



## ORIGINAL RESEARCH PAPER

Management

### PROBLEMS OF PRIMARY EDUCATION IN CHITTOOR DISTRICT, ANDHRA PRADESH

KEY WORDS:

Dr.A.Jyothi\*

Faculty, Department of Political Science and Public Administration, S.V.University, Tirupati, AP- 517 502, India. \*Corresponding Author

#### ABSTRACT

Primary education is the most important stage in any educational school. Its importance is many times greater in India when we are engaged in national reconstruction. The future of India is dependent upon the types of education provided in our primary schools. The teacher-pupil ratio in the schools has a great significance. The primary education of Chittoor district has been affected by the problems of wastage and stagnation to a great extent once a child is admitted into a school.

#### INTRODUCTION

Educational administration has become one of the most significant and dominant ramification in the field of Public Administration. An efficient adequate and effective educational system is sine qua non of social development and cultural maturation. In a democratic developing country like India, education at the primary school level still stakes more importance in view of its ability and possibility to shape and strengthen individual's future prosperity and progress. Primary education is the most important stage in any educational school. Its importance is many times greater in India when we are engaged in national reconstruction. The future of India is dependent upon the types of education provided in our primary schools. Currently, the primary education is in concurrent list and the local self governments are treated as a subject. Even though, the local bodies are trying to cope up with that limitation and trying to utilize the opportunity of under taking this task of promotion of literacy through establishing primary as well as secondary schools both in rural as well as urban areas. Among the rural local bodies, more specifically the mandal parishads and Zilla Parishads have been exhibiting much concern in the field of education by employing various categories of teachers and other personnel for the successful fulfillment of the objectives entrusted to them. The laudable point in respect of the Mandal Parishads in Andhra Pradesh is when there are state Government agencies to impart and spread education to all areas and the local bodies are to a great possible extent meant for providing civic amenities, the Mandal Parishads as an integral part of the latter have also taken a leap further in the task of expansion of education by managing primary schools. Thus, educational administration has become an indispensable and day-to-day matter of mandal administration in Andhra Pradesh as well as Chittoor district.

#### THE TEACHERS - PUPIL RATIO

As many as 80 per cent of the teacher - respondents expressed their serious concern over the violation of the teacher - pupil ratio. The teacher-pupil ratio in the schools has a great significance. The officially accepted teacher-pupil ratio is 1:30 which has to be adhered to as far as possible. Now-a-days the pupils under the age group of 6 to 11 are admitted into the schools especially in rural areas where there is no alternative expect to admit them into primary schools. Automatically, the children admitted will be far more in number than the required ratio that is to be accommodated.<sup>1</sup> If the student's strength is increased beyond of a particular level, it is not possible for the teachers to pay personal attention to his pupils individually.

#### Wastage and Stagnation

The primary education of Chittoor district has been affected by the problems of wastage and stagnation to a great extent once a child is admitted into a school, it is essential to see that progress regularly from year to year (i.e. there is no stagnation) and she does not leave the school, before he

completes the prescribed age or class (i.e. there is no wastage). But, due to the social and economic backwardness, the parents are reluctant to admit their children into the schools. Even after having admitted them, the parents would be tempted to engage their children in their fields or employ them in a remunerative enterprise, because of economic compulsions.<sup>2</sup> In such circumstances, there might be a large number of dropouts (i.e. wastage). Sometimes, the children may not sit for the examination because of fear, when once they fail in the examination they have to study in the same class again (i.e. stagnation).

In Chittoor district, there is fluctuation in the joining of pupils in first class, because there is a lot of propaganda by the corporate education educo-entrepreneur and also poor facilities in rural schools. The Table 1 given below shows the strength of pupils in the 1<sup>st</sup> Class.<sup>3</sup>

**Table 1**  
**THE STRENGTH OF PUPILS IN THE 1<sup>ST</sup> CLASS**

Year	1 <sup>st</sup> classjoinedchildren
2011-2012	43,624
2012-2013	40,531
2013-2014	39,837
2014-2015	38,368
2015-2019	39,661
2016-2017	37,188
2017-2018	37,311
2018-2019	35,783

Source: Office of the District Education, Chittoor.

In Chittoor district, there are 6,13,216 students getting education for which there are 6,412 schools were set up. There are so many welfare programmes have been implementing in the district for increasing strength, in spite of this, as per Researcher's observation, every year 50,000 students are stopping education for which, the Government of Andhra Pradesh inviting such students to readmission by the introduction of the programmes such as 'Badi pelusthraa' 'Badibata' which are formulated and implemented by the Department of Education, Rajiv Vidyamission.

#### Lack of Accommodation

The public as well as the teacher's associations have complained that the primary schools are not provided with enough accommodation. The number of school buildings owned by the mandals has been most inadequate. Most of those schools are housed in the pucca buildings. The public may not be interested in admitting their children in the schools, where there are no basic facilities. Each school requires 56 rooms at least. As per statistics collected by the researcher, approximately, each school accommodations of primary schools in Chittoor district.<sup>4</sup> Table 2 presents accommodation of primary schools in Chittoor district.

**Table 2**  
**ACCOMMODATION OF PRIMARY SCHOOLS IN CHITTOORDISTRICT**

Schools with single room	1970
Schools without toilets	3200
Schools without for girlstoilets	800
Schools withoutdrinkingwater	2782
Schools without kitchen rooms	1500
Schoolswithoutboundarywalls	1100
Schools without electricity	586
Schools withoutgasconnection	1735
Schools without T.V.	3680

Source: Department of Education, Chittoor district.

At present all the primary schools have been provided with pucca buildings under Sarvashiksha Abhiyan scheme. But, majority of schools are not having playgrounds as required majority of the schools having no infrastructure. All the students have to sit on the floor. They have no benches, they have no ayas.

#### **Lack of School Conductors**

The public as well as the teacher's associations have complained that many schools under the Mandal Parishads are not having school conductors. They are expected to bring the small children from their residences to the schools and leave them safely to their residences after the closure of the school. But, due to the non-availability of conductors/ conductresses, some parents are reluctant to send their children to the schools.<sup>5</sup>

#### **Teaching Methods**

It has been generally observed by the Researcher that while imparting knowledge to the children, the teachers are not up-to-date in using either the play- way method, or project method of teaching. Some of the teachers are teaching their lessons in the old conventional methods, they are not attracting the students with the new techniques.<sup>6</sup> The Mandal Parishad staff has on the other hand, said that the teachers are not able to use these methods due to lack of teaching aids and proper accommodation facilities.

#### **Need for Effective Inspection and Supervision**

Education is the right royal to development. The educational system of a developing country such as India has to be recognized to have a dynamic development oriented administrative and supervisory system which can function as a catalyst for change and help education respond to the changing conditions in society. Education is not a medical process but a social force affecting the development of human personality.<sup>7</sup> The role of the school inspector in that of a liaison officer and human engineer as well as education by interpreting the problems of Head Masters, teachers, and high school authorities to each group and by working cooperatively with them for educational achievement and improvement. He is a friend, guide and philosopher, rather than a fault finder. The role of educational supervision therefore becomes. Supporting, assisting and sharing rather than directing and controlling supervision is nor an imposition upon the teachers, but an improvement on the teachers.<sup>8</sup> The most important function of a supervisor is to investigate the teaching learning process in terms of the environmental conditions. It requires extra-ordinary skill on the post of the supervisor to provide able leadership in group activities and a personnel administration.<sup>9</sup>

#### **Lack of Furniture and Other Facilities**

It has been complained by 90 per cent of the teacher-respondents that most of the schools under the Chittoor district do not have been absolutely required furniture. Sometimes even the teachers are forced to sit on the floor along with their students. Because of the lack of furniture, the

students have to face many difficulties.<sup>10</sup> The staff of the DEO, on the other hand, expressed the view that the governments has not provided with adequate funds to purchase the required furniture.

#### **Lack of Suitable and Worthy Teachers**

For free and compulsory education, it is necessary that suitable teachers from the adjoining areas or local persons are appointed who are willing to work in rural areas. They should be conversant with the local cultural, religious and social traditions. They should be fully familiar with language of the area. They should have the capacity to make the school environment healthy, attractive and useful. They should be master of subjects so that the teaching of various subjects may be done satisfactorily.<sup>11</sup>

#### **Single School Teachers**

As per Researchers' information by the survey, in the Chittoor district, there are 1,467 single teacher schools, without additional post of second teachers it is a curse to the schools. If one teacher is going on leave on that day, the school will be closed. There is no education on that day. If the teachers C.L. extends more than one day what is the fate of the schools.

#### **Lack of Text-Books**

As teachers associations are general public have by and large complaints that the text books are not supplied to the schools properly. Lack of text books is one of the knottiest problems encountered by the students as well as the teachers. The Government of Andhra Pradesh is responsible for the publication of text books and also their distribution through the various Head Masters of the schools to the students. But the text books are not supplied to the schools promptly sometimes, the books will not be available even during the middle of the academic year. The text books are also not supplied to the schools in time. The District Education Office staff has on the other hand, said that most of the teachers reside far away from their schools. Further, it is not possible for the DEO staff to contact the teachers of the schools individually and arrange for the distribution of text books so, they are asked to go over to the DEO to receive the books. There is no provision to reimburse the traveling expenses incurred by them.<sup>12</sup>

#### **Reform of Primary Education**

Indian constitution provides for free and compulsory education for all children between 6 to 11 years of age. This may be extended up to 14 years of age. Some states have implemented it for the children up to 14 years of age. It was planned that this scheme of free and compulsory education should be implemented up to the junior high school stage. Later on it was decided that free and compulsory education should be made available for children between 6 and 11 years of age. But when even this objective could not be achieved by the end of the Second Five Year Plan, its programme was extended in the third year plan. For the fourth year plan the scheme was revised for children between 6 to 14 years of age. But even till today this could not be achieved due to following difficulties in Chittoor district.<sup>13</sup>

#### **Lack of Toilet Facilities**

Most of the staff as well as students complaint that there are no urinals and septic lavatories for staff and students in most of the primary schools in Chittoor district. The women staff members face grater inconvenience than that of men staff members because of lack of such facilities in primary schools. There are 4475 primary schools which have no toilet facilities for girls and boys primary schools which have no toilet facilities. Unfortunately, that there is no toilets for women teachers. Hence, urinals and septic lavatories should be accorded top priority in the schools which are now under construction. Such provision should be made even in the old buildings and first preference should be given to women's toilet rooms as against men's.<sup>14</sup>

### **Lack of Audio-Visual Equipment**

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

### **Lack of Medical Facilities to School Children**

In Chittoor district the Teacher's associations and individual teachers have also complained about lack of medical facilities to the school children. The office of the DEO, Chittoor have clarified the position and said that the officials of the health department will be visiting the schools to take care of the health of the school children from time to time. It may be suggested that the health check-up programme for the students of all the primary schools should be periodically undertaken by the health department. Health chart should be maintained for every child and in case of any contingency, immediate steps should be taken hygienic care for children should be undertaken by providing them with soap, hair oil, powder and towel. The mental abilities of the children and their family backgrounds should also be studied and analyzed and their socio psychological deficiencies identified and attended to. The Government of Andhra Pradesh should constantly persuade the health department to do the needful and make the best possible use of their services.<sup>15</sup>

### **No Rest Rooms**

Lack of rest rooms is for the women teachers as well as girls mainly at the time of periods except model cluster schools.

### **Deficit of Teachers**

Most of the parents are complaint that the most of the primary schools under control mandal parishads having insufficient deficit of teachers in the areas of Shantipuram, Ramakuppam and Gudupalle mandal of the Kuppam constituency. If sufficient teachers are there, there is no scope for stagnation and wastage. It is suggest by the researcher, it is the duties of district education department instruct the mandal level education officers to concentrate on deputing surplus teachers to schools that are facing a shortage of teachers. This is done by conduct a meetings from time to time by the District Educational Officer with the mandal level educational officers here, and also he will give instruction to the authorities concerned to prepare a plan of action to increase enrolment of students from the from the academic year. As a result, head master in various mandals for maintaining quality teaching standards on par with private institutions.

### **Dearth of Trained Teachers**

There is a shortage of trained teachers to make elementary education universal and corporatry. Now-a-days, the young teachers do not wish to work in rural areas. But the fact remains that majority of primary schools are in rural areas. The chief reason of non-availability of suitable teachers is that teaching work is not attractive for many persons, since the salary of primary teachers is hopelessly low.

### **CONCLUSION**

In Chittoor district, there are 6,13,216 students getting education for which there are 6,412 schools were set up. There are so many welfare programmes have been implementing in the district for increasing strength, in spite of this, as per Researcher's observation, every year 50,000 students are stopping education. Due to insufficient facilities by the government schools parents are committing their children in corporate schools. If children are showing interest to admit their children in private English medium school, they want to encourage their children to learn English language. Due to these reasons the government schools are facing problems and the enrolment in government schools in coming down drastically over the years. Almost all schools in

Chittoor district facing lack of amenities like toilets, drinking water electricity of in and around the schools. But the government is trying to facilitate the above facilities to the schools even though the parents and society is taking more care about their children feature. There is need for overhaul of the teaching learning maths is the focus imparting quality education and good infrastructure. It is not easy to provide necessary funds for setting by such a large number of schools with buildings and other equipments. In order to meet this problem of new buildings along with the existing schools in private houses, temples, verandah of rich persons, residency of teachers etc. should be met by construction of low cost houses of thatch or tile with local materials.

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