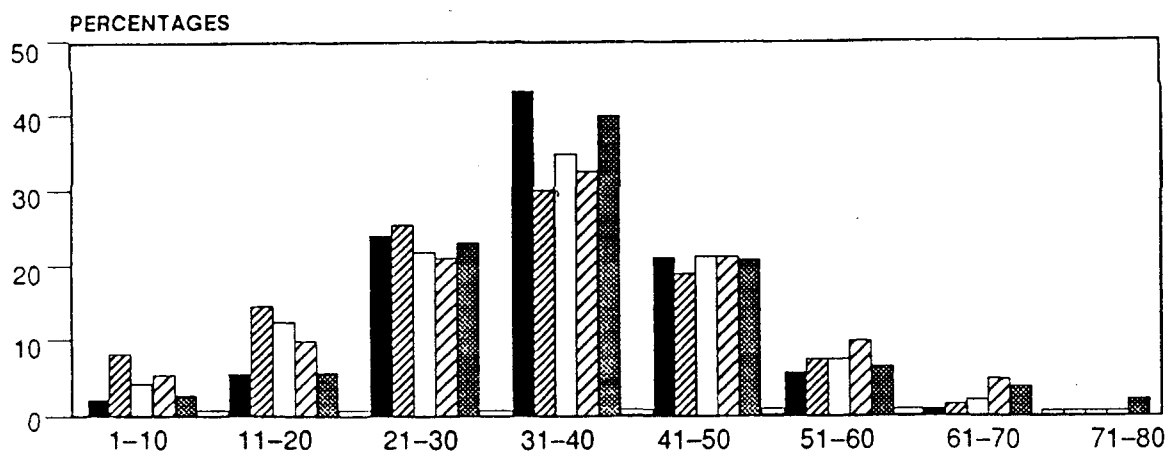# ASSESSMENT OF PRIMARY EDUCATION IN ANDHRA PRADESH

AREAS OF INTERVENTION

Prof. V. ESWARA REDDY
Prof. P. SANDEEP

DISTRIBUTION OF SCORES ACCORDING TO CLASS INTERVALS OF RANGE

DPEP - DISTRICT PRIMARY EDUCATION PROGRAMME IN ANDHRA PRADESH

ACKNOWLEDGEMENTS

Under many constraints Mr. Adhar Sinha IAS, as the Officer on Special Duty [DPEP] gave excellent support in the starting stages of the project. Later he was transferred. He was successful in motivating and mobilising the governmental machinery including the District Collectors, DEOs, and others. I wish to make a speicial mention of the support rendered by the Collectors of DPEP Districts. Mr.Ravi who for sometime acted as OSD (DPEP) has carried the spirit of Mr.Sinha and contributed for the smooth functioning of the project work. Mr.Krishnamacharyulu who was then the Director, SCERT was of great help in the spade work required in the beginning stages of the Project. The Secretaries of the Department of Education, Government of Andhra Pradesh have althrough gave positive support to the Project. Dr. R.Subrahmanyam, IAS, who recently joined as the OSD, DPEP is a source of great strength to the Project particularly at the critical juncture of the analysis of the data and writing the Report. We wish to acknowledge the support extended by the NCERT in providing the instruments and resource persons.

We will be failing in our duty if we do not express our gratitude to the Department of Education, Government of Andhra Pradesh, Department of Education, M H R D, Government of India, particularly Dr. Vaidynatha Ayyer for giving us this challenging task of conducting the baseline survey.

There are many others who contributed in conducting the Project successfully. Our thanks to all of them.

Prof. V. ESWARA REDDY
State Coordinator

Prof. P. SANDEEP
Additional Coordinator

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APPENDICES

CHAPTER I

INTRODUCTION

ANDHRA PRADESH WELCOMES DPEP

Contextualised, area specific, and decentralized planning and management to achieve universalization of quality education is the basic strategy of District Primary Education Programme [DPEP]. This strategy has evolved from out of our long experience of failure in fulfilling the constitutional promise of universalizing primary education. Macro planning and centralised administration could not be sensitive to the micro realities and hence could not evoke response from the people. To generate peoples response several things have to happen simultaneously. Systems have to change, processes have to change, and attitudes have to change at all levels. Then we would have created self sustaining, self-reliant and participatory system of primary education which fulfills our objectives of universal access, and universal quality.

For the state of Andhra Pradesh which is characterized by diverse regional, and local conditions and cultures and which is educationally backward DPEP brings new hope. For the benefit of those who are not familiar with DPEP it may be mentioned here that DPEP aims, as stated by MHRD/NCERT :

1. To reduce differences in enrollment, dropouts and learning achievement among gender and social groups to less than five percent in primary schools;

2. to reduce overall primary school dropout rates for all students to less than ten percent; to increase average learning achievement by 25% over measured baseline levels;

4. to provide access to all children to primary education through formal and non-formal systems;

5. to promote mastery learning through minimum levels of learning approach;

6. to undertake 'capacity building' wherein each district would draw-up a five year plan consolidated by the state plan.

The programme would be implemented in a mission mode through registered state level autonomous societies.

In Andhra Pradesh five district are identified to implement DPEP. They are :

1. Vizianagaram, 2. Nellore, 3. Kurnool, 4. Warangal and 5. Karimnagar.

To provide empirical and analytical basis for the interventions under DPEP baseline assessment studies in all the five districts are commissioned. Before presenting the details of the baseline assessment study on learning levels a brief over view of the state of Andhra Pradesh is presented to provide the background knowledge of the state in terms of its (a) Structural conduciveness and (b) Educational Status.

CHAPTER II

OVERVIEW OF THE STRUCTURAL CONDUCIVENESS OF THE STATE OF ANDHRA PRADESH

Structural conduciveness is one of the basic determining factors of educational development like in other sectors of development. That is why structural reforms in major domains like economy, social political and cultural, receive initial attention by the countries to create propensities for growth/development. The plans, strategies and programmes assume importance as means to determine the direction and pace of growth within the scope of relevant propensities, inherent and created. Based on this understanding an attempt is made to give a brief profile of the status of Andhra Pradesh on certain structural factors that are considered to be consequential to the development of basic/primary education. The description of the structural factors identified for the purpose is as follows :

1. Population Growth :

Higher growth rate of population is a sign of economic backwardness and traditional cultural beliefs and attitudes. This is not conducive for promoting educational opportunities.

2. Density and dispersal of population :

Low density of population dispersed into large number of human settlements is not conducive for the promotion of educational opportunities. Small and dispersed habitations will not produce viable schools in terms of numbers and attract poor provision of inputs like teachers, buildings etc. Widely dispersed low density is not conducive particularly for girls as in the agricultural economy, the parents have to go long distances for work and they can be released for work only if the elder girls look after infant children and other chores of the households and thereby missing schooling.,

3. Nature of workforce :

In terms of proportion of main workers to the total population, proportion of agricultural workers to total workers and female workers participation rate is another structural variable influencing access to education., High proportions indicate that the school age groups will be in the work force and not in the schools.

4. Proportion of net irrigated area to the net cropped area:

Also is an important structural viable influencing the educational access. High proportion of irrigated area with more than one crop a year is labour intensive particularly in the context of small fragments of land owned by large number of marginal and small farmers. This situation compels the large number of children and women to work in the fields and attend to the related activities like livestock care etc.

5. **Income and Poverty Levels** also influence access to educational opportunities. The status of the state in terms of per capita income and the proportion of population below poverty line are shown.

6. **Sex ratio and infant mortality rate** are the two standard indicators of the status of women and health which have a bearing on educational status of women.

7. **The proportion of the rural, S C and S T population** also influence the educational status of the population.

8. **The status of the state in terms of communication media** will also have an impact on the awareness levels of the people which is required for the educational development also. Daily news paper circulation per unit of population and proportion of population covered by T.V. are taken as indicators of media status.

The structural factors mentioned above broadly indicate the propensity of the state. If the factors are not favourable it requires greater effort and innovative strategies to neutralise them.

The over view profile of the state in terms of the structural factors mentioned above is presented in the following tables. In the presentation of the tables, the ..ata relating to the national position and position of the South Indian states is presented for the purpose of comparison. It may be mentioned here that And ra Pradesh is the only educationally backward state among the four South Indian States.

TABLE 1 : Population, Population growth rate and Literacy

	Population (1991)	% to the National Population	Decennial Growth Rate	% of Literacy
India	84,39,31,000	---	23.6	52
Andhra Pradesh	6,63,55,000	7.9	23.9	45
Karnataka	4,48,06,000	5.3	20.7	56
Kerala	2,90,33,000	3.4	14.1	91
Tamilnadu	5,56,38,000	6.5	14.9	64

It is evident from Table 1 that Andhra Pradesh is one of the major states in India in terms of population and is the biggest among the South Indian states. Its population growth rate is above the national average and when compared with the other South Indian states its rate is very much higher. It may also be noted that the educational performance of the four South Indian states is in accordance with the population growth rates -Lower is the growth rate higher is the performance.

POPULATION, POPULATION GROWTH RATE & LITERACY

Legend:
- —•— % NationalPopulation
- —+— DecennialGrowth Rate
- —*— % of Literacy

X-axis: India, Andhra Pradesh, Karnataka, Kerala, Tamilnad
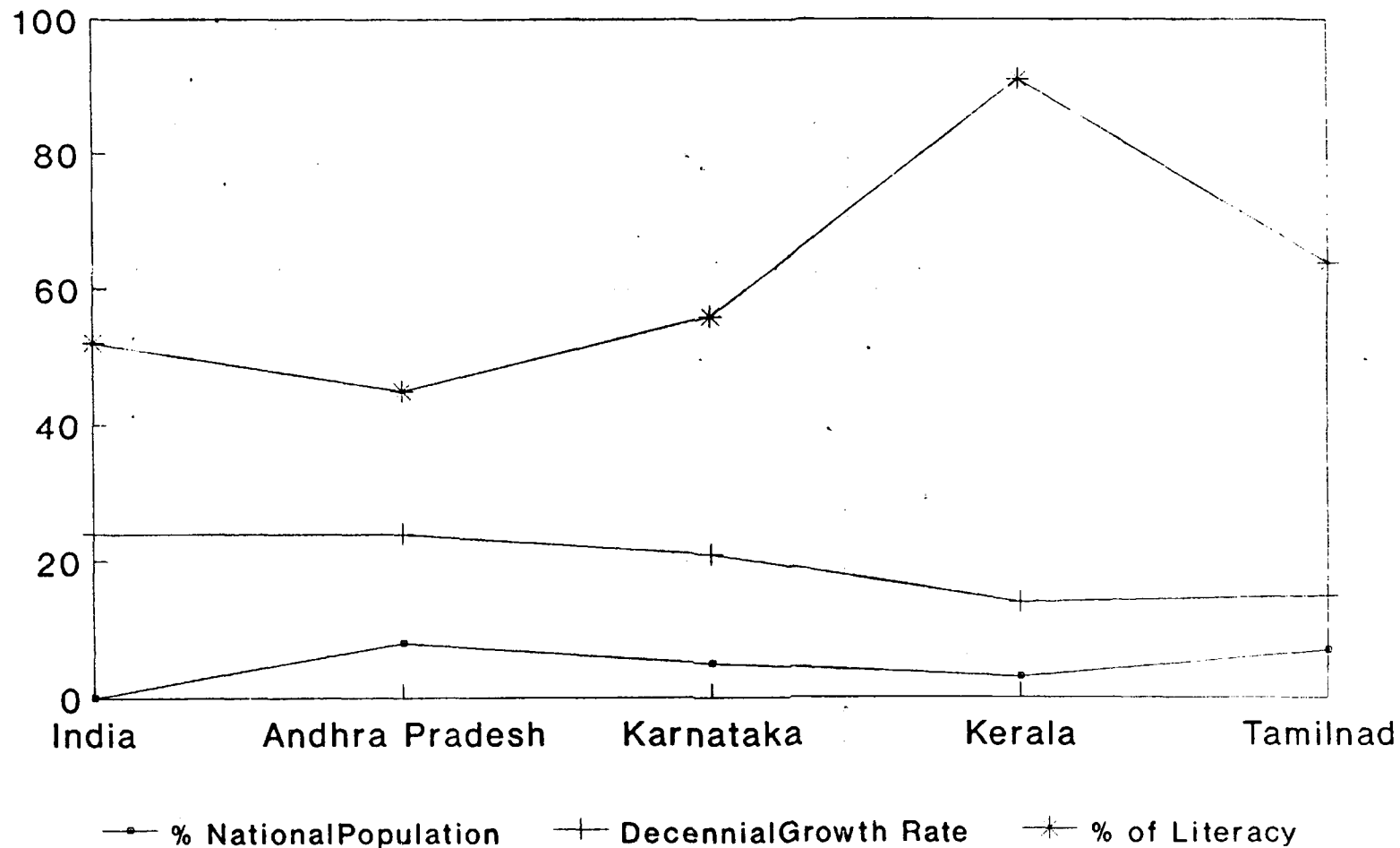
Ch.I Table 1

Table 2 : Area and Density of Population

	Area/sq km	% of area to the total area	Density per sq.km
India	3,28,7000	---	267
Andhra Pradesh	2,75,000	8.4	241
Karnataka	1,92,000	5.8	233
Kerala	39,000	1.1	744
Tamilnadu	1,30,000	3.9	427

The share of the area of the state of A.P. is more than the share of its population (7.9%). The density of population of Andhra Pradesh is less than the national average and when compared to Kerala and Tamilnadu it is very low. By and large the pattern is that higher the density higher is the educational performance.

Table 2 A : Number of Districts, Mandals & Villages in ANDHRA PRADESH

Number of Districts	23
umber of Mandals	1,110
Number of Habitated villages	26,613
Number of Towns	264

It is evident that the number of habitated villages is quite large in Andhra Pradesh and hence the problems of non-viable schools.

Table 3 : Proportion of main workers in the total population, Proportion of Agricultural workers to total workers and Female Workers Participation

	% of Main workers to total Population	% of Agricultural workers to the total workers	Women workers Participation Rate
India	34.0	64.9	22.7
Andhra Pradesh	42.8	68.5	34.8
Karnataka	38.5	63.0	29.3
Kerala	28.2	38.0	17.0
Tamilnadu	41.3	59.1	30.9

AREA

% Area to total area
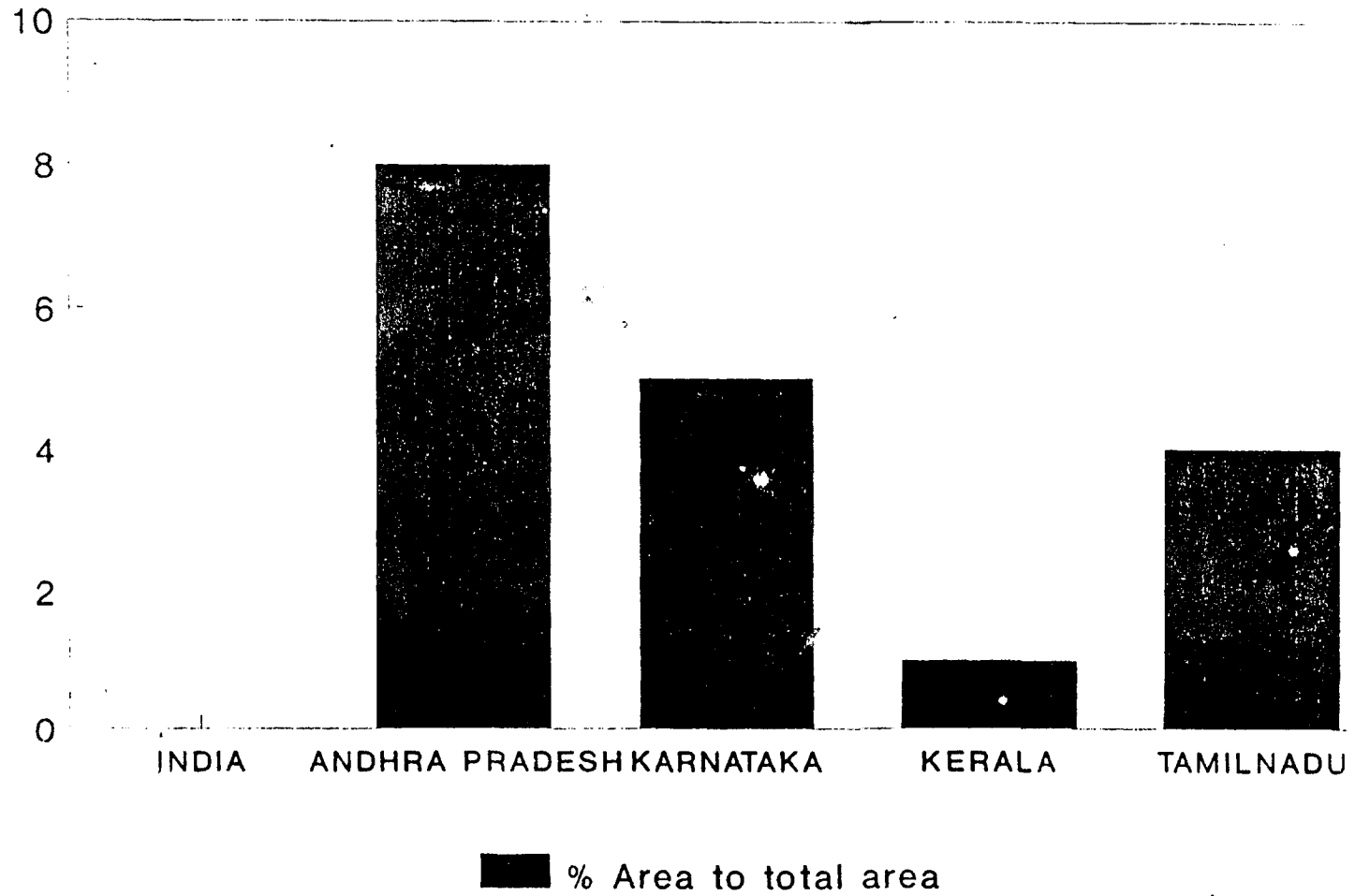
DENSITY OF POPULATION
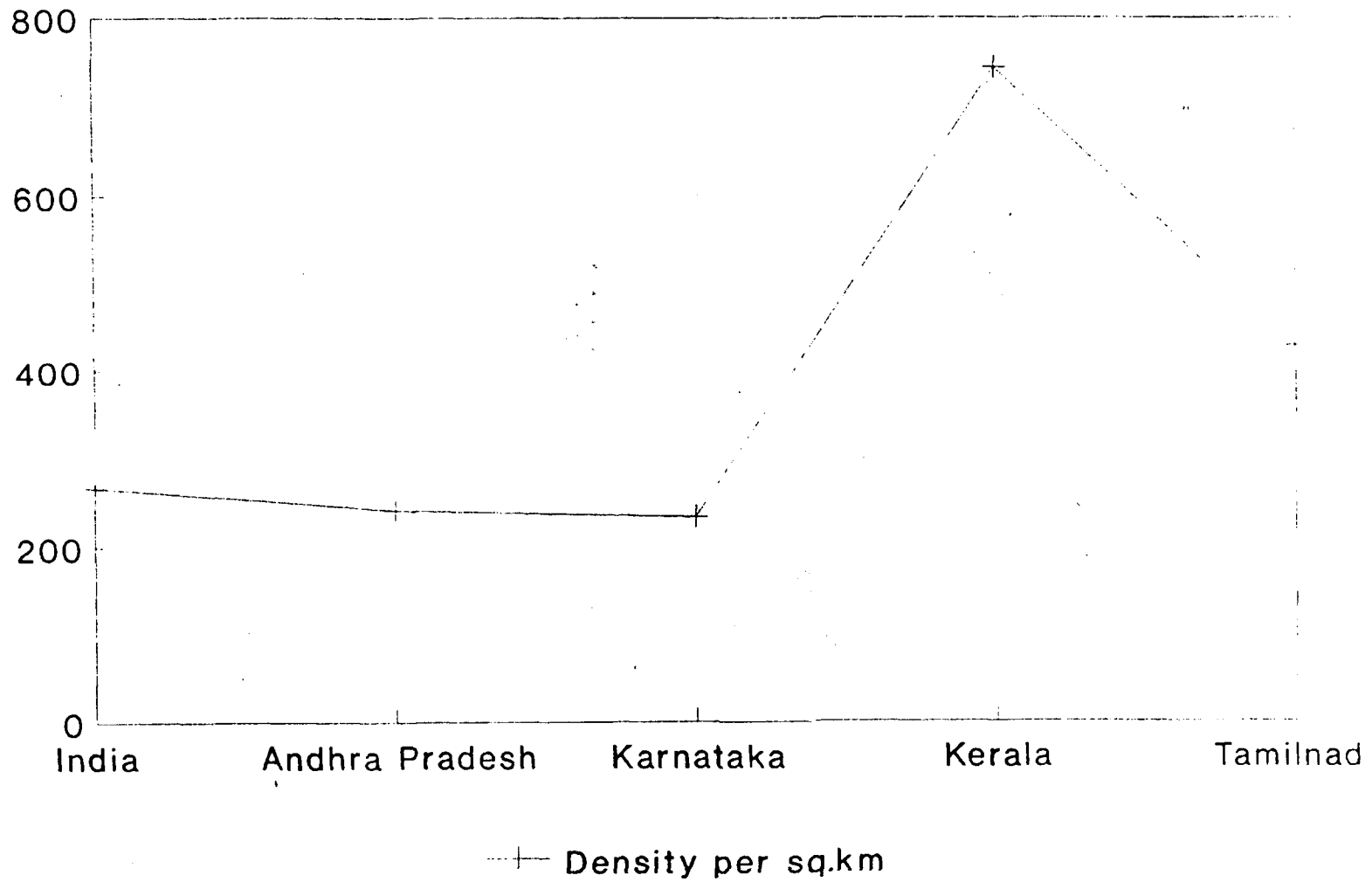
Ch.I Table 2

WORKERS IN TOTAL POPULATION

Legend:
- ■ % Main workers/Pop
- ▨ % Agri.workers/work
- ▢ Women work part.rate

Categories: INDIA, ANDHRA PRADESH, KARNATAKA, KERALA, TAMILNADU
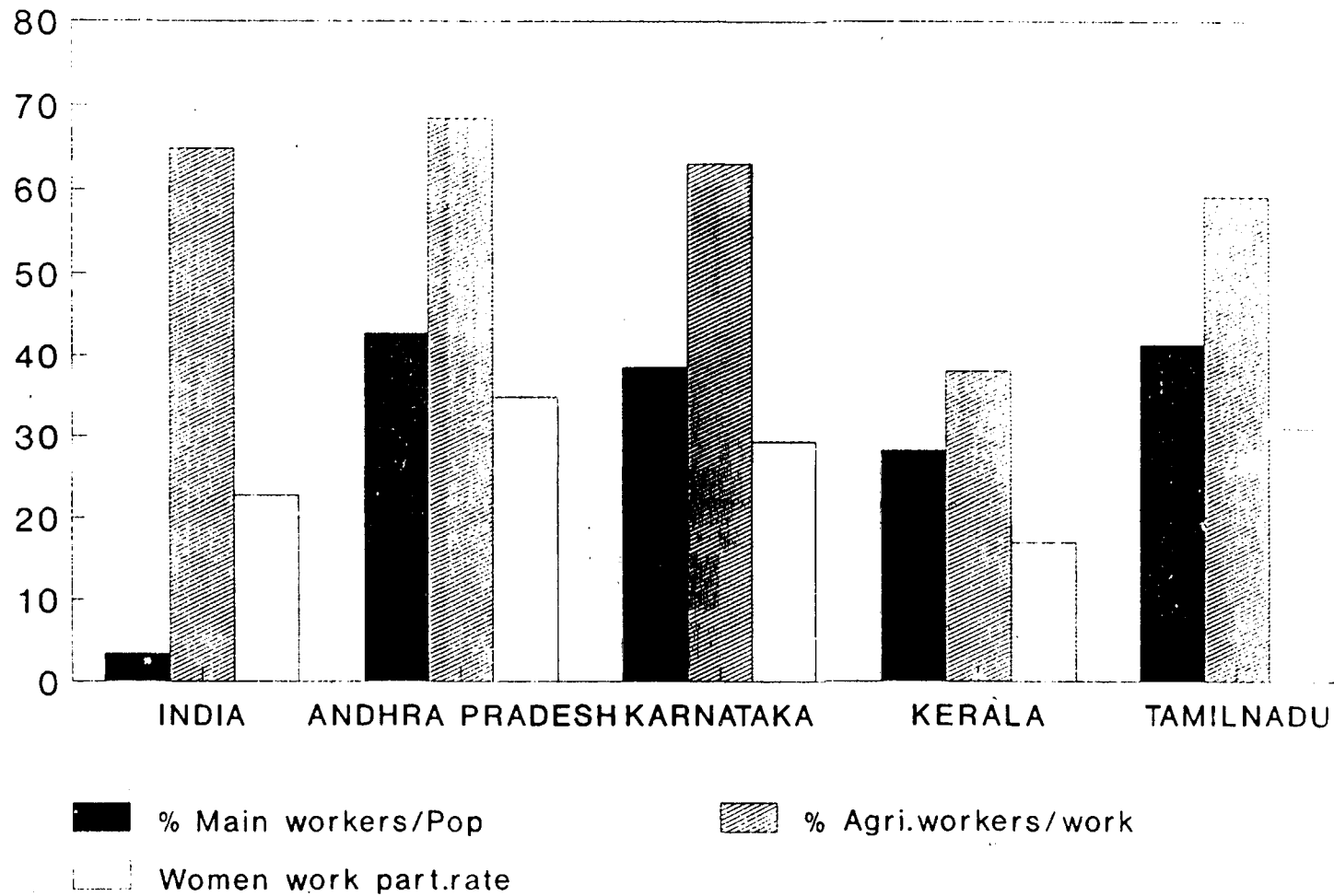
It can be seen from Table 3 that Andhra Pradesh is higher than the national average in the proportion of main workers, agricultural workers and also women worker participation rate. Further its proportion in all the three categories of workers is much higher than the other three Southern states. It can be inferred that a large number of women and children are absorbed as workers and thus affecting their access to educational institutions.

Table 4 :   % of irrigated area to the total net cropped area (1987 - 88)

India	32.5
Andhra Pradesh	35.4
Karnataka	18.8
Kerala	13.6
Tamilnadu	43.8

The proportion of et irrigated area to the total net cropped area in Andhra Pradesh is above the national average and when compared to Karnataka and Kerala it is much higher. Tamilnadu is showing higher proportion than Andhra Pradesh. By and large this also implies that the demand for female and child work force in agriculture will adversely affect the school retention rates.

Table 5: Per capita income and % of population below the poverty line

	Per capita income in Rs. (1989 - 90)	% of Population below the poverty line (1987-88)
India	----	29.9
Andhra Pradesh	4506	31.7
Karnataka	4075	32.1
Kerala	3389	17.0
Tamilnadu	3894	32.8

It is interesting to note that the per capita income of the state of Andhra Pradesh is higher than the other Sourthern states and the percentage proportion of population below the poverty line is about the same as Karnataka and Tamilnadu. Yet it is educationally backward compared to the other Southern states. It indicates that it is not just the poverty factor but other factors also influence the eudcational status.

IRRIGATED AREA TO TOTAL NET CROPPED AREA

Bar chart showing % Irri.area/net crop for INDIA, ANDHRA PRADESH, KARNATAKA, KERALA, and TAMILNADU. Y-axis ranges from 0 to 50.
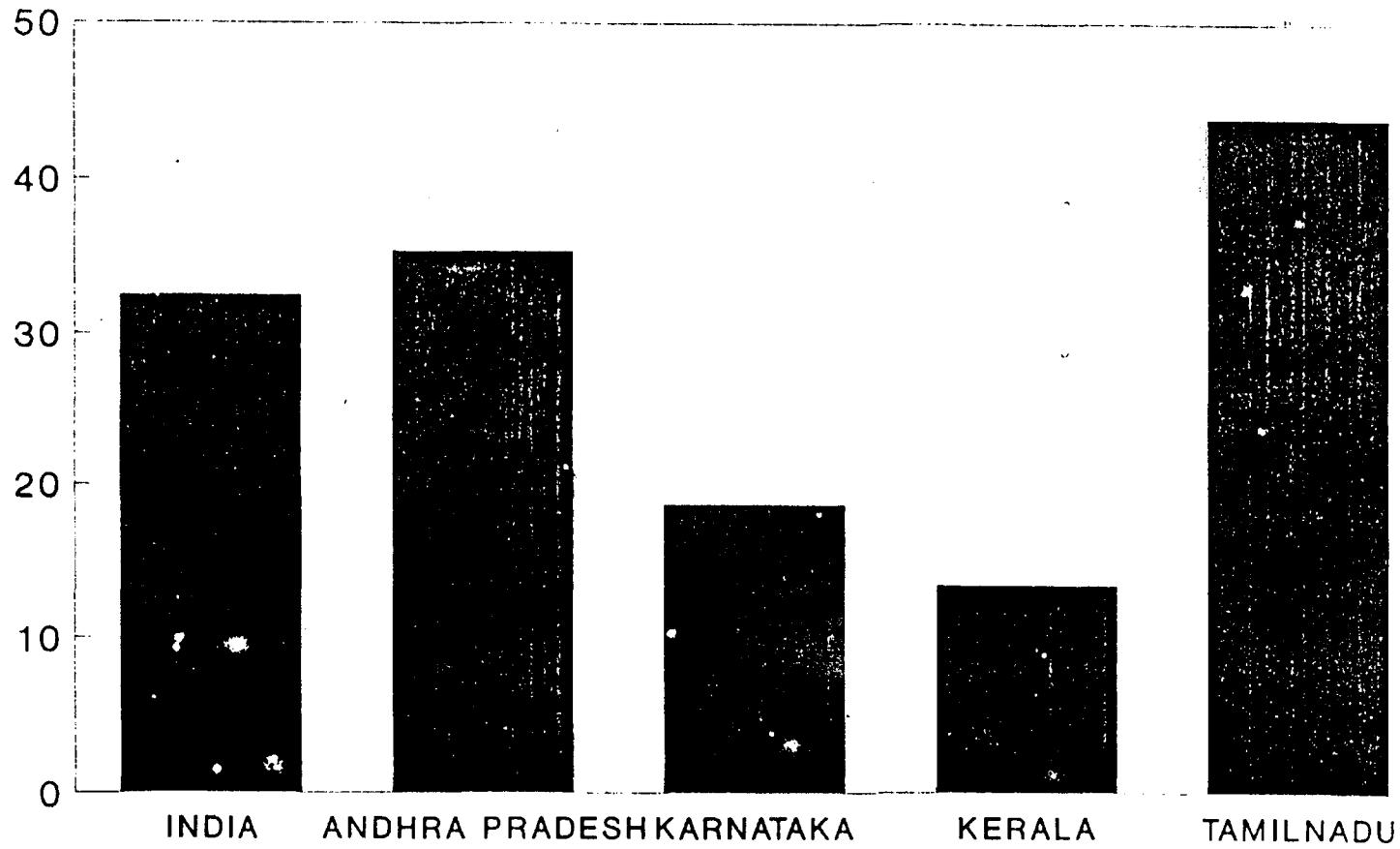
% Irri.area/net crop

PER CAPITA INCOME
(1989-90)

Thousands

INDIA	ANDHRA PRADESH	KARNATAKA	KERALA	TAMILNADU

■ Per Capita Income
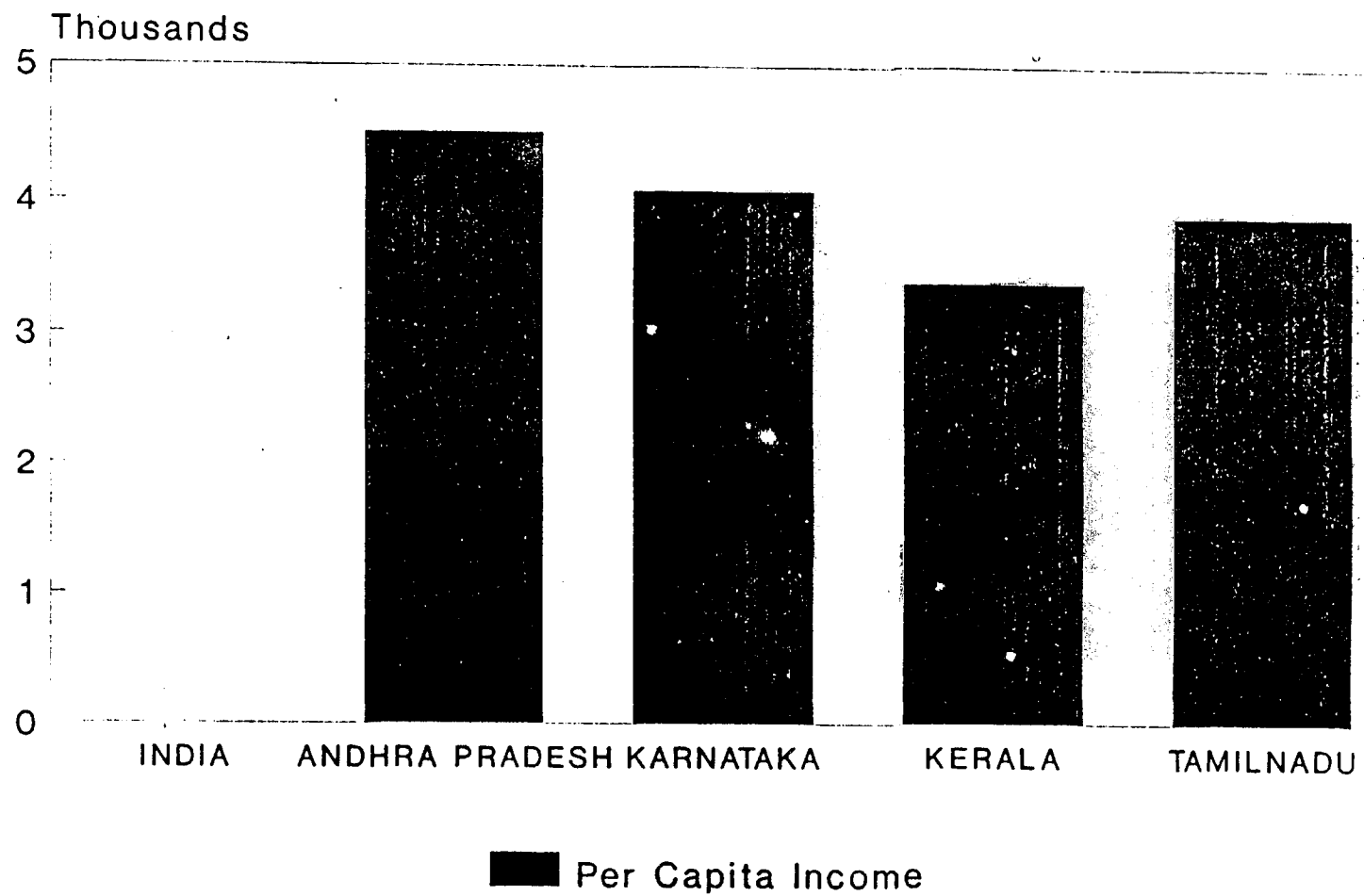
CH.1 TABLE 5

POPULATION BELOW POVERTY LINE
(1987-88)
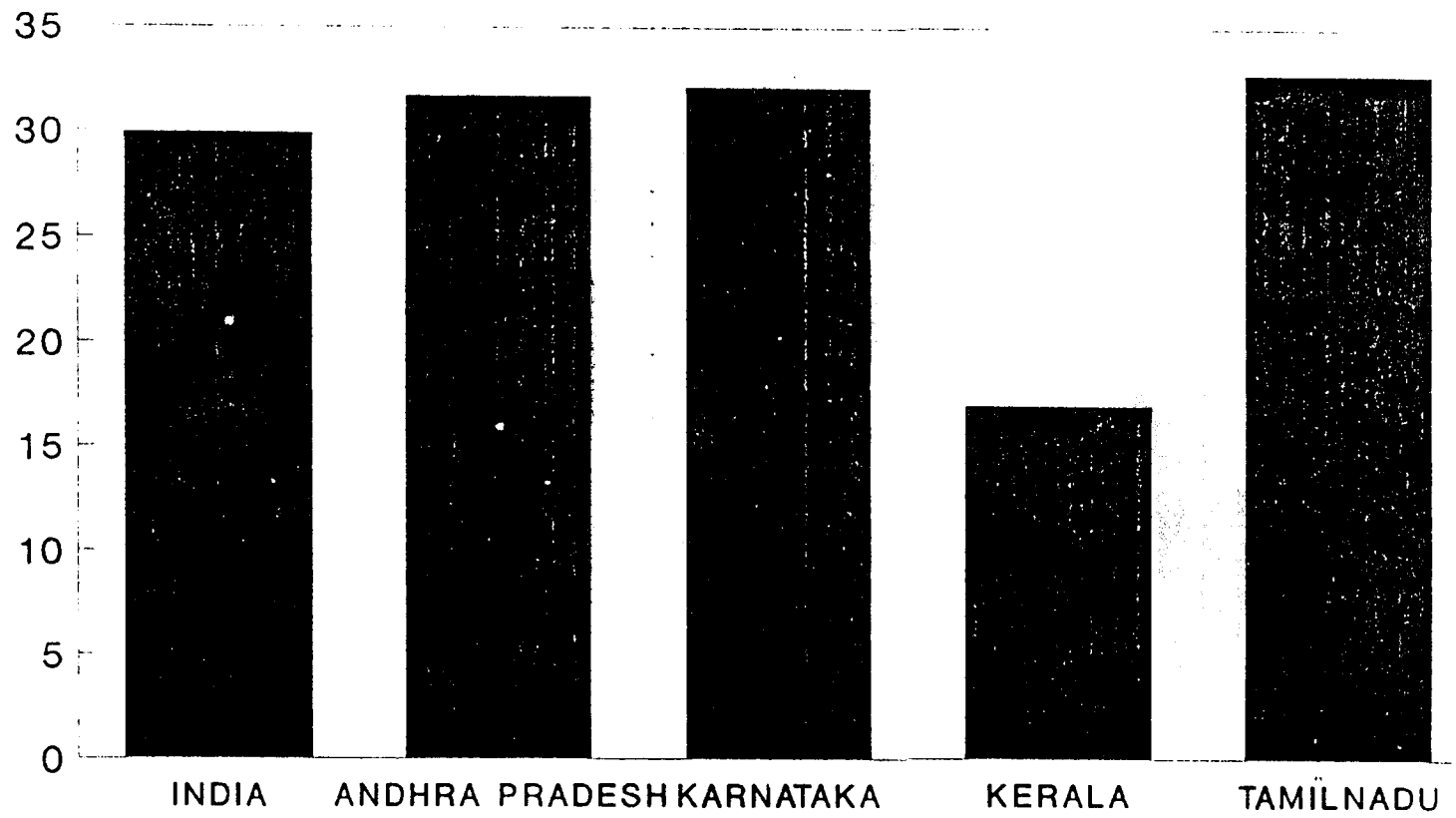
| | % Population |

Table 6 : Infant Mortality and Sex ratio

	Infant Mortality per 1000	Sex ratio (females per 1000 males)
India	80	929
Andhra Pradesh	70	973
Karnataka	70	961
Kerala	17	1040
Tamilnadu	59	972

On both the indicators the performance of the state of Andhra Ptradesh is better than the national average and compares well with the other Southern states. The performance of Kerala followed by Tamilnadu is better than Andhra Pradesh and Karnataka.

Table 7 : Proportion of Rural, S C and S T Population

	India	Andhra Pradesh
% of Rural Population	74.30	73.20
% of S C Population	16.40	15.93
% of S T Population	8.08	6.31

From the above table it is evident that Andhra Pradesh's share of disadvantaged population is less than the national average.

Table 8 : Daily Newspaper circulation & T V Coverage

	Daily Newspaper circulation per 1000 population (1989)	T V coverage % of population (1992)
India	28.5	78.7
Andhra Pradesh	19.4	75.7
Karnataka	25.0	60.5
Kerala	61.9	86.3
Tamilnadu	28.1	89.2

The status of Andhra Pradesh in terms of Media exposeure is less than the national average. In terms of newspaper circulation it is very much less than the other Southern states of India. In the case of T.V. coverage it is less than that of Kerala and Tamilnadu. This implies that the awareness levels are lower in Andhra Pradesh which is consequential for response to the educational programmes.

INFANT MORTALITY
(PER 1000)

Infant Mortality

SEX RATIO
(females per 1000 males)

CH.1 Table 6

RURAL SC & ST POPULATION

Legend: ■ % Of Rural Pop   ▨ % Of SC Pop   ▢ % Of ST POP

X-axis: INDIA, ANDHRA PRADESH

CH.1 TABLE 7

DAILY NEWSPAPER CIRCULATION &
T V COVERAGE

% POPULATION

■ Newspaper/1000   ☐ TV Coverage

CH.1 Table 8

CHAPTER III

OVERVIEW OF THE EDUCATIONAL STITUATION IN ANDHRA PRADESH

To undertake any programme of educational development it is necessary to have a clear understanding of its present status and past performance. Realising this an effort is made to present the overview of the educational situation of Andhra Pradesh. Based on the availability of data the educational status of the state is given on the following indicators:

1. Literacy rates

2. Number of schools - Primary, Upper Primary and High Schools

3. Number of Schools - Managment wise

4. Teachers - Primary, Upper Primary and High School

5. Teacher - Pupil Ratio

6. Enrollment of children in Primary, Upper Primary and High Schools

7. Class wise enrollment

8. Non-Formal Education Centres and Enrollments

9. Dropout rates

10. Expenditure on Education.

While presenting the tables along with the aggregated data of the state, the district-wise data is given for the 5 DPEP districts.

LITERACY SITUATION :

Literacy level is the summary indicator of the performance of the state in basic education (Primary Education).

Table 9 : Literacy Rates of Andhra Pradesh (1991)

Sl No.	Caste	Male	Female	Total	Gender Gap
1.	ALL	55.13	32.72	44.09	22.41
2.	S C	41.88	20.92	31.59	20.96
3.	S T	25.25	8.68	17.16	16.57

Further It should be noted that :

* The state of A.P. ranks 26th in the country out of 32 states and Union Territories.

* Occupies the lowest position among the South Indian States and the only state among the South Indian states considered as educationally backward.

* 20 out of 23 districts of the state are below the national average in literacy rate.

* There are still 100 mandals with less than 22% of literacy rate.

LITERACY RATES OF ANDHRA PRADESH (1991)

ALL   S C   S T

Male   Female   Persons
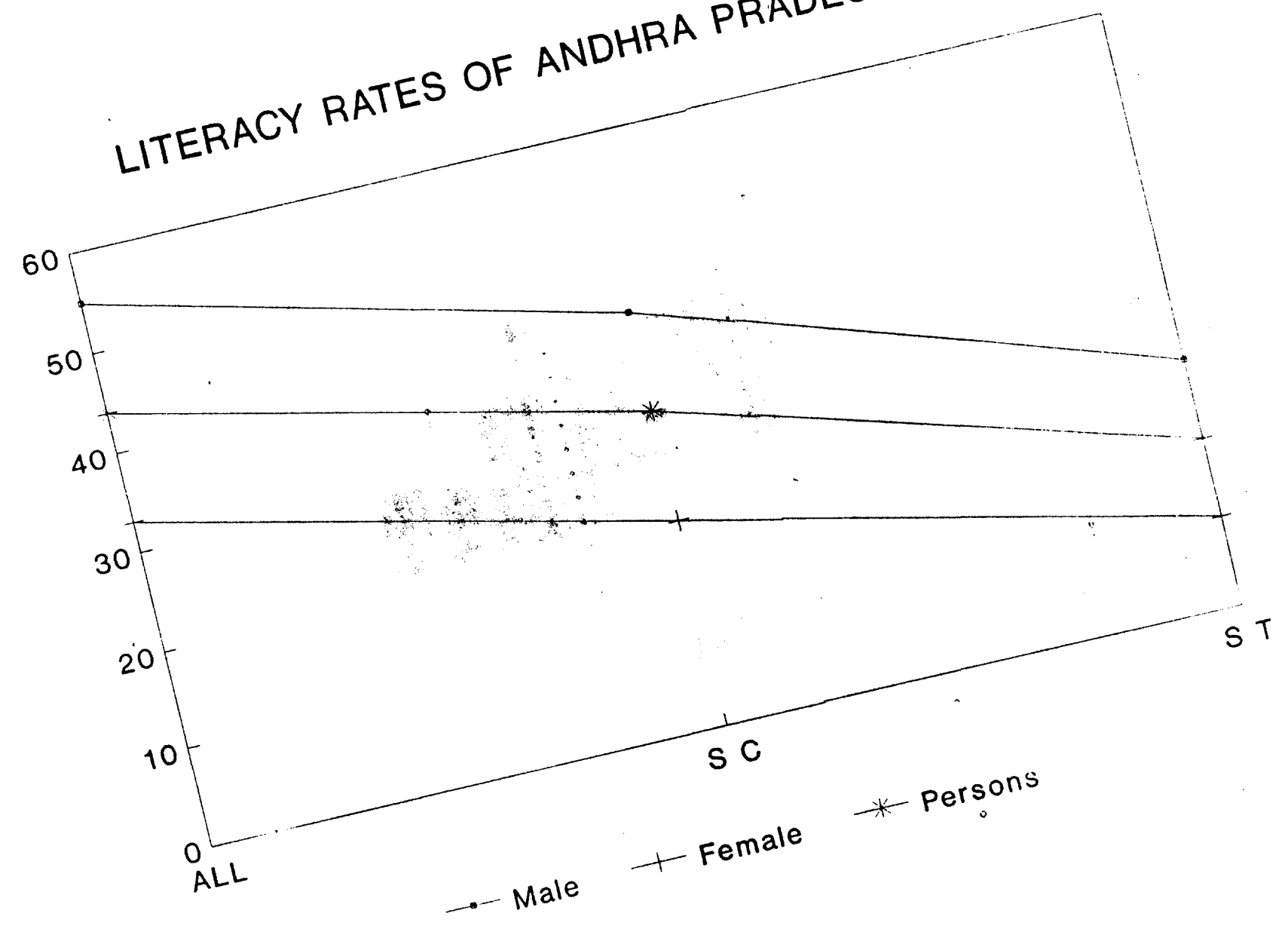
CH.3 TABLE 9

Table 9 A : Literary Rates of the five DPEP districts (1991)

SI No.	District	Male	Female	Total	Gender Gap
1.	Vizianagaram	45.93	22.47	34.19	23.46
2.	Nellore	58.40	36.99	47.76	21.41
3.	Kurnool	53.23	26.04	39.97	26.99
4.	Warangal	51.98	26.08	40.50	25.90
5.	Karimnagar	50.97	23.37	37.17	27.60

It can be observed that except Nellore all the other four districts have less than the state average rates of literacy. Even Nellore has less than the national average of literacy (52.2). Similarly the gap between male and female literacy is very much higher than the state average except in Nellore. In Nellore the gap is less than that of the state average. The gender gap in Vizianagarm and Nellore is lower than that of the national average (24.84) whereas the gender gap in the other three districts is higher than that of the national average.

TABLE 10 : SCHOOLS IN ANDHRA PRADESH

SI No.	YEAR	Primary	Upper Primary	High School
1.	1982 - 83	41,203	5,079	4,036
2.	1993 - 94	49,247	6,341	7,145
3.	Decennial Growth	8,044	1,262	3,109
4.	Annual Growth	804.4	126.2	310.9
5.	Percentage Increase	19.5	24.6	77.03

It could be observed that in the last decade there was significant growth in the number of schools. It is estimated that on an average there is one Primary School for every unit of 1300 population and for every unit of 182 school going age population there is one school. The average strength of a primary school is 108.

However, there is imbalance in the ratio of schools. Upper Primary schools are neglected and high schools received better attention. It could be seen that for every 7.8 primary schools there is only one upper primary school. For every 1 upper primary school there is 1.12 high schools.

LITERACY RATES - FIVE DPEP DISTRICTS

Legend: Male, Female, Persons
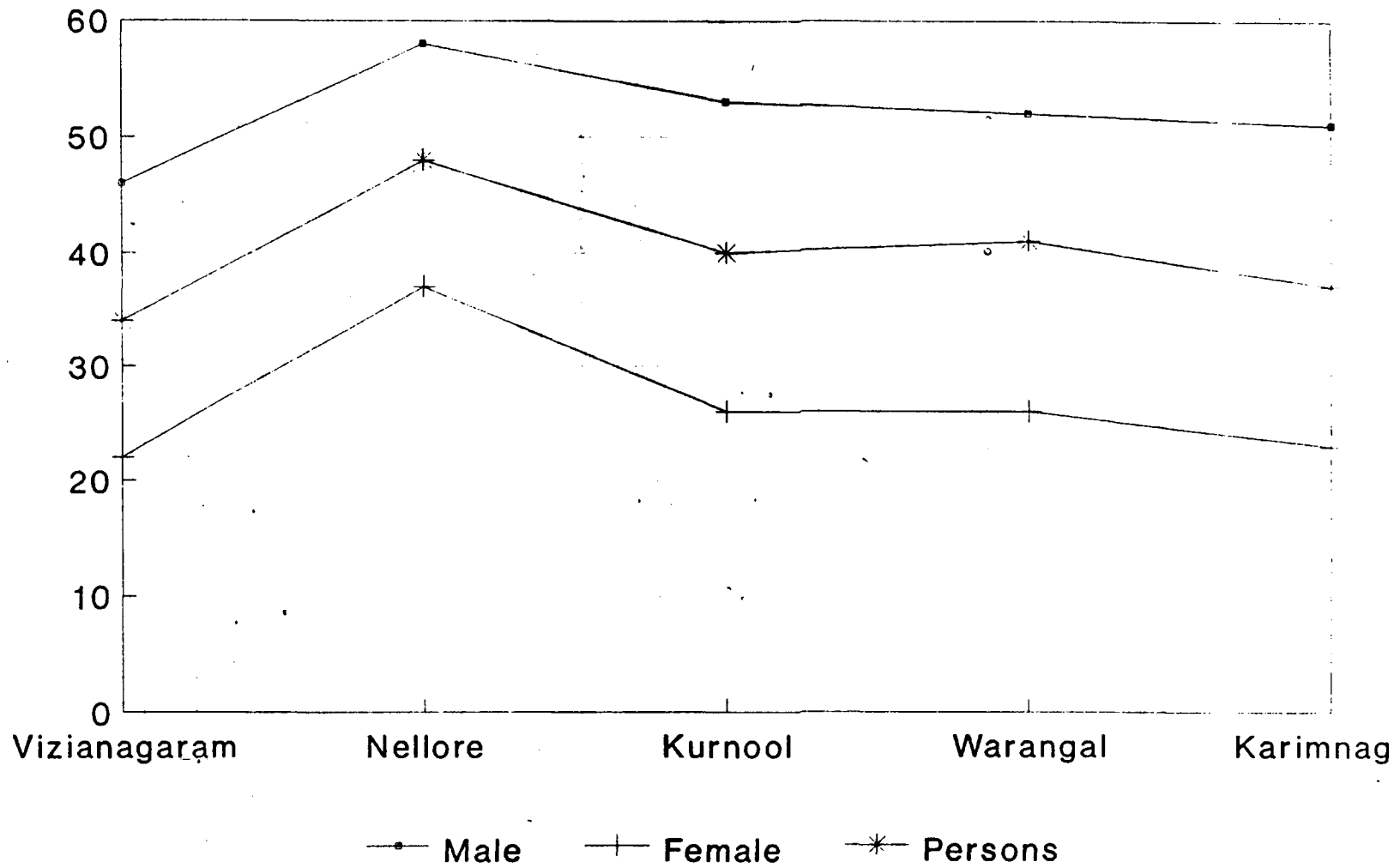
CH.3 TABLE 9.A

Table 11 : Schools in DPEP districts of Andhra Pradesh (1993 - 94)

District	Primary Schools	% of growth (82-83 93-94)	Upper Primary schools	% of growth	High schools	% of growth	Total schools
Vizianagaram	2,085	2.36	151	12.69	185	50.40	2,421
Nellore	2,757	21.19	237	3.04	297	96.68	3,297
Kurnool	1,844	6.28	209	34.84	271	53.97	2,374
Warangal	1,949	32.77	407	45.36	404	114.89	2,760
Karimnagar	1,540	14.26	419	24.70	391	134.13	2,350
State	---	19.50	-	24.60	-	77.03	-

It is evdident that the growth rates are not uniform across the districts. The growth rate of primary schools in Kurnool district, upper primary in Nellore district and high schools in Vizianagaram district are very low compared to the state average growth rates.

Table 12 : Ratios between primary and upper primary schools & upper primary and High schools in the DPEP districts

District	Primary & Upper Primary			Upper Primary & High Schools		
Vizianagaram	13.8	:	1	1	:	1.2
Nellore	11.6	:	1	1	:	1.2
Kurnool	8.8	:	1	1	:	1.2
Warangal	4.7	:	1	1	:	1
Karimnagar	3.7	:	1	1	:	1
State	7.8	:	1	1	:	1.1

It can be observed that the ratio between primary and upper primary is more favourable in Warangal and Karimnagar districts and less favourable in Vizianagaram and Nellore districts. In all the five districts the ratio between upper primary and high schools is uniform and very favourable.

Table 13 : Management wise ⏤ stribution of schools in Andhra Pradesh

Schools	Govt.	% to Total	Local Bodies	% to Total	Pvt. aided	% to Total	Pvt. unaided	% to Total	Total Schools
Primary	3,493	7.0	42,130	86.0	2,022	4.0	1,602	3.0	49,247
Upper Primary	351	6.0	4,723	74.0	433	7.0	834	13.0	6,341
High Schools	83	12.0	4,638	65.0	718	10.0	955	13.0	7,145

GROWTH RATE OF SCHOOLS(1982/83-1993/94)
DPEP DISTRICTS
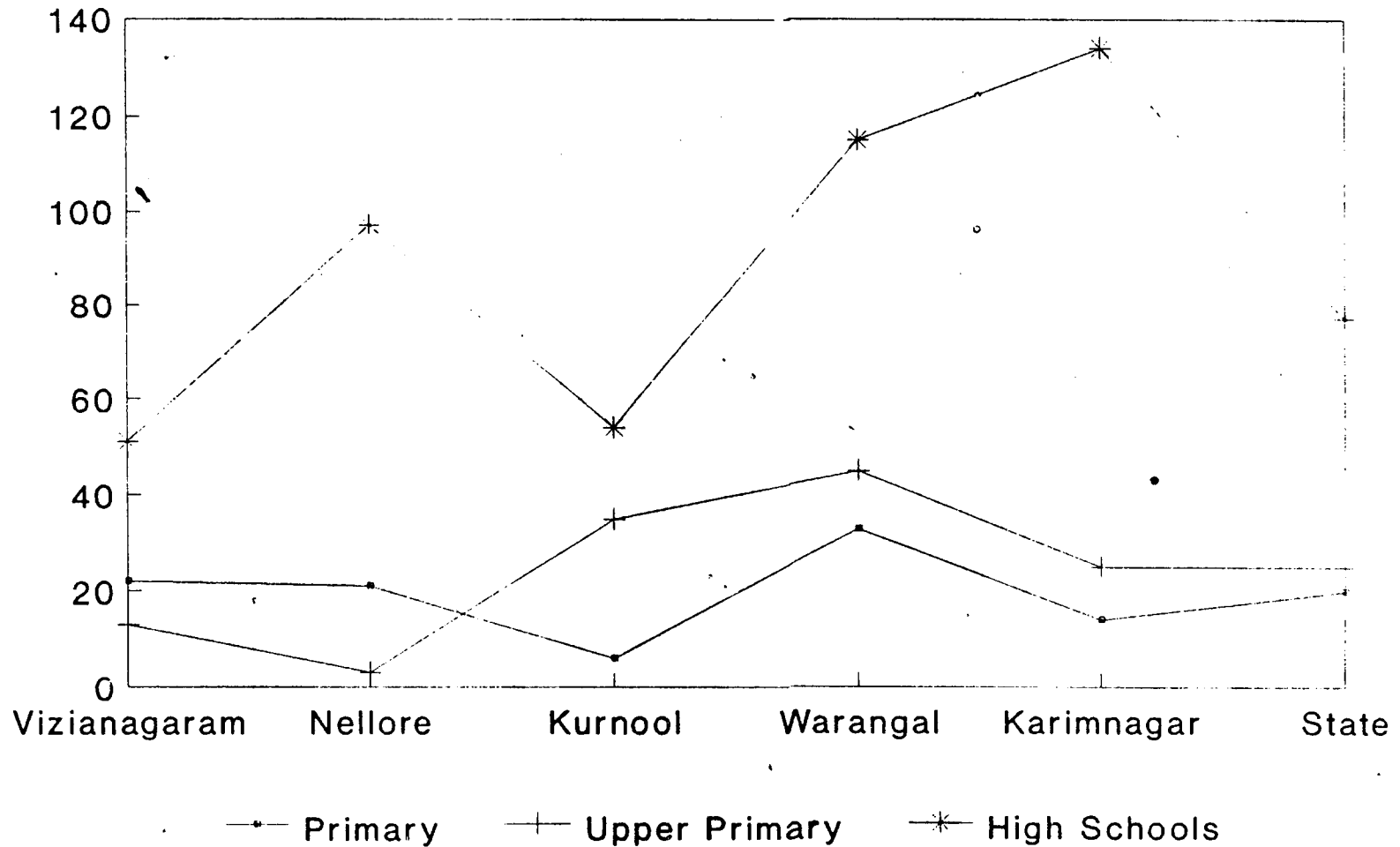
CH.3 TABLE-11

SCHOOLS / MANAGEMENT WISE
ANDHRA PRADESH

Govt.   Local Bodies   Aided   Unaided
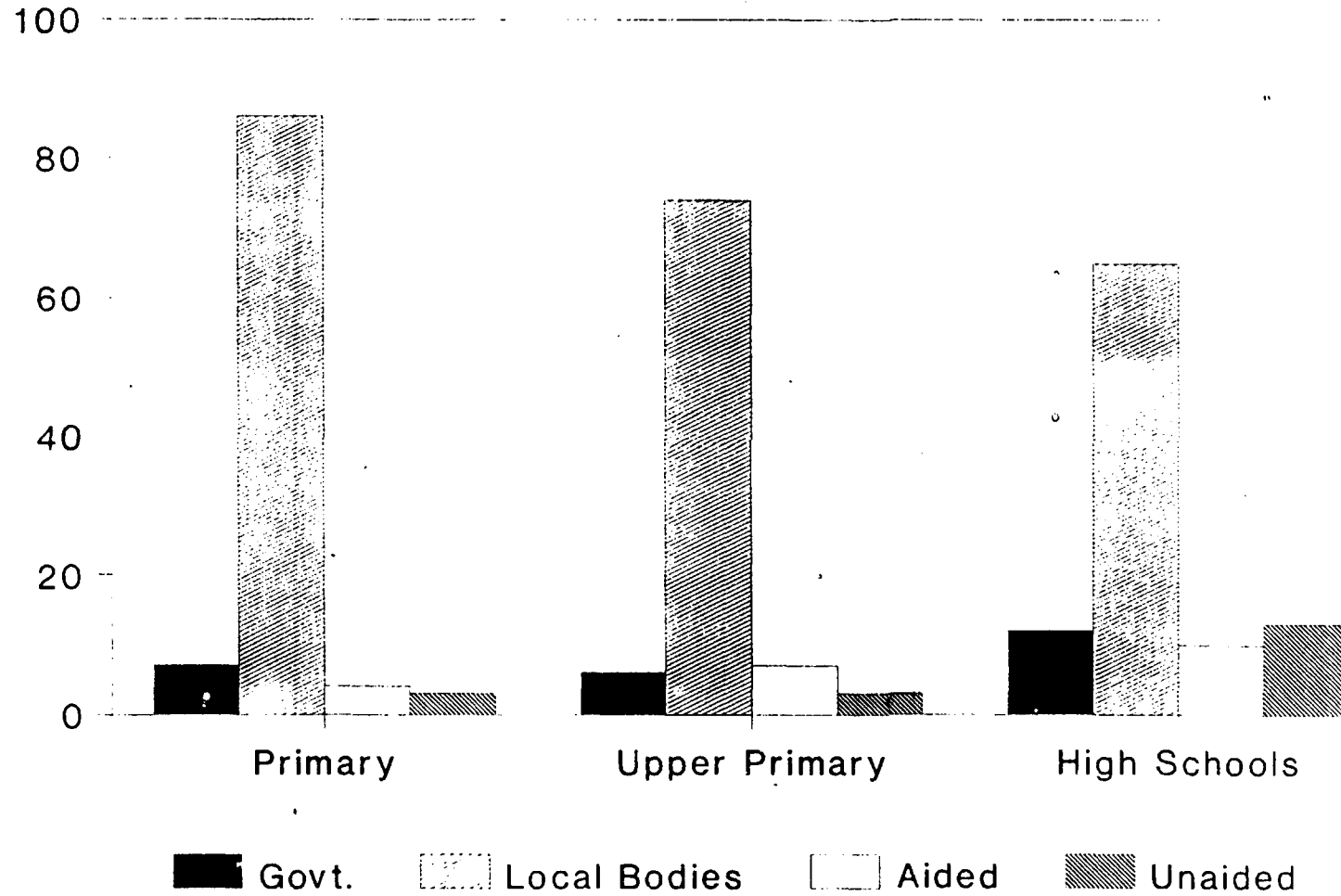
CH.3 TABLE-13

It is evident that in the state the schools are under four different categories of managements. Majority of schools of all levels are under the management of local bodies. However, as the level increases the share of the private managements increases. 7% of the Primary schools, 20% of the Upper Primary schools and 23% of the High Schools are under the category of Private schools, both aided and unaided.

The management wise distribution of school in five DPEP districts is as follows :

Table 14 Managementwise distribution of schools in DPEP Districts

	Vizianagaram	Nellore	Kurnool	Warangal	Karimnagar
Primary Schools :					
Government	381	7	34	216	28
	(18.2)	(0.25)	(1.8)	(11.0)	(1.8)
Local Bodies	1,609	2,622	1,633	1,622	1,398
	(77.1)	(95.1)	(88.5)	(83.2)	(90.7)
Private - Aided	77	76	88	15	2
	(3.7)	(2.75)	(4.7)	(0.76)	(0.12)
Private Unaided	18	52	89	96	112
	(0.86)	(1.8)	(4.8)	(4.9)	(7.27)
TOTAL	2,085	2,757	1,844	1,949	1,540
Upper Primary :					
Government	6	2	2	27	8
	(3.9)	(0.84)	(0.95)	(6.6)	(1.9)
Local Bodies	137	190	145	266	312
	(90.7)	(80.1)	(69.3)	(65.3)	(74.5)
Private - Aided	5	24	20	12	1
	(3.3)	(10.1)	(9.56)	(2.9)	(0.2)
Private Unaided	3	21	42	102	98
	(1.98)	(8.86)	(20.0)	(25.1)	(23.4)
TOTAL	151	237	209	407	419
High Schools :					
Government	25	29	34	52	39
	(13.5)	(9.36)	(12.5)	(12.9)	(10.0)
Local Bodies	142	227	172	234	248
	(76.1)	(76.4)	(63.4)	(57.9)	(63.4)
Private - Aided	12	20	36	25	12
	(6.48)	(6.7)	(13.3)	(6.2)	(3.0)
Private Unaided	6	21	29	93	92
	(3.2)	(7.0)	(10.7)	(23.0)	(23.5)
TOTAL	185	297	271	404	391

* Figures in bracket indicate percentages to the total of each level of school.

PRIMARY SCHOOLS / MANAGEMENT WISE
DPEP DISTRICTS

Legend:
- Vizianagaram
- Warangal
- Nellore
- Karimnagar
- Kurnool

Categories: Govt., Local Bodies, Aided, Unaided
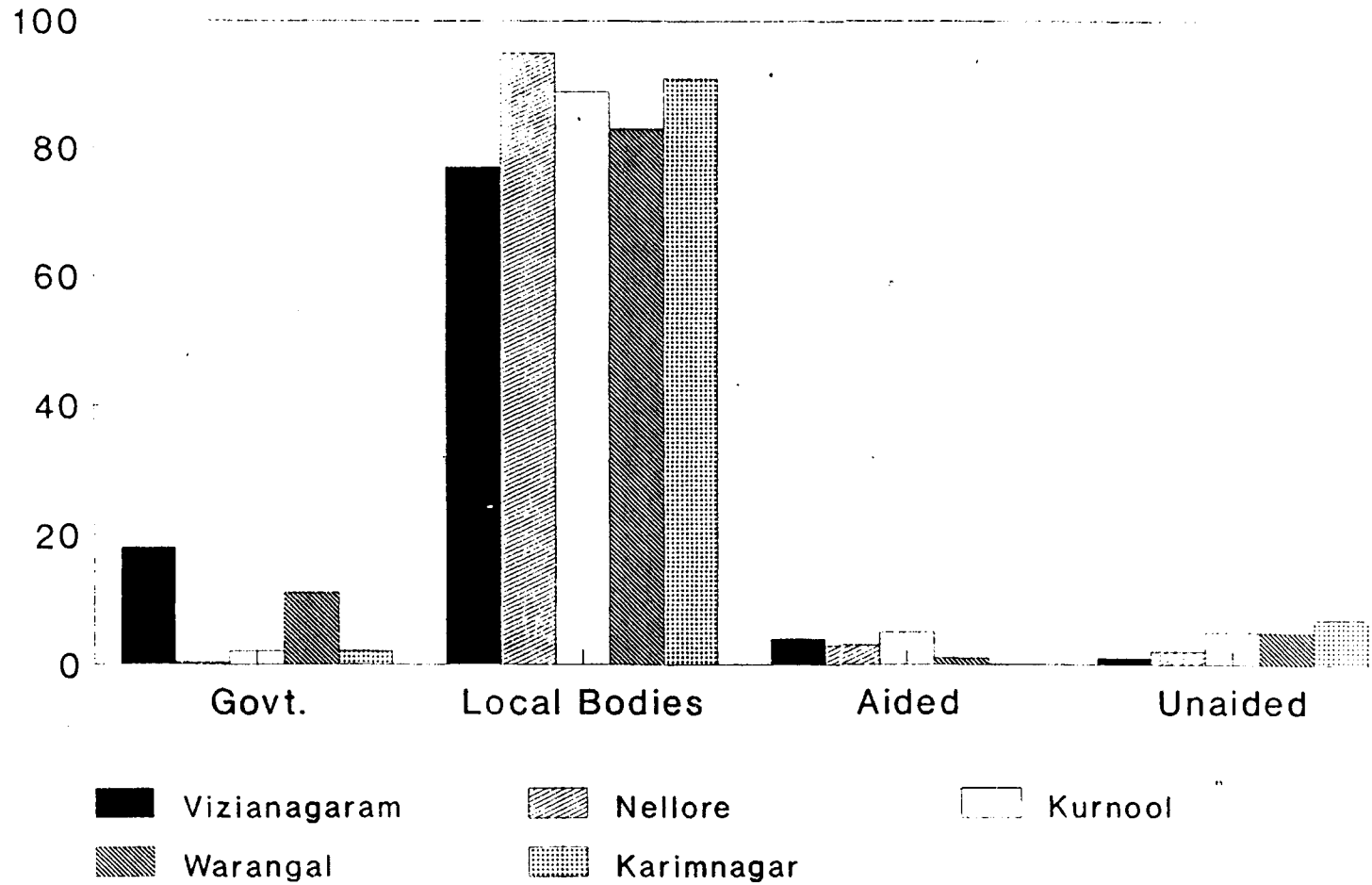
CH.3 TABLE-14

UPPER PRIMARY SCHOOLS / MANAGEMENT WISE
DPEP DISTRICTS

Legend:
- ■ Vizianagaram
- ▨ Warangal
- ▨ Nellore
- ▦ Karimnagar
- Kurnool

Categories: Govt. | Local Bodies | Aided | Unaided
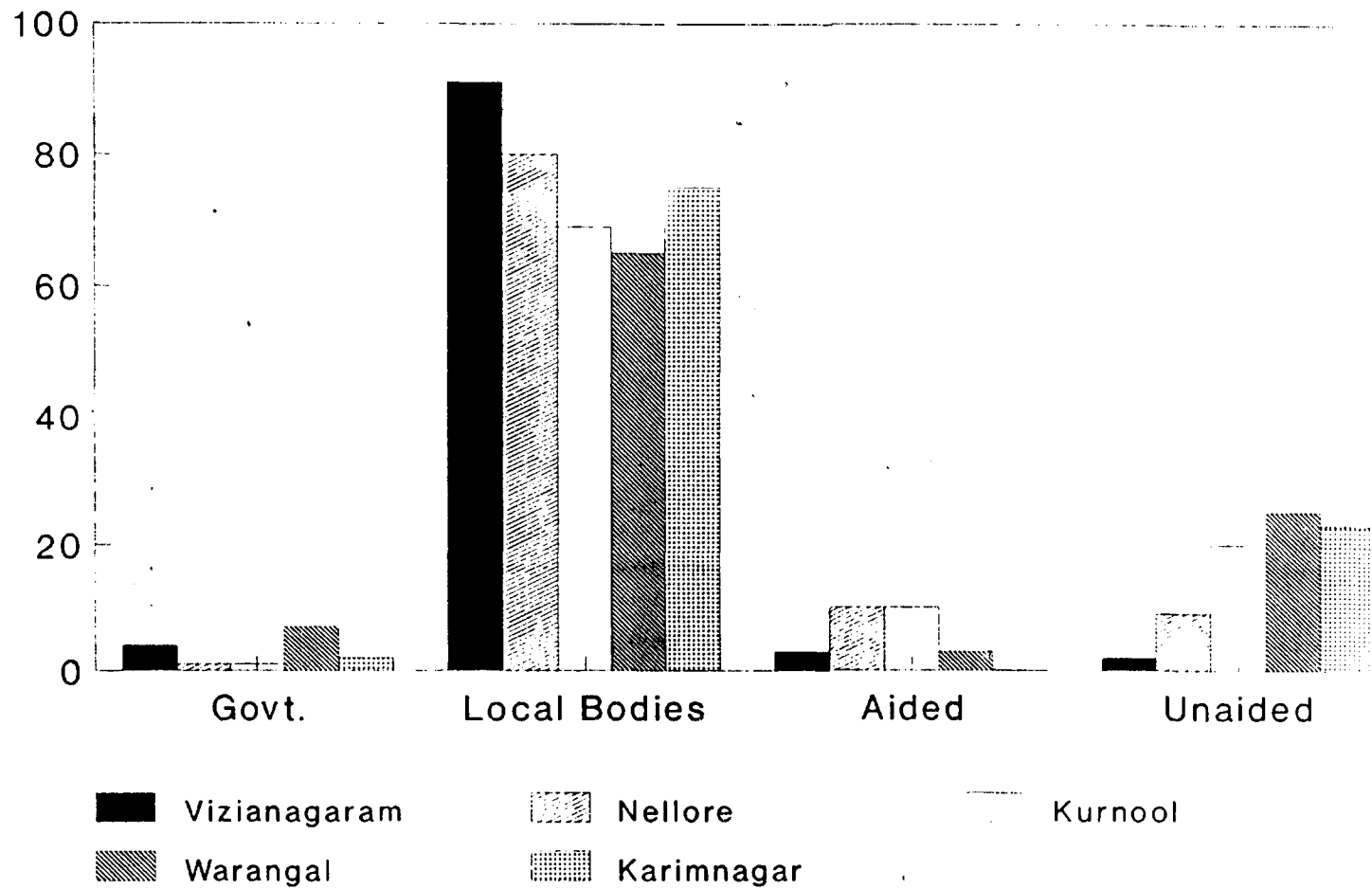
CH.3 TABLE-14

HIGH SCHOOLS / MANAGEMENT WISE
DPEP DISTRICTS

CH.3 TABLE-14
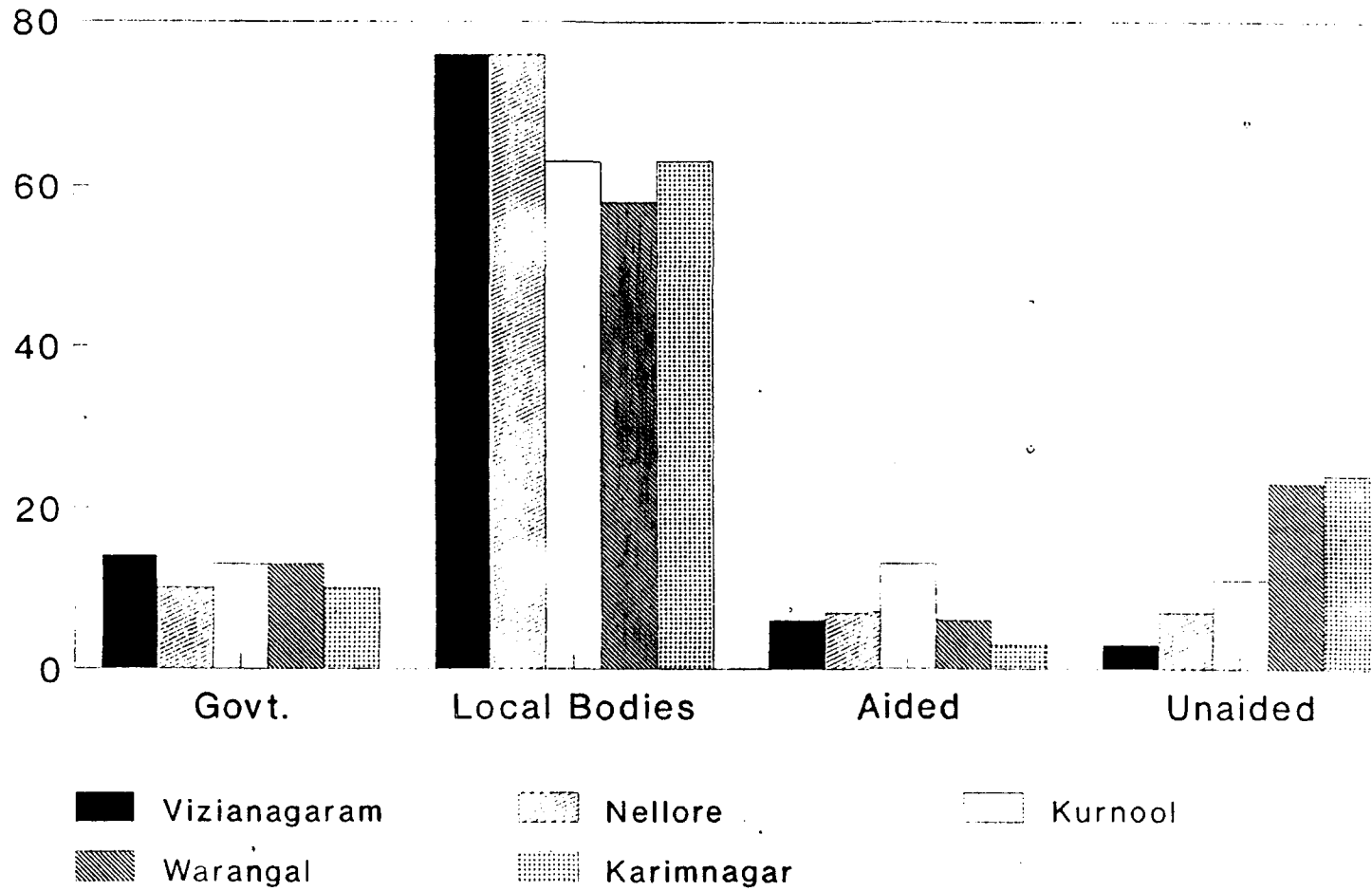
It is evident that in the case of DPEP districts also the distribution pattern is the same as that of the state. The share of the local bodies is the highest. The share of the private sector is insignificant.

Table 15 : Teachers in the primary, Upper Primary and High Schools in the state of Andhra Pradesh (1993 - 94)

Year	Primary Schools			Upper Primary			High Schools		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1987-88	71022 *(27.18)	26521	97543	29596	13266 (30.9)	42862	52669	21353 (28.8)	74022
1993-94	73170 (31.0)	32944	106114	24386	14516 (37.3)	38902	62790	33728 (34.9)	96518

* Figures in ( )indicate the % of women teachers to the total

Table 15 indicates that during the last five years there is an addition of : 8,571 primary school teacher, and 22,536 secondary school teachers; whereas in Upper Primary Schools there is a depletion of 3960 teachers. Every day 5 Primary school teachers and 12 high school teachers are being added. In the case of upper primary nearly one teacher a day is depleting.

It is also evident from Table 15 that the proportion of women teachers at all levels is increasing. However still they account for only about one third of the total teachers. What is to be noticed is that the proportion of female teachers is more in upper primary and high school levels though marginally than in primary schools. What is desirable is the reverse trend.

Table 16 :Teachers in the Primary, Upper Primary and High schools of DPEP districts of Andhra Pradesh (1993-94)

District	Primary Schools			Upper Primary			High Schools		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Vizianagaram	3501	868 *(19.8)	4369	635	221 (25.8)	856	1687	470 (21.7)	2157
Nellore	33281929	5257 (36.6)	771	574	1345 (42.6)	2190	1037	3227 (32.1)	
Kurnool	29201878	4798 (39.1)	810	620	1430 (43.3)	2693	954	3647 (26.1)	
Warangal	3289876	4165 (21.0)	1838	687	2525 (27.2)	4089	1520	5620 (27.0)	
Karimnagar	3032682	3714 (18.3)	2033	545	2578 (21.1)	4011	1077	5088 (21.1)	

* Figures in ( ) are percentages to the total

11

TEACHERS IN PRIMARY UPPER PRIMARY & HIGH SCHOOLS OF DPEP DISTRICTS

Thousands

PRIM-MEN   PRIM-WOM   UP PRI-MEN

UP PRI-WOM   HIGH SCH-ME   HIGH SCH-WOM
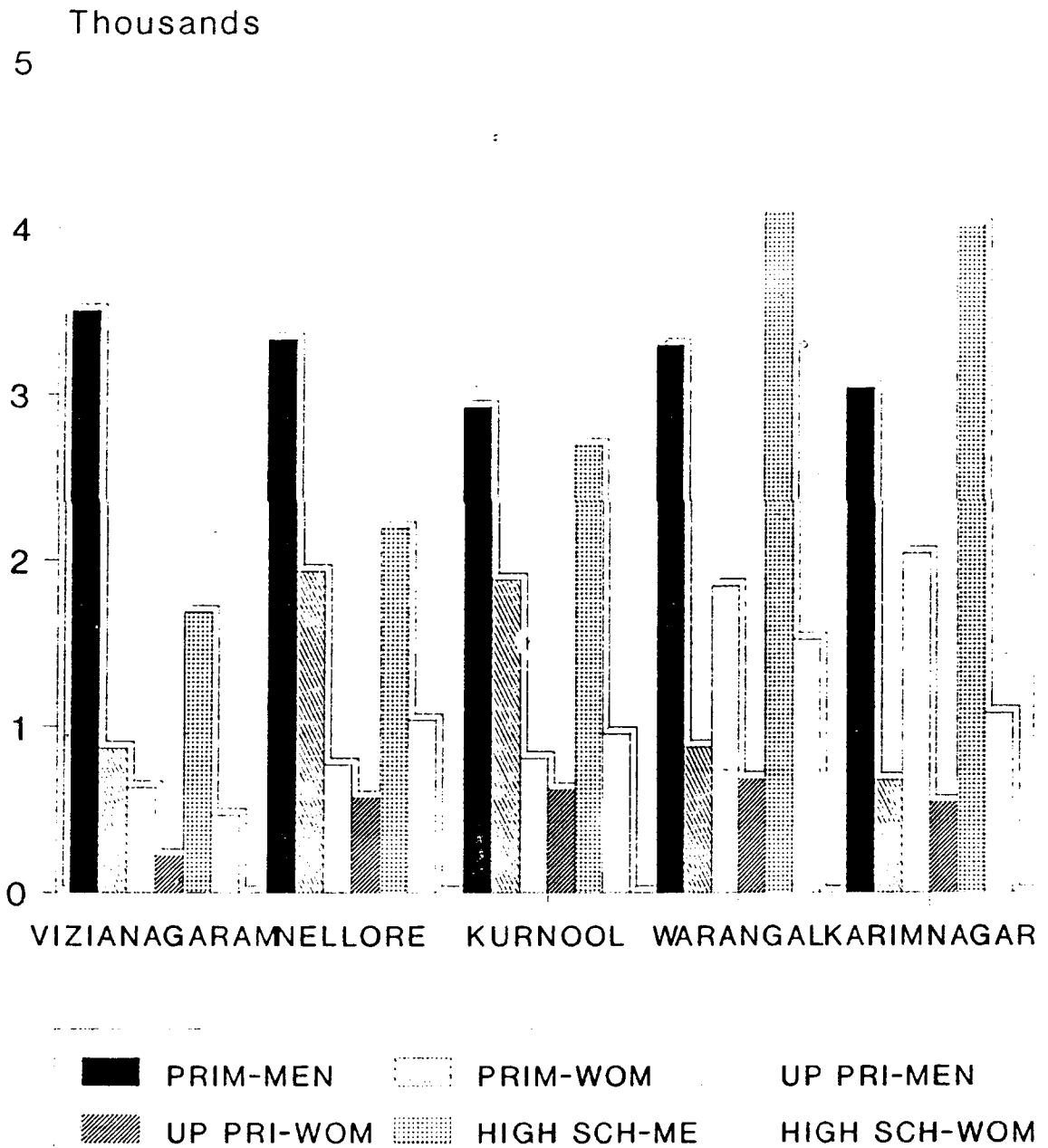
CH 3 TABLE 16

It can be observed from table 16 that the proportion of women teachers in Primary Schools is not uniform in all the districts. Nellore and Kurnool are better than the state average whereas the proportion of women teachers in the other districts is far less than the state average. More or less the same trend is seen in upper primary and high school levels also.

Table 17 : Teacher Pupil Ratio in the state of Andhra Pradesh and the
DPEP districts within the state at Primary
Upper Primary and High School levels (1993-94)

	Primary	Upper Primary	High school
State	50	44	32
Vizianagaram	48	43	34
Nellore	45	40	32
Kurnool	60	44	30
Warangal	44	40	32
Karimnagar	46	41	30

From Table 17 it could be observed that teacher pupil ratio in primary schools is less favourable than in upper primary and high schools. In High schools it is very favourable. The teacher pupil ratios in the DPEP districts are better than the state averages except that in the case of Kurnool district the teacher pupil ratio is very unfavourable compared to the state position.

Table 18 : Enrolment in the schools of Andhra Pradesh
(1982-83 and 1993-94)

	PRIMARY	UPPER PRIMARY	HIGH SCHOOLS	TOTAL
1982-83	44,11,581	15,20,622	17,40,265	61,06,229
1993-94	53,28,677	17,08,385	30,86,972	10,12,4034
Increase in 10 years	9,17,096	1,87,763	13,46,707	40,17,805
Average Annual Increase	91,710	18,776	1,34,671	4,01,780

It can be observed from Table 18 that inspite of heavy dropout rate the annual increase in enrolment in primary education is very high touching one lakh. What is more significant to note is that the increase in the enrolment in high schools is much more spectacular. In fact it is a case of imbalance. Enrolment at the primary stage should be more than the enrolments in high schools. In the case of Andhra Pradesh it is reverse. What is more critical to observe is that the enrolments at the upper primary level are very poor.

TEACHER PUPIL RATIO IN THE STATE & DPEP DISTRICTS

Bar chart showing Teacher Pupil Ratio for Primary, Upper Primary and High School across STATE, V'NAGAR, N'LORE, KURNOOL, WARNGAL, KAR'NGR.

District	Primary	Upper Primary	High School
STATE	50	44	32
V'NAGAR	48	43	34
N'LORE	45	40	32
KURNOOL	60	44	30
WARNGAL	44	40	32
KAR'NGR	46	41	30

■ PRIMARY   UPPER PRIMARY

HIGH SCHOOL
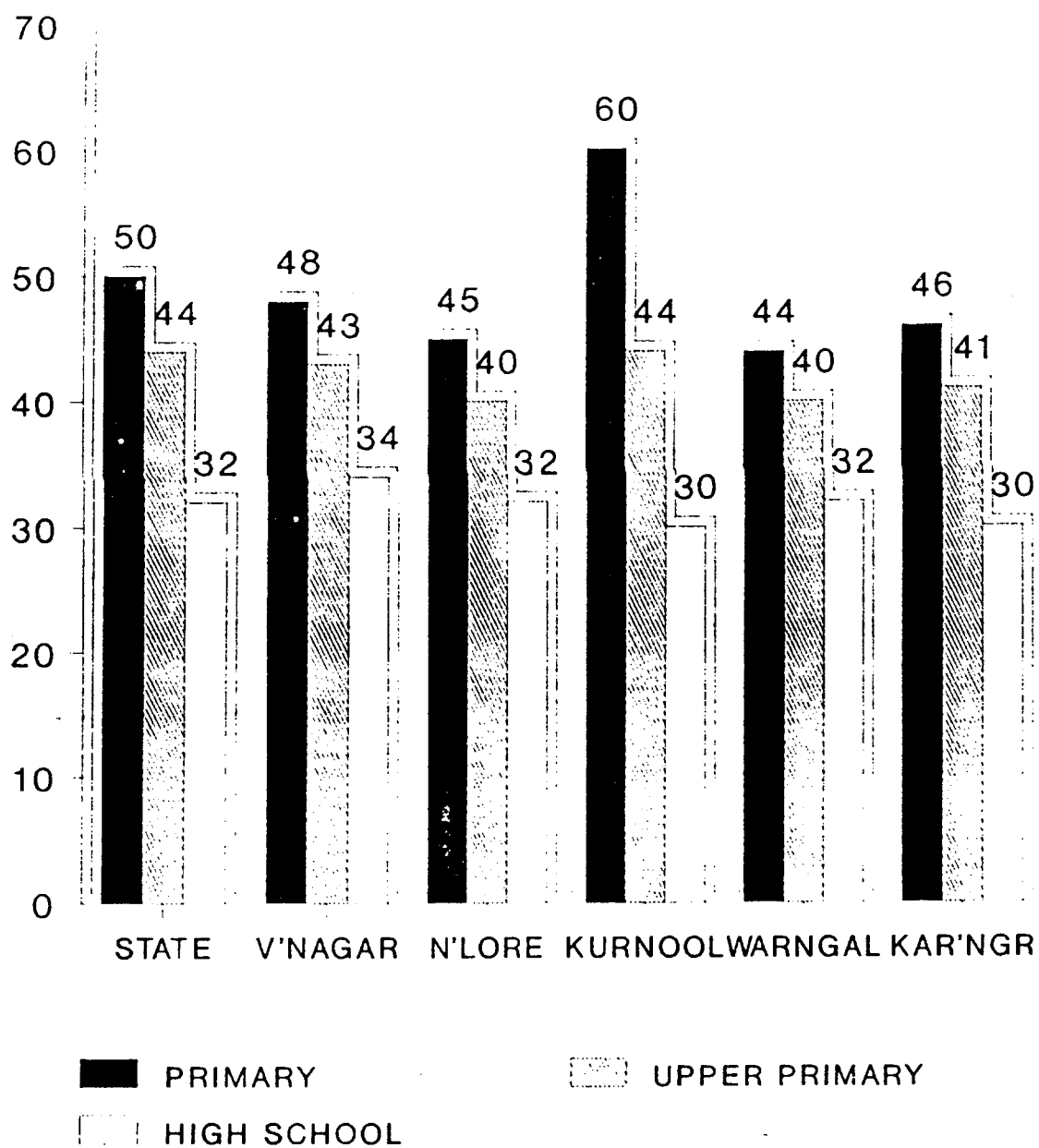
CH 3 TABLE 17

When Table 18 is seen in conjunction with Table 16 (relating to the number of teachers) it can be observed that there is one additional teacher added for every additional 42 students at the primary school level and one additional teacher for every 4.5 additional students at the high school level. However at the upper primary level one additional teacher is added for every 178 additional students. This whole situation reveals that there is gross neglect of upper primary schools and high schools are receiving much higher priority than the primary and upper primary schools.

Table 19 : Enrolments in the DPEP districts of Andhra Pradesh

District	Total Enrolment in Primary Schools	% of Girls	Total Enrolment in Upper Primary School	% of Girls	Total Enrolment in High Schools	% of Girls
Vizianagaram	210793 (65.4)	45.7	37146 (11.5)	44.0	74395 (23.0)	35.2
Nellore	238368 (60.0)	47.5	54098 (13.6)	46.2	104815 (26.4)	39.2
Kurnool	289428 (63.0)	42.3	62714 (13.6)	40.8	108266 (23.5)	34.4
Warangal	183945 (39.6)	43.0	101666 (22.0)	41.6	178770 (38.4)	38.3
Karimnagar	171323 (39.8)	45.5	105648 (24.6)	43.0	152697 (35.5)	37.6
State	5328677	45.6	1708385	43.5	3086972	40.2

Figures in brackets indicate the percentages to the total number of students enrolled.

Table 19 reveals that the enrolment proportions in the primary schools are more than the state average in the districts of Vizianagaram, Nellore and Kurnool and less than the state average in Warangal and Karimnagar. It is reverse in the case of upper primary school enrolments. The enrolment proportion in upper primary are less than the state average in the districts of Vizianagaram, Nellore and Kurnool and more than the state average in Warangal and Karimnagar districts. Same is the trend in high schools. However, the picture shows that in terms of enrolments there is more balance between the primary, Upper primary and high schools in the case of Warangal and Karimnagar districts than in the other 3 districts. This table also reveals that the proportion of enrolment of girls marginally decreases in the successive levels of education. It is also interesting to note that in Kurnool district the proportion of girls in all levels is not only less than the state averages but also less than all the other DPEP districts. In the two coastal districts, viz. Vizianagarm and Nellore the situation of girls comparatively is better. The overall situation indicates that the gender gap in enrolments is basically a cultural factor.

GIRLS ENROLMENT IN DPEP DISTRICT
(Percentage)
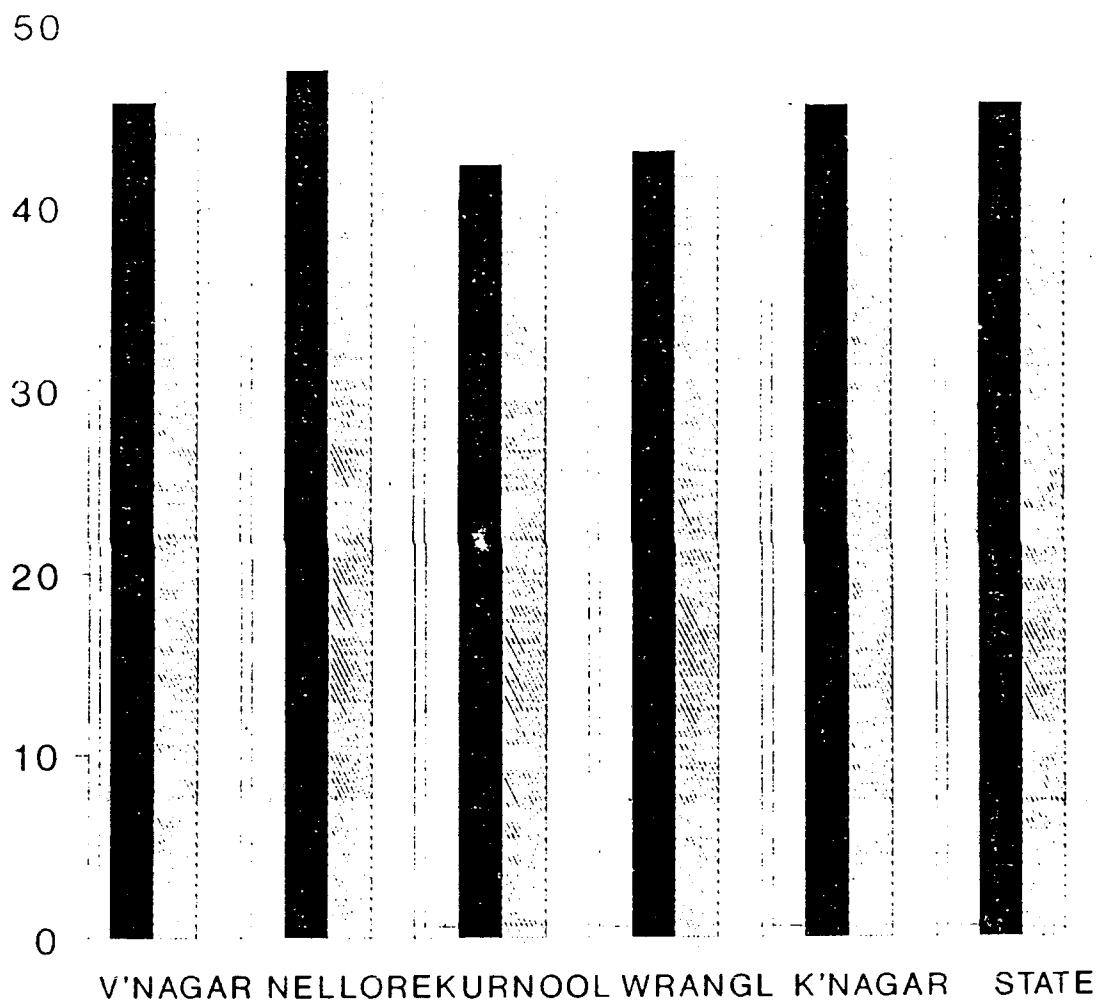
PRIMARY   UPPER PRIMARY

HIGH SCHOOLS

CH 3 TABLE 19

CLASSWISE ENROLMENTS IN ANDHRA PRADESH :

The following table gives class wise enrolments for two years (1986 and 1993) to indicate the pace of progress in seven years.

Table 20 : Class wise enrolments, % to Class I & Annual Growth Rate

Class	1986	% to Class I	1993	% to Class I	Annual Growth Rate %
I	2277494	-----	2211041	-----	0.5
II	1501361	65.1	1695850	76.6	1.7
III	1201620	52.1	1291564	58.4	0.9
IV	1020785	44.8	1144840	50.4	0.9
V	923332	40.5	1028167	46.5	1.0
VI	719461	31.5	782051	35.3	0.6
VII	676608	29.7	740030	33.4	0.6
VIII	500879	21.9	560710	25.3	0.5
IX	450276	19.7	489451	22.1	0.4
X	404171	17.7	439163	19.8	0.3

Table 20 reveals the performance of school education in terms of retention rates.

It may be observed that the enrolment in Class I has gone down margninally (0.5) in seven years between 1986 and 1993. This is a serious matter to look into. Secondly, the growth rates have been insignificant in all the classes including the primary school classes. The improvement is hardly 1%. This indicates that there is stagnation in the performance of school education. Thirdly, the dropout rates are heavy in classes II and III. This indicates that we must find ways and means to improve the situation in classes I to III which are critical. These observations will be further corraborated in the presentation of data relating to enrolment ratios and dropout rates.

ENROLMENT RATIOS IN CLASS I - V (6 -11 YRS)

The following table 21 indicates the enrolment ratios and dropout rates in primary schools level (6-11 yrs) for general and SC and ST populations.

Table 21

Category	Enrolment ratios in I - V	Non-enrolled %	Dropouts in class I - V %	Proportion of children 6-11 out of school
General	73.29	26.71	55.68	66.8
S C	93.75	6.25	61.32	63.0
S T	85.00	15.00	75.00	79.0

CLASSWISE ENROLMENT FOR 1986 & 93 IN A.P.

% TO CLASS I

CLASS

YEAR

■ 1986   1993
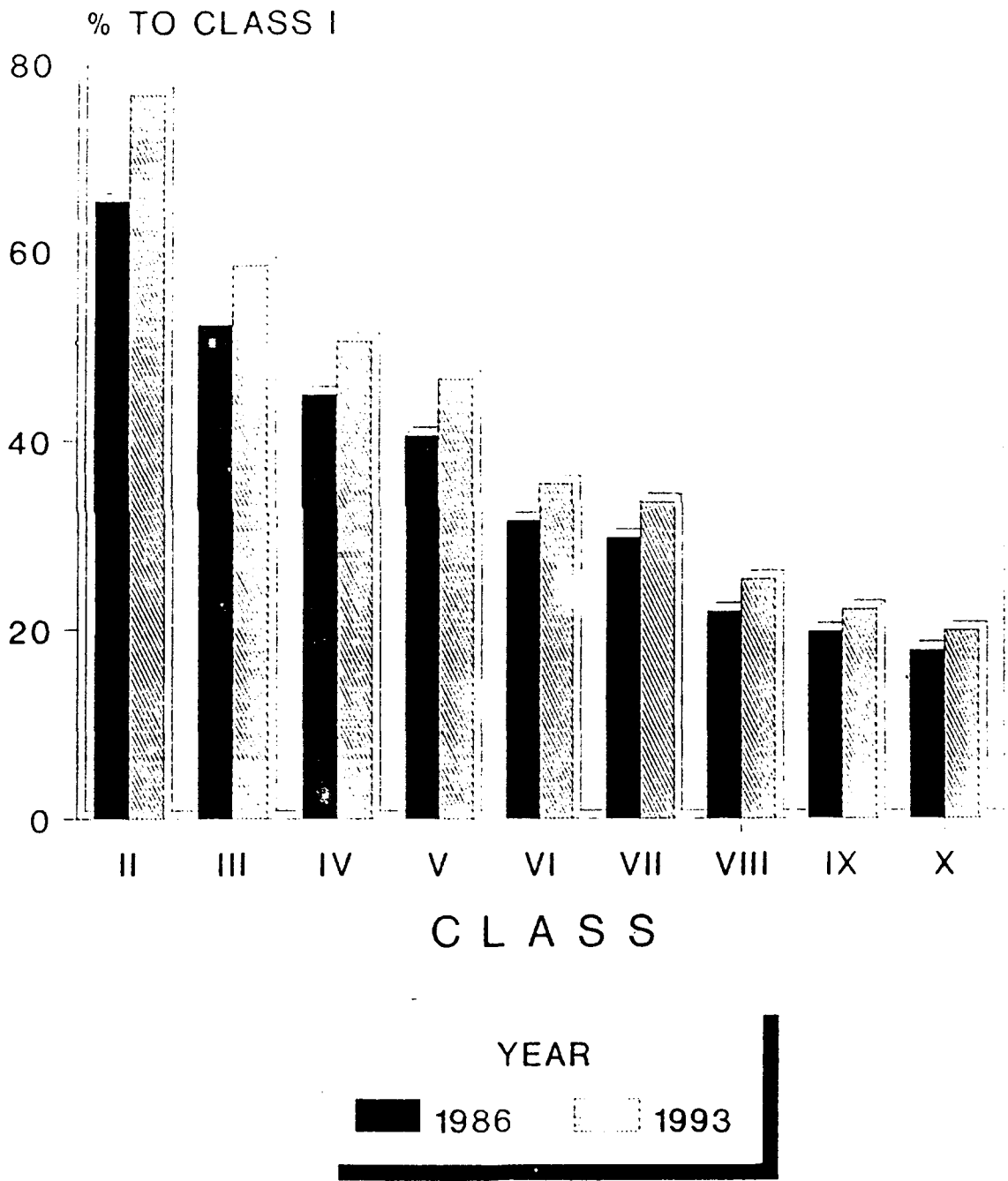
CH 3 TABLE 20

ENROLLMENT RATIOS IN CLASS I-V
(6--11YEARS)

Legend:
- ■ ENROLMENT RATIO
- ▨ DROPOUTS
- ▦ NON ENROLLED
- ▨ OUT OF SCHOOL

Categories: GENERAL, SC, ST
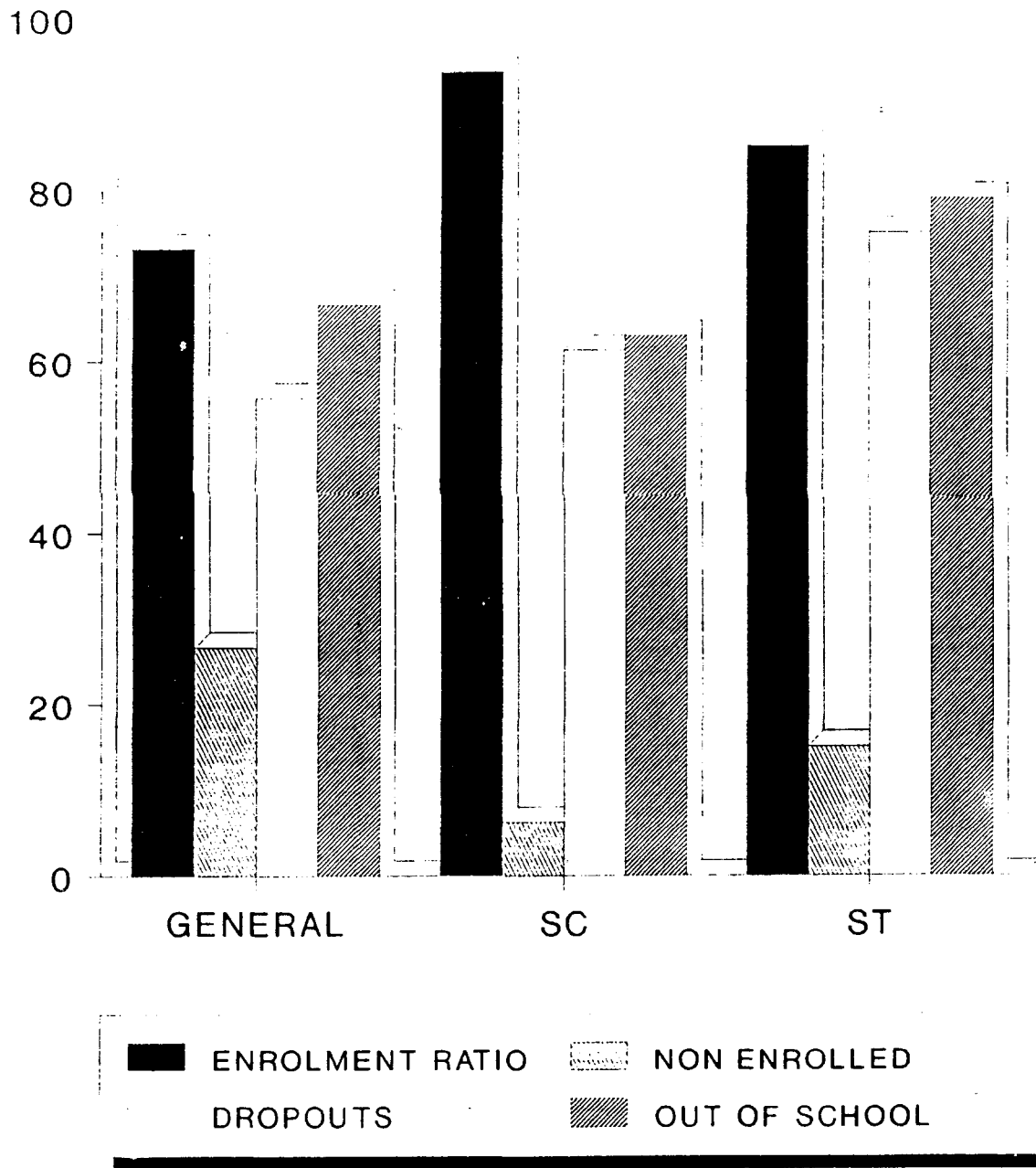
CH 3 TABLE 21

Table 21 reveals that around 2/3rds of children are out of school. The situation of STs is very depressing. 79% of children are out of school among ST children.

The situation of the DPEP districts in terms of enrolment ratio and dropout rates is presented in the following table.

Table 22 : Enrolment Ratios (classes I - V) and drop out rates of DPEP districts.

	Enrolment Ratio(gen)	Dropout rate(gen)	SC Enrol ratio	SC Dropout	ST Enrol ratio	ST Dropout
Vizianagaram	78.89	57.13	93.35	62.01	98.34	67.97
Nellore	80.74	62.15	101.16	69.23	84.31	76.72
Kurnool	79.05	58.69	96.36	66.76	12.61	52.39
Warangal	74.88	65.84	87.13	74.67	82.46	80.58
Karimnagar	63.17	53.10	75.62	57.73	73.60	75.09
State	73.29	55.68	93.75	61.32	85.43	74.63

It can be observed from Table 22 that the enrolment ratios of all the DPEP districts except Karimnagar are higher than the state average. Interestingly, in the case of dropout rates the situation is reverse. The dropout rates are higher than the state average in all the DPEP districts except in Karimnagar. Higher enrolment ratios has the tendency to show higher dropout rate. It is also interesting to note that the enrolment ratios are shown higher than the state averages among ST and SC population in all the DPEP districts except Karimnagar. ST dropout rates are less in the districts of Kurnool and Vizianagaram.

Table 23 : School survival rates by class and sex for every
100 children enrolled in class I (state and DPEP districts)

	Class I B G T	Class II B G T	Class III B G T	Class IV B G T	Class V B G T
State	60 40 100	50 25 75	40 20 60	35 15 50	35 13 48
Vizianagaram	51 49 100	42 39 81	35 33 68	31 28 59	28 24 52
Nellore	52 48 100	35 29 64	27 23 50	22 17 39	29 21 50
Kurnool	56 44 100	45 36 81	38 28 66	31 21 52	27 17 44
Warangal	63 37 100	20 11 32	17 10 27	16 9 25	15 7 22
Karimnagar	57 43 100	22 16 38	22 14 36	19 12 31	20 11 31

B = Boys G = Girls T = Total

ENROLMENT RATIOS & DROP OUT RATE
DPEP DISTRICTS OF ANDHRA PRADESH

Legend:
- ERatio GEN
- D'OUT GEN
- ERatio SC
- DROPOUT SC
- ERatio ST
- DROPOUT ST

X-axis: V'NAGAR N'LORE KURNOOL W'RNGAL K'NAGAR STATE
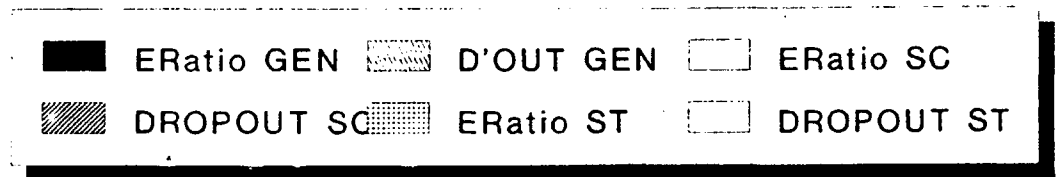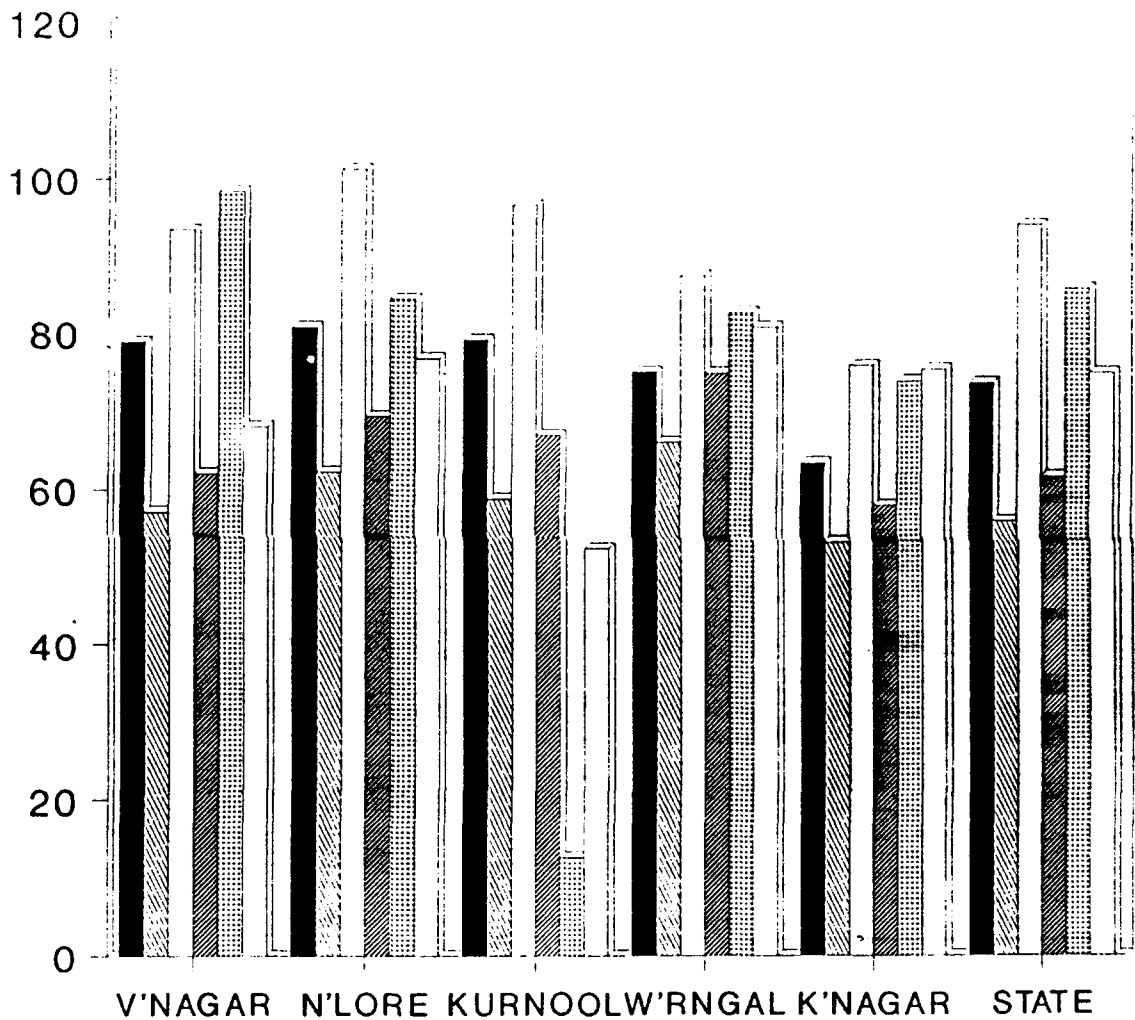
CH 3 TABLE 22

The above table indicate that the gender gap is found in all the districts and in all the classes. However, there is variation in the magnitude of the gap in different districts. The general pattern is that in the coastal districts (Vizianagaram and Nellore) the gap is the least and actually less than the state average and the gap is the highest in the Telangana districts (Karimnagar and Warangal) and the Rayalaseema district (Kurnool) falls in between.

The situation of Non-Formal Education in the State of Andhra Pradesh.

In the state of Andhra Pradesh non-formal education has not been expanding since 1989-90. The number of NFE centres of phase I has been static at 22,600 (general 16,398 and Girls 6,202) since 1989-90. Similarly the number of centres of phase II are also static at 2,800 since 1986-87.

Table 24 : The situation of NFE in the DPEP districts

	Centres Phase I		Enrolment Phase I		Centres Phase II		Enrolment Phase II		
	Gen.	G	Boys	Girls	Boys	G	Boys	G	Total
Vizianagaram	680	254	12756	10038	22794	254	1826	864	2690
Nellore	760	289	12062	13990	26052	120	1512	1295	2807
Kurnool	736	254	14962	12664	27626	120	2958	1821	4779
Warangal	758	269	11892	7704	19596	120	1698	410	2108
Karimnagar	745	269	15908	10492	26400	120	2151	753	2904
State	16398	6202	315927	274189	59011	62800	39515	21290	68805

It may be noted that the NFE enrolments in phase II are far less than the enrolments in phase I. They contribute barely 10% of the total enrolment of NFE centres. This means there is no progress in learning levels. Further, it may also be noted that the total enrolment in NFE centres constitute barely 12% of the total enrolment of primary schools and 9% of primary and upper primary taken together. If NFE enrolments are also included in the total primary, NFE contributes only 8% of the total.

State Expenditure on Education :

Like in any other state the expenditure on primary education in Andhra Pradesh is less than its legitimate claim based on its size and priority. The following table indicates the budget on education for the year 1993-94.

Table 25 : Budget on Education in A.P. (1993-94)

Stage	Plan	Non-Plan	Total	% of the total Education Budget
Elementary Education	26.49	551.75	578.24	37.8
Secondary Education	4.97	393.23	398.20	26.0
Higher Education	3.90	310.02	313.92	20.5
Adult Education	11.00	-	11.00	00.7
Others	0.23	224.05	224.25	14.6
TOTAL	46.59	1479.05	1525.64	

It can be observed that the share of Elementary education is barely 38% of the total education budget. Plan expenditure of the total elementary education budget constitutes only about 4 % and hence not much of development work can take place in this sector of education.

The educational situation presented above indicates that the performance of the state in primary and upper primary education is very depressing and it requires a massive effort to improve the situation. It certainly requires more imagivative non-conventional strategies and approaches. DPEP may be an apporotiate intervention.

BUDGET ON EDUCATION IN ANDHRA PRADESH
1993 - 94

ELEMENTARY

OTHERS (0.23)

HIGHER

SECONDARY

ADULT

PLAN

SECONDARY

ELEMENTARY

OTHER

HIGHER

NON PLAN

CH 3 TABLE 25
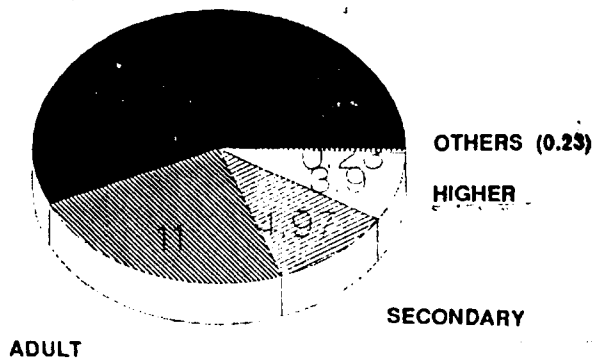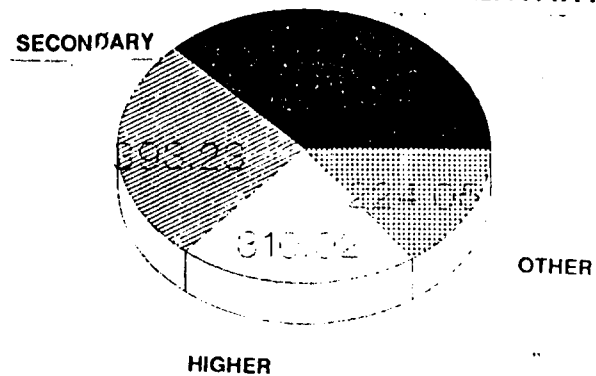
CHAPTER IV

METHODOLOGY OF THE STUDY

Understanding of the context, the goals and objectives of the DPEP is imperative to design and conduct the baseline study in such a manner that the results are useful to fine tune the programme to be appropriate and effective. The State Co-ordinator of the study and also the additional Co-ordinator had the opportunity to interact with the persons concerned in MHRD, ODA, NCERT and NIEPA in various committees set up for DPEP. This gave them a good understanding of DPEP. Further advantage was that they were also invited as experts to comment on the presentations of the baseline studies conducted in other states by NCERT and NIEPA. This gave an opportunity to the State Co-ordinator of the study to make some improvements by way of supplementing the study with the missing dimensions.

NCERT Developed and used the following instruments for assessing learning achievement.

Class	Name of the Test.	Content	Items for response
Completed IV	Language	Word meaning and comprehension	84
Completed IV	Maths	Fundamental operations	40
Completed I	Literacy and Numeracy	Reading and simple operations	34
Dropout	Simple Literacy and Numeracy	Factual questions and fundamental operations	16

In the study conducted in Andhra Pradesh the achievement tests mentioned above were translated from Hindi to Telugu and adopted. These instruments in Telugu were field tested before they were finally adopted. **While adopting the above tests developed by NCERT in the study of Andhra Pradesh a supplementary test of reading and writing ability was developed and administered to the learners who completed class IV.**

The reason for introducing this additional instrument was that the language test of class IV used by NCERT does not indicate the ability of the students in reading and writing skills which is of primary objective of basic education (primary education). The instruments developed by NCERT simply ask the respondents (learners) to circle the right answers. This does not guarantee that the students have the ability to read and write. This is particularly possible when the expected (known) scores are very low. Further, the multiple choice type of questions given in NCERT language test (class IV) were not familiar to the students of the village schools . At least they were not drilled in this type of testing. Though the students were explained with the examples repeatedly they could not fully master the art of answering such type of questions. This was also a contributing factor for low scores. In order to compensate such a possibility and also to ensure the real reading (aloud) and writing ability the additional test was constructed and administered.

The test of reading and writing additionally introduced consists of 20 selected words to read aloud by the students and 20 words to write. These words were picked up from the vocabulary of the language text books of four classes (five from each class) and ordered them in a sequence from class I to IV. This will also indicate the level of achievement of the learners.

Besides learning achievement tests, the following instruments developed by NCERT were used.

1. **Student present schedule (SP) which includes :**
    Student background variables
    Pre-school experience
    Attendance
    Perceptions of teachers and teaching
    Availability of text books
    School related activities at home
    Other activities at home
    Nutrition

2   **Teachers' schedule (TS) which includes :**
    Teacher characteristics
    Qualifications, training and experience
    Availability and use of teaching aids
    Teaching activities
    Help from head-teacher and supervisors

3. **School Record Schedule (SR) which include :**
    Enrolment
    Attendance
    Dropout
    Physical facilities
    Teaching facilities
    Muitigrade teaching
    School management

4. **Student Dropout Schedule (SD) which includes :**
    Background information
    Reasons for leaving school
    Work involved

5. **Field notes which includes :**
    Selecting pupils of classes I (completed) and IV (completed)
    Details of attendance
    Typical observations for explaining data

While translating field testing and adopting the above schedules some additional items have been included in the Teachers schedule.

The supplementary items included in the Teachers Schedule give the information, opinions and attitudes of teachers on some aspects considered as important for the state of Andhra Pradesh. They include

- Residence of the teacher

- Distance between the residence and school

- Place of work of wife/husband if working

- Mode of commuting to the school if not residing in the same village/town

- Problems in residing in the village/town of work

- Their trials for transfers

- Opinions on village (Panchayat) Education Committee and their supervisory powers

- Views on linking Rs.2 Rs. Kilo. Rice scheme to the school attendance

- Suggestions for attracting the children to school

- Views on defects in teacher training

- Suggestion to improve the efficiency and commitment of the teachers

- Views on the status of the teacher in the community

- Willingness to change the profession

- Knowledge about Operation Black Board (OBB)

- Information about the supply of OBB material

- Use of OBB materials and the reasons

- Views on important teaching materials/aids required

- Reading habits

Most of these items are in the form of open ended questions so that they can express freely what they want in their own way.

Another important feature/improvement introduced in the study of Andhra Pradesh is the commissioning of case studies of 10 villages at the rate of two villages in each of the five DPEP districts. This suggestion also came from the District Collectors/Magistrates who took active interest in the DPEP and the baseline study.

The basic focus of the case studies was on the following aspects which were missing in the survey instruments :

- To study and gain insights into the environmental, and socio- cultural mileau of the dropout and non-enrolled children of the poor and disadvantaged communities, the understanding of which will give us the advantage to develop some cultural interventions so that the negative influence of the culture of poverty is neutralised.

- To monitor the experience and suggestions of the parents and community opinion makers about the whole range or factors and processes responsible for the non-functioning of primary school system.

- To interface the so called experts and beaurocratic views with the views of the people for whom the school is meant.

- To provide the existential context to the results obtained from the survey instruments and to make the recommendations grounded in reality.

Besides finalizing the instruments a number of **other preparatory exercises** have been undetaken to conduct the study in a systematic way so that the results of the study are reliable and truly reflect the actual status of the situation.

To start with the organizational structure of the project management was created. The basic organizational structure included :

State Co-ordinator of the baseline survey

Additional Co-ordinator

State Resource Persons (one for each district) drawn from the University departments of Education of the respective jurisdiction. Their functions were to monitor the work of the field staff and give on the spot guidance and liason with the district officers. They also assist the co-ordinators with entire proces of study Master trainers - three for each district who include the DIET principals and lecture of the DIETs. They also visit the field and support the supervisors and investigators to ensure data accuracy. Field supervisors (4 for each district)

Field Investigators (20 to 30 for each district)

Each supervisor will be incharge of a team of 4 investigators and ensure the completion of work as per the schedule of time and ensure the co-operation of the schools, school inspectors, local leaders etc., and also assist in data verification and filling up the data gaps.

Officer on Special Duty - DPEP, Government of Andhra Pradesh gave Government support to the survey ensuring the cooperation of the Governmental machinery including the District Collectors, DEOs etc. Director SCERT and his staff also cooperated in the survey. It must also be mentioned that the NCERT deputed four National Resource Person to guide the training programme of master trainers. They also visited the districts while the survey was going on and gave suggestions wherever necessary. Secretary, Department of Education, Government of Andhra Pradesh reviewed the progress of the survey work periodically and gave necessary guidance and support.

Training of Master Trainers

Master trainers were drawn from the DIETs of the DPEP districts and the Departments of Education of the Universities within whose jurisdiction the DPEP districts are located. A ten day intensive training programme was conducted for them.

The content of the training programme included :

- Objectives and scope of the DPEP project

- Objectives and research procedures of baseline survey including sampling of villages, schools, learners, dropouts, teachers etc.

- Research tools and design

- Data collection plan

- Field deployment

- Data scrutiny

- Team work and field situations

- Administrative procedures

- Material management - issue and receipt

- Data management

- Organisation of field training

The other essential features of the training programme were as follows :

- The training was participatory in nature

- Individual and group work was assigned

- Role play method using field techniques

- Practice in simulated situations

- Sharing experiences in larger group

- Special training for test administration

Training programme for the field investigators and supervisors was conducted for 10 days in the DIETs of the DPEP districts soon after the training of the Master Trainers. Besides the content mentioned under master trainers training programme, the investigators were thoroughly trained to establish rapport with the teachers and learners and how to ensure the reliable data. They had to stay in the villages/towns of the schools or nearby mandal headquarters. They had to screen the data besides collecting it. The supervisors also verified if there were any gaps or wrong entry of data. They were asked to rectify the gaps and mistakes in the field itself.

Training manuals and field handbooks developed by NCERT were used as training resource material.

Sampling

Standard procedures were followed in sampling of the villages, mandals, schools, teachers, learners of IV and I classes and dropouts following the guidelines provided by NCERT and wherever necessary adapting to the condition of the districts of Andhra Pradesh. For example in Andhra Pradesh there are no blocks but there are mandals which are smaller than blocks and hence in the sampling more number of mandals were to be found than the number of blocks in other states.

Sampling was done based on the following procedures (which is supplied by NCERT)

- Different criteria were adopted to prepare sampling frame for different categories.

- The study was based on multistage sampling design taking district as a unit (universe).

- Each district was divided into urban and rural sectors.

- In rural areas Mandals were arranged alphabetically and in urban areas they were arranged in descending order of their population size.

- Since the number of mandals was more than 20 in all the DP districts ten mandals were selected in each district with the help of random numbers.

- Since the number of urban areas in mandals was less, one area from each district from the total number of urban areas was selected.

- A sample of 40 schools were selected from each district spread over all the sampled mandals using table of random numbers.

- The ratio of urban and rural schools was kept in accordance with their respective population.

- Schools of a particular mandal were selected using table of random numbers from among the alphabetically arranged list of schools.

- If the number of students in class IV (completed) are more than 30 only 30 students were selected with a random start. Wherever there were less than 30 all of them were selected.If there was more than one section the section was randomly selected

- As regards the selection of children from class I completed the criteria followed was the same excepting that the number of children was 20 or less depending upon the number available.

- A sample of 5 teachers including the Head teacher was selected from each sampled school. If the number is more they were selected randomly, otherwise all are selected.

- A sample of five dropouts of classes III/IV identified with the help of the teachers and the peer group were selected randomly.

When the sampling procedure mentioned above was followed the number of mandals, villages, schools, teachers, class IV (completed) learners class I (completed) learners, dropouts and teachers in each of the five districts is as indicated below :

District	No. of mandals	No. of schools	No. of teachers	No. of Class IV completed learners	No. of Class I completed learners	No. of dropouts
Karimnagar	10	40	115	778	661	133
Kurnool	10	40	101	599	621	150
Nellore	10	40	86	510	494	132
Vizianagaram	10	40	77	329	442	92
Warangal	10	40	117	620	626	84
Total	50	200	496	2836	2844	591

By and large the sample is fairly representative as it represents 2% of the schools and 2% of the teachers and about 10% of the total learners of the DPEP districts. This sample is adequate particularly from the point of view of fairly indepth questionaires which take long time to get response and also the variations of school conditions and socio-economic and cultural conditions of the area are not very significant.

SAMPLE FOR THE BASELINE ASSESSMENT STUDY
IN DPEP DISTRICTS OF ANDHRA PRADESH

Legend:
- ■ MANDALS
- ▨ SCHOOLS
- ▢ TEACHERS
- ▥ LEARNERS IV/V
- ▦ LEARNERS I/II
- ▢ DROPOUTS

Districts: K'NAGAR, KURNOOL, N'LORE, V'NAGAR, W'RNGAL
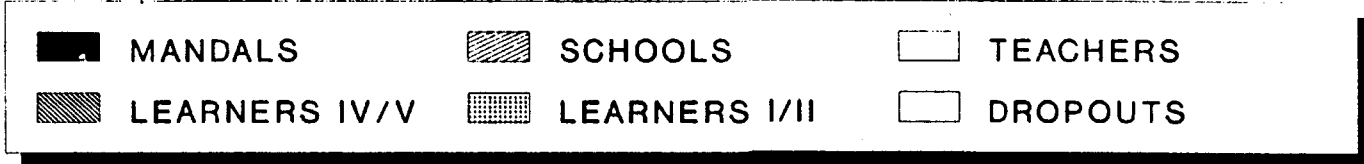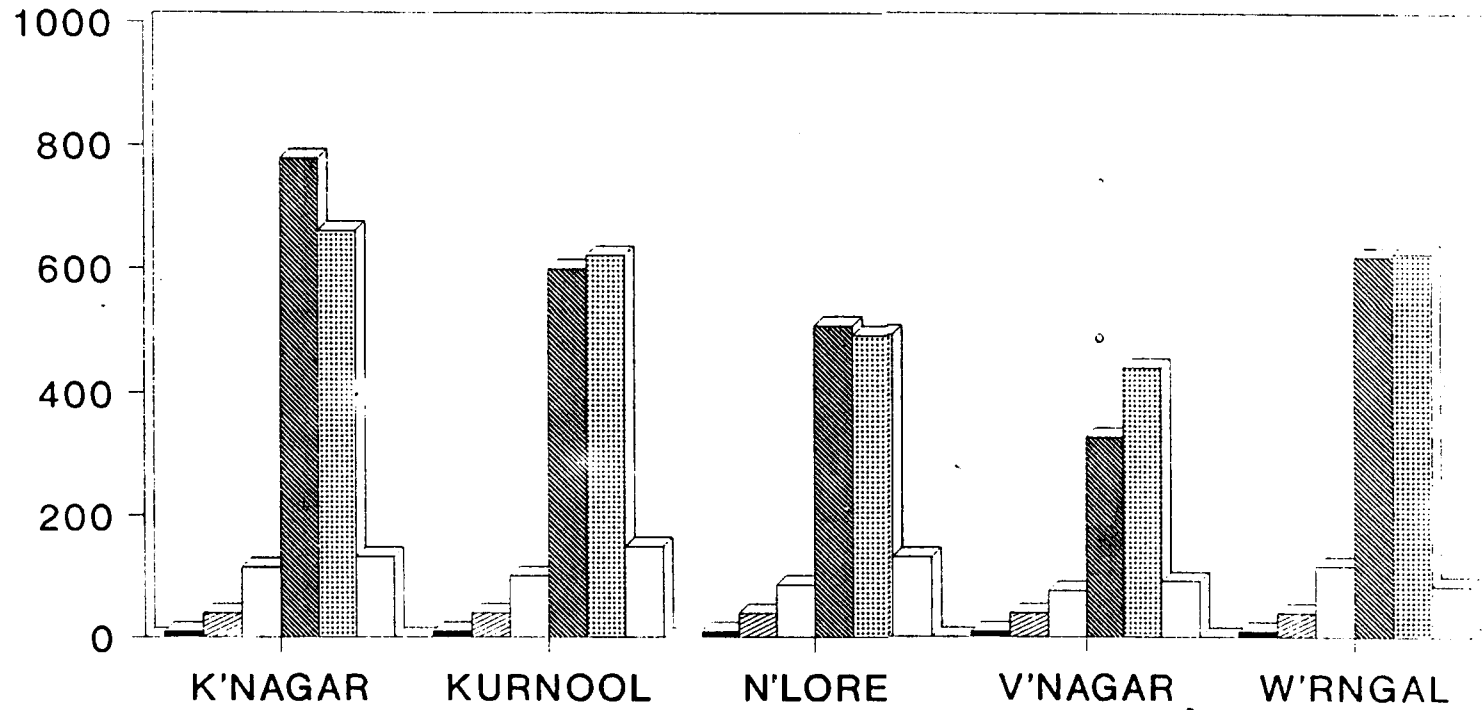
Data Processing :

The volume of the data generated from this sample was massive. This data was generated by about 150 field investigators

The size of the volume of data generated will be appreciated if the following table is persued

Name of the instrument	Number of schedules	Columns in each schedule	Total volume of data in terms of entries
School record (S.R.)	200	756	164000 (164 KB)
Student present (S.P)	2836	240	680000 (680 KB)
IV (completed) Language test (L)	2836	142	430000 (430 KB)
IV completed Maths test (M)	2836	59	190000 (190 KB)
I (completed) Language & Maths (LM)	2844	50	142200 (142 KB)
Student dropouts (S.D)	591	147	91000 (91 KB)
Teachers	496	567	294000 (294 KB)
Total	12639	2073	1991200 (1991 KB)

To handle the data of such magnitude the use of electronic data processing is inevitable particularly when the whole operation including analysis and report writing is to be completed in a very limited time frame (hardly one month). For the purpose of processing the data 20 data entry operators were commissioned using twenty AT-286computers. For the processing and analysis two AT-386 computers were used by the computer specialists. For all this SPSS software package was used.

The style of the presentation of the data essentially include the presentation of the data in the tabular and graphic form. The summary results and suggested interventions will be presented on the basis of data patterns, field observation notes and case studies.

CHAPTER V

SITUATIONAL ANALYSIS OF THE SCHOOLS IN DPEP DISTRICTS :

What the children learn, how they learn and what other experiences they go through in the first year of their schooling is a major determining factor of their survival in the school. This will be appreciated when we are conscious of the empirical fact that the children in India, particularly those from the homes in the rural and slum communities chained by poverty and socio-cultural disadvantages attend the school under the stresses and strains which require them to be at home and in the field rather than in schools. School is a matter of future about which neither the children nor their parents (in the majority of cases) do not know or at least not sure what it will be and know much less what the primary education can do to them. This only indicates that it requires a great deal of holding capacity/power on the part of the schools to make the child stay in the school inspite of the external pressures that pull the children out of schools. So it is imperative for us to know what exactly is in store for the children in the school in terms of the learning facilities, learning processes and the joyful experiences which any child is entitled to as a matter of right. It is in this perspective the School Record Schedule will be examined and analysed.

In order to assess the situation of the schools, a School Record Schedule (SR) was administered to all the schools covered by the sample in DPEP districts, viz., Karimnagar, Kurnool, Nellore, Vizianagaram and Warangal.

The major aspects covered in this schedule are :

- General Information
- Enrolment and Attendance related information
- Teacher related Information
- Instruction related information •
- School facilities related information
- School physical infrastructure related information
- Finance related information
- Incentive schemes related information.

The data generated on the above aspects is presented in this section.

Management Categories of Primary Schools :

In the state of Andhra Pradesh there are essentially four categories of managements viz., government, local bodies, private aided and private unaided. To know the management of the school is important because there is known association between the management and performance of the schools. Even the composition of the learners and the teachers differ from management to management. The management wise distribution of the sampled schools in five DPEP districts is given in Table 5.1

Table 5.1 Managment wise distribution of the sampled schools

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
State Government	13	4	3	3	10	33
col %	32.5	10.0	7.5	7.5	25.0	16.5
Local Bodies	27	33	33	36	28	157
(Zilla Parishad and Municipal bodies)	67.5	82.5	82.5	90.0	70.0	78.5
Private Aided	0	3	3	1	2	9
		7.5	7.5	2.5	5.0	4.5
Private Unaided	0	0	1	0	0	1
			2.5			0.5
Col Total	40	40	40	40	40	200
Col %	100	100	100	100	100	100

From Table 5.1 it is obvious that overwhelmingly large number of schools are still managed by the local bodies (Zilla Parishads and Municipalities). The average for all the districts is 78.5%. However, there are variations between the districts. They range from 67.5% (Karimnagar district) to 90% (Vizianagaram district). The reason is that in the state of Andhra Pradesh the share of the government schools is more in the Telangana districts than in the districts of the other regions.

The average share of government schools in the total schools is 16.5% though the range is between 7.5% to 32.5%. It can be seen that in the two Telangana districts, viz., Karimnagar and Warangal the share of the government schools is 32.5% and 25% respectively., This is because of historical reasons. The share of the private schools is very small (5%) and also is essentially an urban phenomenon.

The Implications of the above situation are :

a.   To improve the situation of primary education in the state efforts are to be concentrated on the schools managed by the Local Bodies and the government. In fact these two categories are funded wholely by the government and hence these two categories may be merged. The government schools may be transferred to the management of local bodies. The Ramakrishna Rao Committee on Reforming School Education appointed by the Government of Andhra Pradesh also recommended such a measure;

b.   It also indicates that there is scope for the private initiative to start more number of schools in the rural areas also. Such an initiative may bring in the competetiveness improving the quality of education of the public (government) funded schools also.

Further, it may relieve the financial burden of the government to some extent. The government can always stipulate norms to avoid commercialisation and exploitation of the private schools. The school committees proposed by the state government will also take care of this aspect of exploitation.

The standing of the schools in terms of year of establishment is also an important factor of school effectiveness. The data on the age of the school will normally indicate the status of physical infrastructure, size of the school enrolment, size of the number of teachers, tradition of the school etc. which are all important from the point of view of school effectiveness. Further, it may also indicate the pattern of the pace of quantitative expansion of schools.

The Table 5.2 presents the status of schools in the five districts in terms of the year of establishment.

Table 5.2 Year of Establishment of schools in five districts

Period	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
As on 1950	6	17	13	20	8	64
col%	15.0	42.5	32.5	50.0	20.0	32.0
1951 - 60	13	6	8	7	12	46
	32.5	15.0	20.0	17.5	30.0	23.0
1961 - 70	3	9	6	5	6	29
	7.5	22.5	15.0	12.5	15.5	14.5
1971 - 80	9	3	3	5	9	29
	22.5	7.5	7.5	12.5	22.5	14.5
1981 - 90	7	4	10	3	5	29
	17.5	10.0	25.5	7.5	12.5	14.5
1991 - 94	2	1	-	-	-	3
	5.0	2.5	-	-	-	1.5
T O T A L	40	40	40	40	40	200
col %	100	100	100	100	100	100

The overall pattern of the distribution of schools according to the periods of their establishment in the five districts indicates :

a.   Almost one third (32%) of the total number of primary schools were already in existence at the start of the First Five Year Plan. Two thirds of the total schools are added over along period of more than 40 years covering eight Five Year Plans.

b.   The quantitative pace of expansion of schools was more substantial during the first and second Five Year Plans (1951-60) than in the subsequent plan periods.

YEAR OF ESTABLISHMENT OF SCHOOLS IN DPEP DISTRICTS OF ANDHRA PRADESH

Legend:
- ■ KARIMNAGAR
- KURNOOL
- □ NELLORE
- VIZIANAGARAM
- WARANGAL

X-axis categories: AS ON 1950, 1951-60, 1961-70, 1971-80, 1981-90, 1991-94

CH 5 TABLE 2

c. From the third five year plan period onwards, in the subsequent plan periods, the pace of quantitative expansion has been uniform at the flat rate of 14.5% every decade.

By Implication this may Indicate two things. Firstly it may indicate the the priority for the expansion of primary education is reduced after the second five year plan and possibly the other higher levels of education have received higher priority. Secondly, it may also indicate that the absorption capacity of the country interms of any further level of expansion was found static indicated by non-viable number of children acutally found in the schools,. This surmise may also indicate that there were no substantial efforts made to mobilise the children particularly those who belong to the disadvantaged sections into the schools to equalise educational opportunities. The resouҁe constraints might have also contributed for the slow growth of expansion.

When the district specific pattern is examined again the influence of the scҁio-historial factors on Telangana districts becomes evident. At the start of the first five year plan (1950) in the two districts of Telangana, viz., Karimnagar and Warangal there were only 15% and 20% of the total schools respectively where as in the other districts the proportion ranged from 32% to 50%. Historically under the Nizam rule of Telangana the promotion of education in the rural areas was negligible. That initial gap still persists in Telangana districts of Andhra Pradesh. In fact the average perofrmance of Andhra Pradesh in literecy and primary school enrolment/retention rates are lower than the national averages because of the low levels of Telangana region. It is also evident that it is only in the 5th and 6th Five Year Plans period (1971-80) the expanslon of primary education in the Telangana districts has been accelerated (22.5%). This must have been because of political agitation of the Telengana region for regional balances in development. Subsequently also the growth is sustained but at a lower pace.

In the case of Vizianagaram district, which is having significant population of tribals and fishermen has been a part of princely state of Vizianagaram Maharajas until its accession into the Indian Union. It is significant to note that as in the case of other princely states of Hindu rulers the importance given to education in that state is evident from the fact that by 1950 itself 50% of the total primary schools were established in Vizianagaram district as against 32% of the average of the five ldistricts. Somehow political factors are playing significant role in the case of Telengana and Vizianagaram districts. Similarly it can be observed from Table 5.2 that Nellore's share of expansion of primary schools iᵢ the period 1981-90 has been the highest (25%) when compared to the average of 14.5% for all the districts. This period also coincides with the political dominance of Nellore district in the state of A.P. Hence political factor has to be recognized as one of the explanatory factors in the promotion of primary education.

Pre-Primary Child Care facilities :

It is a well acknowledged fact that pre-primary education/child care facilities improve the chances of children to get enrolled and survive in the primary schools for the following reasons :

a. It improves the entry behaviour of the children to survive in the school;

b. It develops the positive disposition and motivation among the parents to send their children to the schools; and

c. most importantly such facility helps to releive the role of the children of school going age, particulary the girls, as the baby sitters at home so that they release their parents to go for work.

The following Table 5.3 gives the number of pre-school/child care centres like Balwadis, Anganwadis, etc., available around the schools.

Table 5.3 Pre-Schools attached to the Primary Schools and the other child care centres located around the schools

District	Pre-Schools attached to Primary Schools		Other child care centres around the school		Total	
	Yes	No	Yes	No	Yes	No
Karimnagar	1	39	6	34	7	33
%	2.5	97.5	15.0	85.0	17.5	82.5
Kurnool	7	33	8	32	15	25
%	17.5	82.5	20.0	80.0	37.5	62.5
Nellore	3	37	3	37	6	34
%	7.5	92.5	7.5	92.5	15.0	85.0
Vizianagaram	3	37	10	30	13	27
%	7.5	92.5	25.0	75.0	32.5	67.5
Warangal	1	39	5	35	6	34
%	2.5	97.5	12.5	87.5	15.0	85.0

From the Table 5.3 it is evident that the pre-school facilities attached to the primary schools are very insignificant accounting for only 7.5% of the total schools. This also mostly is in the urban areas. Even if we take into consideration all other child care programmes into consideration accounts for only 23.5% for all the five districts together. Among the districts Kurnool and Vizianagaram are better with 37.5% and 32.5% respectively. **In this context the following points are to be carefully considered:**

(a) Pre-school/child care faciulities are of critical importance particularly for the children of disadvantaged home and community background. This programme has the potential to neutralise to a great extent the cultural and nutritional disadvantages the children have. Neutralization of this disdadvantage will help for better retentioln rates and learning levels of the children.

PRE SCHOOLS ATTACHED TO PRIMARY SCHOOLS & OTHER CHILD CARE CENTRES AROUND

Bar chart showing data for K'NAGAR, KURNOOL, N'LLORE, V'NAGAR, W'RNGAL

Legend:
- PRE SCHOOL YES
- CHILDCARE CENTRE YES
- PRE SCHOOL NO
- CHILD CARE CENTRE NO

Values by district:
- K'NAGAR: 1, 39, 6, 34
- KURNOOL: 7, 33, 8, 32
- N'LLORE: 3, 37, 3, 37
- V'NAGAR: 3, 37, 10, 30
- W'RNGAL: 1, 39, 5, 35
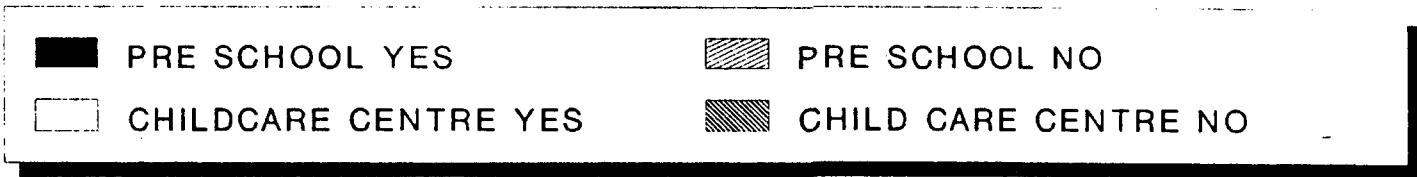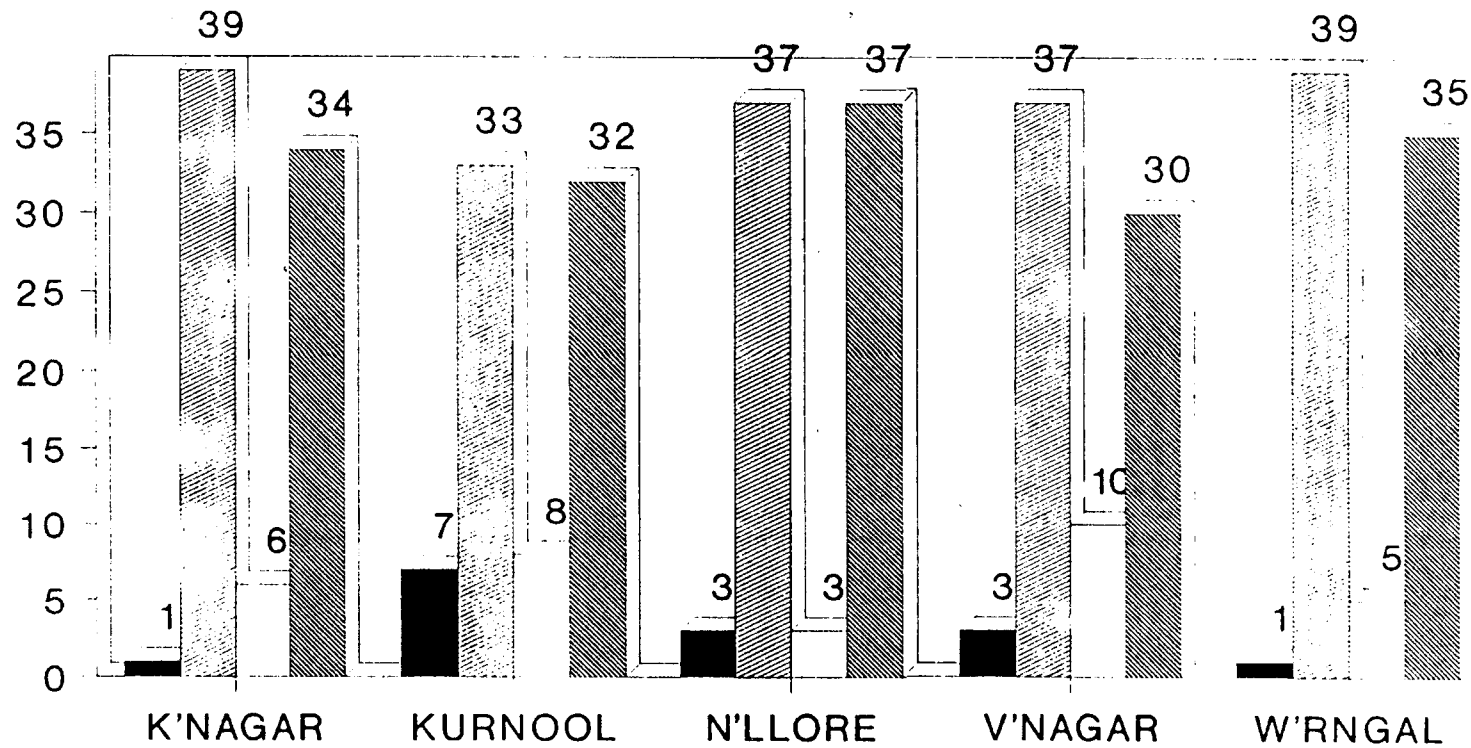
CH 5 TABLE 3

(b)   The child care programmes like anganwadis, balwadis etc. have to be appropriately designed with the objective of preparing the children to cope with the demands of the primary schools within the framework of convergence of services.

(C)   This programme of pre-school child care services should be treated as an integral part of the primary school programmes and must get top priority to do justice to the children of the weaker sections which is the main concern and target group of universalization of primary education. Primary education without pre-primary support programme cannot be conceived in the context of the disadvantaged populations.

Number of grades (classes) available in the schools is a matter of importance because of the following reasons:

(a)   It has implications for the provision of teachers, classrooms and other facilities;

(b)   It has implication for curricular and pedagogic strategies and methods if the provision of basic inputs is not matching with the number of grades/classes

(c)   It has an implication for the upward educational progress of children. Particularly in the case of girl children the provision for upper primary within the same school will help them to continue in the school. Otherwise they discontinue the schooling, the consequence of which is that they will not be eligible for seeking admission into technical institutions to acquire employment and income generating skills.

(d)   There is a danger of teachers, particularly those in single teacher schools to discourage children to continue in the school year after year until they complete five years of schooling in order to avoid extra work or they may not strive for full complement of learners in the classes. Very thin numbers in a given class also encourages children to discontinue the school.

For the reasons mentioned above there must be a policy for encouraging schools to have classes upto primary and also upperprimary progressively.

Table 5.4 gives the position of schools in terms of number of grades (classes) in the sample schools of DPEP districts.

Table 5.4   schools according to the highest grade (class) available in the five districts

Class/grade	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
Class I only	6	3	1	-	5	15
%	15.0	7.5	2.5	-	12.5	7.5
Class I & II	1	-	-	-	-	1
	2.5	-	-	-	-	2.5
Class I II III	-	1	-	-	-	1
	-	2.5	-	-	-	2.5
Class I II III IV	1	-	-	-	8	9
	2.5	-	-	-	20.0	4.5
Classes I to V	26	29	39	40	21	155
	65.0	72.5	97.5	100	52.5	77.5

HIGHEST GRADE AVAILABLE IN THE SCHOOL

Bar chart showing highest grade available in the school by district.

	CLASS I ONLY	CLASS I & II	CLASS I - III	CLASS I - IV	CLASS I - V
KARIMNAGAR	6	1	0	1	26
VIZIANAGARAM	3	0	1	0	29
KURNOOL	1	0	0	0	39
WARANGAL	0	0	0	0	40
NELLORE	5	0	0	8	21

Legend:
- KARIMNAGAR
- VIZIANAGARAM
- KURNOOL
- WARANGAL
- NELLORE
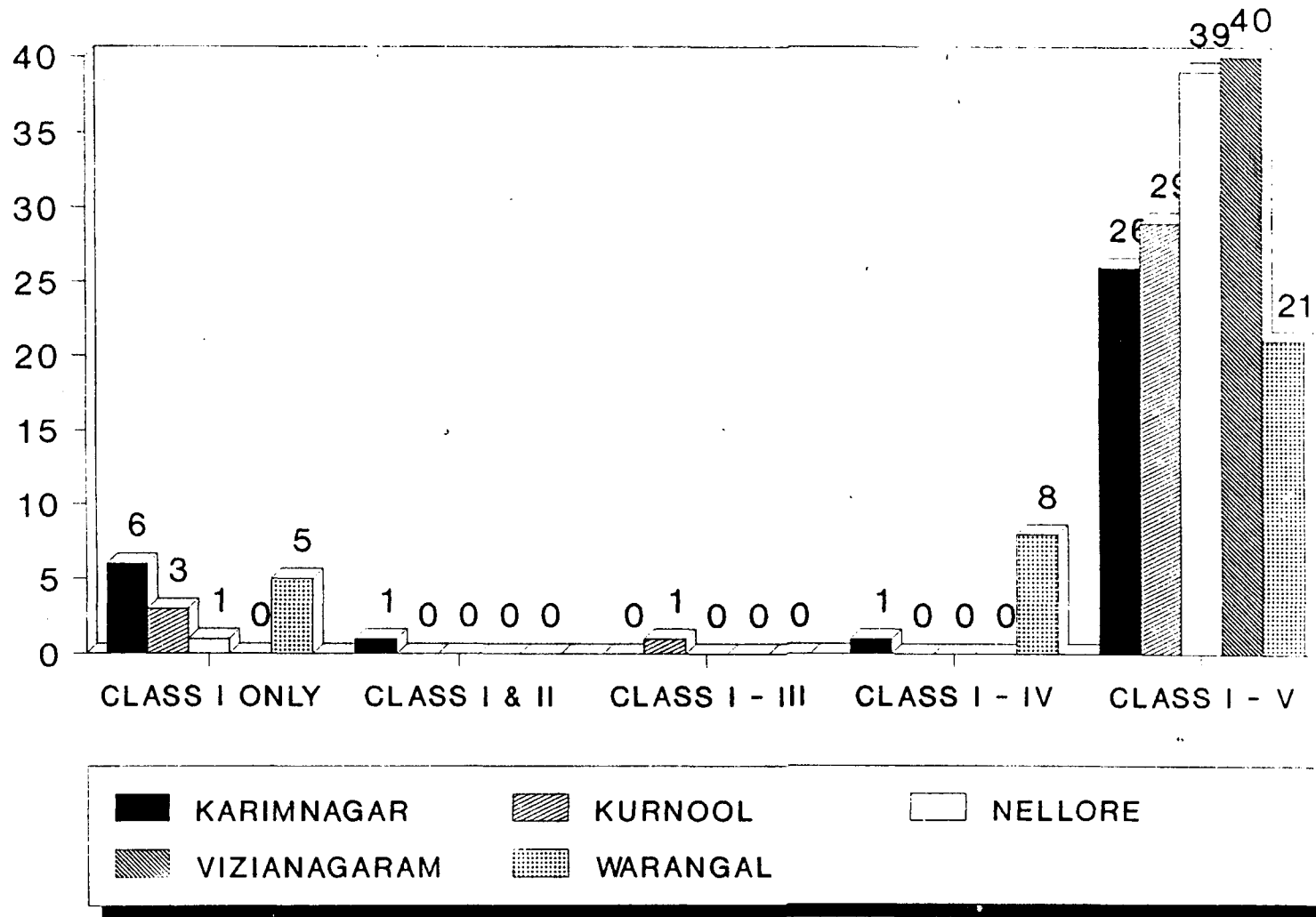
CH 5 TABLE 4

From Table 5.4 it is evident that about 3/4th of schools (77.5%) have classes/grades upto five, only 9% of schools have classes upto seven, i.e., upper primary level. This situation is far from satisfactory particularly from the point of view of a negligible number of schools (9%) having classes upto upper primary level for all districts put together. Even 13% of schools not having full complement of five classes is not desirable for the reasons mentioned above. While this is the overall situation for five districts, the district specific situation is much more discouraging as it indicates high regional imbalances. The proportion of schools having full complement of primary school classes (I to V) is much lower in the two Telangana districts viz. Karimnagar and Warangal accounting only 65% and 52% respectively as against 72 to 100% of such schools in the other districts.

The over all and district specific analysis of the table suggest:

a. Immediate measures are to be initiated to provide full compliment of at least 5 classes (I to V) in all the schools, particularly in Telangana districts as it has a vicious circle effect. Unless there are successive classes, the children will not get attracted to schools and unless there are enough students ensured the successive classes cannot be maintained. There seem to be some problem with the single teacher schools which discourage the full compliment of five classes.

b. Steps must be taken to see that substantial number of schools (atleast 50% to start with and progressively reaching 100%) must be developed into upper primary schools (for classes I to VII) to help the girls and other children of the weaker. sections. Prof. Ramakrishna Rao's committee on Reforming School Education appointed by the government of Andhra Pradesh also suggested such a measure.

c. Curricular and pedagogic strategies and methods must be thought of for classes with small number of children.

Proximity of the upper primary schools to the primary schools is also to be taken into consideration while planning for the upgradation of the existing primary schools. Priority may be given to those primary schools (in upgrading them) which do not have upper primary schools within the walkable vicinity of the schools/villages.

Table 5.5 gives the data relating to the distance between the sample schools and the upper primary schools in DPEP districts.

Table 5.5 Distance between the primary schools and the
upper primary schools in five districts

District	Schools within the distance of one Km	within 2 Km	3km & above	Total
Karimnagar	19	4	17	40
Row %	47.5	10.0	42.5	100
Kurnool	20	3	17	40
	50.0	7.5	42.5	100
Nellore	13	2	25	40
	32.5	5.0	62.5	100
Vizianagaram	12	7	21	40
	30.0	17.5	52.5	100
Warangal	17	6	17	40
	42.5	15.0	42.5	100
Total	81	22	97	200
	40.5	11.0	48.5	100

Table 5.5 Clealry indicates that the distance between the primary schools and upper primary schools is within the walking distance of the children (within 2 Km) in the case of about half of the schools (51.5%). However, the reamining 50% of the schools are beyond the walking distance of the children, particularly the girl children. Hence, the priority should be given to the 50% of the schools in upgrading them as upper primary schools.

When the distance of the Anganwadis/child care centres of ICDS is examined it is found that in the case of about 83% of schools the anganwadis are within the easy reach. It may be a good measure to locate the anganwadis within the vicinity of the primary schools. In Andhra Pradesh there is no significant number of traditional schools like madarasas and hence is not presented for interpretation.

Distance between the primary schools and high schools is also an important factor to consider while discussing primary education because the prospect of the effective accessibility of high school is a motivating factor for some parents to send their children to primary schools. Many parents believe (as revealed in the case studies conducted along with the baseline survey) that there is no use in studying upto primary school only as it does not get their children jobs (in the organized sector). They believe, it is also an empirical reality, that the minimum general qualification required to get even the lowest job in the offices/organized sector is high school pass. Hence it may be necessary to encourage the growth of high schools as per the projected demand. In fact in the state of Andhra Pradesh (as explained in chapter II of this report) the growth of Secondary Education is quite significant although still it is not accessible to all unless hostel facilities are made available for the children located in distant places.

DISTANCE BETWEEN PRIMARY SCHOOL & UPPER PRIMARY SCHOOL

Bar chart showing distances for districts K'NAGAR, KURNOOL, N'LLORE, V'NAGAR, W'RNGAL.

District	WITHIN 1 KM	WITHIN 2 KM	3 KM & ABOVE
K'NAGAR	19	4	17
KURNOOL	20	3	17
N'LLORE	13	2	25
V'NAGAR	12	7	21
W'RNGAL	17	6	17

Legend: ■ WITHIN 1 KM ▨ WITHIN 2 KM ☐ 3 KM & ABOVE
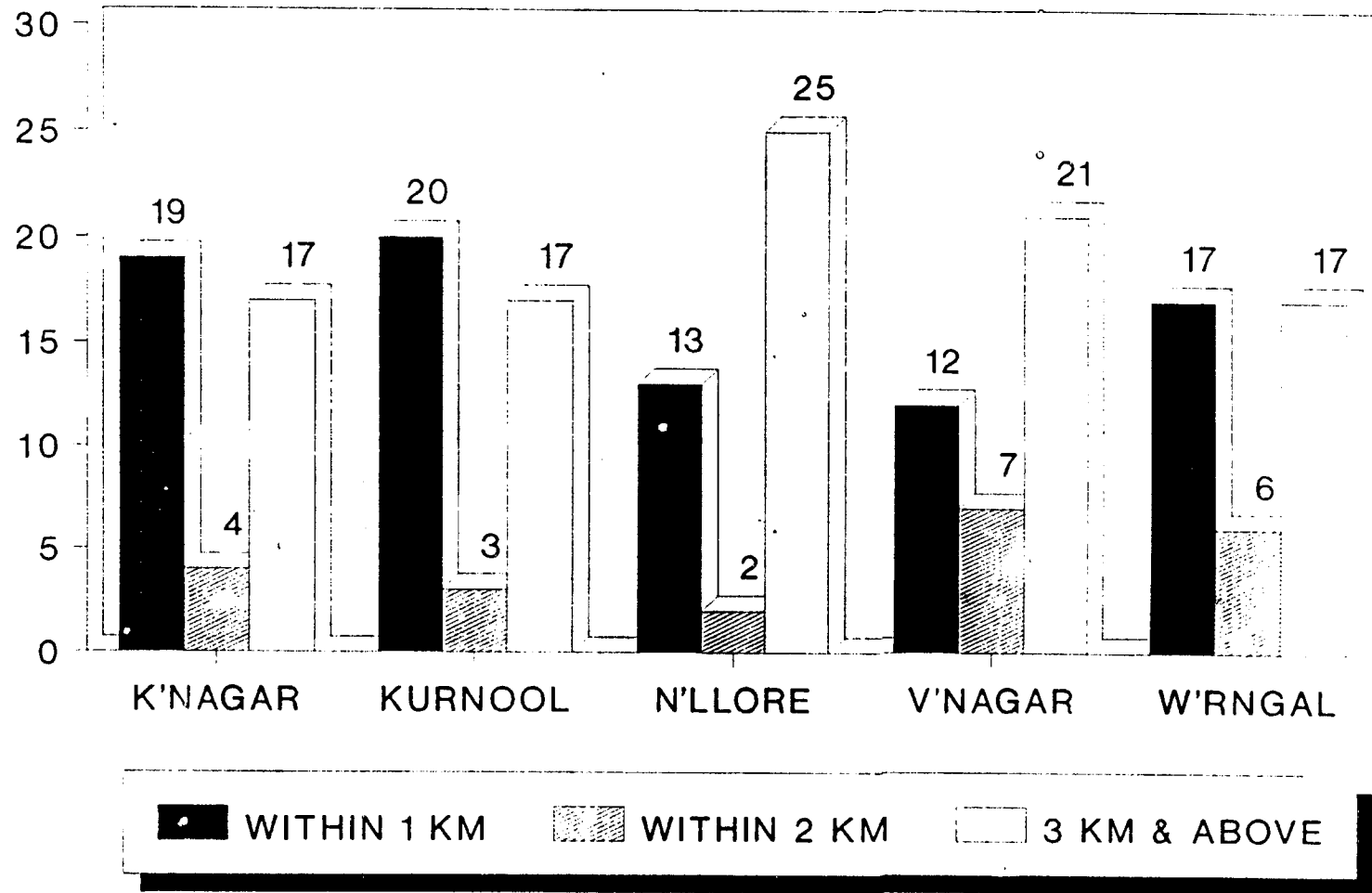
CH 5 TABLE 5

Table 5.6 Distamce of the primary schools from the nearest high schools

Kms.	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
0	16	12	4	1	8	41
Col %	40.0	30.0	10.0	2.5	20.0	20.5
1	3	4	9	8	5	29
	7.5	10.0	11.5	20.0	12.5	14.5
2	2	2	3	8	5	20
	5.0	5.0	7.5	20.0	12.5	10.0
3.	5	2	10	5	7	29
	12.5	5.0	25.0	12.5	17.5	14.5
4.	3	4	2	5	2	16
	7.5	10.0	5.0	12.5	5.0	8.0
5.	3	3	3	5	5	19
	7.5	7.5	7.5	12.5	12.5	9.5
6.	3	1	1	4	∟	11
	7.5	2.5	2.5	10.0	5.0	5.5
7.		1	2	1	1	5
		2.5	5.0	2.5	2.5	2.5
8.		7	2	1	1	11
		17.5	5.0	2.5	2.5	5.5
9.		1	1	1	–	3
		2.5	2.5	2.5	–	1.5
More than 10	5	1	1	–	4	11
	12.5	2.5	2.5		10.0	5.5
Col	40	40	40	40	40	200
Total	100	100	100	100	100	100

Table 5.6 Indicates that about 44% of primary schools have high schools within the vicinity of their location i.e., within 2 kms. and about 32% of the schools have high schools within the cycling distance (3 to 5 kms) and the rest or about 20% of schools are beyond 5 kms.

This overall pattern of location of high schools indicates that atleast 20% of high schools require hostel facilities on a priority basis. In the case of those students who are located in the cycling distance a scheme may be devised to provide cycles, atleast for girls and the poor.

The district specific pattern of the dispersal of schools by distance indicates that this pattern also is broadly similar to the overall pattern .

ENROLMENT AND ATTENDANCE SITUATION

Enrolement status of the children of the age group of 6-10 in the primary school catchment area is the basic information required for planning and management of primary education. Table 5.7 presented below will give the enrolement situation in the five DPEP districts.

DISTANCE OF PRIMARY SCHOOL
FROM NEAREST HIGH SCHOOL
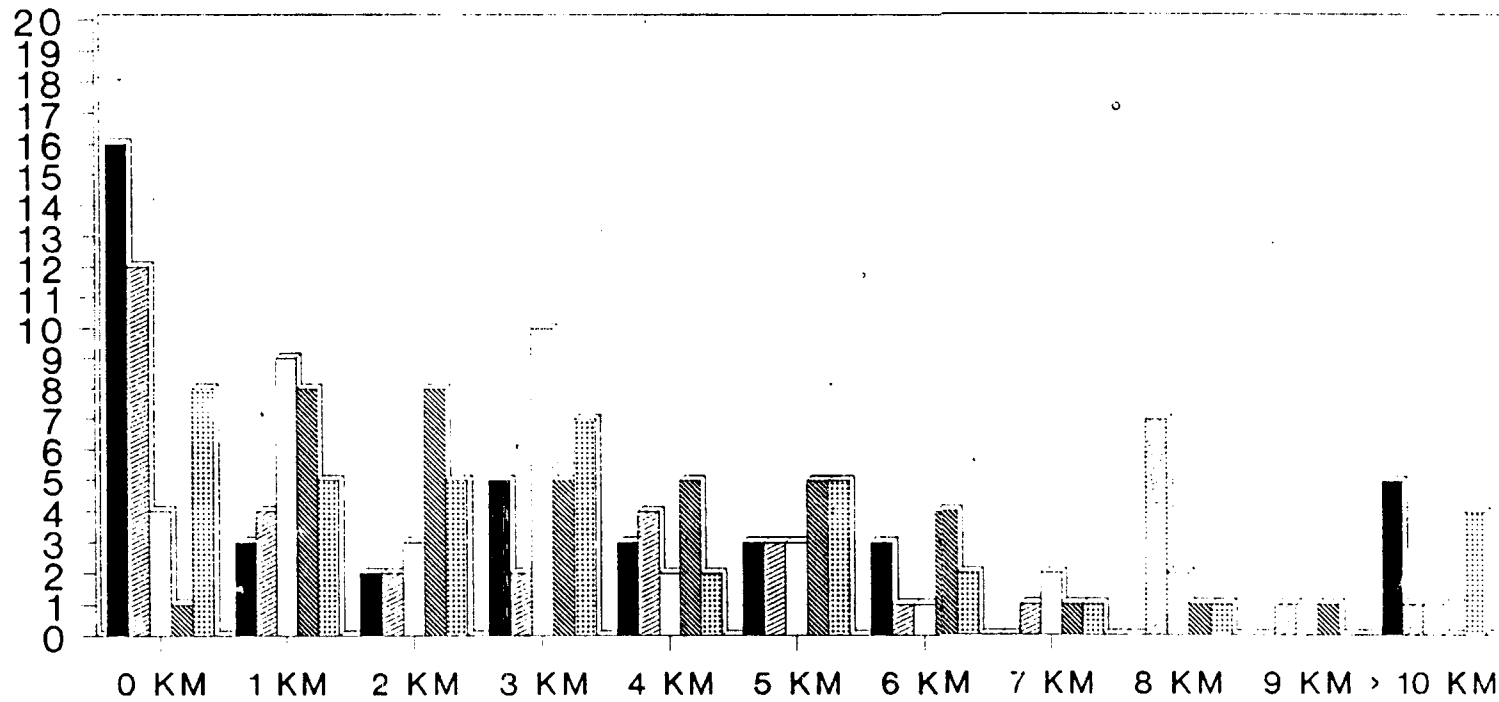
| ■ | KARIMNAGAR | ▨ | KURNOOL | ▢ | NELLORE |
| ▨ | VIZIANAGARAM | ▨ | WARANGAL | | |

CH 5 TABLE 6

Table 5.7 : Enrolment status of the children of 6-10 age group in the catchment area of the sampled primary schools of five districts

DISTRICT	Total children of 6 - 11 age	Enrolment in the sampled schools			Average per school	Enrolled in other schools			Average per school	Non-enrolled			Average per school
		B	G	T		B	G	T		B	G	T	
Karimnagar	23401	3687 (43.0)	4843 (56.7)	8530	213	4460 (9.3)	4595 (50.7)	9055	226	3154 (56.2)	2662 (45.8)	25816	145
Kurnool	15712	3623 (69.9)	3637 (50.1)	7260	182	2739 (57.7)	1995 (42.1)	4734	118	1858 (50.0)	1860 (50.0)	3718 .	93
Nellore	6285	2739 (54.6)	2275 (45.4)	5014	125	377 (54.7)	312 (45.3)	689	17	287 (49.3)	295 (50.7)	582	15
Vizianagaram	4609	1917 (52.6)	1730 (47.4)	3647	91	433 (57.8)	317 (42.2)	750	19	98 (46.2)	114 (53.8)	212	5
Warangal	23008	3097 (50.0)	3098 (50.0)	6195	155	5716 (52.4)	5201 (47.6)	10912	272	3065 (52.0)	2831 (48.0)	5896	147
Total	73015	15064 (49.2)	15582 (50.8)	30646	153	13725 (52.5)	12420 (47.5)	26145	130	8462 (52.2)	7762 (47.8)	16224	81

ENROLMENT STATUS IN THE CATCHMENT AREA
OF SAMPLED SCHOOLS OF DPEP DISTRICTS

Thousands

Legend:
- SAMPLED BOYS ENR...
- SAMPLED GIRLS EN...
- BOYS-OTHER SCHOOLS
- GIRLS-OTHER SCHOOLS
- BOYS-NON ENROLLE...
- GIRLS-NON ENROLLE...
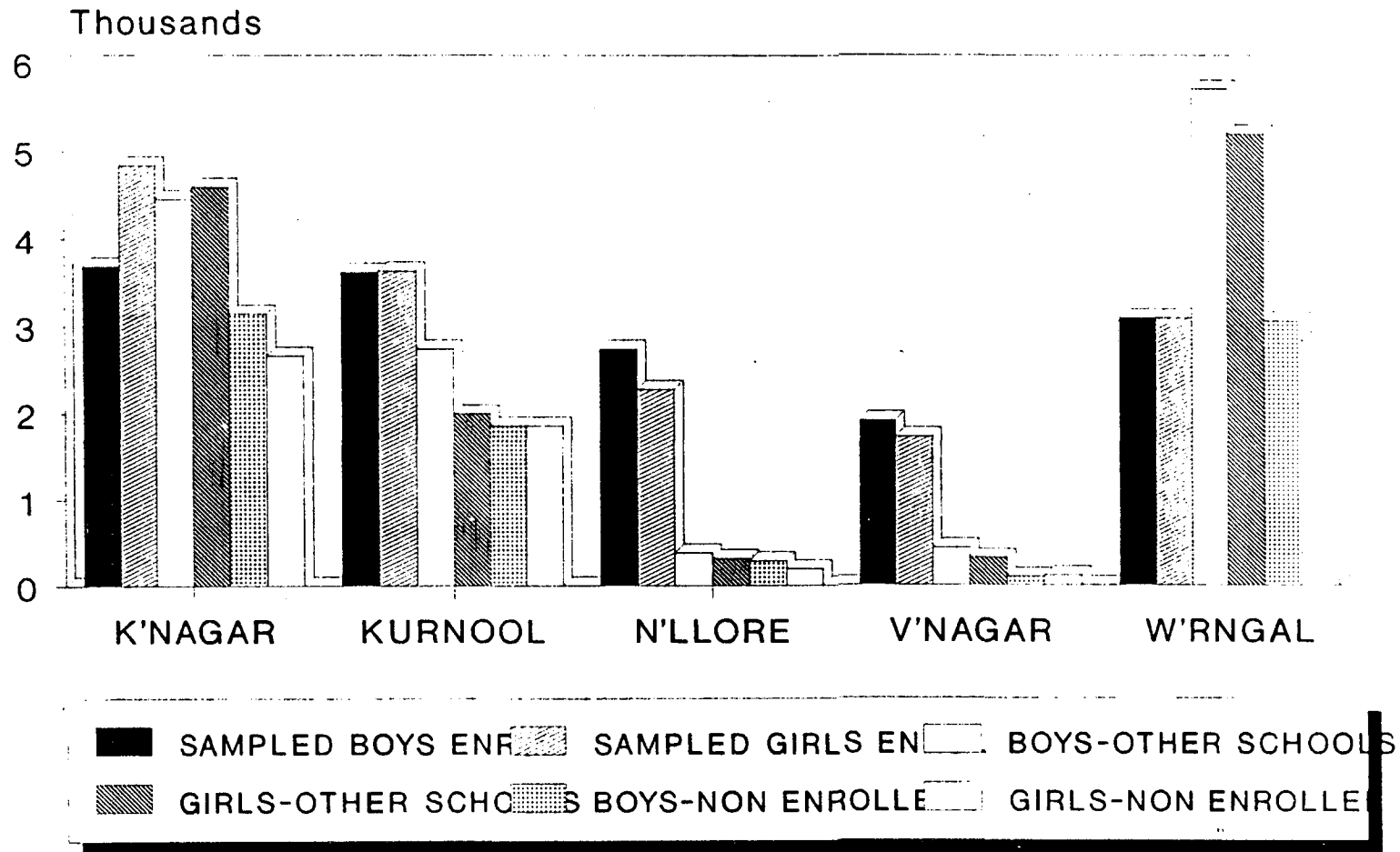
CH 5 TABLE 7

Table 5.7 Indicates the follwing Pattern :

a. On an average in the five districts there are 365 children of 6-10 age group per school catchement area (73015 children in the area of 200 schools).

b. There is regional variation in the density of school-age population. In the two telangana districts it is much more than the average. Karimnagar and Warangal district averages are 585 and 575, respectively. in the case of Rayalseema district, viz., kurnool it is around the average (393), in the two coastal districts, namely vizianagaram and nellore it is 157 and 115 respectively.

c. The overall average of the children of 6-10 age group enrolled in the sampled schools is 153. Here again there are regional variations. In the case of the coastal districts the average of the enrolled children is less than the overall average. Nellore and vizianagaram registering 125 and 91 respectively. In the other districts it is more than the average. It is the highest in Karimnagar (213) followed by kurnool (182) and Warangal (155).

d. The overall average number of children enrolled in the schools other than the sampled schools (within the catchment/village area) is accounting for 130.

e. In terms of percentage of enrolment 42% of children and 35% of children are enrolled in the sampled schools and other schools respectively bringing the total enrolled to 77% and there is no siginificant variation between boys and girls in enrolment except that in the enrolment of other schools the girls are less by about 5% in the overall position.

f. The average non-enrolled children per village/school catchment area is 81. The overall percentage of non-enrolled children is 23%. In terms of overall position of the five districts the non-enrolment of girls is less than non-enrolment of boys by about 7%. This is again because of regional variations. In Telangana districts of Karimnagar and Warangal the non-enrolment of boys is more than the other districts. In Karimnagar it is 54.2% and in Warangal 52%.

The pattern indicated above reveals that so far as enrolment is concerned among both boys and girls the situation is highly satisfactory. The gap is to the extent of only 23%. However, the problem is with regard to the credibility of the enrolment registers maintained in the schools. The field observation notes of the supervisors and investigators indicate that the registers are not reliable as they contain the names of many children who are not attending the schools.

CLASS-WISE BREAKUP OF ENROLMENTS

The class-wise breakup of enrolment should indicate.

a. strength of class which is important for maintaining teacher-pupil ratio and determining the numbeer of sections;

b. the dropout/retention rates on the basis of the proportion in the successive classes;

c. the viability of the class interms of numbers of students.

Table 5.8 - Indicates the details of the enrolment of students by class for the academic year 1994-95 in the sample schools of five districts (average per school).

	KARIMNAGAR	KURNOOL	NELLORE	VIZIANAGARAM	WARANGAL
CLASS I	60	89	37	25	79
CLASS II	86	81	24	25	46
CLASS III	101	71	22	20	41
CLASS IV	134	59	24	19	54
CLASS V	83	75	31	21	59
TOTAL	464	375	138	110	279

Table 5.8 indicates :

a. The average strength of the schools for all classes ranges from 110 (Vizia-, nagaram) to 464 (Karimnagar). Kurnool stands in second position with 375 followed by Warangal (279) and Nellore (138).

b. There is no consistency of number of children in each of thesuccessive classes. Normal pattern should be that there will be decline of numbers from class or steady continuity with minor variations.This means that enrolment and attendance are not properly maintained.

ENROLMENT ACCORDING TO CASTE OF THE STUDENTS BY GENDER AND BY CLASS

To know the social composition of the students is essential as it has a bearing on :

a. The nature of curricular transition to be designed

b. The nature of inputs the schools require and

c. The nature of incentives the learners require.

Table 5.9 Indicates the details of the caste composition of the students class-wise and gender-wise in five DPEP districts [Table on p.37]

Table 5.9 Indicates the following :

a. In all the five districts Backward Castes occupy the first position in terms of numerical strength followed by scheduled castes in the second position and the third position is shared by " other communities" and scheduled tribes. STs are more th..n the "other communities" in Vizianagaram and Warangal districts which are having significant population of tribes.

b. The pattern of distribution is the same for both boys and girls.

c. In the case of Karimnagar the preponderance of girls is more than the boys in all the caste groups. In other districts boys are more preponderant than girls.

CLASSWISE ENROLMENTS FOR 1994-95
IN THE SAMPLED SCHOOLS
(AVERAGE PER SCHOOL)

	KARIMNAGAR		KURNOOL		NELLORE
	VIZIANAGARAM		WARANGAL		
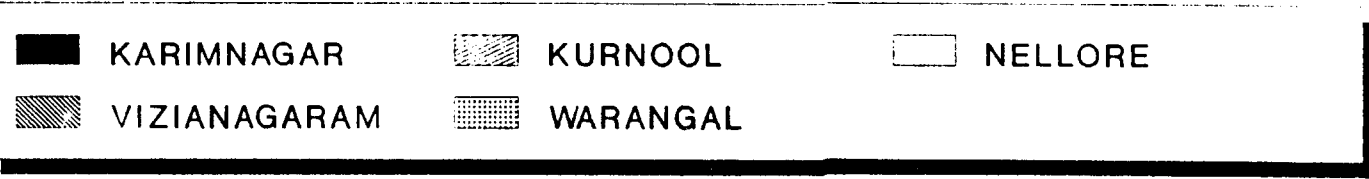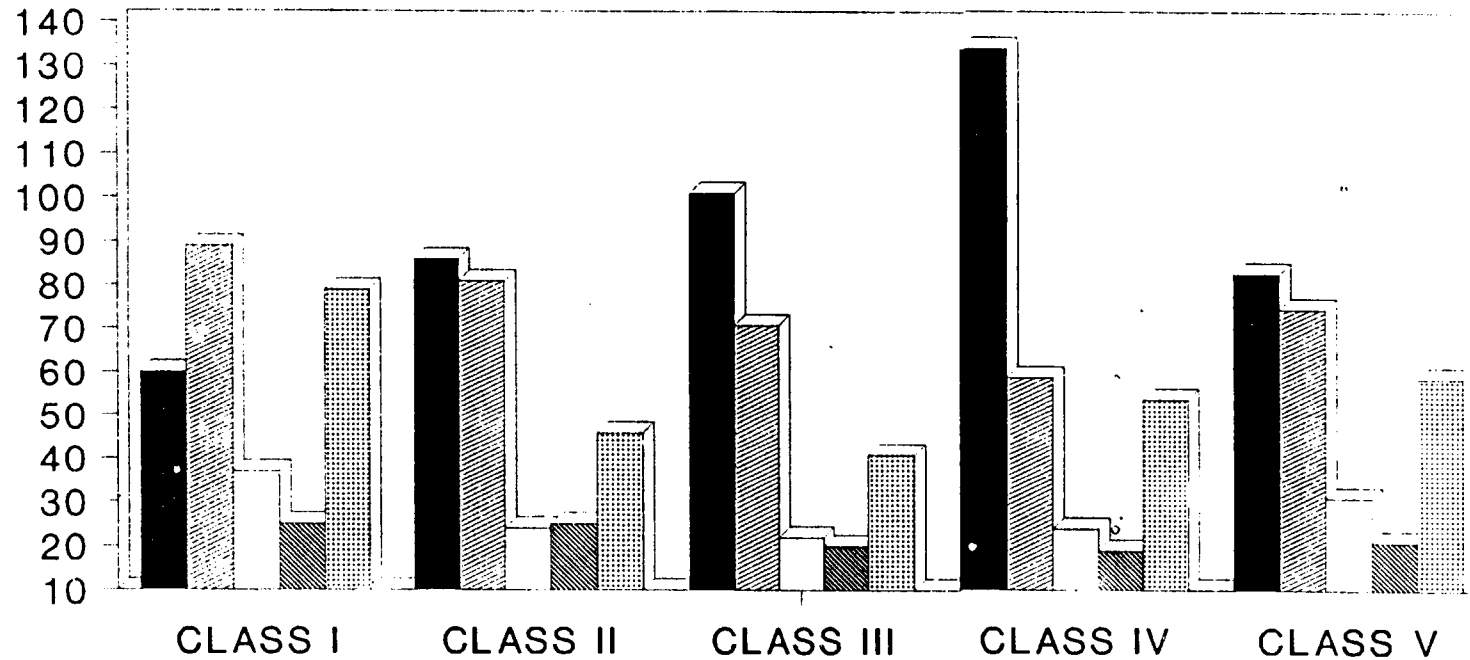
CH 5 TABLE 8

Table 5.9 Caste composition of the students classwise and genderwise (School Averages)

District/Class	SC			ST			BC			OTHERS		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Karimnagar												
I	5.6	5.7	11.3	0.65	0.9	1.5	12.3	13.2	25.4	1.5	3.95	5.5
II	7.6	8.6	16.2	1.92	2.1	4.02	9.02	11.4	20.4	3.8	3.7	7.42
III	4.92	6.9	11.8	2.8	1.5	4.3	13.7	11.5	25.1	3.7	5.9	9.6
IV	10.3	11.0	21.4	3.0	2.1	5.2	13.6	18.9	32.4	4.4	3.9	8.4
V	4.9	6.2	11.1	1.1	1.5	2.6	9.8	8.2	17.9	2.4	3.2	5.6
	33.3	38.4	71.7	9.5	8.02	17.6	58.3	62.9	121.3	15.8	20.7	36.5
Kurnool												
I	6.4	6.95	13.4	5	2.8	7.8	15.7	11.1	26.7	8.1	6.2	14.3
II	7.5	4.9	12.3	7.12	2.22	9.4	15.4	9.62	25.02	7.2	5.02	12.22
III	9.4	6.3	15.7	6.2	1.5	7.7	11.5	9.1	20.7	5.0	3.9	8.9
IV	6.4	4.6	11.1	4.4	4.1	8.5	13.6	12.2	25.7	4.7	6.6	11.3
V	7.1	4.7	11.8	5.4	2.9	8.3	12.1	8.3	20.4	7.5	5.7	13.2
	36.9	27.4	64.3	28.0	13.6	41.7	68.3	50.2	118.5	32.5	27.4	59.9
Nellore												
I	3.9	3.95	7.8	2.1	1.6	3.7	8.8	7.2	16.0	2.4	2.6	4.97
II	2.0	2.3	4.3	0.1	0.9	1.9	7.3	7.3	14.6	2.1	1.9	4.0
III	2.0	1.5	3.5	0.9	0.5	1.3	6.5	5.5	11.9	2.1	3.5	5.7
IV	4.2	1.6	5.7	0.9	0.1	1.9	6.9	4.9	11.8	3.7	3.5	7.2
V	3.5	3.3	6.8	0.5	0.2	0.9	4.6	4.5	0.9	0.4	1.9	4.3
	15.6	12.6	28.1	5.5	4.3	9.8	34.1	29.3	63.4	12.7	13.5	26.2
Vizianagaram												
I	3.9	3.8	7.6	3.8	2.8	6.6	7.9	8.2	16.1	1.2	1.1	2.3
II	4.7	3.9	8.6	3.2	2.3	5.4	7.2	7.1	14.3	1.7	1.5	3.1
III	3.2	2.8	5.9	1.7	1.9	3.6	7.9	5.7	13.6	1.3	1.5	2.8
IV	1.8	1.9	3.7	2.2	2.1	4.2	5.9	4.9	10.9	0.7	0.7	1.4
V	1.6	2.6	4.3	2.4	2.3	4.7	7.8	5.5	13.3	1.2	1.2	2.4
	15.2	0.15	30.2	30.2	11.2	24.5	36.8	31.5	68.2	5.9	5.9	11.9
Warangal												
I	7.8	6.6	14.3	4.7	3.6	8.4	14.3	11.7	25.9	1.7	3.6	5.3
II	5.9	3.8	9.7	2.3	1.7	3.9	6.8	0.6	12.8	0.3	1.9	4.9
III	4.9	4.4	9.4	5.4	3.1	8.5	6.3	4.9	11.2	2.9	1.9	4.9
IV	4.9	0.6	10.9	4.7	4.9	7.6	7.3	5.4	12.7	1.4	2.9	4.3
V	3.6	4.7	8.3	2.7	0.7	3.4	5.4	4.8	10.2	4.1	3.3	7.4
	27.2	25.4	52.6	19.9	11.9	39.9	32.9	72.8	13.2	13.2	13.7	26.9

This pattern of composition has important implications for the school system. They are :

a. The school system that is adopted in our country, including in the state of Andhra Pradesh is caste/ethnic neutral. This is alright in the socio-historical context in which the composition of the students was homogenous and predominantly consisting of the higher caste/ethnic groups. But now over a period of time the ethnic composition has undergone a metamorphic change in the schools because of the democratic and secular processes of the country. The composition is now hererogenous consisting of all the ethnic groups with the predominance of backward and scheduled caste and tribe groups. What it clearly suggests is that the school system should have also undergone qualitative changes to become appropriate to the learning needs and existential conditions of the new composition of the schools. This has not happened. This is one of the basic reasons for the large scale dropout and it is also well known that most of the dropouts are from SC, ST and BC groups.

b. The schools should develop those programmes which neutralises the disadvantageous cultural background of the new entrants, particularly SCs and STs.

c. The incentive schemes are imperative in the context of new composition as they consist of those who come from poor and deprived existential conditions.

PROBLEMS OF FICTIOUS ENROLMENTS

One way of getting rough estimation of the fictious enrolment is to compare the attendance of children on the day of visit with the children on rolls. The following Table 5.10 indicates the disparity.

Table 5.10 - CHILDREN ON ROLLS AND CHILDREN PRESENT
ON THE DAYS OF VISIT

DISTRICT	AVERAGE AS PER RECORDS	AVERAGE FOR 3 DAYS VISIT	% OF ATTENDANCE	% OF ABSENCE
KARIMNAGAR	213	102	47	53
KURNOOL	182	113	62	38
NELLORE	125	77	61	39
VIZIANAGARAM	91	59	64	36
WARANGAL	155	77	49	51
TOTAL	153	85	55	45

Table 5.10 indicates that the overall effective attendance (enrolments) is 55% that too in the fag end of the year (examination time) and when the schools were specially instructed to keep open.

CHILDREN ON ROLLS & CHILDREN PRESENT
ON THE DAYS OF STUDY VISITS

CH 5 TABLE 10

Even if a margin of 15% is allowed the fictitious enrolment accounts for minimum of 30%. If the official figure of 23% of non-enrolled children is added to 30% of fictitious enrolment the total non-enrolled children will be about 53%.

While this is the overall pattern for 5 districts, the district specific situation reveals that the situation of the two Telangana districts is very bad and the attendance rates are lower than the average for 5 districts. The average rate of attendance is only 47.5 in Karimnagar district and 49% in Warangal district while the overall average is 55%. The situation of the other three districts is comparatively better with the attendance ranging from 61 to 64%.

The details of average attendance for the three days (seperately) classwise and gender wise is indicated in Table 5.11.

Table 5.11 Classwise and Genderwise Average Attendance of students on the three days of visit of the Investigators.

Dist	Day	All	Classes B	Classes G	I B	I G	II B	II G	III B	III G	IV B	IV G	V B	V G
Karimnagar	I	108	58	50	10.7	10.4	10.7	9.9	11.25	10.0	11.1	9.3	15.0	10.5
	II	106	56	50	10.2	11.1	10.5	9.6	11.32	9.9	10.8	9.5	13.6	10.3
	III	92	48	49	9.1	10.1	9.1	8.2	9.7	9.5	8.9	7.7	11.3	9.4
Kurnool	I	120	69	51	15.3	12.7	17.2	11.4	13.4	10.9	11.7	7.9	12.0	8.1
	II	117	67	50	13.9	12.8	17.2	11.3	12.7	10.2	11.4	8.1	12.0	8.0
	III	104	60	44	13.7	11.0	14.5	10.5	11.7	9.2	9.9	7.5	10.6	6.4
Nellore	I	79	42	37	8.7	7.9	8.3	8.5	8.6	7.7	8.4	6.9	8.3	6.6
	II	79	41	38	8.8	8.2	8.4	8.6	8.6	7.7	8.6	7.0	6.9	6.6
	III	73	38	35	8.2	7.6	7.7	7.9	7.7	7.1	8.5	6.7	6.5	6.2
Vizia-nagaram	I	59	32	27	6.9	6.2	8.6	7.2	6.5	6.1	4.9	3.9	5.7	4.3
	II	59	32	27	6.3	6.3	8.8	7.3	6.0	6.0	4.7	3.3	5.7	4.6
	III	59	32	27	7.1	6.3	8.7	7.3	6.5	5.8	4.8	3.8	5.4	3.8
Warangal	I	96	55	41	15.6	11.0	10.6	8.8	10.1	7.8	10.6	6.9	8.6	7.0
	II	79	48	31	13.2	8.8	9.0	6.3	9.3	6.0	8.8	5.3	8.4	5.3
	III	58	35	23	9.5	7.1	7.6	5.1	6.0	4.8	7.1	4.0	5.3	2.8

B = Boys   G = Girls

The pattern indicates that the girls' attendance is uniformly less than that of boys though by a thin margin. Class-wise and day-wise differences are not significant. This happens when the absolute number itself is very small.

The fictitious attendance is maintained by the schools because of the following reasons :

a. The teachers fear that unless certain number of children are not shown in the attendance registers it affects the number of teachers posted to that school as teachers are posted according to a given teacher pupil ratio.

b. It is learnt that in recent years the schools were given instructions by the government authorities to observe what is called "retention year". This retention year concept is followed by teachers by automatically repeating the names of children from year to year in the successive classes. obviously, the spirit of the instruction was to urge the teachers to mobilise the children into the classes by a special drive. However, in practice the schools are simply repeating the names giving false attendance.

This is a very serious matter because the whole planning of school education is based on the false data. Some effective measures have to be taken to avoid false reporting of the data.

SITUATION RELATING TO THE PROVISION OF TEACHERS

Adequate provision of teachers is a major prerequisite for the effective instruction and functioning of the schools. In the state of Andhra Pradesh inadequate number of teachers posted to the schools is a chronic problem. The problem gets compounded when the teachers, particularly those posted to the rural and tribal areas do not stay in the village and consequently are irregular to the schools. All this is leading to the following problems :

a. Multigrade teaching resulting in non-completion of syllabus and non-implementation of curricular objectives and tasks which naturally result in low learning/achievement levels of the children.

b. High dropout rates because of lack of individual attention which is a basic requirement particularly in the case of children having disadvantageous home and community background.

c. When the teachers are irregular, the students cannot be regular to the schools.

d. The whole environment of the school becomes negative.

Very often the sanctioned strength of the teachers is less than the teachers on rolls.

Table 5.12 - Sanctioned strength of the teachers and teachers on rolls as on september, 30th 1994 (average for the sample schools).

DISTRICT	SANCTIONED STRENGTH	AVERAGE PER SCHOOL	ON ROLLS MALE	ON ROLLS FEMALE	% OF FEMALE TEACHERS	TOTAL AVERAGE PER SCHOOL	
KARIMNAGAR	134	3.35	109	015	12.0	124	3.1
KURNOOL	124	3.10	071	035	33.0	106	2.6
NELLORE	133	3.32	057	036	38.0	093	2.3
VIZIANAGARAM	095	2.37	070	007	9.0	077	1.9
WARANGAL	169	4.20	091	041	31.0	132	3.3
TOTAL	655	3.27	398	134	25.0	532	2.6

Table 5.12 reveals the following situation :

a.   The sanctioned strength of teachers is itself less than the normal requirement. If a school has 5 classes it requires minimum of 5 teachers apart from other supportive staff required for co-curricular activities. The sanctioned strength itself is deficient by 2 to 3 teachers in each school.

b.   The strength of teachers on rolls is less than the sanctioned strength which is itself deficient. On the basis of the strength of students on rolls the average number of teachers required is much more.

c.   The proportion of female teachers on rolls on an average is only 25% which is very low particularly at the primary school level. It is disadvantageous particularly for girl students. The position of Karimnagar and Vizianagaram is very low in terms of the proportion of female teachers. They account for only 12% and 9% respectively.

d.   The district specific situation reveals that though all the districts are deficient in teachers, the situation of Karimnagar and Warangal, the two Telangana districts is better than the other districts. The position of Vizianagaram is the worst and the position of Nellore and Kurnool is though better than Vizianagaram but far from satisfactory,

The pattern suggests the following :

a.   Immediate steps are to be taken to fillup atleast the sanctioned posts of teachers.

b.   Female teachers are to be encouraged to work in the primary schools.

TEACHER SANCTIONED STRENGTH & ON ROLLS
(As on 30th September 1994)

	KARIMNAGAR	KURNOOL	NELLORE	VIZIANAGARAM	WARANGAL
SANCTIONED STRENGTH	134	124	133	95	169
ON ROLLS	124	106	93	77	132
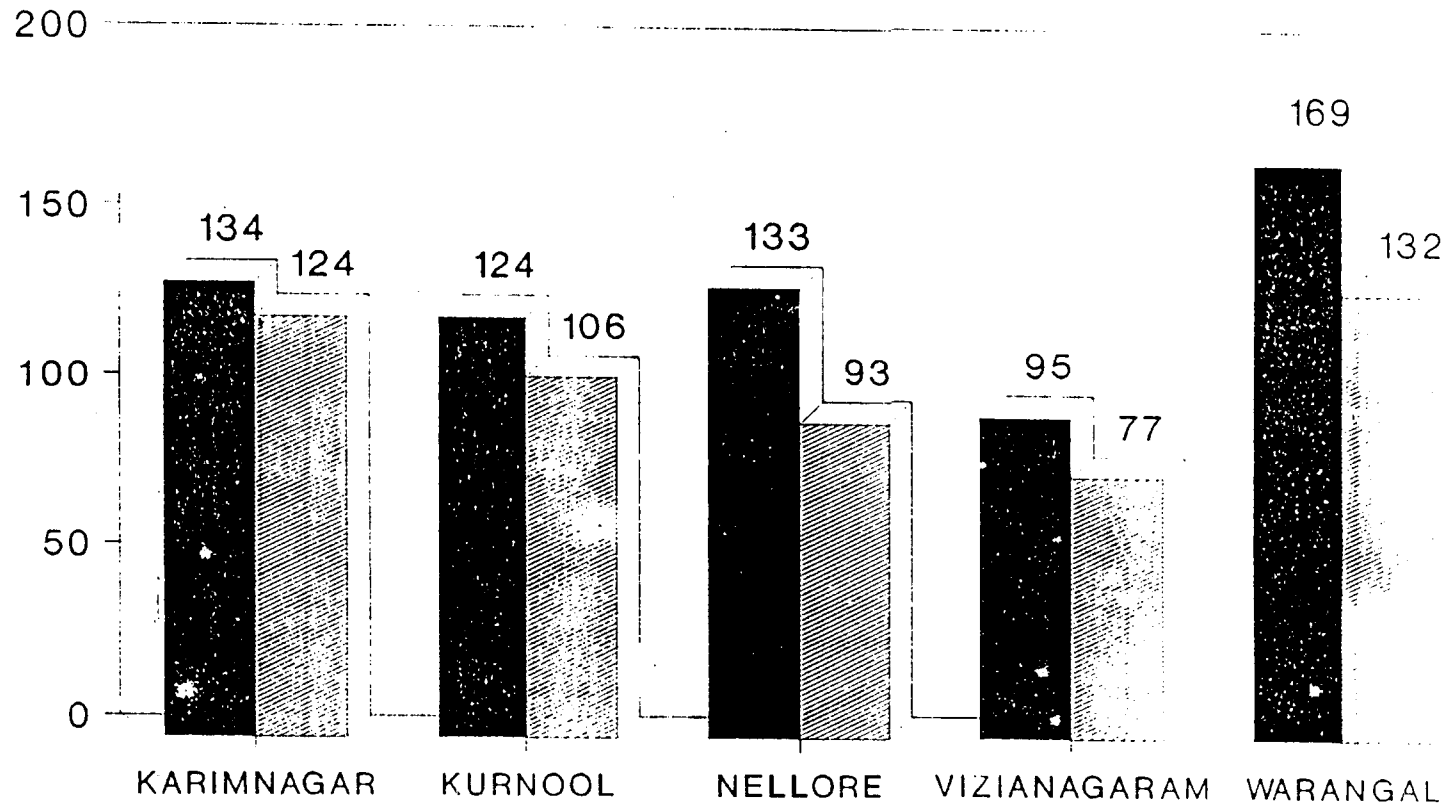
SANCTIONED STRENGTH   **ON ROLLS**

CH 5 TABLE 12

c. Appropriate administrative measures are to be initiated to ensure regular attendance of the teachers. It may be desirable to impose the rule of residence at the place of work.

d. Living quarters may be provided for teachers particulary, the female teachers.

e. Measures must also be taken to train teachers in multigrade teaching and management.

f. Measures may be taken to recruit local teachers and train them.

Table 5.13 indicates the additional posts required on the basis of student strength over and above the sanctioned strength.

5.13 - Additional Teachers required by schools over and above sanctioned strength on the basis of student strength of schools and number of classes.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
No additional Teacher	10 (25.0)	12 (30.0)	12 (30.0)	18 (45.0)	14 (35.0)	66 (33.0)
One Teacher	9 (22.5)	12 (30.0)	17 (42.5)	15 (37.5)	11 (27.5)	64 (32.0)
Two Teachers	9 (22.5)	10 (25.0)	5 (12.5)	6 (15.0)	7 (17.5)	37 (18.5)
Three Teachers	10 (25.0)	1 (2.5)	4 (10.0)	- -	5 (12.5)	20 (10.0)
Four Teachers	2 (5.0)	1 (2.5)	1 (2.5)	- -	1 (2.5)	5 (2.5)
Five Teachers and above	-	4 (10.0)	1 (2.5)	1 (2.5)	-	8 (4.0)
Total Schools	40	40	40	40	40	200

Figures in brackets are Percentages

Table 5.13 clearly indicates that only 1/3 of schools (33%) are self-sufficient in teachers. Another 1/3 (32%) are deficient in one teacher and the rest of 1/3 are deficient of more than 2 teachers.

The position of Karimnagar is the worst and Vizianagaram is the best.

The above table suggests:

a. Immediate steps must be taken to provide atleast one more teacher to the 1/3 identified schools with lowest number of teachers and two teachers to the other 1/3rd of identified schools.

ADDITIONAL TEACHERS REQUIRED BY SCHOOLS

Bar chart showing additional teachers required by schools across categories NONE, 1 TEACHER, 2 TEACHERS, 3 TEACHERS, 4 TEACHERS, 5 & ABOVE for districts KARIMNAGAR, VIZIANAGARAM, KURNOOL, WARANGAL, NELLORE.
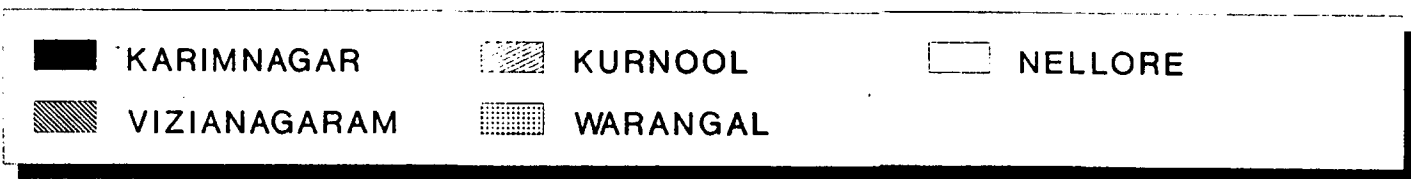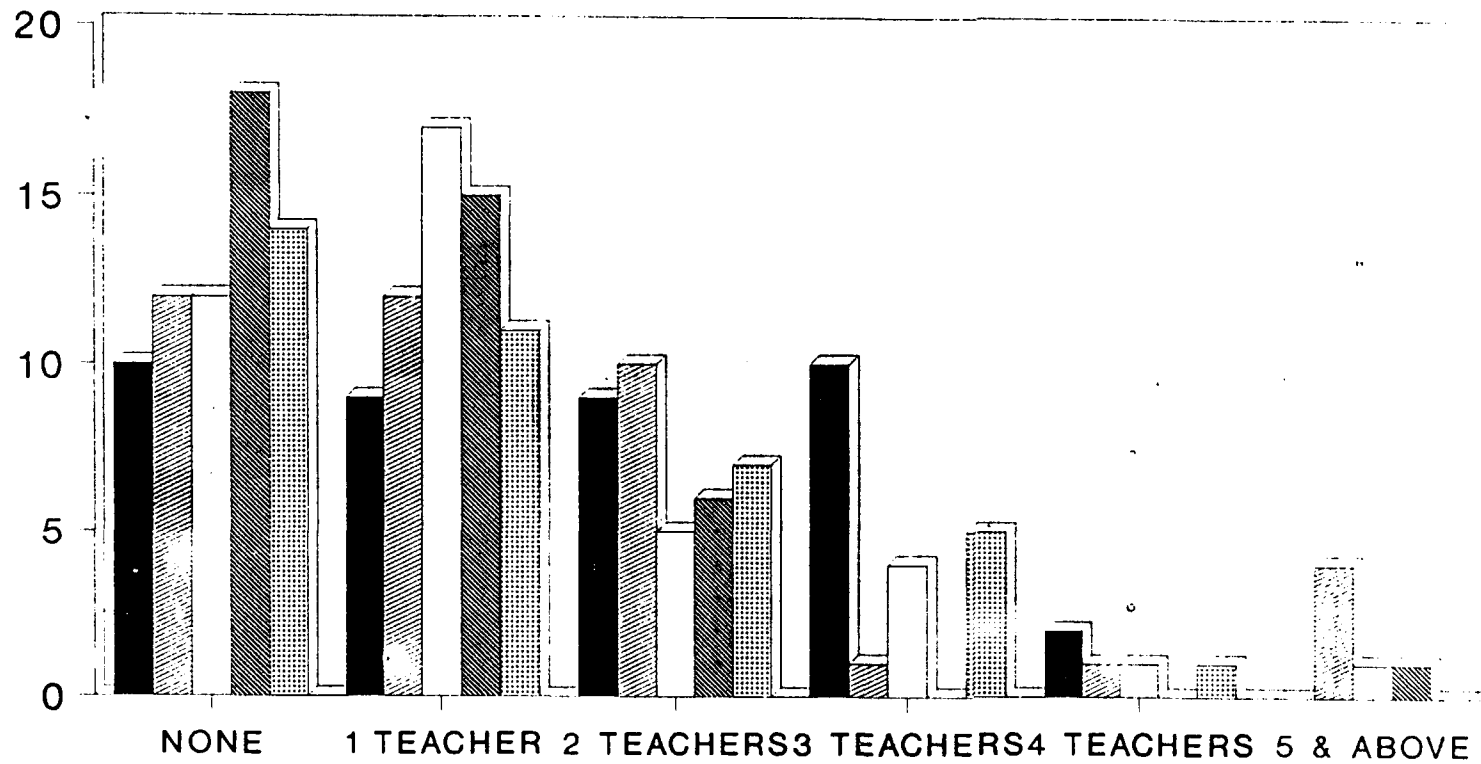
CH 5 TABLE 13

b.   Measures may be intiated to empower school/Panchayat Education Committees to recruit the locally available persons as teacher associates and give them short term intensive training in the DIETs or teacher centres. They may not be paid high salaries but may be paid lower amounts (Rs.500/-) per month. The advantages of local teachers is that they stay in the village and be regular to schools, accountable to the local community and cost less.

While teachers are being appointed the availability of the class rooms also has to be ensured. The data indicate that in all the districts the schools are deficient in class rooms. Primary school requires atleast 5 class rooms for five classes.

Table 5.14 indicate the position of schools in terms of number of class rooms.

District average per school :

1.	Karimnagar	-	4.7
2.	Kurnool	-	2.9
3.	Nellore	-	2.0
4.	Vizianagaram	-	1.6
5.	Warangal	-	4.0

Except Karimnagar and Warangal the other districts are short of class rooms.

General and Professional Qualifications of teachers.

Theoretically the general and professional qualifications determine the competence of teachers though not work culture. In the state of Andhra Pradesh the situation of availabiity of trained teachers is very comfortable and infact we have them in more than the required number. The standard/quality of training is a different aspect of the problem. In the estate of Andhra Pradesh like in most of other states we have two levels of teacher training, one to prepare Primary school teachers and the other to prepare teachers for Secondary schools.

Teacher Training Institutes provide training appropriate for Primary schools and colleges of Education offer B.Ed., Course appropriate for Secondary schools.

There are two types of problems so far as trained teachers are concerned.

They are :

a.   The quality of training is far from satisfactory.

b.   Many of those trained for Secondary schools who are not specifically trained for primary schools are posted as teachers in Primary schools in large number. It affects the curricular objectives of Primary education as well as the objectives of teacher training.

Table 5.15 gives the details about the general qualifications of teachers of the sample schools.

Table 5.15 - Teachers General Education Level

District	Below 10th			Class 10th			Inter			Graduate			Post Grad.		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Karimnagar	0	1	1	11	2	13	29	8	37	23	1	24	11	1	12
Kurnool	0	8	8	8	4	12	19	6	25	18	10	28	3	2	5
Neilore	3	6	9	1	2	3	21	11	32	19	4	23	3	2	5
Vizianagaram	1	1	2	13	2	15	18	2	20	18	2	20	10	0	10
Warangal	3	0	3	7	8	15	20	6	26	23	11	35	11	5	16

* M - Male ; F - Female ; T - Total

It is evident from Table 5.15 that in all the districts a substantial number of teachers are qualified at more than the required level. The required level is 12 years of schooling, but the teachers are either Graduates or Post Graduates.

In terms of gender differences in Educational qualifications it can be seen that the proportion of male teachers in the higher education category is much more than the female teachers.

Table 5.16 gives the details about the Teacher Training qualifications of the Primary school teachers in the sample schools of 5 districts.

Table 5.16 Teacher Training Qualifications

District	No Training			Certificate			B.Ed			M.Ed			Row Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Karimnagar	5	2	7	38	9	47	21	2	23	3	1	4	81
Kurnool	5	2	7	29	17	46	15	9	24	1	0	1	78
Neilore	1	2	3	27	16	43	14	6	20	1	0	1	67
Vizianagaram	6	2	8	31	5	36	23	2	25	8	0	0	69
Warangal	4	1	5	28	14	42	20	8	28	4	4	8	83

* M - Male ;   F - Female ;   T - Total

From Table 5.15 it is again interesting to know that a significant number of teachers are having qualifications required for teaching in Secondary schools and a few in the Colleges of Education. Thus, it is evident that around 40% and more of teachers are having the higher educational and professional qualificastions. This on the face of it appears to be a favourable situation.

TEACHERS GENERAL EDUCATIONAL LEVEL

Bar chart showing teachers' general educational level across KARIMNAGAR, KURNOOL, NELLORE, VIZIANAGARAM, and WARANGAL, with categories: Below 10, Class 10, Inter, Graduate, Post Graduate.
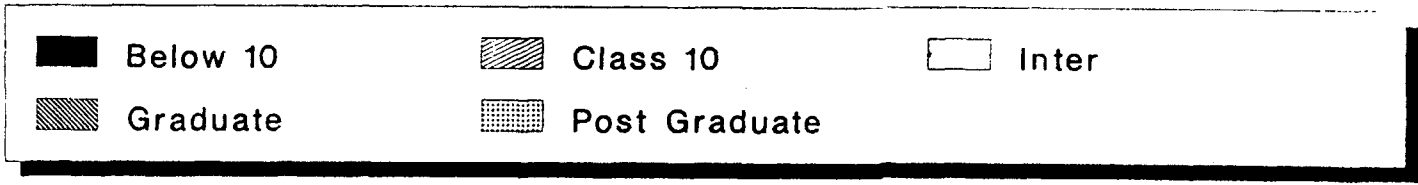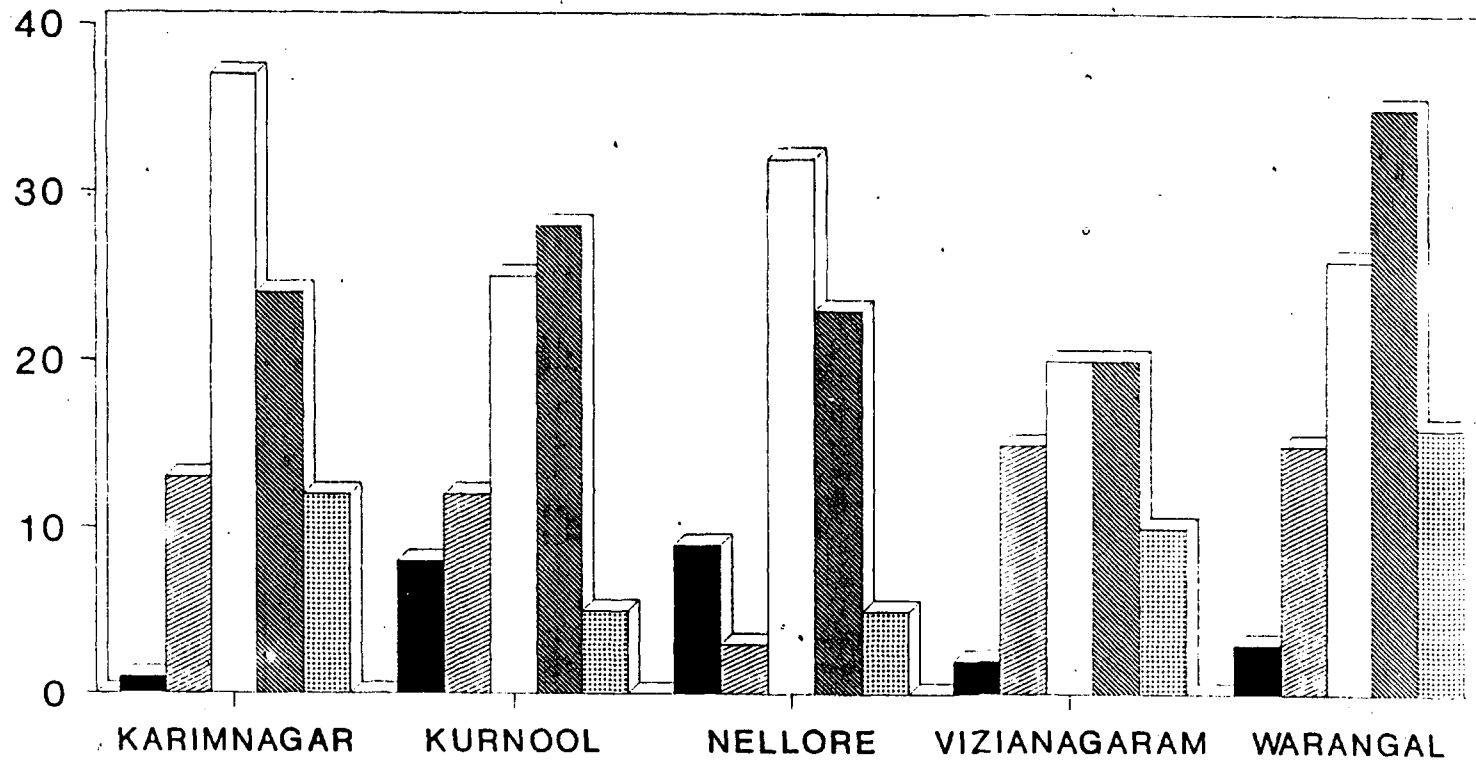
CH 5 TABLE 15

TEACHERS' TRADING QUALIFICATIONS

CH 5 TABLE 16

In this context what is to be realised is that the higher qualifications of Primary school teachers is a counter productive factor because of the following reasons :

a. They never like to stay in the villages because villages do not offer the conditions required for the style and way of life of the persons of higher education. They become dis-satisfied and find the slightest excuse to be away from the villages.

b. Persons with higher qualifications and training will have aspirations for the positions higher than that of primary school teacher and consequently always be trying to seek jobs elsewhere and most of them are frustrated because they fail to get higher jobs.

This adversely affect their attitude towards their job and also results in lack of committment. They spoil their colleagues also.

c. In any case possessing B.Ed., or M.Ed., qualifications will not add to the professional competance as primary school teachers because the focus of the Curriculum is different. And in all probability they lack the required orientation for teaching the children of the primary schools.

d. The Practice of recruiting the persons with B.Ed., qualifications as primary school teachers should be stopped forthwith if they are not having Primary School Teacher Training Certificates.

e. All those B.Ed., qualified teachers who have not undergone the primary school teacher training courses should be retrained as primary school teachers.

f. There should be an undertaking from all the teachers that they stay in the villages and towns where they are posted.

Work schedule of schools in terms of number of working days and working times is also an important factor to assess the effectiveness of the schools.

Table 5.17 indicate the average number of working days monthwise from June to April.

District	J U N E	J U L Y	A U G	S E P T	O C T	N O V	D E C	J A N 95	F E B	M A R	A P R	Total work ing days
Karimnagar	8.8	24.7	23.4	23.3	15.3	22.2	21.9	17.3	21.3	22.4	5.8	206
Kurnool	8.7	22.6	21.4	22.5	15.6	20.2	20.8	16.4	19.0	21.6	4.0	193
Nellore	8.6	21.7	20.3	20.5	14.4	19.9	19.4	14.2	19.3	20.6	6.3	185
Vizianagaram	7.9	19.2	20.2	21.7	13.2	18.6	20.3	15.6	19.2	20.2	6.7	183
Warangal	9.6	23.8	22.7	23.5	14.7	22.1	22.3	16.9	21.1	22.0	3.4	202

Table 5.17 indicates that uniformly in all the districts the schools function from July to March (9 Months). The total number of working days range from 183 (Vizianagaram) to 206 (Karimnagar). Schools follow the instruction of the Government in the matter of number of working days.

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In terms of school timings also there is very little variation between the districts. Majority of schools open at 9.00 A.M and close at 3.40 P.M with a lucn break of 1 to 1 1/2 hours. It means thay have 5 effective working hours a day divided into 7 periods. During the summer season schools open at 8.00 A.M and close at 12.30 P.M. These timings are also inaccordance with the Government instructions.

Time-Table for Teaching Activity

Time table generally indicates the subjects taught, the weightages given to different subjects and the sequencing of the subjects for teaching. Infact, it should also reflect all the activities of the school. Normally time table is also prescribed by the Government and all the schools with minor variations follow the same pattern of time table. Particulary in the case of Government and Government Aided Schools, there will not be any significant variations. Table 5.18 indicates the time table in terms of average number of periods allotedper week per subject for all the five classes.

Table 5.18 Time Table for Current Academic Year
Average Number of Periods per Week

	Lang.	Maths	Science	Social Studies	Remaining Subjects	All Subjects
Class I						
Karimnagar	9.8	9.1	5.0	4.6	5.5	23.8
Kurnool	6.9	5.6	1.9	2.8	6.5	21.6
Nellore	7.4	7.3	2.5	2.0	7.9	22.9
Vizianagaram	-	-	-	-	-	-
Warangal	7.6	7.2	3.0	3.0.	3.2	17.1
Class II						
Karimnagar	10.3	9.7	6.5	8.2	7.9	24.0
Kurnool	6.3	7.7	2.8	3.1	4.9	20.9
Nellore	7.3	7.5	2.9 2	.5	6.7	23.2
Vizianagaram	-	-	-	-	-	-
Warangal	6.5	5.8	4.1	3.9	3.7	16.3
Class III						
Karimnagar	10.4 9.2	6.6	10.2	9.8	16.0	
Kurnool	7.2	5.6	4.4	4.8	6.2	21.1
Nellore	6.1	5.7	3.9	3.9	6.1	23.5
Vizianagaram	-	-	-	-	-	-
Warangal	6.2	6.2	4.8	4.4	3.3	17.0
Class IV						
Karimnagar	12.1	9.1	9.7	9.7	11.8	24.4
Kurnool	7.4	5.7	4.8	4.6.	6.9	20.3
Nellore	5.9	5.5	4.0	3.9	6.2	23.5
Vizianagaram	-	-	-	-	-	-
Warangal	6.3	5.7	4.6	4.4	3.3	1°.9
Class V						
Karimnagar	11.8	8.6	7.4	8.3	9.2	25.2
Kurnool	8.0	5.6	4.7	5.4	7.0	19.4
Nellore	6.1	5.2	3.9	3.8	6.5	23.6
Vizianagaram	-	-	-	-	-	-
Warangal	5.8	5.1	3.8	3.8	3.2	15.8

Table 5.18 Indicates that :

a.   In all the districts the schools follow a prescribed time table. In the case of Vizia-nagaram district though they have time table but do not follow it may be because of the problem of single teacher, multigrade teaching and lack of adequate class rooms besides lower enrolments.

b.   Language, Mathematics, Science, Social Studies and other subjects receive the weightages in that order in terms of allocation of a number of periods.

In any case to follow the time table of this kind it requires :

a.   Adequate number of teachers

b.   Adequate number of classrooms

c.   Adequate number of children

d.   Adequate supervision

The suggestions that follow from this pattern are :

a.   .Wherever the conditions (as mentioned above) are not conducive the school time table (as given in Table 5.18) need not be followed rigidly. Instead the teachers should develop suitable activities that keep the students interested in learning. As far as teaching is concerned the core content of each subject should be identified for teaching.

b.   DIETs may take up the experimental studies and develop strategies of teaching in such situations. They should develop appropriate work schedule for the schools working under severe constraints.

SCHOOL FACILITIES

It is obvious that in order to expect minimum levels of learning there must be minimum facilities made available to the schools. Learning can take place under conducive conditions only. Apart from this obviously understandable statement it must also be realised that in the schools which have to attract the disadvantaged children some special school facilities are also required.

Under NPE (1986) the scheme of Operation Blackboard was conceived to provide minimum facilities to the primary schools. It includes learning material inputs, building inputs, teacher inputs, training inputs etc. This is a central scheme implemented by the State Governments in Phases.

Table 5.19 gives the status of sample schools in five DPEP districts in terms of OBB inputs.

Table 5.19 Percentage of sample schools covered by OBB and the percentage of schools under OBB having different inputs.

	Karimnagar	Kurnool	Nellore	Vizianagaram	Warangal
	%	%	%	%	%
Covered by OBB	45.0	62.5	95.0	65.0	67.5
Maps	62.5	67.5	87.5	55.0	85.0
Globe	65.0	67.5	87.5	55.0	85.0
Charts	60.0	72.5	87.5	47.5	75.0
Play Mater.Toys	30.0	47.5	70.0	35.0	62.5
Games Equipment	30.0	47.5	47.5	27.5	47.5
Primy Science Kit	52.5	52.5	82.5	30.0	70.0
Mini Tool Kit	32.5	45.0	77.5	40.0	67.5
Maths Kit	35.0	55.0	82.5	57.5	62.5
Books Etc.	42.5	62.5	57.5	50.0	57.5
Children Books	47.5	70.0	82.5	70.0	70.0
Magazines Etc.	2.5	12.5	15.0	10.0	27.5
School Bell	85.0	80.0	65.0	40.0	72.5
Musical Instruments	30.0	50.0	80.0	52.5	57.5
Mats & Furniture	17.5	10.0	20.0	5.0	12.5
Chairs/ Teachers	72.5	72.5	90.0	80.0	75.0
Tables/ Teachers	62.5	85.0	87.5	72.5	55.0
Black Board	67.5	77.5	90.0	77.5	72.5
Pin-Up/NoticBoard	60.0	52.5	32.5	20.0	45.0
Chalk/Duster	72.5	65.0	85.0	52.5	75.0
Waster Pitcher	32.5	55.0	47.5	7.5	42.5
Dust Bin	22.5	52.5	47.5	2.5	40.0
Safe Drinking Water	57.5	50.0	32.5	5.0	37.5
Toilet Facilities	25.0	10.0	10.0	5.0	7.5
Sep. Toilet for Girls	7.5	5.0	2.5	-	10.0
Electricity	35.0	27.5	32.5	20.0	37.5
Play Ground	57.0	42.5	37.5	30.0	72.5
School PlayGround	22.5	45.0	17.5	15.0	27.5
Within School Ground	52.5	50.0	35.0	25.0	70.0
Annual Medical Check	47.5	67.5	80.0	65.0	60.0
Immunization Kit	47.5	60.0	80.0	60.0	40.0
First Aid Kit	32.5	67.5	72.5	35.0	45.0

It is evident from Table 5.19 that

a.　In all the districts except Nellore OBB scheme is not covering many schools. 55% of schools in Karimnagar district, 38% of schools in Kurnool district, 35% of schools in Vizianagaram district, 33% of schools in Warangal district and 5% of schools in Nellore district are not yet covered by the OBB.

b.　Almost all the items (31 items) listed in Table 5.16 are not supplied to all the schools covered under OBB scheme. They are only partially supplied. It may be because the state Government is bogged down by the financial and administrative constraints.

The field observation notes indicate that unfortunately in most of the schools the OBB material is not used by the teachers in the schools. They are not using the material for two reasons :

a.　The administrative procedure involved in accounting for the material in periodic inspections make the teachers scared of damaging the material. So, they keep them safely to show to the Inspecting. Officers and also they have to hand over the stock register to the teachers who relieve them on transfer.

b.　They are indifferent and not sensitive to the need for using learning aids.

c.　Many of them say that they are not trained to use OBB learning materials.

The suggestions that follow from this situations are :

a.　Identify the most essential teaching-learning material required in the schools and give powers to schools or school committees to procure them. Now it is the Government which decides what materials are required and also buy them from the contractors and distribute them to the schools. This is resulting in two problems :

Firstly, all the material procured may not be required by all the schools. Each school has its own needs. Secondly, the material is of substandard quality and thus creates problem to the teachers.

The following suggestions emanate from this analysis :

a.　Allow the schools to identify the learning material and teaching aids on the basis of thier own requirement.

b.　Cover all the schools under this scheme.

c.　Change the administrative and inspection procedures that are found not conducive in using the material by the teachers.

d.　Provide training to all the teachers in using the learning materials and also in developing the learning materials with the locally available material and manpower.

Status of Buildings and Class rooms Accommodation

The bare minimum requirement for the functioning of schools is the avilability of physical accommodation.

The status of ownership of building is one of the basic criterion to assess the situation of physical infrasturcture of schools. Table 5.20 indicates the status of ownership of school buildings of the sample schools in five districts.

Table 5.20 Schools with own, rented and rent free buildings

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
No Building	1	-	1	-	-	2
	(2.5)		(2.5)			(1.0)
Own Building	33	38	35	37	37	180
	(82.5)	(95.0)	(87.5)	(92.5)	(92.5)	(90.0)
Rented Building	6	2	1	1	3	13
	(15.0)	(5.0)	(2.5)	(2.5)	(7.5)	(6.5)
Rent free	-	-	3	2	-	5
Building			(7.5)	(2.0)		(2.5)
Total	40	40	40	40	40	200
	(100)	(100)	(100)	(100)	(100)	(100)

* Figures in brackets are Percentages

Table 5.20 clearly indicates that :

a.   Almost all the schools are having building accommodation.

b.   Most of the schools (82.95%) have their own buildings. District wise, Kurnool, Vizianagaram and Warangal are better placed as they own over 90% of buildings. The position of Karimnagar and Nellore schools need to be improved as they own only 82% and 87.5% of buildings respectively.

c.   Overall 6.5% of schools are functioning in rented buildings. In this category Karimnagar tops with 15% followed by Warangal with 7.5% and Kurnool with 5%.

d.   Overall 2.5% of schools are having rent free buildings. Nellore tops in this category with 7.5% of its schools having rent free buildings.

The type of building is also an important consideration because of differing weather conditions and also maintenance problem.

Having just the building is not enough. What is important is whether the buildings provide accommodation for the classroom instruction. Ideally, every primary school must have minimum of 5 classroms and over.

SCHOOLS WITH OWN, RENTED & RENT FREE BUILDINGS

Bar chart showing number of schools with No Building, Own, Rented, and Rent Free buildings across five districts.

Category	KARIMNAGAR	KURNOOL	NELLORE	VIZIANAGARAM	WARANGAL
NO BUILDING	1	0	1	0	0
OWN	33	38	35	37	37
RENTED	6	2	1	3	1
RENT FREE	0	0	0	3	2

Legend: KARIMNAGAR, KURNOOL, NELLORE, VIZIANAGARAM, WARANGAL
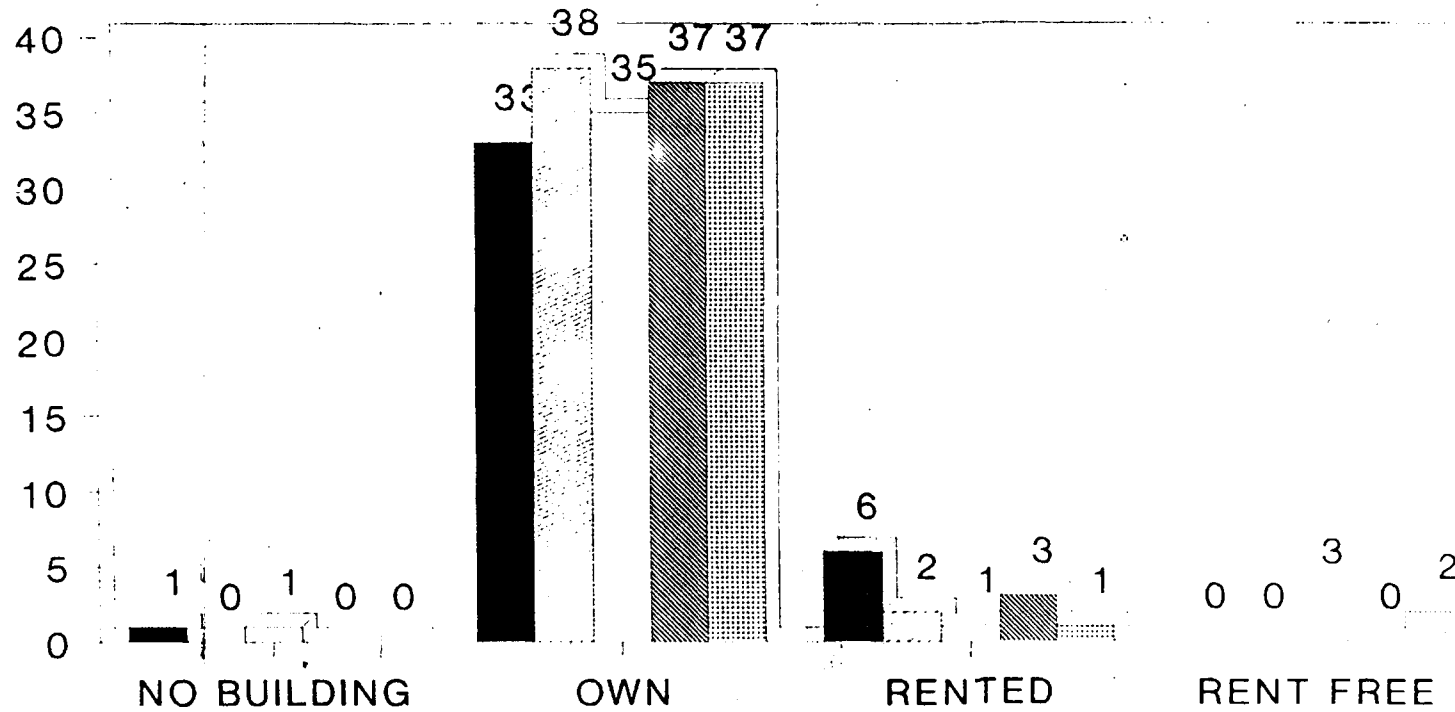
CH 5 TABLE 20

Table 5.21 gives the status of building in terms of Pucca, kacha etc

Table 5.21 Condition of the structure of the building space provided for each class.

District	I	II	III	IV	V
			C l a s s		
Karlmnagar					
Pucca Building	27.5	32.5	40.0	60.0	62.5
Partly Pucca	15.0	15.0	15.0	10.0	07.5
Kacha Building	15.0	17.5	15.0	17.5	15.0
Thatched huts	12.5	7.5	7.5	-	5.0
Tents	5.0	5.0	5.0	-	-
Open Space	25.0	22.5	17.5	12.5	10.0
Kurnool					
Pucca Building	85.0	82.5	85.0	87.5	87.5
Partly Pucca	-	7.5	5.0	2.5	2.5
Kacha Building	2.5	2.5	2.5	2.5	2.5
Thatched hats	7.5	5.0	5.0	5.0	5.0
Tents	-	-	-	-	-
Open Space	2.5	-	-	-	-
NR	2.5	2.5	2.5	2.5	2.5
Nellore					
Pucca Building	72.5	72.5	70.0	75.0	77.5
Partly Pucca	10.0	10.0	7.5	7.0	7.5
Kacha Building	7.5	5.0	5.0	5.0	2.5
Thatched huts	2.5	-	2.5	-	-
Tents	-	-	-	-	-
Open Space	7.5	12.5	15.0	12.0	12.5
NR		-	-	-	-
Vizlanagaran					
Pucca Building	85.0	82.5	87.5	92.5	87.5
Partly Pucca	5.0	5.0	2.5	2.5	5.0
Kacha Building	2.5	2.5	2.5	2.5	5.0
Thatched huts	5.0	5.0	2.5	2.5	5.0
Tents	-	-	-	-	-
Open Space	2.5	5.0	5.0	2.5	2.5
NR	-	-	-	-	-
Warangal					
Pucca Building	67.5	52.5	60.0	52.5	50.0
Partly Pucca	7.5	5.0	2.5	5.0	5.0
Kacha Building	5.0	2.5	2.5	2.5	2.5
Thatched huts	-	-	-	-	-
Tents	-	-	-	-	-
Open Space	15.0	27.5	10.0	10.0	2.5
NR	5.0	12.5	25.0	30.0	40.0

Table 5.21 indicates that majority of the buildings are in pucca buildings. However, there are still some classes which are run in open spaces and tents. The position of Karimnagar is the worst in this aspect and requires urgent attention.

Table 5.22 Schools with number of classrooms

Number of Classrooms	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
No Classrooms	2	2	1	1	-	6
	(5.0)	(5.0)	(2.5)	(2.5)		(3.0)
One Classroom	4	7	18	23	12	64
	(10.0)	(17.5)	(45.0)	(57.5)	(30.0)	(32.0)
Two rooms	6	15	11	12	9	53
	(15.0)	(37.5)	(27.5)	(30.0)	(22.5)	(26.5)
Three rooms	8	8	5	2	3	26
	(20.0)	(20.0)	(12.5)	(5.0)	(7.5)	(13.0)
Four rooms	5	3	1	1	6 16	
	(12.5	(7.5)	(2.5)	(2.5)	(15.0)	(8.0)
Five rooms	15	5	4	1	10	35
	(37.5)	(12.5)	(10.0)	(2.5)	(25.0)	(17.5)
Total 40	40	40	40	40	200	
	(100)	(100)	(100)	(100)	(100)	(100)

* Figures in brackets are Percentages.

Table 5.22 clearly indicates that :

a. Overall only 17.5% of schools are self-sufficient in the number of classrooms having five classrooms.

b. There are still some schools (3%) which do not have any classroom accommodation.

c. Schools with only one classroom are predominant with overall 32% followed by schools with two classrooms (26.5%) only. 13% and 8% of schools are having three rooms and four rooms accommodation respectively.

d. District wise, Karimnagar and Warangal, the two Telangana districts are comparatively better placed with 37.5% and 25% of schools respectively having 5 rooms. The position of Vizianagaram is the worst with most of the schools having only one classroom (57.5%) and two classrooms (30%) only. The position of Kurnool is predominant with 2 rooms (37.5%) and three rooms (20%).

Assessment was also made to know the additional classrooms required by the schools on the basis of the number of classes and strength of the students.

Table 5.23 gives the assessment of additional classrooms required. The survey also revealed that the schools having more than one section in each class is almost nill and hence one room for one class is what is urgently required.

SCHOOLS WITH NUMBER OF CLASSROOMS

Bar chart showing number of schools by number of classrooms (NO ROOM, 1 ROOM, 2 ROOMS, 3 ROOMS, 4 ROOMS, 5 ROOMS) for five districts.

Legend: KARIMNAGAR, VIZIANAGARAM, KURNOON, WARANGAL, NELLORE

CH 5 TABLE 22
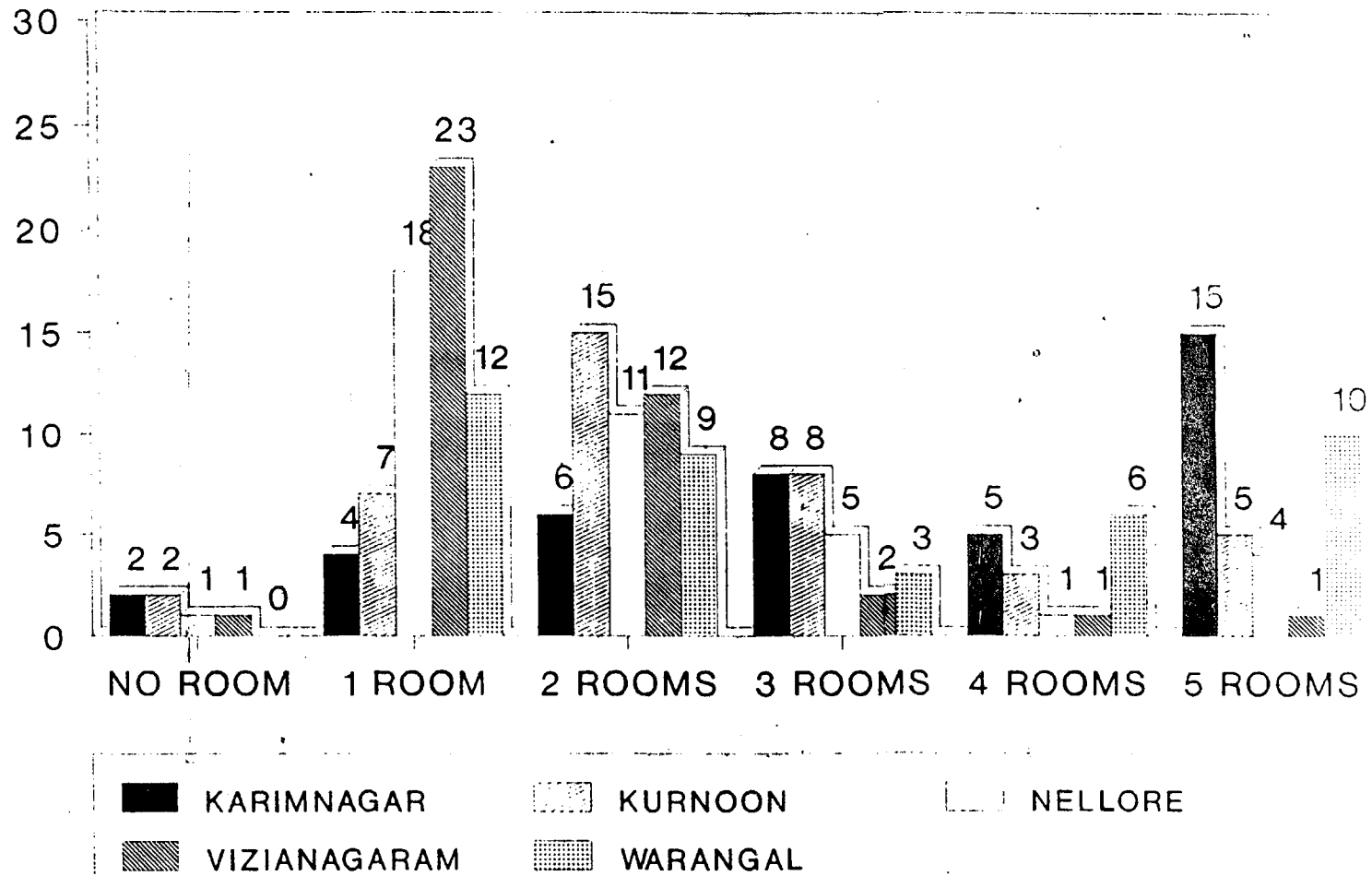
Table 5.23 - Additional Classrooms required by the schools

Number of Classrooms required	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
No Classroom required	7 (17.5)	10 (25.0)	7 (17.5)	5 (12.5)	11 (27.5)	40 (20.0)
One	4 (10.0)	4 (10.0)	3 (7.5)	4 (10.0)	3 (7.5)	18 (9.0)
Two	12 (30.0)	8 (20.0)	4 (10.0)	8 (20.0)	10 (25.0)	42 (21.0)
Three	8 (20.0)	9 (22.5)	11 (27.5)	8 (20.0)	11 (27.5)	47 (23.5)
Four	7 (17.5)	5 (12.5)	15 (37.5)	15 (37.5)	5 (12.5)	47 (23.5)
Five	2 (5.0)	4 (10.0)	- -	- -	- -	6 (3.0)
Column Total	40 (100)	40 (100)	40 (100)	40 (100)	4C (100)	200 (100.0)

* Figures in brackets are Percentages.

Table 5.23 indicates that :

a.   Overall only 20% of schools do not require additional class rooms. In this category the district variation ranges from 12.5% (Vizianagaram) to 27.5% (Warangal). 25% of Kurnool district schools and 17% of Karimnagar and Nellore schools do not require any additional class rooms.

b.   Most of the schools require 2 to 4 additional class rooms in all the districts.

The implications of the situation presented above are :

a.   About 50% of schools are combining different classes in the same rooms which results in poor instructional management as the students and teachers get disturbed by different instructional transactions taking place at the same time in the same place.

b.   It encourages the absenteism of the teachers as they can run the classes following relay method.

c.   It certainly results in low learning and high dropout.

The suggestions that arise from the above are :

a.   Immediate steps must be taken to provide adequate number of class rooms. If there is resource constraint low cost indegenous options are to be found to provide classroom accommodation.

b.   Priority should be given to schools in the order of those who require five, four, three, two and one class rooms.

c.   Local community/school or Panchayat Education Committees must be made responsible for providing adequate classroom accommodation to the schools.

ADDITIONAL CLASSROOMS REQUIRED

CH 5 TABLE 23
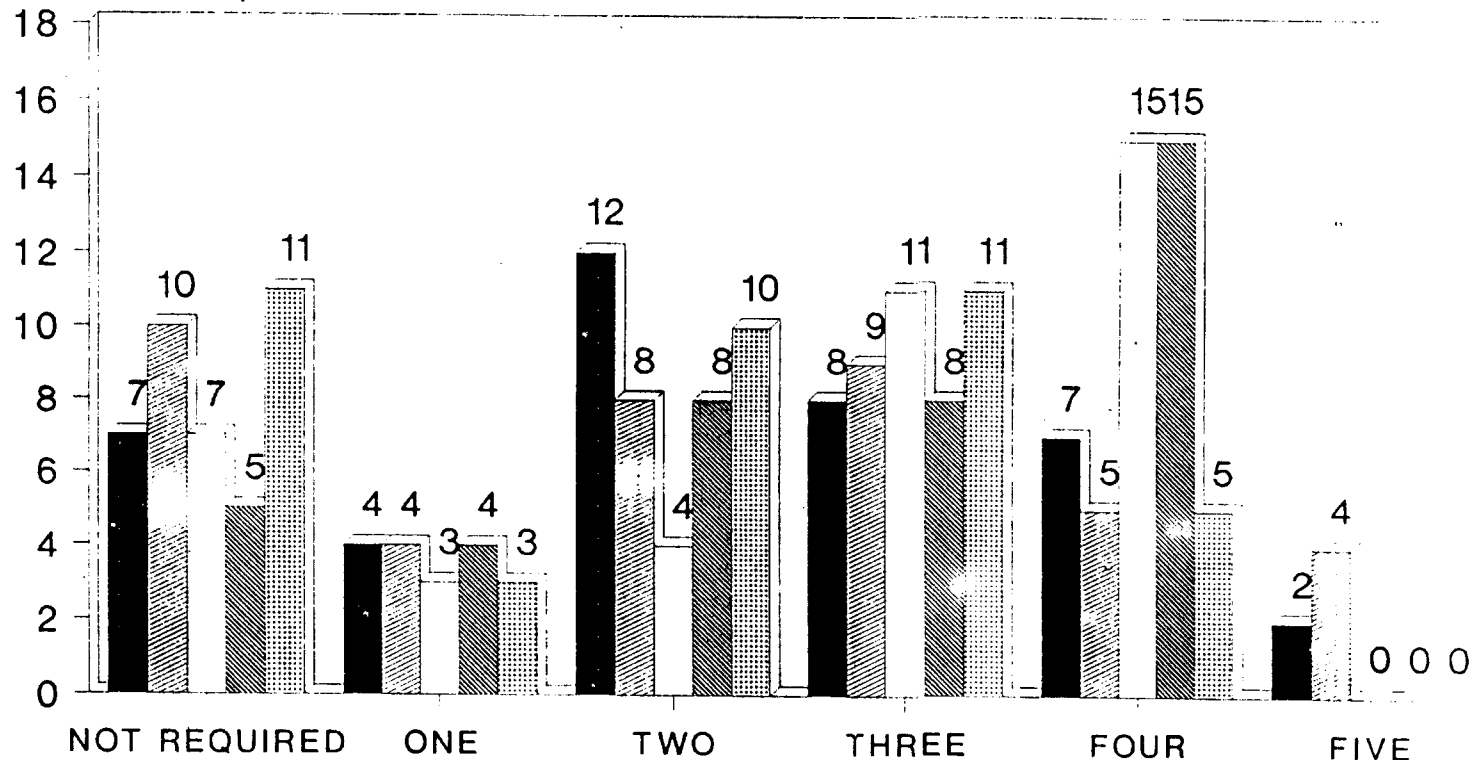
Whether the school buildings are used for the purpose other than running the primary school is also investigated. It has two aspects both positive and negative. If the building is used for educational purposes like running NFE centres or Adult Education Programmes etc., it is positive. If it is used for religious and social functions during the school timings it disturbs the instruction. **Table 5.24 gives the details about the other uses of the school buildings.**

Table 5.24 - Other Purposes for which school buildings are used.

District	Yes %	No %
Karimnagar		
Running another school/college	-	97.5
Running Adult Education Classes	2.5	95.0
Running N.F.E Centres	-	97.5
For Panchayat Meetings	2.5	95.0
For religious/marriage purposes	-	97.5
Any other	2.5	87.5
Regular school functioning affected	10.0	55.0
Kurnool		
Running another school/college	-	97.5
Running Adult Education Classes	7.5	95.0
Running N.F.E Centres	2.5	90.0
For Panchayat Meetings	5.0	87.5
For religious/marriage purposes	2.5	90.0
Any other	15.0	70.0
Regular school functioning affected	5.0	47.5
Nellore		
Running another school/college	7.5	90.0
Running Adult Education Classes	5.0	90.0
Running N.F.E Centres	5.0	92.5
For Panchayat Meetings	5.0	90.0
For religious/marriage purposes	2.5	92.5
Any other	15.0	70.0
Regular school functioning affected	10.0	55.0
Vizianagaram		
Running another school/college	7.5	87.5
Running Adult Education Classes	10.0	85.0
Running N.F.E Centres	7.5	87.5
For Panchayat Meetings	2.5	92.5
For religious/marriage purposes	2.5	92.5
Any other	10.0	82.5
Regular school functioning affected	7.5	42.5
Warangal		
another school/college	5.0	90.0
Running Adult Education Classes	0.0	95.0
Running N.F.E Centres	2.5	92.5
For Panchayat Meetings	0.0	95.0
For religious/marriage purposes	2.5	92.5
Any other	2.5	80.0
Regular school functioning affected	2.5	42.5

It is obvious form the Table 5.24 that the incidence of using the school building for any other purpose is not significant. But what is to be noted is that **not many schools are used even for the related educational activities like Non-formal Education, Open school Programme or Adult Education**. This has to be encouraged.

However, it should also be noted that field observation notes of the investigators indicate that the buildings are grossly neglected as many schools dont have even locks to close the doors.

Student Incentive Schemes

Student incentive schemes should play an important role in atleast improving the enrolment and retention rates. Incentive schemes are particularly relevant to the poor and disadvantaged children. The State of Andhra Pradesh under incentive schemes distributes free uniform, free text books and scholarships to the children of weaker sections. At one time it had mid-day meal scheme, but it was discontinued. Most of the parents and children expressed the need for mid-day meal scheme to be implemented.

Table 5.25 gives the details of incentive schemes operated in the five districts.

Table 5.25 - Student Incentive Schemes

Number of children receiving the facilities under incentives for 1994-95.

DISTRICT	SC		ST		OBC		All other		Total	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Mid-day Meal										
Karimnagar	0	0	0	0	0	0	0	0	0	0
Kurnool	0	0	0	0	2	0	0	0	0	0
Nellore	0	0	0	0	0	0	0	0	0	0
Vizianagaram	0	0	0	0	0	0	0	0	0	0
Warangal	0	0	0	0	0	0	0	0	0	0
Free Uniform										
Karim	92	135	095	019	041	030	010	011	401	907
Kur	443	581	073	068	061	020	000	002	2149	1298
Nel	175	47	079	116	000	000	000	000	89	56
Viz	164	160	270	287	000	001	001	000	1170	1525
War	806	236	313	136	029	021	001	005	2865	1005
Free Text Books										
Kar	759	927	316	232	1268	1380	330	318	4448	5742
Kur	1490	1455	224	360	1572	1454	1542	913	16600	14966
Nel	438	399	214	145	1127	1055	393	462	3558	3715
Viz	521	491	359	470	1324	1055	400	444	7075	6203
War	876	844	455	382	987	974	298	371	7311	5439

Table 5.25 - Student Incentive Schemes

Number of children receiving the facilities under incentives for 1994-95.

| DISTRICT | SC | | ST | | OBC | | ALL OTHER | | TOTAL | |
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Scholarships for regular attendance										
Kar	308	330	035	090	009	065	000	080	0221	0798
Kur	478	496	026	041	071	080	000	000	1274	1787
Nel	133	113	081	055	004	004	024	016	0072	0047
Viz	278	118	000	000	000	000	010	000	0297	0218
War	548	220	039	029	046	009	002	019	1081	0688

It is evident from Table 5.25 that the mid-day meal scheme is not implemented. Free uniforms, text-books and scholarships are provided to the children of weaker sections.

Financial Expenditure of the Schools

The schools particularly the primary schools have very poor financial provision for their running expenditure excepting the salaries of the teachers. The field observation notes indicate that the school maintenance is very poor in all the districts.

Table 5.25 indicates the details of contribution/expenditure incurred by the Headmaster/ teachers.

Table 5.26 - Item wise details of expenditure of the schools made by the Headmaster/teachers.

District	Approx. cost in 1994-95 Rs.
Karimnagar	
Printing exam papers	12,527.00
Newspapers	02,620.00
Scavenger	13,000.00
Other financial contributions	07,401.00
Total financial contributions	35,548.00
Average per school	00,889.00
Kurnool	
Printing exam papers	08,804.00
Newspapers	08,000.00
Scavenger	00,610.00
Other financial contributions	10,803.00
Total financial contributions	28,217.00
Average per school	705.00
Nellore	
Printing exam papers	03,550.00
Newspapers	00,800.00
Scavenger	02,682.00
Other financial contributions	09,640.00
Total financial contributions	16,672.00
Average per school	00,417.00
Vizianagaram	
Printing exam papers	08,039.00
Newspapers	02,800.00
Scavenger	01,800.00
Other financial contributions	02,900.00
Total financial contributions	15,343.00
Average per school	00,383.00

[Table 5.26 Contd...]

District	Approx. cost in 1994-95 Rs.
Warangal	
Printing exam papers	09,560.00
Newspapers	02,602.00
Scavenger	00,450.00
Other financial contributions	01,800.00
Total financial contributions	14,412.00
· Average per school	00,360.00

From the Table 5.26 it is evident that the schools are poorly provided with financial resources for meeting their contingent establishment and other expenditure. Major item of the expenditure is printing the question papers. Even including this item the average per school per annum ranges only between Rs.360.00 (Warangal) to Rs.889.00 (Karimnagar).

It is suggested that the schools be provided with more financial provisions to meet the expenditure relating to the maintenance of the school and other activities of interest and relevance to the learners.

Schemes that are already launched and implemented in the state of Andhra Pradesh

In the state of Andhra Pradesh with the assistance of ODA a massive project called Andhra Pradesh Primary Education Project was launched and was in operation for a period of 8 years. The projects core programme revolved round the activity and child centred method of instruction in primary schools, training of the manpower, provision of school buildings. provision of teacher centres etc. Almost all districts including the DPEP districts are covered under this programme.

This programme is supposed to be followed through the DPEP. Besides APPEP Andhra Pradesh was also covered under the schemes of OBB and MLL, open schools for dropouts, NFE etc.

Inspite of all these programmes and projects the situation of the schools remained very poor and inefficient. Even now they lack basic facilities and inputs.

This clearly indicates that the situation requires radically different strategies, approaches inputs and processes. That is what the analysis of this study aims at.

CHAPTER VI

ASSESSMENT OF PRIMARY TEACHER SITUATION

What makes the school, particularly the primary school, is the teacher. In real sense teacher is the core and spirit of learning activity in any tradition, particularly in the Indian tradition. Teacher is the centre of attraction for the children to flock around him/her in pursuit of learning. The rest of the infrastructure gets evolved or formed around him as required for teaching/learning transaction. Teacher was autonomous in managing his own activity. In any case it is not the age or context to lament upon what is lost in the tradition because of the winds of change which brought in significant qualitative and quantitative changes all over the world, including India. Gradually, mass education has come to be a social reality in the place of the concept of education for a few. Hence, vast expansion of educational structure along with the evolution of highly formal and uniform systems of education. The growth of knowledge and technology also changed the whole system and process of teaching and learning.

The implications and consequences of these changes are more significant to Indian society because of its caste based hierarchic social structure and philosophy peculiar to itself. Education for all (mass education) is the concept in which the Indian society never believed until the later half of the 20th century. The structural conduciveness to operate this concept is also very weak as still the disadvantages, negative sub-cultures, caste hierarchies and economic inequalities are persisting to continue. Under these conditions we have been increasing the number of schools and teachers at a fast rate as policy and planning measures. But the educational delivery system (particularly primary education) is very inefficient in realising the goals of education for all.

In the successive Five Year Development Plans and through a number of special plans, efforts were going on to tone up the system of primary education with the provision of increased physical, manpower and learning material inputs. But still the system is not responding in terms of reducing the dropout rates and improving minimum learning levels. For this state of affairs, one major reason is the failure of teacher apart from other reasons. In this context, it must be realised that **what matters most is not the number of teachers in a school but what kind of teachers they are :**

Today the image of a teacher evokes two contradictory images, the one ideal and the other real. Puranas and Upanishads (the sacred texts) portray the image of a teacher, if only is real today, may alter the whole situation for the better.

To show the exalted position of a teacher in our tradition we quote skanda purana which says -

> " Guru Brahmah Guru Vishnu
> Guru devo Maheshwarah
> Guru sakshat Parabrahmah
> Tasmai sree Guruvey namah ".

Teacher is exalted as Brahma, Vishnu and Maheswara, the trinity of Gods the creator, the sustainer and the creative destructor respectively. He is the person of divine qualities venerated by all, particularly the learners. What is expected from the teacher is also beautifully and succinctly said in Skanda Purana.

To quote the sloka :

" Agnanenahi na grasta : praneen stanthu chikitsakah :
Vidyaswaroopo Bhagavan Tasmai sree Guruvenamah ".

In this sloka the teacher is saluted as one who liberates the people suffering from the disease of ignorance.

" Agnana timira andhasya gnananjana salakaya :
Chakshurunmeelitam yena tasmai sree guruvenamah ".

Again the teacher is venerated as one who restores, with the torch of knowledge, the sight of those whose eyes are blinded by ignorance.

In Upanishads the transactional relationship between the teacher and the learner is stated as follows :

" Acharyah purvarupa, Antevasyuthara rupa
Vidya sandhi, Pravachanam sandhamam ".

A teacher and the learner are like two different poles. Knowledge is the bridge and the discourse/dialogue is the uniting force.

Taittariya Upanishad also explains the teacher-learner relationship :

" OM ! Sahanavavatu
Sahanau Bhunaktu
Sahaveeryam Karavavahai
Tejaswina vadheeta mastu
Ma vidwisavahai ".

Let us sit together
Let us eat together
Let us acquire our energies together
Let our study be brilliant
May we not entertain ill feeling against each other.

See the humility of the teacher, participatory and egalitarian approach of the teacher and the eagerness of the teacher to learn and his respect for the learner as one who can also contribute for learning.

Such a beautiful and relevant image of a teacher when juxtaposed to the image of today's teacher may give us some idea of what is wrong with our present concept of teacher's role and of course the teacher training system.

At this point there are two important things we have to note. Firstly, the guru or teacher who was referred at one time was real in both the "greater tradition" (tradition of the elites) and the "little tradition" (tradition of the masses). Each caste group however low, had their own "gurus" who have been guiding the lives of the people. This tradition unfortunately is lost in both the traditions in the course of socio-historical process. Secondly, in the present times there is a dual situation, particularly in the Indian society. One situation is that we have modern schools, in the organized urban sector, the nature and standard of which is more or less like in the industrialized societies. In these schools the learners and their parents are highly motivated and they demand certain type and level of instruction from the schools and the teachers. Here the role of the teacher is to teach when the students come to the classrooms and ensure that they stand to the competition of the comparable schools. In this situation there is not much of a problem of teachers to ensure minimum levels of learning. Teacher preparation (training) in such situation is limited to ensure a level of general education and certain pedagogic skills.

The other situation is qualitatively different. And this situation is applicable to large mass of people in the unorganized sector of economy and society. They live in such disadvantaged object conditions and culture that they don't have positive motivations for learning. They have no interest in schools and remain as unenrolled and dropouts. The teachers are indifferent and indisciplined because there is no pressure from the learners or their parents. It has become a vicious circle. Learners are not Interested and so the teachers are not interested and the teachers are not interested and so the learners are not interested. With the result there is no learning and this further reinforces the vicious circle. What obviously required on the part of teachers in this situation is not only the general education and pedagogic skills but empathy for the poor, right attitudes and commitment and most importantly the spirit of social work. A programme of cultural reforms have to be undertaken as it was indicated and practiced by Mahatma Gandhi during the Independence Period. So these teachers must have different order of attitudes, values, spirit and skills. It is in this perspective the domain of teachers is to be examined and analysed and it cannot be viewed in isolation.

Personal background of the teachers :

To obtain the personal details of respondents is a general practice in the studies of this kind. They are useful as variables to classify and analyse the responses to the questions relating to the phenomenon under investigation. Personal information normally starts with the vital information of the respondents.

Table 6.1 Distribution of Teachers according to their age.

S.No.Age		Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
1.	Less than 25	3	2	-	-	2	7
		2.3	2.0			1.7	1.4
2.	25-29	4	7	9	13	15	48
		3.5	6.9	10.5	16.9	12.8	9.7
3.	30-34	15	21	19	7	26	88
		13.0	20.8	22.1	9.1	22.2	17.7
4.	35-44	24	20	16	23	28	111
		20.9	19.8	18.6	29.9	23.9	22.4
5.	45+	69	51	42	34	46	242
		60.0	50.5	48.8	44.2	39.3	48.8
Column		115	101	86	77	117	496
Total		23.2	20.4	17.3	15.5	23.6	100

Table 6.1 indicates that :

a. Almost half of the teachers (49%) are in the age group of 45+

b. Those in the age group of less than 30 constitute only 11%.

c. The pattern is as age increases the frequency of teachers also increases.

d. This pattern is the same in all the five districts

e. However, it is interesting to note that the proportion of teachers in the older age group of 45+ is the most in Karimnagar district (60%) and the least in Warangal district (39%). Both are Telangana districts. In Warangal district the distribution of teachers is comparatively more equitable in all the age groups. In the other districts the frequencies are around the overall averages (for the five distrcits).

The implications of the majority of the teachers falling into the older age group are:

a. They are experienced teachers. Dealing with the old and experienced teachers is both advantageous and disadvantageous. Advantageous because they are mature and their experience itself makes them understand the problems involved in the

AGE WISE DISTRIBUTION OF TEACHERS

AGE IN YEARS

DPEP DISTRICTS

- KARIMNAGAR
- KURNOOL
- NELLORE
- VIZIANAGARAM
- WARANGAL
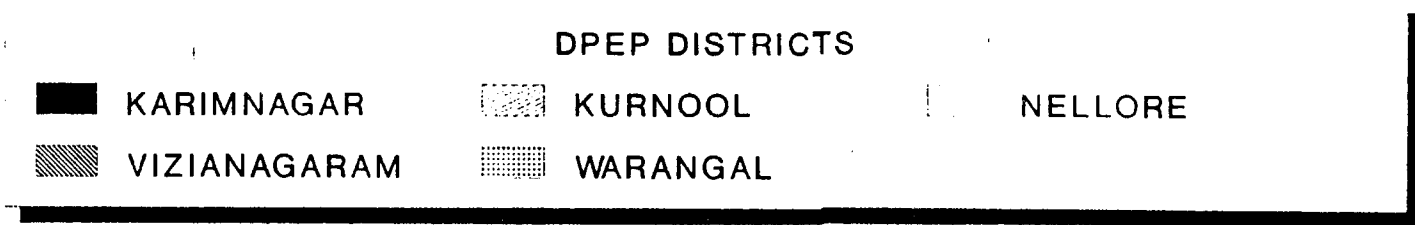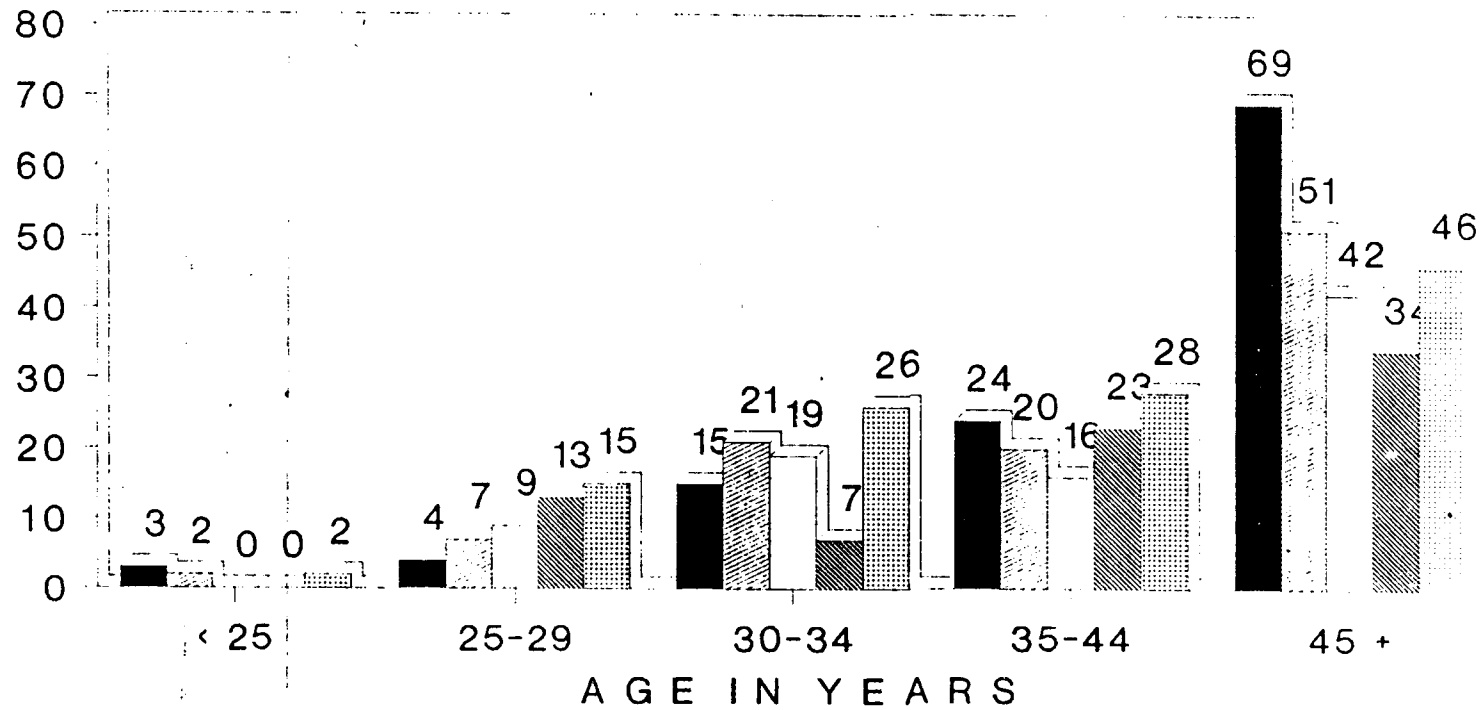
CH 6 TABLE 1

teaching - learning transactions and they will be able to better absorb the new developments and guide the younger colleagues. Disadvantageous because often the older and senior teachers resist the changes.

b.   The older teachers (35+) are burdened with a number of family obligations in the Indian society and hence their attention is more towards the activities relating to family affairs rather than the professional afairs. It is a sociological fact that in the Indian society family dominates every other domain including the profession. It is particularly true in the middle and lower middle class social categories.

The suggestions that emanate from this situation are :

a.   Involve the senior teachers in the training programmes more as resource persons than mere participants giving them participatory role. Encourage them to bring in their experiential learning into the training programmes.

b.   Orient them towards change rather than mere continuity making them to play responsible and leadership'role in the management of schools.

c.   Sensitise them towards the social and professional obligations so that they come out of the extreme pre-occupation with the family obligations.

Distribution of teachers by gender.

There is a general agreement on the statement that female teachers are more apropriate to teach the pre-primary and primary school children. Female teachers with their mother orientation are expected to understand the needs of the young children better and also have necessary patience and skill to handle them. Children also feel more at home with female teachers. Hence, is the special need to encourage female teachers to be posted as teachers in the primary schools.

Table 6.2 Distribution of teachers by sex in five districts

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
Male	100	66	54	68	91	379
	87.0	65.3	62.8	88.3	77.8	76.4
Female	15	35	32	8	26	116
	13.0	34.7	37.2	10.4	22.2	23.4
Col Total	115	101	86	76	117	495

It is evident from Table 6.2 that :

a.   The proportion of female teachers in all the districts is very low. Overall for all the five districts they constitute only 23% i.e., less than one fourth of the total teachers.

DISTRIBUTION OF TEACHERS BY SEX

CH 6 TABLE 2

b.   The proportion of female teachers in Vizianagaram district is the lowest accounting for only 10%. The two Telangana districts viz., Karimnagar and Warangal are also low with only 13% and 22% of female teachers in their districts. The proportion is the highest in Nellore accounting for 37%. The position of Kurnool also is better with 35%.

c.   The pattern also indicates that in the backward districts and in the difficult districts (from the point of view of tribal areas, inaccessable areas etc.) the proportion of female teachers is very low.

Nellore district which stands first in the proportion of female teachers (37%) is known for empowerment of women and their participation in social movements. Arrack agitation which resulted in total prohibition in the state of Andhra Pradesh was first started by the rural women of Nellore district.

The suggestions that follow from this analysis are :

Women have to be encouraged to become primary school teachers by the following measures   :

1.   Give preference to women in the admission to the primary school teacher training institutes.

2.   Provide scholarships and hostel facilities to the women admitted into the training institutes.

3.   Provide special incentives that attract women to become primary school teachers.

4.   Ensure living accommodation, physical and social security to women involving the school and Panchayat Education Committees.

5.   Identify the qualified women in the villages and motivate them to go in for teacher training.

Pre-primary and primary school teaching should be treated as the preserve of the women teachers. In many countries it is happening. Women are also supposed to be more hardworking and sincere to their job atleast as teachers.

Marital status of teachers

Marital status of teachers has implications for the living conditions they require to stay in the villages and remote areas. It also determines to some extent the time and attention they devote for their professional obligations. Normally the expectation is that the unmarried persons will go anywhere to stay and work. The married persons require some minimum living conditions to stay.

Table 6.3 Distribution of Teachers according to their Marital status

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Unmarried	-	8	5	5	8	26
		7.9	5.8	6.5	6.8	5.2
Married	113	92	80	72	109	466
	98.3	91.1	93.0	93.5	93.2	94.0
Widowed	2	1	1	-	-	4
	1.7	1.0	1.2	-	-	0.8
Column	115	101	86	77	117	496
Total	23.2	20.4	17.3	15.5	23.6	100.0

It is evident from table 6.3 that most of the teachers are married. Overall for the five districts only 5% of teachers are unmarried. In Karimnagar no unmarried teacher is registered in the sample. In the rest of the districts they range from 6 to 8%.

This situation of almost every teacher married has certain implications. They are :

a. They will not be happy to live in the villages where there are no facilities for them to set up their families.

b. It results in frequent absence of teachers.

c. Since most of them commute from places away from the schools they will not follow the Scheduled timings in opening the schools. The situation becomes worse if they are single teacher schools.

The suggestions that follow are :

a. Provide accommodation for the teachers to stay with their families in the villages where there are no such facilities.

b. Provide incentives like givig scholarships to their children to stay in the school hostels.

c. Provide medical facilities or medical allowance to the families of the teachers.

Number of children :

To know the number of children the teachers have is also useful to assess their family obligations which has a bearing on their professional work.

Proverbially teachers are known to have large number of children beyond their means. Table 6.4 indicates the number of children the teachers in the sample have.

DISTRIBUTION OF TEACHERS ACCORDING TO THEIR MARITAL STATUS

CH 6 TABLE 3
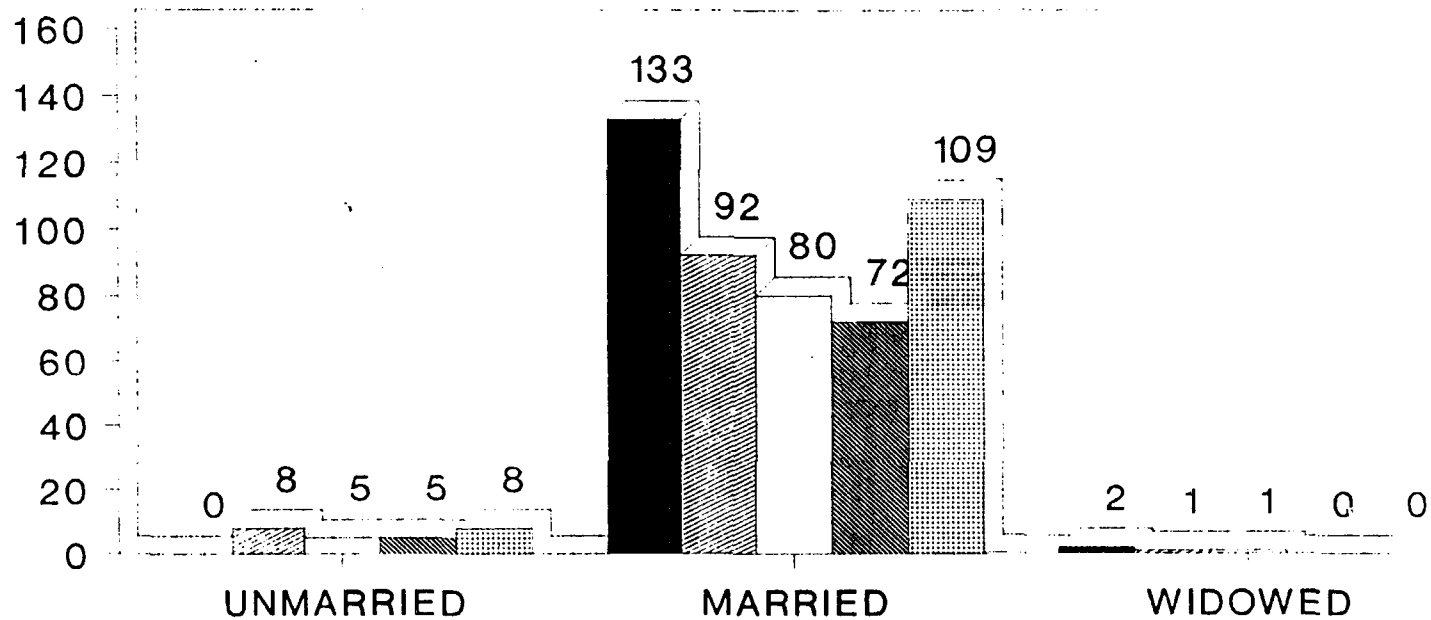
Table 6.4 Distribution of teachers according to the number of children they have

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
No children	13	17	20	7	15	72
	11.3	16.8	23.3	9.1	12.8	14.5
One Child	11	5	12	12	11	51
	9.6	5.0	14.0	15.6	9.4	10.3
Two Children	39	28	27	20	39	153
	33.9	27.7	31.4	26.0	33.4	30.8
Three Children	24	21	18	24	22	109
	20.9	20.8	20.9	31.2	18.8	22.0
Four Children	11	16	7	12	19	65
	9.6	15.8	8.1	15.6	16.2	13.1
Five Children	13	10	2	2	7	34
	11.3	9.9	2.3	2.6	6.0	6.9
Six Children	3	2	-	-	3	8
	2.6	2.0	-	-	2.6	1.6
Seven Children	-	2	-	-	1	3
	-	2.0	-	-	9.0	0.6
Eight Children	1	-	-	-	-	1
	0.9					0.2
Column Total	115	101	86	77	117	496
	23.2	20.4	17.3	15.5	23.6	100

From table 6.4 it is evident that :

a.   Those who dont have children constitute only 14% of the sample. It means almost every one has children.

In this category Nellore dominates with 23% of the total number of teachers followed by Kurnool with 17%. Vizianagaram is the lowest with 9%. It may be recalled that in Nellore the number of teachers in the younger age group is also more.

b.   Overall for the five districts those who have the number of children within the national family planning norm of one or two children constitute only 40%.

c.   Those who exceeded national family planning norm constitute about 45%.

d.   Among the districts, Vizianagaram and Kurnool have the largest proportion of teachers who have exceeded the national family planning norm registering 49% and 48% respectively. In Nellore only 31% crossed the norms.

DISTRIBUTION OF TEACHERS ACCORDING TO NUMBER OF CHILDREN THEY HAVE

NUMBER OF CHILDREN

DPEP DISTRICTS

- KARIMNAGAR
- VIZIANAGARAM
- KURNOOL
- WARANGAL
- NELLORE
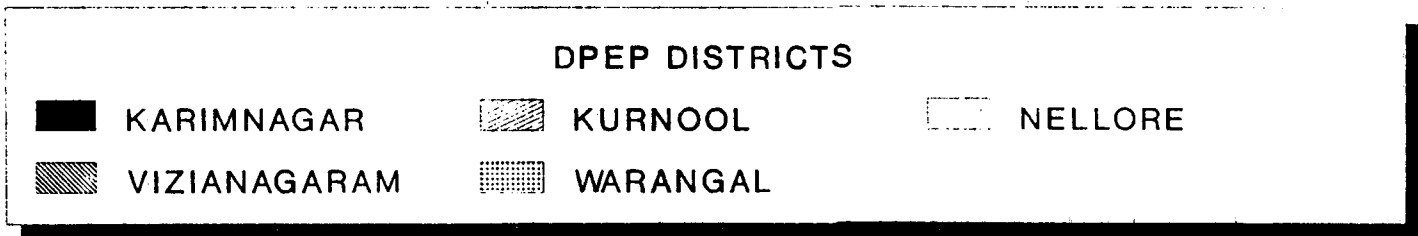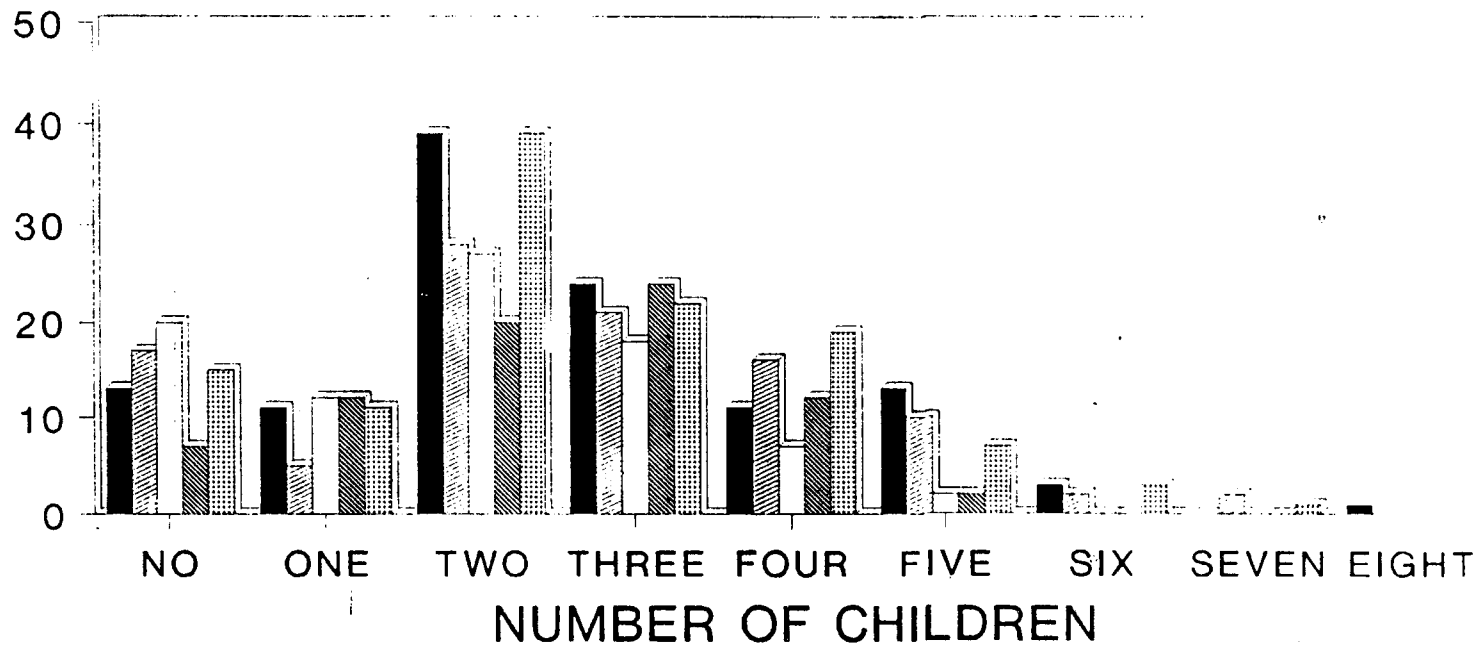
CH 6 TABLE 4

Implications of the above situation

a. Majority of teachers having large number of children may affect the professional obligations.

b. They will be drawn into the fold of unions and support the agitational approach for the increase in the pay scales.

c. The educational and medical interests of their children may make them prefer to stay only in the urban areas.

Suggestions that flow from this situation are :

Make the teachers conform to the norm of national family planning using incentives as well as disincentives.

If teachers do not conform to the norm it will be difficult to communicate the message to the others.

Where do the teachers' children study

Teachers were asked to indicate where their children are studying. In the schools managed by the Government/local bodies or schools under private managements.

Table 6.5 Indicates the responses of teachers about the type of
school their younger children are attending.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
NA	64	48	56	47	38	253
	55.7	47.5	65.1	61.0	32.5	51.0
Govt.	27	23	16	20	21	107
Sch	23.5	22.8	18.6	26.0	17.9	21.6
Priv	7	11	1	6	20	45
Aided	6.1	10.9	1.2	7.8	17.1	9.1
Priv	11	12	2	-	20	45
Un	9.6	11.9	2.3	17.1	9.1	
Aided						
No	6	7	11	4	18	46
Child	5.2	6.9	12.8	5.2	15.4	9.3
Col Total	115	101	86	77	117	496

TYPE OF SCHOOL ATTENDED BY
THE TEACHERS' CHILDREN

TYPE OF SCHOOL

DPEP DISTRICTS

■ KARIMNAGAR	▦ KURNOOL	⬚ NELLORE
▨ VIZIANAGARAM	▦ WARANGAL	
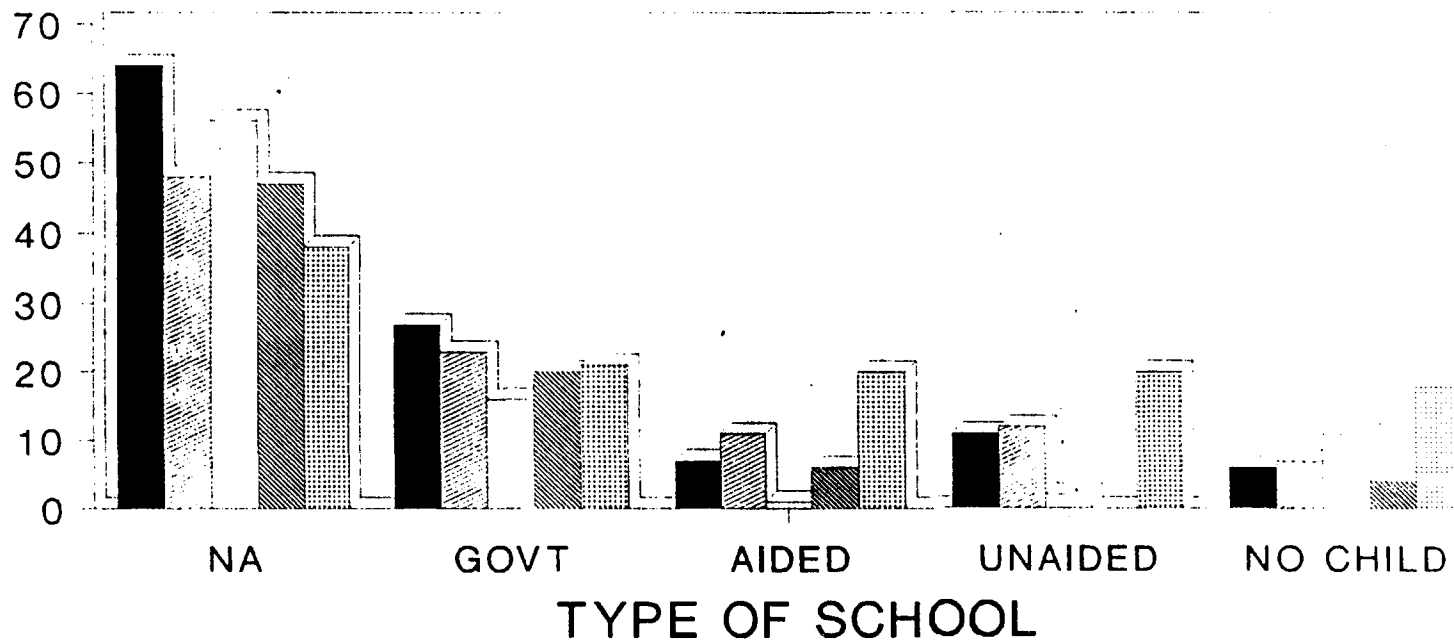
CH 6 TABLE 5

Table 6.5 indicates that :

a. About 40% of teachers have school going age children, and out of this 40%, about 22% are sending their children to the Government/local body schools and the remaining 18% are sending their children to the private management schools. This means that almost half of the teachers are preferring private management schools for their children.

b. Of those who are sending their children to the private schools 50% of them are sending to the private aided and the rest of 50% to the unaided. This means that they are paying the fees for their children.

c. Vizianagaram district tops the list of those teachers who are sending their children to the Government schools with 26% and Warangal registered the lowest percentage in such a category with 17.8%.

d. It is interesting that in Warangal district the frequency is more or less equal in all the three categories of schools. This means that 2/3rds of the teachers in that district are sending their children to the private schools.

The Implications of this situation are :

a. The quality of private schools is better than the Government/local body schools and that is why they are attracting even the children of the teachers working in Government / local body schools.

b. People are prepared to pay if the quality of schools is good.

c. Since most of the private schools are in the urban areas, the teachers who send their children to those schools prefer to stay in the urban areas where their children study rather than in the villages where they work.

d. Improvement of the quality of Government / local body schools may result in the teachers staying in the places of their work.

Reasons that govern the choice of school.

Teachers were asked to indicate the three most important reasons that govern choice of school for their children. This question also gives the benefit of knowing from the teachers what makes a school a better school.

Table 6.6 - Indicates the reasons for preference of schools

Reasons	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
NA	60	49	48	45	47	249
	52.2	48.5	55.8	58.4	40.2	50.2
Better	8	16	11	15	20	70
standard/	7.0	15.8	12.8	19.5	17.1	14.1
syllabus						
Better	10	6	1	6	3	26
Facilities	8.7	5.9	1.2	7.8	2.6	5.2
Family Back-	1	1	1	-	1	4
Ground of	0.9	1.0	1.2	-	0.9	0.8
other children						
Free/less	10	5	11	1	4	31
Expensive	8.7	5.0	12.8	1.3	3.4	6.3
English	3	8	2	-	13	26
Medium	2.6	7.9	2.3	-	11.1	5.2
Moral values	3	1	3	-	1	8
of school	2.6	1.0	3.5	-	0.9	1.6
Better Discipline and	1	3	3	-	4	11
Regularity	0.9	3.0	3.5	-	3.4	2.2
of classes						
Others	2	1	1	1	1	6
	1.7	1.0	1.2	1.3	0.9	1.2
Column Total	115	1 01	86	77	117	496

Table 6.6 indicates that :

a.   50% of teachers have responded to this question as their youngest children are going to the schools.

b.   The responses indicate that there are two important reasons/factors hat influence their choice of school for their children.

They are :

 a.Better standard/syllabus (14.5%)
 b.Better Teaching (13.1%)

Among the reasons other than these two, mention may be made of :

 a.Less expensive (6.3%)
 b.Better facilities (5.2%)
 c. English Medium (5.2%)
 d. Better discipline / regularity of classes (3.4%)

The implications of these responses are :

a.   The overriding factor that attracts the students is better instruction since the prescribed curriculum/syllabus is more or less the same for all the types of schools. The overall and the district pattern are more or less the same.

b.   It also indicates that the quality of teacher is more important then any other factor like school facilities, free education etc.

The suggestions that emerges out of this situation are :

a.   Improvement of teacher quality and attitude should be given top priority.

b.   Quality of instructional material should be improved.

Salary of the primary school teachers

Economic or income status of the teachers is one of the major factors that influence the motivation and commitment of the teachers towards their profession. It is very well known that at one time the salaries of the teachers were very poor. Given the choice no one would have preferred to be a teacher because of low salaries. It is proverbial in Telugu that " those who cannot live otherwise become teachers ".

But in recent years the salaries of the teachers have gone up dramatically. The old proverb is no more valid.

Table 6.7 indicates the details of the take home salary of primary school teachers after deduction.

Table 6.7 Take home salary of the Teacher

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
< 1000	3	2	-	1	2	8
	2.6	2.0	1.3	1.7	1.6	
1001-2000	1	2	2	2	1	8
	0.9	2.0	2.3	2.6	0.9	1.6
2001-3000	27	36	34	35	38	170
	23.5	35.6	39.5	45.5	32.5	34.3
3001-4000	22	25	22	26	32	127
	19.1	24.8	25.6	33.8	27.4	25.6
4001-5000	43	26	22	11	34	136
	37.4	25.7	25.6	14.3	29.1	27.4
5000 +	19	10	6	2	10	47
	16.5	9.9	7.0	2.6	8.5	9.5
Column	115	101	86	77	117	496
Total	23.2	20.4	17.3	15.5	23.6	100

Table 6.7 indicates that :

a.   Minimum take home salary of almost every teacher (97%) is more than Rs.2,000/ -. About 10% of teachers get more than Rs.5,000/-.

TAKE HOME SALARY OF THE TEACHERS

SALARY IN RUPEES

DPEP DISTRICTS

- KARIMNAGAR
- VIZIANAGARAM
- KURNOOL
- WARANGAL
- NELLORE

CH 6 TABLE 7
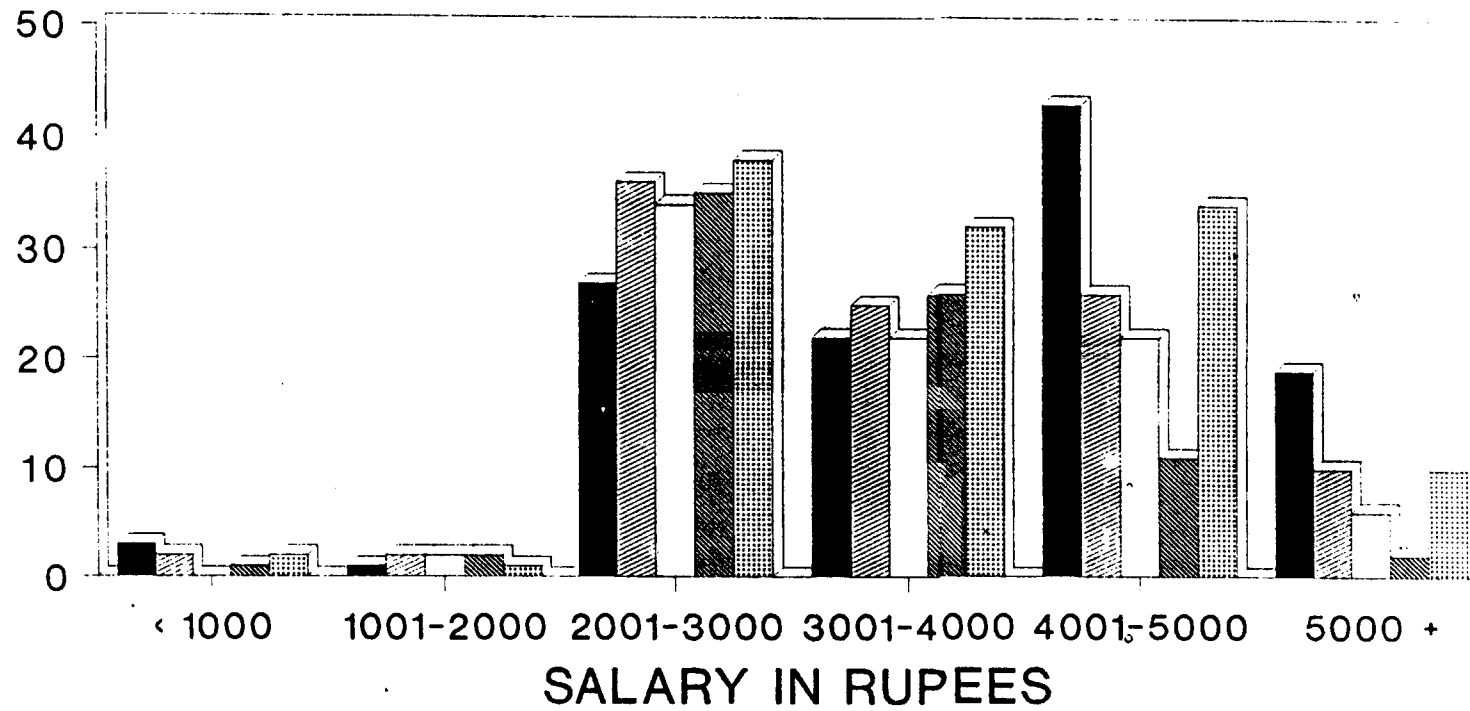
b.   Majority of teachers (60%) get between Rs.2,000/- to Rs.4,000/- and about 27% get between Rs.4,000/- to 5,000/-.

c.   The proportion of those who are in higher salary brackets   (Rs.4,000/- to 5,000/- and 5,000/- +) are more in Karimnagar district than in any other district.   In the middle income brackets (Rs.2,000/- to 3,000/- and 3,000/- to 4,000/-) Vizinagaram is more preponderent.

The implication of the table 6.7 are :

a.   So much of regular monthly cash income in the rural areas is very substantial and in a way the teachers are the richest (from the point of cash income) in the villages.

b.   Because of cash income, in the rural areas the teachers are (it is observed) engaged in money lending and other businesses, which after their professional obligations.

c.   Income of this level also motivates them to live in the urban areas.

› **Suggestions that flow from this table are :**

a.   Though the teachers may be allowed to get high salaries but they should be discouraged to get into business or other occupations by introducing and imple-menting strictly the penal actions.

b.   Teachers must be sensitised to the priority of their professional obligations rather than indulging in agitational activities for higher salaries and other benefits.

Caste composition of the teachers :

There was a time in the history of this country when it was impossible for the lower caste persons to become teachers. This was so not only because education was not accessible to them but also because teaching profession was the preserve of particular higher castes. Gradually, this situation has been changing as more and more children of lower castes gained access to formal education and also many occupations, particularly in the formal sector, became open occupations providing access to every social group.

Table 6.8 gives the distribution of teachers according to their caste.

Distribution of Teachers according to their caste

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Other	106	76	71	65	97	415
Castes	92.2	75.2	82.6	84.4	82.9	83.7
SC	7	25	11	12	12	67
	6.1	24.8	12.8	15.6	10.3	13.5
ST	2	-	4	-	8	14
	1.7		4.7		6.8	2.8
Total	115	101	86	77	117	496

DISTRIBUTION OF TEACHERS
ACCORDING TO THEIR CASTE
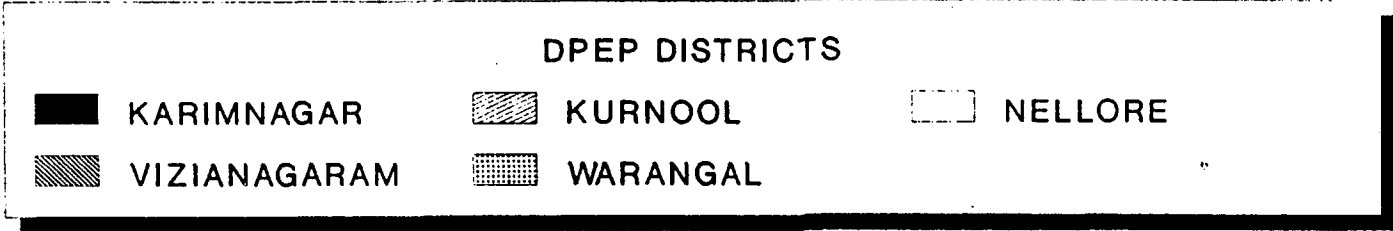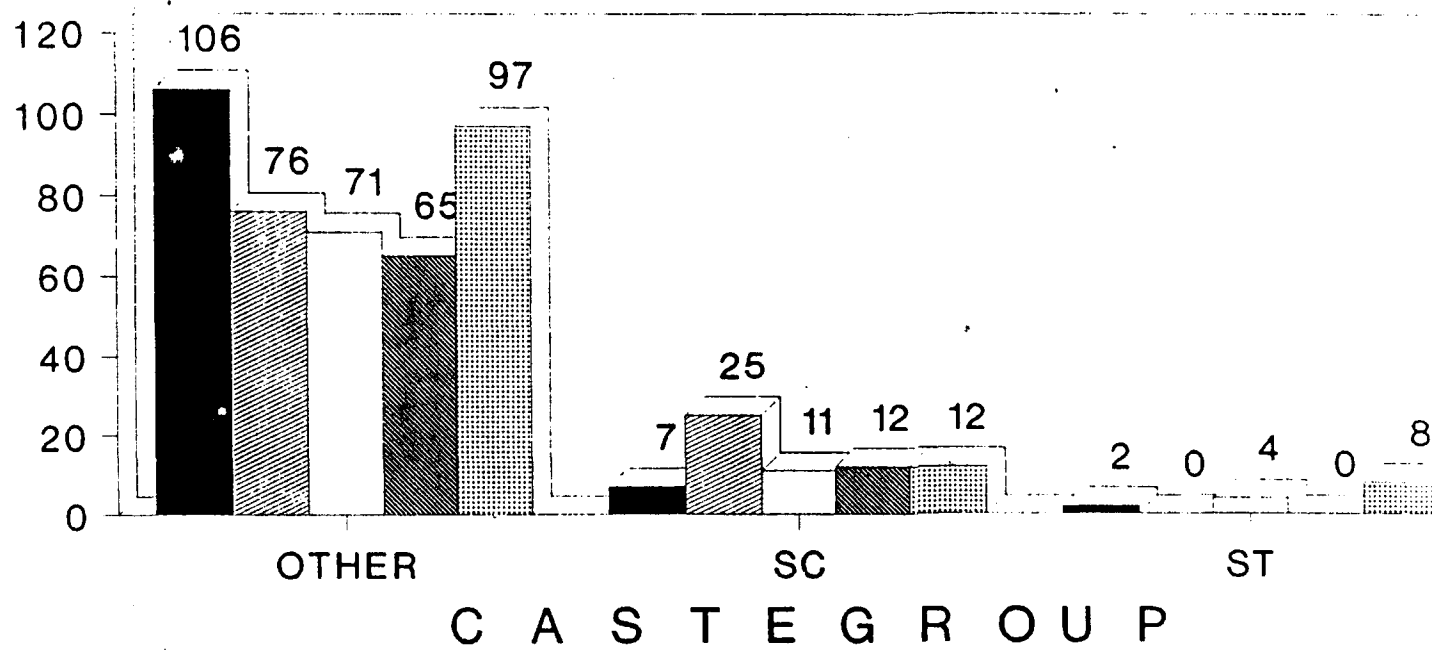
CH 6 TABLE 8

Table 6.8 indicates that :

a.   Overall for all the five districts the proportion of teachers belonging to scheduled castes is quite siginificant accounting for almost 14%. From the view of historical perspective it is a very significant proportion. It is almost equivalent to the proportion of their population in the total population of the state.

b.   The proportion of the teachers belonging to the ST category though appears to be small with 2.8% but is very significant. Even to register an entry into the category itself is a mark of progress for them.

c.   Among the districts the proportion of SC teachers is the most in Kurnool district with 24.8% and the least in Karimnagar district with 6% in the sample.

Implication of table 6.8 are :

a.   The trend of lower castes entering into the teaching profession, particularly as primary school teachers is good as they can have better appreciation of the problems and needs of the children belonging to the weaker sections.

b.   They can have better rapport with the homes and communities of the children of lower castes which is essential to motivate and mobilise them for better enrolment and retention rates in the schools.

Suggestions that emerge are :

a.   SCs and particularly STs are to be encouraged to get into the primary school teacher training institutions.

b.   SCs and STs are to be recruited in larger number as primary school teachers.

c.   It is very essential to develop special Training packages to train the SC and ST teachers as most of them get into the training institutions and also get recruited as teachers under reservation quota.

Normally it is observed that their minimum levels of performance in the general education as well as in professionals training are low. Hence there is need to develop special packages of training for them so that the deficiencies if any can be neutralised and also to make effective use of their social background and experience to provide better deal to the children of weaker sections.

Educational qualifications of the Teachers

The details of general educational qualifications of the teachers and their professional qualifications in teacher training are already discussed in the section relating to school record schedule. The implications and suggestions relating to that aspect are also discussed.

Here the details of qualifications in Mathematics and Language subjects are given. Language and Mathematics are the two basic subjects which form the essential core of the primary school curriculum and teaching.

Table 6.9 Level at which Mathematics was studied by the teachers.

Class	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
8th class	1 0.9	9 8.9	4 4.7	-	2 1.7	16 3.2
10th class	83 72.2	69 68.3	45 52.3	47 61.0	85 72.6	329 66.3
12th class	25 21.7	13 12.9	25 29.1	20 26.0	26 22.2	109 22.0
Any other	5 4.3	10 9.9	11 12.8	10 13.0	4 3.4	40 8.1
N R	1 0.9	-	1 1.2	-	-	2 0.4

Table 6.9 indicates that :

a. Overall for the five districts 2/3rds of teachers (66.3%) studied Mathematics only up to 10th class. 30% of them studied up to 12th and above. A small minority of them studied only up to 8th class.

b. Among the districts Nellore tops in the category of those who studied Maths up to 12th and beyond with 43%. The second place is occupied by Vizianagaram with 39%. The other districts are about 25%.

The implications of this situation are :

a. 2/3rds of the teachers are not equipped well with the qualifications in Mathematics to teach Mathematics in primary schools. Itis desirable that they learn Mathematics at least up to 12th.

b. Good Mathematics teachers are not available and hence the mathematics base of the students is weak. If the children fail to learn Mathematics well in primary shcools it is very difficult for them to acquire competency in Mathematics in the subsequent levels. If they are weak in mathematics they will be weak in Sciences also. The evidence for this is that there is general shortage of teachers in Mathematics in the Secondary and Higher education levels.

Suggestions that emerge from this situation are :

a. In the Teacher training institutes as far as possible candidates who have studied Mathematics atleast up to 12th class level should be preferred for admission purpose.

b. In the entrance test for teacher training institue higher weightage should be given for Mathematics.

c. In the Inservice training programmes priority must be given to improve competencies in Mathematics.

LEVEL AT WHICH MATHEMATICS STUDIED
BY TEACHERS

CH 6 TABLE 9
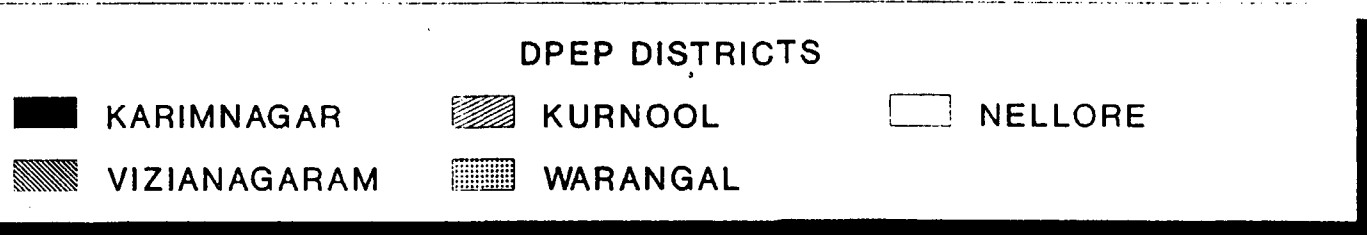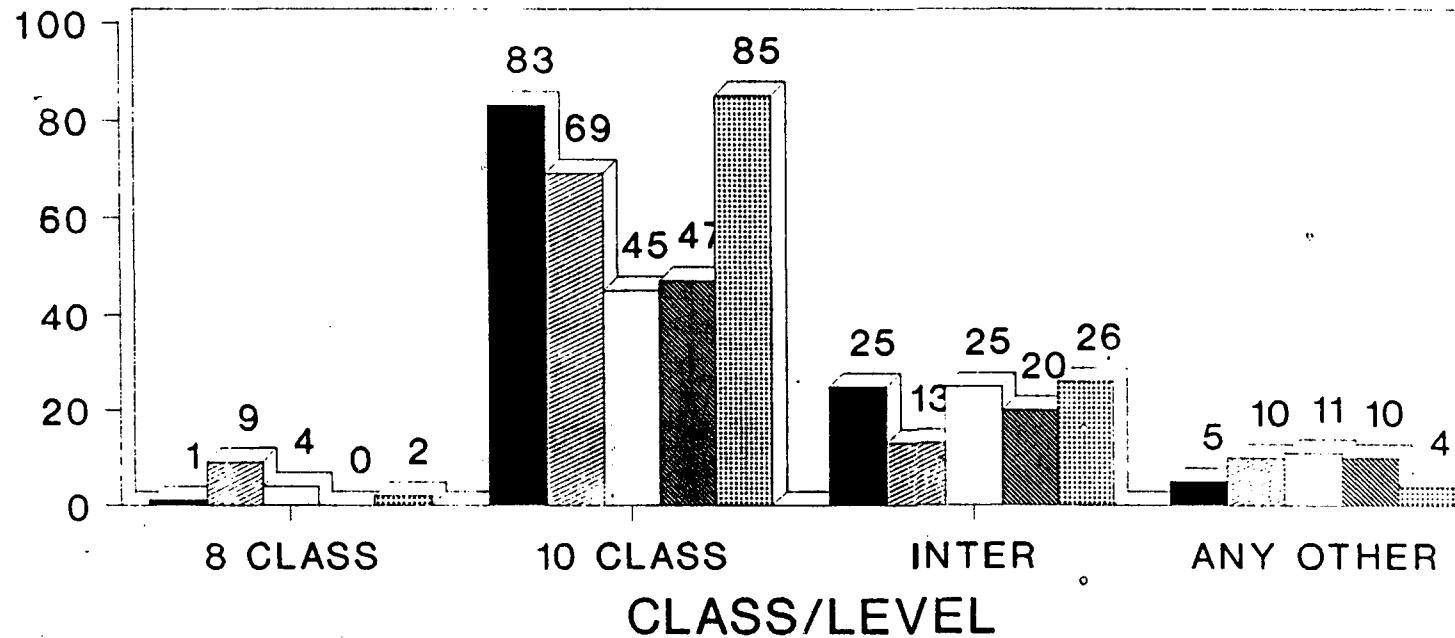
Table 6.10 Level upto which language was studied by the teachers

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
8th class	-	9	4	-	2	15
	8.9		4.7		1.7	3.0
10th class	42	37	13	20	39	151
	36.5	36.6	15.1	26.0	33.3	30.4
12th class	47	29	40	27	52	195
	40.9	28.7	46.5	35.1	44.4	39.3
Any other	26	26	28	30	24	134
	22.6	25.7	32.6	39.0	20.5	27.0
Column	115	101	86	77	117	496
Total	23.2	20.4	17.3	15.5	23.6	100

Table 6.10 indicate that :

a. 2/3rds of the teachers (66%) have studied the language upto 12th and above. This situation is much better than that of Mathematics.

b. Among the districts Nellore again tops in the proportion of those who studied language up to 12th and above with 79%. The situation of Kurnool is the lowest with 54%.

Suggestions :

The level of qualification in language is not bad because at all levels language is offered as one of the compulsory subjects where as in the case of Mathematics there is option at the 12th / Higher Secondary level and above. However, what is to be ensured is the level of competency in the language. Though language as a subject is studied the general level of competance is poor. Hence, there is need to take care of this aspect in the In-Service training programmes.

The general suggestion is that in the In-Service programmes TOP PRIORITY IS TO BE GIVEN TO IMPROVE competencies In Mathematics and Language.

Inservice Training

Of the total teachers in the sample overall for the five districts 39% are Head teachers and the others are Assistant teachers. Most of the teachers are working in the Government / Local body schools. Hardly 2% of them work in the private schools. Most of them 98% are regular teachers and hence they are deputed for inservice training periodically. Inservice training gained prominence particularly after N.P.E (1986) came into operation. District Institutes of Educational Training (DIETs) were created to provide inservice training systematically and on regular basis. In the state of Andhra Pradesh every district is having DIET. The problem is that they are not yet fully staffed.

LEVEL UPTO WHICH LANGUAGE
STUDIED BY TEACHERS

CH 6 TABLE 10
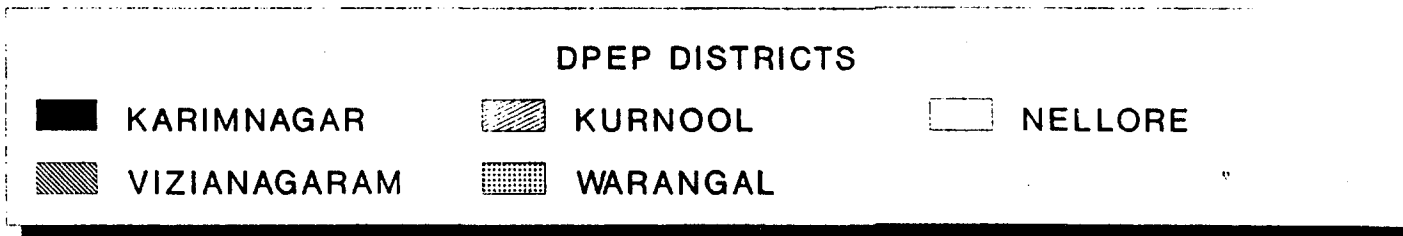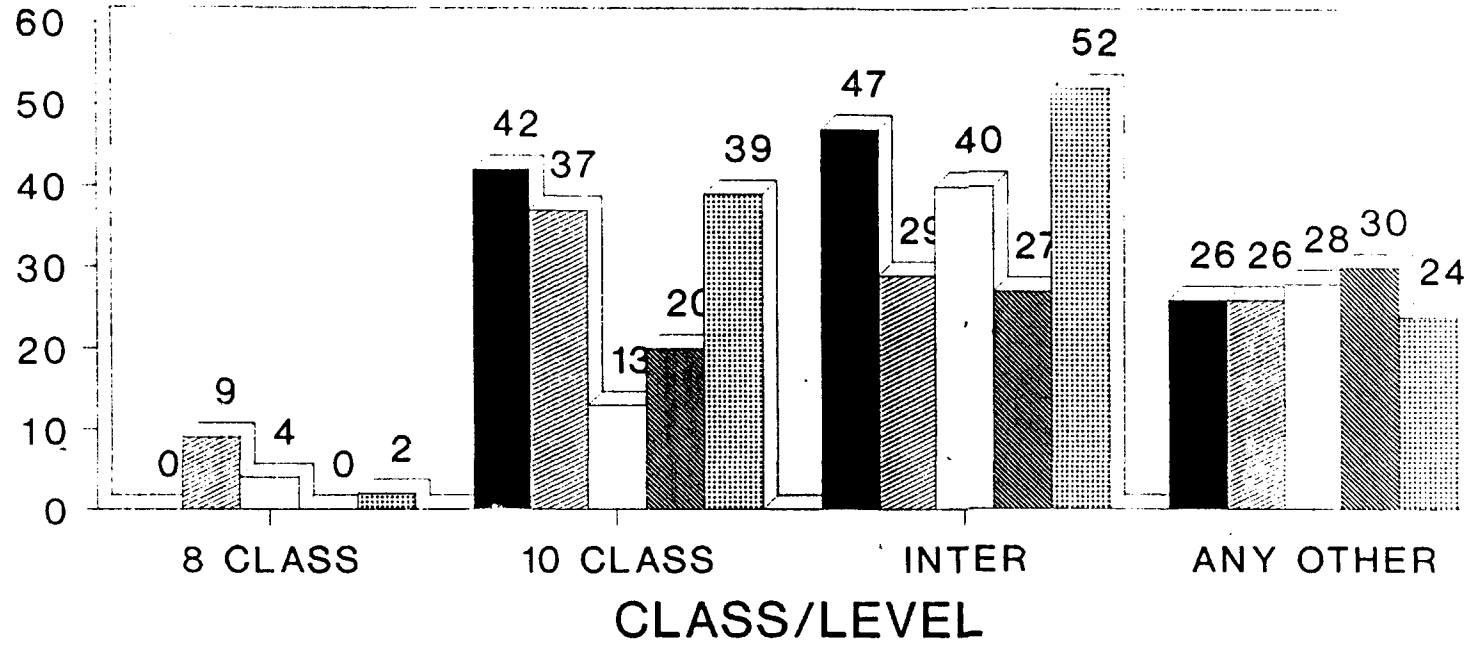
The details about the inservice training undergone by the teachers.

Table 6.11 Distribution of Teachers according to the year of training

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Before 85	52	31	3	19	28	133
	45.2	30.7	3.5	24.7	23.9	26.8
86-89	-	1	2	1	1	5
		1.0	2.3	1.3	0.9	1.0
90-95	63	69	81	57	88	358
	54.8	68.3	94.2	74.0	75.2	72.2
Column Total	115	101	86	77	117	496

Table 6.11 Indicates :

a. Inservice training programs have been taken up on a large scale in the last five years (1990-95). 72% of teachers were provided inservice training during this period. This period coincides with the APPEP project in Andhra Pradesh which has taken up Manpower training as one of its important activities. This period also coincides with the staffing of the DIETs at reasonable level.

b. During 1986-89 virtually there was no inservice activity.

c. Before 1985 ie., before NPE (86) came into existence the inservice training activity was not significant as only 27% reported that they had inservice training during that period.

d. Those who had inservice training before 1985 constitute high proportion in Karimnagar (45.2%) and low proportion in Nellore (3.5%). This is also coinciding with the age of teachers in those districts. In Karimnagar the average age of the teachers is much higher indicating the longer service than the other districts and the average age of teachers in Nellore district is much lower than that of other districts.

e. Nellore and Warangal are more active in providing inservice training than the other districts. Karimnagar is found to be less active.

Implications :

a. The inservice training is not yet covering all the teachers.

b. All the districts are not equally active.

Suggestions :

a. Efforts should be made to provide inservice training to all the teachers.

b. All the districts must be made active in inservice training programs.

DISTRIBUTION OF TEACHERS ACCORDING
TO THE YEAR OF TRAINING

YEAR OF TRAINING

DPEP DISTRICTS

- ■ KARIMNAGAR
- ▨ KURNOOL
- ☐ NELLORE
- ▨ VIZIANAGARAM
- ▧ WARANGAL

CH 6 TABLE 11
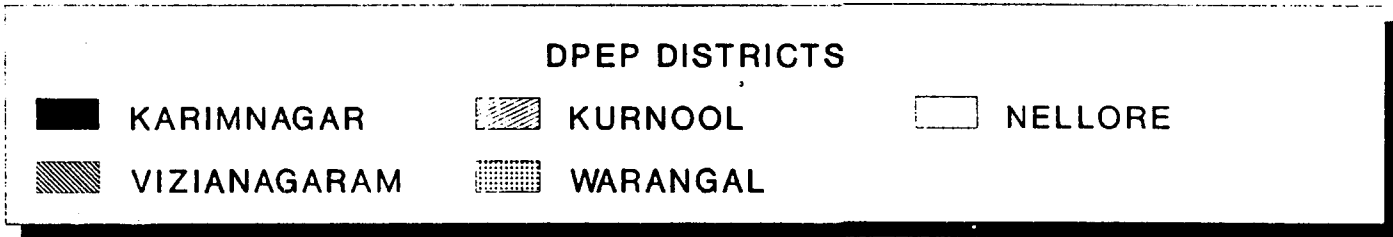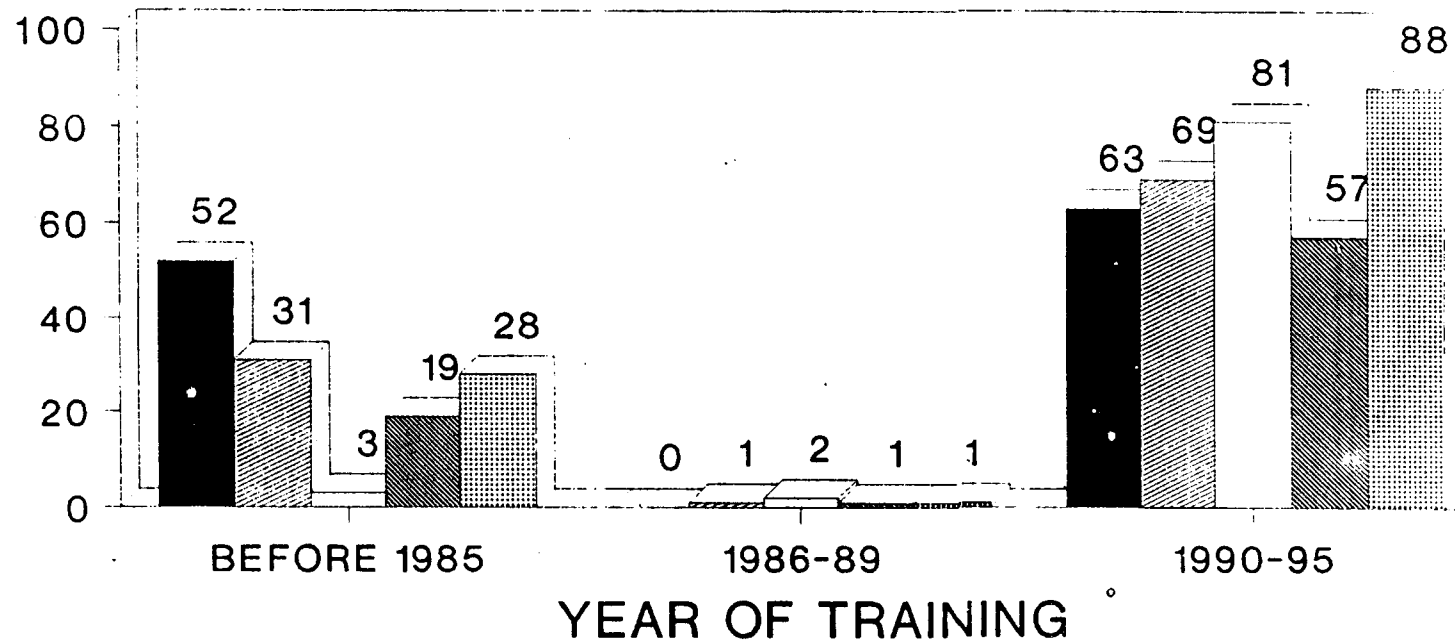
Table 6.12 indicates the number of days of inservice training undergone by the teachers.

Table 6.12 - Days of inservice training

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
1-7	58	36	27	51	33	205
	50.4	35.6	31.4	66.2	28.2	41.3
8-14	43	37	45	17	57	199
	37.4	36.6	52.3	22.1	48.7	40.1
15 +	14	28	14	9	27	92
	12.2	27.7	16.3	11.7	23.1	18.5
Col Total	115	101	86	77	117	496

Table 6.12 indicates :

a.   Inservice training programs have been largely of one week and two week duration.

b.   Number of teachers who have gone through long term (3 week) inservice training are more in Kurnool (28%) and Warangal (23%) districts. They are the least in Vizianagaram (12%) and Karimnagar (12%) districts.

Table 6.13 gives the details of the themes of inservice training

Table 6.13 - Themes of Inservice training

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
General Training	13	21	20	8	8	70
	11.3	20.8	23.3	10.4	6.8	14.1
Enrichment	4	2	4	2	5	17
	3.5	2.0	4.7	2.6	4.3	3.4
Production	1	2	2	1	2	8
	0.9	2.0	2.3	1.3	1.7	1.6
Use of Instrumental Material	1	5	5	6	13	30
	0.9	5.0	5.8	7.8	11.7	6.0
Assessment	9	8	12	6	23	58
	7.8	7.9	14.0	7.8	19.7	11.7
Others (APPEP)	35	33	40	15	46	169
	30.4	32.7	46.5	19.5	39.3	34.1
NA	52	30	3	39	20	144
	45.2	29.7	3.5	50.6	17.1	29.0
Column Total	115	101	86	77	117	496

THEMES OF INSERVICE TRAINING

DPEP DISTRICTS

THEMES

■ GENERAL   ▨ ENRICHMENT ☐ PRODUCTION ▨ USE OF AIDS

▨ ASSESSMENT ☐ OTEHRS(APP ▨ N A

CH 6 TABLE 13
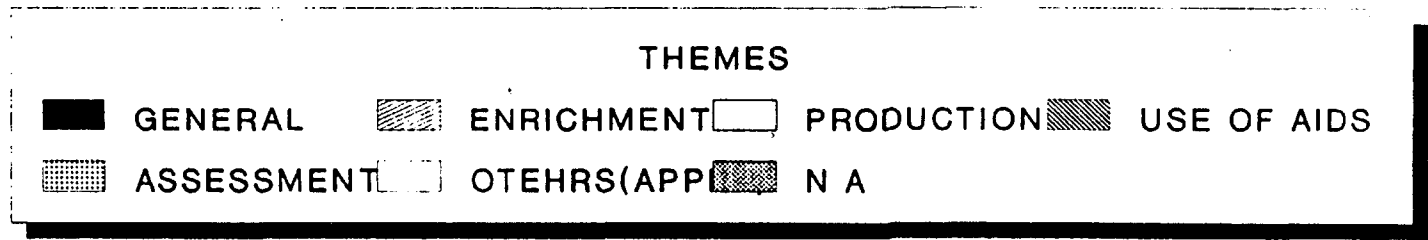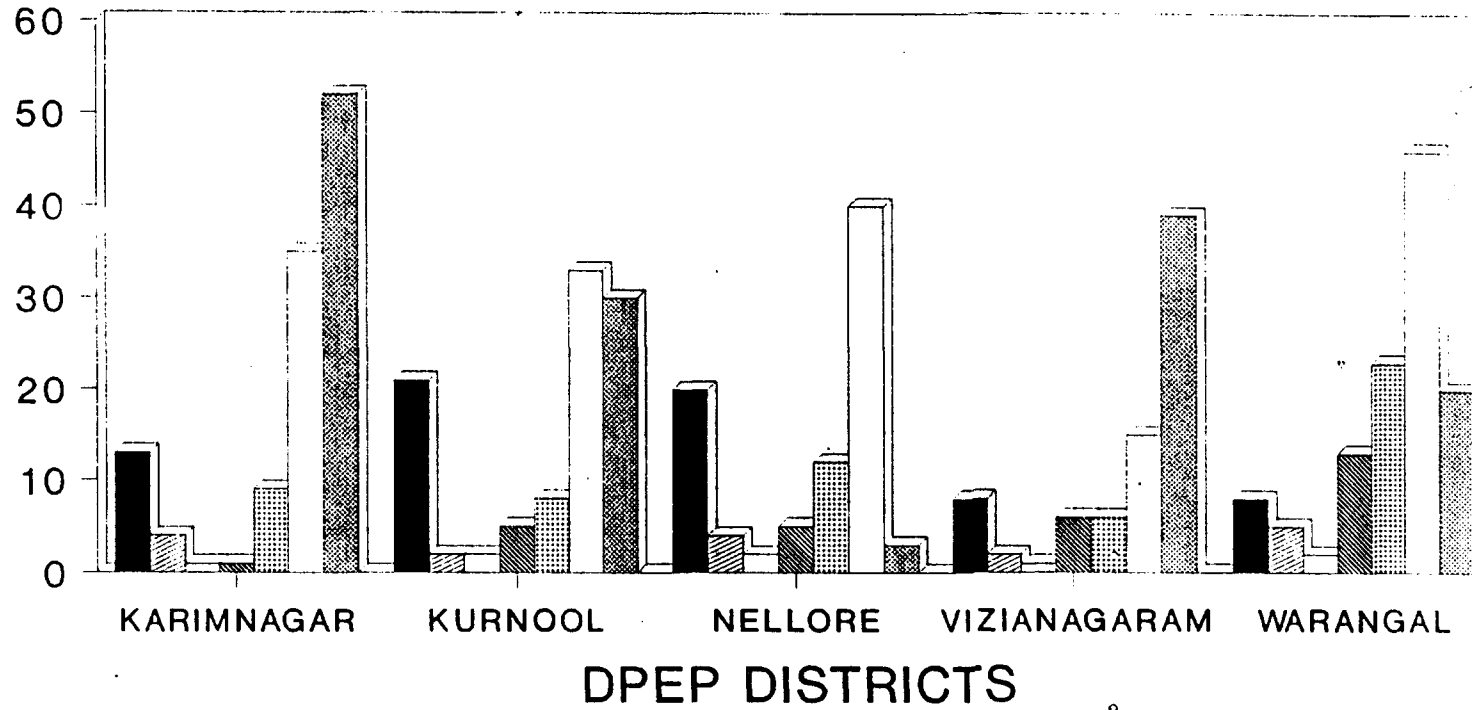
Table 6.13 Indicates :

a.   APPEP oriented training has been predominant in inservice training activities followed by general training (14%) and assessment (12%).

b.   Training on the production and use of instructional aids and instruments is weak.

c.   Not all teachers are covered by inservice programme.

Suggestions

a.   More attention has to be paid to the training relating to production and use of instructional aids.

b.   In future emphasis should be on diagnostic approach to inservice training.

c.   A list of competencies and skills is to be circulated to the teachers to indicate in which competencies and skills they require inservice training. Based on such responses training groups are to be organized. Then only the inservice programs will be useful to the teachers. The effort should be to provide inservice training on the basis of the needs of the teachers.

d.   Inservice training programs in future should also be relevant to the special learning needs of the disadvantaged children.

Table 6.14 indicates the details in terms of who provide inservice training to the teachers.

Table 6.14 The agencies providing inservice training

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
School complex	1 0.9	-	-	-	1 0.9	2 0.4
Mandal Teacher centres	5 4.3	7 6.9	23 26.7	12 15.6	9 7.7	56 11.3
Teacher	1	4 0.9	1 4.0	2 1.2	- 2.6	8 1.6
DIET	58 50.4	54 53.5	51 59.3	24 31.2	80 68.4	267 53.8
SCERT	- 1.0	1 2.3	2	-	1 0.9	4 0.8
Any other	1 0.9	9 8.9	6 7.0	-	5 4.3	21 4.2
NA	49 42.6	26 25.7	3 3.5	39 50.6	21 17.9	138 27.8
Column Total	115	101	86	77	117	496

AGENCIES PROVIDING INSERVICE TRAINING
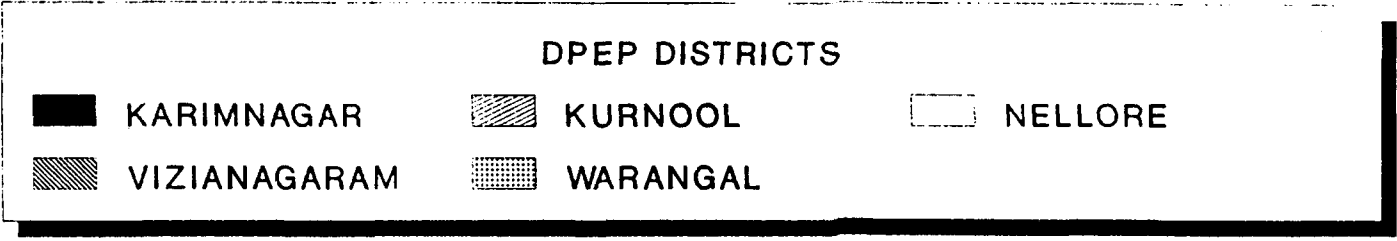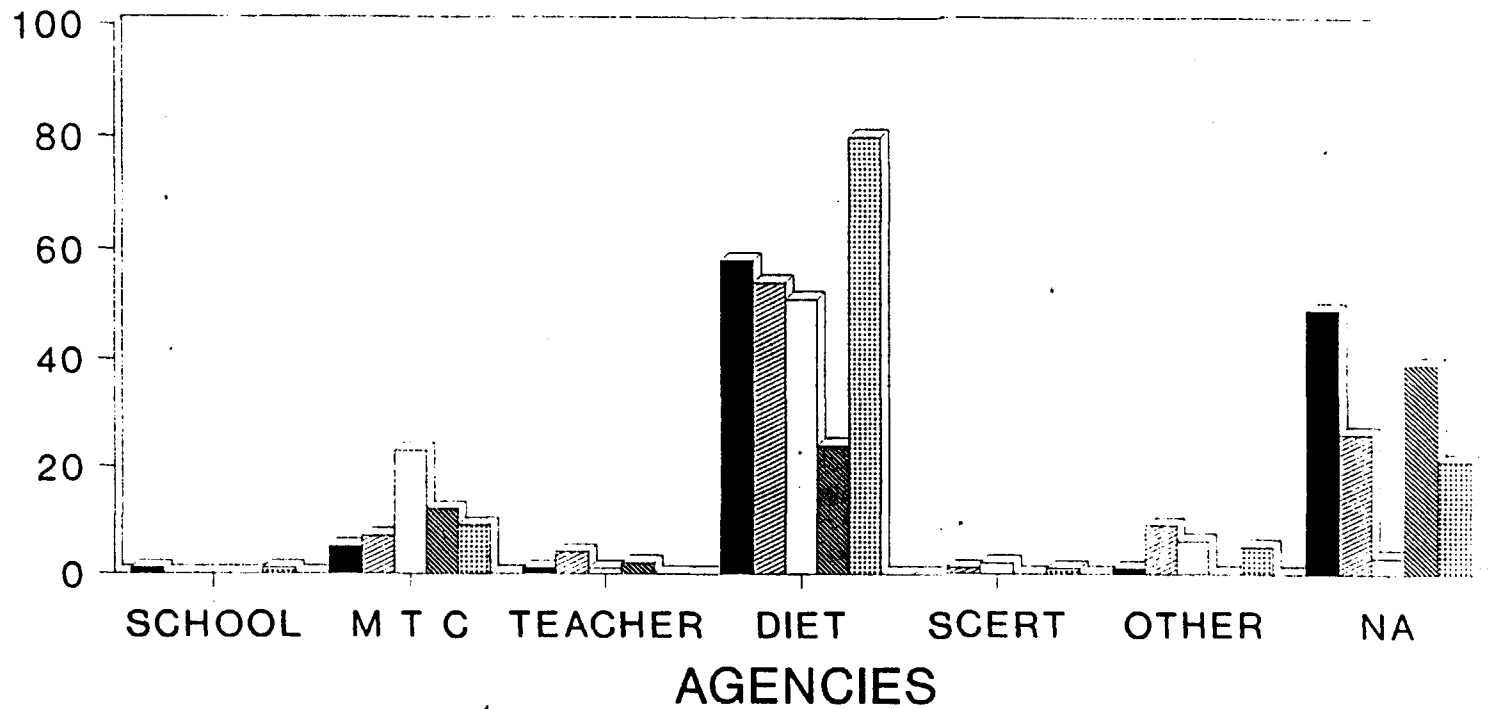
CH 6 TABLE 14

Table 6.14 Indicates that :

a. DIETs have emerged as the important training centers followed by the teacher centres. In Andhra Pradesh teacher centres are created by APPEP.

b. School complex idea is not a reality in A.P.

c. The role of SCERT in providing inservice training to the primary school teachers seems to be absent.

Suggestions :

a. Since the number of primary school teachers is very large it is better to decentralize the inservice training to the level of Mandal level teacher centres and strengthen them keeping this in view.

b. Experience of the teachers has to be an essential input into the training programme.

c. Training has to be more frequent.

Further Education of the Teachers :

In recent years in India, particularly in Andhra Pradesh the opportunities to pursue further/ higher education have been increasing enormously. Open University/Distance education programs are made available to almost everyone who seeks such an opportunity . Large number of those who are employed find these systems of education convenient to acquire degrees in Higher education. Particularly teachers in significant numbers are availing this opportunity.

Table 6.15 gives the distribution of teachers according to
the courses they are studying

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
NA	91	76	64	57	67	355
	79.1	75.2	74.4	74.0	57.3	71.6
B.A/B.Sc.,	8	7	12	6	11	44
	7.0	6.9	14.0	7.8	9.4	8.9
M.A/M.Sc.,	5	11	6	10	16	48
	4.3	10.9	7.0	13.0	13.7	9.7
Ph.D.,	-	-	-	-	1	1
					0.9	0.2
B.Ed.,	6	3	3	1	8	21
	5.2	3.0	3.5	1.3	6.8	4.2
M.Ed.,	3	3	1	1	13	21
	2.6	3.0	1.2	1.3	11.1	4.2
Others	2	1	-	2	1	6
		1.7	1.0	2.6	0.9	1.2
Column Total	115	101	86	77	117	496

Table 6.15 Indicates that :

a. 28% of primary school teachers in the overall sample are enrolled into the various courses of Higher education.

b. In the districts the range is between 21% in Karimnagar district to 43% in Warangal district. In the other districts the average is around 25 and 26%. Obviously in Warangal district there is greater awareness and motivation among the teachers to make use of the increasing educational opportunities.

c. Of those who are pursuing higher education 31% and 34% are pursuing degree and postgraduate degrees of general education respectively. Of the remaining teachers 14% are in B.Ed degree programme and 15% in M.Ed Programme.

Implications of this situation are :

a. As indicated earlier in this report higher education may lessen their interest in primary education as they are likely to acquire higher aspirations along with acquiring higher degrees.

b. It is likely that as they acquire higher qualifications though they are not directly relevant to the expertise in primary education yet may result in their aspiration and agitation for higher salaries beyond the paying capacity of the Government.

Suggestions :

a. Though it is not possible or desirable to discourage teachers to acquire higher degrees, yet it is possible to find alternative solution by way of designing courses in higher education which are relevant for primary education and make the teachers to pursue those degrees.

b. Create further career opportunites/promotional scales for those who acquire the degrees relevant to primary schools.

c. The curriculam of inservice courses in DIETs may be designed in such a modular form that the cumulative credits over a period of time after completion of certain modules/courses will entitle the teachers to the higher degrees. The Universities may be convinced to give accreditation to such degrees.

Leisure time activities of teachers

Activities of teachers outside school timings may indicate the role of teachers as citizen in the society in general and to know whether those activities are supportive of their occupation as teachers.

Table 6.16 indicate the activities of teachers outside the school timings

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Farming	7.8	2.0	1.2	15.6	0.9	5.0
Tutions	0.9	5.9	7.0	2.6	2.6	3.6
Voluntary work	15.7	5.9	30.2	20.8	9.4	15.5
Any other	7.0	9.9	24.4	7.8	0.9	9.3
Column Total	31.4	23.7	62.8	46.8	13.8	33.3

Table 6.16 indicates that :

a.　One third of teachers only have reported that they are engaged in specific other activities during out of school timings.

b.　Of those who reported majority of them (15.5%) are engaged in voluntary work, 5% reported that they are engaged in Farming and 3.6% in Tuitions.

Teaching Duties :

Teaching in the primary schools, particularly in the rural areas is complex because of :

a.　Shortage of teachers

b.　Shortage of class rooms

c.　Non-viable attendance in classes because of large scale dropouts and absentism.

d.　Absenteism of teachers.

With the result teachers have to teach several classes seperately or together, in the same room or in different rooms.

LEISURE TIME ACTIVITIES OF TEACHERS
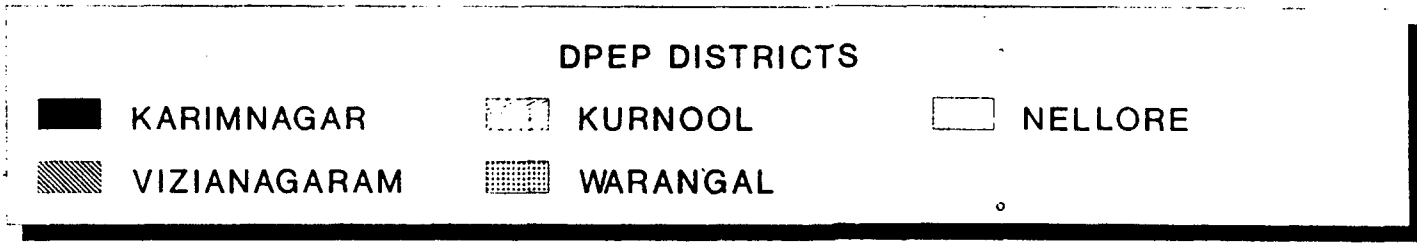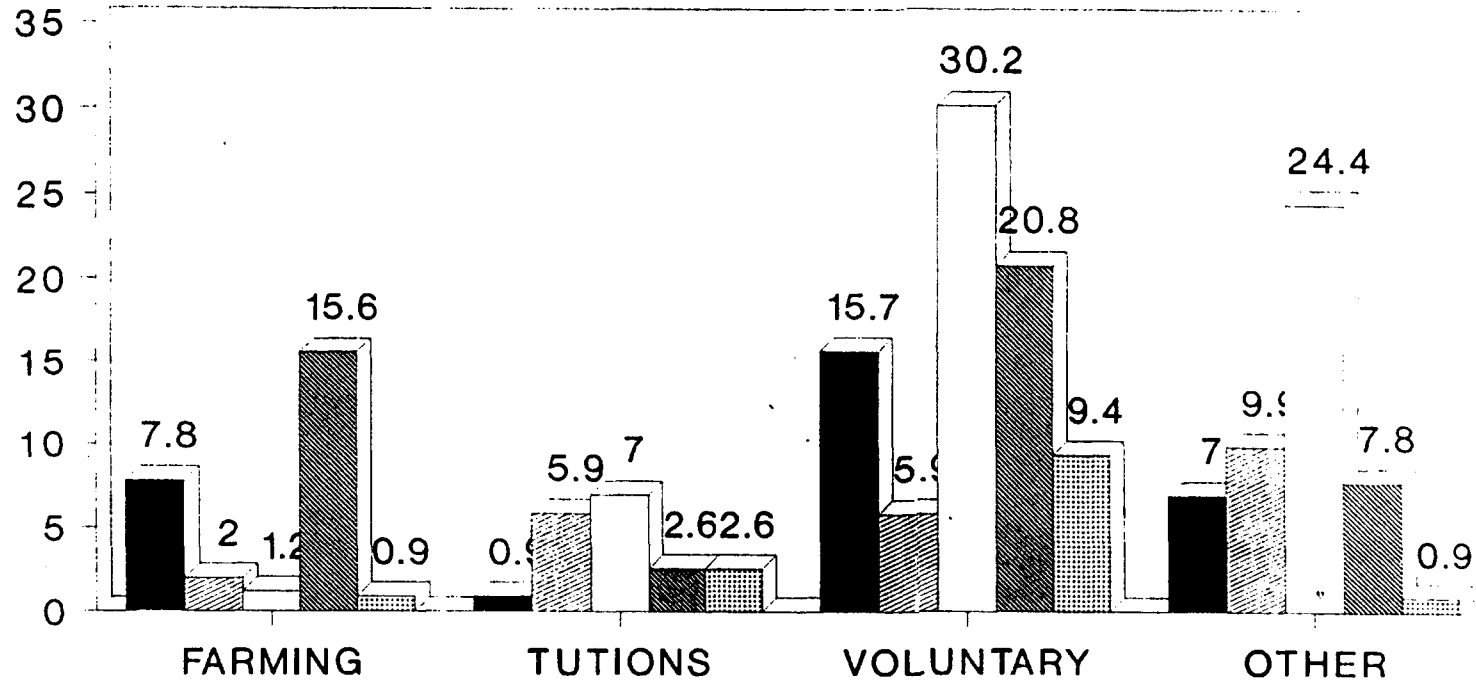
CH 6 TABLE 16

Table 6.17 gives the details of classes taught by the teachers in 1993-94 and 1994-95

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Class I 93-94	17.4	36.6	44.2	50.6	70.1	43.5
Class I 94-95	69.6	40.6	47.7	51.9	76.1	58.7
Class II 93-94	21.7	39.6	44.2	50.6	76.1	46.6
Class II 94-95	72.2	43.6	46.5	51.9	78.6	60.3
Class III 93-94	23.5	37.6	43.0	53.2	81.2	48.0
Class III 94-95	78.3	38.6	46.5	51.9	82.1	61.5
Class IV 93-94	22.6	39.6	43.0	49.4	76.1	46.4
Class IV 94-95	80.0	44.6	44.2	50.6	83.8	62.9
Class V 93-94	25.2	44.6	40.7	55.8	70.9	47.4
Class V 94-95	82.6	48.5	43.0	51.9	71.8	61.5

Table 6.17 indicates that :

a.   The general/overall pattern for the year 1993-94 and also 1994-95 indicates that teachers teach different classes not restricting to any one single class.

b.   The proportion of teacher who teach different classes simultaneously increases as the grade increases. For example, in 1994-95 the proportion of teachers who teach class I was 58.7%; class II 68%; class III 61% ; class IV 63% and in class V 61.5%.

In the previous year i.e., 1993-94 the pattern is the same upto class III. 46.6% class II, 48% class III and then the proportion has fallen to 46.4% and 47.4%.

c.   The district specific patterns also indicate that the above pattern is the same upto class IV. Sometimes in class IV and class V the number of students fall down and the proportion of teachers teaching those classes also fall.

d.   What is interesting is that the proportion of teachers who teach class I in both the years is lower than those who teach in the subsequent classes.

Implications of table 6.17 are :

a.   Teachers are engaged in multiclass and multigrade teaching.

b.   Teaching class I is not getting adequate priority and attention.

Multigrade Teaching :

An attempt has been made to ascertain the proportion of teachers who are engaged in multi-grade teaching as this is considered to be a nagging problem in primary education.

Table 6.18 indicates the proportion of teachers engaged in multigrade teaching.

Sl.No.	District	% engaged in multigrade teaching
1.	Karimnagar	54.8
2.	Kurnool	40.6
3.	Nellore	54.7
4.	Vizianagaram	67.5
5.	Warangal	42.7
	Total for the five districts =	51.0

From table 6.18 it is evident that over half of the teachers (51%) are engaged in multigrade teaching. Such proportion in the sample is the highest in Vizianagaram with 67.5% and lowest in Kurnool district with 40.6%.

An attempt is also made to know if there is any pattern in multigrade teaching.

Table 6.19 indicates the proportion of teachers engaged in
teaching different classes simultaneously.

Multigrade	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Teach simultaneously class I	39.1	34.7	38.4	50.6	36.8	39.3
Teach simultaneously class II	52.2	40.6	39.5	51.9	37.6	44.2
Teach simultaneously class III	33.0	35.6	37.2	49.4	35.0	37.3
Teach simultaneously class IV	28.7	35.6	32.6	50.6	31.6	34.9
Teach simultaneously class V	16.5	36.6	33.7	49.4	17.9	29.0

TEACHERS ENGAGED IN MULTIGRADE TEACHING
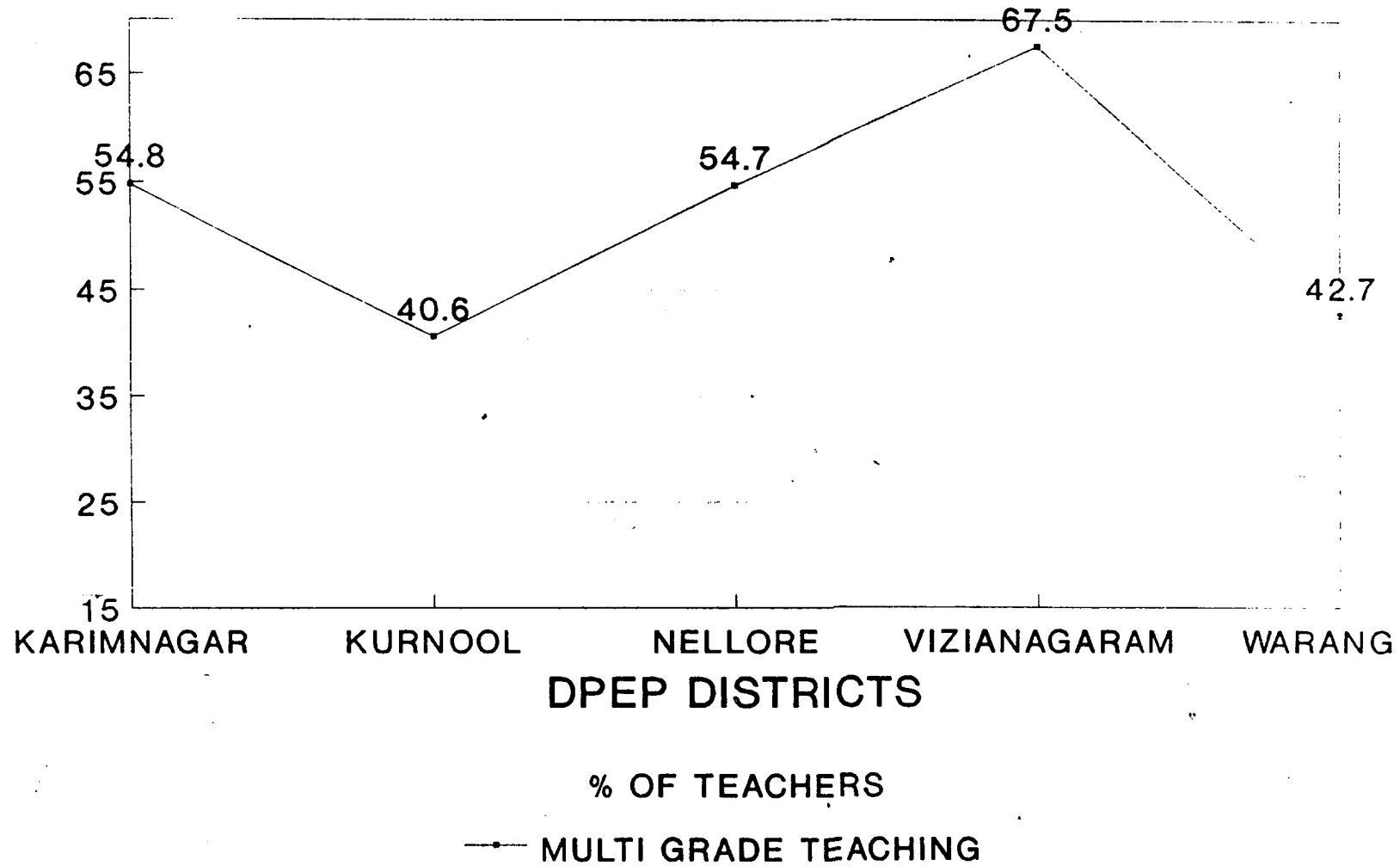
CH 6 TABLE 18

Table 6.19 indicate that :

a.   As the grade (class level) increases multigrade teaching decreases.

b.   It is maximum in class I & II with 39.3% and 44.2% respectively.

This indicates that 39% of those who teach Class I are also teaching other classes. 44% of those who teach class II also teach other classes; 37% of teachers who teach class III also teach other classes; 35% of those who teach class IV also teach other classes; and 29% of those who teach class V also teach other classes.

a.   Class V is not significantly subjected to multi-class teaching.

b.   The pattern mentioned above is more or less the same in all the five districts.

Implications :

Class I & II are very important in primary school system because it is in these classes dropout rate is very heavy. But it is in these classes, the teachers are engaged most in multigrade teaching. It implies that the class I & II children are not getting the full attention of the teachers.

What is the classroom arrangement the teacher follows while teaching different classes simultaneously is also ascertained.

Table 6.20 indicate the classroom arrangement the teachers
follow in multigrade teaching.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Group them together & teach the same subject	38 33.0	42 41.6	24 27.9	41 53.2	32 27.4	177 35.7
Group them together & teach seperately	26 22.6	21 20.8	42 48.8	22 28.6	27 23.1	138 27.8
NA	50 43.5	38 37.6	20 23.3	14 18.2	58 49.6	180 36.3
Column Total	115	101	86	77	117	496

Table 6.20 indicates that :

Basically two strategies are followed in the management of multigrade teaching : viz., group the children together in the same room and teach them the same subject or group them together in the room and teach them seperately.

Majority of the teachers (35.7%) follow the former option and 27.8% follow the other option.

CLASSROOM ARRANGEMENT FOLLOWED IN MULTIGRADE TEACHING

PERCENTAGES
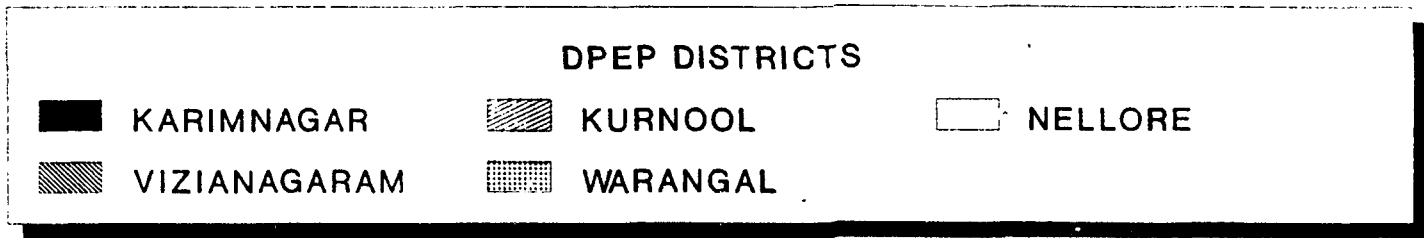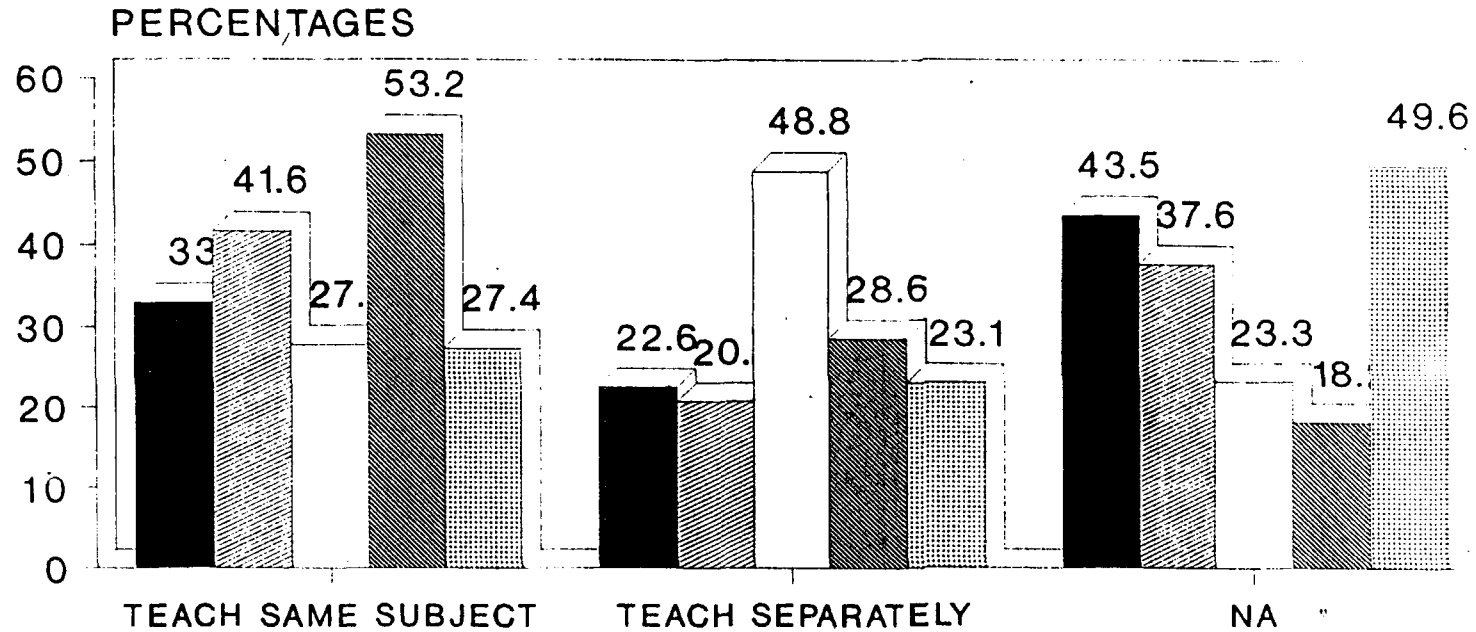
CH 6 TABLE 20

Implications :

Both the methods have the problems. However, the later method is possible if the room size is big enough and different learning activities for different groups are created.

Table 6.21 indicates the methods followed by the teachers when children are divided into seperate groups in multigrade teaching.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
NA	55	41	34	29	64	223
	47.8	40.6	39.5	37.7	54.7	45.0
Make them copy Black board & text books	34	36	19	38	28	155
	29.6	35.6	22.1	49.4	23.9	31.3
Wait or allow the children to themselves	18	17	21	4	21	81
	15.7	16.8	24.4	5.2	17.9	16.3
Older students asked to engage the younger children	7	7	9	5	4	32
	6.1	6.9	10.5	6.5	3.4	6.5
Other	1	-	3	1	-	5
	0.9	-	3.5	1.3	-	1.0
Column Total	115	101	86	77	117	496
	23.2	20.4	17.3	15.5	23.6	100

Table 6.21 Indicates that :

a.   Majority of teachers keep the children busy with copy writing from the blackboard or text book.

b.   About 16% of teachers make the children wait or get engaged in their own way. Both the methods result in incomplete and ineffective teaching and learning.

c.   Very few teachers (6%) adopt the method of older pupil supervising other groups.

Teachers' daily schedule of teaching work

The information regarding the subjects taught by teachers was ascertained to know whether all teachers teach all subjects or whether there is subject wise teaching work assigned to the teachers. This also informs about the status of the time table in the primary schools.

Table 6.22 indicates the subjects taught by the teachers.

	Karim- nagar	Kurnool	Nellore	Vizia- nagaram	Warangal	Row Total
Teach all subjects	20.9	67.3	88.4	90.9	37.6	56.9
Teach languages	69.6	55.4	9.3	36.4	64.1	49.8
Maths	60.9	52.5	10.5	33.8	59.8	46.0
Environment studies	33.9	37.6	9.3	29.9	39.3	31.0
Science	54.8	46.5	9.3	35.1	62.4	44.0
Social Science ,	60.9	47.5	9.3	32.5	65.0	45.8
Other	20.9	22.8	31.4	20.8	18.8	22.6

Table 6.22 indicates that :

a.   Majority of teachers (57%) teach all subjects. This indicates the multigrade and multisubject teaching.

b.   Language, Mathematics, Social science and Science subjects (all the major subjects) are taught by the majority of the teachers.

The overall situation is that all teachers teach more or less all the subjects and all classes.

The average Work Load

Information about the average work load of the teachers in terms of number of periods per day and the time per period and total time is ascertained to know the complexity of time tabling to the instruction.

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Table 6.23 Indicate the average number of periods per class per day and the average time per period.

Table 6.23 - Teacher's Daily Schedule

Class District	No. of Periods per day	Time per Period (Min)
Class I		
Karimnagar	1.3130	32.5652
Kurnool	2.3663	18.0693
Nellore	3.2093	21.7442
Vizianagaram	3.6364	22.3377
Warangal	1.1795	32.6239
Class II		
Karimnagar	1.3826	33.0000
Kurnool	2.3564	19.4059
Nellore	3.0698	20.7558
Vizianagaram	3.6234	22.3377
Warangal	1.2393	36.4957
Class III		
Karimnagar	1.4696	34.3913
Kurnool	2.2277	18.6139
Nellore	3.2209	21.6860
Vizianagaram	3.6234	22.3377
Warangal	1.1880	35.9402
Class IV		
Karimnagar	1.4087	33.5652
Kurnool	2.3465	19.5050
Nellore	3.0233	20.6395
Vizianagaram	3.4805	21.7532
Warangal	1.2393	37.0085
Class V		
Karimnagar	1.4609	35.1478
Kurnool	2.6931	22.6238
Nellore	3.1395	20.6977
Vizianagaram	3.5584	22.3377
Warangal	1.0171	34.4444

The above table should be analysed keeping in view :

a.   Shortage of teachers and

b.   Multiclass teaching

To facilitate the understanding of table 3.23 it can be presented in a summary form along with the other details.

Table 6.24 gives the details about the average number of periods per day for all the classes and the average time of a period per teacher.

S. No.	District	Number of teachers	Average number of periods	Average number of period (Minutes)	% of teachers in multigrade teaching
1.	Karimnagar	115	7	24	55
2.	Kurnool	101	12	14	41
3.	Nellore	86	16	15	55
4.	Vizianagaram	77	18	16	67
5.	Warangal	117	6	25	43

Table 6.24 indicates that :

a. · Average number of periods depends upon the number of teachers and average time per period depends upon the number of periods and the % of teachers engaged in multigrade teaching.

b. The table also indicates multigrade teaching as the range of each period is between 14 to 25 minutes only whereas the official duration is 40 minutes.

c. It is a chaotic situation that the teachers cannot devote full period time to any class and any subject.

Availability of facilities for teaching

An attempt is made to ascertain the information regarding the availability of various facilities required for effective teaching and learning in the class rooms.

Table 6.25 indicates the availability of basic facilities like Blackboard, Duster, Chalk, Table, Chair and Cupboard.

	Karim-nagar %	Kurnool %	Nellore %	Vizia-nagaram %	Warangal %	Total %
Black Board	97.4	97.0	98.8	90.9	98.3	96.8
Duster	93.9	89.1	90.7	70.1	87.2	87.1
Chalk	97.4	96.0	100.0	81.8	95.7	94.8
Table for Teacher	81.7	81.2	88.4	61.0	66.7	76.0
Chair	94.8	87.1	96.5	84.4	83.8	89.3
Cupboard	29.6	44.6	22.1	16.9	23.9	28.0

Table 6.25 indicates that :

a. Almost every school is provided with Blackboard (97%) and Chalk (95%).

b. However, it is to be noted that inspite of OBB, APPEP and other special schemes there is still shortage of 3% of blackboards, 5% of chalk, 11% of chairs for the teachers to sit, 13% of dusters and 72% of cupboards.

AVAILABILITY OF BASIC FACILITIES

CH 6 TABLE 25
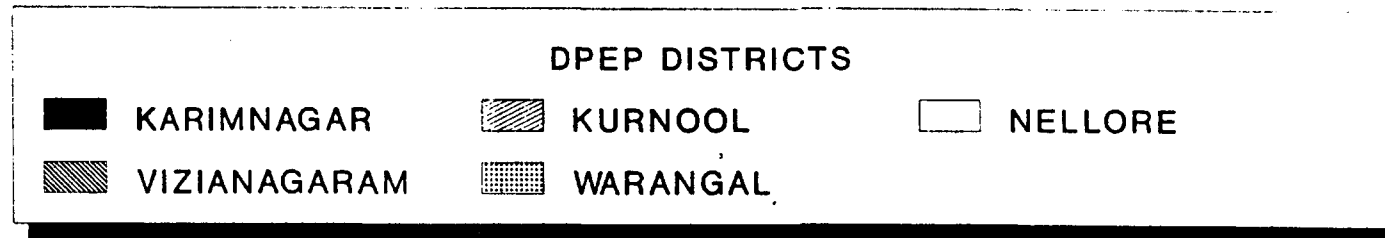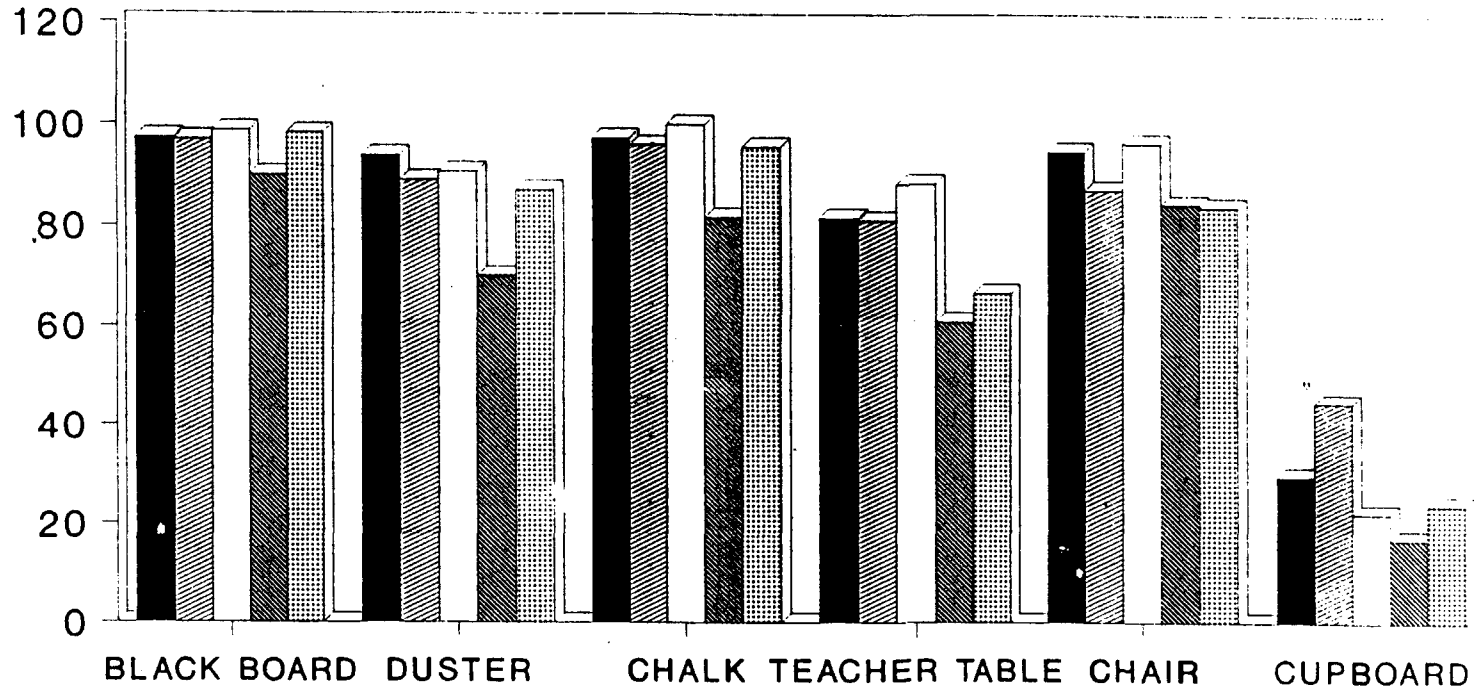
Table 6.26 indicates the availability of other learning materials

Table 6.26 - Availability of Learning Materials (%)

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
Teacher's Guides	33.0	35.6	23.3	31.2	32.5	31.5
Dictionary	39.1	49.5	50.0	39.0	47.9	45.2
Books other than text books	53.0	77.2	77.9	71.4	69.2	69.0
Map	66.1	67.3	84.9	59.7	76.9	71.2
Globe	54.8	60.4	86.0	39.0	68.4	62.1
Charts	65.2	81.2	96.5	49.4	66.7	71.8
Flash cards	46.1	70.3	77.9	44.2	41.9	55.2
Science kit	36.5	54.5	73.3	28.6	54.7	49.6
Maths kit	35.7	49.5	72.1	51.9	51.3	51.0
Others	11.3	25.7	43.0	27.3	24.8	25.4

Table 6.26 indicates that :

a. Inspite of OBB and APPEP essential teaching and learning materials listed in the table are not available to large number of teachers.

b. Shortages are particularly very large in the items like teacher's guides, dictionary, science and maths kits.

c. Among the districts Nellore is better placed interms of availabili ty of the learning materials than any other district and Vizianagaram is least placed.

The study also ascertained the **most commonly used teaching and learning** materials that are supplied to them through OBB. The results indicate **that about 75% of teachers dont use those materials.** The rest of the teachers mentioned three items viz., Mathematics kit, Teachers guide and dictionary.

The teachers were asked to indicate the most frequently used aids in teaching basic subjects, namely language and Mathematics.

Table 6.27 indicate the most commonly used aids in teaching language and Mathematics.

S.No District	Text Books		Specially Prepared		Teaching	
	Lang.	Maths	Lang.	Maths	Lang.	Maths
1. Karimnagar	80	43	5	30	30	41
	69.6	37.4	4.3	26.1	26.1	35.7
2. Kurnool	85	30	10	59	6	12
	84.2	29.7	9.9	58.4	6.0	11.9
3. Nellore	79	52	6	32	1	2
	91.9	60.5	7.0	37.2	1.2	2.3
4. V'nagaram	73	31	3	45	4	1
	94.8	40.3	3.9	58.4	1.3	1.3
5. Warangal	82	54	8	32	27	31
	70.1	46.2	6.8	27.4	23.1	26.5
Total	399	210	32	198	65	87
	80.4	42.3	6.5	39.9	13.1	17.6

Table 6.27 indicates that :

a. In teaching the basic subjects text books are most used. Overall 80% of teachers use text books in teaching language and in teaching maths 42.3% of them use text books.

b. Specially prepared materials are used in teaching maths (39.9%) than in language teaching (6.5%).

There is a need to encourage teachers to use most of specially prepared aids in teaching the basic subjects.

What is the manner in which the text book is used is ascertained from the teachers. They were asked to indicate their responses on four given ways, namely :

1. Read from the text book and explain.

2. Ask the child to read aloud from the text book.

3. Ask the children to read from the text book on their own.

4. Assign children home work from the text book on their own.

5. Do not use the text book at all.

Table 6.28 indicates the responses of the teachers on the ways in which the text books are used (%).

S. No.	Response	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
1.	Read from the text book and explain	88.7	91.1	88.4	96.1	92.3	91.1
2.	Ask the child to read aloud	75.7	77.2	88.4	87.0	78.6	80.6
3.	Read from the text book on their own	77.4	69.3	70.9	62.3	70.1	70.6
4.	Assign children home work from the text book	88.7	80.2	91.9	90.0	94.0	89.1
5.	Do not use the text book at all	24.3	14.9	12.8	6.5	12.8	14.9

Table 6.28 indicates that :

a. About 15% of teachers dont use the text books at all. This is something which requires to be probed to know what the teachers do if they dont use the text books.

b. Reading the text books and explaining and assigning the homework from the text book are the most used practices (about 90%). Next in the order is asking the children to read from the text books.

c. Text books are the basic instruements of teaching and learning and hence have to be supplied to every teacher and student.

The teachers were asked to **indicate who prepares the special teaching materials.**

Table 6.29 indicates as to who prepares the special teaching materials

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
NA	25	5	1	2	12	45
	21.7	5.0	1.2	2.6	10.3	9.1
Self	56	48	36	59	85	284
	48.7	47.5	41.9	76.6	72.6	57.3
Students	14	26	43	8	2	93
	12.2	25.7	50.0	10.4	1.7	18.8
Provided	20	16	2	8	17	63
	17.4	15.8	2.3	10.4	14.5	12.7
Any other	-	6	4	-	1	11
	-	5.9	4.7		0.9	2.2
Column Total	115	101	86	77	117	496

WHO PREPARES SPECIAL TEACHING MATERIAL

CH 6 TABLE 29
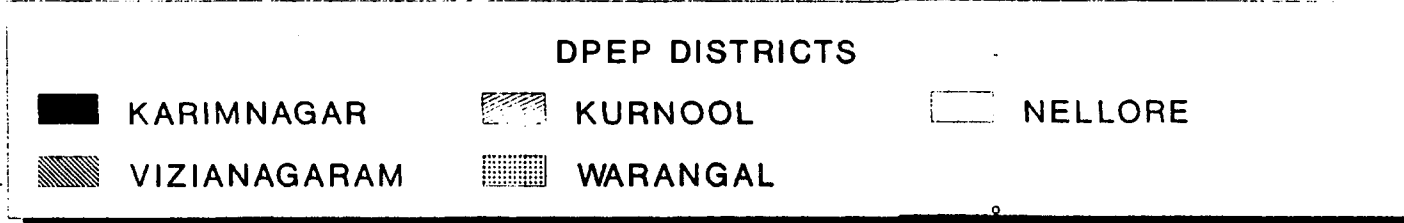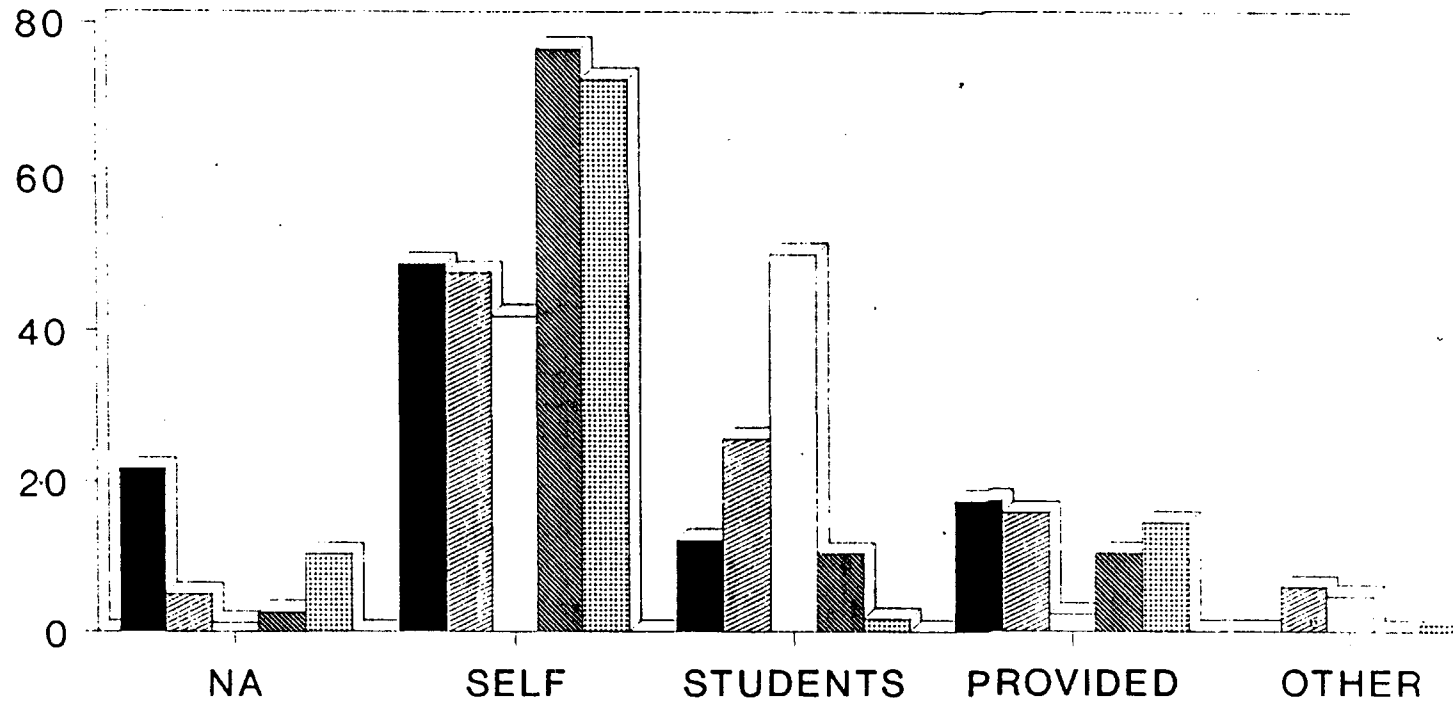
Table 6.29 indicates that :

a. About 13% of teachers use only those materials provided to them by the department.

b. As many as 57% have stated that they prepare the special teaching aids themselves and use. This is mainly because under APPEP most of the teachers are trained in preparing the teaching aids particularly relevant for activity method.

c. Only about 19% of the teachers say that students are also involved in preparing the teaching aids.

d. It is necessary to train and encourage all the teachers to prepare special teaching aids. It is also desirable to encourage the students in preparing the learning materials. This creates a lot of learning activity interesting to the teachers and students as well.

Home work has become an inevitable integral part of the learning transaction even in the primary schools.

Assigning home work to the children of primary schools is a controversial issue. The argument for giving home work is that it reinforces the learning and that it also allows the curriculum to be covered in time, particularly in the context of curriculum load being very heavy.

The argument against home work is that it deprives the children of their right to childhood as the homework keeps the children busy with the homework during the play time, particualrly when the trend is to assign unreasonable amount of home work. It is also argued that the teachers by assigning home work abdicate their own responsibility in covering all the items of curriculum. That is, they lighten their own burden and shift it on to the children. This is also compelling the parents to arrange private tuitions for their children to cope with the home work. It is becoming very expensive.

More important argument against home work is that in the case of many children, particularly those who belong to the poor and disadvantaged sections, they dont have the facilities or conducive environment to do their home work. Ofcourse, they dont have the means to go in for private tuitions.

Thus when they dont cope with the home work, they get pointed out and punished and it develops stresses and strains among the children and results in dropouts.

The data indicates that about 90% of teachers assign home work regularly and the remaining 10% also assign home work but not regularly.

In this context what is more important is to know how much of home work load is given to the children by the teachers.

The data indicate that so far as language is concerned most of the teachers (61%) give one page home work followed by those who give 2 page home work (31%). The rest of 8% teachers give 3 pages to 6 pages.

So far as mathematics is concerned the variations are more in giving home work. The sums given for home work range from 1 to 20. However, the frequency concentration is between 2 to 5 sums. Among those teachers who assign home work in maths, the single largest majority of them (28%) give 5 sums for home work. Those who give in the range of 2 to 5 constitute 68%. Those who give more than 5 sums constitute about 26%. This indicates that home work assigned is very heavy in maths. It can very well be imagined that the total load of home work in all subjects together is very heavy for the child to carry. As pointed out earlier it is counter productive in the case of the children with poor socio-economic background.

The suggestion is that some special arrangement has to be made either in the school or outside the school for the children of the poor and disadvantaged family conditions to cope with their home work. Special coaching teachers are to be arranged for this purpose preferably from the teachers of the same school. If it is not possible some other arrangement has to be made in providing such coaching teachers. This is one of the measures to prevent dropout and to improve the learning levels among those children.

Any classroom particularly in primary schools will have a number of instructional and learning activities. It is the teacher who has to create the activities. Typically, the primary school teacher will be engaged with the following activities in the class room.

1.   Checking attendance and maintaining discipline.
2.   Talking to the class to explain the lessons.
3.   Making the students copy from the note books and blackboard.
4.   Making the students to work in groups.
5.   Give practice exercises to the students.
6.   Correcting the answers and giving the feedback.

Table 6.30 indicates the average time allocated by the teachers for the six classroom activities.

Table 6.30 Average time allocated by the teachers for each of the activities.
(minutes)

S.No.	Activity	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal for all class room	Average	%
1.	Maintaining discipline and checking attendance	24	22	24	27	25	24	8.7
2.	Talking to the class	70	106	109	76	95	91	33.0
3.	Copy from note books & Blackboards	39	39	48	50	35	42	15.2
4.	Students group work	26	31	35	32	18	28	10.1
5.	Give practice exercises	39	39	33	52	35	40	14.5
6.	Correction& & feed back	29	30	32	41	36	34	12.3
7.	Any other	12	17	16	21	12	16	5.8
	Total	239	245	297	247	256	275	100

Table 6.30 Indicates that :

a.   On an average the teacher spends about 5 hours in the class room.

b.   While in the classroom he spends about 1/3rd of his time (33%) in the explanation of lesson (talking to the students), and another 1/3rd of time in making the students copy and do exercises.   The rest of 1/3rd time he devotes to other activities like maintaining discipline.   Correction and feedback, group exercises etc.

c.   The pattern is more or less the same in all the districts.

The teachers were asked to rank the activities in terms of time spent.

Table 6.31 indicates ranking the activities.

S.No.	Activity	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal
1.	Giving Tuition	5	5	5	5	5
2.	Providing feed back	3	3	3	3	3
3.	Correcting tests/ Home work	2	2	2	2	2
4.	Holding extra classes	4	5	5	4	4
5.	Planning & preparation for class	1	1	1	1	1

Table 6.31 indicates that preparation for class is given top priority followed by correcting tests and home work. Providing feedback ranks third. Last rank is given to giving tuition. The ranking is reasonably balanced. This means that the teachers are aware of priorities.

Coverage of syllabus

Data on coverage of syllabus broadly indicates that the syllabus remain incomplete by the end of the academic year. This is true of all the districts. This may be because of the multigrade teaching in which the teacher has to attend to different classes simultaneously and with the result he/she cannot complete the entire syllabus. Particularly in the context of non-detention policy of Andhra Pradesh the seriousness in completing the syllabus is absent. The data also indicate that though they conduct annual examinations they declare almost every student as passed in the exam.

Mastery of students in different competencies

The teachers were asked to indicate in their opinion what percentage of pupils would have mastered the listed comptencies at the end of the class. This is an important information which gives the assessment of the school effectiveness.

Table 6.32 indicates the percentage of pupils who mastered the listed competencies according to the teachers.

Table 6.32 - Percentage of pupils who mastered the competencies
(views of the teachers).

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	% for the Total
Class 1. Recognising all letter of the alphabet	36	36	36	25	49	36.4
Class 2. Taking simple dictation of known words	36	35	35	25	50	36.2
Class 3. Writing simple sentences	37	32	36	26	52	36.6
Class 4. Reading a text and answering questions on it	38	34	34	24	51	36.2
Class 5. Writing a small composition on a given topic	32	28	27	24	38	29.8
Mathematic competancies I-Recognises and writes numerals upto 100	30	36	33	21	45	33.0

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	% for the Total
- Adds and sub-stracts numbers of one digit	23	29	26	18	41	27.4
II-Recognises and writes numerals upto 1000	3 0	35	33	20	45	32.6
- Adds and substracts numbers upto two digits	27	33	33	19	44	31.2
- Multiple and divide two digit numbers by one digit numners	24	25	26	15	39	25.8
III-Uses nonstandard units of mars,length, area,capacity and time	24	25	25	14	40	25.6
-Can express fraction as a part of whole	23	24	28	15	38	25.6
-Recognises square, rectangle triangle and circle	23	23	22	14	38	24.0
IV-Recognises standard units of money,mars, length,area capacity and time	27	29	31	18	41	29.2
-Converts fractions into decimals and decimals into fractions	23	25	23	14	38	24.6
-Recognises solids of different shapes viz., Sperical, cylindrical and conical	22	26	23	13	36	24.0
V-Solves one step problems by unitary method involving units of money, mars, length, area, capacity and time	26	29	26	20	34	27.0
-Solves problems based on ratio of proportion	23	27	24	19	33	25.2

Table 6.32 Indicates that :

a.   In the competencies relating to language the proportion of those students who mastered the competencies is very low in all classes. Overall average for five districts in any competency did not exceed 36%.

b.   Warangal district performance in terms of mastery of competencies in all classes is reasonably high averaging around 50% which is pushing up the overall average.

c.   Among the competencies, the fifth class competency (writing a small composition on a given topic) is the lowest (overall average 29.8%). It is true of all the districts.

d.   In the competencies relating to mathematics the average performance is lower than in language.

e.   In mathematics in most of the competencies the overall average is less than 30%.

f.   Again Warangal's performance in the mathematics competencies also Is higher than in the other districts.

g.   The performance of Vizianagaram district is the lowest in almost all the competencies both in language and in mathematics.

h.   The performance of Karimnagar, Kurnool and Nellore is more or less the same. (around the overall average)

The suggestion that emerge from this situation are :

a.   Greater attention must be given to the teaching of mathematics. It has to be more imaginative and interesting.

b.   All efforts must be made to recruit as teachers those who have good background in Mathematics.

c.   Intensive inservice training in teaching/promoting various competencies in mathematics has to be undertaken at the DIET and Teach er centre levels.

d.   Training / learning materials like subject wise mannuals, teaching aids etc., have to be given attention besides supply of text books.

e.   Extra coaching if necessary is to be arranged to the needy children.

f.   Periodic workshops and seminars are to be organized by the DIETs on each of the competencies for the teachers.

The support the teachers get from the others like Head teachers, Mandal Education Officers, Fellow teachers School complex head is also an important factor in improving their performance and the school effectiveness. The teachers were asked to indicate to what extent others are helpful.

Table 6.33 indicate the extent of help the teachers are getting fromthe Head teachers (1), MEO (2), Fellow teachers (3) and School complex head (4) (Percentages)

	Karimnagar			Kurnool			Nellore		
	1	2	3	1	2	3	1	2	3
Head teacher	59.1	18.3	7.0	64.4	7.9	-	36.0	18.6	9.3
M E O	32.2	53.0	13.0	64.4	27.7	4.0	40.7	40.7	12.8
Fellow teachers	49.6	26.1	19.1	53.5	13.8	6.9	31.4	25.6	24.4
School complex	22.6	10.4	40.0	37.6	16.6	10.9	24.4	22.1	22.1

1 = very helpful 2 = helpful 3 = not helpful

(Contd......)

	Vizianagaram			Warangal			Total		
	1	2	3	1	2	3	1	2	3
Head teacher	40.3	15.6	15.6	41.9	22.2	60.2	49.2	16.7	7.1
M E O	46.8	44.2	6.5	36.8	48.7	14.5	43.5	43.3	10.5
Fellow Teachers	26.0	24.7	27.7	47.9	29.9	13.7	43.1	25.0	19.2
School complex	10.4	15.6	57.1	18.8	18.8	23.9	23.2	16.5	29.8

1 = very helpful 2 = helpful 3 = not helpful

Table 6.33 Indicates that :

a. Overall only about 50% of teachers say that the Head teachers are very helpful. About 7% of them say categorically that the Head teachers are not helpful.

b. In the districts of Karimnagar and Kurnool the proportion of those who say that the Head teachers are helpful is significantly higher than in other districts. Nellore is the lowest.

c. The proportion of those who say the Mandal Education Officers are useful is only 43% and those who say that they are not helpful is 0%. Again in Kurnool the teachers who say that MEOs are helpful account for 64%. MEOs seem to be least helpful in Karimnagar district.

d. Overall 43% of teachers say that the fellow teachers are helpful and those who say that they are not helpful constitute 19%. Again Kurnool seems to be in a better position.

e. School complex system is weak in the state and so the responses in this case are low.

The implications of the table 3.33 are that

a.　The teachers are not getting as much support as they require from the Head teachers and the Inspecting officers like MEOs.

b.　Obviously, the Head masters and MEOs are not fully conscious of their positive role. Particularly in the case of MEOs it seems to be true.

c.　There is no interactive among the teachers themselves.

Suggestions

a.　Head masters and MEOs have to be given thorough orientation in the positive roles and be trained to play that role properly.

b.　The idea of collective responsibility and collective effort on the part of the teachers to promote the interaction of the school should be promoted.

Interaction between the Head masters, Teachers, Parents, Village Education Committees is an important requirement to understand the problems, to share the experiences and to find solutions and above all to promote mutual co-operation. The teachers were asked to indicate the frequency of meetings they have for various activities.

Table 6. 34 gives the frequency of meetings the teachers have for different activities (Average for all the five districts) % .

Activity	Week	Month	Term	Year	Never	No response
Meeting with Head teachers to review the performance of class on tests	22.0	40.7	9.1	0.6	12.9	14.7
Meeting with all teachers and Head master to review the performance of class	16.9	52.8	11.3	2.6	10.5	5.7
Parents - Teacher Meeting	3.0	16.5	35.7	23.4	19.6	1.8
Meeting Parents individually to discuss the child's progress	18.8	31.3	23.4	13.1	12.3	1.2
Staff meeting to improve teaching methods	17.1	50.8	12.5	2.6	13.5	3.4
Staff meetings to discuss teachers problem	11.7	47.2	13.5	6.5	17.1	4.0
Discussions with VEC/School Management / PTA	2.6	18.5	33.1	19.0	23.0	.3.8

Table 6.34 indicates that :

a.   Academic review and interaction meetings are not taking place to the desired extent for any given activity.

b.   For most of the activities monthly meetings are more frequent.
     This may be because of the system of disbursing salaries once in a month at a given place.

c.   There is a general neglect of meeting with the parents. VECs and PTAs.

Pattern is the same in all the five districts. However, Warangal district is found to be better than the other districts in the frequency of meetings for various activities.

Suggestions

a.   Interaction meetings have to be encouraged to take place more frequently.

b.   Detailed guidelines have to be developed to indicate the content and methods of such meetings. Orientation training may also be given on this by the DIETs.

c.   More frequent interaction with the parents has to be made obligatory.

Supervision Aspects

Supervision of the work of the schools and teachers is one of the critical factors that determine the efficiency of the school. Regular and positive supervision both internal and external can take care of a number of problems. But unfortunately often the supervisor is neither regular nor positive. This is where some interventions are required. In the sample only 77% have reported that they have received the classroom supervision at one time or another. In these areas of supervision the following aspects are enquired into by the study.

a.   Supervision schedule
b.   Number of supervisory visits and meetings
c.   Time taken for feedback
d.   Method of feedback
e.   Areas of suggestion for improvement

Table 6.35 indicate the supervision schedule followed by Head teachers, Mandal Education Officer and District Education Officer.

Since there is no siginificant variation in pattern between the districts the table indicates the overall pattern for the five districts. If there is any distinguishing feature of any district it will be mentioned in the analysis that follows the table.

Table 6.35 - Supervision Schedule of Head Teachers, MEO and DEO (%)

	Twice a week	Weekly	Fortnighlty	Monthly	Annually	NA
Head teacher	16.4	24.0	6.0	10.9	0.8	41.5
M E O	6.0	1.4	5.4	35.3	27.2	24.6
D E O	-	-	-	-	8.1	90.7

Table 6.35 Indicates that :

a. The schedule of visits in general is very poor.

b. The supervision schedule of the Head teachers though is more frequent i.e. twice a week and once a week, the proportion of teachers who responded is very low indicating that the visits are taking place only in a few cases (schools).

c. MEOs visits are shown predominantly as monthly. Here again, those who reported his visits constitute small number.

d. DEOs visits are not existent as only 8% responded. It is only an annual feature. This also may be on certain occassions.

Table 6.35 indicates that the supervision schedule is very poor. Obviously there is no seriousness about it. This explain the bad state of affairs in the primary schools. This has to be rectified immediately.

Table 6.36 indicates the number of supervisory visits and meetings
(overall means for all the districts are given)

	Mean of visits	SD	Mean of Meetings	SD	Cases
Head Teacher	7.2	14.8	3.4	7.3	496
M E O	2.7	5.6	1.9	4.3	496
D E O	0.1	0.7	0.1	0.6	496

Table 6.36 Indicates that :

a. Number of visits for supervision is very low. In the case of the visits of MEO they are very very low. The DEOs visits are rare.

b. Even when the visits take place they are not found to be useful for the teachers as most of the visits do not result in meeting with the teachers to discuss about the problems. The mean number of meetings is half the mean of the visits.

It Is necessary to make it as a practice that whenever the visits take place the supervising official should talk to the teachers in the meetings.

Table 6.37 indicating the time and methods of feedback from the supervisory visits and meetings (%).

	Imme-diate	Sepe-rately	Next Visit	No feed-back	NA	Orally	Writing	NA
Head teacher	35.7	17.3	2.0	1.2	43.8	52.6	3.2	44.2
M E O	48.0	16.3	4.0	3.8	27.8	49.2	19.6	31.3
D E O	5.8	0.8	0.4	0.2	92.7	5.6	2.0	92.3

Table 6.37 indicates that the feedback is mainly immediate at the time of visit and also mostly orally. This pattern is the same in the case of all the three supervisory functionaries viz., Head teacher, MEO and DEO.

Table 6.38 indicating areas of suggestions for improvement.

	Content knowledge	Teaching Techniques	Assessment of learning	No Improvement
Head Teacher	7.5	28.6	18.1	1.2
M E O	11.7	33.9	22.2	2.4
D E O	1.8	2.6	3.4	-

Table 6.38 indicates that the feedback suggestions are mostly in the areas of methods of teaching and assessment of learning. Content takes the third place. However, proportion of teachers reporting is small and hence there is no significant input.

Suggestions

The whole area of supervision is very weak. There is urgent need to rationalise the whole system of school supervision.

Immediate steps are required to :

a. Develop guidelines for the supervisory staff in a manner that they play positive and supportive role.

b. The schedule of visits of supervisory staff should be rationalised in terms of frequency and intervals.

c. Feedback methods should also be reviewed and rationalised.

d. Frequent inservice training sessions are to be organized for the supervisory staff.

Head Teacher's duties and responsibilities

In the state of Andhra Pradesh the number of Head Masters (Teachers) is not significant because of large number of single teacher schools. However, the role of Head teachers is not very conspicuous in the schools except that he keeps the school records and equipment under his custody. Otherwise, the Head teacher does not perform the duties other than his duties as a teacher. The data indicate that the Head teacher spends on an average 2 to 3 days only in attending to the other duties as general administration, attending meetings, public functions and other official duties.

Table 6.39 indicating the responsibilities of Head teachers and MEOs according to the Head Teachers (%).

		Head Teacher	MEO
1.	Checking diaries/class notes of teachers every week	29.2	14.3
2.	Preparing monthly tests	34.3	5.0
3.	Evaluating the results of monthly tests	35.7	4.2
4.	Observation of classroom teaching and suggestion improvements	33.7	23.4
5.	Checking home work	38.5	8.7
6.	Pupil's promotion	38.1	10.5
7.	Holding model classes	26.2	14.5

Table 6.39 indicates that 30 to 40 % of Head teachers responded affirming that their duties are as stated in the table. The duties of MEOs are related mostly to the observation of classrooms and checking diaries of teachers. The Head teachers spend very little time on the duties other than that of performing their duty as teachers.

Views of Head teachers on the factors determining school effectiveness.

The Head teachers were asked to rank the following factors in the order of their importance :

1. The attitude and commitment of teachers
2. The attitude and co-operation of parents
3. The motivation of students
4. The ability and motivation of the Head teacher
5. The assistance of MEO/DEO

Table 6.40 indicating the ranking of the five factors by the Head teachers (%)

Factors	Ranks					Number responded
	I	II	III	IV	V	
The attitude and commitment of teachers	30.1	30.1	26.6	8.5	2.5	199
The attitude and co-operation of parents	17.2	38.6	29.4	10.1	4.6	197
The motivation of students	43.7	22.1	21.6	9.5	3.0	199
The ability and motivation of Head teachers	11.6	6.6	14.7	47.2	19.7	197
The assistance of MEO/DEO	1.0	3.5	7.1	22.8	65.4	197

Table 6.40 indicates that :

Overall the ranking given by the Head teachers is as follows :

-	The motivation of students	-	Rank I
-	The attidude and co-operation of parents	-	Rank II
-	The attitude and commitment of teachers	-	Rank III
-	Ability and motivation of the Head teachers	-	Rank IV
-	The assistance of MEO/DEO	-	Rank V

There is no significant variation in ranking in different districts.

The implications of this ranking are :

a. The motivation of students and attitude of the parents getting top two ranks means that the socio-cultural background of the families of the children is an important determining factor. This is also borne by the results of the case studies. The culture of poverty has to be dealt with on a priority basis to bring in positive motivations and attitude on the part of the students and their parents. That is why cultural interventions are to be thought on a priority basis.

b. The attitude of the teachers getting the next priority is also quite in order. The attitude of teachers particularly towards the children and their own role as teachers is also important. Efforts have to be in the direction of bringing positive attitudes among the teachers.

c. The role of the bureaucrats like MEO/DEO is given as the least important factor. However, it must be realised that the officers can make the system difficult to function if they dont have posi tive attitudes and vision.

Perception of the Head teachers about their primary responsibilities in the schools.

The Head teachers were asked to indicate whether they have primary responsibility for the 10 activities listed in the schedule for their responses. Their responses are ranked according to the proportion of respondents indicating the activities.

Table 6.41 indicating the rank order of activities for which the
Head teachers have primary responsibility.

1.	Establishing home work policies	-	(38.7%)
2.	Establishing standards for student promotion	-	(37.5%)
3.	Drawing up of time table for classes	-	(33.7%)
4.	Assigning teachers to different classes	-	(30.8%)
5.	Evaluating the teachers performance	-	(27.8%)
6.	Deciding on expenditure	-	(21.2%)
7.	Adapting syllabus to local conditions	-	(19.0%)
8.	Appointing teachers	-	(5.8%)
9.	Dismissing the teachers	-	(2.2%)
10.	Getting extra funds	-	(0.0)

The ranking given above clearly indicates that the Head teachers' responsibility is mostly confined to the internal academic activities of the school. The administrative and resource generation roles are not perceived by them as their primary responsibility. In fact about 90% of them say that they have no authority to take decisions on any type of expenditure related to the school without prior permission of higher authorities. The amount spent by them (98.2%) for example in the last year is on average less than Rs.500/- that too with the approval of the authorities. Even in the academic supervision they evaluate teachers performance mostly based on the observation of classes. They rarely take into consideration the performance of students on tests and exams, checking the class notes prepared by the teachers and the reviewing home work of students. Only 14% of them take initiative in prescribing some books in addition to the prescribed books. This may be also in the private schools and where the medium of instruction is other than the regional language (Telugu). All this indicate that the Head teachers' role is not very significant in the management of schools.

Community participation in School Management

It is a known fact that the community participation in primary school management is largely absent. The primary schools are in total neglect because of the absence of their orientation from the community. Schools are perceived by people more as the schools of the Government rather than as schools of the people and the community. Community's support for resource mobilization and management is considered as crucial. Now the efforts are being made to create school and Panchayat education committees and to give them the powers and functions in school management. Earlier also there were efforts to create Village Education committees. But they are either defunct or not effective because they were not given any statutory powers and functions. However, to know the status of the Village Education Committees the teachers were asked to provide certain details about the Village Education Committees.

Only about 40% of teachers informed that there is Village education committee in the village of their school. Majority of them have said that they were in existence for the last 2 years (27%). About 10% of them informad that they were in existence since 3 to 5 years. They indicated that the composition of the VECs consisted of 1 to 2 teachers, 1 to 6 parents, and 1 to 5 others. The representation of a woman is insignificant. This situation indicates that there is no uniformity in the system of VECs.

The whole data on VECs is very poor because the VCEs are defunct if at all they existed.

With the 73rd constitutional amendment seeking powers to the Panchayats in several areas of development including school education and the Government of Andhra Pradesh's Education Act 1955 providing several powers and functions to the school and Panchayat Education Committees it is hoped that the community participation in the management of schools will become a reality.

The baseline study in Andhra Pradeh also administered an extra schedule to get the information, opinions and attitudes on certain areas which are considered to be crucial in developing the intervention strategies.

Residence of the teachers

One of the biggest problems in the State of Andhra Pradesh is that the teachers do not stay in the villages where they are posted. This is resulting in irregular attendance of the teachers which in turn is affecting the attendance of the children and also leading to the host of corrupt practices. To probe into this whole problem a few questions have been formulated to elicit information and views of the teachers themselves.

Residence of the teachers

More than half of the teachers (51%) have reported that they do not stay in the villages where their schools are located. The proportion of them is more in Telangana districts of Karimnagar and Warangal district (56%) than in other districts. Their proportion is the least in Kurnool district with 42% followed by Vizianagaram (46.8%).

Distance between the residence and school

Table 6.42 indicates the distance between the residence of the teachers and the schools in which they work.

Distance in Kms.	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
0	46	44	24	29	28	171
	40.0	43.6	27.9	37.7	23.9	34.5
1	16	13	16	18	14	77
	13.9	12.9	18.6	23.4	12.0	15.5
2	7	7	8	13	16	51
	6.1	6.9	9.3	16.9	13.7	10.3
3	7	5	5	5	20	42
	6.1	5.0	5.8	6.5	17.1	8.5
4	11	11	4	3	6	35
	9.6	10.9	4.7	3.9	5.1	7.1
5	9	7	16	2	13	47
	7.8	6.9	18.6	2.6	11.1	9.5
6	8	3	3	1	2	17
	7.0	3.0	3.5	1.3	1.7	3.4
7	2	3	3	-	5	13
	1.7	3.0	3.5		4.3	2.6
8	9	6	6	4	9	34
	7.8	5.9	7.0	5.2	7.7	6.9
9	-	2	1	2	4	9
		2.0	1.2	2.6	3.4	1.8
Column Total	115	101	86	77	117	496
	23.2	20.4	17.3	15.5	23.6	100.0

Table 6.42 Indicates that :

a.   Only about 35% of teachers reside within the villages of the schools.

b.   About 25% of teachers reside within the walking distance (2 Km) from the school.

c.   About 25% reside within the cycling distance (3 to 5 Km) from the school.

d.   About 15% reside beyond the cycling distance (more than 5 Km)

The mode of travel from the residence to the school.

Table 6.43 indicates the mode of travel of the teachers.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
N R	7	7	2	2	2	20
	6.1	6.9	2.3	2.6	1.7	4.0
By Bus 1	45	28	31	13	43	160
	39.1	27.7	36.0	16.9	36.8	32.3
By Cycle 2	26	20	16	15	33	110
	22.6	19.8	18.6	19.5	28.2	22.2
By Walk 3	15	26	16	30	16	103
	13.0	25.7	18.6	39.0	13.7	20.8
NA 4	22	20	20	17	21	100
	19.1	19.8	23.3	22.1	17.9	20.2
5	-	-	-	-	2	2
					1.7	0.4
7	-	-	1	-	-	1
	-	-	1.2	-	-	0.2
Column Total	115	101	86	77 -	117	496

Table 6.43 Indicates that :

a.   Only 25% of teachers walk to the school.

b.   22% use cycle to reach the school.

c.   As many as 32% travel by bus.

The major problem is with those who travel by bus as they come from the long distance and also the bus timings determine their time of attendance in the school. They will always look for some excuse or other to avoid going to school. This is resulting in many corrupt practices like relay of teachers, surogate teachers etc.

The district specific analysis indicates that in the two Telangana districts viz., Karimnagar and Warangal the proportion of those who travel by bus is more than in other districts as they reside in far off places. Their position is also higher in the category of those who travel by cycle.

Rural - Urban residence of teachers

About 44% of teachers reside in urban towns. In this category Kurnool and Nellore top with 52% each. Vizianagaram is the lowest with only 19%.

Working status of the spouses of teachers

About 14% of the teachers reported that their spouses are working. In this category again Nellore and Kurnool districts top with about 20%. And in the case of the working spouses the place of work in the majority of cases is different. Given the choice 15% prefer to change their profession.

Why the teachers dont stay in the villages of their posting.

The teachers were asked to give reasons why they dont stay in the villages of their posting.

Table 6.44 indicates the reasons for not staying in the places of their posting

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
	-	1	-	-	-	1
		1.0				0.2
No House for	29	24	9	20	25	107
their family	25.2	23.8	10.5	26.0	21.4	21.6
No school for	15	12	4	5	19	55
their children	13.0	11.9	4.7	6.5	16.2	11.1
Wife works in	5	5	10	3	4	27
another place	4.3	5.0	11.6	3.9	3.4	5.4
No Enter-	-	2	-	-	2	4
tainment		2.0			1.7	0.8
Living conditions	19	10	12	18	24	83
not good	16.5	9.9	14.0	23.4	20.5	16.7
Cannot	-	-	1	-	1	2
adjust		1.2			0.9	0.4
Other	3	7	12	4	13	39
	2.6	6.9	14.0	5.2	11.1	7.9
N R	44	40	38	27	29	178
	38.3	39.6	44.2	35.1	24.8	35.9
Column Total	115	101	86	77	117	496

Table 6.44 indicates that :

Major problems in staying in the villages of their posting are lack of housing facility (22%), Schooling facility for their children (11%) and lack of good living conditions (17%). Besides these the spouses work place being different is another problem (5%) in the case of those whose spouses are also working.

The district specific data indicate that in the Telangana districts viz., Karimnagar and Warangal lack of good schooling facility for their children seems to be more acute than in the other districts.

The suggestion for intervention is that a programme of providing living quarters to the school teachers may be undertaken on a large scale. Similarly children of the primary school teachers may be provided with the facilities in the residential schools. These two are welfare measures for motivating the teachers to stay in the villages of their posting.

Efforts for transfer

One of the constant problems is the trials of teachers for transfers. About 24% of teachers are at the time of survey were trying for transfers. In this respect Vizianagaram tops with 42% followed by Nellore with 29%. Field observations indicate that the teachers in order to avoid difficult places and to be near the urban centres put pressure on the mandal authorities to transfer them. They have invented many ways for this. They get deputed to the schools near the urban areas on some pretext or others. With the result the situation of imbalance in the deployment of teachers gets created. Rural schools have to suffer the shortage of teachers and the schools near urban areas will have more than the required number of teachers. One of the reasons for single teacher schools in the rural areas is the imbalance in the deployment of the teachers.

One of the immediate intervention measures required is the redeployment of teachers according to the needs of the schools.

Teachers views on Village Education Committees :

Since the Village Panchayat Education Committees is an important measures comtemplated to improve the school effectiveness the teachers were asked to indicate their views on them. It is a known fact that teachers have apprehensions about VECs. It is interesting to note that 58% of teachers are categorical in saying that they prefer VECs. Those who are categorical in not preferring VECs constitute only 29%. The district specific pattern indicates that in the category of those who prefer VECs Vizianagaram tops with 75% against the average of 58%. In the category of those who say no to VECs Kurnool tops with 37% followed by Karimnagar with 35%. In the ambivalent category Warangal tops with 21% against the average of 9%.

The reasons given for preferring VECs are :

1. They assist in school development.

2. Regulate the teachers

3. Develop good relationships between the teachers and parents

4. Help in enrolment and retention

5. Assist in management and administration of school

The reasons given for not preferring VECs are :

1. They are not technically competent

2. Unnecessary interference

3. Politicise the school administration

4. Frequent visits of the members disturb the school

Asked about the views in linking 2/-Rs.-a-Kg. rice scheme to school attendance, majority of teachers expressed that it is desirable as it improves enrolment and retention rates.

Operation Black Board (OBB)

In order to know the status of OBB the teachers were asked a few basic questions. The first question asked was whether they are aware of OBB. It is interesting to note that still about 19% of teachers are not aware of OBB. In this category Karimnagar tops with 30% followed by Kurnool with 25% and Warangal with 20%. In the category of those who are aware of OBB Nellore tops with 97% followed by Vizianagaram (88%).

Supply of OBB material

When the teachers were asked to indicate whether OBB teaching-learning material are supplied to their schools it is surprising to note that 39% are categorical in saying that OBB material is not supplied to thier schools. 56% only are categorical in saying that OBB material is supplied. In the five districts Karimnagar tops the list of those who say that OBB material is not supplied with 57% followed by Kurnool with 46%. In the category of those who are categorical in saying that OBB material is supplied Nellore tops with 93%.

Use of OBB material

About 30% of teachers are categorical in saying that OBB material is not used in the schools. Only about 53% are categorical in saying that OBB material is used. Among the districts Vizianagaram tops with 45% in the category of those who say OBB material is not used followed by Karimnagar with 36%. In the category of those who say it is used Nellore tops with 85%.

The reasons for not using OBB material :

1. The material is substandard

2. Damaged during the transportation

3. MEOs did not guide the teachers to check the material

4.   No time to use the material because of shortage of staff and multigrade teaching

5.   Not trained to use the material and hence dont know how to integrate the OBB material with their usual teaching

The reading habits of teachers

It is surprising to know that only 42% of teachers subscribe for any news paper. In this category Warangal tops with 59%. The last position is taken by Vizianagaram with 26% followed by Nellore 28%. Again only 48% of teachers reported that they read magazines regularly and 40% occcassionally. About 11% say that they never read magazines. Very few have read any book during the last six months. However, it is interesting to note that about 74% of teachers have TVs in their homes.

Teachers are expected to have good reading habits more than anybody else. Their resourcefulness as teachers increases if they are exposed to knowledge through newspapers, magazines and books.

It is necessary to initiate some intervention measures to make the teachers inculcate the habit of reading. Efforts may also be made to develop school libraries so that teachers may have access to books and magazines.

Teachers' suggestions for the better enrolment and retentions

1.   Reintroduction of mid-day meal apart from the other incentives like free uniform, scholarships and free supply of text books.

2.   Introduction of A.V. Education

3.   Provision of Play material including musical instruments

4.   Class I & II need materials like flash cards, story telling charts. Alphabet models etc., science kit, maths kit and globe are essential.

5.   Pre-school education.

6.   Home visits to motivate and counsel the parents.

Suggestions of teachers to improve their efficiency and commitment.

1.   Periodical inservice training

2.   Performance linked incentives

3.   Proper teaching aids

4.   Proper guidance and supervision

5.   Provision of adequate number of teachers

6.   Not to involve teachers in the unrelated activities

7.   Adequate classroom space.

CHAPTER VII

ASSESSMENT OF STUDENT CHARACTERISTICS AND ACTIVITIES

What is very typical of an Indian society is that the motivation, aspirations, perceptions, attitudes, habits and even language of people are governed by a complexity of factors. And what is more is that we cannot be certain to say that a particular factor assumes primary over other factors in the case of every one. For example, Poverty cannot be said to determine everything in the case of everyone. Generally, we cannot say a particular sub-culture of a caste determines everything in the case of everyone. There is a blend of these interactive elements working differently in different groups of people. The blend of prolonged poverty over generations and the low caste status, which is inviolable in the Hindu Society breeds its own culture and puts them into most disadvantegeous position in all aspects, namely socially, culturally, psychologically and ofcourse economically and politically. Anyone familiar with the Indian hierarchic society and economic structure will understand that there are gradations of disadvantage in the case of the majority sections of the Indian soceity excepting a few priveleged sections who transitioned into the organized sector of economy and society. Such people constitute hardly 10 to 20% of the Indian population. It is from this perspective we have to look into the background of the learners as it influences their response to the opportunity structure, including the educational opportunity. This perspective also helps to understand what interventions are required to mobilise them into the schools and improve their levels of learning.

This chapter consists of three sections. Section I deals with the details relating to the students who completed class IV. section II with the details relating to the students who completed class I and section III the details or dropout children.

Section I

In this section the following details of class IV (completed) students are given :

- Students socio-economic background

- Pre-school experience

- School attendance

- Their perceptions of teachers and teaching

- Availability of learning materials

- School related activities at home

- Nutritional status

The number of class IV students interviewed are 2836 in five districts. Out of them about 55% are boys and 45% are girls.

Table 7.1 gives the distribution of class IV students by district and by sex.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Male	402	327	278	183	371	15ᴏ2
	51.7	54.6	54.6	55.6	59.8	55.1
Female	366	238	226	130	247	1207
	47.0	39.7	44.4	39.5	39.8	42.6
NA	10	34	5	16	3	63
	1.3	5.7	1.0	4.9	0.3	2.2
Column	778	599	509	329	620	2836
Total	27.4	21.1	17.9	11.6	21.9	100

Table 7.1 indicates that the number of students interviewed are less in Vizianagaram (11.6) and Nellore (17.9) than in the other districts. This means in class IV students in those districts are less than the other districts. Karimnagar district registered highest number. This is because the strength of girls attending class IV is highest in Karimnagar (47%).

Age of class IV (completed) students

The normal age of class IV students is expected to be 9 to 10 years. However, in the Indian rural context there may be more heterogenity in age composition also. Heterogenity in age has implications for learning transaction.

Table 7.2 gives the age wise districution of class IV students

District	Y e a r s						
	8 & less	9	10	11	12	More than 12	Total
Karim-	38	99	288	224	106	20	775
nagar	4.9	12.7	37.2	28.9	13.7	2.6	-
Kurnool	24	236	269	50	20	-	599
	4.6	39.3	44.9	8.3	3.3	-	-
Nellore	61	216	156	50	15	11	509
	11.9	42.4	30.6	9.8	2.9	2.1	-
Vizia-	85	139	72	19	7	5	326
nagaram	26.0	42.6	22.0	5.8	2.1	1.5	-
Warangal	48	154	264	104	39	9	618
	7.8	24.9	42.7	16.8	6.3	1.4	-
Column	255	844	1049	447	187	45	2827
Total	9.0	29.8	37.1	15.8	6.6	1.6	100

Table 7.2 indicates that :

a.   In the total sample majority of students belong to 9-10 age group (67%) which can be taken as normal age for the class.

b.   About 24% of students in the total sample are over aged for the class.

DISTRIBUTION OF CLASS IV STUDENTS
BY DISTRICT AND SEX

DPEP DISTRICTS

- KARIMNAGAR
- VIZIANAGARAM
- KURNOOL
- WARANGAL
- NELLORE
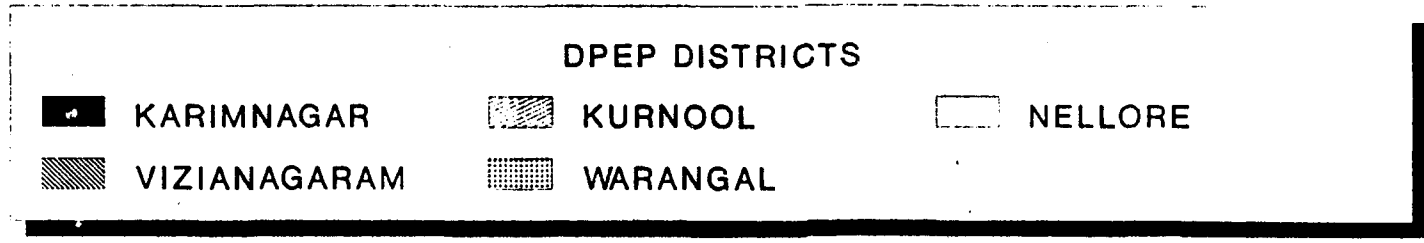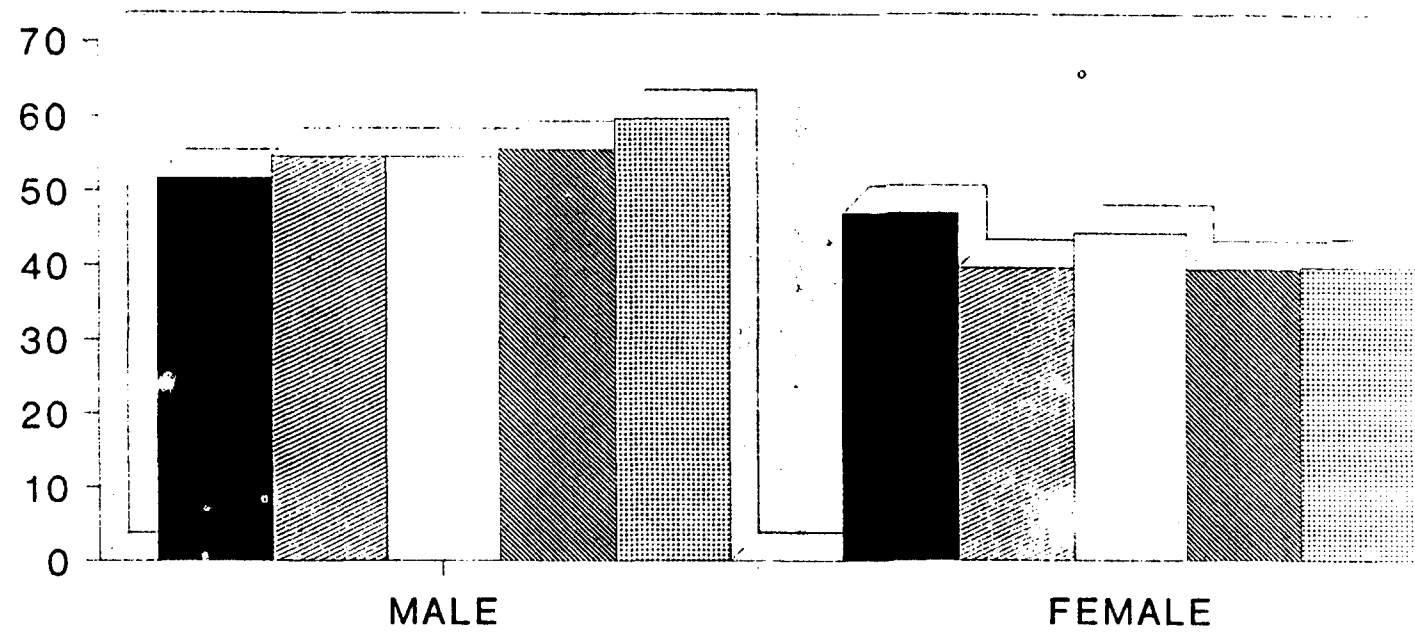
CH 7 TABLE 1

AGE WISE DISTRIBUTION OF
CLASS IV STUDENTS
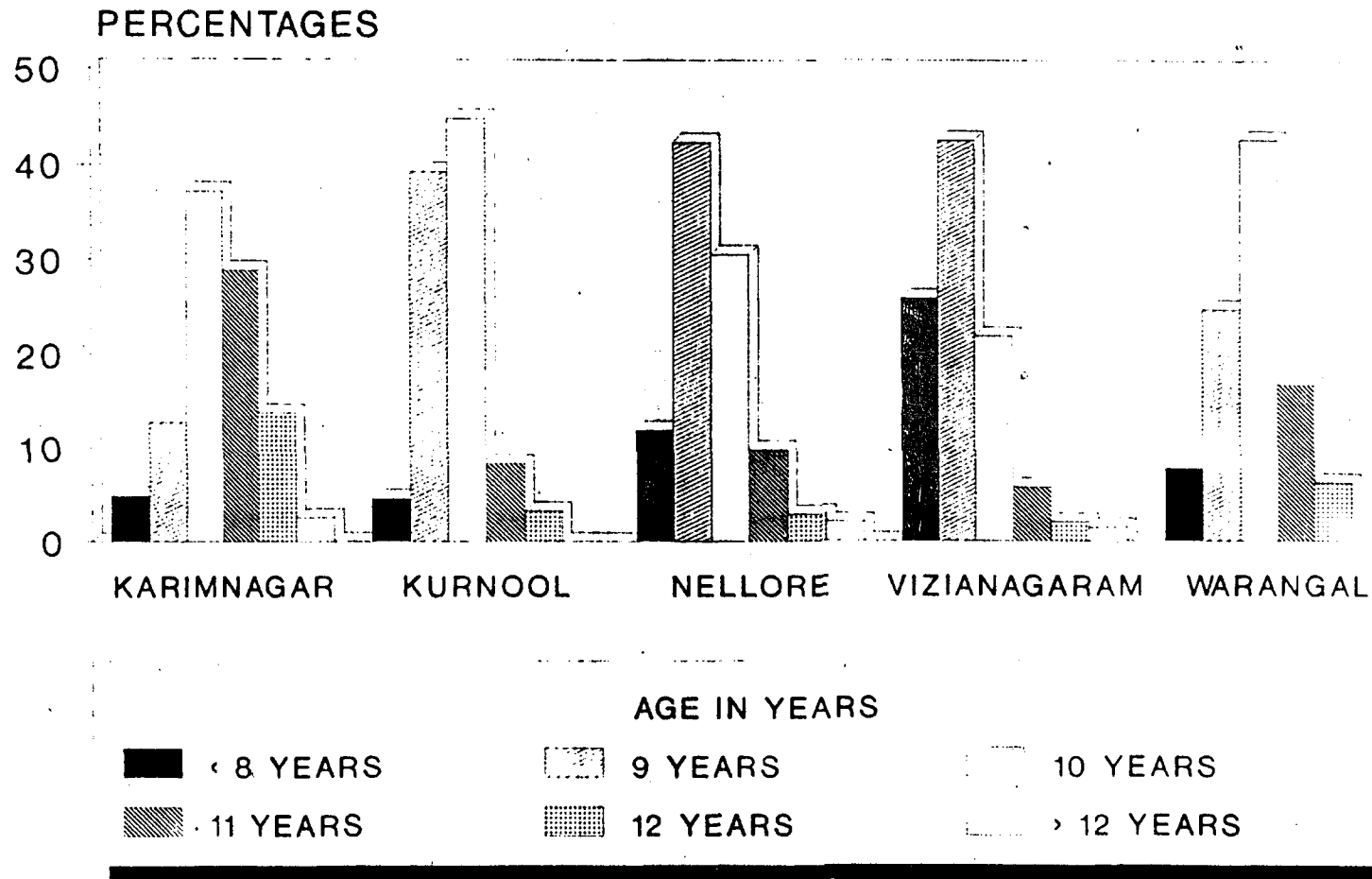
CH 7 TABLE 2

c. 9% of students are below the normal age.

d. The overaged category is more in Karimnagar district (45.2%) than in any other district followed by Warangal (24.5%). That is, in Telangana districts the overaged category is more than in the other areas.

e. In Vizianagaram district the overaged category is the least (9.4%) and the underaged category is the most (26%) compared with the other districts.

The implications of this data is that in the classes the students are of different chronological age which is normally associated with the maturity levels. Hence, it requires appropriate pedagogic strategies and methods on the part of the teachers.

Mother tongue of the students

In the context of the regional language (Telugu) being the medium of instruction in most of the primary schools, particularly under the Government and local body managements, the information about the mother tongue of the children is important.

Table 7.3 indicates the distribution of students of class IV
according to their mother tongue.

Mother Tongue	Karim- nagar	Kurnool	Nellore	Vizia- nagaram	Warangal	Row Total
Telugu	754	462	451	308	566	2531
	96.9	77.1	88.6	93.1	89.7	89.2
Non-	8	111	52	2	55	228
Telugu	1.0	18.5	10.2	0.6	8.9	8.0
NA	16	26	6	21	9	56
	2.0	4.2	1.2	6.3	1.4	2.0 .
Column Total	778	599	509	331	620	2837

Table 7.3 Indicates that :

a. Those who belong to Non-Telugu category in the total sample constitute about 8% which is not a small number.

b. Non-Telugu category is found more in Kurnool district (18.5%) followed by Nellore (10.2%) than in other districts. In Kurnool district the muslim and chenchu (tribal) population is considerable.

When the medium of instruction and mother tongue are matched it was found that in the case of about 7% of children in the total sample the medium of instruction is different from their mother tongue. Their proportion is more in Kurnool (13.4%) and Nellore (7.9%) districts.

MOTHER TONGUE OF CLASS IV STUDENTS
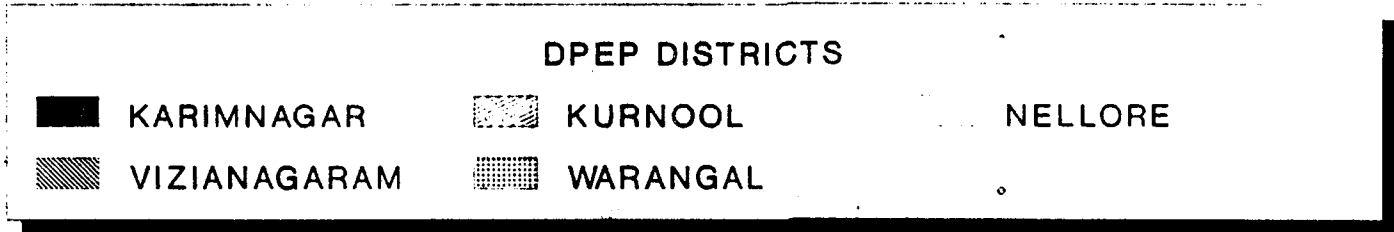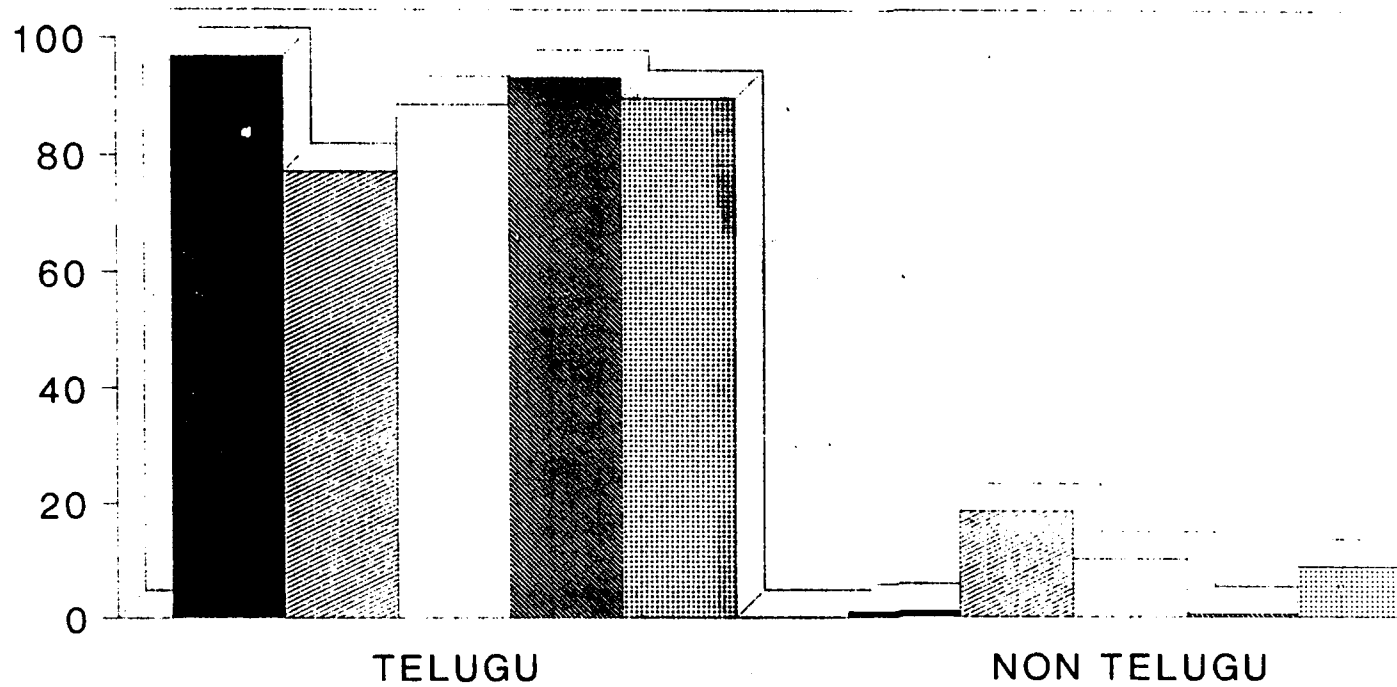
CH 7 TABLE 3

Caste composition of the class IV students

Generally in the Indian rural society, caste status also indicates the social and economic status. Socio-economic status is consequential for educational status and achievement. It is also consequential to the teaching and learning transactions. Hence, is the need to know the caste status of the students.

Table 7.4 indicates the distribution of class IV students according to their caste

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
SC	183	134	80	56	174	627
	23.5	22.4	15.7	16.9	28.1	22.1
ST	11	46	18	37	85	197
	1.4	7.7	3.5	11.2	13.7	6.9
BC	500	273	276	189	294	1533
	64.3	45.6	54.2	57.1	47.3	54.0
Others	73	144	129	28	62	436
	9.4	24.0	25.3	8.5	10.0	15.4
NR	11	2	6	21	6	38
	1.4	0.3	1.2	6.3	1.0	1.3
Column	778	599	509	331	620	2838
Total	27.4	21.1	17.9	11.7	21.8	100

Table 7.4 Indicates that :

a.   The proportion of S.C and B.C students in class IV is more than their own proportion in the total population.

b.   Tribal students in class IV constitute proportionate to their own population in the total population which is in itself a mark of progress.

c.   The children of the other so called forward castes constitute only as a residual category with just about 15 to 17%.

d.   Among the districts Warangal and Karimnagar districts (Telangana districts) are predominant in S.C. students with 28% and 23.5% respectively. The district with least number of S.C. students is Nellore (15.7%).

e.   Warangal and Vizianagaram districts are predominant in S.T. students with 13.7% and 11.2% respectively.

f.   Karimnagar again is predominant in B.C. students with 64% followed by Vizianagaram (57%) and Nellore (54%).

g.   So far as the proportion of the other castes is concerned Nellore is predominant with 25% followed by Kurnool 24%.

DISTRIBUTION OF CLASS IV STUDENTS BY CASTE

DPEP DISTRICTS

■ KARMINAGAR   ▦ KURNOOL   NELLORE
▨ VIZIANAGARAM   ▦ WARANGAL

CH 7 TABLE 4
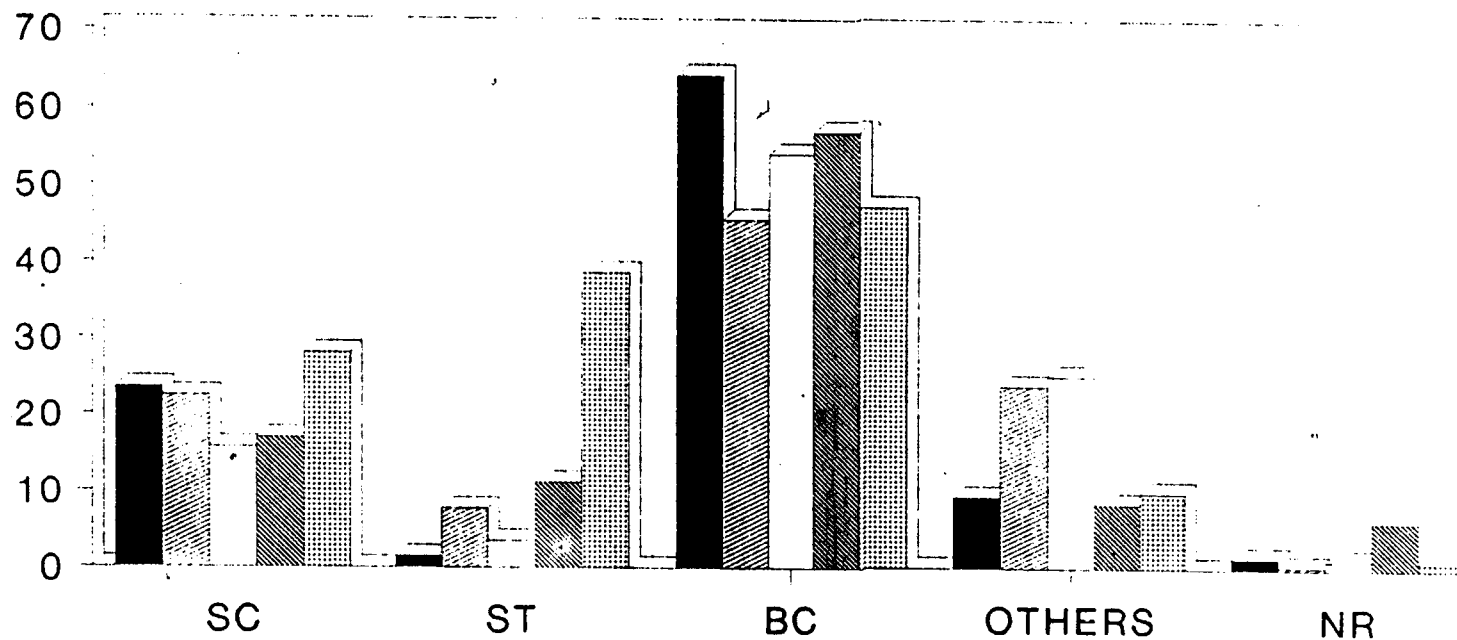
Implications

The implications of the above situation is that there is metamorphic change in the caste composition of the students. The number of the children of weaker sections has now assumed the status of majority. Hence, the whole approach to the primary school system should be oriented to this changed social reality. The curricular and pedagogic orientations have to change. Now the needs of school children of this composition may be different.

Family composition of the Class IV students

Family composition in terms of the size of the number of siblings and others is also consequential to the educational opportunities of the children. The experience is that those who have elder sibling and no younger sibling will have better chances of access to primary school.

Table 7.5 indicating the Family composition of the students of class IV

District	Elder Brothers				Younger Brothers				Elder Sisters			
	0	1	2	NR	0	1	2	NR	0	1	2	NR
Karimnagar	47.8	34.3	11.3	6.6	58.9	30.0	8.1	1.0	50.3	28.7	13.1	7.9
Kurnool	41.6	38.7	11.5	8.2	4.9	35.7	14.0	2.0	42.4	33.6	17.4	6.7
Nellore	57.0	28.1	9.8	5.1	61.3	31.8	5.3	1.6	53.2	29.3	12.2	5.3
Vizianagaram	50.5	33.8	9.7	6.0	61.0	32.9	4.8	1.2	56.2	2.8	9.7	6.3
Warangal	47.7	32.3	12.7	7.3	53.1	37.1	8.4	1.5	49.5	30.6	13.5	6.3

District	Younger Sister				Other Member			
	0	1	2	NR	0	1	2	NR
Karimnagar	62.3	28.9	7.7	1.0	2.2	3.9	62.5	31.6
Kurnool	50.8	26.7	17.0	5.50	0.8	5.0	60.9	33.2
Nellore	60.7	32.2	6.5	0.6	1.2	0.8	57.8	40.3
Vizianagaram	61.3	24.8	10.3	3.6	10.0	4.2	44.7	41.0
Warangal	57.9	31.8	7.6	2.7	2.6	3.1	64.8	29.5

Table 7.5 indicates that :

a. In almost all the districts the children with no younger sisters are in majority. This means that they have no burden of taking care of the younger siblings and hence have the chance to go to school.

b. Again in almost all the districts those children with elder brothers and elder sisters are inconsiderable proportion. This again is a conducive family situation for the children to go to the school.

c. Among the districts Nellore is an exception to the above pattern.

The implication is that family planning and spacing of the children may have consequences for educational opportunities.

Total size of the family :

So far as the total size of the family is concerned the concentration is between 4 and 7 members. Very few families of the children have 3 and less and 8 and more number of members. 75% of the families of the children have 4 to 7 members on an average. Less than 5% of families have less than 4 members. About 14% of families have 8 to 10 members and the families with more than 10 members constitute only 4% of the total families.

Educational status of family members

It is well known that educational status of family members such as father, mother and brothers is having significant association with the educational opportunities of children. However, in the recent past because of the expansion of educational facilities and also because of general awareness about the importance of education even the illiterate parents are sending their children to schools. Hence, educational status of the parents and other family members is no more as essential condition for the children's access to education.

Table 7.6 gives the educational status of the parents of the students in Class IV

	Karim-nagar F	M	Kurnool F	M	Nellore F	M	Vizia-nagaram F	M	Warangal F	M	Row Total F	M
1.	368	622	225	399	155	238	145	229	246	440	1141	1929
	47.3	79.9	37.6	66.6	30.5	46.8	43.9	69.2	39.7	71.0	40.2	68.0
2.	45	27	62	38	36	23	23	22	38	22	204	132
	5.8	3.5	10.4	6.3	7.1	4.5	7.0	6.6	6.1	3.5	3.2	4.7
3.	121	49	93	57	124	102	75	37	111	55	524	300
	15.6	6.3	15.5	9.5	24.4	20.0	22.7	11.2	17.9	8.9	18.5	10.6
4.	142	38	127	40	110	91	55	15	185	39	569	223
	18.3	4.9	21.2	6.7	21.6	17.9	16.7	4.5	21.8	6.3	20.1	7.9
5.	20	1	7	1	10	6	5	-	25	5	67	13
	2.6	0.1	1.2	0.2	2.0	1.2	1.5	-	4.0	0.8	2.4	0.5
6.	8	0	12	2	11	5	3	-	8	1	42	8
	1.0	-	2.0	0.3	2.2	1.0	0.9	-	1.3	0.2	1.5	0.3
7.	74	41	73	62	63	44	24	28	55	58	289	233
	9.5	5.2	12.1	10.3	12.4	8.6	7.2	8.4	8.8	9.4	10.2	8.2
Total	778		778	599		509		330		619		2836	

1. Illiterate   2. Just Literate   3. Primary   4. Middle   5. Inter   6. College   7. Don't Know

* F - Father ; M - Mother

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Table 7.6 indicates that :

a.   As many as 40% of fathers and 68% of mothers of the children in class IV are illiterate. This proves that illiteracy on the part of the parents is not an insurmountable obstacle any more for the children's access to primary school.

b.   Educational gap between father and mother increases as the level of education increases.

c.   Among the educated parents most of them have primary and upper primary level of education only. Almost 39% of fathers and 18% of mothers have education up to either primary or upper primary. Insignificant number of parents have education beyond upper primary.

d.   Just literates without formal education constitute very small proportion. 7.2.% among the fathers and 4.7% among the mothers are just literates.

e.   The proportion of illiterate fathers and mothers is more in Karimnagar district than in other districts.

f.   The proportion of illiterate parents is the least in Nellore district compared with the other districts.

The implication of this data is that illiteracy is no more an obstacle for the access of children in primary education. It also indicates that an awareness campaign and other cultural intervention measures may help to boost the enrolments and retention rates.

The proportion of school dropouts among the parents

When the proportion of school dropouts i.e., those who have entered into the school but dropped out before entering into class V is calculated. It is found that only 28% among fathers and 40% among mothers were dropouts. It may be surprising to know that the dropout rate of parental generation is less than that of the present generation. This is mainly because of the larger number of children, particularly the children of weaker sections getting enrolled into the primary schools. Those days who ever joined the schools joined with better motivation. Probably teachers were also more dedicated. The data also indicate that 45 to 47% of fathers can read books and newspapers and 18% can write letters. It all indicates that literacy among the parental generation is of good standard.

Sex of the siblings.

The students were asked to indicate the sex of their siblings.

Table 7.7 indicates the sex of the siblings (%)

	Karim-nagar		Kurnool		Nellore		Vizia-nagaram		Warangal		Row Total	
	F	M	F	M	F	M	F	M	F	M	F	M
A	69.5	23.1	67.6	26.0	54.8	36.9	58.3	30.8	66.8	24.8	64.6	27.8
B	33.5	42.2	37.7	40.7	29.7	34.0	31.1	36.6	42.3	37.	35.4	38.7
C	13.8	27.0	18.7	34.9	12.6	18.1	12.7	24.8	18.2	30.0	15.4	27.3
D	3.7	13.6	10.7	19.2	5.5	9.8	4.5	11.5	7.1	15.0	6.3	14.2
E	1.8	5.4	4.8	9.3	2.8	6.1	1.0	5.1	2.3	7.4	2.6	6.8
F	0.5	2.8	3.8	5.5	1̇.4	2.9	0.3	2.1	0.6	2.9	1.4	3.3

A First Sibling B Second C Third D Fourth E Fifth F Sixth Sibling

* M - Male ; F - Female

Table 7.7 indicates an interesting pattern. Among the first siblings majority are male in all districts. In all the subsequent siblings up to 6th females are in majority again in all the districts. The variations are only in relative proportions among the districts. ·

Information regarding the educational level of the siblings was also obtained as it is likely to have its impact on the educational level of the child and achievement.

Table 7.8 - Educational level of the siblings (%)

Sibling	Illi-terate	Just Literate	Primary	Middle	Inter	College	DK & Others (No sibling)
First	12.4	4.8	29.8	36.8	3.5	1.0	11.5
Second	16.8	4.8	25.4	20.5	0.9	0.4	31.2
Third	11.6	3.0	14.3	8.9	0.4	0.1	61.6
Fourth	6.1	1.8	6.1	4.0	0.1	0.1	8.18
Fifth	3.2	0.5	3.1	1.7	-	-	91.3
Sixth	2.0	0.5	1.3	1.0.	-	-	95.2

Table 7.8 indicates that :

a.   Proportion of illiterates decreases steadily among the younger siblings.

b.   There seems to be some advantage to the second sibling interm of access to educational opportunity. Consistently at all levels of education second sibling registered lower proportions than the first sibling (higher in Literacy) and the younger siblings (in Illiteracy).

c.   The pattern is more or less the same in all the districts.

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d. Examination of the column relating to DK / No sibling broadly indicates that :

    5% of students have six siblings.   10% have five siblings.

    20% have four siblings.   40% have three siblings.

    70% have two siblings.   90% have one sibling.

So far as literacy is concerned there seems to be no particular disadvantage arising out of more number of siblings.

The data relating to the class up to which the siblings have studied indicate that there is no concentration on any particular class in the case of any sibling order. They are by and large scattered equally in all the classes.

Regarding the competency in reading papers or books and writing letters it is evident that their attainment in those competencies is dependent on their attained levels of education.

Occupation of the parents and other family members of students of class IV.

Occupational status is known to have its impact on the style and way of life and also on the educational opportunities of children. In the Indian rural context majority of people live on agricultural occupation either as farmers or as labourers. The rest are spread over a number of non-agricultural occupations.

Table 7.9 gives the details about the occupation of the fathers of class IV students.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Own Agri-culture	298	156	142	129	226	951
	38.3	26.0	27.9	39.0	36.5	33.5
Agriculture labour	76	124	74	66	82	422
	9.8	20.7	14.5	19.9	13.2	14.9
Poultry/Animal Husbandry	3	3	11	7	6	30
	0.4	0.5	2.2	2.1	1.0	1.1
Domestic Servant	26	22	22	10	18	98
	3.3	3.7	4.3	3.0	2.9	3.5
Business	49	64	60	27	34	234
	6.3	10.7	11.8	8.2	5.5	2.2
Office work	32	23	21	14	43	133
	4.1	3.8	4.1	4.2	6.9	4.7
Skilled Labour	51	49	21	4	33	158
	6.6	8.2	4.1	1.2	5.3	5.6
Handwork	53	50	49	13	61	226
	6.8	8.3	9.6	3.9	9.8	8.0
Forest Produce	5	11	3	-	1	20
	0.6	1.8	0.6		0.2	0.7
N R	185	97	106	61	116	565
	23.8	16.2	20.8	18.4	18.7	19.9
Column Total	778	599	509	331	620	2837
	27.4	21.1	17.9	11.7	21.8	100.0

Table 7.9 indicates that :

a. Single largest majority of the parents/fathers are in agricultural occupation. About 48% are in this occupation either as farmers (33.5%) or as agricultural labour (15%). Next in order is business (8%) and handicrafts (8%). Those who come under the category of skilled labour constitute only 5.6% and those who are employed in offices constitute 4.7%. The rest are spread as domestic workers (3.5%), Poultry keepers (1%) etc.

b. It also indicates that there is general diversification of occupations of parents and it will help the children in terms of educational opportunties.

c. When the proportions of non-agricultural workers is calculated excluding no response category (99) The proportion of those who are engaged in non-agricultural occupations constitute 39.5% for the five districts.

d. Among the 5 districts Nellore tops in non-agricultural proportion with 46% followed by Kurnool with 44%.

e. Vizianagaram has got the lowest proportion of non-agricultural category.

Occupation of mothers

Mother's occupation is also expected to have significant impact on the educational opportunities of the children. It is well known that the income earned by the mothers is more useful to the children in the poor families as it directly goes to pro/ide nutrition to the children. Much of the income of fathers in the poor families goes into the personal expenditure of them like drinking, smoking etc.

Table 7.10 showing occupation of mothers ofclass IV students

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
0	2	29	-	5	6	42
	0.3	4.8		1.5	1.0	1.5
Own Agriculture	224	88	64	101	191	668
	28.8	14.7	12.6	30.5	30.8	23.5
Agriculture Labour	290	200	119	100	168	877
	37.3	33.4	23.4	30.2	27.1	30.9
Poultry	1	3	4	-	-	8
	0.1	0.5	0.8			0.3
Domestic Servant	28	20	12	6	27	93
	3.6	3.3	2.4	1.8	4.4	3.3
Business	17	16	13	17	10	73
	2.2	2.7	2.6	5.1	1.6	2.6
Office work	3	4	5	1	4	17
	0.4	0.7	1.0	0.3	0.6	0.6
Skilled Labour	4	5	2	1	3	15
	0.5	0.8	0.4	0.3	0.5	0.5
Handwork	115	35	28	10	56	244
	14.8	5.8	5.5	3.0	9.0	8.6
Forest Produce	-	17	1	1	2	21
		2.8	0.2	0.3	0.3	0.7
Others	59	87	185	55	49	435
	7.6	14.5	36.3	16.6	7.9	15.3
N R	35	95	76	34	104	344
	4.5	15.9	14.9	10.3	16.8	12.1
column Total	778	599	509	331	620	2837
	27.4	21.1	17.9	11.7	21.8	100.0

Table 7.10 Indicates the occupation of mothers :

a. Majority of mothers also are engaged in agricultural occupations. But it is significant to note that most of them are in agricultural labour category (30%). This means they get daily cash wage which helps them to provide food for their children.

b. Mothers engaged in non-agricultural category of occupations constitute 38% which is more or less the same as in the case of fathers (39.5%).

c. Almost 88% of mothers are working as against 80% of fathers which is typical of agricultural and depressed economies.

Occupation of the siblings of the students of class IV

Occupation of the elder brother, younger brother, eldest sister and younger sister of the students was obtained. The data indicate that not many of them are settled in occupations. Analysis of those who are settled in occupation indicate that they follow the pattern . of their fathers and mothers.

The proportion of working siblings is indicated below :

The eldest brothers   -   25%
The younger brothers -   10%
The eldest sisters   -   19%
The younger sisters   -   11%

This indicates that not many of the siblings are of the age to get into work force. However, both boys and girls are in work force. The pattern is the same in all the five districts.

Migration of parents for work

Migration of parents for long periods in search of work is one of the problems in providing schooling to their children. This problem is more acute in some districts because of either frequent droughts and poverty which makes them migrate or because of the nature of their specialized occupation which makes them to the other places in certain seasons.

The following table 4.11 indicate the migration pattern of the parents.

Table 7.11 indicating the migration pattern of fathers and mothers.

Period Migration	Karim-nagar		Kurnool		Nellore		Vizia-nagaram		Warangal		Row Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Complete Year	9.0	3.7	5.0	3.3	2.6	1.8	3.3	2.4	3.1	1.8	5.0	2.7
Part of the year	17.0	8.9	15.5	15.4	14.7	4.3	13.6	7.9	8.5	2.7	14.0	8.0
Will not Mig rate	68.5	83.8	74.6	74.3	78.2	84.1	76.1	81.9	84.2	86.3	75.8	82.1

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Table 7.11 Indicates that :

a. Seasonal migration (part of the year) is more prevalent than the year long migration.

b. Fathers are more migrant ..ian the mothers in both the categories of migration.

c. The incidence of those who have migrant parents constitute 19% in the case of father and about 11% in the case of mothers.

d. Among the mothers seasonal migration is more.

e. Among the districts the incidence of migration is more in Karimnagar and Kurnool districts. Appropriate strategy is to be found to take care of the educational needs of the children of migrant families.

Productive assets of the families of the students of class IV

Assets like agricultural land, cattle, irrigation facilities and electricity indicate the economic status of the families which has an impact on their children's education.

Table 7.12 indicate the status of class IV students in terms of land ownership.

ACRES	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
0	350	256	294	176	314	1390
	45.0	42.7	57.8	53.2	50.6	49.0
1	103	43	54	34	56	290
	13.2	7.2	10.6	10.3	9.0	10.2
2	104	43	50	29 -	71	297
	13.4	7.2	9.8	8.8	11.5	10.5
3	54	39	23	13	50	179
	6.9	6.5	4.5	3.9	8.1	6.3
4	35	23	16	12	22	108
	4.5	3.8	3.1	3.6	3.5	3.8
5	29	34	22	5	35	125
	3.7	5.7	4.3	1.5	0.6	1.2
6-10	57	90	25	37	51	261
	7.3	15.0	4.9	11.2	8.2	9.2
11-15	15	36	8	6	.7	72
	1.9	6.0	1.6	1.8	1.1	2.5
16-20	14	10	1	5	4	34
	1.8	1.7	0.2	1.5	0.6	1.2
21 +	17	25	16	14	10	82
	2.2	4.2	3.1	4.2	1.6	2.
Column Total	778	599	509	331	620	2837

Table 7.12 indicates that :

a. About half of the students (49%) belong to the category of landless facilities.

b. Among those who own land about 35% belong to the category of marginal farmers owning the land up to 5 acres. About 12% belong to the category of small farmers owning the land between 6 to 20 acres. Only about 3% own more than 20 acres of land.

c. Among the districts landless category is more in Nellore district (58) and less in Karimnagar district (45%).

d. In the category of those families who own more than 6 acres of land Kurnool tops the list and Warangal occupies the lowest position.

Ownership of cattle

Number of cattle is also consequential for the education of the children because tending the cattle is one of the ways of using the children. This affects their schooling.

Table 7.13 gives the details of cattle ownership of the children of class IV

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
0	363	286	250	155	353	1407
	46.7	47.7	49.1	46.8	56.9	49.6
1	66	36	52	34	48	236
	8.5	6.0	10.2	10.3	7.7	8.3
2	148	107	73	62	100	490
	19.0	17.9	14.3	18.7	16.1	17.3
3	62	35	38	21	26	182
	8.0	5.8	7.5	6.3	4.2	6.4
4	63	56	38	26	30	213
	8.1	9.3	7.5	7.9	4.8	7.5
5	31	29	15	16	26	117
	4.0	4.8	2.9	4.8	4.2	4.1
6	26	25	20	5	15	91
	3.3	4.2	3.9	1.5	2.4	3.2
7	5	9	10	3	8	35
	0.6	1.5	2.0	0.9	1.3	1.2
8	9	12	7	3	9	40
	1.2	2.0	1.4	0.9	1.5	1.4
9	5	4	6	6	5	27
	0.6	0.7	1.2	1.8	0.8	1.0
Column Total	778	599	509	331	620	2837
	27.4	21.1	17.9	11.7	21.8	100.0

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Table 7.13 indicates that :

a. About half of children (50%) belong to the category of families with no cattle.

b. Families owning 2 cattle form the single biggest category (17%).

c. Families who own up to 2 cattle form 25%, who own between 3 to 6 cattle form 21%, who own more than 6 cattle form 4% only.

d. Among the districts there is no significant variation in the pattern.

Ownership of irrigation wells :

Those who own open or tube well form about 35% only of the total families. Among the districts in the two Telangana districts of Karimnagar and Warangal the proportion of those who own wells is more than in other districts. In Karimnagar about 55% own open or the tube wells. In Warangal about 41% own wells. In this category Vizianagaram occupies last position.

Regarding the position in electricity connections it is found that 44% have electricity connection. In this category Nellore district tops with 77% followed by Warangal with 63%. The last position is occupied by Vizianagaram with 7%. The proportion of Karimnagar is 37% and Kurnool 28%.

Overall status of the ownership of productive assets indicate that most of the children are from the low economic status.' Low economic and low social status (caste composition) is typical of the children of class IV in the sampled schools.

School related information

School related information such as the class into which the students were first admitted, their pre-school background, their homework, private coaching, availability of learning materials, their edcuational aspirations etc. was obtained as they have an impact on the educational achievement of the children.

Table 7.14 indicates the class into which the students were first admitted.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
0	27	16	35	18	12	108
	3.5	2.5	6.9	5.4	1.9	3.8
1	514	420	383	283	466	2067
	66.1	70.1	75.2	85.5	75.2	72.8
2	60	52	31	27	58	228
	7.7	8.7	6.1	8.2	9.4	8.0
3	59	50	33	1	52	195
	7.6	8.3	6	0.3	8.4	6.9
4	117	61	27	2	32	239
	15.0	10.2	5.3	0.6	5.2	8.4
5	1	-	-	-	-	1
	0.1	-	-	-	-	0.0
Column Total	778	599	509	331	620	2837
	27.4	21.1	17.9	11.7	21.8	100.0

CLASS INTO WHICH THE STUDENTS
WERE FIRST ADMITTED

PERCENTAGES

DPEP DISTRICTS

KARIMNAGAR   KURNOOL   NELLORE

VIZIANAGARAM   WARANGAL
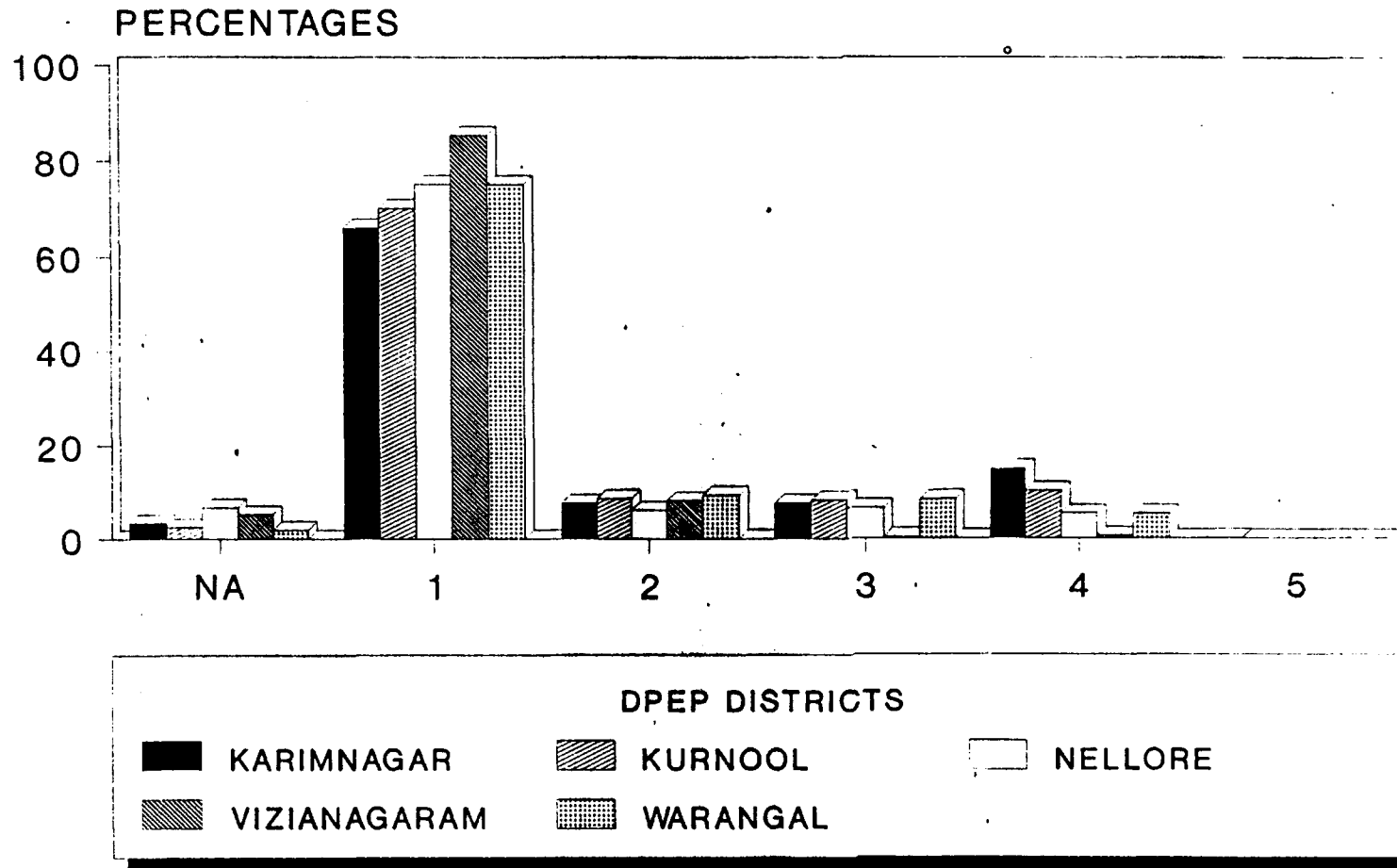
CH 7 TABLE 14

Table 7.14 indicates that :

a.   Majority of students (73%) were admitted into class I.

b.   About one fourth (23%) of children get admitted into the II to IV. Their distribution is almost equal in all the classes from II to IV.

c.   The relative proportion of those who joined in classes III and IV is negligible in Vizianagaram district.

d.   Class IV admissions are more in Karimnagar (15%) than in any other district.

Pre-school experience

Those who have gone through the pre-school experience in Anganwadies and Balwades are very negligible in proportions. Only 1,7% and 2.7% of children have gone through Balwadies and Anganwadies respectively.

Among the districts in Kurnool those who have gone through Anganwadies constitute about 10%. This situation clearly indicates the pre-school programme inspite of ICDS schemes are not touching even the fringe of the pre-school population. Those enrolled in Non-Formal Education Centres before joining the primary schools also are very negligible constituting only 0.8%. However, the interschool transfers are of the order of about 19%. In this category Karimnagar tops with 28%. Such category is the least in Vizianagaram district (0.6%). **The incidence of failures in any class is negligible because of non-detention system.** About 5% of the children though stated that they were detained it means only that they have repeated those classes for other reasons like discontinuing the school and joining again after some time or lack of the required attendance.

Assistance for homework

It is known that the practice of assigning homework is widely prevolant in the primary schools also in all the categories of managements. In doing homework children generally need some assistance. Since in the case of the majority of children the other members of their family are not educated enough are put to some hardship. Not many of them can afford to pay for the tuitions.

The data indicate that only 41% of children get some assistance at home in their home-work. The rest are left to themselves. Among those who get assistance in homework Nellore tops with 51%. In Vizianagaram their proportion is the least (28%).

Table 7.15 indicates the members in the family who assist in homework.

District	Father	Mother	Brothers/Sisters
Karimnagar	9.6	2.8	24.8
Kurnool	19.5	7.5	26.5
Nellore	18.5	15.1	25.9
Vizianagaram	14.8	4.5	17.5
Warangal	16.3	6.6	30.8
Total	15.4	7.0	25.8

MEMBERS IN THE FAMILY WHO ASSIST
IN HOMEWORK

PERCENTAGES

CH 7 TABLE 15
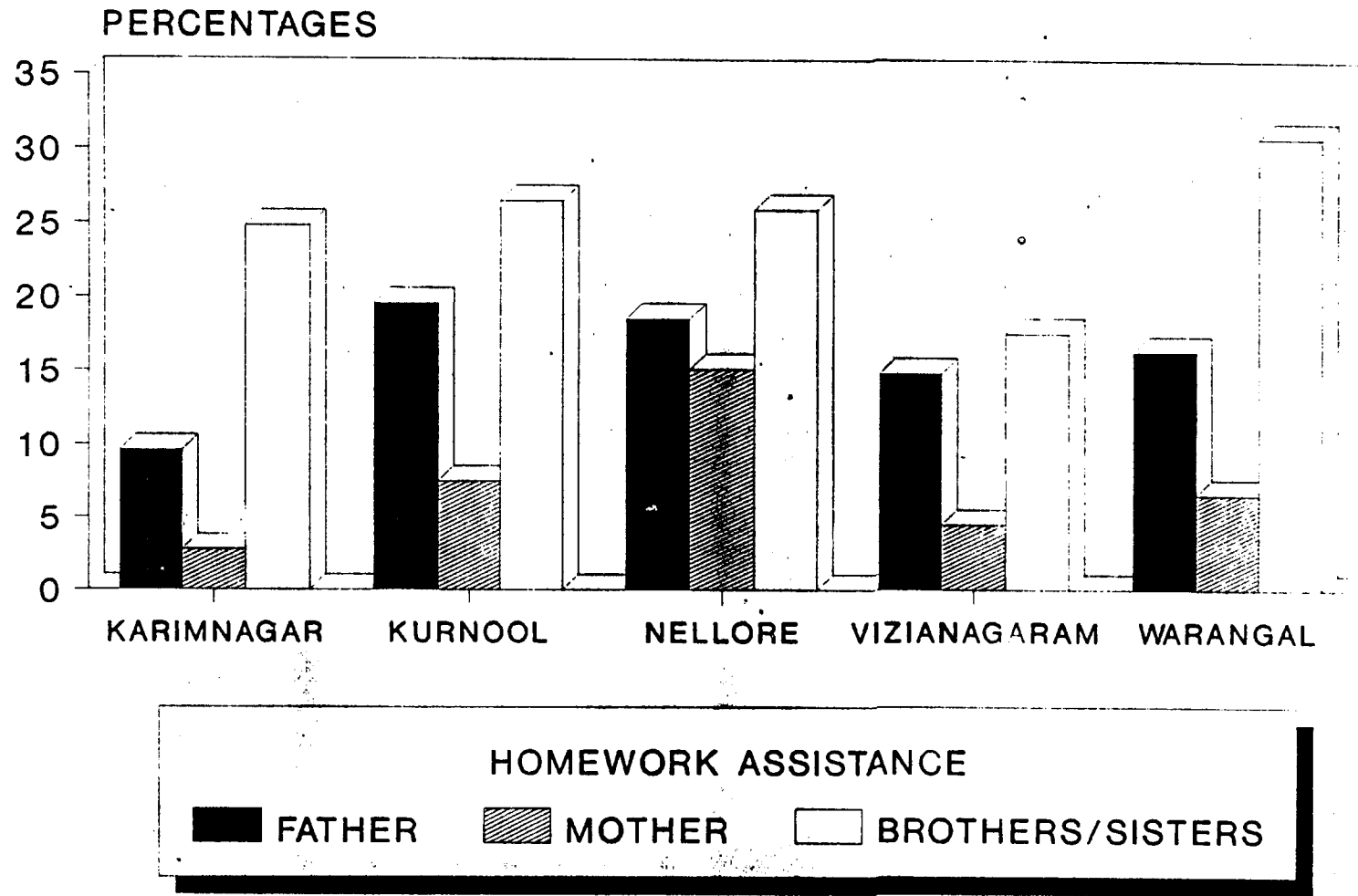
Table 7.15 Indicates that :

Children of class IV mostly depend upon their brothers and sisters in doing their home-
work. Overall about 26% of children get assistance from their siblings. In the case of
15% of children fathers help them and only in the case of 7% mothers help them in
homework.

**The problem Is with those children who are not getting any assistance In the family
for their homework. This may result In their lower achievement and dropout.
Hence some arrangement Is required to assist such students.**

Private tuition is becoming a necessity in the case of many children. But they may not be
able to pay for it and in some cases there may not be anybody available to give tuitions.
The data indicate only about 6% of children get private tuition from the teachers. Out of
about 26% of students who go in for private tuitions 19% of them engage tuitions the
whole year and the remaining 7% go in for 2 to 3 months, perhaps before the examina-
tions. Among th districts Vizianagaram tops the list in terms of proportion of students
who go in for full year tuition (38%) and also in short term tuition (15%). The proportion
of those who go in for tuitions is the least in Karimnagar.

Personal possession of learning materials

Information about the availability of certain basic learning materials like text books, note
books etc., is important to be obtained because of its impact on the achievement of the
children.

Table 7.16 indicates the availability of the learning materials
in their personal possession.

	Karimnagar		Kurnool		Nellore	
	Yes	No	Yes	No	Yes	No
Telugu text book	96.0	1.0	96.7	2.8	95.1	3.5
Maths text	96.0	1.3	95.7	4.2	95.5	3.3
Any one of science/ environment/ social	96.7	0.8	94.7	5.2	97.8	1.0
Other books	25.7	60.2	33.2	58.4	25.7	66.8
Note books	96.1	1.4	95.0	4.3	95.3	3.3
Pencil/ Pen	95.8	1.0	95.5	4.0	97.2	1.6
Slate	61.3	35.7	95.5	3.8	97.1	1.8

	Vizianagaram		Warangal		Total	
	Yes	No	Yes	No	Yes	No
Telugu text book	89.7	3.3	97.9	0.3	)5.7	2
Maths text	91.8	3.6	98.2	0.6	95.8	2.0
Any one of science/ environment/ social	92.1	3.6	96.6	2.7	95.9	2.0
Other books	41.4	50.8	26.0	72.6	29.2	62.6
Note books	79.5	15.4	92.4	5.0	93.4	60.8
Pencil/Pen	78.9	10.3	92.9	3.5	93.3	-
Slate	78.2	17.2	68.1	29.8	78.0	19.0

Table 7.16 Indicates that :

a. Almost every student is having text books in all the subjects. It is only around 2% who are categorical to stay that they don't have text books. In this category Kurnool tops with 4.2% followed by Vizianagaram with 3.6.%.

b. On an average around 26% of children have books other than the text books. In this category Vizianagaram tops with 41% followed by Kurnool with 33%.

c. Most of the students also possess note books. On an average only 5% of children don't have note books. In the category of those who don't have note books Vizianagaram tops with 15%.

d. Regarding pencil/pen on an average only 3% reported that they don't have it. Again Vizianagaram tops in this cetegory with 10%.

e. About 19% reported that they dont have slates. The use of slate gets reduced by the time students reach IV class.

Overall the position seems to be good in terms of availability of learning materials with the students. One of the reasons for this is that the State Government is implementing the incentive scheme of free distribution of text books and note books to all the students belonging to the weaker sections. 91% of students reported that they get free books. Only about 20% of students have bought some books. Of them 9% bought one book and 6% two books.

The scheme of distribution of free books has to be continued.

Educational Aspirations :

Information about the educational aspirations of the students is also important because of its relationship to the achievement level of students. The data indicate that about 94% of students have aspirations for further studies. Hardly 2% are categorical in saying that they dont have aspirations for further studies.

AVAILABILITY OF LEARNING MATERIALS
IN THEIR PERSONAL POSSESSIONS

PERCENTAGES

TELUGU   MATHS   E V S OTHER BOOKSTE BOOKSENCIL/PEN SLATE

DPEP DISTRICTS

■ KARIMNAGAR	▨ KURNOOL	☐ NELLORE
▨ VIZIANAGARAM	▨ WARANGAL	
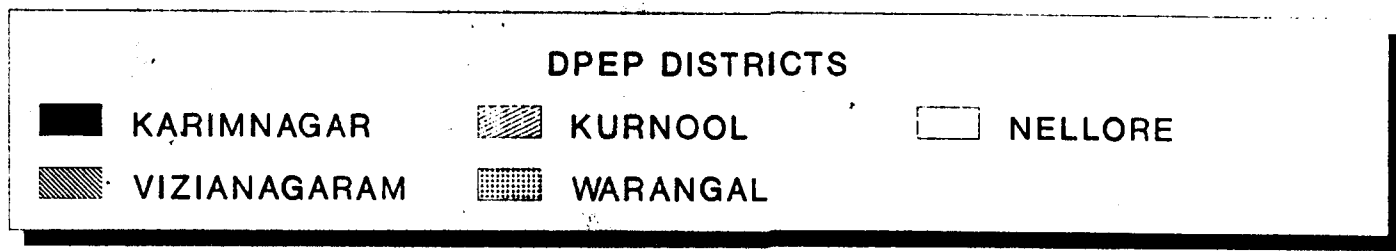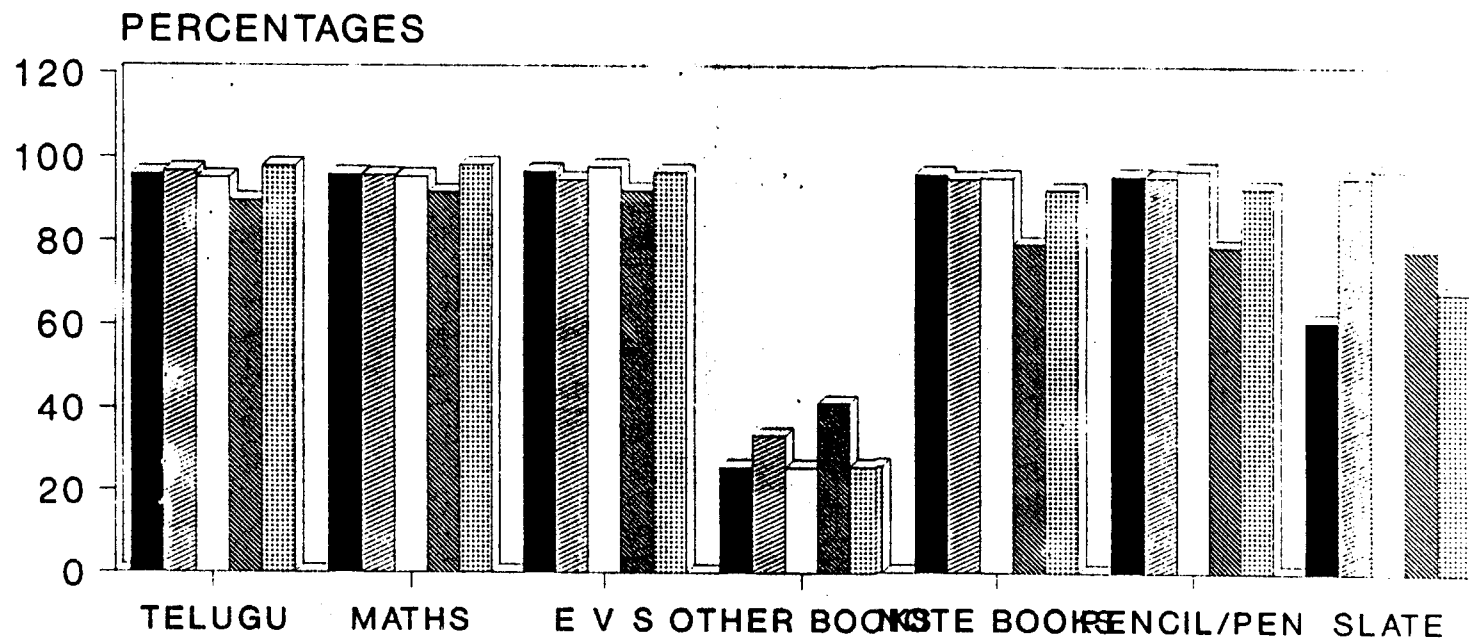
CH 7 TABLE 16

Table 7.17 indicates the level of educational aspirations of class IV students (%).

Table 7.17 - Level of Educational Aspiration

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Not	35	13	10	59	31	148
interested	4.5	2.2	2.0	17.8	5.0	5.2
Don't know	27	50	18	32	24	151
	3.5	8.3	3.5	9.7	3.9	5.3
Up to V	36	25	37	9	9	117
class	4.6	4.2	7.3	2.7	1.5	4.1
Up to 8th	114	60	25	9	27	235
class	14.7	10.0	4.9	ʳ 2.7	4.4	8.3
Up to 10th	427	258	260	104	320	1369
class	54.9	43.1	51.1	31.4	51.6	48.2
Inter	66	56	35	34	˙ 88	279
	8.5	9.3	6.9	10.3	14.2	9.8
Degree	57	99	75	62	87	380
	7.3	16.5	14.7	18.7	14.0	13.4
Engg./	16	38	49	22	34	159
Medicine	2.1	6.3	9.6	6.6	5.5	5.6
Column Total	778	599	509	331	620	2837

Table 7.17 indicates that :

a. Majority of students (48%) want to study up to 10th class. Every one by and large is aware that 10th class certificate has become minimum qualification for getting any job in the organized sector which provides security and status.

b. Those who have aspiration for higher education constitute about 29% of the students.

c. About 6% are already conscious about professional education and want to achieve that.

d. Those who want to stop their education after V class constitute only 4%.

e. Among the districts Vizianagaram is educationally low aspirant district. Nellore and Kurnool are high aspiration districts.

Primary education is no more functional as minimum education. Either from the point of view of employment opportunities or individual aspirations or functional utility 10th class should be considered as minimum. So the target should be towards universal secondary education.

Majority of those who dont want to study further gave two reasons for it viz., lack of interest on the part of parents and the need to help in the family occupation.
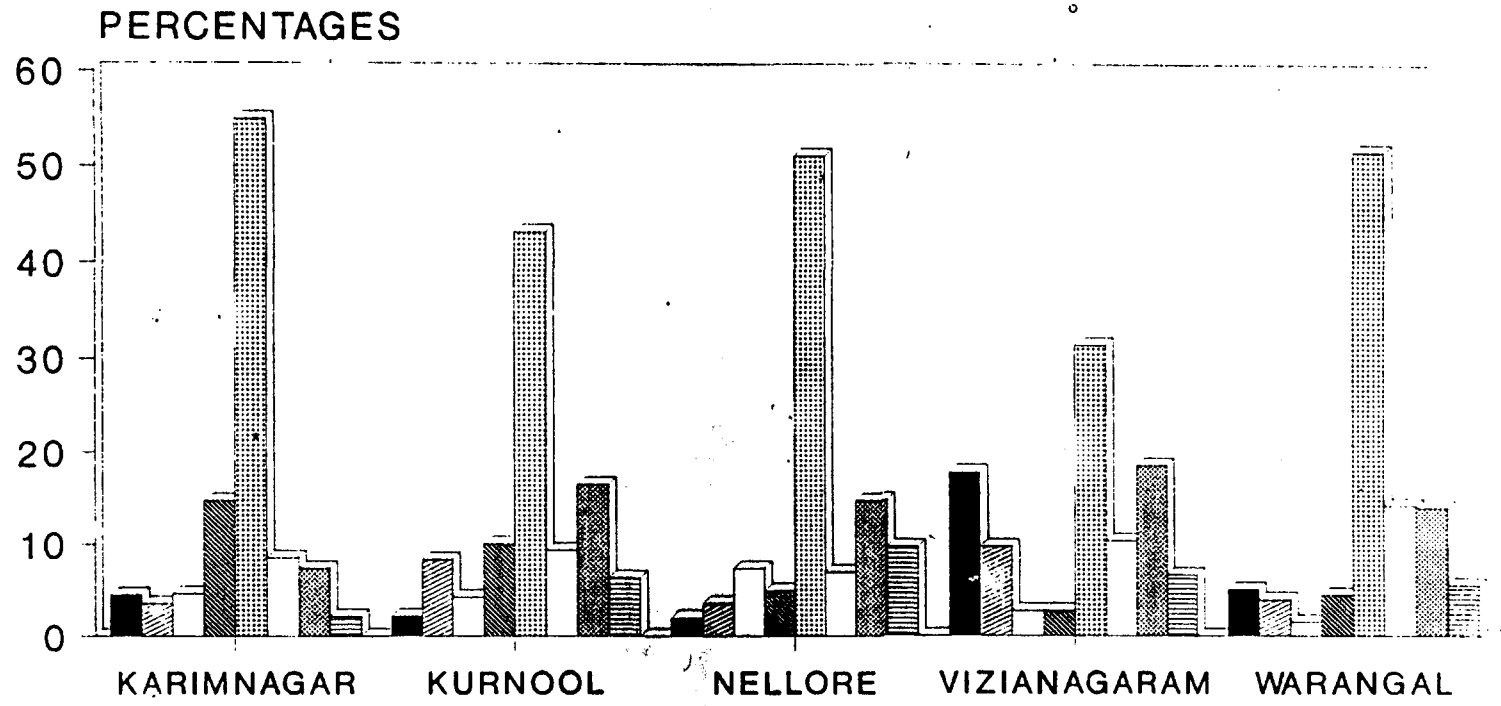
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LEVEL OF EDUCATIONAL ASPIRATION

PERCENTAGES

CH 7 TABLE 17

Occupational aspiration of the students of IV class.

Occupational aspirations of the students also may have impact on the achievement level of the students.

Table 7.18 indicates the occupational aspirations of class IV students

	Karim-nagar	Kurnool	Nellore	Vizia-r.igaram	Warangal	Row Total
Not inter-ested	21	41	13	35	42	15
	2.7	6.8	2.6	10.6	6.8	5.4
Do not know	92	81	64	34	74	345
	11.8	13.5	12.6	10.3	11.9	12.2
Labour	58	22	61	7	23	171
	7.5	3.7	12.0	2.1	3.7	6.0
Agricul-ture	199	53	57	51	127	487
	25.6	8.8	11.2	15.4	20.5	17.2
Office work	39	50	57	28	54	228
	5.0	8.3	11.2	8.5	8.7	8.0
Police	30	56	28	20	46	180
	3.9	9.3	5.5	6.0	7.4	6.3
Teacher	189	197	116	106	186	794
	24.3	32.9	22.8	32.0	30.0	28.0
Business	39	26	21	7	27	120
	5.0	4.3	4.1	2.1	4.4	4.2
Others	111	73	92	43	41	361
	14.3	12.2	18.1	13.0	6.6	12.7

Table 7.18 indicates that :

a. The aspirations are in the order of :
   - Becoming teachers   (28%)
   - Agriculturists   (17.2%)
   - Office workers   (8%)
   - Police   (6%)
   - Labourer   (6%)
   - Business   (4%)

b. The aspirations are conventional in the sense that they want to get into secure jobs or alternatively into agriculture.Those who opted for business as profession are the least (4%). There is need to inculcate entrepreneurial spirit and attitudes among the students. Curriculum should take care of it.

Availability of adequate food.

Nutritional status of children is one of the important factors influencing the physical and mental growth of children. Low nutritional status may lead to low achievement levels of the students.

OCCUPATIONAL ASPIRATIONS OF
CLASS IV STUDENTS °

PERCENTAGES

DPEP DISTRICTS

■ KARIMNAGAR ▨ KURNOOL ▢ NELLORE

▨ VIZIANAGARAM ▨ WARANGAL
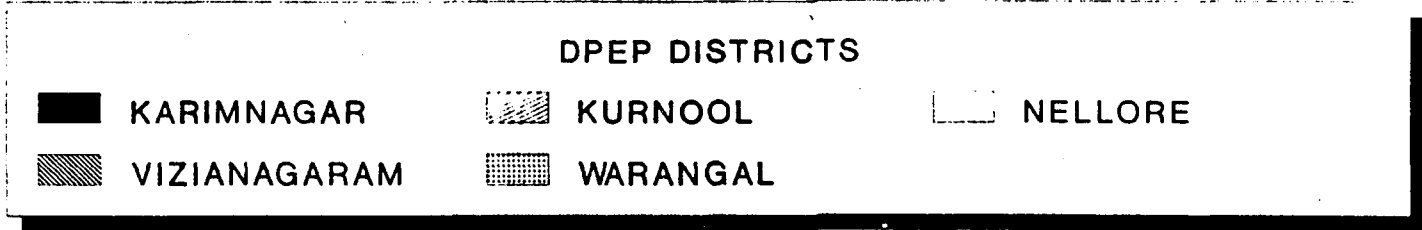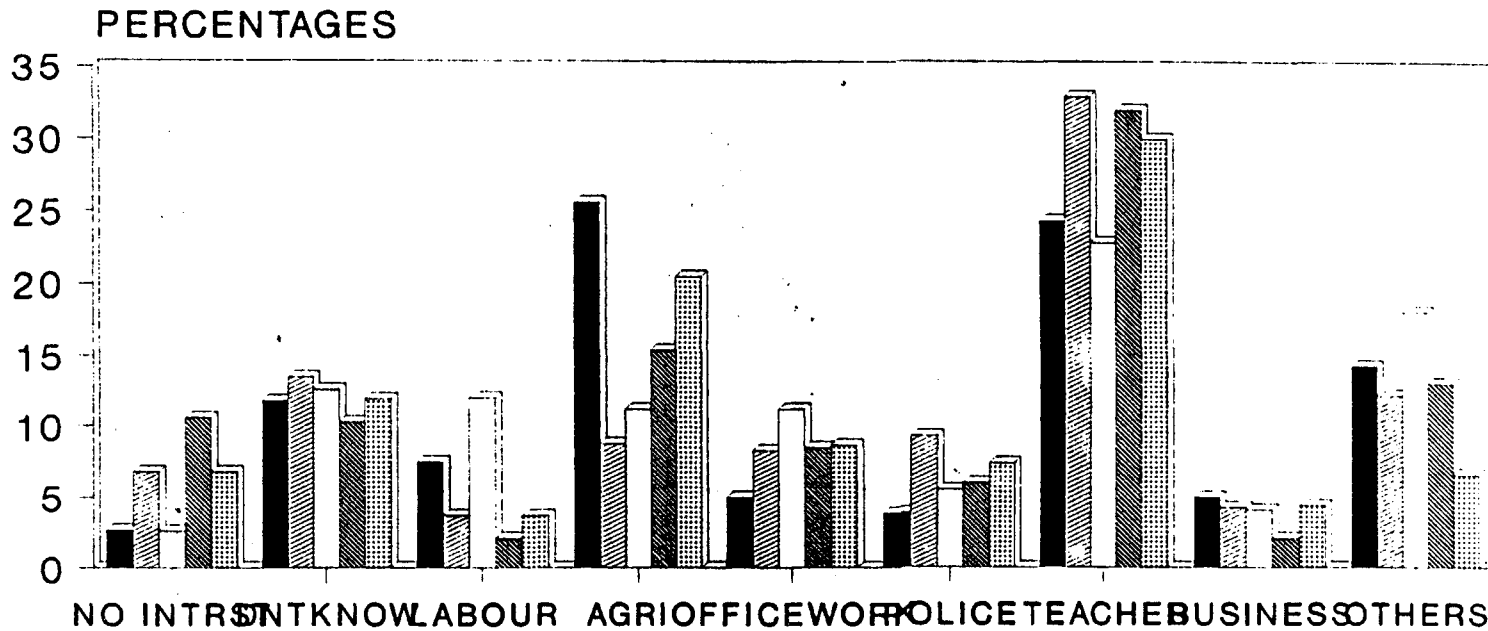
CH 7 TABLE 18

Table 7.19 indicate the nutritional condition of the students of class IV in terms of availability of adequate food in the Morning (M), Afternoon (A) and Night (N) (%).

	Karimnagar			Kurnool			Nellore		
	M	A	N	M	A	N	M	A	N
Daily	81.6	96.5	95.4	93.2	95.7	96.0	97.1	98.2	98.0
Some times	8.4	0.4	0.1	5.0	3.3	2.7	1.2	0.6	0.8
Never	6.4	0.3	0.5	1.5	0.3	0.5	0.2	-	-

	Vizianagaram			Warangal			Total		
	M	A	N	M	A	N	M	A	N
Daily	86.4	88.8	84.3	95.3	96.1	93.9	90.4	95.7	94.4
Some times	2.7	2.7	1.5	2.1	1.6	0.8	4.3	1.6	1.1
Never	C 6	-	0.3	0.3	0.3	0.2	2.3	0.2	0.3

Table 7.19 indicate that :

a. About 10% of children dont get adequate food in the morning. In the afternoon and night about 5% of children dont get adequate food. For school going children morning food is more important because hungry stomach cannot allow them to concentrate on studies.

b. The nutritional status of Karimnagar is worse than other districts. Nellore district's position is the best.

May be it is worthwhile to examine the possibility of providing morning meal to the children instead of midday meal as most of the students get adequate food in the afternoons and night in their homes and significant number of children dont get adequate food in the morning when they actually need.

In the state of Andhra Pradesh there was midday meal scheme at one time. But it is no more implemented since a few years.

Physical handicaps of the children of class IV

The information about the incidence of physical handicap of children is important as it affects the achievement levels of the students.

Table 7.20 indicates the incidence of handicap (%)

	Yes	No	Other
1. Blindness	1.4	95.7	2.9
2. Hearing	1.4	96.8	1.8
3. Speech	1.1	97.3	1.6
4. Deformities	2.1	96.2	1.7

Table 7.20 indicates that :

a.   The total incidence of physical handicap of all kinds is about 6% which is a signifi-
cant proportion.

b.   Looking at the reported figure of those who are categorical that they dont have
handicap it is likely that the cumulative figure to about 17%.

c.   The incidence of handicap is more or less the same in all the   districts. The
incidence is about 4% in all categories of handicap. Measures have to be taken to
provide clinical attention to those who suffer from handicap.

Ailments among the students of class IV

The students were asked to indicate the ailments if any they suffer from at the time of
interview.

Table 7.21 indicate the incidence of ailments (%)

	Yes	No
1. Fever	2.3	96.1
2. Bronchitis	0.5	96.8
3. Diarhoea	0.2	96.9
4. Skin diseases	0.2	95.9

It is evident from table 7.21 that fever is more common ailment than the other ailments.
The incidence of each of the above ailments is about 5%. There is need to provide
medical and health scheme in the schools.

Daily routine of the students of caiss IV

Information about the daily routine of the students from morning to night was obtained.
This information is useful to know the activities of the students during the out of school
hours which is relevant to assess the attention given to studies by the students.

Table 7.22 indicates the time at which they wake up and the time at which they go to bed.

	Mean wakeup time A.M.	Mean time to sleep P.M.
Karimnagar	6.00	8.00
Kurnool	6.00	8.00
Nellore	6.00	8.00
Vizianagaram	6.00	7.30
Warangal	6.00	8.00

Table 7.22 indicates that both wake up time in the morning as well as the time to go to
sleep are uniform in all the districts. They wake up at 6.00 a.m and go to sleep at about
8.00 p.m.

Daily activities of the students of class IV during the school working days.

Information was obtained about the time spent by the students activity wise.

Table 7.23 indicates the details of time spent on each of the
listed activities (in minutes)

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Household work	74	53	51	116	113	79
Other work	169	75	31	143	107	108
Home work/ study	114	103	74	139	369	16
Private tuition	3	280	53	231	5	97
T.V./Video	53	45	35	56	68	
Radio	15	17	8	39	29	20
Play	96	94	69	127	136	103

Table 7.23 indicates that :

a. On an average the students spend about 187 minutes i.e., about 3 hours for household and other work.

b. On an average they spend 260 minutes i.e:, 4 1/2 hours on their academic work.

c. On T.V and Radio they spend about 72 minutes.

d. For the play they spend about 103 minutes i.e., about 1 1/2 hours.

e. T.V/Video watching is found to be more than Radio listening.

f. Among the districts time spent on household work is more in Vizianagaram and Warangal districts. Time spent on other work is more in Karimnagar district. Time spent on homework/study is more in Warangal district.

Time spent on private tuitions is more in Kurnool district. T.V. / Video watching is more in Warangal district. Radio listening is more in Vizianagaram.

On the whole the schedule of activities in terms of time spent is reasonably balanced.

Information about the interference of work in the school attendance of students.

On an average 30% of students reported that they could not go to school due to the interference of work they had to attend to. Their proportion is highest in Vizianagaram (53%) followed by Warangal (45%). In the case of 27% of the students the work dislocated thier school attendance only for a few days. In the case of 3% the dislocation is for some weeks. In the first category.i.e., who are dislocated for a few days. Vizianagaram tops with 53% followed by Warangal (38%). In the case of those who are dislocated for some

weeks again Warangal stands first with 6% followed by Kurnol (3%) and Vizianagaram (2%). When they did not go to school they were engaged mostly in household work (9%). 3% were engaged in business work and 2% in labour. In the week preceding the survey only 2% were engaged in wage labour. Most of them were engaged in agricultural work (3%) and handicrafts (1%). In the week in which they were absent they worked only for one or two days.

Study conditions in the schools

About 95% of students have reported that their teachers are either regular or attend most of the days. About 2% say that their teachers attend rarely or never. District wise data indicates that in Vizianagaram the teacher absenteism is more than in the other districts.

Information was also obtained about the type of arrangement made when the teacher is absent.

Table 7.24 gives the details of arrangements made in the class when the teacher is absent.

Table 7.24 - Arrangement in the absence of teachers

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Self-study	552	156	98	105	195	1106
	71.0	26.0	19.3	31.7	31.5	39.0
Other study	66	94	13	37	73	283
	8.5	15.7	2.6	11.2	11.8	10.0
Other Teacher	107	200	195	100	247	849
	13.8	33.4	38.3	30.2	39.8	29.9
Combine the classes	5	65	54	13	41	178
	0.6	10.9	10.6	3.9	6.6	6.3
Play/Go Home	30	51	51	51	64	215
	3.9	8.5	10.0	15.4	10.4	7.6
Other	18	33	98	25	-	2
	2.3	5.5	19.3	7.6		0.1
Col.Total	778	599	509	331	620	2837

Table 7.24 indicates that :

a. When the teacher is absent, in the majority of cases   (39%), the students were engaged in self-study. The supervision of other student is reported by 10%.

b. In the case of about 36% the classes were engaged either by othe teacher (30%) or combined with the other classes (6%).

   This option may be better than the above.

c. In the case of about 8% they are left free to go home or play.   Overall the position indicates in about 2/3rd cases the classes   were left loose to themselves.

d.   Among the districts the situation of Karimnagarn is the worst. In   about 84% of cases the classes are let loose.

Reading and writing practice

Reading and writing are the two basic skills the students have to learn in the primary schools. Making the students read aloud and giving them dictation are the two methods expected to be followed by the teachers in the primary schools.

Table 7.25 indicates the details of reading aloud practice

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Daily	294	239	144	145	288	1111
	37.8	39.9	28.3	43.8	46.5	39.1
Rarely	429	265	230	153	305	1382
	55.1	44.2	45.2	46.2	49.2	48.7
Never	36	62	130	13	17	258
	4.6	10.4	25.5	3.9	2.7	9.1
Other	19	33	5	20	10	11
	3.4	5.5	1.0	8.0	1.4	2.2
Column Total	778	599	509	331	620	2837

Table 7.25 indicates that :

a.   Only about 46% have reported that they were made to read aloud daily.

b.   In the case of 50% of students they were rarely or never asked to read aloud.

This is a serious lapse because in the primary school reading aloud is the most important method of teaching language

About 93% of students are categorical in saying that they are able to understand what the teachers say. Only about 4% are categorical in saying that they dont understand what the teacher says. Among the district the problem seems to be more in Vizianagaram district as it consists of tribal area. About 14% are not able to understand what the teacher says. **In this case teachers have to be oriented to the linguistic methodologies to cope with the problem of tribal areas.**

In the case of giving dictation to the students the situation is much worse.

Table 7.26 gives the details about the practice of giving dictation by the teachers.

Table 7.26 - Practice of giving dictation

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Daily 1	209	204	144	165	180	902
	26.9	34.1	28.3	49.8	29.0	31.8
Rarely 2	518	348	329	142	431	1769
	66.6	58.1	64.6	42.9	69.5	62.3
Never 3	31	15	29	3	6	84
	4.0	2.5	5.7	0.9	1.0	3.0
9	20	32	7	21	3	81
	2.6	5.3	1.4	6.3	0.5	2.9
Column Total	778	599	509	331	620	2837

Table 7.26 indicates that :

a. Only about 32% of students say that they were given dictation practice evey day. In the case of the rest of 2/3rds dictation was given either rarely or never.

b. Among the districts the situation is relatively worse in Karimnagar, Nellore and Warangal.

This is again a serious deficiency. **Dictation has to be made compulsory. Otherwise, the learning levels get affected.**

Practice in Mathematics

In the case of mathematics also only 71% of teachers make the students do the sums in the class. The rest of them do it rarely or never. Among the districts the position of Vizianagaram and Karimnagar is worse than the other districts.

Conducting tests is expected to be one of the regular activities of the teachers. They are also expected to give feed back to the students about their performance in tests

Table 7.27 indicates the periodicity of tests conducted.

		Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Weekly	1	44	41	42	42	71	240
once		5.7	6.8	8.3	12.7	11.5	8.5
Monthly	2	491	288	240	153	472	1644
		63.1	48.1	47.2	46.2	76.1	57.9
3 Months	3	218	220	200	105	69	813
		28.0	36.7	39.3	31.7	11.1	8.6
Yearly	4	3	6	14	2	-	25
		-	0.4	1.0	2.8	0.6	0.9
Anytime	5	1	10	3	11	4	29
		0.1	1.7	0.6	3.3	0.6	1.0
Never	6	-	2	5	2	1	10
		-	0.3	1.0	0.6	0.2	0.4
	9	21	32	5	16	3	77
		2.7	5.3	1.0	4.8	0.5	2.7
Column		778	599	509	331	620	2837
Total		27.4	21.1	17.9	11.7	21.8	100.0

Table 7.27 indicates that :

a.   Tests are conducted once in a month in most of the cases (58%) or once in three months (29%). Weekly tests are rarely con ducted (8%).

b.   In the weekly tests Vizianagaram is a little better placed (13%) than the other districts. In the monthly tests Warangal is better placed (76%). Quarterly tests were more predominent in Neilore (39%) and Kurnool (37%) districts.

So far as feedback on the tests is concerned only 54% of students say that they were given feedback. The rest reported that they were given feedback rarely or never. In the feedback Kurnool and Nellore are better placed with about 65%.

Giving home work is also an expected practice in primary schools. In the case of home work only 52% of students reported that they are given home work daily. In the case of others it is rare or never. Among the districts Kurnool and Neilore are better placed in daily home work with 61% and 58% respectively. The situation of Karimnagar is the worst with only 42%.

Most of the students (49%) on an average spend half an hour to one hour in doing home work. About 21% spend half-an-hour or less and another 21% about one to 2 hours. Among the districts Nellore predominates in half an hour or less category with 41%, in the half an hour to one hour category Kurnool predominates with 59% and in the category of one to two hours Karimnagar and Warangal predominates with 33 %. Only 50% of students reported that their teachers verify their home work daily. The rest of them say that it is verified rarely or never. Among the districts again Nellore and Kurnool are better

placed in daily verification of home work with 65% and 61% respectively. The situation of Warangal and Karimnagar is worse with 36% and 43% respectively.

Again only 43% of students reported that they get help from their teachers in doing their homework. Here again Nellore and Kurnool are better placed with 58% and 53% respectively. The two telangana districts Warangal and Karimnagar are worse with 31% and 36% respectively.

So far as coverage of syllabus is concerned in language most of the students at the time of survey stated that they were in the 19th lesson which means that even at the end of the year the syllabus is not completely covered. In the case of mathematics most of the student said that they were in 11th chapter. This also means that the syllabus is not covered completely.

On the whole entire domain of isntructional methods and activities practiced by the teachers is highly inadequate and defective. They are not following the expected procedures. Whatever may be the reasons it has to be rectified. The most basic things like :

      Making the students read aloud
      Giving dictation
      Verifying the home work
      Conducting tests regularly every week
      Giving feed back on the performance in tests .
      Covering the syllabus in time are to be ensured to aim at minimum levels of learning.

General reading habits of the students of class IV were also ascertained. About 30% of students reported that they read also the books other than the prescribed. In this category Nellore stands first 42%. About 28% of students reported that they also read newspapers. In this category Warangal and Karimnagar rank first and second with 33% and 31% respectively. This is a good situation.

Daily attendance pattern of the class IV students

The students of class IV were asked to indicate their day wise attendance in the week preceding the date of survey. It must be noted here that the students interviewed are those who were present on that day and who have taken the tests. They are not part of fictious enrolment.

They were asked to indicate whether on that day they were present for the full day, present only half a day and absent. Those who reported

that they were absent for half day constitute a very insignificant fraction and hence the data provided in the following table consist of those who are present the full day and those who are absent the wholeday.

Table 7.28 indicate the status of daily attendance of class IV in a week (%).

	Karimnagar		Kurnool		Nellore	
	P	A	P	A	P	A
Monday	96.8	2.1	91.2	3.2	93.1	6.1
Tuesday	90.0	8.2	88.3	5.7	47.3	18.7
Wednesday	82.8	15.7	79.0	5.2	50.5	20.0
Thursday	91.1	6.4	91.7	2.5	95.3	3.3
Friday	90.5	7.6	68.3	8.0	46.8	19.1
Saturday	95.0	2.7	88.3	4.8	83.1	3.7

	Vizianagaram		Warangal		Total	
	P	A	P	A	P	A
Monday	93.1	5.4	94.8	0.8	94.1	3.1
Tuesday	80.4	17.5	66.5	1.0	75.7	9.1
Wedne: day	75.8	18.7	61.6	1.1	70.8	11.4
Thursday	93.7	4.2	85.6	1.5	91.3	3.7
Friday	79.5	15.1	67.1	1.3	71.5	9.2
Saturday	83.1	12.1	84.8	1.3	87.9	4.1

Table 7.28 indicates that :

a. Monday is the peak day of attendance in all the districts consistently.

b. In the second day (Tuesday) and third day it falls down gradually. In fact the third day is the day of least attendance of the week.

c. Again on 4th day i.e., Thursday it recovers considerably and again it falls down the next day (Friday) and recovers considerably in the next day (Saturday).

Overall on Mondays and Thursdays are days of good attendance. Wednesdays and Tuesdays are days of low attendance.

When the students were asked to give reasons for their absence most of them said it was because of household work or for attending marriages etc.

Monthly attendance pattern of class IV students

The attendance of the students in the year preceding the survey was obtained from the school registers. The pattern of attendance is given in the table 4.29.

Table 7.29 - Monthly attendance of the students (Mean days) 1994-95

Month	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
June	5.5	6.6	6.7	7.9	7.8	6.7
July	21.2	19.6	20.3	18.4	21.4	20.4
August	21.7	18.5	19.8	19.2	20.9	20.2
September	21.2	19.8	19.7	19.6	21.4	20.5
October	14.5	13.1	13.7	13.2	15.4	14.2
November	20.0	17.1	17.6	17.8	20.2	18.7
December	20.3	17.8	18.0	19.1	20.2	19.2
January	16.2	14.8	14.3	15.0	16.8	15.6
February	19.1	16.6	18.3	18.2	19.9	18.5
March	20.2	18.1	19.2	17.6	20.5	19.3
April	13.3	12.6	10.3	8.1	12.9	11.9

Table 7.29 indicates that :

a. June and April are reopening and closing months respectively and hence the schools work for a week or so in those months.

b. Peak months of attendance are July, August and September.

c. From October onwards the attendance declines. October and January are the festival months and so they work for about 2 weeks in those months.

d. February and March are the months of normal attendance.

The implication of this pattern of attendance is that the syllabus must be organized in accordance with this pattern of attendance.

The suggestion that arises from the pattern of attendance is that the instruction on the core syllabus must be completed in the months of July, August and September. After September there will be decline of attendance and also the environment will be oriented more to festivals, marriages etc.

SECTION II

Personal data of class I (completed) students

The sample of class I completed students constitute a total of 2844 for all the five districts. The data was obtained about their sex, age, repetition of class, pre-school experience and caste.

Table 7.30 gives the distribution of class I (completed) students by distrtict and sex.

Table 7.30 Distribution of class I completed by district and sex.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Male	316	358	262	246	344	1526
	47.8	57.6	53.0	55.7	55.0	53.7
Female	345 ·	263	232	196	282	1318
	52.2	42.2	47.0	44.3	45.0	46.3
Column Total	661	621	494	442	626	2844

Table 7.30 Indicates that :

a. Overall the proportion of girls is less than that of boys by about 7%.

b. In the proportion of girls there are district variations. In Karimnagar district the proportion of girls is higher than that of boys and it is the highest among all the districts. This pattern was the same even in the case of class IV students.

c. Kurnool registered lowest proportion of girls among the districts with just 42%.

Age of class I (completed) students

Table 7.31 indicates the distribution of class I completed students by age and district (%)..

Age	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
1. < 6	4.7	23.4	7.9	19.1	4.0	11.4
2. > 6	36.8	63.5	59.5	65.1	32.3	49.9
3. 7	32.1	10.6	22.9	13.3	39.2	24.4
4. < 8	16.5	1.9	5.9	1.4	14.4	8.7
5. > 8	9.9	0.6	3.9	1.1	10.1	5.6

Table 7.31 Indicates that :

a. Most of the students in all the districts are of 6 to 7 years of age. They constitute about 75% of the total. It can be taken as the normal age.

b. Those who fall below the normal age i.e., below 6 constitute over all about 11%. In this category Kurnool and Vizianagaram are ranking first and second with 23.4% and 19.1% respectively.

The proportion of the students in the above normal age category i.e., 8 and over constitute as much as 24.5%. In this category Karimnagar and Warangal district rank one and two with 26.5% and 24.5% respectively.

Class repeaters

Table 7.32 indicate the distribution of repeaters of class by district

Table 7.32 - Distribution of class repeaters by district

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Yes	24	71	100	77	26	298
	3.6	11.4	20.3	17.4	4.2	10.5
No	640	550	393	365	595	2543
	96.4	88.6	79.7	82.6	95.8	89.5
Column Total	664	621	493	442	621	2841

Table 7.32 Indicates that :

a. Overall about 10% of students repeat in class.

b. Among the districts they are more in Nellore (20%) and Vizianagaram (17%) districts.

Pre-school experience of class I (completed) students

The students were asked to indicate whether they have attended Anganwadi or Balwadi. Only about 8% of students have indicated that they have attended. In this category Kurnool tops with 14.5%.

This is one programme which has to be made universal atleast for the children of weaker sections as it improves their readiness for school.

Caste of the class I (completed) students :

The data was obtained to know how many children of class I (completed) belong to S.C./ S.T. category. District wise the position is as follows :

District	S.C. / S.T. (%)
Karimnagar	21.5
Kurnool	29.1
Nellore	23.1
Vizianagaram	12.4
Warangal	48.2
Total	27.9

It can be observed from the above figures that Warangai tops in the proportion of S.C./ S.T. with 48% and vizianagaram occupies the lowest rank with 12.4%.

DROPOUT CHILDREN

The data collected about the dropout children consist of :

- Sex, Age, Caste
- Composition of their family members
- Education of their family members
- Occupation of their family members
- Assets of their families
- Schooling background
- Reason for dropout
- Educational aspirations
- Occupational aspirations
- Employment details
- Nutritional status
- Health status

In all the five districts 591 dropout children were identified and administered the question-aire. Identification of dropouts was a difficult task because as per the school attendance registers there are very few dropouts as the names are normally not struck down when they are absent even for a long period. Informal methods were used to identify them. Even after identification to meet and interview them is another difficult task as they are not normally available at one place or they are not willing to be interviewed. A number of ways were found to persuade them and to establish rapport with them.

Table 7.33gives the distribution of dropouts by districts and sex

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Boy	72	78	50	44	54	298
	54.1	52.0	37.9	47.8	64.3	50.4
Girl	61	72	78	48	30	289
	45.9	48.0	59.1	52.2	35.7	48.9
	-	-	4	-	-	3
			3.1			1.3
Column Total	133	150	132	92	84	591

Table 7.33 Indicates that :

a.   The proportion of boys and girls is more or less equal.

b.   The proportion of girls in the sample is more in Nellore (59%) and less in Warangal district (36%).

Age of the dropouts

The data indicate that they are scattered mostly in the range of 7 yrs to 15 yrs. Based on their frequencies they are reduced to 3 categories viz., 1 to 8 years and less 9 - 13 years, 14 and over.

Table 7.34 gives the distribution of dropouts by their age.

District	8 and Less	(%)	9 - 13	(%)	14 and More	(%)	Total
Karimnagar	8	10.4	114	85.7	11	8.3	133
Kurnool	6	4.0	130	87.2	13	8.7	149
Nellore	14	10.8	98	75.9	17	13.1	129
Vizianagaram	6	6.6	72	80.0	12	13.3	90
Warangal	8	9.5	74	88.0	2	2.3	8
Total	42	7.1	488	83.4	55	9.4	585

Table 7.34 Indicates that :

Over 80% of dropouts in the sample are in the age group of 9 to 13 Years. Those who are less than 8 years consitute only 7% and those who are more than 13 constitute about 9%. The pattern is the same in all the districts. The implication of this pattern is that the Non-formal Education Programmes have to be designed essentially for the 9 to 13 age group.

Caste composition

Association between caste status and dropout rate is of the general expectation. However, in the context of changing social (caste) composition of the schools the nature of association between caste and dropout may also be changing.

Table 7.35 gives the distribution of dropouts by caste

Table 7.35 Distribution of dropouts by caste

	Karim- nagar	Kurnool	Nellore	Vizia- nagaram	Warangal	Row Total
SC	25	31	36	8	35	135
	18.8	20.7	27.3	8.7	41.7	22.8
ST	6	8	15	11	15	55
	4.5	5.3	11.4	12.0	17.9	9.3
BC	95	89	64	64	30	342
	71.4	59.3	48.5	69.6	35.7	57.9
Others	7	20	13	9	4	53
	5.3	13.3	9.8	⁻⁻ 9.8	4.8	9.0
N R	-	2	4		-	6
		1.4	3.0			0.9
Column Total 22.5	133 25.4	150 22.3	132 15.6	92 14.2	84 100.0	591

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Table 7.35 indicates that :

a.　In the sample maximum number belong to BC (58%) followed by SC (23%), ST (9.3%) and others (9%) in that order of proportions.

b.　The caste proportions among the dropouts are essentially in accordance with their proportions in·class I and class IV. This means that there is no correlation between the caste and dropout.

c.　The proportions of SC dropouts is the most in Warangal district with 42% and the least in Vizianagaram (9%).

d.　The proportion of ST dropouts is again maximum in Warangal (18%) followed by Vizianagaram (12%).

e.　The proportion of BCs is the most in Karimnagar district (71%) followed by Vizia-nagaram (69%).

f.　So far as the proportion of other castes is concerned their proportion is more in Kurnool (13%) than in other districts.

By and large the caste proportions are in accordance with their own proportions in the total population of the districts.

Family composition of the dropouts.

Information relating to the composition of the families of dropout children in terms of their elder and younger siblings is obtained because sustaining of a child in the school also depends upon its sibling position.

Table 7.36 indicates the family composition of the dropouts (%)

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Number of elder brothers						
0	51.9	40.0	52.3	47.8	42.9	47.0
1	30.8	38.0	30.3	19.6	36.9	31.6
2	12.8	14.7	12.1	19.6	11.9	14.0
> 2	4.6	7.4	5.3	12.1	8.3	7.3
Younger brothers						
0	53.4	40.0	50.8	48.9	47.6	47.9
1	34.6	39.3	35.6	41.3	38.1	37.6
2	11.3	16.7	11.4	8.7	11.9	12.4
2 +	0.8	4.1	2.3	1.1	2.4	2.2
Elder sisters						
0	.54.1	42.7	47.7	45.7	45.2	47.2
1	20.3	32.0	30.3	33.7	39.3	30.3
2	17.3	21.3	12.9	14.1	8.3	15.6
> 2	8.4	4.0	9.1	6.5	7.2	6.9
Younger sisters						
0	63.2	51.3	62.1	57.6	44.0	56.3
1	27.8	34.0	28.0	27.2	34.5	30.3
2	6.8	8.7	6.8	14.1	20.2	10.3
> 2	2.3	6.0	3.1	1.1	1.2	3.1

Table 7.36 indicates that :

a.   The proportion of those who dont have brothers and sisters is more than the pro-
portion of those who have brothers and sisters. It is true of all the districts.

b.   The proportion of those who have one sibling in the category of both brothers and
sisters, (elder and younger) is more than the   proportion of those who have more
than one sibling.

c.   The proportion of elder brothers is more than the proportion of younger brothers.

d.   The proportion of elder sisters is more than the proportion of younger sisters.

e.   In all the categories the proportion of one sibling is more than the others.

f.   The proportion of more than 2 siblings is more in the elder brother and elder sister
categories than in the younger brother and younger sister categories.

In terms óf the composition of the siblings the dropout children did not have any disad-
vantage as many of them did not have the younger siblings in greater proportion than
elder siblings to take care of at home.   This means the obligation of taking care of
younger siblings is not a basic reason for dropout. It can be only marginal. Information
about the number of other members in the family including parents besided their siblings
reveal that In the case of the   majority of dropout children It consists of 2 more (60%)
persons followed in the order 3 members (20%). More than 3 category consists of 13%.
The range is between 1 and 9. The pattern is the same in all the districts. In terms of
total number of the members of the family the majority is in the range of 5 to 7 members.
Families with more than 10 members are very few. Among the families of the dropout
children 91% of the households are headed by fathers and as many as 4% have female
heads of households. Sisters and others as heads of households consitute only 3%. The
pattern is the same in all the districts.

Education of the family members

Detailed information was obtained about the educational status of the members of the
families of the dropout children because educational status of the families will also influ-
ence the school access and retention.

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Table 7.37 gives the distribution of dropouts by
the educational status of the fathers and mothers (%).

| | Karimnagar | | Kurnool | | Nellore | |
	Father	Mother	Father	Mother	Father	Mother
Illiterate	59.4	94.0	42.7	72.7	48.5	58.3
Literate	9.0	1.5	6.7	4.7	3.8	6.8
Primary	16.5	1.5	20.7	9.3	19.7	11.4
Middle	9.0	1.5	12.7	2.0	3.8	3.0
Intermediate	-	-	4.7	1.3	0.8	-
College	-	-	-	-	0.8	0.8
Dont know	0.8	0.8	4.7	1.3	5.3	3.0
Others	5.3	0.8	8.0	8.7	17.4	16.7

[Contd... Table 7.37]

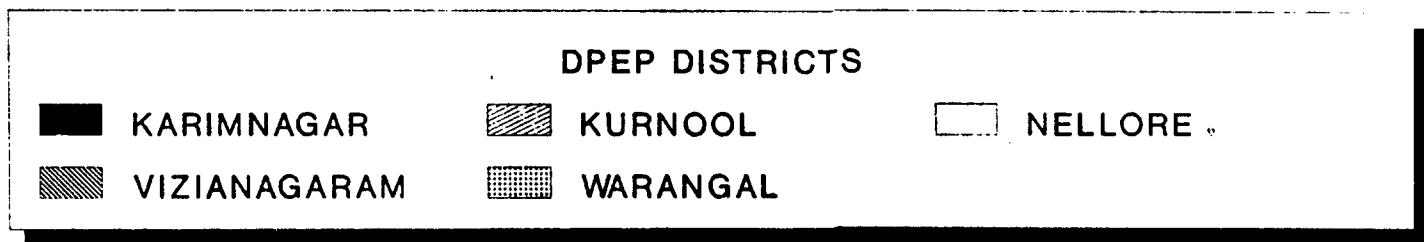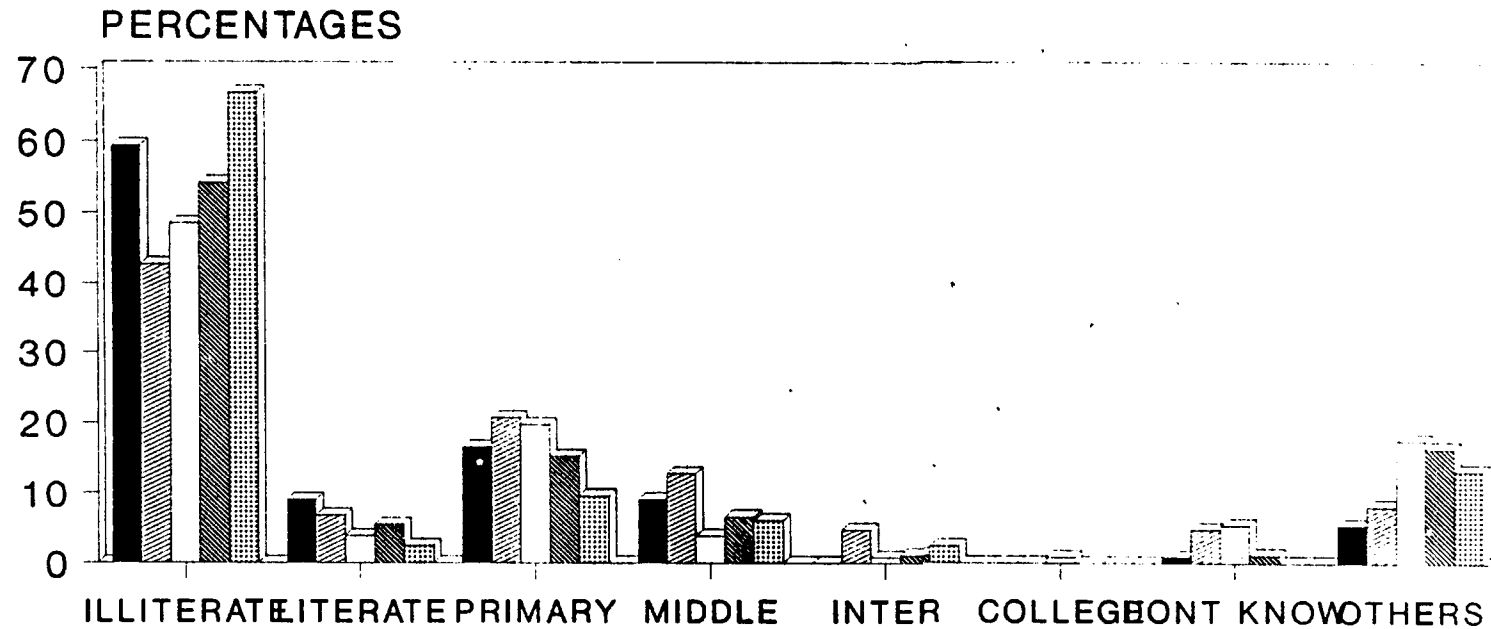| | Vizianagaram | | Warangal | | Total | |
	Father	Mother	Father	Mother	Father	Mother
Illiterate	54.3	70.7	66.7	81.0	53.0	75.1
Literate	5.4	5.4	2.4	-	5.8	3.9
Primary	15.2	5.4	9.5	3.6	17.1	6.6
Middle	6.5	1.1	6.0	-	8.0	1.7
Intermediate	1.1	-	2.4	-	1.9	0.3
College	-	-	-	-	0.2	0.2
Dont know	1.1	-	-	-	2.7	1.2
Others	16.3	17.4	13.1	15.5	11.5	11.0

Table 7.37 indicate that :

a. Large majority of the parents are illiterates.

b. Those who have attended primary schools and above constitute hardly 26% among the fathers and 9% among the mothers. It is true of all the districts.

The data relating to the class up to which they have studies inidcate that in the case of fathers not more than 16% have studied class V and over and in the case of mothers not more than 1%. That means the dropouts belong to the totally illiterate parents. They report that 10% of mothers can read newspapers and 8% of them can write letters. In the case of fathers they reported that about 29% can read newspapers and 28% can write letters. These are obviously inflated figures as the children dont know the level of reading and writing of their parents.

Table 7.38 - Sex of the Siblings

	Male (%)	Female (%)
Sibling I	63.0	25.7
Sibling II	38.6	36.7
Sibling III	18.8	28.8
Sibling IV	9.5	13.9
Sibling V	4.1	8.3
Sibling VI	2.4	3.9

DISTRIBUTION OF DROPOUTS BY
FATHERS EDUCATIONAL STATUS

PERCENTAGES

Y-axis: 0, 10, 20, 30, 40, 50, 60, 70

X-axis: ILLITERATE LITERATE PRIMARY MIDDLE INTER COLLEGE DONT KNOW OTHERS

DPEP DISTRICTS

KARIMNAGAR   KURNOOL   NELLORE

VIZIANAGARAM   WARANGAL

CH 7 TABLE 37

DISTRIBUTION OF DROPOUTS BY
MOTHERS EDUCATIONAL STATUS

PERCENTAGES

CH 7 TABLE 37

SEX OF THE SIBLINGS

PERCENTAGES

CH 7 TABLE 38
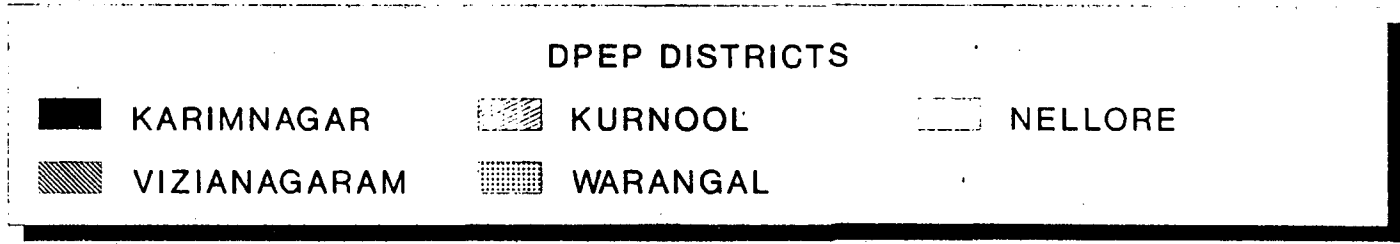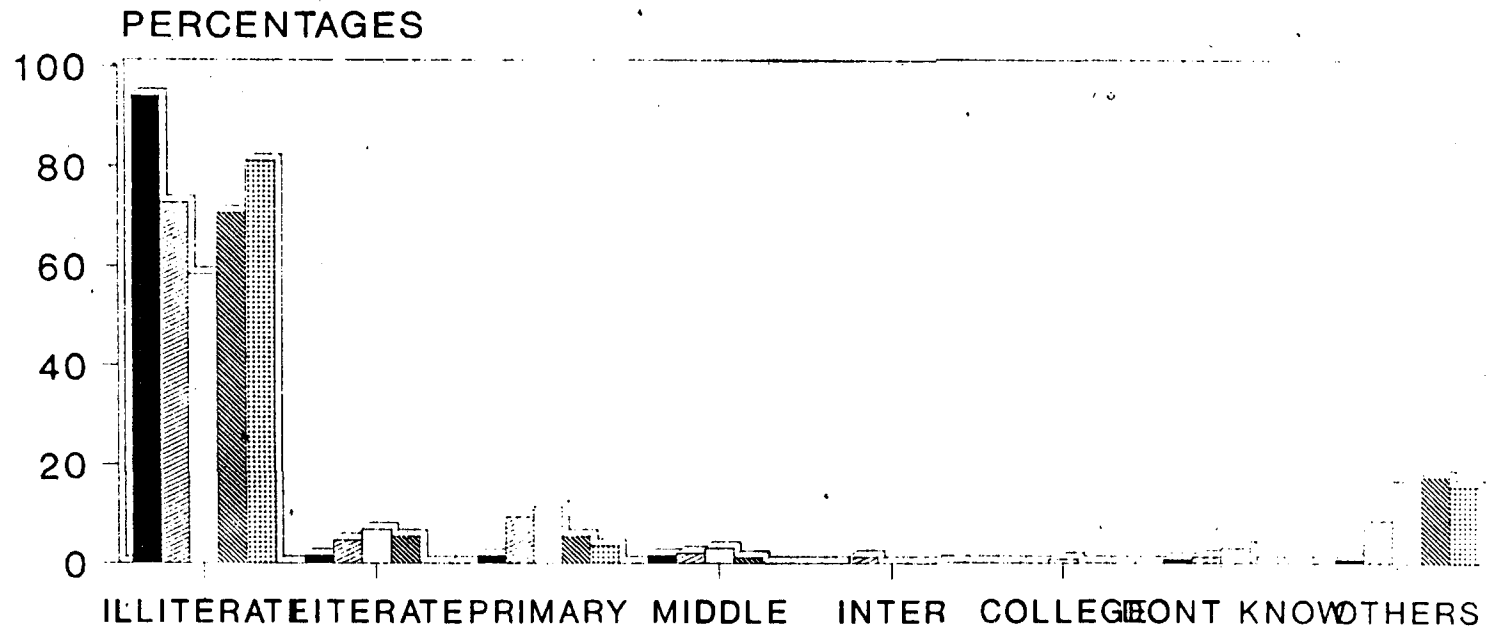
Table 7.38 indicates that :

a.   The proportion of first child being male is much more than the proportion of female child.

b.   In the case of the second child the ratio between male and female is more or less equal.

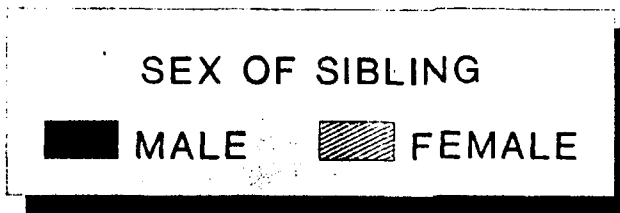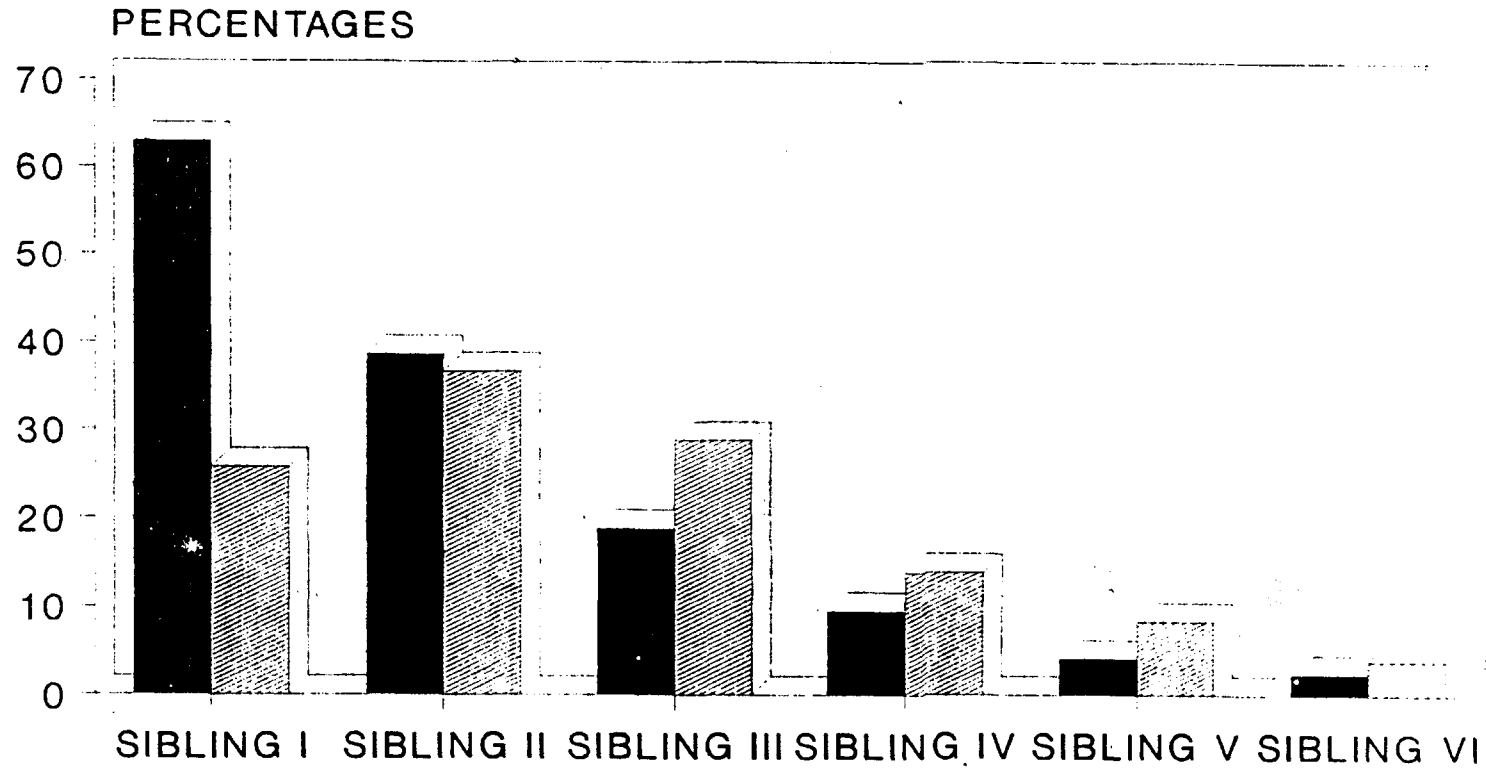c.   From the third child onwards the proportion of female children is significantly more than the proportion of male children.

Table 7.39 - Educational level of the siblings

Sibling	Illiterate	Class I-IV	V	VI-X	X and above
I	20.3	30.9	7.4	19.2	3.7
II	26.6	24.7	5.6	9.8	1.0
III	19.8	14.7	3.2	3.8	0.2
IV	10.5	6.6	1.5	2.4	0.2
V	5.4	3.5	0.8	0.8	-
VI	2.7	2.2	-	-	-

Table 7.39 indicates that :

a.   Illiteracy in the siblings is much less than in their parents.

b.   As the order of siblings increases the proportions decrease at every level particularly at the higher levels of education because of the decreasing number of school going age children.

Data about their ability to read newspapers and write letters indicate that about 46% of first sibling can read news papers, and about 43% of them can write letters. These abilities are found in 25% of second siblings.

Occupation of the parents

Occupation of the father and mother of dropout children was obtained as it is expected to have its influence on the access to school for their children.

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EDUCATIONAL LEVEL OF SIBLINGS

PERCENTAGES

SIBLING

EDUCATIONAL LEVEL

- ILLITERATE
- CLASS VI-X
- CLASS I-IV
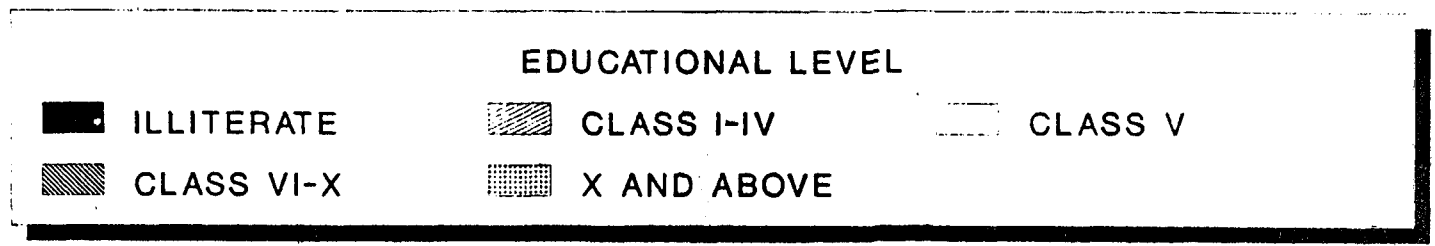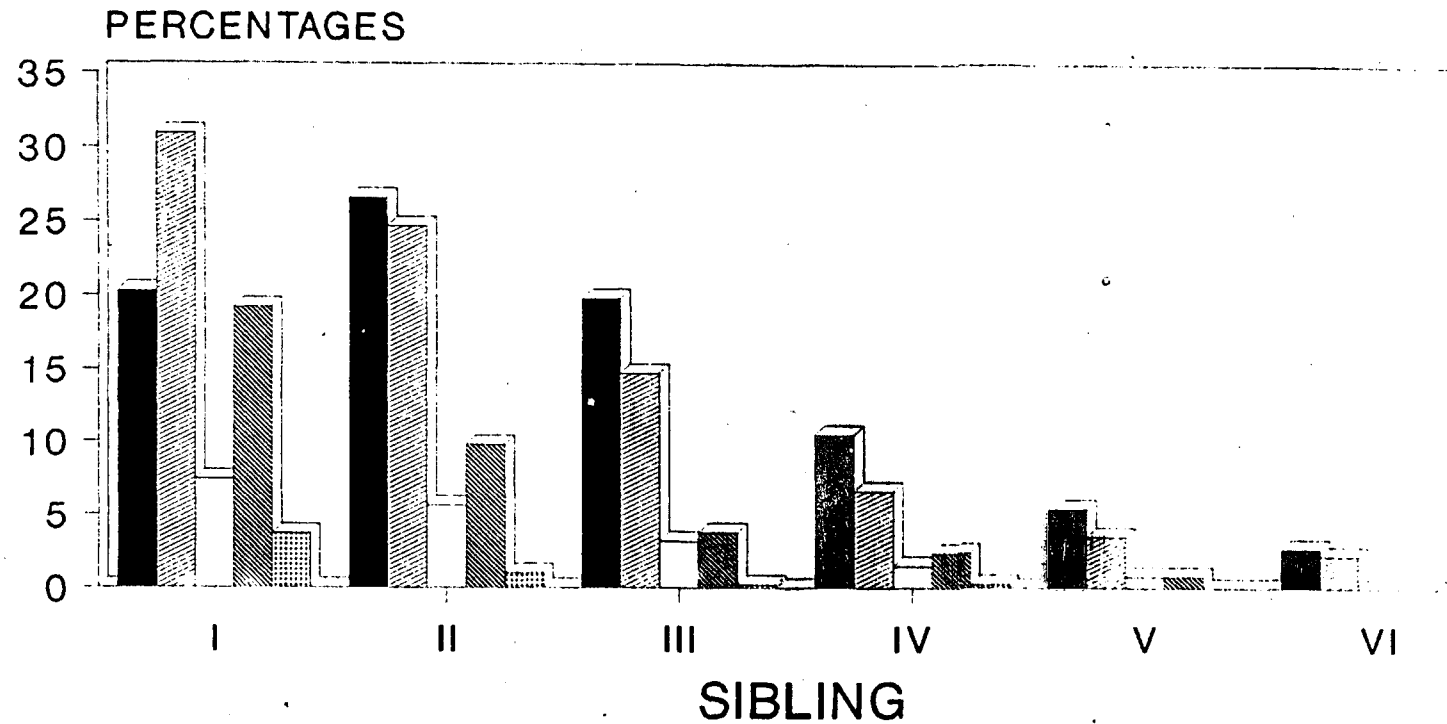- X AND ABOVE
- CLASS V

CH 7 TABLE 39

Table 7.40 gives the distribution of dropouts by the occupation of their fathers and mothers (%).

Table 7.40 Distribution of dropouts by the occupation of their father and mother (%)

| | Karimnagar | | Kurnool | | Nellore | |
	Father	Mother	Father	Mother	Father	Mother
Domestic work	-	18.8	-	26.0	-	20.5
Farmers	33.1	17.3	28.0	12.7	19.7	8.3
Agriculture labour	23.3	49.6	32.7	42.0	30.3	41.7
Unskilled worker	7.5	3.0	2.7	1.3	6.1	6.8
Skilled worker	4.5	0.8	6.0	-	9.1	5.3
Self employed	8.3	5.3	4.7	3.3	1.5	-
Others	15.9	3.8	18.7	10.1	22.8	11.5
N.A.	7.5	1.5	6.7	4.7	9.8	5.3

| | Vizianagaram | | Warangal | | Total | |
	Father	Mother	Father	Mother	Father	Mother
Domestic work	-	23.9	-	22.6	-	22.3
Farmers	32.6	26.1	36.9	15.5	29.3	15.2
Agriculture labour	32.6	35.9	28.6	45.2	29.4	43.1
Unskilled worker	1.1	-	1.2	1.2	4.1	2.7
Skilled worker	3.3	1.1	6.0	1.2	5.9	1.7
Self employed	5.4	1.1	4.8	1.2	4.9	2.4
Others	18.5	7.6	15.5	8.4	18.4	8.2
N.A.	5.4	4.3	6.0	4.8	7.3	4.1

Table 7.40 indicates that :

a. Majority of the parents are engaged in agricultural occupations either as farmers or as agriculture labour.

b. Most of the mothers apart from being the housewives are mostly agricultural workers. The proportion of mothers as agricultural workers is more than the proportion of fathers.

c. The total of non-agricultural workers among fathers consitute about 32% and among mothers about 15%.

d. Among the districts the proportions of non-agricultural workers is as follows :

District	Fathers	Mothers
Karimnagar	36.2	12.9
Kurnool	32.1	14.7
Nellore	39.5	23.6
Vizianagaram	28.3	9.8
Warangal	27.3	12.0

Non-agricultural workers are more in Nellore district both among fathers and mothers.

The incidence of migration of parents in search of work for full year or part of the year was ascertained. The data indicate that overall for all the districts about 5% of fathers migrate for the full year and about 11% for part of the year. The incidence of migration among fathers is more in Karimnagar and Kurnool compared with the other districts. In the case of mothers overall for the five districts 3% migrate for full year and 7% for part of the year. Migration for the part of the year is more in Karimnagar and Nellore districts.

Ownership of land by the families of dropout children

In the Indian rural context ownership of land is a major indicator of the socio-economic status of the family..

Table 7.41 gives the distribution of dropouts by the size of the
land owned by their families (%).

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
No land	45.0	50.7	54.5	62.0	45.2	51.3
1 to 5 acres	44.8	29.4	38.6	26.1	46.5	36.9
6 to 10 acres	-	12.1	2.3	10.9	7.2	7.2
10 +	5.5	8.1	2.4	4.7	-	5.1

Table 7.41 Indicates that :

a. Majority of the families of the dropout children are landless families (51%).

b. About 37% belong to the category of marginal farmers

c. About 7% are small farmers

d. Those who have more than 10 acres constitute only 5%.

e. Among the landless category Vizianagaram tops with 62%. Among the marginal farmers category Warangal tops with 46.5%. Among the small farmers category Kurnool tops with 12%. Kurnool also tops in the category of those who own more than 10 acres.

Number of cattle owned by the families of dropout children

Tending cattle is one of the activities of children of school going age in the rural families. Hence, the information is obtained about the number of cattle the families own.

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DISTRIBUTION OF DROPOUTS BY SIZE OF
LAND OWNED BY THEIR FAMILIES

PERCENTAGES
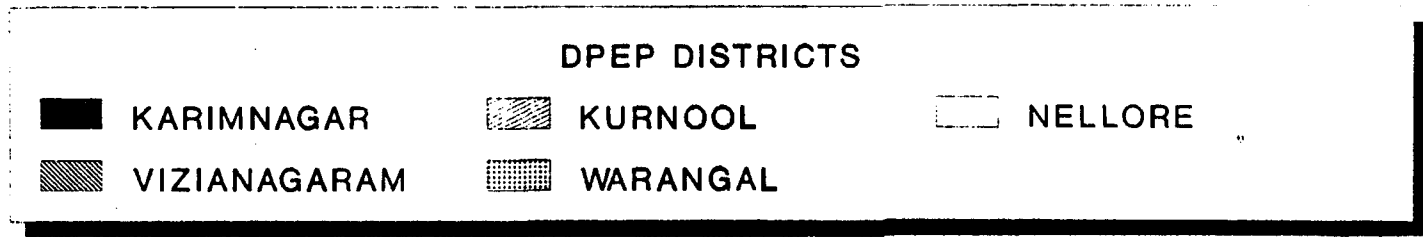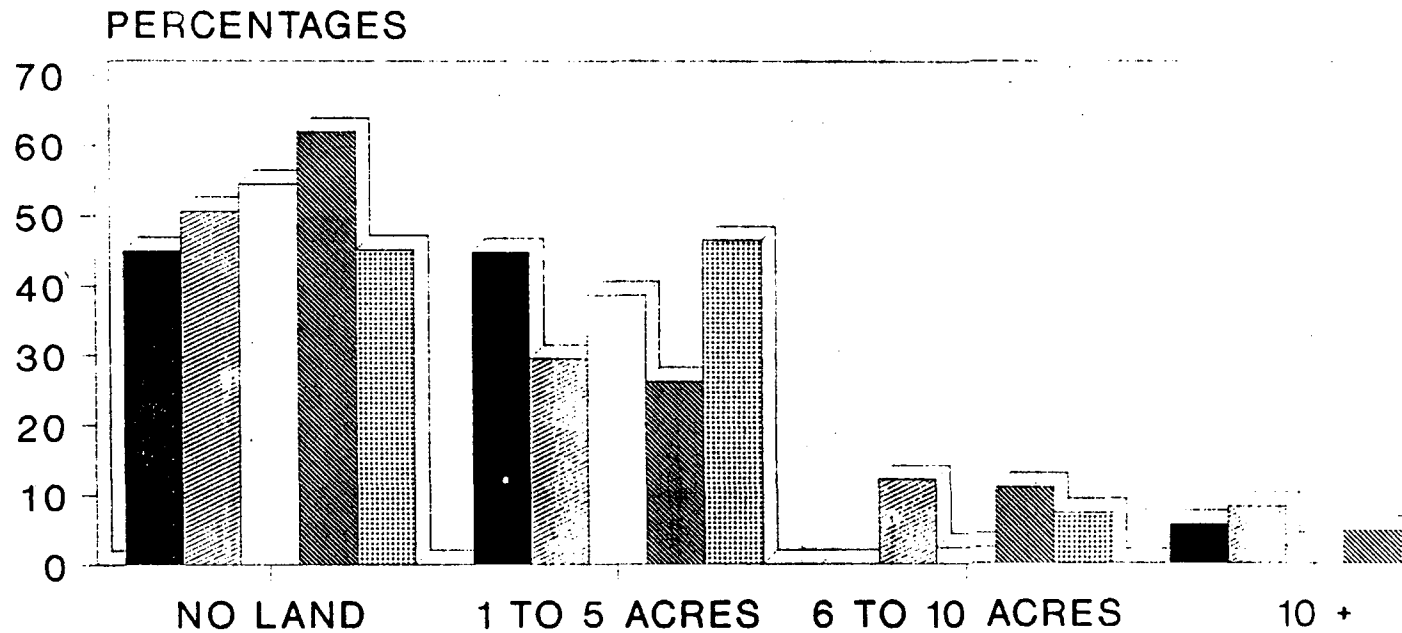
CH 7 TABLE 41

Table 7.42 gives the distribution of dropout children by the number of cattle their families own (%).

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
No cattle	44.4	54.7	56.1	37.0	52.4	49.6
1 - 2 cattle	26.3	17.3	19.7	33.7	21.4	23.0
3 - 5 cattle	21.5	19.3	13.6	18.5	18.0	18.0
6 and above	7.8	6.7	5.4	9.8	8.4	7.5

Table 7.42 Indicates that :

a. Majority of the dropout children belong to the cattleless families.

b. Among the families who own cattle majority of them have 1-2 cattle (23%) followed by 3 to 5 cattle category. Those who have six and above cattle constitute only 7.5%.

c. Among the districts Nellore tops in no cattle category (56%); Vizianagaram tops in 1-2 cattle category (33.7%); Karimnagar tops in 3 to 5 cattle category; Vizianagaram in 6 and above cattle category (9.8%).

d. Overall Vizianagaram and Karimnagar are better placed than other districts in owning the cattle.

Other productive assets.

Irrigation well, tube well and electricity are the other productive assets which determine the economic status of the rural families.

Table 7.43 gives the distribution of dropout children by assets (%).

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Open well	39.1	13.3	6.8	14.1	36.9	21.2
Tube well	6.0	6.0	9.1	4.3	6.0	6.4
Electricity	34.6	44.0	50.8	8.7	57.1	39.8

Table 7.43 indicates that :

a. Overall in the five districts the children who belong to the families with irrigation wells (open and tube) constitute about 28%. In this category Karimnagar tops the list with 55% followed by Warangal with 43%, Nellore and Kurnool have low proportions.

b. Significant number of families have electricity connection (40%). In this category Warangal tops with 57% followed by Nellore (51%). In Karimnagar the position is the worst (35%).

DISTRIBUTION OF DROPOUT CHILDREN BY NUMBER OF CATTLE THEIR FAMILIES OWN

PERCENTAGES

DPEP DISTRICTS

KARIMNAGAR   KURNOOL   NELLORE

VIZIANAGARAM   WARANGAL
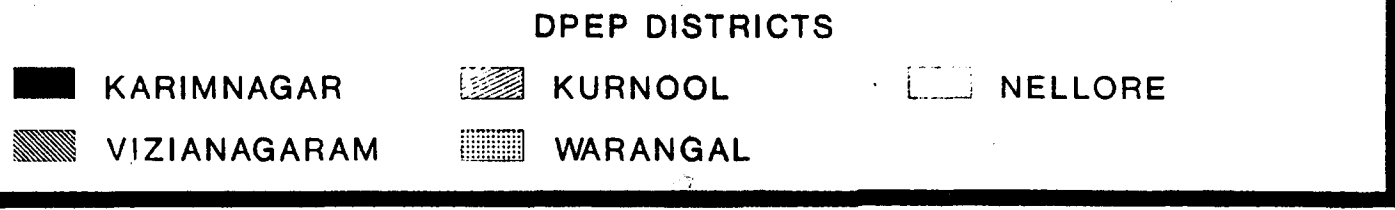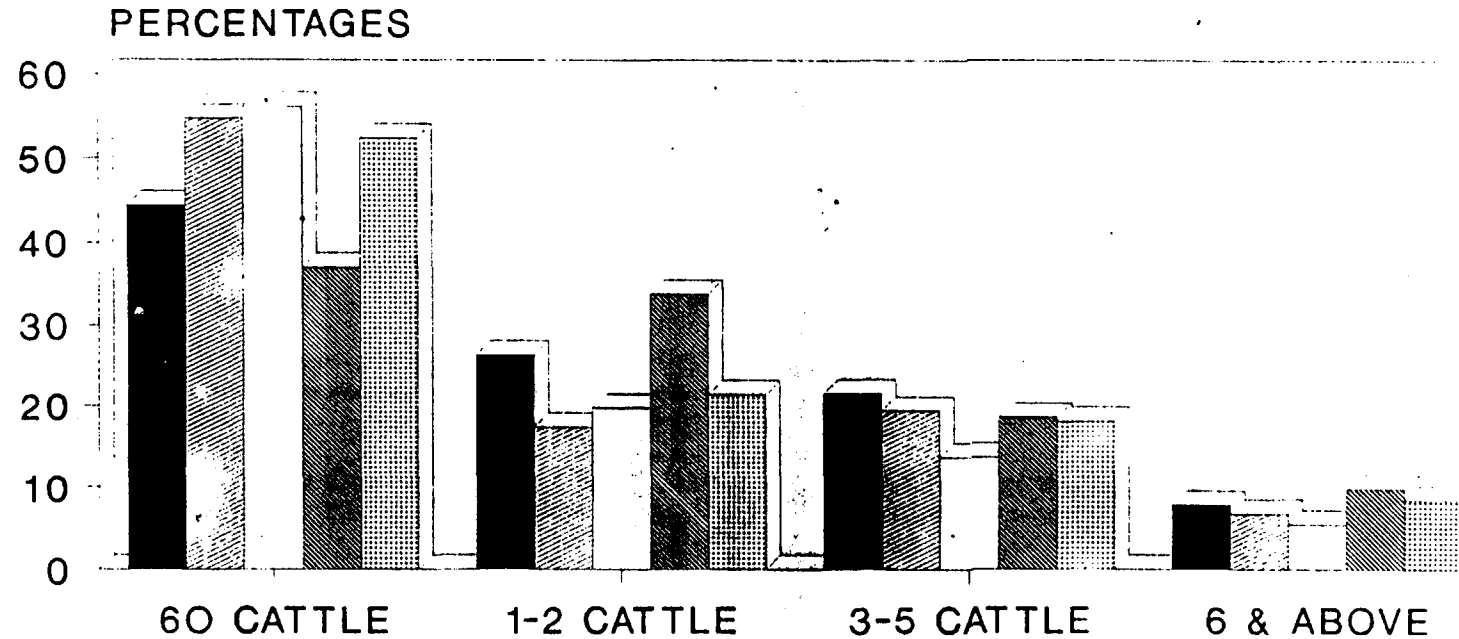
CH 7 TABLE 42

DISTRIBUTION OF DROPOUT CHILDREN BY ASSETS

PERCENTAGES

OPEN WELL TUBE WELL ELECTRICITY

DPEP DISTRICTS

- ■ KARIMNAGAR
- ▨ VIZIANAGARAM
- ▨ KURNOOL
- ▨ WARANGAL
- NELLORE

CH 7 TABLE 43
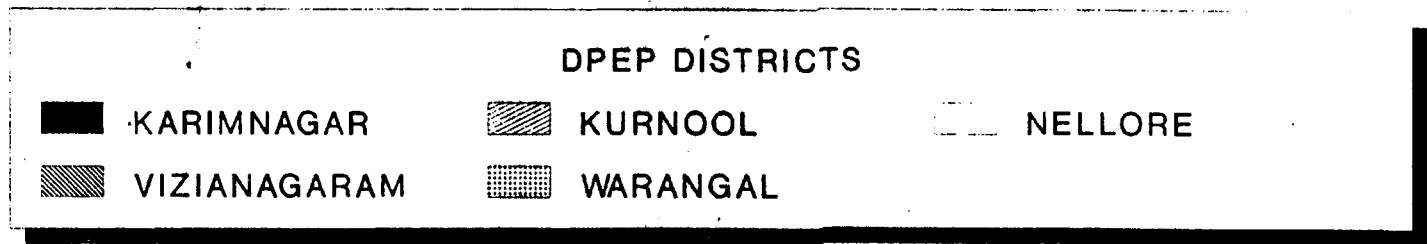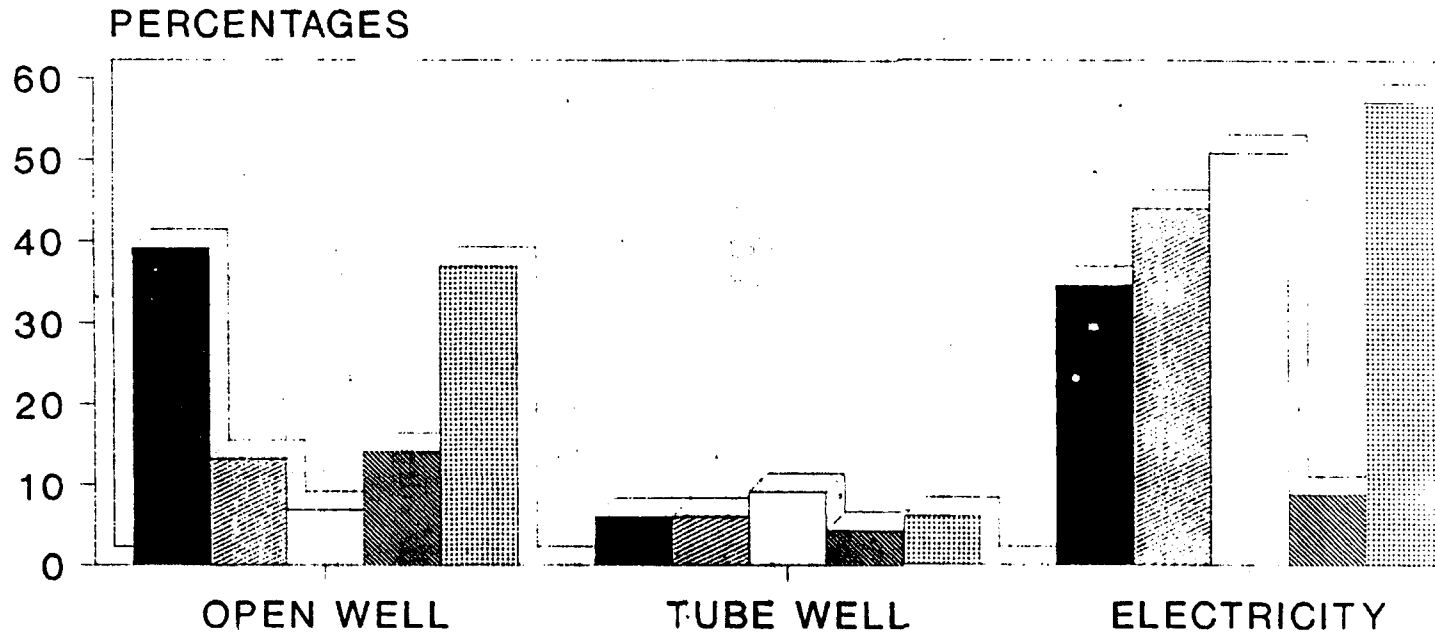
On the whole the dropout children belong to the families of low productive assets.

Class in which dropout occurs.

Information about the class in which the dropout occured was ascertained from the sample of the dropout children.

Table 7.44 indicate the distribution of the dropout children by the class of dropout.

Table 7.44 Class in which the dropout occurs

Class	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
1	5	1	7	-	5	18
	3.8	0.7	5.3	-	6.0	3.0
2	7	2	12	-	3	24
	5.3	1.3	9.1	-	3.6	4.1
3	35	31	27	28	28	149
	26.3	20.7	20.5	30.4	33.3	25.2
4	48	67	46	38	31	230
	36.1	44.7	34.8	41.3	36.9	38.9
5	36	46	36	26	15	159
	27.1	30.7	27.3	28.3	17.9	26.9
N.A.	2	3	4	-	2	2
	1.5	2.0	3.1	2.4	0.3	
Column Total	133	150	132	92	84	591

Table 7.44 indicates that :

a. Most of the children dropout in class IV (39%).

b. Major dropouts is in classes III, IV and V.

c. Dropout in classes I & II are the least (3 to 4 % only).

The pattern of dropout is the same in all the districts.

This is a very significant pattern. It should be noted that the dropout does not occur in classes I & II among those who actually attended the school. It is only the ficfious enrolments that give us the illusion that the major dropout occurs in classes I & II.

Dropout actually occurs heavily from class III to V. This is because, as pointed out earlier, in this report, the children when they come up to the age of 8 years and more will become wage earners in the agricultural and informal economy. Hence is the pull out of the school. That is why first two years of primary school should be integrated with 3 years of pre-school so that they will acquire atleast basic literacy skills before they dropout of school to become wage earners or engage on family occupation.

WARANGAL DISTRICT

Mandal Code	School Code	School
1	1	P.S. Gunturpally
	2	P.S. Banjarpally
	3	P.S. Peddapendyal (H/W)
	4	G.P.S. Peddapendyal
2	5	U.P.S., Gotla Korada
	6	P.S., Devuni Thanda (S.T.)
	7	P.S., Baniyanpalli
3	8	P.S., Kadipi Konda
	9	P.S., Alipur
	10	P.S., Kothapeta
	11	P.S., Paidipalli (H/W)
4	12	P.S., Banjara (ST)
	13	P.S., Mach Pahad
	14	P.S., Rambojigudem
5	15	P.S., Somaram
	16	P.S., Gorigutta Thanda (ST)
	17	P.S., Anantharam
6	18	P.S., Gudepad
	19	P.S., Bironpalli
	20	P.S., Ladella
	21	P.S., Komaram
7	22	C.P.S., Elukurthi
	23	U.P.S., Shyampet
	24	P.S., Mogulla Thanda (ST)
	25	P.S., Boddu Chinthalapalli (SC)
8	26	P.S., Ramachandrapur
	27	U.P.S., Bachannapet
	28	P.S., Nakkavarigudem
9	29	P.S., Chandru Thanda
	30	P.S., Upparapalli
	31	U.P.S., Kesamudrum
10	32	P.S., Gagillapur
	33	P.S., Dharmaram
11	34	P.S., Kamaram (ITDA/ST)
	35	P.S., Madagudem (ST)
	36	P.S., Komatlaguda (ST)
	37	P.S., Narsiguda (ST)
00	38	Govt. Aided Bhadrakali
	39	U.P.S., A.J. Mills
	40	P.S., Ramannapet

NELLORE DISTRICT

Mandal Code	School Code	School
1	1	M.P.E.S. Saravarisatram (Main)
	43	Substitute School, Minamana Mudi
	44	Substitute School, Nellore Paili
2	4	M.P.E. School. Mittathamakur
	5	M.P.E. School, Mangalapura
	45	Substitute School, Edulapalli
3	7	M.P.E. School. Mudivarthi (SAES)
	47	Substitute School, Sambhunipalem of Utakuru
	9	M.P.U.P. School, Ramatheerdham
4	10	M.P.E. School, Ramachandrapuram
	11	M.P.E. School. Zammipalem
	12	R.V.Aided Elementary School, Kovur
5	13	M.P.E. School, Karatampadu
	14	M.P.E. School. Narampet
	15	M.P.E. School, Boila Cherevella
	16	M.P.E. School, Nellore Palem
6	17	M.P.E. School, Polemgaripalli.
	18	M.P.E. School, Bundupalli
7	19	M.P.E. School, Devarapadu
	20	M.P.E. School, Akkachenuvpalli
	21	M.P.E. School, Mogalapalem
	42	Substitute School, Upputuru
	23	M.P.E. School. Madaraju Gudur
8	46	Substitute School, Mittapalem
	25	M.P.E. School. Kothapattapupalem
	26	M.P.E. School. Vanigonda
9	27	M.P.E. School. Madannagaripalem .
	28	M.P.E. School, Nagulapadu
	29	M.P.E. School. Sreepuram
10	30	M.P.E. School, Venkatapuram
	41	Substitute School, Chebolu
	32	M.P.E. School, Erlapadu
	33	M.P.E. School, Iskapalli
11	34	N.P.E. School, Ponnapadu
	35	N.P.E. School, Pallipalem
12.	36	Aided Primary School, DSHK, Nellore
	37	M.E. School, Santhapet
	38	Sri Saraswathi Nilayam, Nellore
	39	M.E. School, Navabpet
	40	M.E. School, J.S., Kaluvakatta

VIZIANAGARAM DISTRICT

Mandal Code	School Code	School
1	1	M.P.E. School, Ch. B. Peta Colony
	2	M.P.E. School, K. P. Valasa
	3	M.P.E. School, V. B. Puram
	4	M.P.E. School, Putleruvalsa
	5	M.P.E. School, Bhogujola
	6	M.P.E. School, Ch. Mandangi
2	7	M.P.E. School, Bhairipuram
	8	M.P.E. School, Vanjavarupeta
	9	M.P.E. School, Tumavada
3	10	M.P.E. School, Kalagada
	11	M.P.E. School, Yathapalem
。	12	M.P.E. School, Mokasa Kothavalasa
	13	M.P.E. School, Vijinigiri
4	14	M.P.E. School, Rayudupeta
	15	M.P.E. School, Kumili No.2
	17	M.P.E. School, Pathakopperla
	18	M.P.E. School, Burapeta
5	19	I.T.D.A., Nadikuttiguda
	20	I.T.D.A., Gabbavumanuguda
	21	I.T.D.A., Dorakekkuva
	22	I.T.D.A., Guiialiguda
6	23	M.P.E. School, Komatipalli
	24	M.P.E. School, S.B. Valasa
	25	M.P.E. School, B.R. Puram
	26	M.P.E. School, Datti
7	27	M.P.E. School, Gadabavalasa
	28	M.P.E. School, Venkatarajapuram
	29	M.P.E. School, Bitapadu
	30	M.P.E. School, (TW), Nidagalkaguda
	31	M.P.E. School, Gadabayalasa (Punajapodu)
	32	M.P.E. School, Boddavalasa
	33	T.W. School, Nadimisiripi
8	34	Paturu
	35	Chamaladevi
	36	Mukundapuram
	37	Ballanki-I
0	38	M.P.E. School, Adi Andhra
	39.	M.P.E. School, Saketiveedhi
	40	M.P.E. School, Bungaveedhi

LIST OF SCHOOLS IN VILLAGES

KARIMNAGAR DISTRICT

Mandal Code	School Code	School
1	1	U.P.S., Bethigal
	2	P.S., Kothapally
	3	P.S., Brahmanpally
2	4	P.S., Shalapally
	5	P.S., Keechulatapally
	6	P.S., Bathikapally
3	7	P.S., Sarvaram
	8	Z.P.S.S., Adivi Sreerampoor
	9	P.S., Shanthrajpally
4.	10	U.P.S., Singapoor
	11	P.S., Katnapally
	12	U.P.S., Peddapapainapally
	13	P.S., Chalpur (Girls)
5	14	P.S., Gandhinagar
	15	P.S., Veerlagadda Thanda
	16	P.S., Kothakonda Siloyam
6	17	U.P.S., Malkapoor
	18	Girls P.S., Asifnagar
	19	P.S., Mugdumpoor
	20	P.S., Kotha Kondapoor
7	21	P.S., Devannapally
	22	P.S., Gollapally
	23	U.P.S., Brahmanapally
	24	P.S., Kapulapally
	25	P.S., Sabhitham
8	26	P.S., Koheda (Harijanwada)
	27	P.S., Sreeramulapally
	28	P.S., Arepally
9	29	P.S., Gundlapally
	30	P.S., Jeelakunta
	31	P.S., Gopurapally
10	32	U.P.S., Korutla (Harijanwada)
	33	U.P.S., Yousifnagar
	34	P.S., Paidimadugu
11	35	P.S., Nazimlapally
	36	P.S., Potharam
00	37	G.P.S., Girls Jagtial
	38	G.P.S., Vidyanagar
	39	G.P.S., Bheet Bazar
	40	G.U.P.S., Girls, Jagtial

KURNOOL DISTRICT

Mandal Code	School Code	School
1	1	M.P. Elementary School, Lingadahalli
	2	M.P. Elementary School, P. Hyata
	3	M.P. Elementary School, Nagarkandi
2	4	M.P. Elementary School, Gollaladoddi
	5	M.P. Elementary School, Eerladinne
	6	M.P. Elementary School, Inagandla
3	7	M.P. Elementary School, K. Kottala
	8	M.P. Elementary School, J. Bangalow
4	9	M.P. Elementary School, Thippanapalli
	10	M.P. Elementary School, Chintala Cheruvu
	11	M.P. Elementary School, Malla Vemula
5	12	Govt. Elementary School, Srisailam Project
	13	Govt. DNT School, S.N. Thanda (ST)
	14	Govt. Elementary School, Siddapuram
	15	M.P. Elementary School, SRBC, Karivena
6	16	M.P.E.S.H.W., Banganpalli (S.C.)
	17	M.P.E.S., Jillella
	18	M.P.E.S., Venkatapuram
	19	M.P.E.S., Yagantipalli
	20	M.P.E.S., Kothapeta-I
7	21	M.P.E.S, Pathapeta-I
	22	M.P.E.S, (Regular) Mandagiri
	23	M.P.U.P.S., Pathikonda
8	24	M.P.E.S, K. Kothur
	25	M.P.E.S, Kotakonda
	26	M.P.E.S, Chandalur
	27	M.P.E.S, Main, China Kambalur
9	28	A.B.M. Aided Elementary School, Munagalapadu
	29	M.P.E.S, (R) Nitzeer
	30	M.P.E.S, Doddipadu
	31	M.P.U.P.S., Panchalingala
	32	M.P.E.S, Diguvapadu
	33	M.P.E.S, Ambedkarnagar
10	34	M.P.E.S, (Special) Chilakala Gudur (SC)
	35	M.P.E.S, Koratamaddi
00	36	Aided U.P.S., Raya Mills
	37	Aided U.P.S., Jinneswaram
	38	Municipal E.S. 18th Ward
	39	Municipal E.S. Boys, Barapet
	40	Mpl. U.P.S., Avannapeta

DISTRICT WISE MANDAL LIST

DISTRICT : KARIMNAGAR

CODE	NAME
I.	M.P. Veenavanka
II.	M.P. Pegadapally
III.	M.P. Mutharam (Manthani)
IV.	M.P. Huzurabad
V.	M.P. Bheemdevarapally
VI.	M.P. Karimnagar (Rural)
VII.	M.P. Peddapally
VIII.	M.P. Koheda
IX.	M.P. Odela
X.	M.P. Korutla
XI.	M.P. Sarangapoor
XII.	Urban Area Jagtial

DISTRICT : VIZIANAGARAM

CODE	NAME
I.	Makkuva Mandal
II.	Balajipeta Mandal
III.	Jami Mandal
IV.	Pusapatirega Mandal
V.	Kurupa Mandal
VI.	D. Rajeru Mandal
VII.	Jiyyamma Valasa Mandal
VIII.	Vepada Mandal
IX.	Vijayanagaram Mandal

DISTRICT : KURNOOL

CODE	NAME
I.	Holagunda Mandal
II.	C. Belagal Mandal
III.	Jupadu Bungalow (S.C.)
IV.	Chagalmarri Mandal
V.	Atmakur (S.T.) Mandal
VI.	Banganpalli Mandal
VII.	Pattikonda (ST)
VIII.	Rudravaram Mandal
IX.	Kurnool (SC)
X.	Gadivemula Mandal
XI.	Adoni Municipality

DISTRICT : WARANGAL

CODE	NAME
I.	M.P. Dharmasagar
II.	M.P. Nekkonda
III.	M.P. Hanamkonda
IV.	M.P. Devaruppula
V.	M.P. Parvathagiri
VI.	M.P. Atmakur
VII.	M.P. Geesugonda
VIII.	M.P. Bachannapet
IX.	M.P. Kesamudram
X.	M.P. Maddur
XI.	M.P. Kothagudem
XII.	Urban Warangal

DISTRICT : NELLORE

CODE	NAME
I.	Doravari Satram Mandal
II.	Gudur Rural Mandal
III.	Vidavaluru Mandal
IV.	Kovvur Mandal
V.	Atmakur Mandal
VI.	Seetharampuram Mandal
VII.	Nellore Rural mandal
VIII.	T.P. Gudur Mandal
IX.	Dakkili Mandal
X.	Marripadu Mandal
XI.	Tada Mandal
XII.	Nellore Urban

Case studies suggest the following measures to improve the educational situation.

- Education of the children, particularly the education of the children of the disadvantaged, cannot be viewed in isolation as it is caught in the web of the culture of poverty which is a negative force. It requires social and cultural interventions in the form of reform movements to break the negative influence of the culture of poverty. It requires massive programme of counselling at the individual, home and community levels.

- Schools should be provided with the suportive programmes like the baby care, midday meal, free supply of books, slates, clothes etc., besides medical and health care. In other words it requires convergence of services.

- The present negative image of teachers and schools should be developed into positive images. Attitudinal changes among the teachers is required. They have to perceive their role as social workers and change agents.

- The curriculum transaction in the schools should be made more activity oriented creating the enjoyable situations. The children should not feel that they are deprived of their play and fun.

- Group mobilization may assume importance as a strategy to attract children into the schools.

- Reorganise the primary school with a focus on the children of 4 to 8 years of age as after 8 years of age they are likely to get into work force. Use non-formal and pre-school methodology for the reorganized schools.

- Achievement levels have to be improved in the schools as the low achievement is itself a demotivating factor for the parents to send their children to schools.

- There is need to sensitize the parents that basic education (primary level education) has the power to liberate the people from their social, cultural, economic and political disadvantage and thus provide better future for the children.

It can be observed that most of the interventions suggested do not involve large additional financial commitments. They involve essentially changes in the strategies, approaches, content and processes. They call for reorganization of the existing resources. The only thing they require for implementation is the change in the attitudes and perceptions of those concerned with primary education. Willingness to go beyond the conventional approaches is necessary. Who has the will to do it? It is a challenge that should be accepted by the policy makers, administrators, teachers, parents and the community leaders.

- Dropout actually occurs heavily from class III to V. This is because, as pointed out earlier, in this report, the children when they come up to the age of 8 years and more will become wage earners in the agricultural and informal economy. Hence is the pull out of the school. That is why first two years of primary school should be integrated with 3 years of pre-school so that they will acquire atleast basic literacy skills before they dropout of school to become wage earners or engage in family occupation.

This should be viewed against the fact that about 56% of dropout children want to pursue their studies. And further it should also be noted that overall hardly 4% of dropouts are willing to study in NFE centres. Majority of them want to study in the same school they attended last or any other school.

- The pattern of educational aspirations of the dropout children again clearly demonstrate that 10th class is considered functional for them as it has become minimum qualification to gain entry into the job market in the organised sector. Primary education (5 years of schooling) is not considered functional and hence not interested in it. The children and their parents will not get motivated to complete primary education unless they have fair chance of completing 10th class.

So universalization of secondary edcuation or atleast upper primary education (7 to 8 years of schooling) to start with is more attractive and functional to the people to respond.

- The pattern of employment of dropout children clearly indicates that most of them are out of work besides being out of school. Added to this they have low aspirations. They are in majority in the age group 6 to 14 years. Keeping the children of school going age both out of work and out of school will have adverse effects on their lives as well as on the economy and society. Urgent measures are required to develop appropriate strategies and programmes to organize training and employment schemes for them. Obviously the programmes like TYRSEM have to extend to the age group 6 to 14 also and on a massive scale.

- It is important to note that the availability of the teacher strength, OBB material, higher qualifications of the teachers is not making any difference in the performance. Further F ratios in all the districts indicate that there are significant differences in scores between the mandals. This indicates, what is influencing the scores is the level of development of the area rather than the school inputs like teachers, OBB materials or teacher qualifications.

- This should make us think about the appropriate use of input strategy adopted at present. What is coming out prominently is that what matters is the process and attitudes besides the general factor of the overall development of the area which determines the economic status of the people.

- The concept of MLL should be reviewed and revised. It must be oriented to the achieveable level of learning under the given conditions. Other wise it becomes counter productive.

oriented to this changed social reality. The curricular and pedagogic orientations have to change. Now the needs of school children of this composition may be different.

- The data suggest that illiteracy of parents is no more an obstacle for the access of children to primary education. It also indicates that an awareness campaign and other cultural intervention measures may help to boost the enrolments and retention rates.

- Primary education is no more functional as minimum education. Either from the point of view of employment opportunities or individual aspirations or functional utility 10th class should be considered as minimum. So the target should be towards universal secondary education.

- May be it is worthwhile to examine the possibility of providing morning meal to the children instead of midday meal as most of the students get adequate food in the afternoons and night in their homes and significant number of children dont get adequate food in the morning when they actually need.

- Measures have to be taken to provide clinical attention to those who suffer from handicap.

- On the whole entire domain of instructional methods and activities practiced by the teachers is highly inadequate and defective. They are not following the expected procedures. Whatever may be the reasons it has to be rectified. The most basic things like :

Making the students read aloud, practice dictation

Verifying the home work

Conducting tests regularly every week

Giving feed back on the performance in tests

Covering the syllabus in time are to be ensured to aim at minimum levels of learning.

- The suggestion that arises from the pattern of attendance is that the instruction on the core syllabus must be completed in the months of July, August and September. After September there will be decline of attendance and also the environment will be oriented more to festivals, marriages etc.

- Pre school programme has to be made universal atleast for the children of weaker sections as it improves their readiness for school.

- It should be noted that the dropout does not occur in classes I & II among those who actually attended the school. It is only the fictious enrolments that give us the illusion that the major dropout occurs in classes I & II.

- The whole area of supervision is very weak. There is urgent need to rationalise the whole system of school supervision.

- Immediate steps are required to :

a. Develop guidelines for the supervisory staff in a manner that they play positive and supportive role.

b. The schedule of visits of supervisory staff should be rationalised in terms of frequency and intervals.

c. Feedback methods should also be reviewed and rationalised.

d. Frequent inservice training sessions are to be organized for the supervisory staff. Teachers' suggestions for the better enrolment and retentions

   1. Reintroduction of mid-day meal apart from the other incentives like free uniform, scholarships and free supply of text books.

   2. Introduction of A.V. Education

   3. Provision of Play material including musical instruments

   4. Class I & II need materials like flash cards, story telling charts. Alphabet models etc., science kit, maths kit and globe are essential.

   5. Pre-school education.

   6. Home visits to motivate and counsel the parents.

Suggestions of teachers to improve their efficiency and commitment

1. Periodical inservice training

2. Performance linked incentives

3. Proper teaching aids

4. Proper guidance and supervision

5. Provision of adequate number of teachers

6. Not to involve teachers in the unrelated activities

7. Adequate classroom space.

Suggestions arising out of Student Characteristics & Activities :

- The data show that in the classes the students are of different chronological age which is normally associated with the maturity levels. Hence, it requires appropriate pedagogic strategies and methods on the part of the teachers.

- There is metamorphic change in the caste composition of the students. The number of the children of weaker sections has now assumed the status of majority. Hence, the whole appraoch to the primary school system should be

- The curriculam of inservice courses in DIETs may be designed in such a modular form that the cumulative credits over a period of time after completion of certain modules/courses will entitle the teachers to the higher degrees. The Universities may be convinced to give accreditation to such degrees.

- It is necessary to train and encourage all the teachers to prepare special teaching aids. It is also desirable to encourage the students in preparing the learning materials. This creates a lot of learning activity interesting to the teachers and students as well.

- Special arrangement has to be made either in the school or outside the school for the children of the poor and disadvantaged family conditions to cope with their home work. Special coaching teachers are to be arranged for this purpose preferably from the teachers of the same school. If it is not possible some other arrangement has to be made in providing such coaching teachers. This is one of the measures to prevent dropout and to improve the learning levels among those children.

- Greater attention must be given to the teaching of mathematics. It has to be more imaginative and interesting.

- All efforts must be made to recruit as teachers those who have good background in Mathematics.

- Intensive inservice training in teaching/promoting various competencies in mathematics has to be undertaken at the DIET and Teacher centre levels.

- Training / learning materials like subject wise mannuals, teaching aids etc., have to be given attention besides supply of text books.

- Extra coaching if necessary is to be arranged to the needy children.

- Periodic workshops and seminars are to be organized by the DIETs on each of the competencies for the teachers.

- Head masters and MEOs have to be given thorough orientation in their positive roles and be trained to play that role properly.

- The idea of collective responsibility and collective effort on the part of the teachers to promote the interests of the school should be promoted.

- Interaction between the Head masters, Teachers, Parents, Village Education Committees is an important requirement to understand the problems, to share the experiences and to find solutions and above all to promote mutual co-operation.

- It is necessary to make it as a practice that whenever the visits take place the supervising official should talk to the teachers in the meetings.

- Teachers must be sensitised to the priority of their professional obligations rather than indulging in agitational activities for higher salaries and other benefits.

- SCs and particularly STs are to be encouraged to get into the primary school teacher training institutions.

- SCs and STs are to be recruited in larger number as primary school teachers.

- It is very essential to develop special Training packages to train the SC and ST teachers as most of them get into the training institutions and also get recruited as teachers under reservation quota.

- In-Service programmes TOP PRIORITY IS TO BE GIVEN TO IMPROVE competencies in Mathematics and Language.

- Efforts should be made to provide inservice training to all the teachers.

- All the districts must be made active in inservice training programs.

- More attention has to be paid to the training relating to production and use of instructional aids.

- In future emphasis should be on diagnostic approach to inservice training.

- A list of competencies and skills is to be circulated to the teachers to indicate in which competencies and skills they require inservice training. Based on such responses training groups are to be organized. Then only the inservice programs will be useful to the teachers. The effort should be to provide inservice training on the bais of the needs of the teachers.

- Inservice training programs in future should also be relevant to the special learning needs of the disadvantaged children.

a   Since the number of primary school teachers is very large it is better to decentralize the inservice training to the level of Mandal level teacher centres and strengthen them keeping this in view.

b.   Experience of the teachers has to be an essential input into the training programme.

c.   Training has to be more frequent.

- Though it is not possible or desirable to discourage teachers to acquire higher degrees, yet it is possible to find alternative solution by way of designing courses in higher education which are relevant for primary education and make the teachers to pursue those degrees.

- Create further career opportunites/promotional scales for those who acquire the degrees relevant to primary schools.

Suggestions arising out of the teacher situation :

- Involve the senior teachers in the training programmes more as resource persons than mere participants giving them participatory role. Encourage them to bring in their experiential learning into the training programmes.

- Orient them towards change rather than mere continuity making them to play responsible and leadership role in the management of schools.

- Sensitise them towards the social and professional obligations so that they come out of the extreme pre-occupation with the family obligations.

- Women have to be encouraged to become primary school teachers by the following measures:

1. Give preference to women in the admission to the primary school teacher training institutes.

2. Provide scholarships and hostel facilities to the women admitted into the training institures.

3. Provide special incentives that attract women to become primary school teachers.

4. Ensure living accommodation, physical and social security to women involving the school and Panchayat Education Committees.

5. Identify the qualified women in the villages and motivate them to go in for teacher training.

- Pre-primary and primary school teaching should be treated as the preserve of the women teachers. In many countries it is happening.

Women are also supposed to be more hardworking and sincere to their job atleast as teachers.

Suggestions to make teachers stay in the villages :

a. Provide accommodation for the teachers to stay with their families in the villages where there are no such facilities.

b. Provide incentives like givig scholarships to their children to stay in the school hostels.

c. Provide medical facilities or medical allowance to the families of the teachers.

- Improvement of teacher quality and attitude should be given top priority.

- Quality of instructional material should be improved.

- Though the teachers may be allowed to get high salaries but they should be discouraged to get into business or other occupations by introducing and implementing strictly the penal actions.

Work schedule of schools in terms of number of working days and working times is also an important factor to assess the effectiveness of the schools.

The suggestions that follow from this regard are :

a. Wherever the conditions are not conducive the school time table need not be followed rigidly. Instead the teachers should develop suitable activities that keep the students interested in learning. As far as teaching is concerned the core content of each subject should be identified for teaching.

b. DIETs may take up the experimental studies and develop strategies of teaching in such situations. They should develop appropriate work schedule for the schools working under severe constraints.

- The suggestions that follow from the situation of OBB are :

a. Identify the most essential teaching-learning material required in the schools and give powers to schools or school committees to procure them. Now it is the Government which decides what materials are required and also buy them from the contractors and distribute them to the schools. This is resulting in two problems :

Firstly, all the material procured may not be required by all the schools. Each school has its own needs. Secondly, the material is of substandard quality creates problem to the teachers.

a. Allow the schools to identify the learning material and teaching aids on the basis of thier own requirement.

b. Cover all the schools under this scheme.

c. Change the administrative and inspection procedures that are found not conducive in using the material by the teachers.

d. Provide training to all the teachers in using the learning materials and also in developing the learning materials with the locally available material and manpower.

- Immediate steps must be taken to provide adequate number of class rooms. If there is resource constraint low cost indegenous options are to be found to provide classroom accommodation.

- Priority should be given to schools in the order of those who require five, four, three, two and one class rooms.

- Local community/school or Panchayat Education Committees must be made responsible for providing adequate classroom accommodation to the schools.

- It is suggested that the schools be provided with more financial provisions to meet the expenditure relating to the maintenance of the school and other activities of interest and relevance to the learners.

- Measures may be intiated to empower school/Panchayat Education Committees to recruit the locally available persons as teacher associates and give them short term intensive training in the DIETs or teacher centres. They may not be paid high salaries but may be paid lower amounts (Rs.500/-) per month. The advantages of local teachers is that they stay in the village and be regular to schools, accountable to the local community and cost less.

While teachers are being appointed the availability of the class rooms also has to be ensured. The data indicate that in all the districts the schools are deficient in class rooms. Primary school requires atleast 5 class rooms for five classes.

There are two types of problems so far as trained teachers are concerned.

They are :

a.   The quality of training is far from satisfactory.

b.   Many of those trained for Secondary schools who are not specifically trained for primary schools are posted as teachers in Primary schools in large number. It affects the curricular objectives of Primary education as well as the objectives of teacher training.

In this context what is to be realised is that the higher qualifications of Primary school teachers is a counter productive factor because of the following reasons :

a.   They never like to stay in the villages because villages do not offer the conditions required for the style and way of life of the persons of higher education. They become dis-satisfied and find the slightest excuse to be away from the villages.

b.   Persons with higher qualifications and training will have aspirations for the positions higher than that of primary school teacher and consequently always be trying to seek jobs elsewhere and most of them are frustrated because they fail to get higher jobs.

This adversely affect their attitude towards their job and also results in lack of commitment. They spoil their colleagues also.

c.   In any case possessing B.Ed., or M.Ed., qualifications will not add to the professional competance as primary school teachers because the focus of the Curriculam is different. And in all probability they lack the required orientation for teaching the children of the primary schools.

d.   The Practice of recruiting the persons with B.Ed., qualifications as primary school teachers should be stopped forthwith if they are not having Primary School Teacher Training Certificates.

e.   All those B.Ed., qualified teachers who have not undergone the primary school teacher training courses should be retrained as primary school teachers.

f.   There should be an undertaking from all the teachers that they stay in the villages and towns where they are posted.

backward and scheduled caste and tribe groups. What it clearly suggests is that the school system should have also undergone qualitative changes to become appropriate to the learning needs and existential conditions of the new composition of the schools. This has not happened. This is one of the basic reasons for the large scale dropout and it is also well known that most of the dropouts are from SC, ST and BC groups.

b.   The schools should develop those programmes which neutralises the disadvantagious cultural background of the new entrants, particularly SCs and STs.

c.   The incentive schemes are imperative in the context of new composition as they consist of those who come from poor and deprived existential conditions. ·

- Adequate provision of teachers is a major prerequisite for the effective instruction and functioning of the schools. In the state of Andhra Pradesh inadequate number of teachers posted to the schools is a chronic problem. The problem gets compounded when the teachers, particularly those posted to the rural and tribal areas do not stay in the village and consequently are irregular to the schools. All this is leading to the following problems:

a.   Multigrade teaching resulting in non-completion of syllabus and non-implementation of curricular objectives and tasks which naturally result in low learning/achievement levels of the children.

b.   High dropout rates because of lack of individual attention which is a basic requirement particularly in the case of children having disadvantageous home and community background.

c.   When the teachers are irregular, the students cannot be regular to the schools.

d.   The whole environment of the school becomes negative. Very often the sanctioned strength of the teachers is less than the teachers on rolls.

- Immediate steps are to be taken to fillup atleast the sanctioned posts of teachers.

- Female teachers are to be encouraged to work in the primary schools.

- Appropriate administrative measures are to be initiated to ensure regular attendance of the teachers. It may be desirable to impose the rule of residence at the place of work.

- Living quarters may be provided for teachers particulary, the female teachers.

- Measures must also be taken to train teachers in multigrade teaching and management.

- Measures may be taken to recruit local teachers and train them.

- Immediate steps must be taken to provide atleast one more teacher to the 1/3 identified schools with lowest number of teachers and two teachers to the other 1/3rd of identified schools.

CHAPTER X

SUGGESTED INTERVENTIONS FOR THE IMPROVEMENT OF
PRIMARY EDUCATION IN ANDHRA PRADESH

The results of the study presented in the preceding chapters clearly indicate that the learning levels of the Primary School children are much lower than the acceptable minimum standards in all the DPEP districts. The study also indicates that the changes and improvements are required in the structures and processes of all the major domains/ aspects of Primary Education. Actions are required in the arenas of both within the school and outside the school. Changes are required at all the three levels viz., policy, planning and implementation. Based on the understanding and insights obtained from the study the following interventions are suggested which may be incorporated in the DPEP in the state of Andhra Pradesh.

Suggestions arising out of the assessment of School Situation :

- Immediate measures are to be initiated to provide full compliment of at least 5 classes (I to V) in all the schools, particularly in Telangana districts as it has a vicious circle effect. Unless there are successive classes, the children will not get attracted to schools and unless there are enough students ensured the successive classes cannot be maintained. Single teacher schools discourage the full compliment of five classes.

- Steps must be taken to see that substantial number of schools (atleast 50% to start with and progressively reaching 100%) must be developed into upper primary schools (classes to VII) to help the girls and other children of the weaker sections. Prof. Ramakrishna Rao's committee on Reforming School Education appointed by the government of Andhra Pradesh also suggested such a measure.

Proximity of the upper primary schools to the primary schools is also to be taken into consideration while planning for the upgradation of the existing primary schools. Priority may be given to those primary schools (in upgrading them) which do not have upper primary schools within the walkable vicinity of the schools/villages.

Curricular and pedagogic strategies and methods must be thought of for classes with small number of children. Now in all the districts there is the preponderance of the children from disadvantaged sections of population within primary schools. This pattern of composition has important implications for the school system. They are :

a. The school system that is adopted in our country, including in the state of Andhra Pradesh is caste/ethnic neutral. This is alright in the socio-historical context in which the composition of the students was homogenous and predominantly consisting of the higher caste/ethnic groups. But now over a period of time the ethnic composition has undergone a metamorphic change in the schools because of the democratic and secular processes of the country. The composition is now heterogenous consisting of all the ethnic groups with the predominance of

teachers dont care to pay any attention to the school. They keep away the children at a distance on the plea that they cannot bear the bad smell of the children. The teachers dont do anything to improve the cleanliness and habits of the children. The cultural gap is not bridged.

The conditions prevaling in the Government/Local body schools make the parents, even the poor parents send their children to the private schools paying the fee. But the number of such parents is low because c⁻ the problem of affordability. Many feel that schools with hostel facilities will motivate them to send their children to schools.

What is also very interesting to know that most of the children who are out of schools indicate that they would be willing to go to school provided all the other children who play with them also go to school. They say that they feel deprived if they suffer in the school, while their friends are playing and working. It suggests that group mobilization approach instead of individual mobilization may yield better results provided the school activity also is made more lively and enjoyable for them.

Broadly case studies suggest the following measures to improve the educational situation.

- Education of the children, particularly the education of the children of the disadvantaged, cannot be viewed in isolation as it is caught in the web of the culture of poverty which is a negative force. It requires social and cultural interventions in the form of reform movements to break the negative influence of the culture of poverty. It requires massive programme of counselling at the individual, home and community levels.

- Schools should be provided with the suportive programmes like the baby care, midday meal, free supply of books, slates, clothes etc., besides medical and health care. In other words it requires convergence of services.

- The present negative image of teachers and schools should be developed into positive images. Attitudinal changes among the teachers is required. They have to perceive their role as social workers and change agents besides must improve in their physical environment.

- The curriculum transaction in the schools should be made more activity oriented creating the enjoyable situations. The children should not feel that they are deprived of their play and fun.

- Group mobilization may assume importance as a strategy to attract children into the schools.

- Reorganise the primary school with a focus on the children of 4 to 8 years of age as after 8 years of age they are likely to get into work force. Use non-formal and pre-school methodology for the reorganized schools.

- Achievement levels have to be improved in the schools as the low achievement is itself a demotivating factor for the parents to send their children to schools.

- There is need to sensitize the parents that basic education (primary level education) has the power to liberate the people from their social, cultural, economic and political disadvantage and thus provide better future for the children.

What is also revealing from the case studies is that the chances of boys and girls sustaining themselves in schools beyond the age of 8 years is difficult as it is at this age they become potential full time workers because of the nature of agricultural economy and informal sector of urban economy. The economic conditions of the families help to reinforce this potential. This empirical situation obviously warrants to redesign the primary school curriculum in such a manner that the children pick up useable literacy skills before they attain the age of 8 years. This may require that the instruction should start soon after the completion of 3 years of age and go on upto the age of 8, that is for a period of 5 years. This should be designed as an integrated non-formal pre-school and primary school. From 8th year of age the children may be provided out of school learning opportunities for further education.

It is also interesting to discover that there are some parents who feel that primary education (classes I - V) is not functional for them as it cannot give them extra employment opportunities. They feel that unless there is a scope to continue education up to minimum level (say 7th to 10th class) which enables them to seek employment (in the organized sector) in the market they cannot be attracted to the primary education. Hence, emphasis only on primary education as a terminal will not convince them. They are not able to visualise the liberating impact of literacy. Added to this they also feel that children will lose the habit of work if they go to school and become useless to the family. They also apprehend that girls education even upto the primary will lead to dowry problem as they have to find a groom better qualified and better placed. The illiterate man will hesitate to marry the literate girl. These are some of the micro-level socio-cultural realities of the society of the poor and disadvantaged which generate their response to educational opportunities.

The care of the young children below the age of 3 years seem to be a mojor concern of the working parents. Naturally the responsibility falls on the elder children, particularly the girls. The eldest child bears the greater responsibility and hence had to forego the opportunity to go to school. Therfore, the chances are greater for the younger siblings to make use of schooling opportunities. So, the mobilizationshould concentrate on the younger siblings. What comes out forcefully is the need to create infant care facility as a part of the primary school organization. So that it releases the children from the pressure of looking after them at home. And what is also universally felt by the parents is the need for midday meal for their children in the schools. Provision of infant care and midday meal in the school system will greatly help the enrolment and retention. Many parents also feel that sending children to school means expenditure beyond their affordability though it is free. The convergence of services like supply of free books, slates, clothes besides food and health care will also help to improve the retention and enrolment situation.

So far as learning levels is concerned the case studies indicate that the children are not able to sustain themselves in schools because of dull and drab learning transaction. They find it difficult to sit through the whole day in the school. There is hardly any enjoyable activity besides very poor physical environment of the school. Children feel happy and relieved when they are out of school. In the schools located in harijan wadas (created under new housing schemes for weaker sections), the situation is appaling. The

The case studies also reveal that the parents are rarely contacted by the teachers or anybody to motivate and persuade them to send their children to school. Contact and counselling services are never available for them. In support of this, case studies also reveal that wherever social actions undertaken by the voluntary organizations like Youth clubs and Mahilamandals or sometimes even by teachers themselves the enrolments and retention rates have improved considerably among the schedule castes and tribes. In some cases, particularly in the case of tribal communities there is readiness on the part of the community to respond and support the educational programme but not able to realise their aspirations because of lack of a catalyst or change agent who can organize and guide them.

Case studies decisively indicate that teachers are largely responsible for the success or failure of primary education. In most of the cases they never go to the parents to create awareness and persuade them to send their children to school. Wherever the teachers have taken interest the response was very positive. In one village an old man was nostalgic in explaining the role of a village teacher, " At one time the teacher starting for the school early in morning walking through the streets collecting the children singing songs and reaching the school along with the children. While going through the market and the streets talk to the parents about the attendance and performance of their wards. He used to attract the children with songs and stories. The children were singing and reciting outside the school hours also ". Today's reality is that both parents and children have negative image of the teachers and they also developed negative image of the school.

It is also interesting to note that inspite of the condition of hardship there are still quite a number of children, both boys and girls interested in education. But somebody has to help them. It can be a teacher, a social worker or parents or anybody. But there seems to be nobody to help them.

Poor achievement levels of children seems to be an important reason for losing faith and interest in schools. One of the parents lamented " When a 5th class boy is not properly writing even alphabets what is the use of sending my children to schools ". There are many parents who may be willing to make sacrifice and send their children to schools provided the children go to school regularly and learn well. But, because of the unattractive conditions and poor performance of the teachers the children are neither regular to the school nor are learning anything. Parents who are already under pressure to put their children to domestic work or wage labour find it a ready excuse to withdraw their children from the school.

In many cases it is a matter of vicious circle. Because of pressure of work at home the children are irregular to school and poor in studies and because they are poor in studies the parents would like to withdraw them from school. It is essentially a question of trade of for the parents of poor economic status. Often the dilemma faced is,if both the parents go to work the children cannot go to school as they have to attend to the domestic chores and also look after infants. If the children go to school both the parents cannot go to work. This dilemma is intense particularly when there is economic necessity for the children also to work for a wage.

CHAPTER IX

PRIMARY EDUCATION CAUGHT IN THE WEB OF POVERTY CULTURE

Structured questionnaires and survey methods are by themselves not adequate in obtaining the genuine response. Often they result in stereotype, defensive and non-commital responses. Particularly, when the objective of the study is to introduce the interventions the human face of the problem becomes important. When the surveys with structured questionnaires are supplemented by case studies the value of the study increases. The analysis and interpretation of the data acquire insightful and realistic orientation. The value of the case study rests in the fact that it is based on the rapport with the people of the community and the observations and dialogues carried on in the free and natural environment of the respondents. It generates enough of qualitative data to supplement and assess the quantitative data. Keeping this in view the case studies were condcuted in all the five DPEP districts. In each district two villages were identified for the case studies.

The case studies mainly focussed their attention on the aspects missing in the instruments used for the baseline study. In the baseline study there is no instrument which gets responses from non-enrolled children. In reality they constitute sizeable number. Similarly, there is no instrument which gets responses from the parents of the children of all categories enrolled, non-enrolled and dropouts. More than anything else there is no schedule which gives an assessment of the existential situation of the children and their parents in terms of physical, social and cultural environment of their homes and neighbourhood communities which is of significant consequence for the education of the children.

The major findings of the case studies are as follows :

The physical and cultural environment of the homes and neighbourhood of children, particularly of the non-enrolled and dropout children who belong to the disadvantaged groups are not conducive for promoting the required entry behaviour of children to survive in schools. The children are exposed to the negative influence of the living conditions and culture of poverty. They are growing up in nasty and brutal conditions. Their homes and surroundings are dirty, and unhygenic. Most of them live in a single room hutments with several of their family members. Brawls, abuses, beatings with in the families and the neighbourhoods is a matter of daily occurence. The existing conditions cannot promote any positive attitudes, motivation and habits among the children conducive for their eduation. The children were found behaving like their parents and others in their neighbourhood using abusive language. The whole early socialization process is disadvantageous to the children to cope with the schooling process. Without cultural interventions in the existential life of the parents of the children it is not possible to improve the educational status of the children. Parents do not visualise the future of their children as something different and better than what their own life is at present. They do not believe in this possibility and hence dont respond to educational programmes. Social and cultural reforms and interventions are the prerequisite for the educational development of the disadvantaged children.

siginificant relationships. This indicated that they had no impact on the achievement levels, both in Language and Mathematics. However, there was some evidence of significant relationship between the achievement scores and certain structural variables, viz., Geographic location of the school (Mandal), caste and sex. In order to explore the interactive relationships between the achievement levels, Mandals, sex and caste, hiloglinear model was employed for language and mathematics fo class IV scores.

The results of this exercise are as follows :

1.   In no district the interactive relationship is found between achievement, mandal, sex and caste.

2.   In all the districts mandal is showing its relationship with achievement levels, in both language ano mathematics. The only exception to this is in vizianagaram particularly in mathematics essentially because the scores are very very low .

3.   In Warangal district the interactive relationship is found between achievement scores, mandal, caste and sex in the case of language. In the case of mathematics the interactive relationship is restricted to only achievement scores mandal and caste.

4.   In the case of Karimnagar district interactive relationship is found between language score, mandal and caste only. In this case sex is not interactive.

5.   In the case of Nellore, Vizianagaram and Kurnool the interaction is only between acheivement scores and mandal.

The modelling has also been applied to see the interaction between the school and achievement levels. The pattern indicates that the better achieving schools are distributed among better achieving mandals and low performing schools are distributed among the low performing mandals, indicating that it is the location which is influencing the performance rather than the other variables.

THE IMPLICATIONS OF THE RESULTS MENTIONED ABOVE ARE AS FOLLOWS

1.   The performance of schools in many districts is so slow that they are neutralising even the advantageous background of the children, such as the caste & sex. It is only in the case of Warangal district the performance of which is a little above the minimum level, the positive influence of the advantageous background of the children is seen . There is no high performing district which can neutralise the disadvantageous background of the children.

2.   The overall pattern of the data indicate that we require to review the strategies relating to the inputs and also review & improve the instructional activity in the school. So that their efficiency can be improved atleast to minimum level.

3.   Master learning orientation is required in instructional strategy to provide optimal level of learning to all the students. Feedback and correctional procedures are the basis of mastery learning.

In the following chapter specific recommendations are suggested for interventions to improve the over all efficiency of the schools.

ACHIEVEMENT LEVEL OF DROPOUTS
LITERACY AND NUMERACY
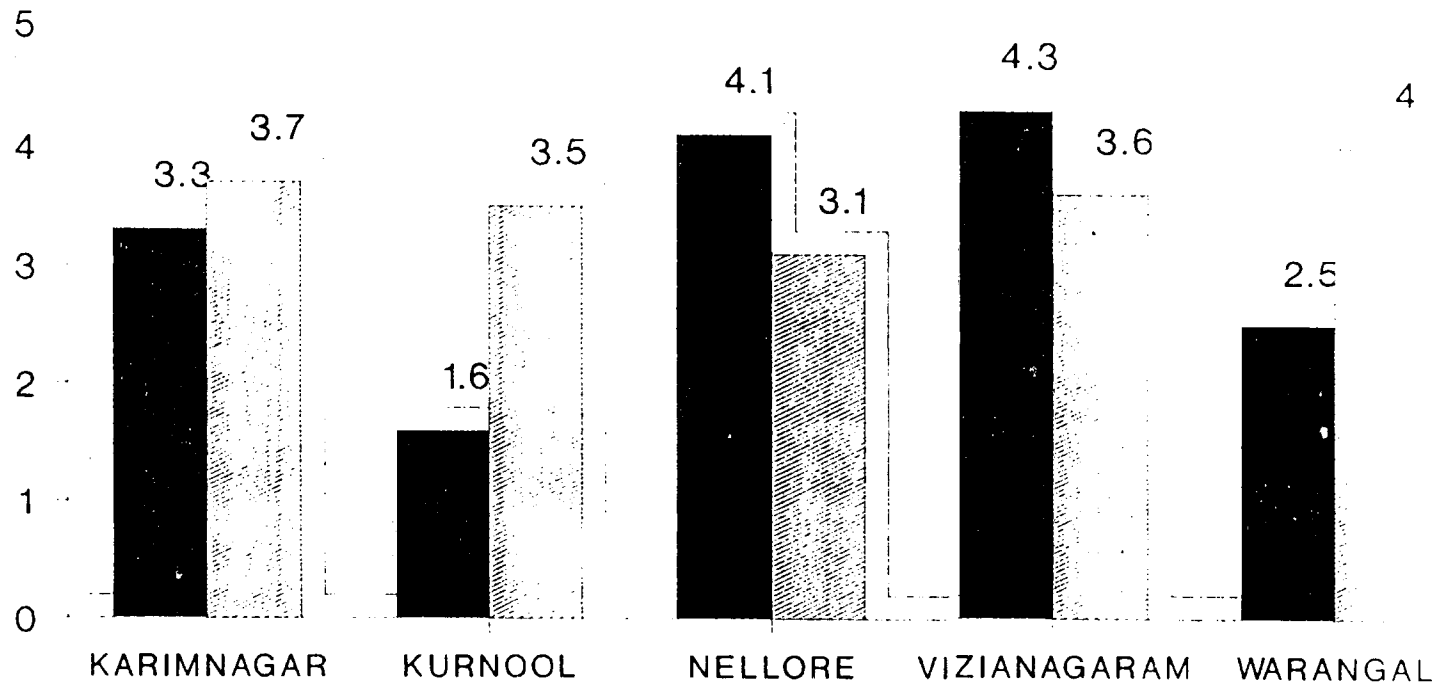
MEAN SCORES IN

■ LITERACY ▦ NUMERACY

CH 8 TABLE37

Table 8.37 indicates the mean achievement level of dropouts in literacy and numeracy test

District	Mean Score in Literacy	SD	% of chievement	Mean score in Mathematics	S.D.	% of Acheive-ment
Karimnagar	3.3	2.2	41.2	3.7	2.1	46.2
Kurnool	1.6	1.3	20.0	3.5	2.0	43.7
Nellore	4.1	2.6	51.2	3.1	2.2	38.7
Vizianagaram	4.3	2.2	53.7	3.6	2.1	45.0
Warangal	2.5	2.1	31.2	4.0	1.8	50.0

Table 8.37 Indicates that :

a. The overall performance of dropouts is low but comparable to the performance of the class I.

b. Performance in mathematics is better than in language.

There are no significant differences in the performance of boys and girls. Caste-wise differences are also not significant.

Overall the achievement/learning levels of all classes both in language and mathematics are not within the acceptable levels.

How the state of Andhra Pradesh Compares Itself with the other states In the Levels of Learning

Learning levels of the Four South Indian states In Language and Mathematics among Class IV (Completed) Students.

		Language			Mathematics		
		Mean for 84	%of marks	Rank	Mean for 40	%of marks	Rank
1.	Andhra Pradesh	33.52	39.9	1	11.19	27.9	4
2.	Tamil Nadu	30.53	36.3	2	11.27	28.1	3
3.	Kerala	20.68	24.6	3	14.89	37.2	2
4.	Karnataka	16.34	19.4	4	15.58	38.9	1

It is evident that Andhra Pradesh ranks first among the four South Indian states in language and ranks last in Mathematics. There is inverse relationship between the performance in Mathematics and language in all the states.

RESULTS OF HILOGLINEAR ANALYSIS

When the inter correlations were worked out to see the relationship between the Mean Achievement Scores and the factors relating to the school inputs such as availability of OBB material, Teachers, their qualifications, school accommodation etc., and the factors relating to the instructional activities in the schools, it was evident that there were no

Relative achievement in language and mathematics

Table 8.35 indicates the relative scores in language and mathematics tests of class I (completed).

	% score in language	% score in mathematics	Difference in Language and mathematics
Karimnagar	52.0	54.0	2.0
Kurnool	38.0	40.7	2.7
Nellore	36.0	38.5	2.5
Viziaragaram	46.5	43.5	3.0
Warangal	56.5	62.1	5.6
Total	45.6	47.7	2.1

Table 8.35 indicates that :

a. Scores in mathematics are higher than in language in all the districts except in Vizianagaram. However, the overall difference is only 2%.

b. Among the districts the difference is maximum (6%) in Warangal district and lowest in Karimnagar (2%).

Comparative levels of achievement of class IV and class I.

Table 8.36 indicates to comparative levels of achievement of class IV and class I in language and mathematics.

	Class I Language	Class IV Language	Class I Mathematics	Class IV Mathematics
Karimnagar	52.0	39.2	54.0	27.5
Kurnool	38.0	35.7	40.7	25.0
Nellore	36.0	39.2	38.5	25.0
Vizianagaram	46.5	41.6	43.5	32.5
Warangal	56.5	42.0	62.1	20.0
Total	45.6	39.2	47.7	27.5

Table 8.36 indicates that :

a. In language class IV overall performance is lower than in class I in all the districts except in Nellore.

b. In mathematics also the overall performance of class IV is lower than the overall performance of class I.

This pattern implies that as the students progress from class to class their levels of achievement decline.

Achievement levels of drop-out children

Achievement test consisting of 16 test items was administered to a total sample of 591 dropout children. The test consisted of 8 test items in language and 8 test item in mathematics. The test item are of the nature of simple literacy and numeracy.

Achievement levels in Mathematics by sex.

Table 8.33 gives mean achievement levels in Mathematics by sex.

	Mean score Boys	Mean score Girls	% achievement Boys	% achievement Girls
Kairmnagar	7.7	7.5	55.0	53.5
Kurnool	6.	4.0	43.5	28.5
Nellore	5.8	4.6	41.4	32.8
Vizianagaram	6.4	4.6	45.7	32.8
Warangal	9.0	8.3	64.2	5?.2
Total	7.0	5.8	50.0	41.4

a. The achievement level of girls in mathematics is significantly lower than that of boys. The average difference is about 9%.

b. Among the districts the difference is the least between boys and girls in Karimnagar district (2%) and higher in Kurnool district (15%).

Achievement score by sub-components of the test in mathematics

Table 8.34 gives the scores by sub-components of the test.

	Karimnagar		Kurnool		Nellore		Vizianagaram		Warangal	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
Identification of larger number	2.1	70.0	1.6	53.3	1.4	46.6	1.7	56.6	2.3	76.6
Identification of smaller number	2.0	66.6	1.5	50.0	1.4	46.6	1.4	46.6	2.2	73.3
Addition	1.8	45.0	1.3	32.5	1.2	30.0	1.5	37.5	1.9	47.5
Subtraction	1.7	42.5	1.3	32.5	1.3	32.5	1.6	40.0	2.3	57.5

Table 8.34 indicates that :

a. Scores in the operation of additions and subtractions are larger than the scores in simple identification of bigger and smaller numbers. The difference is substantially large.

b. Among the districts Warangal is scoring consistently higher than the other districts in all sut components of the test and Nellore the lowest.

MATHEMATICS ACHIEVEMENT IN
CLASS I STUDENTS

PERCENTAGES

KARIMNAGAR   KURNOOL   NELLORE   VIZIANAGARAM   WARANG

--·-- MEAN SCORE
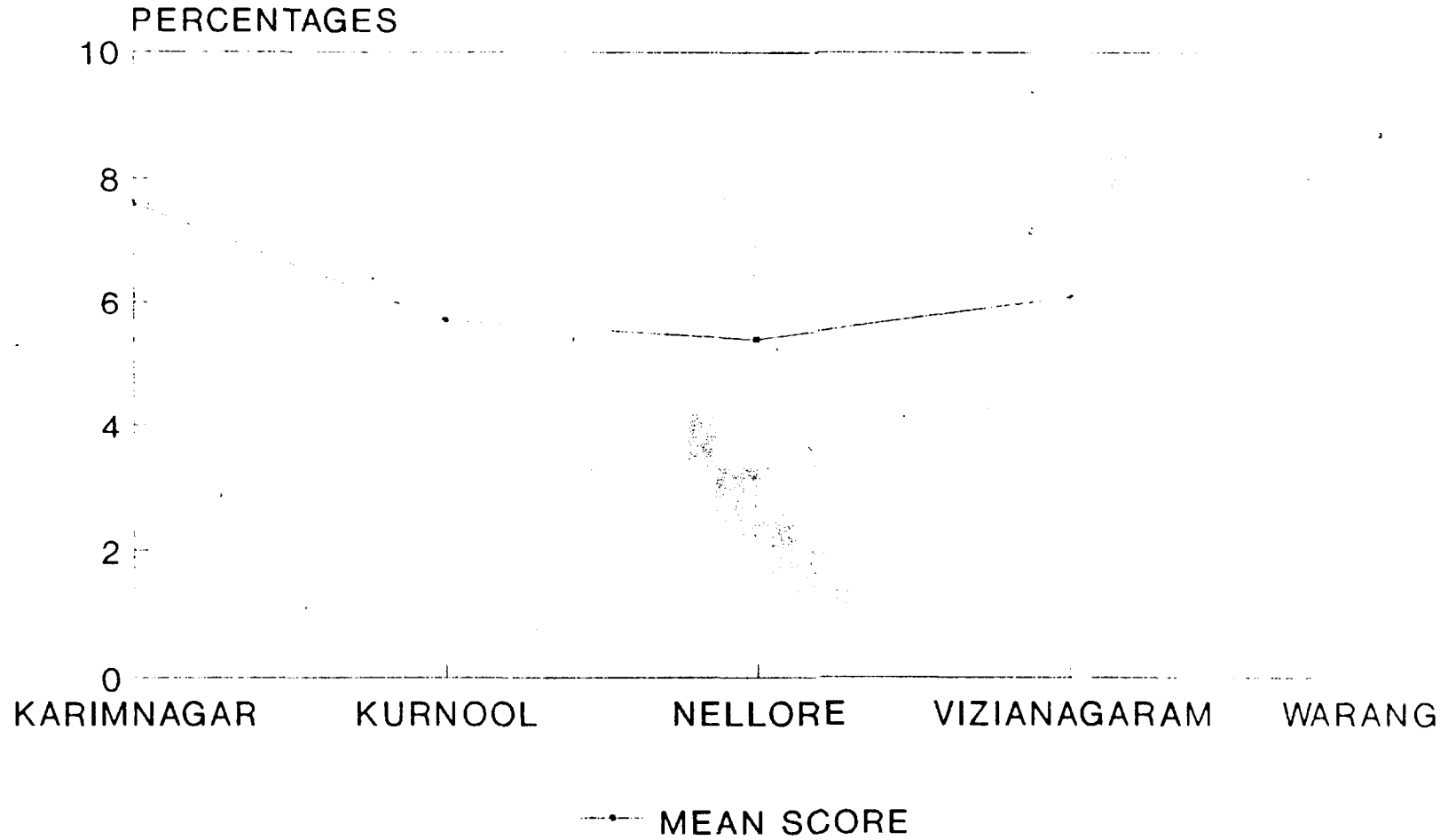
CH 8 TABLE 32

Overall the situation implies that the majority of class I students have not acquired the minimum levels of achievement to cope with the minimum levels of class II. This again leads to dropout. There is no siginificant difference between boys and girls.

Table 8.31 - Achievement of class I students in two components of test by sex.

	Mean scores in alphabets		Mean scores words		in% of achievement in alphabets		Words	
	B	G	B	G	B	G	B	G
Karimnagar	6.4	6.3	4.3	4.1	64.0	63.0	43.0	41.0
Kurnool	5.5	4.9	3.2	2.7	5.0	49.0	32.0	27.0
Nellore	4.8	4.7	2.7	2.5	48.0	47.0	27.0	25.0
Vizia- nagaram	5.8	5.5	4.0	3.7	58.0	55.0	40.0	37.0
Warangal	6.9	6.7	4.8	4.6	69.0	67.0	48.0	46.0

Table 8.31 indicates that :

a. Both boys and girls scored in reading the word part of the test lower than in reading the alphabets in all the districts.

b. Girls are scoring marginally less than the boys (about 2%) both in alphabets part of the test and words part of the test in all the districts.

Achievement of class I (completed) students in Mathematics test.

Table 8.32 indicates the mean scores of class I (completed) students in total mathematics test by districts.

	Mean scores	S.D.	% of children for the maximum obtainable mean of 14
Karimnagar	7.6	4.5	54.0
Kurnool	5.7	4.0	40.7
Nellore	5.4	4.6	38.5
Vizianagaram	6.1	4.7	43.5
Warangal	8.7	3.7	62.1
Total	6.7	4.3	48.0

Table 8.32 indicates that :

a. Overall mean score is only 48% which in mathematics can be considered as low.

b. Among the districts the achievement level is betterin Warangal district (62%) than in other districts followed by Karimnagar (54%).

c. The achievement level in Nellore is the lowest with only 38% followed by Kurnool (41%).

Achievement by sex

Table 8.29 indicates the mean scores of class I students
in the achievement of literacy test by sex.

	Mean scores Boys	S.D	% of achievement	Mean scores Girls	S.D.	% of achievement
Karimnagar	10.7	6.2	53.5	10.4	்	52.0
Kurnool	8.8	6.3	44.0	7.6	6.0	38.0
Nellore	7.6	6.6	38.0	7.2	6.5	36.0
Vizianagaram	9.9	6.8	49.5	9.3	7.1	46.5
Warangal	11.7	6.0	58.5	11.3	6.1	56.5

Table 8.29 indicates that :

a. Overall the achievement level of boys is found to be better than that of girls. However the difference is marginal.

b. Among the districts the gender gap is the highest in Kurnool (6%) and lowest in Karimnagar (1%).

c. Within the groups of boys and girls the scores are dispersed over a wide range as indicated by SD values.

Achievement levels of class I in the sub-components of reading alphabets and words seperately.

Table 8.30 indicates the achievement levels of class I in reading alphabets and words.

	Mean scores in reading alphabets	S.D.	Mean scores in reading words	S.D.	% of achievement in reading alphabets	% of achievement in reading words
Karimnagar	6.4	2.9	4.2	3.6	64.0	42.0
Kurnool	5.3	3.3	3.0	3.3	53.0	30.0
Nellore	4.7	3.7	2.6	3.3	47.0	26.0
Vizianagaram	5.7	3.5	3.9	3.8	57.0	39.0
Warangal	6.8	3.0	4.7	3.5	68.0	47.0
Total	5.8	3.3	3.7	3.6	58.0	37.0

Table 83.0 indicates that :

a. Achievement level in reading words is much less than the achievement level in reading alphabets. There is overall difference of over 20%. This means the achievement levels of class I is far lower than the expected levels.

b. Among the districts in Nellore the achievement level in reading words is the lowest (26%) followed by Kurnool (30%). In Warangal the performance is better than the others.

LANGUAGE SCORES OF CLASS I STUDENTS

12

11.5

10.6

10

9.6

8.3

8

7.4

6

4

2

0

KARIMNAGAR   KURNOOL   NELLORE   VIZIANAGARAM   WARANG

--•-- MEAN SCORE

CH 8 TABLE 28
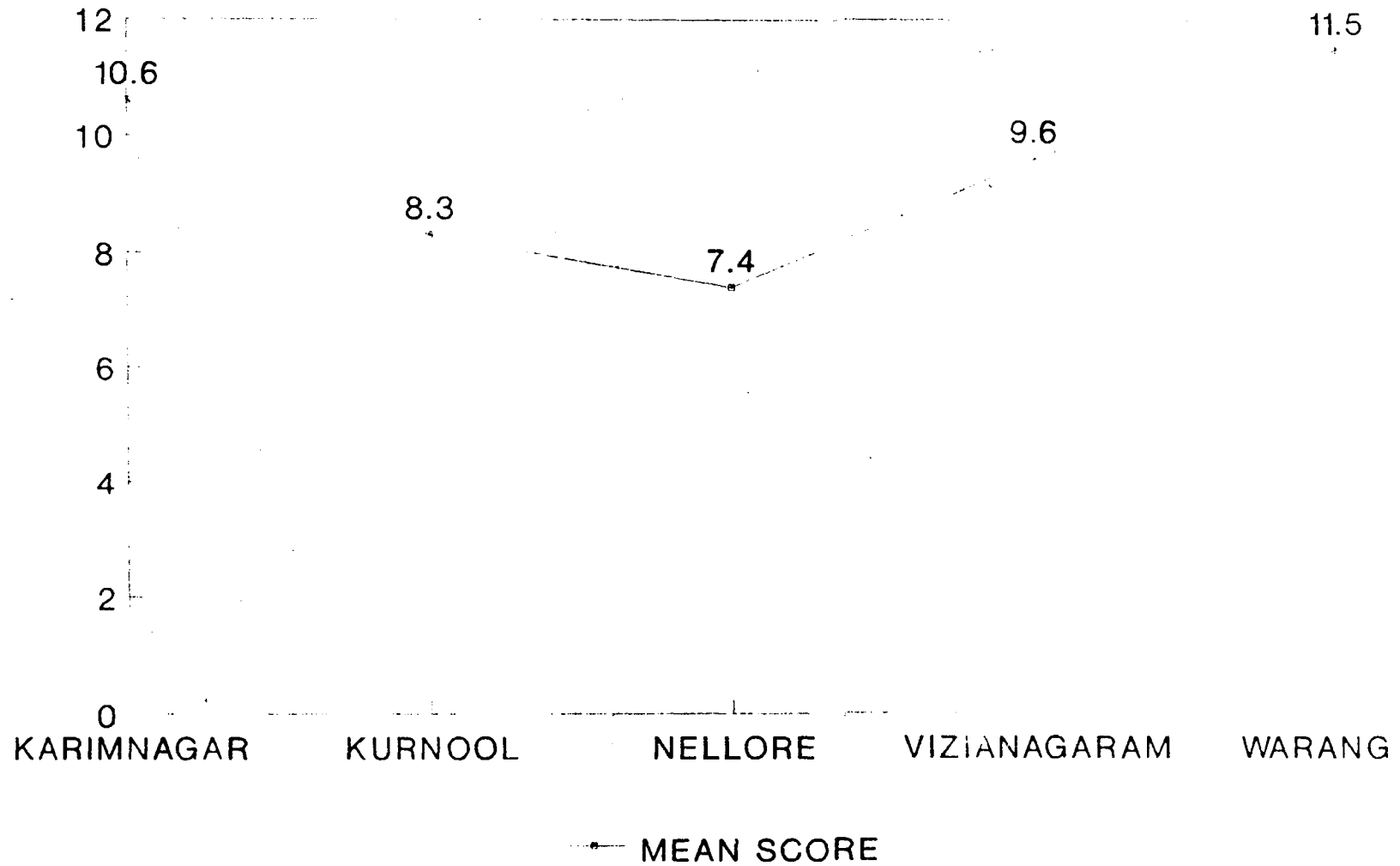
Learning levels of class I (completed) students in Five DPEP districts

Class I test of literacy and numeracy was administered to a total sample of 2844 in five districts. The literacy part of the test consisted of recognition/reading of 10 alphabets and 10 words in Telugu, the regional language taught in the schools. The numeracy part of the test consisted of recognition/identification of larger numbers, smaller numbers, simple additions and subtractions. The total number of items of test in numeracy is 14. Thus in literacy the maximum obtainable score is 20 and in numeracy 14.

The results of literacy test are presented seperately for the total literacy test and the sub components of test, namely, recognition/reading of letters and words.

Table 8.28 gives the mean scores of achievement of class I (completed) students in reading the alphabets and words by district.

	Mean scores	S.D	% of achievement for maximum achievable score of 20	Sample size
Karimnagar	10.6	6.0	53.0	661
Kurnool	8.3	6.2	41.5	621
Nellore	7.4	6.5	37.0	494
Vizianagaram	9.6	6.9	48.0	442
Warangal	11.5	6.0	57.5	626
Total	9.6	6.5	48.0	2844

Table 8.28 Indicates that :

a. Even after completing class I majority of children are not able to recognise and read even alphabets and sample words. This means when they go to class II automatically under non-detension scheme they will not be able to cope with the standards and this kind of learning lag continues   resulting in frustration and dropout.

b. Among the districts the achievement rates are a little above average (48%) in Warangal (57.5%) and Karimnagar (53%). The achievement rate is the least in Nellore registering only 37% followed by Kurnnol (41.5%).

c. Even these low scores are scattered over a wide range as indicated by the S.D. values.

Table 8.27 gives the mean scores according to the contest areas

	Obtain-able	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Total
Number reading/ recognition	2	1.04	0.95	1.02	1.12	1.02	1.02
Addition	2	0.83	0.90	0.84	0.97	0.95	0.90
Division	6	2.06	1.96	1.85	2.54	2.30	2.11
Class II achievement	8	(40)	(38.10)	(37.1)	(46.3)	(43.1)	(40.3)
Place value	10	3.24	3.05	2.79	3.56	3.39	3.39
Multipli-cation	3	0.73	0.45	0.45	0.66	0.68	0.61
Class III achievement	13	(30.5)	(27.1)	(24.9)	(32.4)	(31.3)	(29.2)
Weights and Measures	7	1.60	1.41	1.48	2.02	1.57	1.58
Time and Period	4	1.19	1.14	0.89	1.33	1.30	1.17
Fraction	3	0.83	0.66	0.73	0.86	0.85	0.78
Geometry and shapes	3	0.81	0.88	0.76	1.18	1.15	0.93
Class IV achievement	17	(26.0)	(25.6)	(22.7)	(31.7)	(28.6)	(26.2)
Total	40	11.26	10.50	9.92	13.25	11.89	11.19
		(28.15)	(26.25)	(24.8)	(33.1)	(29.7)	(27.9)

Table 8.27 indicates that :

a. In the total sample :

- Only 26% achievement is seen in class IV level test items

- Only 29% achievement is seen in class III level test item

- Only 40% achievement is seen in the combined class I & II level test items against the achievement of 28% in the total test items.

b. Among the districts the achievement levels are higher at all levels in Vizianagaram district sample than all the other districts.

c. The achievement of Kurnool district sample is lower than all the other districts at all levels of test items.

Overall the situation is dismal in the achievement level of class IV students in Mathematics.

c.   STs are scoring lower than all the other castes in Karimnagar and Kurnool districts. They are scoring higher than SCs in Nellore, Vizianagaram and Warangal districts. They score higher than BCs in Nellore district and higher than "others" (Upper caste) in Warangal district. It is interesting to note that STs have scored higher than all the other caste groups in Warangal district. It may be because of higher social and political awareness among the tribals in Warangal due to political movements.

d.   SCs have scored higher than STs in Karimnagar district and higher than every other caste group in Kurnool district. Just as STs have scored more than all other caste groups in Warangal, SCs have scored more than all other in Kurnool district.

e.   "Other" caste (Forward caste) scored higher than all other caste groups only in Karimnagar and Nellore districts.

Overall the situation implies that at a given low level of economic status caste status does not give additional advantage in educational opportunity and in level of achievement.

Scores according to the content areas :

The level of performance of the students of class IV will be better understood if the 9 content areas are classified according to their level of difficulty indicated by class in which they are taught and the number of test items in each of the content areas.

Table 8.26 gives the classification of the content areas
of the test and the number of test items in each.

Content area	Number of items	Class in which it is taught
Number / reading recognition	2	I
Addition	2	I
Division	6	II
Place value	10	III
Multiplication	3	III
Weight measures	7	IV
Time and Period	4	IV
Fraction	3	IV
Geometry and shapes	3	IV
Total	40	

Table 8.26 indicates that :

-   Those who have acquired competency only upto class I can score 4 out of 40.
-   Those who have acquired competency upto class II only can score 10 out 40.
-   Those who have acquired competency only upto class III can score 23.
-   Those who have competency upto class IV can score 40 out of 40.

MATHEMATICS ACHIEVEMENT MEAN SCORES OF CLASS IV STUDENTS BY CASTE

PERCENTAGES

MEAN SCORES-CLASS IV

■ TOTAL ⬚ SC ⬚ ST ▨ BC ▨ OTHERS

CH 8 TABLE 25
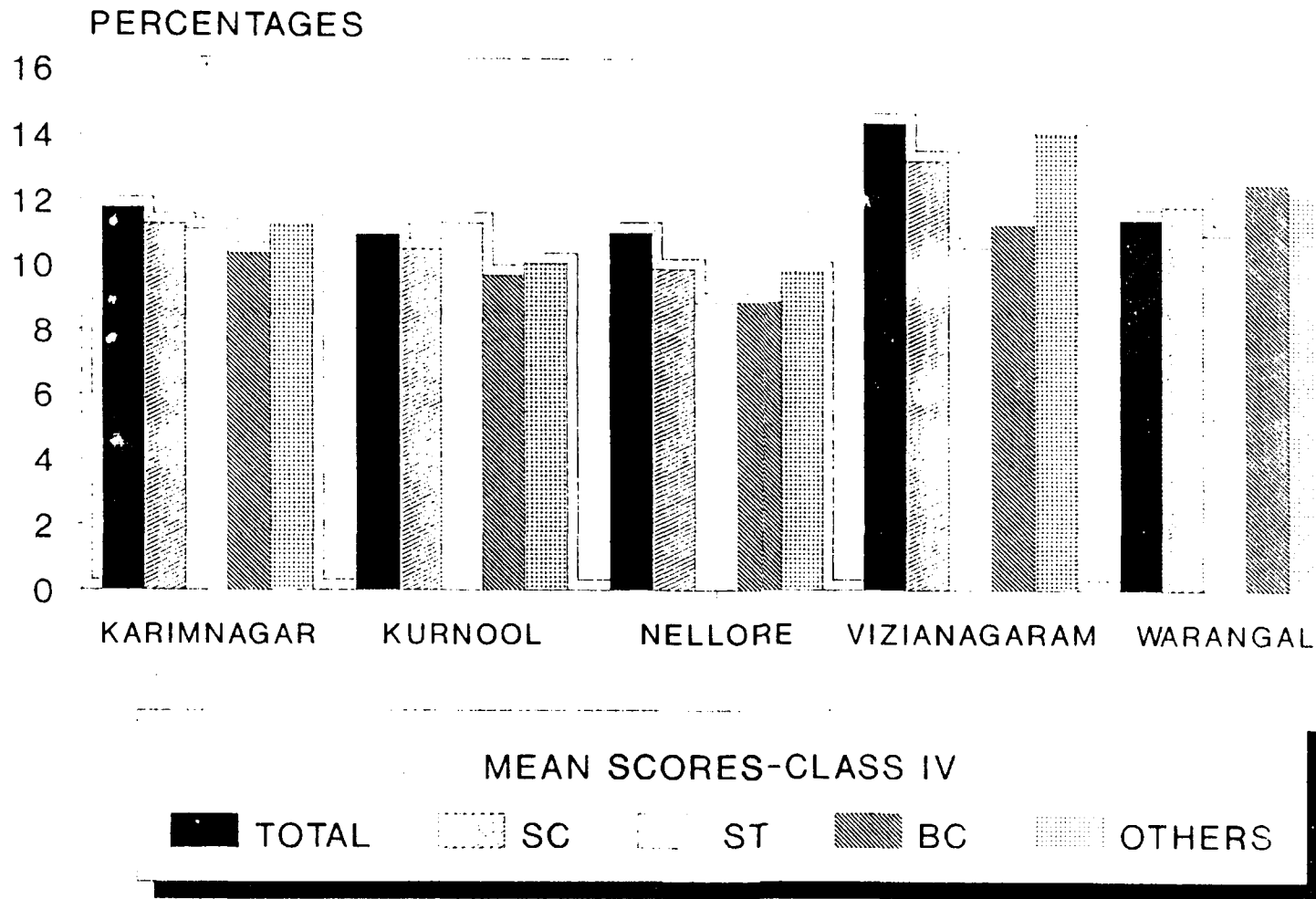
c. S.D values indicate that the scores in both rural and urban schools are scattered in a wide range.

Gender differences in the achievement scores in Mathematics

Table 8.24 indicates the Mean scores in Mathematics by sex

District	Mean score of boys	S.D	Mean score of Girls	S.D
Karimnagar	11.40	4.7	11.06	5.0
Kurnool	10.97	5.2	9.89	4.7
Nellore	10.06	4.8	9.81	3.9
Vizianagaram	13.17	5.7	13.41	6.8
Warangal	12.75	5.4	10.64	4.3

Table 8.24 indicates that :

a. The trend is that the performance of boys is better than girls. However, the difference is not significant.

b. Among the districts the maximum difference is 2.21 in Warangal district followed by Kurnool with the difference of one. In the other districts the difference is negligible.

c. S.D. Values indicate the dispersal of scores in a wide range in both boys and girls.

Performance in Mathematics test according to the caste status of the children.

Table 8.25 gives the mean scores of class IV in Mathematics test by caste.

District		SC	ST	BC	Others	Total
Karimnagar	Mean	11.26	11.10	10.36	11.24	11.75
	S.D	4.92	4.90	2.91	4.94	5.16
Kurnool	Mean	10.50	11.32	9.70	10.08	10.95
	S.D	5.03	5.54	4.67	4.89	4.92
Nellore	Mean	9.92	8.87	8.89	9.82	11.02
	S.D	4.45	4.34	3.94	4.00	5.07
Viziana-	Mean	13.25	10.59	11.30	14.08	14.36
garam	S.D	6.01	4.58	3.96	6.27	6.50
Warangal	Mean	11.89	11.01	12.58	12.30	11.47
	S.D	5.09	4.50	5.42	5.21	5.16
Five districts						
Total	Mean	11.19	-	-	-	-
	S.D					

Table 8.25 indicates that :

a. There is no uniform trend in scoring.

b. The differences in scores between the caste group are marginal.

Performance of mandals within the districts was also examined to know the area specific levels of achievement.

Table 8.22 gives the distribution of Mandals according to their performance in Mathematics.

	Number of mandals (sample)	Mandals with the average of less than 35% marks	Mandals with average of 35% and over
Karimnagar	12	10	2
Kurnool	11	9	2
Nellore	13	12	1
Vizianagaram	9	6	3
Warangal	13	11	2
Total	58	48	10

Table 8.22 indicates that :

a. Only 10 out of 58 i.e., 17% of sample mandals have achieved average pass mark i.e., 35% and over.

b. Among the districts Vizianagaram is showing better performance with 33% of the sample mandals showing the achievement of pass marks (35% and over). In this regard the performance of Nellore is the worst with only 1 mandal out of 13 getting the pass marks.

Rural-Urban differences in the achievement of scores in Mathematics test.

Data was obtained according to the location of the schools in the rural and urban areas to know if the rural/urban residence makes any difference in achievement levels.

Table 8.23 indicates the mean scores of rural and urban sample in Mathematics

	Mean scores	S.D (Rural)	Mean scores	S.D (Urban)
Karimnagar	11.4	5.1	9.6	2.1
Kurnool	10.9	5.1	7.9	2.9
Nellore	9.9	4.4	9.6	4.4
Vizianagaram	13.3	6.1	8.9	3.0
Warangal	12.4	5.4	9.9	3.1

Table 8.23 indicates that :

a. The performance of the children of rural schools is better than the performance of the children of urban schools in all the districts.

b. Rural-Urban difference is more in Vizianagaram district than in other districts. In Nellore district the difference is the least.

Though in all the districts uniformly 40 schools have been taken as sample, there are variations in size of student sample among the districts because of the variation in the number of students in class IV at the time of administrating the test.

Table 8.20 gives the mean scores of class IV students in Mathematic test by district.

District	Mean score	S.D	% of the maximum (40)
Karimnagar	11.26	4.92	27.5
Kurnool	10.50	5.03	25.0
Nellore	9.92	4.45	25.0
Vizianagaram	13.25	6.01	32.5
Warangal	11.89	5.09	30.0
Total	11.19	5.15	27.5

Table 8.20 indicates that :

a. In no district the mean scores in Mathematics are atleast of pass level of 35%. This means the achievement levels are very low. In fact they are worse than the language test scores, which are themselves low.

b. In all the districts the S.D values is not within the acceptable level. It means the individual scores are scattered in a wide range. The range is between 0 to 25.

c. Comparatively, Vizianagaram is showing better performance than the other districts. Kurnool and Nellore are found to be least performing districts.

The frequencies are examined at different class intervals of means to know the distribution of students by their performance levels.

Table 8.21 gives the distribution of student scores according to the class intervals of performance in term of percentage of score.

	Less than 25%	More than 50%	Between 25% to 50%
Karimnagar	50.2	7.7	42.1
Kurnool	43.4	5.9	51.0
Nellore	46.5	2.6	50.8
Viziangaram	26.0	15.5	58.8
Warangal	35.1	9.5	55.4

Table 8.21 indicates that :

a. The percentage of those who obtained more than 50% of marks in the test are very few. They are less than 10% in all the districts except in Vizianagaram which scored 15.5% in this category. In Mathematics scoring more than 50% is normally expected.

b. Those who scored less than 25% form a large majority in all the districts. Less than 25% is not at all acceptable level of performance in Mathematics. On this norm Karimnagar is the least performing district and Vizianagaram is the best performing district.

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Table 8.19 indicates that :

There is no significant difference in the mean scores achieved by boys and girls. The trend indicates that scores achieved in writing are better than the scores achieved in reading. Vizianagaram is an exemption to this in the sense that the scores obtained are more or less equal in both.

Factors correlating with the achievement scores

The results of the correlation tests indicate that there is no factor correlating significantly in all of the 5 districts. Only three variables are correlating significantly and meaningfully in 2 to 3 districts. They are sex, caste and fathers education. Girls are seen to be performing better in Kurnool and Warangal districts. Highers castes are showing better performance in Karimnagar, Vizianagaram and Warangal districts. Fathers education is correlating significantly in Nellore and Vizianagaram.

Pattern of correlation of this kind indicates that the children are more or less governed by the same school and learning conditions and process and have no significant and meaningful correlations with their levels of achievement.

Achievement of class IV (completed) students in Mathematics test :

The test of Mathematics administered to the class IV (completed) students consisted of 40 items distributed across 9 content ares. The content areas are :

1. Number reading/reception
2. Place value
3. Addition
4. Multiplication
5. Division
6. Weights and Measures
7. Time and Period
8. Fraction
9. Geometry / shapes

All the 40 items of test are given the uniform scoring weight of one each. Thus maximum achievable score is 40. The test was administered to altogether 2621 students in 5 districts. The distribution of the sample is given in the table 6.19.

Table 8.19 Distribution of sample by district

District	Number	% of the total
Karimnagar	729	27.8
Kurnool	539	20.5
Nellore	496	18.9
Vizianagaram	297	11.3
Warangal	560	21.3

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assess the reading(aloud) and writing ability of the class IV (completed) students. The test consisted of 20 words for reading aloud and 20 words to write on dictation. These words were identified on the basis of their graded difficulty level. Five words each were identified from the language tests of class I, class II, class III and class IV for reading and similarly five from each text for taking dictation. Since they are graded it gives us the facility of fixing the level of attainment of the students in reading and writing ability. This test could be administered to only 3 districts viz., Nellore, Vizianaagram and Warangal.

Table 8.17 indicates the mean scores obtained on Reading and Writing abilities.

	Mean scores in Reading	(%)	Mean scores in writing	(%)
Nellore	11.5	55.0	16.5	80.0
Vizianagaram	9.4	45.0	8.4	40.0
Warangal	12.3	60.0	15.9	80.0
Maximum obtainable	20	100.0	20	100.0

Table 8.17 indicates that :

Except in Vizianagaram the scores in writing are very good and in reading the scores are reasonably good.

This may indicate that the main language test administered to class IV (completed) might have artificially brought down the achievement scores to very low levels. One may not argue that the levels of students in language are very good but one may suspect that the nature of the test is such that it may not be measuring the actual achievement of the class IV children.

Table 8.18 Rural-Urban differences in the mean scores of reading and writing.

	Reading		Writing	
	Rural	Urban	Rural	Urban
Nellore	11.9	10.2	17.1	15.1
Vizianagaram	9.8	5.3	8.9	3.1
Warangal	12.4	11.5	16.2	14.7

Table 8.18 indicates that in both the reading and writing tests the rural schools are having better achievement scores than the urban schools. The same pattern is seen in the main language test also. -

Table 8.19 Gender differences in the mean scores of Reading and Writing tests

	Reading		Writing	
	Male	Female	Male	Female
Nellore	11.6	11.4	16.0	17.3
Vizianagaram	9.6	8.7	8.7	8.6
Warangal	12.5	11.6	15.9	16.0

The performance is very poor in the part of the test relating to comprehension.

c.   All this indicates that there is a huge lag in the levels of achievement of class IV students in langugae.

Table 8.15 Rural - Urban differences in mean score in the three components of the Language test.

District	Mean in opposite words		Mean in similar words		Mean in comprehension	
	Rural	Urban	Rural	Urban	Rural	Urban
Karimnagar	12.0	11.3	6.9	6.4	15.1	12.7
Kurnool	11.3	10.0	7.3	5.8	13.3	12.7
Nellore	13.1	13.4	6.7	5.8	13.3	12.6
Vizianagaram	11.9	8.0	8.6	6.4	15.7	11.6
Warangal	12.7	13.1	7.6	5.1	15.7	15.1

Table 8.15 indicates that the performance of rural schools is better than the performance of urban schools in all the three components of the language test.

Gender differences in the three components of the language test.

Table 8.16 indicates the gender differences in the mean scores of the three components of the language test.

District	Mean in opposite words		Mean in similar words		Mean in comprehension	
	Male	Female	Male	Female	Male	Female
Karimnagar	11.9	12.1	7.0	6.6	14.9	14.8
Kurnool	11.0	9.7	7.4	6.4	13.4	8.6
Nellore	13.3	13.1	6.9	6.1	13.2	13.3
Vizianagaram	11.5	11.3	8.1	8.6	15.1	15.1
Warangal	13.3	12.3	7.7	6.2	16.4	13.9

Table 8.16 indicates that :

There are no significant differences between male and female mean scores in all the districts except in Kurnool district. F values also indicates that there are no significant differences among the districts. This indicates boys and girls are equally bad in their achievement levels in Language.

Extra test in Language

The three components of the language test discussed above have the possibility of not indicating the actual reading and writing ability of the students as they involve only silent reading and circling the answers. Since the main expected objective of primary schools is to provide the literacy skills of reading (aloud) and writing,an extra test was designed to

Table 8.13 gives the mean scores in the comprehension part of the language test.

District	Mean score	S.D
Karimnagar	14.9	6.3
Kurnool	12.7	8.1
Nellore	13.1	8.2
Vizianagaram	15.3	8.0
Warangal	15.6	7.3
Total	14.3	7.5

F = 17.3   Siginificant = 0.0000

Table 8.13 indicates that :

a. The mean score for all the districts together is only 14.3 which means the success rate is only 32%. Among the districts Warangal is leading with 15.6 followed by Vizianagaram with 15.3. The lowest mean score is obtained by Kurnool with 12.7 followed by Nellore with 13.1%.

b. The mean score obtained in comprehension part of the test is far less than the scores obtained in word meaning part of the test.

The implication of this is that the class IV (completed) students are lagging far behind the expected level of learning in the districts.

Table 8.14 presents the position of the 5 DPEP districts
in terms of percentage of success in three parts of the test.

District	Words with opposite meanings	Words with similar meanings	Comprehension	Total
Karimnagar	52.0	41.0	34.0	39.2
Kurnool	43.4	41.0	29.5	35.7
Nellore	56.5	35.2	29.5	39.2
Vizianagaram	47.8	47.0	34.0	41.6
Warangal	56.5	41.0	36.3	42.0
Total	52.1	41.0	31.8	39.2

Table 8.14 indicates that :

a. The level of achievement decline steadily as the students move from one part to the other successive parts of the test.

b. The performance is resonably good in the part relating to the identification of the pairs of words with opposite meanings. When they move to the pairs of words with similar meanings the score declines.

Table 8.11 indicates that :

a. The Mean achievement score is 7.1 for all the districts together in the items related to the identification of pairs of words with similar meaning out of the maximum of 17 attainable. This means the success rate is 41%. In this category Vizianagaram scored highest with 8.4 and Nellore scored the least with 6.5 only. The F value shows that there are significant differences in scores among the districts.

b. In the test items related to the identification of the pairs of words with opposite meanings the mean score for all the districts together is 12.0 out of maximam attainable score of 23. This means the success rate is 52%. In this category Nellore scored the highest mean with 13.2 followed by Warangal with 12.8. Kurnool scored the lowest with 10.5. F value indicates that there are significant differences in scores among the districts.

c. In all the districts the scores obtained on the identification of pairs of words with opposite meanings are higher than the scores obtained on the words with similar meanings. On an average the difference is as much as about 10% which is quite significant.

Table 8.12 gives the total score for both similar and opposite categories.

District	Mean score	S.D.
Karimnagar	18.8	5.1
Kurnool	17.7	7.8
Nellore	19.7	6.5
Vizianagaram	19.9	7.6
Warangal	20.0	6.4
Total	19.1	6.6

F = 12.68   Significant = 0.0000

Table 8.12 indicates that :

a. For all the districts the mean is 19.1 out of the maximum of 40. This means the success rate is only 47.5%. Among the districts Warangal scored the highest with 20.0 closely followed by Vizianagaram (19.9) and Nellore (19.7). Kurnool scored the lowest with 17.7.

b. F value indicate significant differences among the districts in the obtained scores.

Overall it indicates that even in the easiest part of the test the scores are very low. This means the learning levels are very low.

Mean scores in the part of the test relating to comprehension.

This part of the test is relatively most difficult and the maximum attainable score is 44.

Gender gap in mean scores in Language

Out of the total sample for all the five districts 59% consisted of boys and 41% girls.

Table 8.10 gives the mean scores c' boys and girls in IV class (completed) language test.

	Mean Score Boys	S.D.	Mean Score Girls	S.D
Karimnagar	33.9	9.0	33.6	9.5
Kurnool	31.9	13.8	27.6	13.0
Nellore	33.6	12.4	32.6	12.8
Vizianagaram	34.7	14.0	35.1	13.7
Warangal	37.4	12.3	32.6	10.9

Table 8.10 indicates that the mean scores of girls are lower uniformly in all the districts except in Vizianagaram where they are equal. However, the differences are marginal. Relatively, the difference between the scores of boys and girls is the highest in Warnagal followed by Kurnool. Normally the differences will not be significant when the general performance itself is very low.

Pattern of scoring in different parts of language test.

Language test for class IV (completed) consists of 2 major parts viz., Word meaning and comprehension. Word meaning part again consists of two types of word pairs. One which gives similar meaning and the other which gives opposite meanings. Hence, the test scores will be presented in four parts viz., (1) identification of the pair of words with similar meanings, (2) identification of the pair of words with opposite meanings (3) total score for word meaning and (4) scores on comprehension part.

Mean scores on the test items relating to the identification of pairs of words of similar meaning and opposite meaning.

The number of items in the part of the test dealing with pairs of words with similar meaning is 17. The number of pairs of words in the test dealing with opposite meaning is 23.

Table 8.11 gives the Mean scores on the test item of identification of the pairs of words with similar and opposite meaning in five districts.

District	Mean for similar	S.D.	Mean for opposite	S.D
Karimnagar	6.8	3.2	11.9	4.8
Kurnool	7.1	4.3	10.5	6.3
Nellore	6.5	3.6	13.2	5.8
Vizianagaram	8.4	3.8	11.5	5.4
Warangal	7.2	3.9	12.8	5.4
Total	7.1	3.8	12.0	5.5

F = 17.05 Significant = 0.0000   F = 19.7   Significant = 0.0000

Table 8.8 indicates that :

a. The gap between the highest score school and lowest score school is quite large in all the districts. However, the gap is relatively less in Warangal and Vizianagaram districts. The gap is the largest in Kurnool followed by Nellore.

b. In Vizianagaram district the variation in scores among the schools is quite large as indicated by the low percentage around the average score and high percentage of schools around below the average and above average categories. The situation is more or less similar in Kurnool district. The varaiation in the standards of schools is the least in Nellore district.

c. Teacher deficiency is seen in almost all the schools. Schools with full compliment of teachers (5 and more) is in minority. In Vizianagaram and Nellore the position of schools is the worst in terms of teacher component.

d. With regard to the situation of the schools in OBB material is also discouraging in all the districts except in Nellore.

Difference in the performance of Rural and Urban students of class IV (completed) in language.

Of the total sample of class IV (completed) students 20% consisted of students in urban schools and 80% in rural schools. This is approximately the same ratio in the total population of the state.

Table 8.9 gives the mean scores of rural and urban students in 5 districts.

	Mean Score Rural	S.D.	Mean Score Urban	S.D
Karimnagar	34.0	9.5	30.6	7.8
Kurnool	32.0	11.8	28.6	17.8
Nellore	32.9	12.7	33.2	12.4
Vizianagaram	36.3	13.7	26.1	11.9
Warangal	36.1	12.3	33.4	9.5

Table 8.9 clearly indicates the achievement of the urban school children is less than the achievement of the rural children in all the districts except in Nellore where they are about equal to each other. The scores in each group are scattered in a wide range as indicated by the S.D. Values.

The reason for poor performance of the urban schools may be that the Government and Muncipal schools in urban areas suffer from two disadvantages. Firstly, the maintenance of the schools is very bad and secondly the private schools attract better students leaving the residue to the local body and Government schools.

Urgent steps have to be taken to stop the deterioration of the Muncipal and Government primary schools in the urban areas. They need to be improved in many ways as most of the poor and slum children get into these schools.

- In Vizianagaram district 5 mandals fall in the above average category and 4 in the below the average category. The difference between the lowest and highest score is 19.

- In Warangal district 5 mandals are above the average and 8 mandals are below the average.

What is important to note is that the availability of the teacher strength, OBB material, higher qualifications of the teachers is not making any difference in the performance of the mandals. Further F ratios in all the districts indicate that there are significant differences in scores between the mandals. This indicates, what is influencing the scores is the level of development of the area rather than the school inputs like teachers, OBB materials or teacher qualifications.

This should make us think about the appropriate use of input strategy adopted at present. What is coming out prominently is that what matters is the process and attitudes besides the general factor of the overall development of the area which determines the economic status of the people.

Distribution of schools according to their mean scores of achievement in language.

School wise analysis of the distribution of scores in each district was taken up to know if there is any pattern. Along with the scores the informatiotion about the availability of OBB and Teacher components was also examined as they are expected to help the schools in their performance.

Table 8.8 gives the distribution of schools according to their mean scores in 5 districts along with their status in OBB and Teacher components.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal
Highest mean score	50	56	54	58	62
Lowest mean score	15	4	10	20	25
% around the district average	45.0	30.0	60.0	15.0	42.5
% below the district average	30.0	32.5	17.5	57.5	40.0
% above the district average	25.0	⁻37.5	22.5	27.5	17.5
% schools with OBB	45.0	67.5	92.5 -	62.5	62.5
% schools with 2 & less teachers	47.5	67.5	80.0	80.0	47.5
% schools with 3 to 4 teachers	32.5	17.5	10.0	17.5	12.5
% schools with 5 & above teachers	15.0	15.0	7.5	0.0	22.5

Table 8.7 Mandal wise achievement of Warangal district in Languages for Class IV

Mandal Name	Mean Score	SD	N	OBB	Teacher on Rolls	Educational Qualifications			Teacher training	
						Inter of below	Graduate & above	No training	TTI	B.Ed M.Ed.
01	50.33	18.00	57	2/4	11	5	6	1	7	3
04	42.48	11.64	25	3/3	6	1	5	-	4	5
05	39.34	7.61	32	1/3	5	2	2	-	3	1
07	37.65	12.56	71	2/3	10	7	7	1	5	7
00	36.19	8.35	26	0/2	5	-	-	-	-	-
11	35.55	7.34	69	0/4	18	16	1	2	18	-
10	34.96	6.28	23	2/2	4	1	3	-	1	3
06	34.46	7.03	73	3/3	7	6	2	-	5	3
02	34.19	5.44	26	3/3	5	1	4	-	4	1
08	33.54	10.85	41	3/3	11	5	5	-	8	2
09	33.36	4.78	39	3/3	7	4	2	1	4	2
12	32.00	12.64	35	0/1	11	3	4	-	4	7
13	27.78	10.13	102	3/4	19	8	13	3	12	9
District	35.69	11.91	619	25/38						

Table 8.6 Mandal wise achievement of Vizianagaram district in Languages for Class IV

Mandal Name	Mean Score	SD	N	OBB	Teacher on Rolls	Educational Qualifications			Teacher training	
						Inter of below	Graduate & above	No training	TTI	B.Ed/ M.Ed.
01	43.17	11.61	34	6/6	10	6	6	4	6	5
02	41.06	9.51	32	0/3	7	6	1	-	7	1
07	38.29	9.66	51	6/7	13	8	5	8	9	4
03	38.08	17.74	50	2/4	7	4	3	-	4	3
04	36.04	10.98	23	5/5	9	5	4	-	6	4
06	34.11	13.81	43	3/4	10	4	6	1	4	6
05	32.56	12.09	27	0/4	10	4	6	-	7	4
00	26.12	12.94	33	0/3	5	5	-	-	5	-
08	24.18	13.06	32	4/4	6	4	2	-	4	2
District	35.34	13.94	327	26/40						

Table 8.5 Mandal wise achievement of Nellore district in Languages for Class I

Mandal Name	Mean Score	SD	N	OBB	Teacher on Rolls	Educational Qualifications			Teacher training	
						Inter of below	Graduate & above	No training	TTI	B.Ed/ M.Ed.
08	41.97	10.52	45	3/3	8	4	4	-	5	3
05	41.06	12.17	48	4/4	8	4	4	2	7	1
10	37.00	10.12	37	4/4	7	5	2	-	5	2
04	35.14	12.34	21	2/3	6	5	1	-	6	-
02	32.14	8.47	22	3/3	4	2	3	-	2	2
12	32.06	13.57	137	4 5	24	15	8	-	15	9
01	29.56	9.09	25	1/1	2	1	1	-	1	1
07	29.35	11.91	57	4/4	8	9	1	2	7	1
03	29.33	11.19	69	3/3	8	6	4	-	5	4
09	27.41	14.19	17	3/3	4	1	3	-	2	2
11	26.31	13.81	16	4/4	5	2	3	-	3	2
06	25.67	8.89	15	2/2	3	3	0	-	3	-
District	32.95	12.73	509	37/41						

Table 8.3 Mandal wise achievement of Kurnool district in Languages for Class I

Mandal Name	Mean Score	SD	N	OBB	Teacher on Rolls	Educational Qualifications			Teacher training	
						Inter of below	Graduate & above	No training	TTI	B.Ed/ M.Ed.
06	42.69	10.08	88	1/5	16	11	5	1	12	3
03	37.76	7.90	33	2/2	4	3	1	-	4	-
05	34.00	11.03	75	4/4	11	4	7	-	4	7
01	32.68	4.89	19	3/3	5	3	2	-	2	3
02	31.42	8.71	59	3/3	7	5	2	1	5	2
04	30.77	9.07	26	2/3	10	4	6	-	4	6
10	26.64	4.48	22	0/2	4	-	-	-	-	-
00	26.37	13.99	113	2/4	18	8	10	-	8	10
09	26.35	14.93	74	6/6	13	7	7	-	12	2
08	25.58	9.10	24	1/4	7	4	3	-	4	3
07	20.15	14.37	71	0/3	11	9	2	-	9	2
Dist.	30.44	13.46	604	24/39						

District average teacher per school = 13

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Table 8.3 Mandal wise achievement of Karimnagar district in Languages for Class I

Mandal Name	Mean Score	SD	N	OBB	Teacher on Rolls	Educational Qualifications			Teacher training	
						Inter of below	Graduate & above	No training	TTI	B.Ed/ M.Ed.
03	40.25	9.93	52	2/3	6	3	3	6	3	2
07	40.15	10.69	87	1/4	9	4	5	3	13	2
09	38.30	11.46	33	3/3	4	3	3	0	3	3
02	35.77	6.58	48	3/4	10	5	4	0	8	2
05	34.45	7.69	84	0/3	10	4	5	3	4	5
04	32.37	9.08	92	0/4	18	11	7	0	12	6
06	32.25	8.13	89	1/4	17	9	8	0	9	5
08	32.09	8.68	83	3/3	11	5	5	0	5	6
01	32.01	6.81	64	0/3	14	6	8	2	8	6
11	31.95	6.45	20	2/2	2	2	-	0	2	0
00	30.66	7.84	74	2/4	12	9	3	0	11	1
10	25.84	9.38	52	1/3	11	7	2	3	9	2
Dist	33.77	9.47	778	480						

District average teacher per school = 12

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DISTRIBUTION OF SCORES ACCORDING TO CLASS INTERVALS OF RANGE

PERCENTAGES

CLASS INTERVALS

SCORES TO CI RANGE

KARIMNAGAR KURNOOL NELLORE

VIZIANAGARAM WARANGAL

CH 8 TABLE 2

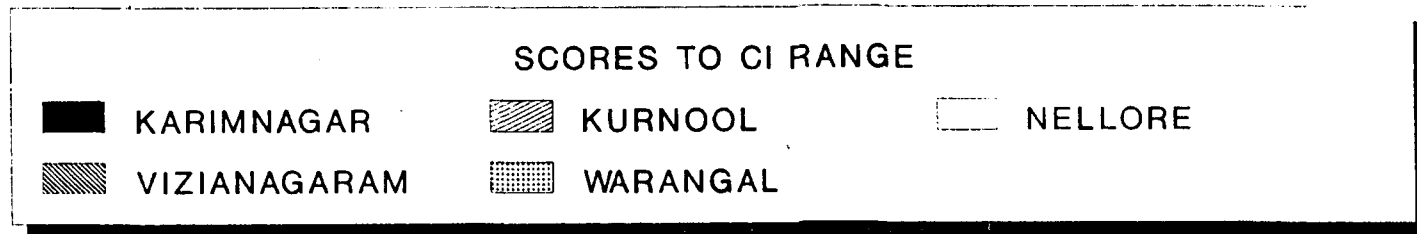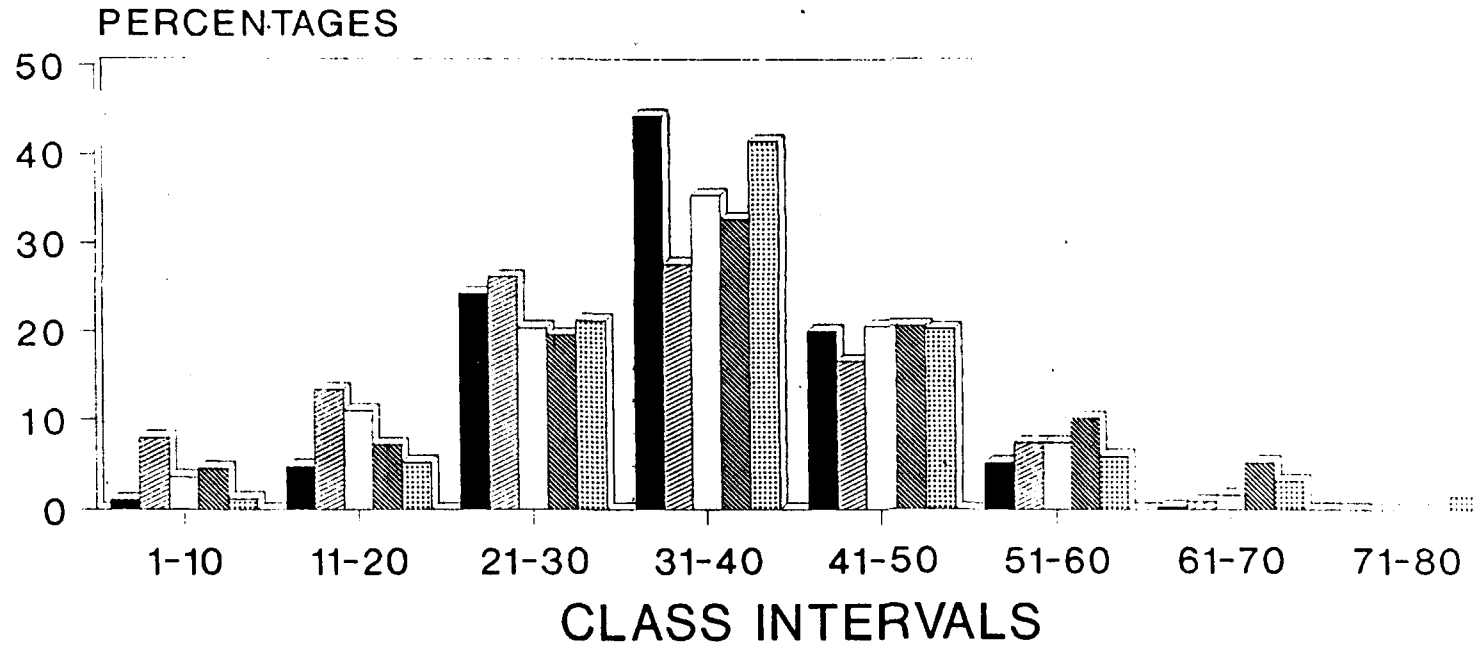Table 8.2 gives the distribution of scores according to the class intervals of range in the DPEP districts.

C.I.	Karimnagar			Kurnool			Nellore			Vizianagaram			Warangal			Five districts Total		
	Freq.	%	Cum %	Freq.	%	Cum %	Freq.	%	Cum %	Freq.	%	Cum %	Freq.	%	Cum %	Freq.	%	Cum %
1-10	8	1.07	1.07	44	7.94	7.94	18	3.60	3.60	14	4.58	4.58	7	1.22	1.22	91	3.39	3.39
11-20	36	4.80	5.87	74	13.36	21.30	55	11.00	14.60	22	7,19	11.77	30	5.23	6.45	217	8.09	11.48
21-30	182	24.30	30.17	145	26.17	47.47	102	20.40	35.00	60	19.61	31.38	122	22.25	27.70	611	22.78	34.26
31-40	332	44.33	74.50	153	27.62	75.09	177	35.40	70.40	100	32.68	64.06	238	41.46	69.16	1000	37.28	71.54
41-50	150	20.03	94.53	92	16.61	91.70	103	20.60	91.00	63	20.59	84.65	116	20.21	89.37	524	19.53	19.07
51-60	39	5.20	99.73	41	7.40	99.10	37	1.40	98.40	31	10.14	94.79	34	5.92	95.29	182	6.79	97.86
61-70	2	0.27	100.00	5.5	0.90	100.00	8	1.16	100.00	16	5.22	100.00	18	3.14	98.43	49	1.83	99.69
71-80	-	-	-	-	-	-	-	-	-	-	-	-	9	1.57	100.00	9	0.34	100.00

Table 8.2 indicates the distribution of scores according to the class intervals of range in the DPEP districts.

Table 8.2 Indicates that

a. The single largest majority of children in all the districts scored in the range of 31 to 44 (between 27% to 44%) out of the achievable maximum of 84.

   -   In Karimnagar district 30% falls below the average score and 25% above the average score.
   -   In Kurnool district 47% fall below the average and 25% above the average.
   -   In Nellore 35% below the average and 36% above the average.
   -   In Warangal district 27% below the average and 31% above the average.

b. In Vizianagaram and Warangal the above average achievers are more than the below average achievers. In the other districts below the average achievers are more than the above average achievers.

The analysis presented above indicates that the performance levels of children of all districts and social groups are very low.

Mandal wise analysis of scores

Mandal in Andhra Pradesh is an administrative unit for a group of villages (16 to 20 villages) like Block in other states. Mandals are generally homogenous areas in terms of development. Mandal wise analysis will help to know the impact of the level of the development of the area on the performance of the schools when the other school variables fail to explain the varience.

The mandal wise scores are presented in table 6.3 to 6.7 each for each district. The mandal wise scores are indicated along with the data related to teachers on rolls, availability of OBB material, general and teacher training levels of the teachers to know whether they make any difference in the performance of the mandals.

The mandal wise data indicate that :

a. In almost all the districts the number of mandals falling below the district average are more than the mandals falling above the average.

b. The difference between the mean scores of the highest and the lowest scoring mandals is very high ranging around 20 to 25. This means that there are wide variations in the performance levels of different mandals.

c. In Karimnagar district 5 mandals out of the sample of 12 fall in the category of above the district average and 7 mandals below the district average. The difference between the lowest scoring and highest scoring mandals is around 15.

   -   In Kurnool district 5 mandals fall above the district average score and 7 below the average. The difference between the highest score and lowest score is 16.

LANGUAGE ACHIEVEMENT MEAN SCORES OF CLASS IV STUDENTS BY CASTE

PERCENTAGES

MEAN SCORES-CLASS IV

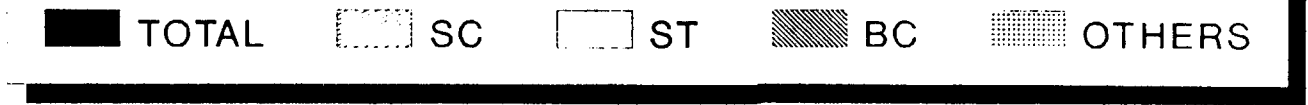TOTAL ▪ SC ▪ ST ▪ BC ▪ OTHERS

CH 8 TABLE 1
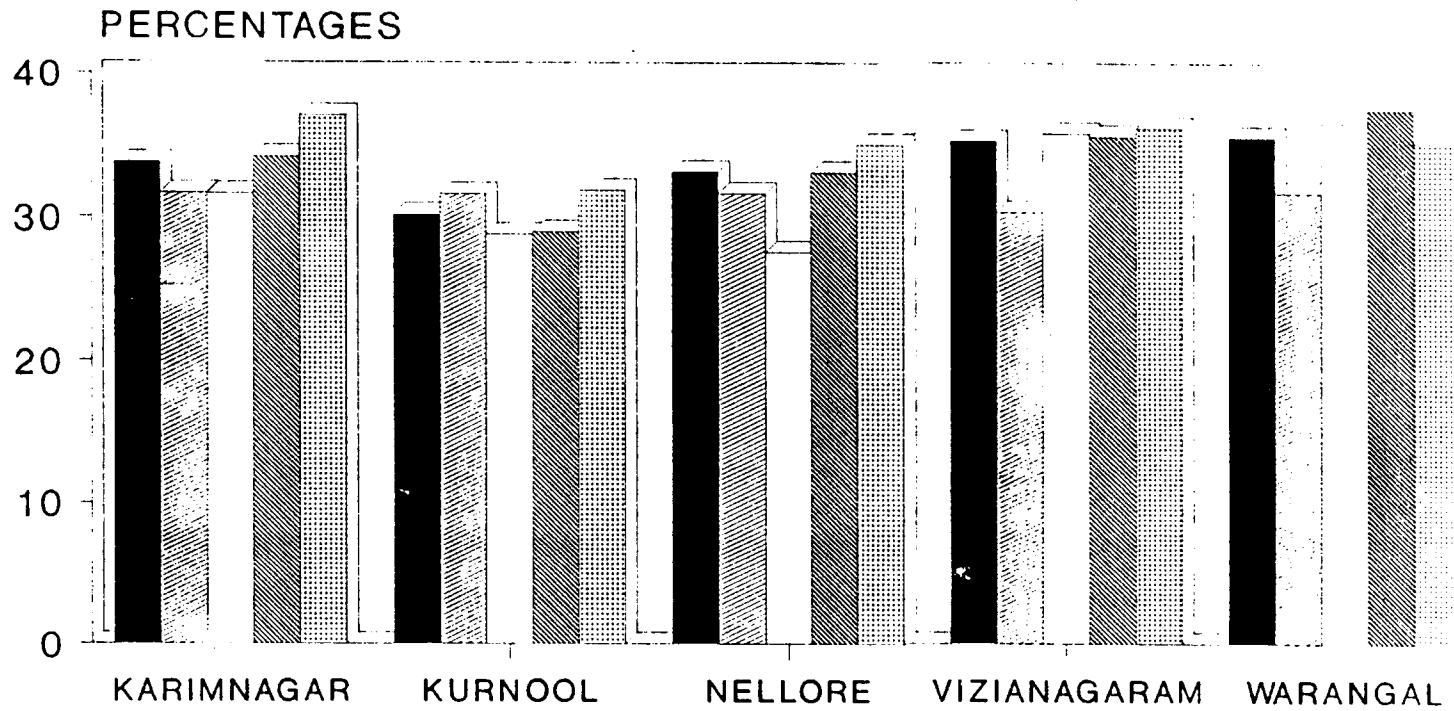
Table 8.1 indicating the language achievement Mean scores of class IV (completed) students in five DPEP districts by caste

District		Total	SC	ST	BC	Others
Karimangar	Mean	33.79	31.66	31.60	34.20	37.07
	SD	9.36	9.86	5.02	8.65	11.40
Kurnool	Mean	30.17	31.60	28.82	28.99	31.89
	SD	13.68	15.05	13.06	12.87	13.94
Nellore	Mean	33.16	31.66	27.56	33.10	35.06
	SD	12.59	14.03	13.03	11.11	14.39
Vizianagaram	Mean	35.28	30.38	35.82	35.62	36.21
	SD	14.00	14.62	10.90	13.62	15.51
Warangal	Mean	35.55	31.74	36.64	37.57	35.25
	SD	11.71	11.89	8.71	11.86	11.43
Five Districts	Mean	33.52	-			
Total	SD	12.20				

Levels of achievement of class IV (completed) students in Language

Class IV Language Achievement test consisted of two parts. Part I consisted of 40 test items to assess the understanding of the word meaning. In this 40 pairs of words were given and the students were asked to indicate whether the words in the pairs are similar in meaning or opposite in meaning. Part II of the test consisted of items which assess the language comprehension of the students. Under this objective multiple choice questions were given based on some given passages. The time taken for answering the language test was in the range of 30 minutes to 150 minutes. However, in the majority of schools the test was cleared in about 60 minutes. The results of the Language Achievement Test of class IV (completed) are presented in terms of mean scores and standard devations and wherever appropriate reasons for differences in means are also given. The results are presented at three levels/units of analysis viz., district, mandal (a group of villages) and school. The presentation of the results also include the factors correlating with the test scores.

Table 8.1 presents the Language Achievement Mean Scores of class IV (completed) students in five DPEP districts by caste

Table 8.1 Indicates that :

a. The mean score of no district exceeded 35 out of the maximum achievable score of 84. This means in no district the average is more than about 41%.

b. The mean score of the districts is within the range of 30 to 35. This means in all the districts the achievement levels are uniformly low. Kurnool scored the lowest (30.17) followed by Nellore (33.16). Warangal scored highest (35.55) followed by Vizianagaram (35.28).

c. In no district the standard deviation is within the accepatable limits. This means the scores are scattered in a very wide range (between 0 to 60).

d. The achievement gap between the caste groups is narrow not exceeding the difference of 3 to 4 in mean scores. That means the performance is equally bad in all the caste groups. However; there is no common pattern for all the districts.

e. In Karimnagar district SC and ST children scored less than BC and other FC caste children. BCs also scored less than the "others" in this district. This is a commonly expected pattern.

- In Kurnool district SC children are scoring higher than even BC children and almost equal to the "other" children.

- In Nellore district SC children are scoring less than BC and "other" children are more than that of ST children.

- In Vizianagaram district SC children score less than that of all the other caste groups including that of ST.

- In Warangal district also SC children are scoring less than that of all the other caste groups including ST.

- The scores of BC children in all the districts except Warangal are less than that of the "others".

In the societies and cultures which believe in free competetion for survival determine the levels of minimum learning/achievement irrespective of individual or group differences in the circumstance of life. School condition will be uniform for all and the individual learners have to cope with the norms of learning. In the socialistic societies where the socio-economic status of all is more or less the same the minimum and maximum levels of learning are also set on objective criteria of potential for learning.

In the case of the dualistic and inequalitarian societies with differences in object conditions of life the concept of minimum levels of learning will have to to be oriented more towards the achievable levels rather than the potential levels. Particularly in the situation of schools not adequately and appropriately provided with the required inputs like teachers, learning materials, classrooms etc., this becomes all the more imperative to look into the achievable rather than the potential.

Again in the context of the ideological or policy commitment for universalization of primary education achievable levels become more important than in the context of education being made accessible only to a few who have the motivation and means for education and in whose case the reference for comparison are the international standards. When the system of schooling is designed for filtering the learners the potential levels become relevant. When the system is designed for promotiung eveyone achievable levels under the given circumstances becomes relevant. This has the problem of different groups having different levels. Until the micro level existential situation and school situation changes this policy is inevitable.

Setting unrealisable levels of learning (from the point of view of achievable) becomes counter productive. The children when fail to cope with the expected levels get demotivated and discouraged and conservently dropout of schools. It also creates in them a feeling that they are no good for education. Again the situation as it is obtained now cannot follow the present system of grading by class. The orientation should be more towards individual learner rather than class of learners. Anyway, the whole issue of minimum levels of learning has to be reviewed and modified. Otherwise we are likely to see the low levels of achievement/learning by the children when they are tested on the basis of the present objective universal norms. It will result in the wastage of the learning time of the children as they lag by two or three years in their learning progression.

It is in this perspective the results of the achievement tests are to be viewed.

Achievement test scores of class IV (completed) students

Children in the primary schools of Andhra Pradesh are not used to the systematic and elaborate tests of the kind administered to them in the present study. There are two basic reasons for this. Firstly, because of non-detention policy the tests are not taken seriously. Secondly, the teachers though expected to follow Continous Comprehensive Evaluation (CCE) under the non-detention policy are not following for various reasons. The students are not also fully familiar with the type of tests administered to them and also the procedure of answering the test items. Hence it was time consuming to make the students fully understand the nature of the tests and procedure of answering the test items. All these factors might have also affected the test scores.

C H A P T E R   V I I I

ASSESSMENT OF LEARNING LEVELS

To say that any system is judged essentially from its learning outcomes is as much true as to say that the expected learning outcomes should determine the system of schooling. We are more conscious about the first part of the proposition than the second part. Levels of learning are associated with the stages of schooling. Learning is a continum and progression of learning along the continum is facilitated by an activity transaction involving the learners and teachers mediated by instruments and content of learning. Each stage and sub-stage of schooling is marked by a level of learning based on the set objectives. Transition of the learners from one stage to another stage of learning/ schooling is determined by the achievement of determined level in the scale set between the minimum and maximum levels. The minimum and maximum levels of learning set for a given stage/sub-stage of schooling are determined by a certain criteria which in iteself based in certain assumptions. They are :

1. Human beings are genetically endowed to learn on their own by their experience in the process of struggle for survival.

2. In the organized socities general socialization process helps learning in more defined way but in an informal process.

3. The process of growing up in the context of struggle for survival and socialization the chronological age and general intelligence/mental maturity get associated.

4. In the specific goal directed societies specialized instructional arrangements get organized to manipulate learning process to achieve the determined pace of learning and objectives of learning.

5. The institutions specially designed for promoting learning (schools) set the estimated potential of a given group of a given age, in a given conditions of living and exposure to general socialization in the society as the maximum target/level for learning.

6. Minimum levels of learning are determined on the basis of

    (a) the estimated achievable level of all those of a given age governed by the normal conditions of life and general socialization under the given normal in-stitutioanl arrangement for learning and

    (b) the level required to comprehend and continue the progression in learning in the subsequent level.

7. The learners are expected to scatter between the minimum and maximum levels according to their individual differencies in learning.

8. Schools are expected to create the ideal climate and conditions for all the learners to attain the minimum level and help them to attain the maximum level according to their learning potential.
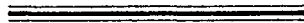
Table 7.48 indicates that :

a. About 60% of the dropout children are not engaged in productive work even for a single day in a week.

b. Only 12% are engaged in all the days of the week and only 9% are engaged in six days a week.

c. The rest of them are engaged in negligible number of days in a week.

The pattern of employment of dropout children clearly indicates that most of them are out of work besides being out of school. Added to this they have low aspirations. They are in majority in the age group 6 to 14 years. Keeping the children of school going age both out of school and out of work will have adverse effects on their lives as well as on the economy and society. **Urgent measures are required to develop appropriate strategies and programmes to organize training and employment schemes for them. Obviously the programmes like TYRSEM have to extend to the age group 6 to 14 also and on a massive scale.**

Nutritional and health status of dropout children

Overall about 86% of dropout children indicate that they get adequate food in the mornings and afternoons. In the nights as many as 91% get adequate food. There are no significant variations in different districts. Overall about 2% of children suffer from the problem of eye sight. In Nellore this incidence is more (5.3%) than in other districts. About one percent of dropouts suffer from hearing problem. Less than one percent suffer from speech defect. This incidence is more in Karimnagar district (2.3%). About 1.5% suffer from physical deformities. This incidence is more again in Karimnagar (2.3%). Overall about 1% of dropout children are suffering from either fever, or bronchitis or diarroeah or skin disease.

Overall the situation is that the dropout children are nc suffering from any serious nutritional and health problems.

DISTRIBUTION OF DROPOUT CHILDRENS
NUMBER OF DAYS OF EMPLOYMENT IN A WEEK

PERCENTAGES

DPEP DISTRICTS

■ KARIMNAGAR   ▨ KURNOOL   ▭ NELLORE
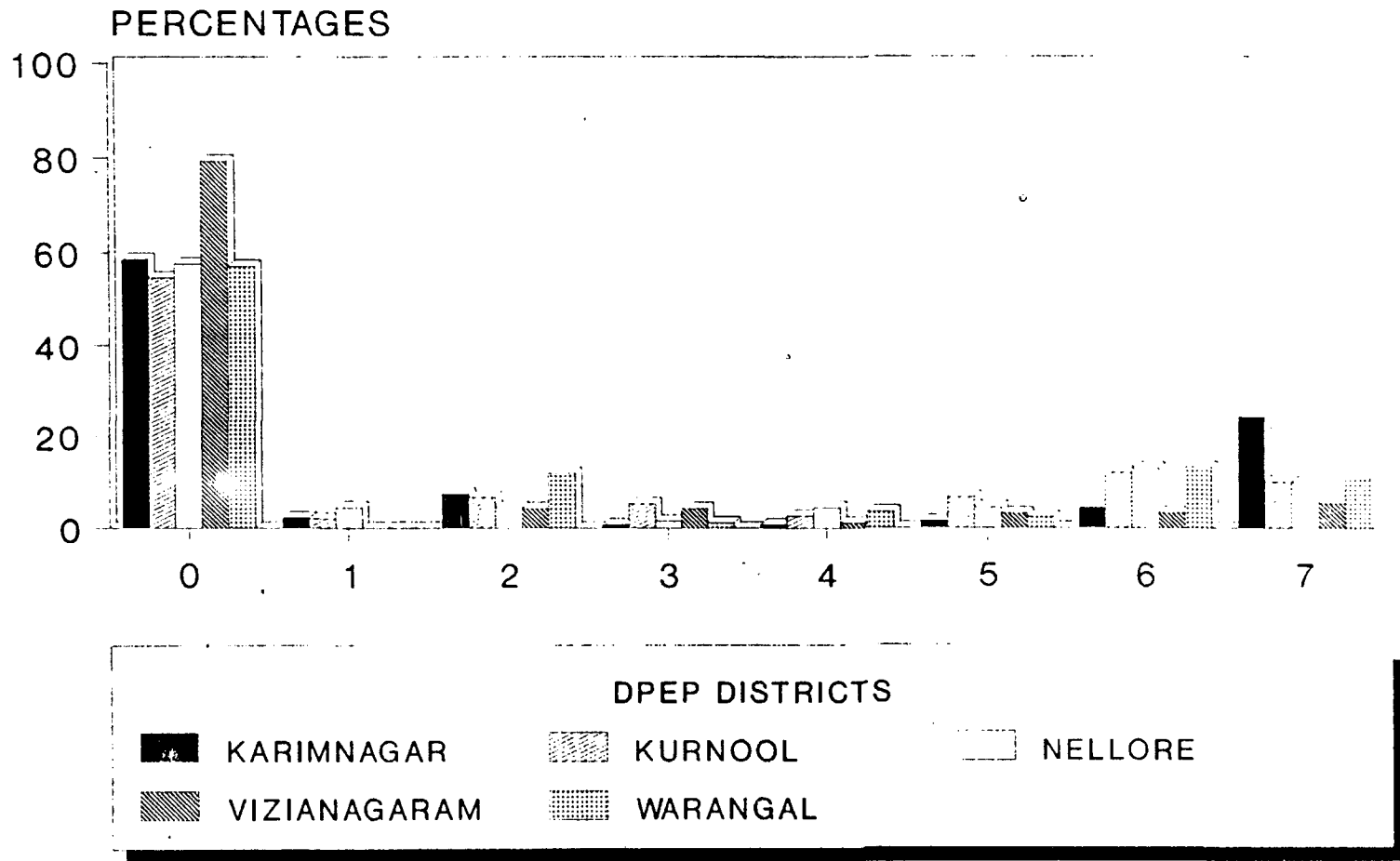
▧ VIZIANAGARAM   ▦ WARANGAL

CH 7 TABLE 48

Table 7.47 indicates that :

a. About 25% of dropout children are either not interested in work or not having any aspiration. In this category Kurnool district tops with 36%.

b. Among those who have some aspiration majority of them aspire to become only agricultural workers. They constitute about 36% in the total sample.

c. Very few aspire to become workers in the organized sector.

d. Again the proportion of those who want to get into business is only 6%.

Overall the pattern of occupational aspirations indicate that they have very low occupational aspirations.
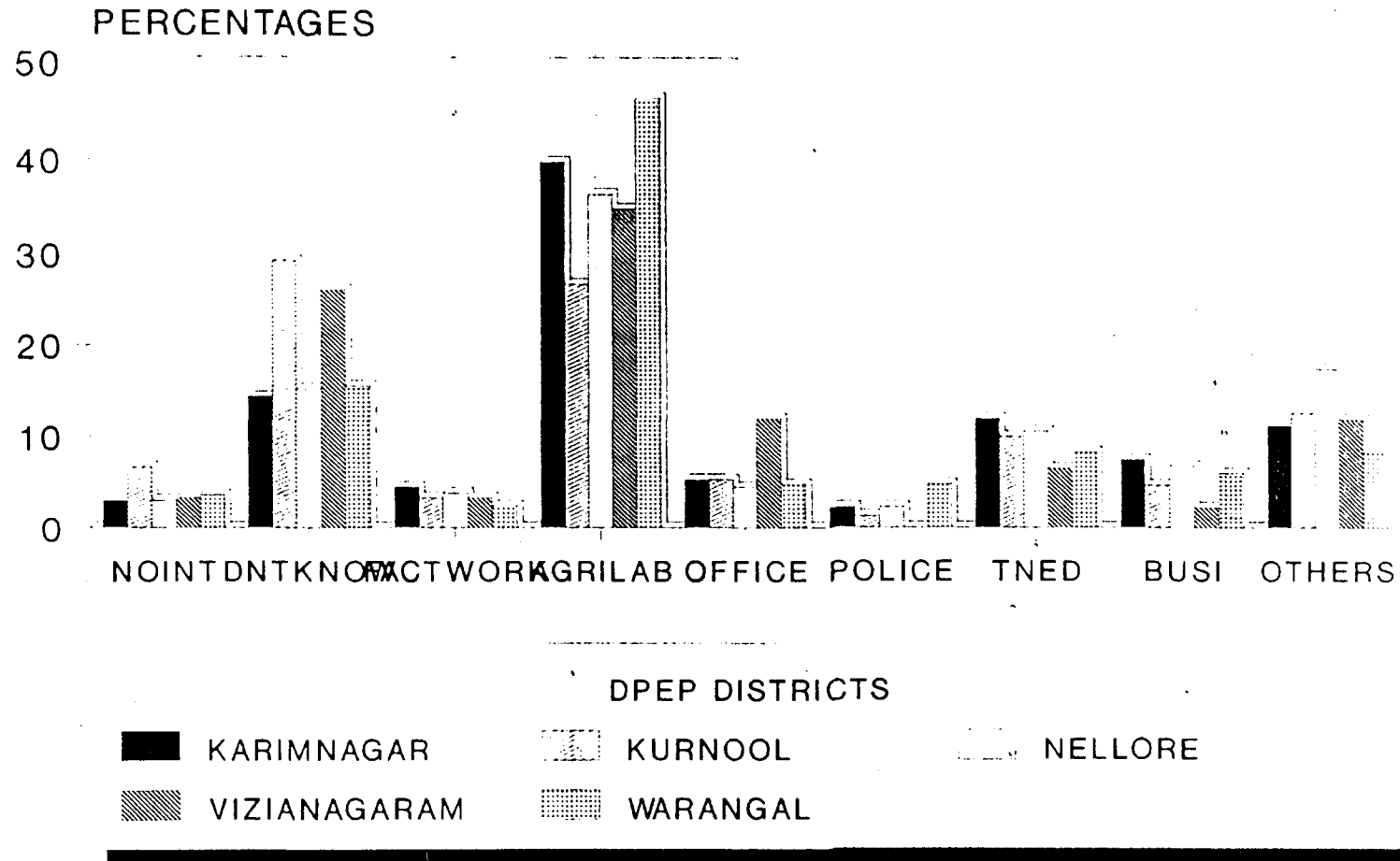
Employment of the dropout children

Detailed information about the employment situation of the dropout children was ascertained as it helps in developing appropriate educational programmes for them.

In the total sample of dropout children about 45% of them reported that they are engaged in some work or the other. However, only 35% are earning wages.

Table 7.48 gives the distribution of dropout children
according to number of days of employment in a week.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
0	78	82	76	73	48	357
	58.6	54.7	57.6	79.3	57.1	60.4
1	3	3	6	-	-	12
	2.3	2.0	4.5			2.0
2	10	10	6	4	10	40
	7.5	6.7	4.5	4.3	11.9	6.8
3	1	8	2	4	1	16
	0.8	5.3	1.5	4.3	1.2	2.7
4	1	4	6	1	3	15
	0.8	2.7	4.5	1.1	3.6	2.5
5	2	10	6	2	2	22
	1.5	6.7	4.5	2.2	2.4	3.7
6	6	18	17	3	11	55
	4.5	12.0	12.9	3.3	13.1	9.3
7	32	15	13	5	9	74
	24.1	10.0	9.8	5.4	10.7	12.5
Column Total	133	150	132	92	84	591

DISTRIBUTION OF DROPOUT CHILDREN
ACCORDING TO OCCUPATIONAL ASPIRATION

PERCENTAGES

NOINT DNTKNOW ACTWORK AGRILAB OFFICE POLICE TNED BUSI OTHERS

DPEP DISTRICTS

■ KARIMNAGAR ▨ KURNOOL NELLORE

▨ VIZIANAGARAM ▨ WARANGAL

CH 7 TABLE 47

The pattern of educational aspirations of the dropout children again clearly demonstrate that 10th class is considered functional for them as it has become minimum qualification to gain entry into the job market in the organised sector. Primary education (5 years of schooling) is not considered as functional and hence not interested in it. The children and their parents will not get motivated to complete primary education unless they have fair chance of completing 10th class.

So universalization of secondary edcuation or atleast upper primary education (7 to 8 years of schooling) to start with is more attractive and functional to the people to respond.

The reasons given for not willing to study further are essentially the same as that of reasons for dropout.
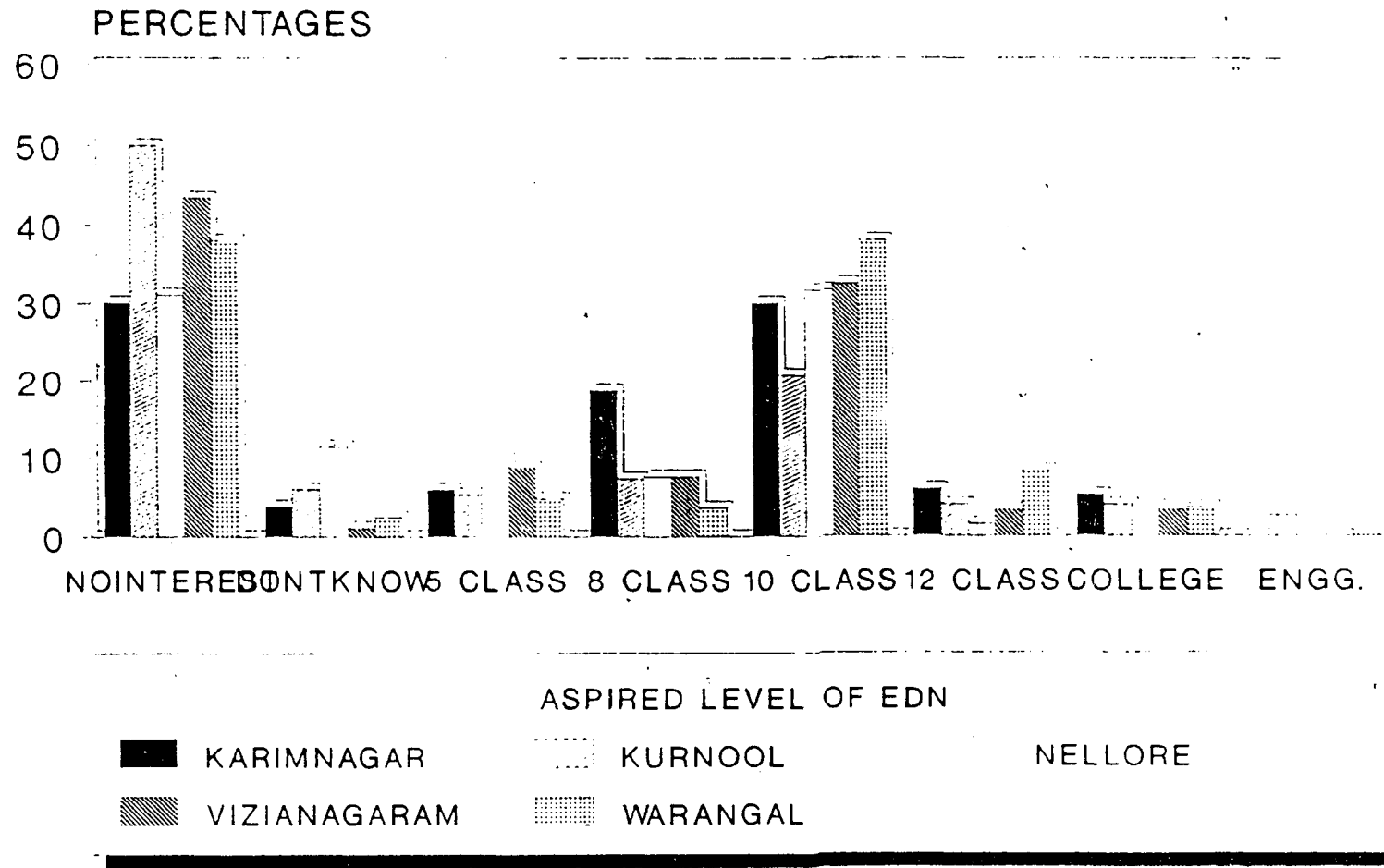
Occupational aspirations of dropout children

Information about the occupational aspirations of the dropout children was obtained because occupational aspiration is an important motivation for educational aspiration and performance.

Table 7.47 gives the distribution of dropout children according to their occupational aspiration.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Not inter-ested to work	4	10	4	3	3	24
	3.0	6.7	3.0	3.3	3.6	4.1
Do not know	19	44	20	24	13	120
	14.3	29.3	15.2	26.1	15.5	20.3
Factory worker	6	5	5	3	2	21
	4.5	3.3	3.8	3.3	2.4	3.6
Agriculture labour	53	40	48	32	39	212
	39.8	26.7	36.4	34.8	46.4	35.9
Office worker	7	8	6	11	4	36
	5.3	5.	4.5	12.0	4.8	6.1
Police	3	2	3	-	4	12
	2.3	1.3	2.3		4.8	2.0
Teacher/ Nurse/ Engineer/ Doctor etc	16	15	14	6	7	58
	12.0	10.0	10.6	6.5	8.3	9.8
Business	10	7	9	2	5	33
	7.5	4.7	6.8	2.2	6.0	5.6
Others	15	19	23	11	7	75
	11.3	12.7	17.4	12.0	8.3	12.7
Column Total	133	150	132	92	84	591

DISTRIBUTION OF DROPOUT CHILDREN
ACCORDING TO ASPIRED LEVEL OF EDUCATION

PERCENTAGES

ASPIRED LEVEL OF EDN

| ■ | KARIMNAGAR | ⋯ | KURNOOL | NELLORE |
| ▨ | VIZIANAGARAM | ▦ | WARANGAL | |

CH 7 TABLE 46

Educational aspirations of dropout children

Information about the educational aspirations of the dropout children was ascertained to know how many of them would like to continue their education and also the level of education they consider is functional for them.

Table 7.46 gives the distribution of dropout children according to their aspired level of education.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Not inter-ested	40	75	41	40	32	228
	30.1	50.0	31.1	43.5	38.1	38.6
Do not know	5	9	15	1	2	32
	3.8	6.0	11.4	1.1	2.4	5.4
5th class	8	8	13	8	4	41
	6.0	5.3	9.8	8.7	4.8	6.9
8th class	25	11	10	7	3	56
	18.8	7.3	7.6	7.6	3.6	9.5
10th class	40	31	42	30	32	175
	30.1	20.7	31.8	32.6	38.1	29.6
12th class	8	6	2	3	7	26
	6.0	4.0	1.5	3.3	8.3	4.4
College	7	6	5	3	3	24
	5.3	4.0	3.8	3.3	3.6	4.1
Engg./Medical etc.	-	4	4	-	1	6. 9
		2.7	3.0		1.2	1.5
Column Total	133	150	132	92	84	591

Table 7.46 indicates that :

a. Overall for the five districts about 39% are not interested to continue their education. Their proportion is the highest in Kurnool district (50%) and lowest in Karimnagar district (30%) followed by Nellore (31%).

b. Majority of those who want to pursue their education would like to complete 10th class. They constitute about 30% in the total sample and 48% among those who pursue their education. In this category Warangal tops with 38% of the total sample of the district and again Kurnool is the least with 21%.

c. After 10th class the next majority category is 8th class (9.5%). In this category Karimnagar tops with 19%.

d. Those who aspire to complete 5 years of schooling are not siginificant in proportion (7%).

e. Those who aspire for higher education (10 +) constitute about 10% of the total sample.

DISTRIBUTION OF DROPOUT CHILDREN BY REASONS FOR DROPOUT

CH 7 TABLE 45
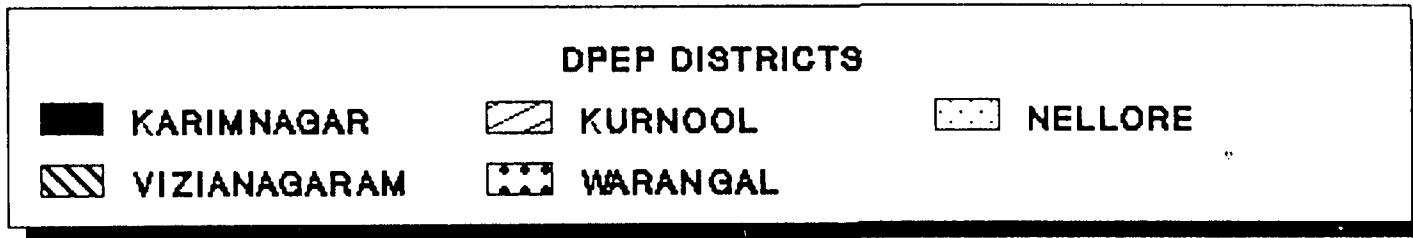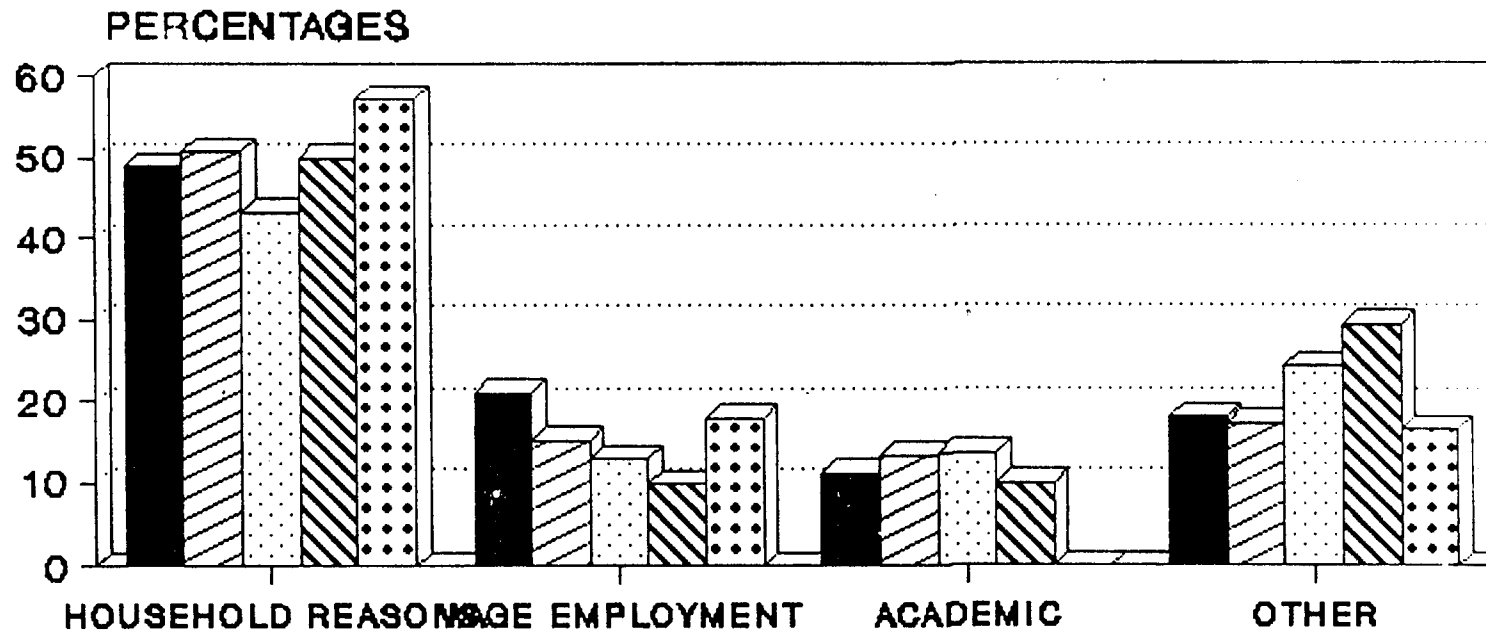
Reasons for dropout

The reasons for dropout indicated by the dropout children of the sample can be classified into 4 major categories viz.,

1. Pressure to get into household work and family occupation
2. To earn wage
3. Academic reasons such as not able to understand the lessons, low performance, Icak performance, lack of teacher's support, not able to get books.
4. Other reasons such as health and marriage.

Table 7.45 gives the distribution of dropout children by the reasons for droput.

	Karim-nagar	Kurnool	Nellore	Vizia-nagaram	Warangal	Row Total
Household reasons	48.9	50.7	43.2	50.0	57.2	49.4
Wage employment	21.1	15.3	12.9	9.8	17.9	15.6
Academic	11.3	13.4	13.7	9.9	-	10.5
Other	18.1	17.4	24.3	29.4	16.6	20.8

Table 7.45 indicates that :

a. Only about 10% of children dropout for academic reasons.

b. Majority of children dropout because of the pressure for household labour or wage labour the children have to take up. It is accounting for almost 65% of the dropout. This fact further convinces the argument that the dropout occurs at the age of 8-10 as at that age they become useful as family labour or wage labour. **Here the system of schooling should be redesigned to provide basic education to the children before they attain the age of 8 years.**
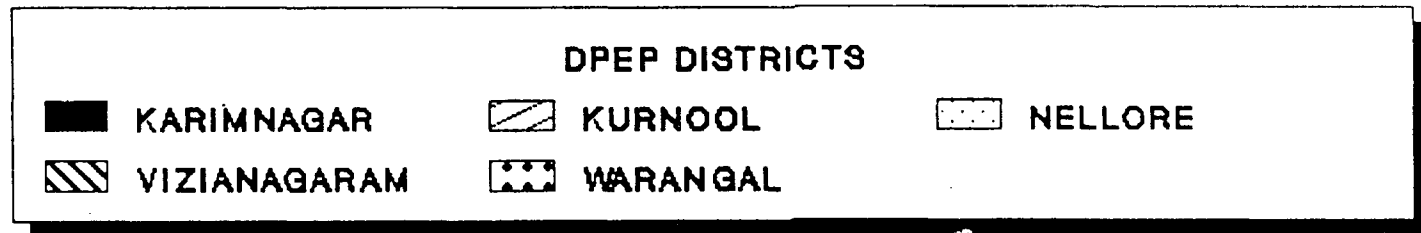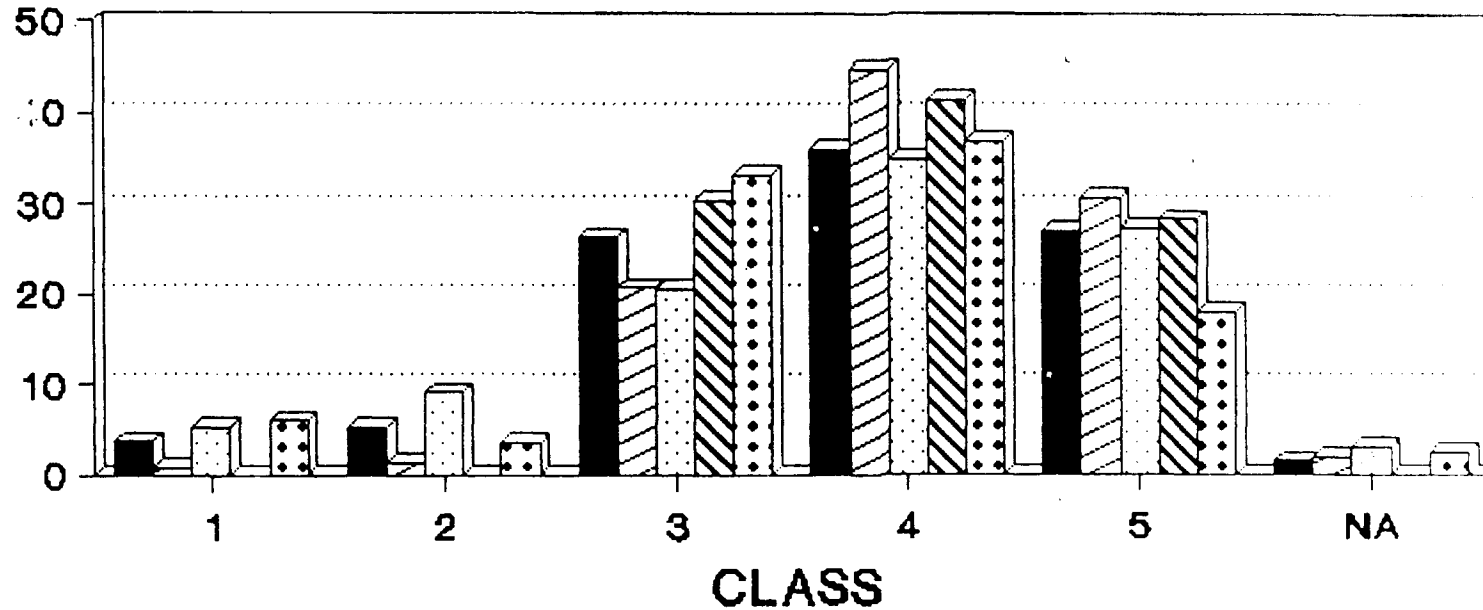
Non-formal Education

Information was obtained from the dropout children whether they are attending any NFE centres. It is surprising to know that overall only 3% of dropout children are attending NFE centres. **It means that NFE is not at all effective.** In Telangana district of Warangal and Karimnagar NFE seems to be not existent as hardly 1% have reported that they are attending NFE centres. Nellore is a little better placed with 6%. **Urgent measures are required to reorganize NFE so that it becomes more effective.**

This should be viewed against the fact that about 56% of dropout children want to pursue their studies. And further it should also be noted that overall hardly 4% of dropouts are willing to study in NFE centres. Majority of them want to study in the same school they attended last or any other school.

DISTRIBUTION OF DROPOUT CHILDREN BY CLASS OF DROPOUT

PERCENTAGES

CLASS

DPEP DISTRICTS

- ■ KARIMNAGAR
- ▨ KURNOOL
- ⬚ NELLORE
- ▧ VIZIANAGARAM
- ▦ WARANGAL

CH 7 TABLE 44