978</i>			<i>No. of non-enrolled children as on Sept. 30, 1978</i>			<i>Percentage of non-enrolled children as on Sept. 30, 1978</i>			
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	
1. P.S. Primary School Chandravandlapalli	All	53	24	77	31	12	43	58.5	50.0	55.7
(Hindupur-Anantapur)	S.C.	5	2	7	2	1	3	40.0	50.0	42.8
	S.T.	12	6	18	10	5	15	83.3	83.3	83.3
2. P.S. Primary School Gramadatla	All	81	54	135	54	42	96	66.6	77.7	71.5
(Rayadurg-Anantapur)	S.C.	16	20	36	10	18	28	62.5	90.0	77.7
	S.T.	—	—	—	—	—	—	—	—	—
3. P.S. Primary School Madaripet	All	128	122	250	37	68	105	28.9	55.7	42.0
(Luxettipet-Adilabad)	S.C.	36	55	91	12	42	54	33.4	76.3	59.3
	S.T.	16	11	27	7	3	10	43.7	27.2	37.0
4. P.S. Primary School Indhani	All	50	46	96	—	10	10	0.0	21.8	10.4
(Wankdi-Adilabad)	S.C.	36	25	61	23	20	43	63.8	80.0	70.5
	S.T.	10	6	16	6	3	9	60.0	50.0	56.3

SC: Scheduled Castes

ST: Scheduled Tribes

4.009 In the case of non-enrolled scheduled tribe children, the situation was worse. The percentage of non-enrolled scheduled tribe boys varied from 43.7 to 83.3 whereas in case of girls, the variation was from 27.2 to 83.3.

4.010 The position of non-enrolled children in the age group 6-11 in villages having lowest enrolment as on September 30, 1978 is given in Table 4.3.

4.011 As seen from the above table it is quite interesting to note that the primary school at Srirangapuram could achieve 100% enrolment of children including those belonging to scheduled castes. This might be due to the dynamism of the single teacher working in the school and the educational awareness of the local community. During the visits to the villages it was found that the villagers were interested in the education of their

Table 4.3

Number of children in the age-group 6-11 not enrolled in schools of sample villages having the lowest enrolment as on September 30, 1978

School Block/District		Population of children in the age-group 6-11 as on Sept. 30, 1978			No. of non-enrolled children as on Sept. 30, 1978			Percentage of non- enrolled children as on Sept. 30, 1978		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1		2	3	4	5	6	7	8	9	10
1. P.S. Primary School Buchepalli	All	41	35	76	15	28	43	36.6	80.0	56.6
(Hindupur- Anantapur)	S.C.	2	2	4	2	2	4	100.0	100.0	100.0
	S.T.	—	—	—	—	—	—	—	—	—
2. P.S. Primary School Srirangapuram	All	26	19	45	0.0	0.0	0.0	0.0	0.0	0.0
(Rayadurg- Anantapur)	S.C.	4	2	6	0.0	0.0	0.0	0.0	0.0	0.0
	S.T.	—	—	—	—	—	—	—	—	—
3. P.S. Primary School Tallapally	All	105	73	178	81	62	143	77.1	85.0	80.0
(Luxettipet- Adilabad)	S.C.	31	16	47	28	15	43	90.3	93.8	91.5
	S.T.	—	—	—	—	—	—	—	—	—
4. P.S. Primary School Surdapur	All	40	12	52	33	12	45	82.5	100.0	86.6
(Luxettipet- Adilabad)	S.C.	—	—	—	—	—	—	—	—	—
	S.T.	15	3	18	12	3	15	80.0	100.0	83.3

S.C.: Scheduled Castes

S.T.: Scheduled Tribes

children and that they had taken initiative in providing a pucca building to the school under the 'Food for work' programme. This school infact was opened during 1977-78 only. In the other three schools, the percentage of non-enrolled children varied from 56.6 to 86.6. In case of boys it was 36.6% to 82.5%, whereas for girls it ranged between 80.0% and 85.0%.

4.012 From Tables 4.1 to 4.3 it may be observed that the number of non-enrolled children in the age-group 6-11 in the three types of schools was almost maintained in the same proportions during 1978-79 as in the previous year except in two villages. This trend of non-enrolment clearly emphasised the need for more initiative and concerted efforts on the part of the teachers, community members, supervisory officers and elected representatives in bringing scheduled caste and scheduled tribe children in general and girls in particular to schools on a larger scale. More attention would have to be paid towards girls' education and proper atmosphere may have to be created in schools for better enrolment of girls in the age-group 6-11. It appeared that the involvement of local community on a mass scale alone could yield substantial results in the direction of full enrolment and retention of children. As a first step, the local community may have to be sufficiently enlightened towards this through mass media and other suitable programmes.

Position of Enrolment

4.013 The position of enrolment of children in the age-group 6-11 in the twelve sample villages is analysed below. Table 4.4 shows the position of enrolment of the children in single-teacher primary schools.

4.014 It is significant to note from the above table that 100% enrolment of children in the age-group 6-11 could be achieved in the single teacher school of Srirangapuram village (Rayadurg block) including the scheduled caste children. Since the school was started in the village in the year 1977-78 only, the enrolment was low in that particular year and hence was selected in the sample as having lowest enrolment in the block. But it was observed during visits to the school that the village could achieve full enrolment by 1978-79 with the active interest taken by the teacher and the general interest of village community towards education.

4.015 The percentage of general enrolment of children in the age-group 6-11 in the other six single-teacher schools ranged from 13.4 to 85.5; the percentage in the case of boys and girls varied from 17.5 to 88.4 and 0.0 to 79.0 respectively.

4.016 The enrolment of scheduled caste children varied from 8.5% to 85.5%, 9.7% to 88.4% in the case of boys and 6.2% to 79.0% in the case of girls.

4.017 The enrolment percentage in respect of scheduled tribe children remained at 16.7 in the two villages viz. Chandravandlapalli (Hindupur block) and Surdapur (Wankdi block). While the percentage of scheduled tribe boys was between 16.7 to 20.0, for girls it varied from 0.0 to 16.7.

4.018 The above assessment indicates that five out of the seven single teacher schools could not enrol even 50% of children in the age-group 6-11 in the concerned villages. In these five schools, the percentage enrolment of boys varied from 17.5 to 63.4 and that of girls from 0.0 to 50.0. Even the enrolment percentage of scheduled caste children was between 0.0 to 57.2 and only 16.7 for the scheduled tribe children. The enrolment of girls was lower than that of boys' and the same trend was maintained in the case of scheduled caste and scheduled tribe girls. From the above, it may be noted that the position of enrolment in these schools needs much improvement.

4.019 Except the high percentage of enrolment of scheduled caste children in Komatichenu village (Luxettipet) where all children in the village happened to be scheduled castes, the percentage of enrolment of these children in the other five villages varied only between 0.0 to 57.2 (the variation being from 0.0 to 60.0 in the case of boys and from 0.0 to 50.0 in the case of girls).

4.020 The position of enrolment in the five multi-teacher primary schools of the sample is given in Table 4.5.

4.021 The above data shows that the primary school in Muddireddipalli of Hindupur block was able to enrol 100% children in the age-group 6-11 of the village, including the scheduled caste children. It was observed during the visits to this school that this achievement was mainly due to the educational awareness of the local community and the interest evinced by the teachers working in the school

Table 4.4

Enrolment in the age group 6-11 in single—teacher primary schools

School (Block)		Population of children in 6-11 age-group			Enrolment of Children in classes I to V			Percentage of enrolment		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1		2	3	4	5	6	7	8	9	10
1. P.S. Chandra- vandla palli (Hindupur)	All	53	24	77	22	12	34	41.5	50.0	44.3
	SC	5	2	7	3	1	4	60.0	50.0	57.7
	ST	12	6	18	2	1	3	16.7	16.7	16.7
2. P.S. Bucha palli (Hindupur)	All	41	35	76	26	7	33	63.4	20.0	43.4
	SC	2	2	4	0	0	0	0.0	0.0	0.0
	ST	—	—	—	—	—	—	—	—	—
3. P.S. Sriran- gapuram (Rayadurg)	All	26	19	45	26	19	45	100.00	100.00	100.00
	SC	4	2	6	4	2	6	100.00	100.00	100.00
	ST	—	—	—	—	—	—	—	—	—
4. P.S. Grama- datla (Rayadurg)	All	81	54	135	27	12	39	33.4	23.3	28.9
	SC	16	20	36	6	2	8	37.5	10.0	22.3
	ST	—	—	—	—	—	—	—	—	—
5. P.S. Komati- chenu (Luxettipet)	All	43	19	62	38	15	53	88.4	79.0	85.5
	SC	43	19	62	38	15	53	88.4	79.0	85.5
	ST	—	—	—	—	—	—	—	—	—
6. P.S. Talla- palli (Luxettipet)	All	105	73	178	24	11	35	22.9	15.0	20.0
	SC	31	16	47	3	1	4	9.7	6.2	8.5
	ST	—	—	—	—	—	—	—	—	—
7. P.S. Surdapur (Wankdi)	All	40	12	52	7	0	7	17.5	0.0	13.4
	SC	—	—	—	—	—	—	—	—	—
	ST	15	3	18	3	0	3	20.0	0.0	16.7

SC : 'Scheduled Castes' ST : 'Scheduled Tribes' PS : 'Primary School'

Table 4.5

Enrolment in the age-group 6-11 in multi-teacher primary schools

School (Block)		Population of children in 6-11 age-group			Enrolment of children in classes-I to V			Percentage of enrolment		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1		2	3	4	5	6	7	8	9	10
1. P.S. Muddi- reddipalli	All	340	210	550	340	210	550	100.00	100.00	100.00
	(Hindupur)	SC	12	3	15	12	3	15	100.00	100.00
		ST	—	—	—	—	—	—	—	—
2. P.S. Hirehal	All	287	190	477	263	146	409	91.6	76.9	85.8
	(Rayadurg)	SC	23	5	28	20	3	23	87.0	60.0
		ST	—	—	—	—	—	—	—	—
3. P.S. Madari pet	All	128	122	250	91	54	145	71.1	44.3	58.0
	(Luxettipet)	SC	36	55	91	24	13	37	66.6	23.7
		ST	16	11	27	9	8	17	56.3	72.8
4. P.S. Khamana	All	160	119	279	74	27	101	46.2	22.7	36.3
	(Wankdi)	SC	35	22	57	25	7	32	71.4	31.8
		ST	24	19	43	5	5	10	20.8	26.3
5. P.S. Indhani	All	50	46	96	50	36	86	100.00	78.2	89.6
	(Wankdi)	SC	36	25	61	13	5	18	36.2	20.0
		ST	10	6	16	4	3	7	40.0	50.0

SC : Scheduled Castes ST : Scheduled Tribes PS : Primary School

4.022 The percentage of enrolment of children in the age-group 6-11 in the remaining four schools ranged from 36.3 to 89.6, which for boys and girls varied from 46.2 to 100.0 and from 22.7 to 78.2 respectively.

4.023 In the case of scheduled caste children, the percentage of enrolment varied from 29.5 to

82.2. The variation in percentage of enrolment was from 36.2 to 87.0 in the case of boys and from 20.0 to 60.0 in the case of girls.

4.024 The enrolment percentage of scheduled tribe children in the sample schools was between 23.3 and 63.0 which in the case of boys and girls separately ranged from 20.8 to 56.3 and 26.3 to 72.8 respectively.

4.025 From the above, it may be said that the position of enrolment of children in the age-group 6-11 in multi-teacher primary schools was slightly better than in the case of single-teacher schools. This also applied to the scheduled tribe children. However, the trend of lower enrolment of girls than of boys was maintained in both the multi-teacher as well as single teacher primary schools which is in conformity with the national trend.

Dropouts

4.026 Data on enrolment in the age-group 6-11 for the academic year 1978-79 and the dropouts by September 30, 1978 was collected and analysed. As the span of time between enrolment and dropout was small, it may not reflect the exact size of dropouts. (for detailed data on enrolment dropouts see Annexure II)

4.027 In five out of twelve schools, it was reported that no child left the school during this period. However, in the other seven schools, the percentage of dropouts ranged from 0.7 to 45.4. This was particularly high for scheduled caste children in general and for girls in particular.

4.028 During discussions with the headmasters, village leaders and parents, the important reasons for dropping out identified were: poverty, sickness, lack of awareness, work requirements in field to participate in agricultural operations and looking after younger children.

4.029 It was observed that the efforts of the teachers and the community in bringing back these children to school on a regular basis were only casual and hence not rewarding.

Incentives to Children

4.030 In order to attract scheduled caste and backward class children to schools, incentives were being provided to them in the shape of midday-meals, attendance scholarships, free supply of text books, uniforms, slates, pencils cash incentives, book grants, etc. In addition, all girls in classes I to V also received attendance scholarships and book grants.

4.031 The incentives were not being given to all the economically backward children. Teachers and community members of the sample villages generally felt that cash incentives and attendance

scholarships should be given to all economically backward children studying in classes 1-V for attracting them to schools and attending their classes regularly.

Contingent Grants

4.032 According to the headmasters, the contingent amount being sanctioned to them was inadequate to meet the day to day requirements of the schools in view of the increase in the cost of chalk piece, paper, pencil, postage etc. The existing rates of contingency in the State are Rs. 1.50 per month for a single-teacher primary school, Rs. 5/- per month for multi-teacher primary school and Rs. 15/- per month for an upper primary school. The headmasters suggested for an upward revision of these rates suitably to organise the schools effectively.

Inspection and Supervision of Schools

4.033 The academic inspection and number of visits made by the inspecting officers to the twelve schools in the sample villages during 1976-77, 1977-78 and 1978-79 are given in Table 4.6.

4.034 From the above, it can be observed that out of the 12 schools, only 4 were inspected during all the three years and none of these schools received all the visits as required. The primary schools of Chandravandlapalli and Buchapalli in Hindupur block were not inspected at all during the three years. During the periods 1976-77, 7 out of 11 schools (63.3%), 1977-78, 8 out of 12 schools (66.3%) and in 1978-79, 6 out of 12 schools (50.0%) received academic inspection. This indicates the quantum of backlog in inspection and the need for improving the position.

Community Support

4.035 The headmasters of the twelve selected schools stated that they contacted the village community in seeking its cooperation in various areas. The percentage of responses on each aspect is given in Table 4.7

4.036 From the above table, it may be inferred that all the headmasters of the sample schools requested the community leaders for encouraging parents to enrol their children and ensure their regular attendance. Furthermore, the majority of headmasters also asked for community cooperation

Table 4.6

Inspection/supervision of the sample schools during 1976-77, 1977-78 and 1978-79

School (Block)	1976-77		1977-78		1978-79	
	Inspection made or not	No. of visits made	Inspection made or not	No. of visits made	Inspection made or not	No. of visits made
1	2	3	4	5	6	7
1. Muddireddypalli (Hindupur)	Yes	2	Yes	2	No	3
2. Chandravandlapalli (Hindupur)	No	nil	No	nil	No	2
3. Buchepalli (Rayadurg)	No	3	No	nil	No	1
4. Hirehal (Rayadurg)	Yes	nil	Yes	3	Yes	3
5. Gramadatla (Rayadurg)	Yes	1	Yes	1	Yes	1
6. Srirangapuram (Rayadurg)	—	—	No	nil	Yes	3
7. Komatichenu (Luxettipet)	Yes	1	Yes	2	No	2
8. Madaripet (Luxettipet)	No	2	Yes	1	Yes	2
9. Tallapally (Luxettipet)	Yes	2	No	2	No	1
10. Khamana (Wankdi)	Yes	2	Yes	2	Yes	2
11. Indhani (Wankdi)	Yes	1	Yes	2	Yes	2
12. Surdapur (Wankdi)	No	1	Yes	2	No	2

for improving the physical facilities in schools and providing incentives to children.

Suggestions for Enrolment Improvement

4.037 To ensure better enrolment of children in the schools, 83% of headmasters suggested that the parents of non-enrolled children should be oriented to the importance of education in day-to-day life. Almost all the headmasters emphasised the need for free supply of text books, pencils, etc.

to all the needy and economically backward children to motivate them for enrolling in schools.

Steps suggested by headmasters for regular attendance of children

4.038 The headmasters of the sample schools suggested many steps to attain good attendance of children. The percentage of headmasters suggesting various steps were analysed.

Table 4.7

Headmaster's responses on the community supports in the sample schools

Items	Response	
	Yes %age	No %age
1	2	3
1. To encourage the parents of non-enrolled children to send them to schools.	100	—
2. To ensure regular attendance of children to schools	100	—
3. For the improvement of the physical facilities of the school (i.e. chairs, tables, etc.)	75	25
4. To provide incentives to children in attendance, games, discipline, etc.	75	25

These steps included provision of mid-day meals (66%), attendance scholarships (58%), instructional programmes for children in schools (83%), arrangement of useful curricular and co-curricular activities (58%), and creation of conducive environment.

4.039 To prevent children from dropping out in the middle of the academic year, 83.0% of the headmasters suggested special coaching of educationally backward children and 100.00% of them favoured for individual attention of the teacher to pupils. About 58% of the headmasters pointed out the need for changing the school timings to suit the local needs.

Schools Improvement Committees

4.040 Out of the 12 schools selected in the sample, only seven had school improvement committees. The members of these committees were mainly the prominent members of the village community.

4.041 The frequency of school meetings ranged from once a month to once a year. Those villages which had school improvement committees with the number of meetings conducted are shown in Table 4.8

Table 4.8

Number of meetings of the school improvement committee

(Block-district) School	Period
	1
	2
1. Srirangapuram (Rayadurg-Anantapur)	Once in 3 months
2. Gramadatla (Rayadurg-Anantapur)	Once in 3 months
3. Hirehal (Rayadurg-Anantapur)	Once in 6 months
4. Muddireddypalli (Hindupur-Anantapur)	Once in a month
5. Khamana (Wankdi-Adilabad)	Once in a year
6. Surdapur (Wankdi-Adilabad)	Once in 6 months
7. Komatichenu (Luxettipet-Adilabad)	Once in a month

4.042 The above data indicates that the school improvement committees of these schools met once in a month in two schools, once in three months in two schools, once in 6 months in two schools and once in a year in one school. According to headmasters of the schools and members of the local community, the committees met as and when there was a need. A perusal of the proceedings of the meetings revealed that these committees reviewed the general functioning of the schools with regard to the enrolment and attendance of children, physical requirements of the school and teacher's attendance. Records did not make any mention of the efforts of these committees for the enrolment of non-enrolled children, ensuring their regular attendance reclaiming of drop-outs, providing proper buildings and physical facilities for the schools.

School Buildings

4.043 During the visits to the schools it was observed that many of the schools were not adequa-

tely equipped with proper physical facilities. Of the twelve sample schools, four were running in pucca buildings, two each in partly pucca or thatched shed, three in thatched huts and one in the panchayat building.

4.044 The schools located in thatched sheds or thatched huts need proper maintenance and development. These were constructed with the cooperation of the community. Hence, it was the responsibility of the community also to keep them clean and hygienic for the good health of the children.

4.045 It was observed that the single-teacher primary school of Tallapally village in Luxettipet block (Adilabad district) was located in a panchayat building and the villagers lacked coordination and initiative, at least to provide a thatched shed/hut for the school. The Extension Officer (Education) of the block informed that a building for the school was proposed to be constructed with the contribution and cooperation of the community during 1979-80 under the 'Food for Work' programme. In the case of single-teacher primary school, Srirangapuram of Rayadurg block (Anantpur district), a pucca building was proposed to be constructed for the school during 1979-80 under 'Food for Work' programme. At present, the school is located in a thatched shed in the village.

Furniture and Equipment

4.046 The position of furniture and equipment in the multi-teacher primary schools was somewhat better than in the single-teacher schools. In the case of three single-teacher schools, it was observed that there were not even chairs for the teachers. With such a state of affairs, it would be too much to expect miracles in the primary stage of education where more than 50% of the primary schools were single-teacher schools and 90% of the single-teacher schools were either ill-equipped or not equipped at all.

Functioning of Single-teacher Schools

4.047 During the visits to the seven single teacher schools of the four sample blocks, it was observed that their condition needed much improvement. In 5 out of 7 villages where these schools were located, the teachers were not residing in the villages. Whenever the single teacher went on leave, the school would be practically closed on many occasions even-though one of the teachers in the

neighbouring schools was kept in-charge of the school.

4.048 With regard to the instructional aspect, the single-teacher was not able to impart instruction to three or four classes at a time. This calls for training him in multiple-class teaching.

4.049 The condition of physical facilities in these single-teacher schools was not satisfactory. Four out of the 7 school were located in thatched sheds/huts. One schools had no building at all and it was located in the panchayat building of the village. The other two schools were having partly pucca buildings. Almost all the seven schools lacked the required physical facilities like chairs, tables, blackboards, teaching aids, etc.

In-service Training of Teachers

4.050 All the teachers working in the 12 sample villages stated that they had attended the in-service training programmes organised by the State Council of Educational Research and Training at their respective block headquarters under the State Wide Academic Programme (SWAP) during 1974-75, 1975-76 and 1976-77. The State Wide Academic Programme is aimed at improving the quality of class-room instruction by introducing to the class-room teacher the objective based teaching and testing procedures and new trends in education. It was also stated by them that excepting the orientation given to them on academic aspects in the Teachers' Association Centre meetings by the inspecting officers, they had not attended any other in-service training courses in the past years.

School Complex Centres

4.051 Only 5 out of the 12 primary schools were stated to be members of the school complex scheme with the neighbouring high/upper primary school as nucleus, but they were not functioning at all as envisaged in the concept of the school complex. The scheme was almost defunct in the schools because of lack of proper academic leadership and lack of proper initiative, cooperation, and coordination between the central school and constituent schools of the school complex.

Working Hours of the Schools

4.052 The working hours of schools were decided by the State Education Department and as such in the sample schools there was no variation in the

working hours to suit the local needs of the community.

Midday-Meal Programme

4.053 The midday meal programme was being implemented in three out of the 12 villages. Among the three, two were having single teacher-schools and the other a three teacher school. The records being maintained by these schools regarding stock position of the midday meal material, number of beneficiaries, visit remarks of the inspecting officers were also perused.

4.054 The headmasters of the multi-teacher school and the two single-teacher schools expressed certain difficulties in the implementation of the midday meal programme viz. problem of transportation of the midday material from the block headquarters to midday meal centres (i.e. schools) and the problem of contingent expenditure involved in the preparation of midday meal. For the transportation of the midday meal material from block headquarters to the midday meal centre, and for the contingent expenditure to prepare the midday meal in the school, the headmaster or the teacher-in charge received Rs. 300/- per beneficiary per annum in which Government contribution was Re. 1/-, Samithis' contribution Re. 1/-, village Panchayat contribution of Re. 0.50 and local contribution was Re. 0.50 which was fixed nearly a decade and half back. As such, with the existing rates of transport either by bus or bullock cart, the amount being given was not at all sufficient and hence the additional expenditure involved in the transportation of the midday meal material was being borne by the teacher. The teachers requested for an upward revision of the contribution to be given towards transportation of the midday meal material and incidental charges in order to enable them to lift the stocks regularly and serve the midday meal.

4.055 The problems involved in the preparation of the midday meal at the midday meal centre viz. assistance required in the preparation of midday meal have to be considered and proper facilities need to be provided to meet the problem. In this regard they suggested for the appointment of a part-time worker/conductress to enable the schools to serve midday meal to the beneficiaries and improve the enrolment and attendance of children in schools.

4.056 Teachers felt that the midday meal was a good incentive, especially to the economically backward children to ensure their regular attendance at least in one of the two sessions.

Non-formal Education Centres

4.057 No non-formal education centres were functioning in any of the 12 sample villages.

II BLOCK LEVEL ANALYSIS

4.058 The population of the four blocks selected in the sample, according to 1971 census is given in Table 4.9.

4.059 The number of habitations in the four blocks with 200 and above population was 297 and out of these 252 habitations were covered by schools within a radius of 1.5 kms.

4.060 As on September 30, 1978 the number of primary and upper primary schools in four blocks under different management is given in Table 4.10.

4.061 It may be observed from Table 4.10 that the largest number of primary and upper primary schools (92% and 91%) were being run by the panchayat samithis. This could be explained in terms of the government policy of decentralising the elementary schooling.

4.062 The number of the single-teacher primary schools in the four blocks under various managements as on September 30, 1978 is shown in Table 4.11.

4.063 Table 4.11 indicates that the percentage of single-teacher primary school ranged from 50.9 (Hindupur) to 80.8 (Wankdi) of the total number of primary schools in the four blocks. All schools managed by panchayat samithi were in rural areas only, constituting nearly 90% of the schools in the blocks. The Ashram schools started in Wankdi block by the Integrated Tribal Development Agency (ITDA) of the Satate Tribal Welfare Department were meant exclusively for the tribal children with residential facilities. In Hindupur and Rayadurg blocks of Anantapur district, the primary and upper primary schools located in block headquarters were managed by the Municipality whereas schools of Luxettipet and Wankdi blocks, Adilabad district functioning in block headquarters were managed by Government/Integrated Tribal Development Agency.

Table 4.9

Population of scheduled castes and scheduled tribes in the sample blocks as per census 1971

(District) Block	Total population		Scheduled castes		Scheduled tribes	
	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7
1. Hindupur (Anantapur)	1,12,032	1,05,395	14,676	13,912	3,360	3,257
2. Rayadurg (Anantapur)	86,381	82,718	11,308	10,918	2,591	2,564
3. Luxettipet (Adilabad)	89,945	84,856	17,854	16,988	5,773	5,422
4. Wankdi (Adilabad)	71,371	67,997	12,561	11,949	9,278	9,043

Table 4.10

Primary and upper primary schools by management in four blocks

Block (District)	Panchayat Samithi		Govt./Ashram (Schools ITDA)		Municipality		Total	
	No. of P.S.	No. of U.P.S.	No. of P.S.	No. of U.P.S.	No. of P.S.	No. of U.P.S.	No. of P.S.	No. of U.P.S.
1	2	3	4	5	6	7	8	9
1. Hindupur (Anantapur)	193	16	—	—	13	2	206	10
2. Rayadurg (Anantapur)	76	6	—	—	9	1	85	7
3. Luxettipet (Adilabad)	128	7	8	6	—	—	136	13
4. Wankdi (Adilabad)	63	—	10	2	—	—	73	2

I.T.D.A. = Integrated Tribal Development Area, P.S. : Primary School, U.P.S. : Upper primary School

Table 4.11

Single-teacher primary schools by management in four blocks

<i>Block (District)</i>	<i>Panchayat samithi</i>	<i>Govt./Ashram Schools</i>	<i>Municipality</i>	<i>Total</i>	<i>Percentage to the total no. of primary schools in the block</i>
1	2	3	4	5	6
1. Hindupur (Anantapur)	105	—	—	105	50.9
2. Rayadurg (Anantapur)	58	—	—	58	68.2
3. Luxettipet (Adilabad)	100	6	—	106	77.9
4. Wankdi (Adilabad)	57	2 Ashram Schools	—	59	80.8

No school was managed by municipalities in Telengane region of the state.

Enrolment of Children

4.064 The enrolment of children in the age-group 6-11 in relation to their population in 4 blocks as on September 30, 1978 is given in Table 4.12.

4.065 From the above table it may be observed that the enrolment of children in the age-group 6-11 in the four blocks ranged from 13.0% (Wankdi of Adilabad district) to 57.5% (Hindupur in Anantapur district). The enrolment percentage of boys in this age-group ranged from 20.1 to 74.6 and its variation in the case of girls was from 5.4 to 39.3. This shows that even in the Hindupur block which was considered to be educationally developed block in Anantapur district could enrol only 57.5% of children in the age-group 6-11 by September 30, 1978 leaving 42.5 per cent of the children to be enrolled in schools.

4.066 The percentage of enrolment in the remaining three blocks viz. Rayadurg (Anantapur district) Luxettipet and Wankdi (Adilabad district) was 31.2, 42.5 and 13.0 respectively and the rate of enrolment in the blocks was not at all encouraging in view of the size of population of children in the age-group 6-11 in these blocks. For the lowest rate of enrolment of children in Wankdi block, the reasons might be in the large tribal population having minimum educational background and lack of proper educational facilities within the sparsely populated hamlets.

4.067 The percentage of enrolment of scheduled caste and scheduled tribe children in four blocks ranged from 9.2 (Wankdi) to 51.8 (Hindupur) and from 15.1 (Rayadurg) to 55.5 (Hindupur) respectively. Due to the establishment of Ashram Schools with residential facilities by the Integrated Tribal Development Agency (ITDA) in Wankdi block of Adilabad district, the enrolment of scheduled tribe children was better than the general enrolment.

Table 4.12

Enrolment position of scheduled caste scheduled tribe and other children in the age-group 6-11 in four blocks

Block	Estimated population of children in the age-group 6-11			No. of children enrolled in classes I to V as on Sept. 30 1978			Percentage of enrolment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1. Hindupur									
All	16,666	15,678	32,344	12,441	6,166	18,607	74.6	39.3	57.5
SC	2,183	2,069	4,252	1,604	601	2,205	73.4	29.0	51.8
ST	499	485	984	392	155	547	78.5	31.9	55.5
2. Rayadurg									
All	12,850	12,302	25,152	5,170	2,685	7,855	40.2	21.0	31.2
SC	2,134	2,017	4,151	731	290	1,021	34.2	14.3	24.6
ST	385	381	766	91	25	116	23.6	6.5	15.1
3. Luxettipet									
All	13,380	12,624	26,004	7,619	3,411	11,060	57.7	27.3	42.5
SC	2,655	2,527	5,182	1,851	801	2,652	69.7	32.0	53.1
ST	858	806	1,664	429	222	651	50.0	27.5	39.1
4. Wankdi									
All	10,617	10,014	20,631	2,140	551	2,691	20.1	5.4	13.0
SC	1,868	1,777	3,645	229	107	336	12.2	6.0	9.2
ST	1,380	1,332	2,712	1,078	182	1,260	78.1	13.6	46.4

SC : Scheduled castes, ST : Scheduled tribes.

4.068 It may also be observed that the percentage of enrolment of girls in the four blocks ranged from 5.4 to 39.3 which was considerably less when compared to the enrolment of boys. In the case of enrolment of scheduled caste and scheduled tribe girls, the position was still of concern.

4.069 This was the position of the enrolment of children in the age-group 6-11 in the four blocks

in spite of the enrolment drives being organised every year, efforts of the various functionaries like teachers and inspecting officers and provision of incentives like midday meals, attendance scholarships, free supply of text books, slates, pencils, uniform etc. to the children belonging to scheduled castes, scheduled tribes and other economically backward classes.

4.070 It was felt that to achieve universalisation of elementary education in these four blocks in the near future; extraordinary efforts would have to be made by all the concerned including teachers, inspecting officers, village community, elected representative of the people and other voluntary organisations working for this objective.

4.071 The enrolment of children in the age-group 11-13 in the four sample blocks is presented in Table 4.13.

4.072 The percentage of enrolment in the four blocks as shown in the table, caused much concern to everybody dealing with the development of education. The enrolment was only between 2.8%

Table 4.13

Enrolment position of scheduled castes and scheduled tribes and other children in the age-group 11-13 in the four blocks

Block (District)	Estimated population of children in the age-group 11-13			No. of children enrolled in classes VI-VIII on Sept. 30, 1978			Percentage of enrolment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1. Hindupur (Anantapur)									
All	6,473	6,090	12,563	2,480	841	3,321	38.4	13.7	26.7
SC	848	803	1,651	208	52	260	24.5	6.3	16.1
ST	194	188	382	39	14	53	20.1	7.5	14.1
2. Rayadurg (Anantapur)									
All	4,991	4,779	9,770	474	205	679	9.3	4.1	6.7
SC	829	783	1,611	43	21	64	5.3	2.7	4.0
ST	149	148	297	9	5	14	6.0	3.3	4.6
3. Luxettipet (Adilabad)									
All	5,197	4,903	10,100	329	134	463	6.3	2.7	4.6
SC	1,031	981	2,012	19	3	22	1.8	1.3	1.0
ST	333	313	646	7	1	8	2.1	0.3	1.2
4. Wankdi (Adilabad)									
All	4,124	3,929	8,053	185	40	225	4.5	1.1	2.8
SC	724	690	1,414	59	7	66	8.3	1.1	4.8
ST	536	517	1,053	43	5	48	8.0	0.9	4.6

SC : Scheduled Castes : ST Scheduled Tribes

(Wankdi) and 26.1% (Hindupur). The percentage of enrolment of boys ranged from 4.5 to 38.4 and the same was between 1.1 and 13.7 in the case of girls. The enrolment of girls was considerably less than that of boys.

4.073 The percentage of enrolment in respect of scheduled caste and scheduled tribe children was more discouraging being between 1.0 and 15.1 and 1.2 and 14.1 respectively. In spite of the various incentive schemes like provision of midday meals, sanction of book grants, attendance scholarships, free uniforms and cash incentives to these children, the position of enrolment of children was not satisfactory. It requires sustained and tremendous efforts on the part of the educational administrators and also the community to bring them to schools for achieving universalisation.

4.074 The general backwardness of the regions, large scale dropouts at the primary stage of education and lack of educational facilities within the localities might have significantly contributed for this low rate of enrolment at the upper primary stage of education. This situation also calls for an immediate need to take steps for reducing the huge educational wastage at the primary stage of education.

4.075 The above position of enrolment of children in the age-groups 6-11 and 11-13 stresses the urgent need for intensive efforts of all the concerned including government, local bodies, community members and other voluntary organisations to achieve the goal of universalisation of elementary education. Special efforts are needed for the enrolment of girls and children belonging to scheduled castes scheduled tribes and other weaker sections of the society.

Number of Teachers Working in Schools

4.076 The total number of trained and untrained teachers working in the primary/upper primary schools under various managements in the four blocks is given in Table 4.14.

4.077 It can be observed from the above table that in the two sample blocks viz. Hindupur and Rayadurg of Anantapur district, there were no untrained teachers either at the primary or upper primary stages of education. In the other two selected blocks of Adilabad district viz. Luxettipet and Wankdi, the number of untrained teachers

constituted 11.3% and 26% respectively, of the total number of teachers in the primary stage of education. In the upper primary stage of education also, the percentages of untrained teachers in the Luxettipet and Wankdi blocks were 29.0 and 50.0 respectively.

4.078 The percentage of female teachers in the primary stage of education in the 4 blocks ranged from 3.2 (in Wankdi block) to 16.6 (in Hindupur block).

Educational Administration

4.079 The key functionaries at the block level for the purpose of educational administration are Block Development Officer, Deputy Inspector of Schools and Examination Officer (Education). In some of the blocks where the number of primary schools is more, one more functionary, namely, Junior Deputy Inspector of Schools is also appointed. In the case of blocks selected for the study, Hindupur (Anantapur district) and Luxettipet Adilabad district) were having the posts of Junior Deputy Inspector of Schools.

4.080 The Block Development Officer is generally responsible for the development of education in the block and he is assisted by the Extension Officer (Education) in matters of planning and development of elementary education and other administrative matters like appointment and transfer of teachers, sanction of leave and increments of teachers and also passing of their pay bills.

4.081 For purposes of academic inspection and supervision of primary and upper primary schools in the block the three functionaries viz. the Extension Officer (Education), the Deputy Inspector of Schools and the Junior Deputy Inspector of Schools are made responsible and the work is distributed among them. Till 1975-76, the academic inspection and supervision of primary and upper primary schools in these blocks was carried out by the Deputy Inspector of Schools and Junior Deputy Inspector of Schools only. With a view to improve the quality of inspection and reduce the heavy work load of the Deputy Inspector of Schools in 1976-77, the academic inspection and supervision of 30 schools (Primary and upper primary schools) in the block had been entrusted to the Extension Officer (Education).

Table 4.14

Number of trained and untrained teachers under various managements in the four blocks selected for the study

Block	Panchayat Samithi				Govt./Municipaliy				Total			
	P.S.		U.P.S.		P.S.		U.P.S.		P.S.		U.P.S.	
	Td.	U. Td.	Td.	U. Td.	Td.	U. Td.	Td.	T. Td.	Td.	U. Td.	Td.	U. Td.
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Hindupur (Anantapur)												
Total	348	—	105	—	67	—	27	—	415	—	132	—
Male	296	—	87	—	50	—	16	—	346	—	103	—
Female	52	—	18	—	17	—	11	—	69	—	29	—
2. Rayadurg (Anantapur)												
Total	102	—	26	—	50	—	9	1	152	—	35	—
Male	98	—	19	—	38	—	8	—	136	—	27	—
Female	4	—	7	—	12	—	1	—	16	—	8	—
3. Luxettipet (Adilabad)												
Total	184	15	10	2	29	12	10	6	213	27	20	8
Male	168	14	10	0	22	11	10	6	190	25	20	6
Female	16	1	—	2	7	1	—	—	23	1	—	2
4. Wankdi (Adilabad)												
Total	56	18	—	—	12	6	3	3	68	24	3	3
Mate	55	17	—	—	12	5	3	2	67	22	3	2
Female	1	1	—	—	—	1	—	1	1	2	—	1

P.S. : Primary School, U.P.S. : Upper Primary School, Td. : Trained, U. Td. Untrained

4.082 These inspecting officers have to inspect all the schools assigned to them in an academic year. Besides the inspection of each school, they have to make three visits to each school in a year consisting of two surprise visits and a follow-up visit after inspection. They have to complete inspection/visits to the schools in the 220 working days of schools.

4.083 On the basis of the information collected through the schedules administered, interviews conducted, observations and discussions with these key functionaries of the four sample blocks, the various administrative practices followed by them in relation to the programme of universalisation of elementary education were studied.

Census of Children in the Age-group 6-13

4.084 The inspecting officers of the four blocks stated that they were regularly assessing the number of children in the age-group 6-13 of the concerned blocks every year, on the basis of the census collected by schools in village.

Assessment of Non-Enrolled Children

4.085 The total number of non-enrolled children in the block in the age-group 6-11 and 11-13 was assessed by the inspecting officers on the basis of monthly enrolment progress reports furnished by the schools.

Assessment of Non-Attending Children

4.086 It was stated by the inspecting officers that the total number of non-attending children in the age-group 6-13 of the blocks was assessed on the basis of class attendance registers maintained by the schools.

Assessment of Drop-outs

4.087 The total number of dropouts in each block was assessed on the basis of the information furnished by the schools through monthly statements. This assessment was done for each class and for boys and girls separately.

4.088 On the basis of the information furnished by the inspecting officers, the assessment of the following aspects were also made by them.

Opening of New Primary Schools

4.089 The number of new primary schools to be opened in the block in a year was assessed by the

inspecting officers on the basis of monthly enrolment progress reports, survey records and Block Master Plan.

Opening Additional Sections in the Existing Schools

4.090 The assessment of the number of additional sections required to be opened in the existing schools of the block was made on the basis of the monthly enrolment progress reports furnished by the schools, number of teacher posts sanctioned for the purpose and Block Master Plan.

Upgrading Primary Schools into Upper Primary Schools

4.091 It was stated by the inspecting officers that the assessment of the number of primary schools to be upgraded to upper primary schools was made with the help of survey records, Block Master Plan, felt needs of the community and public cooperation because of non-availability of upper primary schools within a radius of 5 kms.

Number of Additional Teachers to be Appointed

4.092 The number of additional teachers to be appointed was estimated on the basis of monthly enrolment progress reports furnished by the schools keeping in view the teacher-pupil ratio of 1.40.

Location of New Primary Schools

4.093 The inspecting officers selected the places where new primary schools were to be located keeping in view the habitations with a population of 200 and above and where primary schools were not available within a radius of 1.5 kms. These were identified through the survey records, number of teacher posts sanctioned, and Block Master Plan.

4.094 The Extension Officers (Education) of the four blocks stated that they were assessing all the aspects mentioned above regularly well in advance of the commencement of the academic year.

Sanction for Opening New Primary Schools

4.095 The District Educational Officer is the competent authority for the sanction of new primary/upper primary schools to be opened in a block wherever needed on the basis of the proposals submitted by the Block Development Officer in consultation with the Deputy Inspector of Schools of the block.

4.096 With regard to the appointment of teachers in primary/upper primary schools managed by Panchayat Samithi, the Zilla Parishad directs the candidates selected by the District Selection Committee to the block and the Block Development Officer issues the appointment orders to the teachers on behalf of the President, Panchayat Samithi.

4.097 In the case of primary/upper primary schools managed by government, the District Educational Officer is the competent authority for the appointment of teachers.

4.098 The managements of aided and unaided private primary schools/upper primary schools are authorised to appoint teachers in their institutions with the approval of the District Educational Officer concerned.

Timings and Vacations for the Primary/Upper Primary Schools

4.099 The concerned managements of the primary/upper primary schools in the block decide the timings and vacations for the schools with the approval of the District Educational Officer.

4.100 In the selected sample villages and blocks no variations were observed in the schedule of school hours and school vacations to meet the needs of the local community.

Number of Schools Under the Jurisdiction of Inspecting Officers for Academic Inspection

4.101 The number of primary schools/upper primary schools assigned to the inspecting officers in the sample blocks from 1976-77 onwards for the purpose of academic inspection and supervision is shown in Table 4.15.

4.102 Each inspecting officer is expected to inspect all the primary/upper primary schools assigned to him in 220 working days of the schools in a year, in addition to making three visits to each school consisting of two surprise visits and a follow-up visit after inspection.

Number of Schools Inspected by the Inspecting Officers During 1974-75, 1975-76 and 1976-77

4.103 The number of schools inspected by the inspecting officers of four blocks out of the number of schools assigned to them during the three years viz. 1974-75, 1975-76 and 1976-77 is given in Table 4.16.

4.104 As seen from the above table none of the Deputy Inspector of Schools of the four blocks could complete the inspections of all schools assigned to him except in the case of Luxettipet during 1976-77.

4.105 During 1974-75, the Deputy Inspectors of Schools of four blocks could inspect from 36.5% (Luxettipet) to 68.3% (Rayadurg) of the total number of primary schools assigned to them. They could inspect from 50.0 to 66.6 per cent of upper primary schools assigned to them.

4.106 In the year 1975-76, these inspecting officers could inspect from 43.8% (Wankdi) to 74.2% (Hindupur) of primary schools and from 33.3% (Rayadurg) to 62.5% (Hindupur) of upper primary schools assigned to them.

4.107 During 1976-77, the Deputy Inspector of Schools of the four blocks were able to inspect from 47.9% (Rayadurg) to 100.0% (Luxettipet) of primary schools and from 50.0% (Rayadurg) to 100% (Luxettipet) of upper primary schools which they are expected to inspect.

4.108 The Deputy Inspectors of Schools of the four blocks stated that they could not inspect all primary/upper primary schools assigned to them during these years due to the heavy work load. The work involved: (i) collection of data for the Third Educational Survey undertaken during 1974-75 (ii) arranging in-service training programmes for all teachers in the blocks under State Wide Academic Programme (SWAP) organised in the three years by the State Council of Educational Research and Training, and (iii) enumeration work and assisting the District Educational Officer in the conduct of public examinations etc. However, it may be observed that Deputy Inspector of Schools could inspect more number of schools than in the previous years because of entrusting some of the schools to the Extension Officer (Education) for academic inspection. In this connection, it is to be noted that 3 out of 4 Deputy Inspectors of Schools felt that entrusting certain schools to the Extension Officer (Education) was a right step in the direction of coverage of schools.

4.109 The inspection of schools undertaken by the Junior Deputy Inspector of Schools of Hindupur and Luxettipet blocks during the three years was also more or less in same proportions to the total

Table 4.15

Number of schools assigned to inspecting officers in the samples blocks during 1976-77, and 1977-78

<i>Block</i>	<i>Deputy Inspector of Schools</i>		<i>Extension Officer (Education)</i>		<i>Junior Deputy Inspector of Schools</i>	
	<i>P.S.</i>	<i>U.P.S.</i>	<i>P.S.</i>	<i>U.P.S.</i>	<i>P.S.</i>	<i>U.P.S.</i>
	2	3	4	5	6	7
1. Hindupur (Anantapur)	58	9	23	7	100	—
2. Rayadurg (Anantapur)	48	4	28	2	—	—
3. Luxettipet (Adilabad)	44	6	27	3	57	—
4. Wankdi (Adilabad)	43	—	20			
	+2 A.S.		+8 A.S.	2 A.S.	—	—

P.S.: Primary School
 U.P.S.: Upper Primary School
 A.S.: Ashram School

Table 4.16

Number of schools inspected by the inspecting officers during 1974-75, 1975-76, and 1976-77

<i>Block</i>	<i>P.S.</i>		<i>U.P.S.</i>			<i>P.S.</i>			<i>U.P.S.</i>			<i>P.S.</i>			<i>U.P.S.</i>			
	<i>E</i>	<i>I</i>	<i>P</i>	<i>E</i>	<i>I</i>	<i>P</i>	<i>E</i>	<i>I</i>	<i>P</i>	<i>E</i>	<i>I</i>	<i>P</i>	<i>E</i>	<i>I</i>	<i>P</i>	<i>E</i>	<i>I</i>	<i>P</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>
1. Hindupur	70	45	64.2	16	8	50.0	70	52	74.2	16	10	62.5	58	50	86.2	9	8	88.8
2. Rayadurg	76	52	68.3	6	4	66.6	76	45	59.2	6	2	33.3	48	23	47.9	4	2	50.0
3. Luxettipet	63	23	36.5	6	4	66.6	63	40	63.4	6	3	50.0	44	44	100.0	6	6	100.0
4. Wankdi	73	30	41.5	—	—	—	73	32	43.8	—	—	—	43	33	76.7	—	—	—

P.S.: Primary School, U.P.S.: Upper Primary School, E. 'Expected', I. 'Inspected' P. 'Percentage'

primary schools assigned and the reasons stated by them for non-coverage were also the same as those stated by the Deputy Inspectors of Schools. In fact, they assisted the Deputy Inspector of Schools in all administrative functions to be carried out at the block level.

Extension Officer (Education)

4.110 Extension Officers (Education) were entrusted with the academic inspection of 30 primary/upper primary schools in the block from 1976-77 onwards. The number of schools assigned to them and the number of schools inspected by them in the year 1976-77 is given in Table 4.17 below.

4.111 From the above data it can be seen that the officers (except in the case of Luxettipet) were able to inspect all schools assigned to them in the year. But the four officers differed in their opinion regarding the satisfactory functioning of this new method viz. entrusting of some schools to the Extension Officer (Education) for academic inspection.

4.112 The Extension Officers (Education) stated that they were not able to carry out the academic inspection of schools effectively because of the numerous administrative duties to be attended by them like passing of pay bills of teachers working in Samithi schools, sanctioning of their leaves and increments, conducting staff meetings, pay bills, centre headmasters meetings and frequent allotment of other duties not connected with education like collection of loans, distribution of house sites etc.

Table 4.17

Number of schools assigned and inspected by extension officers in the four sample blocks

<i>Block (District)</i>	<i>Number of schools assigned</i>		<i>Number of schools inspected</i>		<i>% of schools inspected</i>	
	<i>P.S.</i>	<i>U.P.S.</i>	<i>P.S.</i>	<i>U.P.S.</i>	<i>P.S.</i>	<i>U.P.S.</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
1. Hindupur (Anantapur)	23	7	23	7	100.0	100.0
2. Rayadurg (Anantapur)	58	2	28	2	100.0	100.0
3. Luxettipet (Adilabad)	27	3	22	2	81.4	66.7
4. Wankdi (Adilnbad)	28	2	28	2	100.0	100.0

(8 Ashram Schools) (Ashram Schools)

Procedure for Academic Inspection of Schools

4.113 Prior to the academic inspection of a school, inspecting officers prepared a lesson plan for giving demonstration lessons and improvised teaching aids for use in the demonstration lessons. It was also stated by them that advance information was given to the headmasters of the concerned school to keep all the necessary data and records ready for inspection.

4.114 Most of the inspecting officers stated that one day was devoted for the inspection of a single teacher primary school and primary school having 3 teachers and two days for the inspection of a primary school having 4 teachers and above. All the inspecting officers devoted at least 2 days for the inspection of an upper primary school.

4.115 Almost all the inspecting officers conducted inspection of schools single-handedly. Only one Deputy Inspector of Schools (Hindupur) stated that the help of Junior Deputy Inspector of Schools was sought for the inspection of an upper primary school. Furthermore, the inspection of primary classes (I-V) was done teacher-wise and inspection of upper primary classes (VI-VII) was made subject wise. The inspection reports were also written in the same manner.

4.116 Before writing the inspection reports, the inspecting officers held discussions with the headmaster and other teachers in the school regarding the deficiencies in teaching, preparation of lesson plans, coverage of syllabus, enrolment drive, regular attendance of children and other administrative problems. Later they suggested measures for the improvement of quality in instruction, introduction of new teaching techniques and other aspects related to the general improvement of the school functioning.

4.117 The preparation of inspection reports being a time consuming activity, 30% of the inspecting officers, required one week's time to send inspection reports to the concerned school and to their senior officer after the inspection was over; the remaining 40% and 30% indicated two weeks and one month time respectively for this purpose.

Time Devoted by Inspecting Officers for Administrative and Academic Functions laid down in their Job Charts

4.118 In the schedules administered to the inspecting officers, they had been asked to indicate the

average number of hours they had devoted to each and every administrative and academic function laid down in their job-charts in the year 1977-78. The analysis is made in respect of the job charts of Deputy Inspectors of School and Extension Officers (Education) of the four blocks. (For details see Annexure III)

4.119 It may be observed that the Deputy Inspectors of Schools of four blocks devoted the following time in 1977-78 (in terms of average number of hours) towards administrative and academic functions. (See Table 4.18)

4.120 As seen from Table 4.18, the Deputy Inspectors of Schools of four blocks devoted from 40.5% (Luxettipet) to 63.6% (Wankdi) of their total time to discharge administrative functions. They could devote only from 36.4% (Wankdi) to 59.5% (Luxettipet) of their time for academic functions. It may be said that the Deputy Inspectors of Schools devoted only about 50.0% of their time in discharging academic functions. As these officers were meant exclusively for the academic inspection of primary/upper primary schools in the blocks, they were expected to devote considerably more time for this purpose.

4.121 In discharging some of the important administrative functions, the Deputy Inspector of Schools of four blocks devoted from 168 hours (Hindupur) to 320 hours (Luxettipet) in assisting the District Educational Officer in the conduct of examinations, organising district science fairs, sports-meets, scout rallies, educational meet and distribution of nationalised text books; from 50 hours (Hindupur) to 120 hours (Rayadurg and Wankdi) for prompt collection and submission of educational statistics; from 30 hours (Hindupur) to 200 hours (Wankdi) for ensuring the realisation of targets of enrolment and from 40 hours (Rayadurg) to 300 hours (Wankdi) for improving the quality of primary education. It is significant to note that 3 out of the 4 Deputy Inspectors of Schools did not devote any time for implementation of the incentive programmes for improving enrolment and attendance in primary schools.

4.122 In discharging some of the major academic functions, they devoted from 300 hours (Wankdi) to 660 hours (Rayadurg) for conducting annual inspection of primary schools/upper primary schools and for submission of inspection reports,

Table 4.18

Time devoted for administrative and academic functions by deputy inspectors of schools in four blocks

1	2	3	4	5	6	7	8	9
<i>Type of functions</i>	<i>Hindupur Hrs.</i>	<i>%</i>	<i>Rayadurg Hrs.</i>	<i>%</i>	<i>Luxettipet Hrs.</i>	<i>%</i>	<i>Wankdi Hrs.</i>	<i>%</i>
1. Administrative	613	47.6	1036	44.0	1020	40.5	1676	63.6
2. Academic	675	52.4	1320	56.0	1500	59.5	960	36.4
Total :	1288		2356		2520		2636	

from 30 hours (Hindupur) to 300 hours (Wankdi) for making follow-up visits to the schools and from 60 hours (Hindupur) to 300 hours (Wankdi) to make two surprise visits to the schools. They could devote from 30 hours (Wankdi) to 90 hours (Rayadurg) for conducting Teachers' Association centre meetings and organising inservice training programmes for teachers in these meetings and from 30 hours (Hindupur) to 300 hours (Luxettipet) in organising conferences, seminars, workshops, etc., with a view to improve the professional competence of teachers. It is a matter of concern that the Deputy Inspector of Schools Wankdi did not devote any time for an important academic function like this. Similarly, the Deputy Inspectors of Schools of four blocks could devote from 30 hours (Wankdi) to 80 hours (Rayadurg) for giving and organising demonstration lessons by competent teachers for adopting modern techniques of teaching and from 50 hours (Hindupur and Rayadurg) to 100 hours (Luxettipet) for providing guidance in the preparation and implementation of institutional and instructional plans and programme of supervised study and remedial instruction.

4.123 It may be concluded that the time devoted by the Deputy Inspectors of Schools for the different functions, whether administrative or academic, lacked uniformity. As 50% of their time was taken away in attending to the administrative functions, the time devoted by the Deputy Inspector of Schools for academic functions like follow-up visits and surprise visits to schools, organising inservice training programme for teachers, organising workshops

to improve the professional competence of teachers, scrutinising the evaluation tools and providing guidance to the teachers in the preparation and implementation of institutional and instructional plans was not adequate. These officers needed more time for these functions in order to have qualitative improvement in the primary education by minimising the time devoted for administrative functions.

4.124 The Extension Officers (Education) devoted about 20 to 35 hours for sponsoring proposals for opening new primary schools, upgrading of primary schools into upper primary schools and for closures wherever necessary; 116 to 222 hours for the implementation of midday meal scheme, 36 to 800 hours for taking action regarding sanction of leave, increments etc. of teachers, from 36 to 380 hours for passing pay bills of teachers, 20 to 80 hours for preparing educational budget for panchayat samithi schools, and 665 to 1234 hours to other administrative functions like conducting enquiries, submitting annual inspection reports of schools to the Deputy Educational Officers, taking action for filling up of vacant posts of teachers, supervising the distribution of incentive schemes, assisting the District Educational Officers in the conduct of examinations, ensuring proper utilisation of educational grants, etc.

4.125 As far as academic functions were concerned, these officers devoted about 185 to 470 hours for inspection and supervision of schools assigned to them; 20 to 600 hours for making visits to schools

managed by panchayat samithi and 152 to 670 hours for other academic functions like ensuring the improvement of enrolment and attendance of pupils of school age, taking follow-up action on annual inspection reports and visit reports received from the inspecting officers, assisting the District Educational Officer in the conduct of inservice train-

ing programmes and attending Teachers' Association centre meetings and providing guidance to teachers in academic matters.

4.126 Taking into consideration the time devoted by them for both administrative and academic functions, the distribution of time is in Table 4.19.

Table 4.19

Time devoted for administrative and academic functions by extension officers (Education) in four blocks

<i>Functions</i>	<i>Hindupur Hours</i>	<i>%</i>	<i>Rayadurg Hours</i>	<i>%</i>	<i>Luxettipet Hours</i>	<i>%</i>	<i>Wankdi Hours</i>	<i>%</i>
1	2	3	4	5	6	7	8	9
Administrative functions	2056	68.0	2,161	65.0	1,982	72.1	933	65.0
Academic function	967	32.0	1,160	35.0	765	27.9	500	34.9
	3,023		3,321		2,747		1,433	

4.127 As seen from the above table, the Extension Officers (Education) devoted 65.0% to 72.1% of their time for administrative functions and from 27.9% to 35.0% of time for academic functions.

4.128 The time devoted by Extension Officers (Education) for their job varied from block to block and as such the time devoted for each function lacked near uniformity in many of the cases.

Problems Faced by Inspecting Officers

4.129 The inspecting officers of the four blocks were facing some problems in undertaking effective inspection and supervision of schools. They were : lack of proper conveyance facilities, adequate cooperation from the community, insufficient teaching staff, allotment of other duties least related with academic inspection and supervision of schools etc.

Suggestions for Better Inspection and Supervision of Schools

4.130 For better inspection and supervision of schools, the inspecting officers suggested appointment of subject inspectors, reduction of teacher-

pupil ratio to 1 : 25, allotment of 35 to 40 schools for each inspecting officer which implies appointment of more inspecting officers, minimising office work, non-involvement in work not connected with academic inspection and supervision of schools, timely action on the implementation of academic suggestions offered for the improvement in teaching and testing and effective functioning of school improvement committees at the village level.

Schools Improvement Committees

4.131 During the interviews, all the inspecting officers stated that the functioning of schools improvement committees at the village level was not at all encouraging. They added that in most of the cases, they existed only on paper and the initiative taken by the local community for the improvement of schools through these committees was generally insignificant. In villages where school improvement committees took initiative, their efforts were only confined to providing a school building (whether it was a thatched hut/shed or a partly pucca/pucca building) and appointment of teachers. They did not offer guidance or supervision in enrolment and

attendance of pupils, physical requirements of school like chairs, tables and other aspects related to the day to day functioning of the schools.

Block Education Committees

4.132 In each of the four selected blocks there was an Education Committee of Panchayat Samithi (Standing Committee No. III of the Samithi). The functions of this committee were to recommend : (i) opening of new primary schools and new classes (ii) deciding vacation and school hours as per local conditions (iii) sanctioning of funds (iv) ensuring repairs, maintenance and construction of school buildings (v) reviewing enrolment of school age children and (vi) suggesting measures for improvement.

Fund Allocation by Panchayat Samithis

4.133 The amounts allocated by the four panchayat samithis (blocks) for the development of education from grant other than teaching and contingent, grant given by the Education Department during 1975-76, 1976-77, and 1977-78 are given in Table 4.20 below. Normally, panchayat samithi allots funds for education only towards the contribution for the mid-day meal scheme in the block at the rate of Re. 1/- per beneficiary per year. The entire teaching and contingent grant for the running of the schools by the panchayat samithi is given by the State Education Department.

Table 4.20

Allocation of funds for development by panchayat samithis

Block	Year	Amount allocated by Panchayat Samithi from other than education grants
1	2	3
1. Hindupur	1975-76	—
	1976-77	—
	1977-78	—
2. Rayadurg	1975-76	Rs. 980-00
	1976-77	Rs. 980-00
	1977-78	Rs. 980-00
3. Luxettipet	1975-76	Rs. 2, 100-00
	1976-77	Rs. 2, 300-00
	1977-78	Rs. 1, 905-00
4. Wankdi	1975-76	—
	1976-77	—
	1977-78	—

4.134 As seen from the table the amounts allocated by the four panchayat samithis during the three years were very meagre and they were not commensurate with the financial requirements of the schools managed by the samithis. Keeping in view the problems of schools under their control, it may not be inappropriate to suggest that samithis should earmark at least some percentage of their general funds for the development of education and share the responsibility of the government in strengthening of the schools.

Mobilisation of Community Resources

4.135 The panchayat samithis made some special efforts to mobilise community resources for the development of education during three years 1975-76, 1976-77 and 1977-78. As part of these efforts, the samithis collected contributions from the community for the construction of school buildings, supply of equipment, opening of upper primary classes in primary schools, etc.

4.136 The amounts collected by the panchayat samithis during the three years are given in Table 4.21

Table 4.21

Contribution raised by panchayat samithis during 1975-76, 1976-77 and 1977-78

Block (Districts)	Collection in Rs. in		
	1975-76	1976-77	1977-78
1	2	3	4
Hindupur (Anantapur)	4,310	3,465	2,384
Rayadurg (Anantapur)	—	—	—
Luxettipet (Adilabad)	4,000	1,000	3,000
Wankdi (Adilabad)	—	—	—

Educational Powers of Panchayat Samithis

4.137 The Block Development Officers of the four blocks stated that the existing educational powers of the samithis were adequate for the administration of elementary education.

Incentives to Children

4.138 The children in the age-group 6-13 belonging to scheduled castes and scheduled tribes of the blocks were provided incentives like midday meals, attendance, scholarships, free supply of text books, slates, pencils, uniform, book grants and cash incentives to motivate them to enrol and attend the schools regularly. Besides, attendance scholarships were also given to all girls studying in classes I-V. These incentives were sanctioned by the government, keeping in view the number of children belonging to these sections in the block. The Block Development Officer and the Inspecting Officers of the block supervised the distribution of these incentives in schools within their jurisdiction.

4.139 During discussions with the Block Development Officers and Inspecting Officers of four blocks it emerged that these incentives certainly had a good impact on the enrolment and attendance of scheduled caste and scheduled tribe children. They were of the opinion that these incentives should be extended to all the children belonging to economically backward sections of the society. They also suggested that these incentives should be provided to the children at the beginning of the academic year rather than at the fag end of the year as was the usual practice.

Functioning of Midday-meal Programme

4.140 For the implementation of the midday meal programme, the food commodities were transported from the district headquarters to the concerned block headquarters on release by the Secretary, Zilla Parishad, to the Block Development Officer as per quota allocated by CARE organisation. The Block Development Officer in turn released the midday meal material to the feeding centres (i.e. schools) on the basis of the number of beneficiaries approved and allotted to the schools.

4.141 The transportation charges for lifting the midday meal stocks from district headquarters to block headquarters and from block headquarters to the feeding centres were met by the Zilla Parishad and Panchayat Samithi respectively from the funds allotted by the government. Each Zilla Parishad contributed annually an amount of Rs. 100/- to each block in the district for the implementation of mid-day meal scheme towards the purchase of utensils.

4.142 According to the Block Development Officers, the lifting of the stocks from district headquarters to block headquarters did not pose any problem. The difficulty was experienced when stocks were to be transported from block headquarters to feeding centres. This happened because of the high costs involved in transportation. The transportation charges being paid to the headmasters were not sufficient compared to the normal rates of transport and hence all the officers suggested for an increase in the contributions made by the different agencies towards the implementation of the scheme.

4.143 At the block level, the Block Development Officer and the other inspecting officers supervised the effective implementation of the midday meal programme in schools.

Inservice Training of Teachers

4.144 The inspecting officers stated that they had no financial provisions for the organisation of in-service training programmes for teachers in the block on annual basis. Whenever funds were provided by the higher authorities for the organisation of such programmes, they conducted the in-service training courses for teachers for the qualitative improvement of elementary education. These officers expressed clearly that teachers were oriented on academic aspects only during inspection or visits to the schools and at the Teachers Association centre meetings. Therefore, in-service training was a must for qualitative improvement of teachers.

School Complexes

4.145 The school complexes which started in blocks during 1968-69 became practically defunct. This could be due to lack of proper initiative, cooperation, coordination and academic leadership in the nucleus and member schools.

School Buildings

4.146 As seen from the condition of school buildings in the 12 sample villages of four blocks, it was estimated that nearly 80% of the schools were not having proper buildings. This situation was mainly due to the exclusive dependence on the local community for construction of school buildings and their maintenance. Though it was the responsibility of the community to provide buildings for the schools, during the visits, it was observed that such exclusive dependence might not work in

all places due to the economic backwardness of the villagers. The Extension Officers (Education) of the blocks informed that pucca buildings were proposed to be constructed in some villages during 1979-80 under 'Food for Work' programme. As this programme was not a permanent one, it is the responsibility of the government and local bodies also to provide buildings for schools in a phased manner. The Block Development Officers and the inspecting officers of four blocks expressed the opinion that government and local bodies should earmark every year some funds for the construction of school buildings. Only then it would be possible to provide buildings for all the schools in a phased manner.

Furniture, Equipment and Teaching aids

4.147 It was observed during visits to the schools of the sample blocks and discussions with the inspecting officers that many of the schools in blocks were not having adequate furniture, equipment and teaching aids. The situation in the case of single teacher schools was still worse. However, it was also observed that some schools which were supplied with equipment and teaching aids lacked even the basic facilities of storing space. As such, there was very limited scope for using these articles in day to day running of the schools.

Contingent Grants

4.148 The Block Development Officers and the inspecting officers expressed the feeling that the contingent grants being given to schools were not at all sufficient in view of the increase in the cost of chalk piece, paper, postage, etc. They suggested an increase in these grants to run schools effectively.

Residence of Teachers at the Places of Posting

4.149 During the interviews with the Block Development Officers and inspecting officers it was found that these officers were aware of the fact that many of the teachers were not residing at their place of work for one reason or the other. One of the reasons was the non-availability of proper residential facilities in the village where they were working. The officers reported that no official records were maintained regarding the stay of teachers in the villages of their posting. They admitted that they were not able to take any action against the teachers who were not staying in the villages of their postings but they did not spell out the reasons for the same.

Inspection Proforma

4.150 A perusal of the annual inspection reports furnished by the inspecting officers of the four sample blocks gave an impression that the proforma did not include some of the aspects related to the programme of universalisation like information about drop-outs, efforts made by the teachers to reclaim drop-outs, impact of incentives on the enrolment, attendance and retention of children, involvement of the community in the school programmes, etc. The proforma for inspection of primary/upper primary schools may have to be suitably revised to contain these aspects which are vital to the programme of universalisation.

Follow-up Action on the Inspection/Visit Reports

4.151 Interviews with the inspecting officers of four blocks revealed that in the existing set up of educational administration of primary education (Panchayat Raj), the schools did not pay the required attention to take follow-up action on the suggestions made by them at the time of inspection/visits to the schools. Furthermore, they were not in a position to insist the headmasters and teachers to ensure follow-up action. This was so because the management itself (panchayat samithis) did not take any stringent action against the defaulting schools on the basis of their reports.

4.152 The Block Development Officers who were actually responsible for the management and development of elementary education did not show the required interest towards the educational activities of the block. The Block Development Officer left everything, including matters relating to planning and development of elementary education on the Extension Officer (Education). The Block Development Officer rarely visited any school in the block exclusively for that purpose. Whenever he went to a village in connection with other developmental programmes, mainly related to agriculture, irrigation industries, cooperation etc., he paid a visit to the school casually if time permitted him to do so.

4.153 As such, for the effective functioning of schools and the proper development of elementary education, there is an absolute need for the panchayat samithis to evince more interest and exercise their powers not only in the matters of appointment and transfer of teachers but also in maintaining their regular and proper discharge of duties.

Coordination with other Development Departments

4.154 During discussion with the Block Development Officers and the inspecting officers it was revealed that the Extension Officers of other development departments in the block were not in any way involved with the educational programmes in the block.

4.155 Though the involvement of these officers can be restricted to academic aspects, they can be better involved in matters relating to enrolment drives and supervision in the proper functioning of schools. Whenever these officers go to the village in connection with their official work, they may visit the school in village also for checking the enrolment and attendance of pupils, attendance of the teachers, etc. Such coordination with other development department is essential to achieve the gigantic task of universalisation of elementary education.

Non-formal Education Centres

4.156 No non-formal education centres were functioning in any of the four sample blocks.

III DISTRICT LEVEL ANALYSIS

4.157 On the basis of the schedules administered to the District Educational Officers of the two sample districts, Anantapur and Adilabad, interviews and discussions held with them and other functionaries at the district level, job charts and also observations of their functioning, the various administrative procedures and practices at the district level with regard to the administration of elementary education in relation to the programme of universalisation are given as follows:

Academic and Administrative Functions of District Educational Officer

4.158 The District Educational Officer is responsible for the development of elementary education in the district. In fact, he is the key functionary at the district level for all the spheres of educational activity right from primary to collegiate education. He coordinates the functioning of elementary education managed by different agencies viz. local bodies (zilla parishad, panchayat samithis and municipalities) government and private agencies. For the academic inspection of primary and upper primary schools at the block level, the District Educational Officer is assisted by the Deputy Inspector of schools

Extension Officer (Education) and the Junior Deputy Inspector of Schools. The primary and upper primary schools in the urban areas and urdu schools in the district are inspected by the Deputy Inspector of Schools. The job chart of District Education Officer includes several duties with regard to elementary education of which he has to visit 5% of the total number of primary and upper primary schools in the district every year. He prepares village, block and district educational plans, organises enrolment drives, collects necessary statistical data for opening of new schools, and on improvement in enrolment and attendance; monitors and supervises the incentive schemes, enlisting community support for educational development, appointment and transfer of teachers working in government schools, conduct of class VII common examination, inspect the offices of the Deputy Inspector of Schools and Extension Officers (Education) etc. His financial duties include regular release of monthly grants and other payments to local bodies and aided institutions and submission of utilisation certificates, prompt disposal of pension cases etc.

Administration of Elementary Schools

4.159 According to the District Educational Officers, the primary and upper primary schools in the district are administered by their respective managements. The District Educational Officer is concerned with the administration of Government schools only. In the case of primary and upper primary schools managed by local bodies (panchayat samithis and municipalities) and those run by private bodies, he coordinates their functioning. The District Educational Officer plays a key role in the financial management of these schools as he has to release the monthly grants and other payments to local bodies and aided institutions.

Sanction of Posts

4.160 The two District Educational Officers stated that government alone was the competent authority for the sanctioning of posts. They informed that government sanctioned the posts of teachers keeping in view the targets of enrolment in the district but the sanction was accorded only towards the fag end of the academic year. Due to this late sanctioning of posts, it becomes difficult to fill up the posts often by fulfilling all the formalities as it

takes at least a month to allot the posts to various managements after getting the required information.

4.161 The District Educational Officers were of the view that the posts should be sanctioned by the end of May every year and the appointment of teachers should be made by June so that the instructional programme due to the additionally enrolled children in the schools does not suffer. The District Educational Officer Adilabad, expressed that non-availability of required particulars of schools was one of the difficulties involved in the allotment of posts to various managements.

Filling up of the Posts

4.162 The appointment of teachers in the primary/upper primary schools managed by panchayat samithis is made by the zilla parishad through District Selection Committee. The District Educational Officer is a member of this committee. The candidates selected by the District Selection Committee are allotted by the zilla parishad to the panchayat samithis who in turn issue appointment orders to the candidates.

4.163 The District Educational Officers were of the view that the selection of candidates by the district selection committees took a long time as several conditions like local candidates, subject requirements, reservation to scheduled castes, scheduled tribes and backward classes, etc. had to be fulfilled for the finalisation of selections. Consequently, a lot of delay was being caused in the appointment of teachers in the panchayat samithi schools. This affected the class-room instruction adversely. They also stated that in aided schools

the posts were filled in within a month after the allotment. Non-availability of qualified subject teachers was a difficulty faced by managements in filling up the posts.

Position of Teacher Strength

4.164 The number of teachers working in the primary and upper primary schools of the two districts as on September 30, 1978 is given in Table 4.22.

4.165 If the enrolment of children and the number of teachers are considered the teacher-pupil ratio in primary schools in Anantapur district was 1:36. The teacher-pupil ratio in upper primary schools in Anantapur and Adilabad districts was 1:35 and 1:31 respectively.

4.166 The number of women teachers constituted 23.9 per cent and 4.8 per cent of the total number of teachers in primary schools of Anantapur and Adilabad districts respectively.

4.167 The District Educational Officers of the two districts stated that they assessed the number of teachers required through the district and block plans prepared on the basis of enrolment figures furnished by schools.

Position of Enrolment

4.168 The position of enrolment of children in the age-groups 6-11 and 11-13 in the two districts Anantapur and Adilabad as on September 30, 1978 was given in Table 4.23.

Table 4.22

Teachers' strength in two sample districts as on September 30, 1978

District	Number of teachers working in primary schools			Number of teachers working in upper primary schools		
	M	F	T	M	F	T
1	2	3	4	5	6	7
1. Anantapur	3,160	993	4,153	747	202	949
2. Adilabad	1,472	75	1,547	791	131	922

M = Male, T = Total, F = Female

Table 4.23

Enrolment in age-groups 6-11 and 11-13 in Anantapur and Adilabad districts

<i>District (Age-group)</i>	<i>Estimated Population</i>			<i>Enrolment</i>			<i>Percentage of enrolment</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
Anantapur									
6 11	1,89,788	1,78,708	3,68,496	1,31,023	74,206	2,05,729	69.0	41.8	55.0
11 13	73,679	69,803	1,43,482	22,441	11,023	33,464	30.4	15.7	23.3
Adilabad									
6 11	1,48,870	1,11,114	2,60,984	40,223	16,798	57,021	26.7	15.1	21.0
11 13	44,230	43,160	87,390	20,068	8,754	28,822	45.3	20.3	32.9

4.169 It shows that the position of enrolment of children in the age-group 6-11 in Adilabad district as on September 30, 1978 was rather very poor when compared with the enrolment of Anantapur district. It shows the need for gearing up the educational administration in Adilabad district to intensify the enrolment drive which was very weak during that time. The District Educational Officer found no time to visit the blocks and encourage the functionaries to organise enrolment drives in a big way because of his innumerable duties. There is only one Deputy Educational Officer in the entire district which consisted of 11 blocks. As such, it was physically impossible for a single officer to supervise and guide the functionaries at the block level in organising effective enrolment drives.

4.170 However, the enrolment position of children in the age-group 11-13 of Adilabad district was better than in Anantapur district as on September 30, 1978.

Opening of Schools

4.171 The District Educational Officers of the two districts stated that they assessed the number of primary schools to be opened in the district on the basis of the educational survey records and block

and district master plans. Priority in the establishment of new primary schools was given to areas having no schooling facilities.

4.172 The District Educational Officers also reported that permission to open new primary schools or to start upper primary classes in the then existing primary schools was given immediately after the proposals were received from the Block Development Officers in the case of panchayat samithis, and Deputy Inspector of Schools in the case of private managements.

Educational Planning

4.173 The District Educational Officer prepares the district educational plan for elementary education based on the block plans prepared by the Extension Officers (Education) and Deputy Inspectors of Schools of the blocks in the district with the help of the census registers and enrolment figures furnished by schools. He also compiles educational statistics for the district.

4.174 It was observed that there was no proper machinery for educational planning and data processing at the district level. The work was attended by an upper divisional clerk of the District Educational Officer's office and one or two school assistants

working in the schools at district headquarters drafted for this purpose.

4.175 While the District Educational Officer, Anantapur stated that he was receiving the returns of educational statistics from the blocks on time, the District Educational Officer, Adilabad experienced just the opposite situation. Both the District Educational Officers were of the view that the institutions took considerable time to furnish the returns to the panchayat samithis who in turn had to consolidate the information of all the schools and submit to the District Educational Officer.

4.176 In the absence of a suitable machinery for comprehensive preparation of district plans for elementary education, the assessment of various aspects like additional enrolment of children in the age-group 6-13, number of additional teachers required; number of new schools to be opened; number of beneficiaries for whom incentives have to be provided; deficiencies of accommodation, equipment and play grounds in the schools etc., may not reflect the exact requirements of the district and make educational planning ineffective.

4.177 It was also observed that once the district plans for elementary education were finalised and sent to the higher authorities on the basis of the budget estimates communicated, they were frequently pruned and revised and sanctions were received only up to the size for which funds were made available by the government. The District Educational Officers expressed that this was becoming

a major obstacle in the growth of elementary education. Moreover, the schemes were also given sanction at the end of the financial year as a result of which their implementation had to overcome several administrative procedures. Sometimes, delayed sanction of the schemes related to the programmes of universalisation led to the lapsing of funds.

Inspection and Supervision

4.178 As on September 30, 1978 the number of primary and upper primary schools in Anantapur district was 2,278 and 137 respectively, whereas in Adilabad district, the number of primary and upper primary schools, was 1,155 and 116 respectively.

4.179 As per the job chart, the District Educational Officer Anantapur has to visit about 114 primary schools and 7 upper primary schools in a year. Similarly, the District Educational Officer, Adilabad, should inspect 58 primary and six upper primary schools. But during the interviews the two District Educational Officers informed that they could visit the expected number of upper primary schools but were unable to visit the expected number of primary schools because of lack of time. As may be seen from Table 4.24 given below, the District Educational Officer, Anantapur, could inspect only 34 primary schools as against 114 primary schools he was expected to inspect. On the other hand, the District Educational Officer, Adilabad inspected 22 primary schools which is 36 schools below the requirement.

Table 4.24

Supervision in the two sample districts schools during 1978-79

District	No. of primary schools			Number of upper primary schools		
	Expected	Visited	Percentage	Expected	Visited	Percentage
1	2	3	4	5	6	7
1. Anantapur	114	34	29.8	7	7	100.00
2. Adilabad	58	22	37.9	6	6	100.0

4.180 It may be observed that the District Educational Officers were not in a position to visit a satisfactory percentage of primary schools because they spent much of their time to the administrative work in the office.

4.181 The District Educational Officers stated that during the visits to the schools they offered

suggestions to the teachers for academic improvement.

4.182 During 1975-76, 1976-77 and 1977-78 the two District Educational Officers could inspect the offices of the Deputy Inspectors of Schools and Extension Officers (Education) of the blocks in their respective districts as shown below (Table 4.25).

Table 4.25

Inspection position of deputy inspector of schools and extension officers (education) by district educational officers during 1975-76, 1976-77, and 1977-78

District	1975-76						1976-77						1977-78					
	Dy. I. O. S.			E. O. (Edn.)			Dy. I. O. S.			E. O. (Edn.)			Dy. I. O. S.			E. O. (Edn.)		
	E	I	P	E	I	P	E	I	P	E	I	P	E	I	P	E	I	P
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Anantapur	18	12	66.7	16	9	56.2	18	9	50.0	16	—	0.0	18	5	27.7	16	—	0.0
2. Adilabad	12	2	16.7	11	2	18.1	12	4	33.3	11	—	0.0	12	11	91.6	11	2	18.1

Dy. I.O.S: Deputy Inspector of Schools; E.O. (Edn.): Extension Officer (Education),
I: Inspected, P: Percentage.

4.183 The above table indicates that the District Educational Officer, Anantapur, could inspect more than 50.0 per cent of the offices of the Deputy Inspectors of Schools during 1975-76 and 1976-77, whereas he could inspect only 27.7% of the same during 1977-78. He did not inspect any of the offices of the Extension Officer (Education) of the blocks during 1976-77 and 1977-78.

4.184 In the case of Adilabad, the District Educational Officer could inspect a very low per cent of the offices of the Deputy Inspectors of Schools and Extension Officers (Education) during 1975-76 and 1976-77. Even in 1977-78 he could inspect only 18.1 per cent of the offices of Extension Officers (Education). However, he inspected a good number of Deputy Inspectors of Schools' offices during 1977-78, constituting 91.6 per cent.

4.185 The above position shows that with their multifarious activities, both the District Educational Officers could not complete inspection of the offices of Deputy Inspectors of Schools and Extension Officers (Education) in any year during the period under consideration.

4.186 The Deputy Educational Officers whose main work is the academic inspection of secondary schools were also entrusted with the inspection of 5% of the upper primary schools in their jurisdiction in addition to the work of reviewing inspection reports of the inspecting officers of primary and upper primary schools. Because of several administrative duties being assigned to them like the conducting of examinations, conducting enquiries, supervising the distribution of nationalised text books etc, during the interviews these officers said

that they were not able to cover the work related to elementary education satisfactorily.

Measures for Enrolment and Retention of Children

4.187 The District Educational Officers of the two sample districts stated that for the enrolment of children in the age-group 6-13, they organised enrolment drives in the beginning of every academic year with the active cooperation of all the managements in the district, fixed targets for enrolment in each block and enforced compulsory primary education for the children. They also provided the required physical facilities to the schools with the cooperation of the concerned managements. In this regard the District Educational Officer, Anantapur mentioned that the community was involved for improving the physical facilities and to promote enrolment of children through parent-teacher associations.

4.188 It was also observed during the visits to the sample schools in the two districts that many of the primary schools in Anantapur district had better enrolment and physical facilities than the schools of Adilabad district.

Qualitative Improvement in Primary Education

4.189 The District Educational Officers indicated that to improve the quality of instruction in primary education they conducted seminars, undertook visits to schools, provided academic guidance to teachers through demonstration lessons in Teacher Association Centre Meetings, and offered suggestions after reviewing the inspection reports of Deputy Inspectors of Schools and Extension Officers (Education).

Review of Inspection in Primary Education

4.190 Regarding the review of inspection reports, the District Educational Officers stated that till 1976-77, they were reviewing reports of the inspecting officers of primary and upper primary schools and from 1977-78 onwards, the job had been entrusted to the Deputy Educational Officers except in the case of aided schools. They indicated that all the inspection reports received during 1975-76 and 1976-77 were reviewed by them and the reporting was proper and helpful to the teachers and managements. They emphasised the need for providing an officer and a statistical assistant in each district to assess the review reports properly. On the basis of the inspection reports, they can take up

with the managements of the schools to ensure effective follow-up action on the suggestions made by the inspecting officers. During the discussions, the District Educational Officers pointed out that the response of local bodies in this regard was not encouraging.

Inservice Training of Teachers

4.191 The District Educational Officers of the two districts mentioned that the in-service training of teachers could be arranged by them only if funds were provided by government for that purpose. As such, they were not conducting the in-service training courses for teachers of primary schools on an annual basis. All teachers working in primary and upper primary schools in the two districts attended the orientation course organised by the State Council of Educational Research and Training (SCERT) under the State-wide Academic Programme during 1974-75, 1975-76 and 1976-77.

4.192 The District Educational Officers observed that they received instructional material for teachers and students and ideas about new practices from the SCERT in the form of lesson plans, news bulletin of the Council, and guidelines for modern methods of teaching.

4.193 The two District Educational Officers were of the opinion that the improvement of professional competency of teachers in the primary and upper primary schools was essential for strong foundations in the educational structure and as such it is desirable to establish units of SCERT in each district to provide necessary academic guidance to the class room teachers on a regular basis.

Construction of School Buildings

4.194 For the construction of school buildings, no funds were sanctioned by the government. It was the responsibility of the local community to provide buildings for the schools. Actually, this problem was mainly faced by the schools managed by panchayat samities. The District Educational Officers of the two districts said that they made special efforts to persuade the panchayat samithis so that community support could be enlisted in the provision of school buildings.

4.195 During 1978-79, buildings were provided to some primary schools with the cooperation of the community under "Food for work" programme.

However, for the existing school buildings, the District Educational Officers released the maintenance grants to the managements.

Furniture and Equipment

4.196 The District Educational Officers released the special grants and distributed the amounts to the respective managements for purchase of furniture equipment and consumable articles.

4.197 It has the responsibility of the concerned management to provide these facilities to the schools. However, it was observed during visits to schools that position in respect of furniture, equipment and teaching aids was not at all satisfactory in many of the schools managed by panchayat samithis. The District Educational Officers informed that they were persuading the panchayat samithis in the district to make intensive efforts for the provision of furniture and equipment to schools with the cooperation of the local community.

Ashram Schools

4.198 There were Ashram schools for the children of tribals in Adilabad district with residential facilities. As these schools were managed by Tribal Welfare Department of the Government, the District Educational Officer, Adilabad was not concerned with them. However, the academic inspection of these schools was made by the Deputy Inspectors of Schools of blocks in which there were located.

4.199 It was observed from the enrolment of tribal children of Wankdi block of Adilabad district where these schools were located that these schools

made significant improvement in enrolment of tribal boys.

Sanction of Budget

4.200 The District Educational Officers stated that usually they got budget sanction in the month of April-May of the financial year and they took about a fortnight to communicate the same to various managements. The amounts were released by the District Educational Officers within a fortnight after sanction orders were received from the government. The amounts were adjusted through District Treasury Officer to the concerned sub-treasury officers after the issue of necessary authorisation to the managements.

4.201 During 1978-79, the total expenditure on education in Anantapur and Adilabad districts under various managements, viz. government, zilla parishad, panchayat samithis, municipality and those receiving aid from the government, is given in Table 4.26.

4.202 The amounts spent by the panchayat samithis on elementary education constituted a major share of the total amount spent on education in each district.

4.203 The two District Educational Officers enumerated main difficulties involved in financial managements as follows: (i) the budget sanction in respect of certain schemes was received towards the fag end of financial year, without allowing sufficient time to utilise the money after following usual procedures, and (ii) this delay resulted in the lapse of funds without proper utilisation.

Table 4.26

Expenditure on education by various managements during 1978-79 (in Rs.)

<i>District</i>	<i>Government</i>	<i>Schools by various managements Zila Parishad</i>	<i>Panchayat Samithis</i>	<i>Municipalities</i>	<i>Aided</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
1. Anantapur	19,02,700-00	97,41,180-00	1,86,92,023-00	52,19,265	19,74,846
2. Adilabad	39,59,600-00	71,01,300-00	1,17,73,900-00	—	5,12,400

4.204 To overcome these difficulties they suggested early sanction of funds for proper utilisation.

Coordination with Local Bodies and Private Managements

4.205 The District Educational Officers of the two sample districts informed that coordination of educational planning and administration of elementary education with Zilla Parishad and Panchayat Samithis was ensured through the Parishad Educational Officer and Extension Officers (Education) respectively. The various schemes related to the universalisation of elementary education were reviewed in the standing committee meetings of Zilla Parishad and Samithis. The progress of expenditure in respect of plan schemes related to elementary education was also reviewed in these meetings.

4.206 There were no elementary schools under the management of municipalities in Adilabad district. The District Educational Officer, Anantapur stated that coordination with municipalities and private managements regarding educational planning and administration of elementary education was done by giving the necessary instructions from time to time for the implementation of plan schemes. He was of the view that municipalities were aware of the full implications of the responsibilities regarding primary education. However, to ensure better coordination, the District Educational Officer Anantapur suggested to make an educational officer responsible for the implementation of plan schemes at the municipality level.

Role of Zilla Parishad

4.207 The role of Zilla Parishad in the development of elementary education was very limited. At the Zilla Parishad level, there was no committee for elementary education and also no education cess was levied.

4.208 The Parishad Educational Officers of the two districts stated the major duties being discharged by the Zilla Parishad towards elementary education were allotment of candidates selected by the District Selection Committee to the Samithis for appointment as teachers and implementation of mid-day meal programme. The other responsibilities like planning, development, day to day administration and qualitative improvement of elementary education were

looked after by the panchayat samithis on behalf of the Zilla Parishad.

4.209 The Parishad Educational Officers who were the officers of the Education Department and posted in the Zilla Parishads to look after the work related to the planning and administration of schools under the control of zilla parishad, were also expected to make surprise visits to the primary and upper primary schools managed by panchayat samithis. But during the interviews with the Parishad Educational Officers of the two districts, it was found that they were not devoting any time for the activities of elementary education and they were mainly concerned with the development of secondary education alone.

4.210 The Parishad Educational Officers were of the view that the existing powers vested with the Zilla Parishad relating to elementary education were quite adequate.

Implementation of Mid-day Meal Programme

4.211 The implementation of mid-day meal programme in primary and upper primary schools of the district was the main responsibility of the Zilla Parishad. This scheme was intended to cover mainly rural areas with the following objectives: (i) to achieve higher enrolment in primary schools; (ii) to improve attendance and to prevent dropping out and (iii) to provide nutritious supplemental food to the children in the age-group 6-11 years.

4.212 The food commodities for mid-day meals were given as gift by the CARE organisation in the form of SFB/CSM/Balahar and salad oil. The quantity of food supplied per child per day was 30 Ozs or 80 grams of SFB/CSM/Balahar and 1/4 OZ or 7 grams of salad oil. Food in the form of upma was cooked in schools and served to children as mid-day meals on all working days throughout the year which provided 300 calories and 10 to 12 grams of protein to each child.

4.213 The food commodities received free of cost were transported either by road or rail from the Madras port to the district headquarters by authorised private clearing agent. The quantity of food commodities required to be transported to each district was decided by the CARE administrator in consultation with the Director of School Education.

4.214 The Secretary, Zilla Parishad received and stored the food commodities in a godown at the district headquarters. He released the quota as allocated by CARE administrators to the Block Development Officers in the district. The transportation charges were paid by the Zilla Parishad.

4.215 The Block Development Officers in turn released the food stocks to feeding centres (i.e. schools) based on their requirements.

4.216 The funds required for the transport of food commodities from district headquarters to block headquarters and from there to the feeding centres were sanctioned by the government based on the number of beneficiaries allotted to each district and block. The funds were placed at the disposal of the concerned District Educational Officer to release them in two instalments in an academic year to Zilla Parishads and Panchayat Samithis.

4.217 At the district level, the Secretary, Zilla Parishad and the District Educational Officer supervised the operation of the scheme.

4.218 The two District Educational Officers and the Parishad Educational Officers of the two districts expressed the view that the incidental charge given at the rate of Rs. 3/- per child per annum were inadequate. Thus, the contribution of government should be revised from Re. 1/- to Rs. 5/- per child.

Scholarships and other incentives

4.219 The District Educational Officer supervised the distribution of attendance scholarships, cash incentives, text books, slates, pencils, uniforms free of cost given to girls and scheduled caste children studying in classes I to VII in the district.

4.220 The District Educational Officers of the two districts expressed the difficulty that these incentives were at present sanctioned at the fag end of the academic year. Therefore, they suggested for the provision of these incentives in the beginning of the academic year so as to have good impact on enrolment and attendance of children belonging to these sections.

Hostels

4.221 The Education Department did not manage any hostel/Ashram school in the two dis-

tricts for the children studying in primary and upper primary schools. The Social Welfare Department provided hostel facilities for scheduled caste and backward class children studying in classes I-VII in the district. Similarly, the Tribal Welfare Department managed hostels for the children of scheduled tribes. However, these hostels were not attached to the schools.

4.222 The management of these hostels was mainly entrusted to private individuals and as such there were a lot of irregularities in the management of hostels and they did not serve the needs of these children as effectively as desired.

School Complexes

4.223 The school complexes, started in the two districts during the year 1968-69 were not functioning effectively. Besides, all the primary and upper primary schools in the districts were not covered by the school complex scheme. The District Educational Officers of the two districts were of the view that there was no serious attempt on the part of the nucleus and member schools for the successful functioning of the school complex system as they lacked initiative, coordination and cooperation to share their views and facilities.

Role of Municipality

4.224 The municipalities levied education tax at the rate of 1.75 percent per half year on the Annual Rental Value for the development of education.

4.225 The entire process of opening of schools, appointment of teachers, planning and development in elementary education was being looked after by the municipalities only. The education tax collected was meant to be spent on the establishment and administration of the schools managed by them.

4.226 For improving the quality of instruction in elementary education, the municipalities implemented the instructions received from the educational authorities from time to time.

4.227 It was the responsibility of the municipalities to furnish the educational statistics of the institutions under their control to the concerned District Educational Officer for compilation at the district level.

Attention Towards Elementary Education

4.228 The District Educational Officers stated that they devoted 35% of their time for academic functions, 40% for administrative functions, 10% for planning and 15% for financial matters.

4.229 After observing their functioning and on the basis of the interviews held with the District Educational Officers, Deputy Educational Officers and Parishad Educational Officers of the two districts, the impression gathered was that development of elementary education was left completely to the Panchayat Samithis and the functionaries at the block level, viz. Extension Officer (Education) and the Deputy Inspector of Schools. These district officers did not establish required contact with the local community for its effective involvement in the universalisation of elementary education. It might have been difficult for a single functionary, already saddled with multifarious responsibilities to establish such rapport with the community in the entire district. Unless all the resources are mobilised, efforts of various functionaries coordinated and the community fully involved in the performance of the tasks related to the development of elementary education, the idea of universalisation will remain only as a concept and can never be achieved.

Coordination with other Development Departments

4.230 During discussion with the District Educational Officers, it was stated that there was no coordination with the other development department at the district level for the development of elementary education. When asked about the need for such a coordination at the district level, they felt that it could certainly accelerate the pace of development of elementary education, particularly in enlisting the community support for enrolment, provision of school buildings and regular functioning of the schools.

Strengthening of Administrative Machinery

4.131 The District Educational Officers expressed the view that the existing staff at the block level and district level was not able to cope up with the pressure of work for the successful implementation of the programme of universalisation. For this, they suggested the creation of one more post of Deputy Inspector of Schools in each block. The District Educational Officer, Anantapur also suggested the withdrawal of the services of the Extension

Officers (Education) from panchayat samithis and utilise them exclusively for academic inspection of primary schools.

4.232 The District Education Officers of Anantapur and Adilabad desired that additional supervisory and supportive staff should be made available to them for meeting the increased requirements in the elementary education both at the block and district levels (For details see Annexure IV).

IV. DIRECTORATE LEVEL ANALYSIS

The existing set up for educational planning and administration of elementary education at the directorate level is as follows:

(a) Educational Administration

4.233 The Director of School Education is responsible for the development of elementary education in the state. In matters of educational administration, he is assisted by an Additional Director (who is also in the cadre of Director of School Education), a Deputy Director and an Assistant Director. This set up is in vogue from 1975 onwards, with the bifurcation of the Educational Directorate as Directorate of School Education and Directorate of Higher Education. During the discussions with these officers, it was learnt that most of the decisions pertaining to elementary education were taken by Additional Director and policy decisions with the concurrence of the Director of School Education.

4.234 It was observed that the Deputy Director, incharge of the work of planning and statistics also looked after the work related to elementary education. The post of the Assistant Director for Elementary Education was sanctioned only in the year 1977. Six sections of the Directorate were dealing with the work related to elementary education, mainly concerning the recognition of schools, sanction of grants, sanction of posts, release of budget, implementation of mid-day meal and other incentive schemes, monitoring, enrolment drives, appeals of teachers working in different managements in the state, etc.

(b) Educational Planning

4.235 The planning section in the directorate is responsible for preparation of annual and five year plans for elementary education. The statistical officer of the directorate is also incharge of this

planning section. His job was to assist the Deputy Director for Planning and Statistics in the formulation of the plans. The state educational plans are prepared on the basis of the district plans. The annual plans include information on targets of enrolment of children in the age-group 6-13 for each district, the incentives to be provided and the number of beneficiaries under each incentive, number of schools to be opened, number of teachers to be

appointed and also supply of furniture, equipment and teaching aids to the schools.

4.236 The following amounts were earmarked for various incentive-schemes of elementary education in the annual plans of 1977-78 and 1978-79 which indicate the efforts made at the state level in the direction of universalisation of elementary education (Table 4.27).

Table 4.27
Incentive-schemes for the years 1977-78 and 1978-79 (plan)

S. No.	Scheme	For the year 1977-78		1978-79	
		Amount provided (Rs. in lakhs)	Number of beneficiaries	Amount provided (Rs. in lakhs)	Number of beneficiaries
1.	Book grant to 30,000 children studying in classes I-V Rs. 5/- per pupil per annum (General)	1.500	30,000	1.500	30,000
2.	Book grants to 5,000 children of classes VI and VII @ Rs. 10/- per pupil per annum (General)	0.500	5,000	0.500	5,000
3.	Attendance scholarships and uniforms to 5,000 girls studying in classes I-V Rs. 40/- per pupil per annum (General)	2.000	5,000	2.000	5,000
4.	Attendance scholarships and uniforms to 4,000 scheduled caste girls studying in classes VI to VII @ Rs. 40/- per pupil per annum (General)	1.600	4,000	1.600	4,000
5.	Attendance scholarships and uniforms to 14,000 scheduled caste girls in classes I, II, IV @ Rs. 40/- per pupil per annum.	5.600	14,000	5.600	14,000
6.	Scholarships and cash incentives to scheduled caste children of classes I-IV @ Rs. 40/- per pupil per annum.	20.000	50,000	24.400	61,000
Total		31.200	1,08,000	35.600	1,19,000

Sanction of Plan Schemes

4.237 During the interviews and discussions with the Deputy Director of Planning and Statistics, it was pointed out that undue and abnormal delay in the sanction of plan schemes by the government was an important administrative bottleneck.

4.238 After the education budget was communicated by the government to the directorate, the directorate earmarked amounts to various schemes keeping in view the budget allotted to elementary education and sent proposal to government for according administrative sanction to the schemes. However, the government frequently pruned the budget allotments for education and suggested the directorate for revised proposals for sanction of the schemes. With this exercise, much of the time in the planning wing was taken away. Even after the approval of the revised amounts, for each of the plan schemes by the government, the education department in the Secretariat accorded administrative sanction for each of these plan schemes for implementation and in this process, the sanction was accorded only after undergoing all the administrative wrangles. This system of according administrative sanction by the government for each of the plan schemes delayed the implementation of the schemes. This also created difficulties in the effective implementation of schemes and proper utilisation of funds which retarded the pace of universalisation of elementary education.

4.239 According to the officers of the directorate dealing with elementary education, the Director should be vested with powers to accord administrative sanction of the plan schemes, once the allocations were approved by the government. This could save lot of time and ensure proper and effective implementation of the programmes of universalisation.

Set up for Collection of Educational Statistics

4.240 There are two sections in the directorate for collection of educational statistics. One of the two sections collect statistics every year pertaining to elementary education such as number of schools, enrolment, education of children belonging to scheduled castes and scheduled tribes, number of teachers, etc. But no information is collected by this section on the number of dropouts, number of beneficiaries of various incentive schemes, physical facilities in the schools, number of teachers under-

going in-service training programmes, number of schools receiving academic inspection etc., which are also vital in the formulation of schemes related to the universalisation of elementary education.

4.241 It was reported that there was no proper machinery at the district level for compilation of the educational data. Data collected by this section frequently suffered from discrepancies. Due to various administrative reasons, the publication of the data collected by this section with proper explanatory analysis did not materialise.

4.242 The Deputy Director of Planning and Statistics, informed that the proposals for strengthening the planning and statistical units at the directorate and district levels were pending with the government for the last four years.

Implementation of Midday Meals Programme

4.243 The Directorate of School Education implements the midday meal programme for the children of the age-group 6-11 studying in classes I-V in state. The CARE assisted school mid-day meal programme was started in the state in 1962-63 to cover rural areas and twin cities of Hyderabad and Secunderabad with the objectives of improving their enrolment, attendance and providing nutritious supplemental food. The special officer for mid-day meal in the directorate looked after the work of implementation of this programme.

4.244 During 1978-79 an amount of Rs. 37.18 lakhs was provided for the implementation of midday-meal scheme covering 4.67 lakhs of children under upma programme. These children were served with upma as midday meal in all the districts (mainly in rural areas) in the state, excepting Hyderabad and Secunderabad cities whereas and Ranga Reddy, Mahabubnagar, Medak and Nalgonda districts, served processed food 'MURUKU' of the Ready to Eat (RTE) Food Factory was served to 3.30 lakhs of children in both urban and rural areas.

4.245 In addition to the above, during 1978-79 an amount of Rs. 20.00 lakhs was also sanctioned for feeding 68,000 harijan children with indigeneous food in Anantapur, Chittoor, Ouddapah, Kurnool and Nellore districts.

4.246 With the help of Andhra Pradesh Dairy Development Corporation, Hyderabad a quarter litre of bottled milk was supplied per child per day

for 30,000 children studying in primary schools of the two cities of Hyderabad and Secunderabad. The milk was free of cost and the administrative cost involved was borne by the state government.

4.247 On the whole, there were about 12,000 feeding centres in the entire state covering 8.65 lakh children, which included 46.7 lakhs under upma programme, 3.3 lakhs under Ready to Eat (RTE) feeding programme and 0.68 lakhs of harijan children under exclusive programme of indigenous food. These beneficiaries constituted only 21.66 per cent of the total number of children on rolls in the age-group 6-11.

4.248 An amount of Rs. 91.18 lakhs was provided under plan and non-plan to meet the expenditure on various programmes of school mid-day meals during 1979-80.

Monitoring and Supervision

4.249 The administrative machinery at the directorate level for monitoring and supervision of various schemes of universalisation in the field was not able to cope up with the work. The Director of School Education supervised and guided the programme in general but elementary education at the directorate level was the direct concern of Additional Director of Education and the Deputy Director, Planning and Statistics. These officers were found to be overburdened with the administrative work of elementary education which practically left them with little time to visit the districts and blocks, monitor and supervise the enrolment drives and implement schemes related to the programme of universalisation.

4.250 It was not reasonable to expect the Deputy Director, Planning and Statistics to pay undivided attention to elementary education, as planning and statistics, itself required full-time devotion.

4.251 There was no Deputy Director exclusively for elementary education to pay adequate attention to the implementation of the programme of universalisation. This was essential in view of the importance of elementary education and also because the major portion of the budget was allocated to it.

4.252 It was observed that the Assistant Director, Elementary Education was providing only the required assistance on matters of expediting the office work related to elementary education and the

necessary orientation was not being given by him in the formulation of schemes.

4.253 In view of the position of the administrative machinery at the directorate level for monitoring and supervising the programmes of universalisation at the field, there is every need for strengthening the set up of educational administration for elementary education at this level with more supervisory functionaries and also necessary supporting staff.

Qualitative Improvement of Elementary Education

4.254 The SCERT which is the academic wing of the Directorate of School Education, undertakes the responsibility of the qualitative improvement in elementary education. Towards this end, the SCERT organises periodically in-service training programmes for class room teachers in elementary education on the latest trends and techniques of teaching and testing procedures, preparation of lesson plans and also innovations in the field of education for effective class room instruction. In these training programmes, the class room teachers are put to more practical work in the preparation of the instructional plans and construction of unit tests.

4.255 In addition to the refresher courses for class room teachers, orientation courses are also organised for the supervisory functionaries at the block and district levels on the modern techniques of inspection and supervision, better supervisory practices, etc.

4.256 In the year 1971, the government took a decision to abolish detention system at the school level, except in classes VIIth and Xth. With a view to improving the competence of class room teachers and supervisors, the SCERT launched series of in-service training programmes. These programmes included State Wide Academic Programmes (SWAP) organised during 1973-77 to cover all the teachers of primary and upper primary schools and inspecting officers. In addition, the SCERT attended to (i) the revision and updating of curriculum and textbooks, (ii) studies and investigations in teaching-learning situations, (iii) publication of instructional material, brochure and news-letters, and (iv) extension work in the field of elementary education.

4.257 Besides these regular functions, the SCERT is implementing several projects in selected areas of the state in the direction of the universalisa-

tion of elementary education under the guidance of National Council of Educational Research and Training. These projects include the primary education curriculum renewal, developmental activities in community education, the Comprehensive Access for Primary Education (CAPE) etc.

4.258 However, it appeared that the interaction between the class room teachers in the elementary education and the SCERT was not as effective as it ought to be. It might be because of the non-assessment of the actual felt needs of class room teachers by SCERT on the one side and lack of clear understanding by teachers of the type of academic guidance expected by them from the SCERT on the other.

Coordination with other Departments

4.259 The Directorate of School Education coordinates its functioning with the Directorates of Social Welfare and Tribal Welfare in the provision of attendance scholarships and cash incentives to the children of backward classes, scheduled castes and scheduled tribes studying in classes I-V in the primary and upper primary schools of the state.

4.260 It was observed that there was lack of coordination between the two departments in the distribution of these incentives. While the Education Department distributed incentives through the block level officers, the Social Welfare Department distributed them directly to the children. This may not ensure proper distribution of the incentive to the needy and deserving children. It would be more effective if the two departments route these incentives through a single agency viz. the Block Development Officer at the block level.

4.261 The Department of Tribal Welfare established ashram schools where there was large

concentration of tribal children in the state. Though the administration of these schools was looked after by the Tribal Welfare Department, the academic inspection of these schools was carried out by the officers of the Education Department.

National Education

4.262 The Directorate was formulating plans for the opening of non-formal education centres in the state during 1979-80. An amount of Rs. 90.00 lakhs had been earmarked for starting these centres in the annual plan of 1979-80.

V. SECRETARIAT LEVEL

4.263 The Department of Primary and Secondary Education at the Secretariat level framed the general policies and programmes pertaining to elementary education, making the Director of School Education responsible for their implementation.

4.264 There was no special provision at this level for speeding up the proposals submitted by the directorate with regard to the universalisation of elementary education. They had to undergo all the administrative procedural formalities before sanction was accorded for implementation. Even though the budget allotments for plan schemes were agreed upon by the government, administrative sanction was to be accorded by the government in respect of these schemes for implementation. In this process, the education department again sought the concurrence of the finance department to accord administrative sanction for the plan schemes.

4.265 With these procedures at the government level, the plan schemes related to the universalisation of elementary education were being accorded administrative sanction at the fag end of the financial year and as such their implementation at the field level could not be proper and effective.

Findings of the Study

5.01 On the basis of the secondary data available in the State Education Department and the analysis of the primary data collected from the twelve schools, four blocks and the two districts selected as sample for the study, through administration of schedules, observations and interviews with various functionaries, the following are the findings at the appropriate levels of administration of elementary education in relation to the programme of universalisation.

X. VILLAGE LEVEL

1. Census of Children

5.02 The census of children in the age-group 6-13 of the village were regularly collected by the headmasters of the schools before the commencement of every academic year. The schools were maintaining census registers for this purpose.

2. Enrolment

5.03 The enrolment of children in the age-group 6-11 in these schools lacked uniformity and varied from village to village. The impact of the enrolment drives and other efforts of teachers and inspecting officers was only marginal. It was found that the proportion of enrolment of children in schools was significantly high where the villagers were enlightened and interested towards the education of their children irrespective of whether they were scheduled castes or not. The enrolment of children in the case of Muddireddypalli (Hindupur block), Srirangapuram (Rayadurg block), and Komatichenu (Luxettipet block) villages could be taken as the basis for this finding. In Komatichenu village, all the villagers belonged to scheduled castes and yet they could enrol 85.5 per cent of their children in schools.

5.04 Though the headmasters of all the schools stated that they were contacting the villagers to encourage them to send their children to schools, the efforts of teachers, inspecting officers, elected representatives of village panchayat and panchayat samithis needed to be directed in educating the community for its full involvement in achieving the task of universalisation of elementary education. Enrolment drives were organised every year to achieve targets of enrolment during July to September every year.

Attendance

5.05 Regular attendance of the children in schools mainly depends upon the social and economic background of the children. The headmasters of the schools stated that they contacted the members of the community to ensure regular attendance of children. They suggested for the provision of various incentives like mid-day meals, attendance scholarships, cash incentives, free supply of text books, slates, pencils and uniforms to all the needy, deserving and economically backward children to improve the attendance.

Drop-outs

5.06 The data collected regarding the number of drop-outs in the sample villages may not exactly reflect the quantum of drop-outs as the span of time between enrolment and drop-out stage was very limited. Even in this limited span of time, there was high incidence of drop-outs in some of the sample villages. The headmasters of the schools stated that the main reasons for children leaving the schools in the middle of the academic year were poor educational background of the parents, detention of children by their parents to assist them

either at home or in the farm in earning their livelihood and also poor health of the children.

Job Charts for Teachers

5.07 There were no specific job charts for headmasters and teachers working in elementary schools. As such their accountability in the implementation of the programmes of universalisation could not be assessed by the inspecting officers in terms of achieving additional enrolment, ensuring regular attendance of children, etc.

School Improvement Committees

5.08 Many of the sample schools had no school improvement committees. The committees formed in seven out of twelve sample schools were not functioning effectively. In most of the cases, they existed only on paper and were not taking required interest in guiding and supervising the school improvement programmes.

5.09 The school records maintained on the proceedings of the meetings of these committees did not indicate the specific efforts of these committees for the enrolment of non-enrolled children, ensuring regular attendance of children, reclaiming of drop-outs, providing proper buildings and other physical facilities to the schools.

5.10 Although the headmasters of schools stated that the committees were meeting as and when there was a need and the members of the committee were extending full cooperation, it was observed that the contribution made by these committees was not significant.

School Buildings

5.11 Only six out of the twelve sample schools had proper buildings. The other schools were located either in thatched sheds or huts. One school (in Tallapally village of Luxettipet Block) was located in panchayat building of the village due to lack of accommodation. Even though it was the responsibility of the local community to provide a building for the school in the village, it did not work well in all the villages due to economic backwardness of the villagers, lack of initiative, cooperation and coordination.

5.12 The Extension Officers (Education) of the blocks who accompanied the project staff during visits to the schools stated that pucca buildings

were proposed to be constructed for the schools in Srirangapuram (Rayadurg block) and Tallapally (Luxettipet block) villages during 1979-80 under 'Food for work' programme.

Furniture and Equipment

5.13 There were no proper furniture and equipment in any of the twelve sample primary schools. The position in the case of single teacher schools was still worse. Some of these schools lacked even chairs for the teachers and black boards, let alone other equipments and teaching aids. The headmasters of these schools stated that they were contacting the members of the community for necessary assistance in the provision of furniture and equipment to schools. But during the visits to these schools it was observed that there was no contribution of the community in terms of providing any kind of furniture and equipment to the schools.

Cooperation of the Community

5.14 The members of the community who were interviewed during the visits to the schools stated that necessary cooperation was being extended to schools in the matters of enrolment, regular attendance of children and also in providing buildings to schools and their maintenance. However, it was observed in most of the villages that the cooperation of the community was mainly confined to providing a thatched shed/hut for the schools. Only in villages with enlightened and interested parents, efforts were made to provide pucca buildings to the schools.

Functioning of Single Teacher Schools

5.15 The functioning of single teacher schools needed immediate improvement. In schools with 40 or more children in each class, effective instruction could not be imparted by the teachers. Whenever the teacher went on leave, though alternative arrangements were made officially, the school was practically closed. In five out of the seven single teacher schools the teachers were not residing in the same villages. This adversely affected attendance of the children, class room instruction and school organisation, in general.

5.16 In respect of the school buildings, furniture and equipment and teaching aids, the position in these schools was least satisfactory and it required the urgent attention of all concerned in equipping all

these schools to a reasonable extent, if they have to serve any purpose.

Residence of Teachers in the Villages

5.17 All the teachers working in the twelve sample schools stated in the "village information schedules" that they were residing in villages of their postings. But during the visits to the schools it was observed that actually nine out of twenty one teachers working in them were residing in the nearby hamlets and towns within a distance of 2 to 3 kms. They further told that in the absence of proper facilities, it was difficult to stay in the village where school was located for want of proper facilities.

Working Hours of the Schools

5.18 The working hours of the sample schools were decided by the government and as such there was no variation in these timings to suit the local conditions. This had contributed to the non-attendance and dropout of children from schools to assist their parents either at home or farm. But during the interviews the community members expressed a view that it would be convenient for such children to attend schools during evening hours preferably between 5.00 P.M. and 9.00 P.M.

Contingent Expenditure

The headmasters of the schools stated that the rates of contingent grants given to the schools, i.e. Rs. 1.50 per month for a single teacher primary school, Rs. 5.00 per month for a multi-teacher primary school and Rs. 15.00 per month for an upper primary school were very low and inadequate to meet the contingent expenditure of the schools. They suggested for an upward revision of these rates in order to meet the day to day needs of the schools satisfactorily in view of the increase in the prices of chalk sticks, stationery, postages, etc.

Incentives to Children

5.20 Attendance scholarships, cash incentives, free supply of text books, slates, pencils, uniform etc., were given to the children of scheduled castes, scheduled tribes and also girls in general studying in classes I - V of the primary schools to promote enrolment and regular attendance in schools. In addition to the above, book grants were given to the children of scheduled castes studying in classes VI and VII in upper primary schools.

5.21 The headmasters of the schools stated that these incentives were being made available only towards the fag end of the academic year. The headmasters suggested for the sanction of these incentives at the beginning of the academic year to attract more children belonging to these sections and also for the extension of these incentives to all the needy, deserving and economically backward children.

Mid-day Meal Programme

5.22 This programme was implemented in only three out of the twelve sample schools. The headmasters of these schools stated that the contribution being given at the rate of Rs. 3.00 per child per year was not sufficient towards transportation of the midday meal material from block headquarters to the feeding centres and to meet other incidental charges. They further suggested an increase in the rate of contribution of both the government and panchayat samithis from the existing Re. 1/- to Rs. 5/- each.

5.23 The teachers mainly working in the single-teacher primary schools felt that they had to give substantial part of their school time for the preparation of midday meals. This was mainly done at the cost of classroom instruction. Therefore it was suggested by them that a part-time worker or conductress be appointed in these schools to assist in the preparation and servings of the midday meal and also to ensure the regular attendance of children everyday in the schools.

Inspection of the Schools

5.24 It was found from the records of the sample schools that only three out of six schools of Anantapur district received annual academic inspection during the years 1977-78 and 1978-79 and two schools out of these three schools received three visits by the inspecting officers as stipulated.

5.25 The inspecting officers who accompanied the project staff during the visits to these schools stated that they were not able to cover all the schools allotted to them for inspection in a year as they were frequently assigned with work not connected to academic inspection and visits to the schools. They also complained that adequate attention was not being given by schools to their suggestions during inspection/visits to the schools and also they were not in a position to insist the teachers to take

effective follow-up action under the existing set up for educational administration (i.e. control of Panchayat Raj bodies).

17. Inservice Training of Teachers

5.26 All the teachers working in the twelve sample schools said during the interviews, that they received academic orientation by the inspecting officers only at the Teachers' Association centre meetings and at the time of inspection of the schools. They had not attended any inservice training courses during 1978-79. It was stated by them that they had attended the State Wide Academic Programme organised by SCERT at their respective block headquarters during 1974-75, 1975-76 and 1976-77.

School Complexes

5.27 Four out of the twelve primary schools were covered under the school complex scheme started in these blocks during 1968-69 and 1971-72. They were actually defunct and no programme was taken up in these schools under the scheme of school complex. It was stated by the inspecting officers as well as teachers of these schools that this school complex scheme was not functioning due to lack of interest, initiative and cooperative attitude on the part of both nucleus as well as member schools.

19. Coordination with other Functionaries

5.28 There were no mandatory provisions to coordinate the functioning of the schools in the villages with the functionaries of other developmental departmental officials like the village development officer, health worker, village officers etc, but such coordination was not lacking in all the schools. In the case of Muddireddipalli village of Hindupur block in Anantapur district, it was observed that all the important functionaries associated themselves with the functioning of the schools by way of securing maximum enrolment of children and ensuring their regular attendance to schools. This was mainly due to the initiative taken by the headmaster and other teachers of the school and also the educational awareness of the community.

Non-Formal Education Centres

5.29 There were no non-formal education centres in any of the twelve sample villages. In view of the large number of children left unenrolled in some of these villages for various reasons, some

of the members of the community of these villages who were interviewed, felt the need to start evening schools/non-formal education centres to cover these children and achieve universalisation of elementary education.

II. BLOCK LEVEL

Census of Children

5.30 The census of children in the age-group 6-13 was collected by the block authorities through the census registers being maintained by the schools every year.

Enrolment of Children

5.31 The enrolment of children in the age-group 6-13 was assessed by the block authorities from the monthly enrolment progress reports furnished by the schools. The percentage of enrolment of children in the age-groups 6-11 and 11-13 in the four blocks ranged from 13.0 to 57.5 and from 2.8 to 26.1 respectively. The maximum percentage of enrolment in the case of boys and girls in the age-group 6-11 was 74.6 and 39.3 respectively. The enrolment of girls was far less than that of boys.

5.32 In spite of the launching of enrolment drives every year and provision of various incentives and the efforts of the teachers and inspecting officers the enrolment achieved in the age-group 6-13 was far from satisfactory as far as universalisation of elementary education was concerned.

5.33 It was believed that lack of proper educational awareness of the community and their full involvement in the educational activities were the main reasons for this low rate of enrolment which varied from block to block. This shows the need for coordinated efforts at the block level with the functionaries of other developmental departments for effective involvement of the community in the universalisation of elementary education in rural areas.

Attendance

5.34 The inspecting officers assessed the position of attendance of children in the schools through the attendance registers maintained by the schools. During the interviews, the headmasters of the schools and the inspecting officers stated that the attendance of children generally suffered during the harvesting periods and also during fairs and festivals.

5.35 The inspecting officers stated during the interviews that they were contacting the members of the community during their visits to the schools to seek their cooperation in improving the attendance of children.

Drop-outs

5.36 The block authorities assessed the number of drop-outs in each class (boys and girls separately) on the basis of monthly attendance reports furnished by the schools.

Opening of Schools

5.37 The Block Development Officers of the blocks sent proposals to the District Educational Officer in consultation with the Deputy Inspectors of Schools for the opening of new primary schools in schoolless centres, additional sections in the existing schools and upper primary classes in the existing primary schools.

Appointment of Teachers

5.38 The Block Development Officers of the Panchayat Samithis issued appointment orders to the candidates allotted by the Zilla Parishad (selected by the District Selection Committee) in the case of schools managed by Panchayat Samithi. In the case of government schools, the District Educational Officer was the competent authority for the appointment of teachers. The aided managements were empowered to appoint teachers in their institution as per the rules of the government.

5.39 The inspecting officers felt that a lot of time was being taken by the District Selection Committees to select candidates and consequently the appointment of teachers in schools managed by panchayat samithis was delayed

School Buildings

5.40 The Block Development Officers and the inspecting officers of four blocks stated that nearly 80% of the schools had no proper buildings. In most of the villages, the schools were located in thatched sheds/huts. In some villages, the schools were located in panchayat buildings due to lack of accommodation. This situation was mainly due to the exclusive dependence on the local community for construction of school buildings and their maintenance which was not coming forward because of several reasons like economic backwardness, lack of initiative, cooperation, etc.

5.41 The efforts of the block authorities in mobilising the community support for the construction of school buildings was not commensurate with the magnitude of the problem. They looked to the government for sanction of funds for this purpose. The panchayat samithis were not earmarking any of their general funds for the development of education except for the running of mid-day meal programme.

5.42 The inspecting officers stated that school buildings were proposed to be constructed in some villages during 1979-80 under 'Food for work' programme.

Furniture, Equipment and Teaching Aids

5.43 Furniture, equipment and teaching aids available at the schools under the control of panchayat samithis were found to be inadequate. The position of some single-teacher schools was also very poor. Some of them were not even having the minimum requirements like chairs and tables for teachers and black boards, leaving aside the other equipment and teaching aids.

5.44 Though the government was sanctioning every year some amount towards the supply of furniture, equipment and teaching-aids to the primary schools, these efforts were not supplemented by the block authorities either through the general funds of the panchayat samithis or with the support of the community.

Contingent Grants

5.45 The contingent grants were sanctioned to the schools towards the purchase of chalk piece, paper, postage, etc. at the rate of Rs. 1.50 per month for a single teacher primary school, Rs. 5/- per month for a multi-teacher primary school and Rs. 15/- per month for an upper primary school. The Block Development Officers purchased these items and issued to the schools to that extent.

5.46 The Block Development Officers and inspecting officers of the blocks felt that these amounts were not sufficient to meet the requirements of the schools and suggested for an upward revision of these amounts.

Implementation of Midday Meals Programme

5.47 The headmasters of the schools implementing the programme were not lifting the stocks

regularly in view of the increased cost of transportation through public conveyance and incidental charges. The headmasters of the schools and the inspecting officers suggested for an increase in the contributions of both government and panchayat samithis from the existing Re. 1/- to Rs. 5/- per beneficiary per year. They stated that the contribution from panchayats and the local community at the rate of Re. 0.50 each per beneficiary per year was not at all forthcoming and as such the implementation of this scheme at the school level was becoming difficult.

5.48 As far as utilisation was concerned, the inspecting officers were visiting the midday meal centres (i.e. schools) and supervising the implementation of this programme.

Incentives to Children

5.49 The block authorities supervised the distribution of various incentives sanctioned by government like attendance scholarships, cash incentives, free supply of text books, slates, pencils, uniform, etc. to the children of scheduled castes, backward classes and girls in general studying in classes I to VII in the primary and upper primary schools.

5.50 These incentives were provided both by Education and Social Welfare Departments. The Block Development Officers and the inspecting officers said during the interviews that the Social Welfare Department was distributing the incentives directly to the children without any coordination with the block authorities. They were of the opinion that all the incentives should be channeled through the block authorities to ensure proper distribution. It was also stated by these officers that these incentives were being provided at the fag end of the academic year. They suggested that these should be provided in the beginning of the academic year to have a better impact over the enrolment and attendance of the children belonging to these sections.

School Improvement Committees

5.51 The Block Development Officers and the inspecting officers of the blocks conceded that the functioning of many of the school improvement committees at the village level was not satisfactory. They stated that most of the members of these committees were reluctant to attend the meetings

of the committees and did not evince sufficient interest in making the functioning of the committee effective. The officers pointed out that lack of interest and also lack of educational awareness on the part of the community were the main reasons for their poor functioning.

Inservice Training of Teachers

5.52 Inspecting officers oriented teachers of primary and upper primary schools on academic aspects only on two occasions i.e. the Teachers' Association Centre meetings and during the time of inspection of the schools. Whenever funds were sanctioned and directed by the higher authorities, the block authorities organised in-service training courses to teachers. These efforts were not sufficient for the qualitative improvement of elementary education. In-service training of teachers has to be made a continuous process for the growth of professional competence of teachers at the primary stage.

Academic Inspection of Schools

5.53 (a) *Set-up* : The academic inspection and supervision of primary and upper primary schools in the blocks was made by the Deputy Inspectors of Schools, Extension Officers (Education) and Junior Deputy Inspectors of Schools in 1976-77 which till 1975-76 was made by Junior Inspectors of Schools, The Extension Officers (Education) also had been entrusted with the academic inspection of 30 schools (both primary and upper primary) managed by the Panchayat Samithi. Consequently, the total number of primary and upper primary schools in the blocks managed by different managements were distributed among the three functionaries for purpose of academic inspection.

5.54 These officers had to inspect all the schools assigned to them in the 220 working days of schools during an academic year. Besides inspection, they had to make three visits (two surprise visits and a follow-up visit after inspection) to each school in a year.

5.55 In the four sample blocks, the posts of Junior Deputy Inspector of Schools existed in Hindupur and Luxettipet blocks only.

(b) Assignment of Schools

5.56 The number of schools assigned by the Deputy Inspector of Schools for academic inspection

in the four blocks varied from 44 (Luxettipet) to 58 (Hindupur) primary schools and from 4 (Rayadurg) to 9 (Hindupur) upper primary schools.

5.57 The Jnnior Deputy Inspectors of Schools of Hindupur and Luxettipet Blocks were assigned 100 primary schools and 57 primary schools respectively.

5.58 The Extension Officers (Education) of all the four blocks were assigned 30 primary and upper primary schools in addition to their work of planning, development and administration of schools managed by Panchayat Samithis.

(c) Coverage of Schools

5.59 The number of schools inspected by these functionaries during 1974-75, 1975-76 and 1976-77 were considered. None of the Deputy Inspectors of Schools could complete the inspection of all the schools assigned to them except in the case of Luxettipet during 1976-77.

5.60 During 1976-77, all the Extension Officers (Education) were able to inspect the number of schools assigned to them except in the case of Luxettipet.

5.61 The number of schools covered by the Deputy Inspectors of Schools and Junior Deputy Inspectors of Schools for academic inspection had considerably improved during 1976-77 with the entrusting of some schools to the Extension Officer (Education).

(d) Reasons for Non-coverage

5.62 The inspecting officers stated that the main reason for the non-coverage of all schools for academic inspection during the three years was the heavy work-load which besides their regular duties included collection of data for the Third Educational Survey, arranging in-service training programmes for all teachers in the blocks, enumeration work, assisting the District Educational Officer in the conduct of public examinations etc.

(e) Devotion of Time

5.63 During 1977-78, the Deputy Inspectors of Schools were able to devote from 300 hours (Wandki block) to 600 hours (Rayadurg) for academic inspection of schools, from 30 hours (Wankdi) to 300 hours for follow-up visits to the schools and from

60 hours (Hindupur) to 300 hours (Wankdi) for making surprise visits to the schools. They could devote only from 36.4% (Wankdi) to 59.5% (Luxettipet) of their time for discharging academic functions which indicated that the Deputy Inspectors of schools were able to devote only about 50% of their total time for academic functions.

5.64 The Extension Officers (Education) of the blocks devoted from 27.9% (Luxettipet) to 35.0% (Rayadurg) of their total time during 1977-78 for discharging the academic functions.

5.65 The time devoted by the inspecting officers towards their academic functions was not sufficient to ensure qualitative improvement of the elementary education.

5.66 The Deputy Inspectors of Schools and Junior Deputy Inspectors of Schools stated that they could not devote sufficient time for academic work with the allotment of other duties not connected with the academic inspection and supervision of schools, such as overburdening office work etc. The Extension Officers (Education) informed that they were frequently assigned with work not connected with education, like collection of loans, distribution of house sites, family welfare programmes etc. Thus, they were short of time for attending to the academic functions.

5.67 The inspecting officers stated that they had no proper conveyance facilities to cover all the schools for inspection and visits. They suggested for the allotment of 35 to 40 schools to each officer for effective academic inspection and supervision of the primary and upper primary schools.

Inspection Proforma

5.68 The inspection proforma of primary and upper primary schools did not include aspects such as information about drop-outs, efforts made by the teachers to reclaim drop-outs, impact of the incentives on enrolment, attendance, and retention of children, involvement of local community for increasing the enrolment of children and school improvement programmes which are also important in relation to the programme of universalisation.

Follow-up Action on the Inspection/visit Reports

5.69 The inspecting officers of the blocks reported that the panchayat samithis were not taking

effective follow-up action on their remarks during inspection/visits to the schools. As such, the schools were not paying the required attention towards the remarks or suggestions made by inspecting officers at the time of inspection or visits to the schools. Under the existing circumstances, the inspecting officers could not insist upon action on their suggestions. According to them, if timely attention to improve the situation was not initiated, the very purpose of inspections would be defeated.

4.70 The samithi authorities, except in the matters of appointment and transfer of teachers, showed very little interest in activities such as regular functioning of the schools, and development of education in general.

Residence of Teachers

5.71 No records were maintained by the block authorities regarding the residence of teachers in the villages where they were posted. They were aware of the fact that a good number of teachers were not residing at their place of work for one reason or the other. The inspecting officers stated that they were not able to insist on the teachers to reside in the villages of their posting. However, they did not specify reasons for this.

Education Committee at the Block Level

5.72 The Standing Committee No. III of the panchayat samithis is the education committee at the block level and its functions are to recommend places for opening new primary schools and adding new classes to the existing schools, sanctioning funds for the repairs and maintenance of school buildings, reviewing enrolment of school age children and suggesting measures for the improvement of education in the block.

Financial Contribution of Samithis to Education

5.73 The panchayat samithis received 100% grant from the government for the management of primary and upper primary schools under their control. However, it was observed that the panchayat samithis did not spend sufficient amount from their own general funds for the development of elementary education. General funds were contributed only for the implementation of midday meal programme. Unless certain percentage of general funds of the samithis were earmarked for the development of elementary education, quicker expansion and

development would be delayed. The tendency of exclusive dependence on the government by panchayat samithis for running schools did not augur well for the universalisation of elementary education.

Coordination with other Development Departments

5.74 It was observed that the education wing of the Panchayat samithis did not coordinate with the other developmental wings of the samithis in the organisation of educational programmes in the blocks. Such coordination in the organisation of emoluments drives and empowering the Extension Officers of these departments to visit the schools and check the regular attendance of children as well as teachers and in mobilising community support for the development of education is necessary if the goal of universalisation of elementary education is to be achieved.

III. DISTRICT LEVEL

Set up for Educational Administration

5.75 The District Educational Officer was generally responsible for the development of elementary education in the district. He coordinated the functioning of elementary education managed by different agencies viz. panchayat samithis, municipalities, government and private.

5.76 Except for government schools, other schools in the district were administered by their respective managements.

Set up for Academic Inspection

5.77 For the academic inspection of primary and upper primary schools managed by the panchayat samithis, government and private, the District Educational Officer was assisted by the Deputy Inspector of Schools, Extension Officer (Education) and Junior Deputy Inspector of Schools. The primary and upper primary schools in urban areas and urdu schools in the district were inspected by Deputy Inspectors of Schools exclusively meant for them.

5.78 The municipalities appointed their own supervisors for the academic inspection of schools managed by them.

5.79 The Deputy Educational Officers, concerned mainly with the academic inspection of secondary schools, were also entrusted with the inspection

of 5% of upper primary school within their jurisdiction.

Opening of New Primary Schools and Upper Primary Schools

5.80 The District Educational Officer was the competent authority for the sanction of new primary schools and upper primary classes in the existing primary schools on the basis of the proposals submitted by the respective managements in consultation with the concerned inspecting officers.

Appointment of Teachers

5.81 The teachers in primary and upper primary schools were appointed by their respective managements. However, the District Educational Officer took care to see that these appointments were made as per rules of the government.

5.82 There was a considerable delay in the appointment of teachers in schools managed by panchayat samithis as the Zilla Parishad had to allot candidates selected by the District Selection Committee of which District Educational Officer is also a member. The committee generally took a lot of time for the selection of candidates as it had to follow the rules of reservation for various communities and local candidates.

Sanction of posts

5.83 Government alone is the competent authority for the sanctioning of posts. The District Educational Officers pointed out that a lot of time was being taken by the government for the sanction of posts and the posts were sanctioned in the later part of the academic year i.e. in December or January. Consequently, it was becoming difficult for them to fill up the posts and get them filled up by different managements after allotment as they had to fulfil all the formalities like getting suitable candidates sponsored by the employment exchanges, available subject personnel etc.

5.84 The District Educational Officers pointed out that even in the allotment of posts to various managements, they had to face the difficulty of non-availability of required particulars from the institutions in time.

Set up for Educational Planning

5.85 There was no proper set up for educational planning at the district level. The District Educa-

tional Officer was responsible for the preparation of district plans based on the block plans and also collection and compilation of educational statistics at the district level. At the time of the study, this work was attended by an upper division clerk in the office of the District Educational Officer. Often he took the assistance of one or two school assistants working in the local schools. Sometimes the services of Deputy Inspectors of Schools and Extension Officers (Education) of the blocks were also utilised for this work.

5.86 In the absence of a suitable machinery consisting of trained statistical personnel, the preparation of comprehensive district plans reflecting the exact requirements of the plan aspects and the collection of required statistics from the institutions under various managements and their proper compilation could not be possible and purposeful.

Sanction of plan Schemes

6.87 The District Educational Officers expressed the view that since the plan schemes were sanctioned at the fag end of the financial year, they were experiencing several administrative difficulties in their implementation like immediate communication to the various managements, release of funds, ensuring proper utilisation of the amounts by following the usual administrative procedures and also seeing that funds were not lapsed. They suggested for the sanction of the plan schemes in the beginning of the academic year to ensure proper and effective utilisation of the funds.

Implementation of Midday Meal Programme

5.88 The government sanctioned the funds towards the transportation charges of the food commodities from the Madras port to the district headquarters and also from there to the block headquarters and feeding centres. These funds were placed at the disposal of District Educational Officer who released them to the Zilla Parishad and panchayat samithis in two instalments in an academic year.

5.89 The Secretary, Zilla Parishad (Parishad Educational Officer on his behalf) and the District Educational Officer supervised the operation of the scheme in the district. These officers expressed the view that the incidental charges being given at the rate of Rs. 3/- per child per year were not sufficient for the effective implementation of the programme

and the number of beneficiaries to be covered under this scheme should be increased.

Incentives to Children

5.90 The District Educational Officer supervised the distribution of various incentives given to the children of scheduled castes, backward classes and girls studying in primary and upper primary schools of the district. It was found at the time of the study that these incentives were being provided at the fag end of the academic year. The District Educational Officers suggested for the provision of these incentives in the beginning of the academic year to have better impact on the enrolment and attendance of children belonging to these sections.

Hostels/Ashram Schools

5.91 The Education Department did not run any hostel for the children of backward classes and scheduled castes studying in primary and upper primary schools in district. Hostels were run by the Social Welfare Department for these children and were not attached to schools. The management of these hostels was given to private individuals. The District Educational Officers were of the opinion that the functioning of these hostels was far from satisfactory and did not serve the cause.

5.92 The Ashram Schools started for tribal children by the Integrated Tribal Development Agency (ITDA) for Adilabad district were managed by the ITDA only. However, the academic functioning of these schools was inspected by the officers of the Education Department. The District Educational Officer, Adilabad, expressed the opinion that these schools attracted a large number of tribal children in the district.

Inspection and Visits to Schools

5.93 The academic inspection of primary and upper primary schools was done by the Deputy Inspector of Schools, Extension Officer (Education) and Junior Deputy Inspector of Schools at the block level. The District Educational Officer was expected to visit 5% of primary and upper primary schools in the district in a year in addition to inspecting the Deputy Inspector of Schools and Extension Officer (Education) every year.

5.94 The District Educational Officers were not able to visit the expected number of primary schools

and inspect all the Deputy Inspectors of Schools and Extension Officers (Education) in the district due to heavy administrative work and other multifarious duties.

5.95 The Deputy Educational Officers who were entrusted with the work of inspecting 5% of upper primary schools within their jurisdiction were also not able to complete the work in a year because of several administrative duties assigned to them by the District Educational Officer. These duties included: conducting enquiries, arranging public and common examinations, supervising the distribution of nationalised text books etc.

Review of Inspection Reports and Follow-up Action

5.96 The Deputy Educational Officers reviewed the inspection reports of Deputy Inspectors of Schools and Extension Officers (Education) except in the case of aided schools from 1977-78 onwards. The District Educational Officer felt that the response of the local bodies in ensuring effective follow-up action by the managements was not encouraging.

Academic Guidance to Inspecting Officers

5.97 In view of the multifarious duties, the District Educational Officer devoted more than 60% of his time to administrative, financial and planning work. Since he had to provide academic leadership in the district, he was not able to devote sufficient time towards academic functions. He oriented the Deputy Inspectors of Schools, Extension Officer (Education), Junior Deputy Inspectors of Schools of the blocks on academic aspects in the periodical meetings. However, such orientation were not having the desired impact on the inspecting officers.

Enrolment of Children

6.98 Every year the District Educational Officer fixed targets of enrolment of children in the age-group 6-13 for each block in the district and organised enrolment drives with cooperation of the various managements during the months of July-September. In spite of these drives and efforts of the various functionaries involved, the enrolment of children in the two districts of Anantapur and Adilabad was only 55.8% and 21.8% respectively. This shows the need for more efforts on the part of the functionaries at the district level in mobilising the community to a greater extent for achieving the goal of universalisation.

In-Service Training of Teachers

5.99 The District Educational Officers organised in-service training programmes for teachers of primary and upper primary schools in the district whenever funds were sanctioned by the government. There was no academic agency at the district level to take up this work regularly and provide necessary academic guidance to classroom teachers and improve their professional competency.

Coordination with Local Bodies

5.100 Though the District Educational Officers were able to co-ordinate the educational activities with Zilla Parishad, Panchayat Samithis and Municipalities, to a great extent these officers had no firm grip over them in the implementation of the programmes of universalisation. The only thing that could be done by the District Educational Officer for non-compliance was withholding grants to the managements which was not possible in the existing set up for democratic decentralisation.

Coordination with other Development Departments

5.101 There was no coordination with the functionaries of other development departments in the implementation of the programmes of universalisation at the district level.

IV. DIRECTORATE LEVEL

Set up for Educational Administration

5.102 The set up for the administration of elementary education consisted of an Additional Director (in the cadre of Director of School Education), one Deputy Director and an Assistant Director. These officers supervised the work being attended by sections dealing with elementary education. With the launching of several schemes related to the programme of universalisation, the administrative sections were finding it difficult to meet the pressure of work.

5.103 The appointment of an Additional Director exclusively for elementary education showed the importance given to it, yet there was no post of the Deputy Director exclusively for this. The Deputy Director in-charge of planning and statistics also looked after elementary education. As such he was not able to pay undivided attention towards elementary education as planning itself is a comprehensive subject. The Deputy Director played the

key role in the formulation of schemes related to universalisation and also in dealing with the district level functionaries for the implementation of the schemes.

Educational Planning

5.104 The educational planning for elementary education at the directorate level frequently suffered from lack of comprehensive information about the district plans. This resulted in delay in the finalisation of annual plans and five year plans. Another major set back for educational planning was the frequent revision of plan allocations by the government. This exercise upset the whole process of planning and its objectives.

Sanction of Plan Schemes

5.105 The government is the competent authority for according administrative sanction for plan schemes related to the programme of universalisation. It was found that even though the Directorate submitted proposals for the sanction of various plan schemes related to universalisation of elementary education in the months of May/June of the year, administrative sanction was accorded by government only in January/February and sometimes even in March of the next calendar year. This made it a difficult task to get the schemes implemented at the field properly and effectively.

Collection of Educational Statistics

5.106 The educational statistics collected at this level often suffered from discrepancies as there was no proper data collecting machinery at the district level. The publication of the educational statistics with proper explanatory notes was also not forthcoming regularly due to several administrative reasons.

5.107 It was reported that some important aspects related to universalisation of elementary education like census of children in the age-group 6-13, number of dropouts, number of beneficiaries of various incentive-schemes, impact of these incentives on enrolment and retention, physical facilities in the schools, number of primary and upper primary schools received academic inspection in a year etc., were not collected by the directorate.

5.108 There was suggestion on the need for strengthening the statistical unit at the directorate

level and also creating such units at the district level for collecting, processing and interpreting reliable educational data.

Monitoring and Supervision

5.109 The officers at the directorate dealing with elementary education hardly found time to visit districts and supervise the implementation of schemes related to universalisation. Much of their time was devoted to office work. It was felt that unless officers of higher cadre frequently visited and supervised the implementation of programmes by field officers, it would be rather difficult to ensure qualitative improvement and quantitative expansion of elementary education. The Additional Director of School Education alone could spare his time for such visits to the field as he was dealing exclusively with elementary education. But it was too difficult for a single officer to perform this task for the entire state.

Qualitative Improvement

5.110 The efforts of State Council of Educational Research and Training for the qualitative improvement of elementary education were not sufficiently oriented to realistic class room situations. There was need for interaction between SCERT and the class room teachers in elementary education.

Provision of Incentives

5.111 The directorate provided incentives like book grants, attendance scholarships, text books,

slates, pencils etc. free to the children of scheduled castes and girls in general studying in classes I to VII in the state. The number of beneficiaries was decided on the basis of the availability of funds. Proper distribution of these incentives was ensured only through correspondence with the District Educational Officers. There was no separate machinery in the Directorate for this purpose.

5.112 Besides the Directorate of Education, the Directorates of Social Welfare and Tribal Welfare also provided incentives but the coordination between the two Directorates was insufficient in deciding the number of beneficiaries belonging to various sections, routing these incentives through a single agency for proper distribution and wider coverage and also in assessing the impact of these incentives on the enrolment and attendance of the beneficiaries.

V. SECRETARIAT LEVEL

5.113 There was no special machinery for the speedy sanction of the schemes related to universalisation of elementary education. The plan schemes also had to undergo all the administrative formalities before sanction was accorded for implementation. This resulted in much delay in the sanction of plan schemes and lack of sufficient time for their proper and effective implementation in the field.

Recommendations

6.1 On the basis of the findings that have emerged out of this study, the following recommendations are made for streamlining the procedures and practices and strengthening the existing set up for administration of elementary education at various levels in Andhra Pradesh in relation to the programme of universalisation.

I. VILLAGE LEVEL

(a) A Streamlining of the Procedures and Practices

6.1.1 The headmasters and teachers of the school should be made accountable, to a great extent, to achieve maximum enrolment of children in the age-group 6-13 of the village on the basis of the census collected and maintained at the school level. They should maintain the particulars of the number of these children enrolled not only in this school but also in the neighbouring primary and upper primary schools to ensure maximum enrolment of children in the said age-group.

6.1.2 The enrolment drives organised during July-September of the academic year need not be restricted for that particular period only. It can be made a continuous process throughout the year. If necessary, suitable changes may be incorporated in the rules of admission in primary schools.

6.1.3 The headmasters, teachers, inspecting officers, elected representatives of the village panchayat and members of the school improvement committees, wherever in existence, should make coordinated efforts in educating the community on the need for its full involvement in achieving universal enrolment and retention.

6.2 Sufficient and effective educational mass media programmes should be developed to propagate and bring educational awareness in the

community. These programmes should motivate the community, particularly weaker sections of the community to educate their children.

6.3 Hostel facilities may be provided as far as possible in all the upper primary schools of rural areas to the children coming from more than 2 Kms away to the school. For this purpose, the inputs and efforts of various developmental agencies like Tribal Welfare Department, Harijan Welfare Department, Backward Classes Department, UNICEF Programmes, etc. should be co-ordinated and channelised. The community may provide necessary accommodation and some other basic amenities and the other agencies may provide food material etc.

6.4 More incentives should be made available to all the needy and deserving economically backward children in the form of midday meal, attendance scholarships, free supply of text books, slates, pencils, uniforms, etc. Otherwise it would not be possible to ensure regular attendance of children enrolled in the schools, especially in rural areas.

6.5 The efforts of teachers, inspecting officers and community leaders should be directed in educating the parents of drop-outs children on the need for continuing their children in schools. It should be made obligatory that each functionary should try to reclaim at least one drop-out in each class in the school.

6.6.1 There should be specific job charts for headmasters and teachers of primary and upper primary schools to assess their effective involvement in the performance of the tasks related to the programme of universalisation.

6.6.2 The job-chart of headmaster of a primary and upper primary school may be as follows :

(i) to collect census of children in the age-group 6-13 of the village regularly well in advance of the commencement of the academic year and to update the existing census and educational survey registers;

(ii) to achieve maximum enrolment of children in schools on the basis of the census collected in cooperation with the teachers, inspecting officers, community leaders and other functionaries working for the development of the village;

(iii) to form and convene the school improvement committee periodically as per the procedure laid down to involve the local community in the developmental programmes of the school;

(iv) to ensure regular attendance of children in schools by seeking the active cooperation of the community and its leaders;

(v) to ensure regular attendance of teachers and effective organisation of curricular co-curricular and extra-curricular activities in the school;

(vi) to supervise the instructional programme and provide proper academic guidance to teachers;

(vii) to prepare institutional plans for qualitative improvement and quantitative expansion of the school;

(viii) to ensure fair distribution of incentives provided to the deserving and needy children;

(ix) to take necessary follow-up action on the suggestions or remarks made by the inspecting officers during inspection or visits to the school;

(x) to maintain all the school records regularly;

(xi) to ensure proper maintenance of school building and hygienic conditions in the school;

(xii) to mobilise community support for the provision of proper building to the school and other physical facilities; and

(xiii) any other item of work which contributes to the regular and effective functioning of the school.

6.6.3 The job chart of teachers working in primary and upper primary schools may include the following:

(i) regular class room instruction

(ii) individual attention to the pupils

(iii) special coaching for academically backward children, and

(iv) assisting the headmasters of the school in discharging his functions as listed out in the job chart.

6.7.1 Village education committee should be constituted through a statutory provision consisting of wide representation to all sections of the community for its effective involvement. This committee may consist of eight to ten members including the school headmaster, sarpanch, village development officer, village health worker and parents interested in the cause of education. The functions of this committee should be:

(i) to involve and persuade the local community to enrol maximum number of children in the age-group 6-13 of the village in the school and enforce the Andhra Pradesh Compulsory Primary Education Act, 1961;

(ii) to ensure regular attendance of children through periodical contact with the parents;

(iii) to make efforts for reclaiming the drop-outs and regular attendance of non-attending children;

(iv) to orient the local community on the importance of education in day to day life through mass media programmes and make them realise the need for universalisation of the elementary education through formal and non-formal streams of education;

(v) to provide proper building for the school and other required physical facilities with the co-operation of the community;

(vi) to provide residential accommodation to teachers with the assistance of the government, panchayat samithi and contributions from the community and

(vii) to supervise the distribution of various incentives given to children.

6.7.2 The functioning of this committee should be made accountable to the Block Development Officer of the concerned block.

6.8 The government/panchayat samithis should provide funds for school buildings where mobilisation of 100% resources is not feasible from local community due to poverty.

6.9.1 The State Government should earmark atleast 5 to 10% of the budget on elementary education for the construction of school buildings. Similarly, the panchayat samithis should earmark atleast 5% of their general funds for the construction of buildings for schools managed by them. Unless these provisions are made, it would not be possible to provide buildings to all the primary and upper primary schools in the blocks in a phased manner.

6.9.2 In addition to the above, at least 25% of the funds and food grains being utilised on 'Food for work programme' in each block should be earmarked for the provision of school buildings in cooperation with the community. This provision may be made as long as the programme is continued in view of its utility in the construction of school buildings in some of the villages during the last two years.

6.10.1 The existing procedure for the supply of furniture, equipment and teaching aids may be streamlined on the basis of assessing the extent of utilisation, storage facilities and the exact requirements of the schools. It should also be seen that the needs of school are not neglected in assessing their requirements.

6.10.2 The village education committees should receive contributions from the public, voluntary organisations, charitable trusts etc., for the development of education. These committees should maintain accounts and distribute the amounts for the provision of furniture, equipment and teaching aids to all the primary and upper primary schools in the state.

6.11 The teachers working in single-teacher schools should be sufficiently trained in the techniques of multiple class teaching.

6.12 The working hours of primary schools in rural areas may be staggered to suit the vocational and occupational patterns of the local community.

This would reduce the incidence of drop-outs and non-attendance of children.

6.13 The curriculum in classes I and II should contain more playway activities which are similar to the home environment of children so that instructional programme for these classes are more interesting and thereby reduce large scale drop-outs in the initial stages of learning.

6.14. The incentive being given to girls, children of scheduled castes and backward classes at the fag end of the academic year should be provided in the beginning of the academic year only. This would motivate more children belonging to these sections to enroll and attend the schools regularly. The impact of these incentives on the enrolment and attendance of these beneficiaries needs to be studied. If it is proved to be encouraging, these incentives should be provided to all the needy, deserving and economically backward children to continue their schooling.

6.15 Before extending the coverage of midday meal programme to various schools, an in-depth study may have to be undertaken on the proper utilisation of food commodities supplied to the feeding centres, the need to supply midday meal in any alternative form and the impact on the attendance of the children for whom this programme is intended.

6.16 The in-service education of teachers should be made a continuous process and the initiative should be taken by the Teachers' Associations to organise such courses during vacations to improve the professional competency of teachers. The government should provide more extension service facilities in elementary education to disseminate information through brochures in regional languages for teacher education in particular and qualitative improvement of elementary education in general.

6.17 The headmasters of schools and the proposed village education committee may be made accountable to ensure effective follow-up action on the suggestions and remarks made by the inspecting officers during inspection or visit to the schools.

6.18 The cooperation of all the functionaries of other developmental departments in the village

like Village Development Officer, health worker, etc. should be taken by the headmaster of the school. He should make efforts to involve the development departments and the local community in the school improvement programmes.

6.19 Evening schools may be organised either in formal or non-formal ways for these children who are not able to attend the day schools because of assisting their parents either at home or in farms. Such schools should be organised preferably for the children in the age-group 9-13 who would be able to withstand the strain and in places where there is larger concentration of economically backward population like scheduled castes, scheduled tribes, backward classes, etc.

b. Strengthening of the Existing Set-up

6.20.1 The existing position of furniture, equipment and teaching-aids in most of the schools need to be strengthened. Some schools lack even the minimum requirements of these items. As such, it is necessary to provide an amount of Rs. 250/- for each single-teacher primary school, Rs. 500/- for each multi-teacher primary school and Rs. 750/- for each upper primary school for equipping themselves with the required furniture, equipment and teaching aids. These amounts may be provided once for all and not every year. However, the position of furniture, equipment and teaching aids in the schools may be reviewed at least once in three or four years to equip the schools with necessary furniture and equipment.

6.20.2 In the case of the sample schools, seven schools are single-teacher primary schools and five schools are multi-teacher primary schools. The financial commitment for the provision of these amounts to the twelve sample schools would be Rs. 4,250/-.

6.20.2 The total financial commitment towards this for all the primary and upper primary schools in the states would be Rs. 1.78 crores. (Annexure V).

6.20.3 In the case of a single-teacher primary school, whenever the effective pupil strength increases beyond 30, one additional teacher should be provided for the school. On the basis of the above criteria, six out of the seven single-teacher primary schools in the sample should be provided with an additional teacher. The additional financial

commitment toward this would be Rs. 36,000/- per annum @ Rs. 500/- p.m. per teacher. The total additional financial commitment for the provision of one additional teacher to all the 21,544 single-teacher primary schools in the state in a phased manner would be Rs. 12.9 crores per annum.

6.20.4 The present contribution of Rs. 3/- per beneficiary per annum towards the incidental charges in the implementation of midday meal programme may be increased to atleast Rs. 6/- by doubling the contribution rates of government, panchayat samithi and public in view of the increased cost of fuel condiments, transportation charges, etc. This involves an 'additional financial commitment of Rs. 4.67 lakhs per annum towards the share of government to serve the 4.57 lakhs beneficiaries in the state.

6.20.5 The rates of contingent grants being sanctioned to schools need our upward revision due to increase in the prices of chalk sticks, stationery, postage etc. The present rates of contingent grants are Rs. 1.50 per month for a single teacher primary school, Rs. 5/- per month for a multi-teacher primary school and Rs. 15/- per month for an upper primary school. These rates may be revised as Rs. 5/- per month for a single-teacher primary school, Rs. 10/- per month for a multi-teacher primary school and Rs. 25/- per month for an upper primary school.

6.20.6 The additional expenditure involved towards this revision would be Rs. 594/- per annum in respect of twelve sample schools of the study. The total additional expenditure towards this for the entire State would be Rs. 25.20 lakhs per annum (Annexure VI).

II/BLOCK LEVEL

a. Streamlining of the Procedures and Practices

6.21.1 A block education committee should be constituted in each block as a complementary one to the Standing Committee on Education of the Panchayat Samithi. The committee should consist of the President, Panchayat Samithi, Block Development Officer, Deputy Inspectors of Schools, Extension Officers of all the developmental departments and some Sarpanchs of the panchayats. The functions of this committee should be :

(i) to supervise and guide the educational officers of the block in implementing the programmes of universalisation;

(ii) to monitor and supervise enrolment drives throughout the year and ensure maximum enrolment of children in the age-group 6-13 in the block on the basis of the census collected;

(iii) to mobilise community support for the construction of school buildings and to provide the essential furniture and equipment to the schools;

(iv) to provide residential accommodation to teachers in the villages where they are posted with the cooperation of the local community;

(v) to ensure proper distribution of the incentives being provided to the needy and deserving children;

(vi) to ensure effective follow-up action by the block authorities on the remarks or suggestions made by the inspecting officers during inspection or visits to schools; and

(vii) to ensure that the instructions issued by the District Educational Officer from time to time are complied with by the panchayat samithi to further the quantitative expansion and qualitative improvement of elementary education.

6.21.2 The functioning of this committee should be made accountable to the Chief Executive Officer, Zilla Parishad and the District Educational Officer.

6.22 On the basis of the census collected and the enrolment registered, the Block Educational Officers should identify villages where non-enrolled children are in large numbers. After such identification, these officers should concentrate their efforts in these villages by contacting the parents of non-enrolled children to educate and enlighten them on the importance of education and make them to enrol their children in schools. In this regard, they may also take the cooperation of other Extension Officers of the block, community leaders and other functionaries at the village level.

6.23 The enrolment drives at present being organised by the block authorities from July-September every year should be made a continuous process throughout the year. The inspecting officers should monitor and supervise the enrolment drives

in order to be effective not only in achieving the targets in respect of each school in general but also in the enrolment of girls and children belonging to backward classes, scheduled castes and scheduled tribes in particular.

6.24 During their visits to the villages for inspection, the inspecting officers should contact parents of the non-attending children on the basis of their absence registered in the schools and persuade them to send their children regularly to schools. The officers should review the improvement in the attendance of such children during their next visits to the school. They should check by surprise visits the fake attendance of children and the reliability of the reported figures of enrolment.

6.25 The block authorities should take up with the higher authorities, the need for changing the working hours of the schools to suit the local needs in order to reduce large scale drop-outs in classes I-V. If necessary, the working hours can vary, even among villages.

6.26 The block authorities may take up with the zilla parishad the delay in the allotment of candidates for appointment as teachers. They should persuade the zilla parishad authorities to take advance action for the selection of candidates by the district selection committee so that the samithis can appoint teachers immediately after the posts are allotted by the District Educational Officer. This will ensure smooth and uninterrupted instructional programme in schools.

6.27 The panchayat samithis should earmark at least 5% of its general funds for the construction of school buildings, in addition to taking proper initiative in mobilising the community support for this purpose.

6.28 The samithis also should take up construction of school buildings as crash programme by allotting atleast 25% of the funds sanctioned for 'Food for work programme' in the block.

6.29 The requirements of furniture, equipment and teaching aids of schools in the block should be regularly assessed by the inspecting officers to see that the amounts sanctioned by government towards this are distributed in a planned and systematic manner to all the needy schools. The samithis should also put forth more efforts in enlisting the

support of the local community for the provision of these items to the schools.

6.30 The block authorities should eliminate the delays in releasing the contingent grants to the schools and ensure their proper utilisation.

6.31 The inspecting officers should make surprise visits to the feeding centres (i.e. schools) and check the stock position of food commodities, regular implementation of the midday meal programme by the schools and the extent of utilisation of the materials to the intended beneficiaries. During regular inspection and visits to the schools, the inspecting officers should assess the impact of this programme on the attendance and retention of the beneficiaries in the schools and record in the reports.

6.31.2 The block authorities should also see that the headmasters of the schools lift the midday meal material regularly to the feeding centres to ensure uninterrupted serving of the midday meal to the beneficiaries.

6.32 The samithi authorities in cooperation with village education committees take interest in helping teachers to find residential accommodation in the villages in which they are posted. The authorities should also maintain the record of teachers who are not staying in the villages in which they are posted and the reasons for their non-stay. However, the block administration should see that the teachers reside in the villages in which they are posted, if proper residential facilities are available. This will ensure regular functioning of schools in these villages.

6.33.1 All the incentives being provided to the children of backward classes, scheduled castes and scheduled tribes in the form of attendance scholarships, book grants, free supply of text books, slates, pencils, uniforms and also cash incentives by different departments should be channeled only through the block authorities to ensure proper and wider distribution of these incentives to the children belonging to the economically backward classes.

6.33.2 These incentives should be provided in the beginning of the academic year only to attract more of these children to schools.

6.34 The inspecting officers should be regularly oriented on the new trends and techniques of

inspection to enable them to provide proper academic leadership to the teachers of primary and upper primary schools. The inspecting officers, in turn, should provide in-service training or academic orientation to the teachers not only during inspection and Teachers' Association centre meetings but also at places convenient to the teachers working within a radius of 3 or 4 Kms. Such programmes should be planned sufficiently well in advance and organised regularly during vacations. This will not involve any financial commitment and help to improve the professional competency of teachers.

6.35.1 The Deputy Inspector of Schools and the Junior Deputy Inspector of Schools who are appointed mainly for the academic inspection of schools in the block should not be frequently assigned with administrative duties like making enquiries, assisting the District Educational Officer in the collection of data for various schemes, conducting of public examinations etc. As far as possible, drafting their services for non-academic functions should be minimised.

6.35.2 The block authorities should see that no non-academic work like collection of loans, distribution of house sites etc. is entrusted to Extension Officer (Education) to enable him to pay undivided attention to the planting, development and qualitative improvement of elementary education.

6.36 The existing proforma for the Annual Inspection Report of primary and upper primary schools should be suitably revised to include the information on aspects like drop-outs, efforts made by teachers to reclaim drop-outs, impact of the incentives on enrolment, attendance and retention of children, involvement of local community for increasing the enrolment of children and school improvement programme which are also important in relation to the programme of universalisation.

6.31 The samithi authorities should take necessary follow-up action on the remarks made by the inspecting officers during inspection and visits to schools. As managers of education, they should take sufficient interest not only in matters of appointment and transfer of teachers but also in the proper discharge of duties by teachers.

6.38 The panchayat samithis should earmark at least 10% of their general funds for the development of elementary education and supplement the

efforts of government in the construction of school buildings, supply of furniture, equipment and teaching aids to the schools.

6.39 In the implementation of the programmes of universalisation of elementary education, it is essential to have coordination with the Extension Officers of other developmental departments at the block level. Whenever they go to villages in connection with their official duties, these officers should be empowered to visit the primary or upper primary school in villages and check the enrolment and attendance of children, attendance of teachers and general functioning of the school. This will tone up the functioning of schools in rural areas. However, the academic aspect should be entrusted only to the education officers. The coordinated efforts of all the extension officers in block will boost the mobilisation of community resources for the development of elementary education and also the enrolment of children.

b. Strengthening of the Existing Set-up for Administration of Elementary Education

6.40.1 Each inspecting officer should be entrusted with the academic inspection of not more than 35 to 40 primary and upper primary schools. This will ensure quality in inspection and supervision. For this, the inspectorate of the block level needs to be strengthened by the appointment of an additional inspecting officer in the cadre of Deputy Inspector of Schools to cover all schools in the block for academic inspection in a year.

6.40.2 In addition to the above, there is every need to appoint one Mass Education Officer in each block in the cadre of Deputy Inspector of Schools to propagate various concepts of education among masses through suitable mass media programmes, ensure coordination with the functionaries of other developmental departments of the block in the implementation of the programmes of universalisation of elementary education and provide necessary assistance to the District Educational Officer in the discharge of several administrative functions.

6.40.3 One lower division clerk and attender should be attached with each of these inspecting officers. The additional financial commitment for the appointment of these officers in each of the four sample blocks will be Rs. 1.08 lakhs per annum. The total additional financial commitment for the appointment of these officers in each of the 324

blocks in the State will be about Rs. 1.21 crores per annum (Annexure VII).

VI. DISTRICT LEVEL

a. Streamlining of the Procedures and Practices

6.41 (1) The District Educational Officers should see that the required information is obtained from the institutions sufficiently well in advance to avoid delay in the allotment of posts to various managements. The responsibility should be fixed on the managements for any lapses in this regard.

6.42 The District Educational Officers should not only take adequate advance action but should see that the other managements also take such action for the appointment of teachers, to avoid undue delay as soon as the posts are sanctioned and allotted. He should persuade the zilla parishad particularly, to take advance necessary action like sponsoring the candidates from the employment exchange, convening the District Selection Committee and preparation of panel even before the posts are sanctioned and allotted.

6.43 The District Educational Officer should be delegated with the powers of sanction and renewal of grants and recognition of schools (in respect of English medium schools also) to ensure quick and speedy disposal of issues pertaining to the opening of schools by various managements in the field of elementary education.

6.44 The District Educational Officers should ensure proper utilisation of the amounts sanctioned under various incentive schemes to the managements and also assess periodically the impact of these incentives on the beneficiaries with regard to their enrolment, attendance and retention in schools and take up with the higher authorities the need for continuation or extension of these incentive schemes.

6.45 The District Educational Officers and the Deputy Educational Officers should frequently visit the block headquarters and ensure proper implementation of the instructions being issued from time to time to the panchayat samithis related to the development of elementary education.

6.46 The District Educational Officers should persuade the panchayat samithis to provide necessary funds from the general funds and mobilise community support for the provision of furniture,

equipment and teaching aids to the primary and upper primary schools under their control.

6.47 The set up for educational planning and collection of statistics at the district level needs to be strengthened. The proposals already submitted by the directorate for strengthening the planning and statistical units at the district level should be agreed upon by the government. One post of Statistical Assistant and the required office staff in each District Educational Officers office should be sanctioned for proper formulation of district plans, collection and compilation of data.

6.48 The Deputy Educational Officers who are at present entrusted with the academic inspection of 5% of upper primary schools within their jurisdiction and review of the inspection reports of the primary and upper primary schools should be involved more in the development of elementary education. They should be vested with powers like supervising the work of inspecting officers at the block level, organising enrolment drives, ensuring achievement of targets of enrolment and persuading the managements, particularly panchayat samithis, to carry out the instructions of the District Educational Officer effectively.

6.49 A district level education committee may be constituted consisting of the District Collector, elected representatives, District Educational Officer and District Officers of the other development departments to supervise and guide the implementation of the programmes of universalisation of elementary education in the district. This committee should ensure the coordination of all the district officers in the aspects related to organisation of enrolment drives, supervision of the implementation of incentive schemes, etc.

6.50 The District Educational Officer should coordinate the distribution of various incentives being provided to the children of backward classes, scheduled castes and scheduled tribes in the district by the departments of education, social welfare and tribal welfare.

6.51 The inspecting officers at the block level and the Deputy Educational Officers should not be frequently assigned with administrative duties to enable them to complete academic inspection and supervision of all the schools assigned to them. The District Educational Officers should see that there

was no backlog of inspection in respect of primary and upper primary schools in the district.

6.52 The District Educational Officer should provide necessary academic orientation to the inspecting officers in the periodical conferences and assume the academic leadership for the qualitative improvement of elementary education.

6.53 The District Educational Officer should revive the scheme of school complexes. Its functioning could be made effective by infusing the necessary spirit among inspecting officers and teachers working in elementary education. This should help in promoting better understanding and cooperation between the schools and sharing of the responsibilities.

b. Strengthening the Set-up for Administration of Elementary Education

6.54.1 As the District Educational Officer with his innumerable duties at the district level is not able to devote sufficient time for the development of elementary education, an Additional District Educational Officer may be appointed in each district exclusively for elementary education. His main functions should be organising enrolment drives, ensuring achievement of targets of enrolment, reviewing inspection reports of the inspecting officers of the blocks, persuading the managements to take up the follow-up action on the remarks of the inspecting officers, providing academic guidance to the inspecting officers, supervising the distribution of incentive schemes, etc. He should assist the District Educational Officer in all matters of educational administration. Such an exclusive appointment of an Additional District Educational Officer is absolutely necessary in view of the fact that he has to coordinate the functioning of various managements in the districts. He should also be provided with the necessary supporting staff of two upper division clerks, two lower division clerks, one typist and two attenders separately.

6.54.2 In the case of the two sample districts, the additional financial commitment for the appointment of these officers will be Rs. 1.28 lakhs per annum.

6.54.3 The total additional financial commitment for the appointment of these officers in the 23 districts of the State will be Rs. 14.63 lakhs per annum Annexure VIII.

IV DIRECTORATE LEVEL

a. Streamlining of the Procedures and Practices

6.55.1 The procedure for educational planning at this level needs to be reorganised. At present, the Planning Wing of the Directorate prepares the annual plans on the basis of the district plans and proposes amounts for various plan schemes on the budget allotted for elementary education by the government. With the frequent alterations in the budget allotments for elementary education by the government, the entire planning is becoming expenditure oriented than objective oriented. Even after pruning the budgetary allocations the government causes undue delay in according administrative sanction for the plan schemes.

6.55.2 To avoid these delays it is necessary to constitute a committee consisting of the Finance Secretary, Planning; Secretary, Education (dealing with elementary education), and the Director, School Education to examine all the proposals submitted by the directorate related to the programme of universalisation and allot amounts in respect of each scheme keeping in view their importance and need. These allotments should be final and the Director of School Education be vested with powers to accord administrative sanction for these plan schemes for immediate implementation at the field level. This step will ensure quicker and speedy implementation of the programmes of universalisation.

6.56 The Statistics Wing of the directorate should also collect information pertaining to the census of children in the age group 6-13, number of drop-outs, number of beneficiaries of various incentive schemes, physical facilities in schools, number of schools receiving academic inspection in a year, etc. This would help in the formulation of plans for universalisation of elementary education.

6.57 The SCERT should provide more extension service facilities in the field of primary education to improve the professional competency of teachers and bring qualitative improvement. They may be provided to class room teachers in the form of in-service training; supply of pamphlets, brochures and news-letters.

6.58 The directorate should delegate adequate administrative and financial powers to the District Educational Officers in matters related to recogni-

tion of schools (including English medium), renewal of grants, transfers of budget allotment from one item to another. This delegation of powers would enable them to take quicker decisions for the development of elementary education.

6.59 The directorate should work in coordination with the directorates of Social Welfare and Tribal Welfare in deciding the number of beneficiaries of various incentive schemes, channelising the incentives through a single agency and ensuring their proper distribution.

b. Strengthening the Existing Set-up for Administration of Elementary Education

6.60.1 The set up at the directorate for the administration of elementary education may be strengthened by the appointment of a Joint Director and Deputy Director exclusively for elementary education. These officers should be made responsible for monitoring and supervising the implementation of the programmes related to universalisation in the field. These two officers should visit each district, observe the functioning of schools, make on-the-spot-study and evaluate the implementation of plan schemes. They can assist the Director and the Additional Director (who is exclusively incharge of elementary education) in having proper planning, programming, supervision and direction in the development of elementary education. The planning, programming and monitoring of the plan schemes will be much more difficult in the coming years in view of large expansion envisaged and also 25 lakhs of additional children proposed to be enrolled during the next four years.

6.60.2 With more supervisory officers, it is absolutely essential to have necessary supporting staff and hence two additional sections consisting of one Superintendent, two upper division clerks, two lower division clerks, one typist and one attender in each section may be sanctioned to meet the pressure of work. The annual expenditure for the above officers and staff would be Rs. 1.67 lakhs (Annexure IX).

V. SECRETARIAT LEVEL

a. Streamlining of the Procedures and Practices

6.61 Adequate budget allotments should be made for elementary education to provide proper buildings, adequate furniture, equipment and teach-

ing aids to the primary and upper primary schools in the state in a phased manner.

6.62 It is necessary to have an independent organisation like School Buildings and Equipment Corporation to provide proper buildings and equipment to the schools in a planned manner. The corporation should receive funds from the government, local bodies, public and charitable trusts, etc, and ensure that efforts of various agencies are coordinated and funds are properly, channelised.

6.63 The Education Department at this level should take up with the Panchayat Raj department the problems involved in ensuring the effective implementation of schemes by the panchayat samithis related to qualitative improvement and quantitative expansion of elementary education.

6.64 The efforts of the various directorates and voluntary agencies working in the direction of universalisation of elementary education should be properly planned and coordinated at this level to achieve the objectives.

b. Strengthening the Existing Set-up for Administration of Elementary Education

6.65 At present, there is no separate machinery for the speedy sanction of schemes related to the programme of universalisation at this level. As such, it may be necessary to have a separate Cell for elementary education in view of high importance being attached by government for this programme. An officer drawn from the executive wing of the State Education Department preferably in the cadre of Joint Director and who possesses adequate field experience pertaining to the problems of elementary education should be appointed as in-charge of this cell. One planning officer may have to be appointed to assist him. The officer-in-charge of this cell will be able to examine the schemes proposed and recommended by the directorate in their proper spirit and importance like continuance of posts, plan schemes, etc. and get the schemes approved by the government without any undue delay. The additional financial commitment for the appointment of these officers will be Rs. 0.51 lakhs per annum (Annexure X).

Table 1.1

Enrolment position and expected targets in primary and upper primary classes in 1977-78 and 1982-83 respectively

<i>Year</i>	<i>Estimated population in lakhs</i>			<i>Estimated enrolment in lakhs</i>			<i>Percentage of enrolment</i>		
	<i>6-11</i>	<i>11-13</i>	<i>6-13</i>	<i>6-11</i>	<i>11-13</i>	<i>6-13</i>	<i>6-11</i>	<i>11-13</i>	<i>6-13</i>
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1977-78									
Boys	32.93	12.72	45.65	27.74	5.02	32.76	84.24	39.48	71.30
Girls	31.51	12.40	43.91	19.01	2.45	21.46	60.34	19.77	48.80
Total	64.44	25.12	89.56	46.75	7.47	54.22	72.55	29.75	60.50
1982-83									
Boys	32.09	13.18	45.27	30.01	6.46	36.47	93.50	49.00	80.50
Girls	30.18	12.47	42.65	21.45	3.73	25.18	71.00	29.00	59.00
Total	62.27	25.65	87.92	51.45	10.19	61.65	82.60	39.70	70.10

Enrolment of children in the age-group 6-11 in the beginning of the academic year 1978-79 and the drop-outs by September 30, 1978

Name of the School		No. of children enrolled in the age-group 6-11			No. of children left the school by 30.9.1978			Percentage of dropouts		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1		2	3	4	5	6	7	8	9	10
1. P.S. Muddireddypalli (Hindupur)	All	340	210	550	0	0	0	0.0	0.0	0.0
	SC	12	2	15	0	0	0	0	0.0	0.0
	ST	—	—	—	—	—	—	—	—	—
2. P.S. Chandravandla-palli (Hidupur)	All	22	12	34	4	2	6	18.1	16.7	17.6
	SC	3	1	4	2	1	3	66.7	100.0	75.0
	ST	2	1	3	1	1	2	50.0	100.0	66.7
3. P.S. Buchepalli (Hindupur)	All	26	7	33	9	6	15	34.6	85.7	45.4
	SC	2	2	4	2	2	4	100.0	100.0	100.0
	ST	—	—	—	—	—	—	—	—	—
4. P.S. Hirehal (Rayadurg)	All	263	146	409	30	20	50	11.4	13.7	12.2
	SC	20	3	23	0	0	0	0.0	0.0	0.0
	ST	—	—	—	—	—	—	—	—	—
5. P.S. Gramadatal (Rayadurg)	All	27	12	39	0	0	0	0.0	0.0	0.0
	SC	6	2	8	0	0	0	0.0	0.0	0.0
	ST	—	—	—	0	0	0	0.0	0.0	0.0
6. P.S. Srirangpuram (Rayadurg)	All	26	19	45	4	3	7	15.3	15.7	15.5
	SC	4	2	6	1	0	1	25.0	0.0	16.7
7. P.S. Komatichenu (Luxettipet)	All	38	15	53	3	0	3	7.9	0.0	6.6
	SC	38	15	53	3	0	3	7.9	0.0	6.6
	ST	—	—	—	—	—	—	—	—	—
8. P.S. Medaripet (Luxettipet)	All	91	54	145	1	0	1	1.0	0.0	0.7
	SC	24	13	37	1	0	1	4.1	0.0	2.7
	ST	9	8	17	0	0	0	0.0	0.0	0.0
9. P.S. Tallapally (Luxettipet)	All	24	11	35	0	0	0	0.0	0.0	0.0
	SC	3	1	4	0	0	0	0.0	0.0	0.0
	ST	—	—	—	—	—	—	—	—	—
10. P.S. Khamana (Wankdi)	All	74	27	101	0	0	0	0.0	0.0	0.0
	SC	25	7	32	0	0	0	0.0	0.0	0.0
	ST	5	5	10	0	0	0	0.0	0.0	0.0

(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
11. P.S. Indhani (Wankdi)	All	50	36	86	11	0	11	22.0	0.0	12.7
	SC	13	5	18	6	1	7	46.1	20.0	38.8
	ST	4	3	7	1	1	2	25.0	33.3	28.5
12. P.S. Sundapur (Wankdi)	All	7	0	7	0	0	0	0.0	0.0	0.0
	SC	—	—	—	—	—	—	—	—	—
	ST	3	0	3	0	0	0	0.0	0.0	0.0

SC: Scheduled Caste, ST: Scheduled Tribe, P.S.: Primary School

Gross enrolment ratios in the rural areas as on September 30, 1979

<i>S. No.</i>	<i>District</i>		<i>Popun. of Children in the age group 6—11</i>	<i>Enrol. in classes I—V</i>	<i>% age of Enrol.</i>	<i>Popun. of children in the age group 11—13</i>	<i>Enrol. in Class V—VII</i>	<i>% age of enrol</i>
	(1)		(2)	(3)	(4)	(5)	(6)	(7)
1.	Adilabad	Boys	81403	38972	47.9	46686	8968	19.2
		Girls	82833	13722	16.6	44358	2349	5.3
		Total	164236	52694	32.1	91044	11317	12.4
2.	Anantapur	Boys	114429	83242	72.7	60707	24278	40.0
		Girls	96442	40392	41.9	54933	6730	12.3
		Total	210871	123634	58.4	115640	31008	26.8
3.	Chittoor	Boys	145617	108143	74.3	85571	29193	34.1
		Girls	139516	67624	48.4	80477	11382	14.1
		Total	288133	175767	61.6	166048	40575	24.4
4.	Cuddapah	Boys	96906	82805	91.1	55737	20757	37.2
		Girls	90387	48461	53.6	53385	7015	13.1
		Total	187293	131266	72.3	109122	27772	25.1
5.	East-Godavari	Boys	180518	118167	65.5	101746	32375	31.8
		Girls	175506	108192	61.6	99707	22325	22.5
		Total	356024	226359	63.6	201453	54700	27.2
6.	Guntur	Boys	159271	134110	84.2	93997	32086	34.1
		Girls	155363	98659	63.5	88700	16111	18.2
		Total	314634	232769	74.0	182697	48197	26.4
7.	Hyderabad	Boys	70306	42620	60.6	41792	11524	27.7
		Girls	67119	20585	30.7	40061	3874	9.7
		Total	137425	63205	46.0	87653	15398	18.9
8.	Karimnagar	Boys	136546	72587	53.2	78798	21196	26.8
		Girls	13485	29731	22.1	78042	5286	6.8
		Total	271031	102312	37.7	156840	26482	16.9

Popun : Population ; Enrol : Enrolment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
9. Khammam	Boys	85391	52397	61.4	49179	14412	29.3
	Girls	80485	33012	41.0	46515	6074	13.1
	Total	165876	85409	51.5	95694	20486	21.4
10. Krishna	Boys	134057	104314	77.8	76576	26676	34.8
	Girls	128544	87998	68.5	73783	17440	23.6
	Total	262601	192312	74.2	150359	44116	29.3
11. Kurnool	Boys	117123	110449	94.3	67394	17056	25.3
	Girls	109315	59090	54.0	63545	4084	6.4
	Total	226438	16539	74.9	130939	21130	16.1
12. Mahaboob-nagar	Boys	144678	64557	44.6	81621	18739	22.2
	Girls	142190	28456	20.0	82657	5628	6.9
	Total	286868	93013	32.4	164278	23767	14.5
13. Medak	Boys	100120	59114	59.0	57771	14206	24.6
	Girls	97383	25606	26.3	56970	3496	6.1
	Total	197503	84720	42.3	11474	17702	15.4
14. Nalgonda	Boys	128702	71309	55.4	74194	23174	31.2
	Girls	121975	35553	29.1	71437	8139	11.4
	Total	250677	106862	42.0	145631	31313	21.5
15. Nellore	Boys	98496	86987	88.3	50897	18932	37.2
	Girls	88486	64433	72.8	47596	9319	19.6
	Total	186972	151420	81.0	98488	28351	28.3
16. Nizambad	Boys	87241	43579	53.6	47228	12655	26.8
	Girls	83660	152611	18.2	47373	3137	6.6
	Total	164901	58840	35.7	94001	15792	16.7
17. Prakasam	Boys	128951	106212	82.3	73664	33023	44.8
	Girls	123847	73803	59.6	72452	15638	21.8
	Total	252798	180015	71.2	146116	48661	33.3
18. Srikakulam	Boys	159673	123544	77.4	87994	31027	35.3
	Girls	155326	93192	60.0	87840	13237	15.1
	Total	314999	216736	68.8	175834	44264	25.2
19. Vizag	Boys	144914	103318	71.3	82310	24437	29.7
	Girls	136782	65916	47.5	79881	8909	11.2
	Total	280696	168334	59.8	162191	33346	20.6
20. Warangal	Boys	132950	76641	57.6	70337	21484	30.5
	Girls	120472	35704	29.6	68376	6444	3.4
	Total	253422	112345	44.3	138713	27828	20.1
21. West-Godavari	Boys	145151	107443	74.0	82768	27350	33.0
	Girls	141593	102620	72.5	81685	19848	24.3
	Total	286744	210063	73.3	164453	47198	28.7
TOTAL	Boys	2586443	1790494	69.2	1466762	462948	31.6
	Girls	2471709	1147117	46.5	1419773	196465	13.8
	Total	5058152	2937611	58.1	2886535	659413	22.8

Job chart of deputy inspector of schools and extension officers (education) in four sample blocks during 1977-78 and time devoted to each function

Function	Blocks			
	Hindupur	Rayadurg	Luxettipet	Wankdi
(1)	(2)	(3)	(4)	(5)
A. DEPUTY INSPECTOR OF SCHOOLS				
(a) <i>Administrative functions</i>	ANH	ANH	ANH	ANH
1. Planning programmes of annual inspection and obtaining approval of the District Educational Officer before the beginning of an academic year.	30	6	100	36
2. Issuing instructions and ensuring that all the institutions draw-up institutional plans before the commencement of the academic year.	60	20	10	80
3. Providing guidance in the effective functioning of parent teacher associations at the school and samithi levels for the promotion of school improvement programmes.	35	60	50	300
4. Visiting mid-day meal centres and pupils' hostels.	30	50	30	200
5. Assisting the District Educational Officer in the conduct of examinations, organising district science fairs, sports meets, scout rallies, educational week etc., proper distribution of nationalised textbooks.	168	300	320	180
6. Scrutinising applications for recognition and grant-in-aid in respect of non-government schools and requests for ad-hoc grants.	50	60	50	—
7. Collection and submission of educational statistics promptly.	50	120	100	120
8. Conducting enquiries.	10	40	20	—
9. Enlisting public co-operation in utilising community resources for improvement of schools.	30	100	50	60
10. Ensuring that the targets for enrolment are realised.	30	100	100	200
11. Starting of evening/night primary schools.	—	—	10	—
12. Timely implementation of incentive programmes for improving enrolment and attendance in primary schools.	—	50	—	—

* Average number of fours

(1)	(2)	(3)	(4)	(5)
13. Starting school in schools-less centres.	30	40	30	—
14. Reducing wastage in primary schools.	20	50	50	200
15. Improving the quality of primary education.	70	40	100	300
16. Submission of necessary statement for the release of teaching and other grants to primary schools.	—	—	—	—
Total	613	1036	1020	1676

(b) *Academic functions*

1. Conducting annual inspection of primary schools, upper primary schools and night/primary schools and prompt submission of inspection reports.	345	600	500	300
2. Making follow-up visits to the schools mentioned in Item No. 1.	30	150	100	300
3. Making two surprise visits (last year) to the schools listed as in 1.	60	150	200	300
4. Making visits to adult literacy centres, non-formal education centres, oriental primary schools, and school complex centres.	—	—	—	—
5. Assisting schools in organising school complex centres and helping effective utilisation of the facilities available.	—	—	40	—
6. Conducting teachers centre class meeting, and organising in-service education programmes for teachers in these meetings.	60	90	50	30
7. Giving demonstration lessons and organising demonstration lessons by competent teachers adopting modern techniques of teaching.	30	80	50	30
8. Organising conferences, seminars, workshops, etc., with a view to improving the professional competence of teachers.	30	60	300	—
9. Adoption of at least one school to develop it as a model school.	20	—	—	—
10. Trying out innovations in selected schools.	—	—	—	—
11. Scrutinising the evaluation tools and procedures adopted and assessing their quality.	20	50	100	—
12. Assessing schools on the basis of their performance in curricular, co-curricular and extra-curricular activities and bestowing more attention to those schools below the minimum level, as a priority.	10	50	100	100
13. Providing guidance in the preparation and implementation of institutional and instructional plans and programme of supervised study and remedial instruction.	50	50	10	—
14. Encouraging teachers to undertake action research programmes.	10	—	—	—
Total	665	1280	1540	1060

B. EXTENSION OFFICERS (EDUCATION)

a. Administrative functions

	(1)	(2)	(3)	(4)	(5)
1. Sponsoring proposals for opening of new primary schools in school-less centres and upgrading of primary schools into upper primary schools and for closures, wherever necessary.		32	35	20	20
2. Implementation of mid-day meals scheme.					
a. Deciding the number of feeding centres and allocation of beneficiaries.		24	14	20	15
b. Supply of CARE food material to all feeding centres without any interruption.		30	30	25	18
c. To keep proper stocks of the food material and render stock accounts.		10	28	28	20
d. Visits to mid-day meal centres and checking of relevant registers and accounts.		20	85	40	28
e. Submission of monthly return to the Zilla Parishad and CARE office promptly.		22	15	16	15
f. Ensuring that beneficiaries attend the school regularly.		20	50	20	20
3. Submitting monthly returns of visits to the District Educational Officer.		24	12	25	24
4. Submitting annual inspection reports of schools to the Deputy Educational Officer.		100	60	300	64
5. Submitting monthly tour diary to the Deputy Educational Officer and to the District Educational Officer extending a copy to the Block Development Officer.		24	24	30	24
6. Submitting annual tour programmes to the District Educational Officer for approval.		12	5	50	20
7. Maintaining inspection and visit charts.		40	5	20	15
8. Conducting enquires		40	—	25	60
9. Collection of educational statistics relating to elementary schools of the Samithi.		24	65	10	60
10. Reporting the vacancy position of teachers of all categories to Zilla Parishad.		24	18	10	24
11. Taking action regarding filling-up of all vacant posts of teachers as per rules.		24	25	10	30
12. Taking action regarding sanction of leave, increments, maintaining service registers of all categories of teachers in the Samithi and their personal files.		480	180	800	36

	(1)	(2)	(3)	(4)	(5)
13. (a) Passing pay bills of teachers in the Samithi and obtaining letter of authority from the Assistant Examiner of Local Fund Accounts by 20th of every month, preparing cheques by 25th: the Block Development Officer to sign the cheques and despatch them by 28th of every month so as to enable the teachers to draw their salaries on the last working day of every month without fail,		30	25	30	12
(b) Passing T.A. claims for encashment of cheques and including these amounts in the salary cheques of the succeeding month.		40	38	20	24
14. Checking the distribution of nationalised text-books, slates, clothes supplied by the Social Welfare Department and reporting.		24	32	20	24
15. Taking action regarding:					
(a) Prompt distribution of contingencies		30	25	30	12
(b) P.S. share local contribution and panchayat contribution to midday meals schemes.		30	25	20	24
(c) Utilisation of amounts released.		40	50	15	24
(d) Submission of utilisation certificates to the grant releasing authorities.		24	50	15	24
16. Preparing educational budget for Primary Samithis.		60	20	80	60
17. Clearing of audit objections relating to elementary education.		200	45	20	48
18. Verifying acquittances of different kinds of scholarships.		24	10	20	12
19. Submitting proposals for the transfer of provision of posts where the attendance does not justify.		24	25	10	24
20. Supervising all the registers relating to elementary education and grants in the P.S. Office.		24	180	25	24
21. Taking action to expedite proposals for release of family benefit to the families of deceased teachers.		24	40	20	12
22. Taking action to expedite pension proposals on behalf of retiring teachers at least 18 months in advance.		60	40	20	18
23. Celebrating national festivals and other important days viz. Teachers' Day, Educational Week, Children's Day, Independence Day, Republic Day, etc.		60	45	15	10
24. Assisting the District Educational Officer in the conduct of examinations.		70	120	5	12
25. Formation of Parents' Association at school and primary school levels.		60	68	30	10
26. Attending standing committee meetings and general body meetings of Panchayat Samithi.		24	42	20	12
27. Maintenance and up-keep of school buildings, equipment, etc.		12	35	10	12
28. To take all steps for the improvement and expansion of primary education in the primary schools.		12	120	40	24

(1)	(2)	(3)	(4)	(5)
29. To see and ensure that all elementary education grants are utilised for the purpose for which they are sanctioned.	60	80	10	24
30. To ensure timely refund of unspent elementary education grants.	24	40	10	12
Total	1906	2161	1982	933

(b) Academic functions

1. (a) Inspection and supervision of Samithi primary and upper primary schools, assigned by the District Educational Officers and prompt submission of Inspection reports.	185	470	250	300
(b) Inspection and visits to hostels.	30	—	20	24
2. Making visits to schools in panchayat samithi.	600	20	50	—
3. (a) Ensuring the improvement of enrolment and attendance of pupils of school going age.	40	220	50	60
(b) Taking follow up action on annual inspection reports and visit reports received for the inspecting officers.	40	125	10	60
(c) Assisting the District Educational Officer in the conduct of inservice training programmes and of school complex centres.	32	80	250	—
(d) Attending teachers' association meetings and providing guidance to teachers in academic matters.	40	170	30	20
(e) Making visits to Balwadies, Night Primary Schools and Adult Literacy Centres.	—	75	5	36
Total	967	1160	665	500

Additional staff requirements at the district level

Supervisory staff :

- | | |
|----------------|--|
| 1. Anantapur : | 3 posts of Dy. Educational Officers (one for each Zone in the district) |
| | 16 posts of Dy. Inspectors of Schools (one for each Block in the district) |
| 2. Adilabad | 2 posts of Dy. Educational Officers 6 posts of Dy. Inspectors of Schools. |

Supporting staff :

- | | |
|--------------|--|
| 1. Anantapur | In the office of the District Educational Officers, following posts are required : |
|--------------|--|

Superintendent	1
U.D. Clerks	2
L.D. Clerks	2
Typists	2
Attenders	2

In the office of the Deputy Educational Officer (i.e. zonal level) the following posts are required :

U.D. Clerk	1
L.D. clerk	1
Typist	1
Attender	1
Watchman	1

In the office of the Deputy Inspector of Schools at the block level the following posts are required :

L.D. Clerk	1
Attender	1

- | | |
|---------------|--|
| 2. Adilabad : | For the entire district the following posts are required : |
|---------------|--|

U.D. Clerks	5
L.D. Clerks	8
Typists	3
Record Assistants	6
Attenders	11

ANNEXURE V

Estimated expenditure for the provision of furniture equipment and teaching aids to the schools in the states

<i>Schools</i>	<i>No. of schools</i>	<i>Amount for each school Rs.</i>	<i>Total amount required (Rs. in lakhs)</i>
1	2	3	4
Single teacher primary school.	21,544	250.00	53.86
Multi-teacher primary school	18,152	500.00	90.76
Upper primary school.	4,382	750.00	32.86
			Total : <u>177.48</u>
			or Rs. 1.78 crores.

Estimated additional expenditure on account of proposed increase in the rates of contingent expenditure

<i>Schools</i>	<i>No. of schools</i>	<i>Increase per month per school Rs.</i>	<i>Additional expenditure for one year (Rs. in lakhs)</i>
1	2	3	4
Single teacher primary schools.	21,544	3.50	9.05
Multi-teacher primary schools	18,152	5.00	10.89
Upper primary schools	4,382	10.00	5.26
			Total : 25.20

ANNEXURE VII

Estimated expenditure for the appointment of additional inspecting officers
at the block level

A. For Sample Blocks

<i>Officer</i>	<i>Scale of Pay in Rs.</i>	<i>Salary per month in Rs.</i>	<i>No. of officers to be appointed</i>	<i>Additional expenditure per year (Rs. in lakhs)</i>
1	2	3	4	5
Deputy Inspector of schools.	320-580	700	4	0.336
Mass Educational Officer.	320-580	700	4	0.336
Lower Division Clerk	250-430	500	8	0.240
Attender	165-250	350	8	0.168
				Total : 1.080
B. For The Entire State				
Deputy Inspector of Schools.	320-580	700	324	27.22
Mass Educational Officer.	320-580	700	324	27.22
Lower Division Clerk	250-430	500	648	38.88
Attender	165-250	350	648	27.22
				120.54

Estimated expenditure for the appointment of additional district educational officer for elementary education and necessary supporting staff

A. For Sample District's			
In Respect of Sample Districts			
<i>Officer</i>	<i>Scale of pay Rs.</i>	<i>No. of posts</i>	<i>Expenditure involved towards salaries per annum (Rs. in lakhs)</i>
1	2	3	4
Additional District Educational Officer.	900-1450	2	0.360
Upper Division Clerk	310-560	4	0.336
Lower Division Clerk.	250-430	4	0.264
Typist	250-430	2	0.144
Attender	165-250	4	0.168
			Total : 1.272
			or Rs. 1.28 lakhs.
B. For The Entirestate			
Additional District Educational Officer.	900.1450	23	4.140
Upper Division Clerk	310-560	46	3.864
Lower Division Clerk	250-430	46	3.036
Typist	250-430	23	1.656
Attender	165-250	46	1.932
			Total : 14.628
			or Rs. 14.63 lakts

ANNEXURE IX

Estimated expenditure for strengthening the set-up for educational
administration at the directorate

<i>Officer</i>	<i>Scale of pay</i>	<i>No. of posts.</i>	<i>Annual expenditure towards salaries. (Rs. in lakhs)</i>
Joint Director	1400-1900	1	0.264
Deputy Director	900-1450	1	0.240
Superintendent	430-800	2	0.240
Upper Division Clerk	310-560	4	0.384
Lower Division Clerk	250-430	4	0.288
Typst	250-430	2	0.156
Attender	165-250	2	0.096
			Total : 1.668
			or Rs. 1.67 lakhs

Estimated expenditure for appointing officers at the secretariat level to head
the elementary education cell

<i>Officer</i>	<i>Scale of pay Rs.</i>	<i>No. of posts</i>	<i>Annual expenditure towards salaries (Rs. in lakhs)</i>
Officer-incharge of Elementary Education Cell.	1400-1900	1	0.264
Planning Officer	900-1450	1	0.240
			<hr/> Total : 0.504
			<hr/> or Rs. 0.51 lakhs

National Institute of Educational Planning and Administration

OBJECTIVES

to organise pre-service and in-service training, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;

to organise orientation and training programmes and refresher courses for teacher educators and for university and college administrators connected with educational planning and management;

to organise orientation programmes and discussion groups for top level personnel including legislators in the field of educational planning and administration at policy making level in Central and State Governments;

to undertake, aid, promote, and co-ordinate research in various aspects of education, in particular, in the spheres of planning and administration including comparative studies in planning techniques and administrative procedures in the different States in India and in other countries of the world;

to provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;

to offer, on request, consultancy service to State Governments and other educational institutions;

to act as clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;

to prepare, print and publish papers, periodicals and books in furtherance of the objectives; and especially to bring out a journal of educational planning and administration;

to collaborate with other agencies, institutions and organisations, including universities, institutes of management and administration and other allied institutions in India and abroad in such ways as may be considered necessary for promotion of these objectives;

to offer fellowships and scholarships in furtherance of the institute, and

to provide, on request, facilities for training in research on educational planning and administration to other countries especially of the Asian region, and collaborate with them in such programmes

Important Publications

✓ P. A. Bulletin (Quarterly)

Reports of the State Seminars on Educational Planning and Administration: Andhra-Pradesh, Bihar, Gujarat, Haryana, Jammu and Kashmir, Kerala, Karnataka, Nagaland, Orissa, Punjab, Rajasthan, Uttar Pradesh, Tamil Nadu, and West Bengal (1969-71).

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Educational Innovations in India—Some Experiments (1976).

Administration and Financing Education in India with Special Reference to the Fifth Five Year Plan (1974). (A Collection of Seminar Papers).

Review of the Training Programmes Organised by the Asian Institute (1962-1972) (1974).

Growing Multitudes and the Search for Educational Opportunity—Report of the National Meet of Experts on Population Dynamics and Education Organised by the NSC in Collaboration with UNESCO in October, 1974.

Extending Educational Opportunities in Sikkim—A Report by Veda Prakasha (August 1976).

Some Random Thoughts on UNESCO's Contribution—Dr. Malcolm S. Adiseshiah (March 1977).

Education for Rural Development—A Report of National Seminar and Conference, held in December, 1976 (July 1977).

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Management of Local Support to Education in India—A Case Study (1978-Mimeographed).

Education for International Understanding: The Indian Experience (1978-Mimeographed).

A Study of the Working of Unesco Clubs in India (1979-Mimeographed)

Some Basic Facts About Educational Administration in India (1979).

Survey Reports on Educational Administration in Andaman and Nicobar Islands, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Goa, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Lakshadweep, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Pondicherry, Punjab, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal and Government of India.