

CHAPTER VI

TEACHERS AND THEIR CONDITIONS

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CHAPTER VI

TEACHERS AND THEIR CONDITION

The best scheme of education can become a bad scheme if the teachers handling it are bad; even so a bad scheme can, in practice, be made a good one if the teachers are good. The quality of an educational system depends in a large measure on our securing a fair number of well-educated, well equipped and contented teachers.

T.S.Avinashilingam

The efficiency of the teacher was believed to be closely related to his emoluments. Dr.M.Chenna Reddy, Minister for Planning and Panchayat Raj was of the opinion that it was a half truth. The teacher should take to his duties as a penance unmindful of the obstacles of life, as the services of the teacher could never be measured in terms of money. This did not mean that the teacher's economic lot need not be improved. The society was always indebted to the teacher.¹

The Government was constantly trying to improve the pay scales of the teachers, some times revising the scales of pay, some times merging the Dearness Allowance with the salary and some times increasing the Dearness allowance or the City Compensatory Allowance etc. So, several scales of pay were in operation at different times in the two regions of Andhra (including Rayalaseema) and Telangana. The following table will give a picture of the different scales in vogue for teachers with different qualifications:

* Shri Avinashilingam, T.S. Understanding Basic Education, New Delhi: Ministry of Education, Government of India, 1955. P.52.

¹ Dr.Chennareddy, M. Inaugural Address to the Fourth Karimnagar District Teachers Conference, February 2, 1964. Medhavi, V-III, March, 1964. Pp.12-13.

TABLE 63
PAY SCALES OF TEACHERS

Cadre	Qualifications	Pay Scales
		Rs.
Assistant Master	8th class pass(T)	30 - 45
-do-	Revised scale(T)	42 - 54
-do-	Lower Elementary(A)	30 - 60
	Revised (A)	35 - 60
	Matriculates(T)	54 - 98½
	Revised (T)	65 - 95
	Secondary grade teacher	45 - 120
	Revised (A)	50 - 120
Assistant Masters in Senior Basic Schools, Headmasters of Junior Basic Schools and Junior Deputy Inspectors of schools.	Trained Matriculates (T)	81 - 130
	Revised (T)	80 - 150
(The teachers possessing Higher Secondary, pre-University, Intermediate or failed B.A. qualifications were given a higher start of Rs.92/- and graduates Rs.100/- in this scale (80-150))		
Headmasters of Senior Basic Schools or Deputy Inspectors of Schools, Extension Officers Education under Samithis.	Trained Graduates(A)	130 - 190
	Revised(A)	130 - 250
	Trained graduate(T)	154 - 275
	Selection grade (A)	150 - 280
	Revised	150 - 300
	Further revised	180 - 375
	Further revised	200 - 375

Note: (A) Represents Andhra and Rayalaseema, while (T) represents Telangana.

The above scales were of the class III cadre in the state Government service and the scale next to the revised selection grade was the class II gazetted scale of Rs. 325 - 700, applicable to the Inspectors of Schools, Assistant Directors of Public Instruction, Headmasters of Basic Training Schools, Lecturers in Training Colleges, etc.

OTHER ALLOWANCES

Dearness Allowance:-

The rates of Dearness Allowance were increased from time to time. As per the G.O.Ms. No.58, Finance (T.A.) Department, Andhra Pradesh, dated the 25th February 1964 the increase of D.A. by Rs.5 and 6 was ordered for the pay range upto Rs.300/-. Sometimes the D.A. was merged with the old pay scales and new scales were ordered, and certain restrictions were laid down for eligibility to get these scales. (Memorandum of Education Department No.4874-B/63-7, dated 24th August 1964. As per the G.O. Ms.No.426 Finance (PC), dated 15th November 1961, the City Compensatory Allowance of Rs.7/- was given fixing the maximums for places of different populations. Consequent to the sanction of D.A. the marginal adjustments were revised as per Memo. No.71616A/1800/TA/64-1, dated 23rd October, 1964. A further increase of D.A. was ordered as per G.O.Ms.No.169, Finance (T.A.) Department, dated 1st July 1965 consequent to the report of the One Man (Shri N.D.Krishna Rao, Judge of the Andhra Pradesh High Court) Pay Commission, appointed as per Finance Memo No.4/Pay Commission/65-1, dated 27th May 1965 for the pay range Rs.90 to 600 giving the benefit of a total D.A. ranging from Rs.28 to 31 for different categories.

Headmasters Allowance:-

The Headmasters Allowances of Rs.40/-, Rs.25/- and Rs.15/- have been sanctioned originally as per G.O. s.2508 Finance (PC) Department, dated 15th December 1960. This was discontinued as per the U.O.Note No.1715 Finance (TA) Department dated 19th March 1963 and again restored through G.O.Ms.No.258 Education Department, dated 29th January 1964. Graduate trained Headmasters

of High Schools were allowed the allowance of Rs.25/- p.m. where the strength of pupils was below 500 and Rs.40/- p.m. where the strength of pupils was over 500. The Headmasters of Middle (Senior Basic) Schools were allowed to draw Rs.15/-p.m. Orders were also issued for continuance of allowance ranging from Re.1/- to Rs.5/- for Headmasters of Junior Basic Schools as per items 125 and 129 of Manual of Special Pay and Allowances.

Scout Allowance to Scout Masters:-

As per the proceedings of the Director of Public Instruction, Andhra Pradesh Rc.No.241-HT-2/63, dated 5th November 1963, Special Allowances to Scout Masters and ^{Auxiliary} Cadet Corps Officers at Rs.5/- per mensem for 12 months and Rs.15/- per annum towards uniform allowance i.e. Rs.75/- in all per year was ordered, provided they run a troop of 24 Scouts/Guides and a Unit of 50 Cadets in case of ^{Auxiliary} Cadet Corps.

Taking all the aforesaid allowances into consideration 39.7 per cent of primary school (Junior Basic) teachers were drawing salaries ranging from Rs.91-100 in Hyderabad District (Telangana). In East Godavary District (Andhra) 33.9 per cent of them were drawing the same salary and 36.5 per cent of teachers of Nellore District (Rayalaseema) fall under the same category. Teachers drawing more than Rs.130/- p.m. were negligible in number in all the three districts. At the Middle (Senior Basic) school stage it was observed that a large percentage of teachers of the three districts draw salaries ranging between Rs.101-120.²

Pension, Provident Fund, Insurance and Welfare:-

From a perusal of the Finance Department Orders G.O.(P) No.162, dated 21st February 1963, G.O.Ms.No.173-(Pension-I) dated 6th July 1965 and G.O.Ms.No.189 dated 24th July 1965,

² State Institute of Education, A Note on Emoluments of Teachers, Publication No.38, September 1965. P.8.

it is clear that the employees enjoyed the triple benefit scheme of Pension, General Provident Fund and Compulsory Insurance. The contribution of the employees to the Provident Fund ranges from 3 to 9½ per cent of the emoluments and in most cases it was 9 per cent.

Apart from the welfare schemes in the shape of retirement benefits, a state committee had been formed for the National Foundation for Teachers' Welfare Trust, as per Govt. Memo. No.3330-H2/62-22 Education dated 5th August 1964 and the Director of Public Instruction in his proceedings Rc.No.803-43.2/63, dated 3rd October 1964, asked the subordinate officers to call for applications seeking financial assistance and grants to the teachers and their dependents. A sub-committee considered such applications. Contributions were made to the Welfare Trust Fund mostly on Fifth September every year, the teachers day, declared as such being the birth day of Dr.S.Radhakrishnan a distinguished teacher and now the President of India. State and District committees were set up for organising the collections of this fund.

The teachers enjoyed another welfare scheme along with their brethren in other Departments in Andhra Pradesh, i.e. the provision of medical attendance and facilities of reimbursement of medical expenses, as per G.O.Ms. No.2328, Health dated 20th November 1957.

Education to Teachers' Children:-

At a meeting of Kovvur Panchayat Samithi teachers a resolution was passed requesting the Government to provide free education upto the college standard for children of all elementary school teachers. They also demanded living quarters for teachers along with permanent buildings for schools.³

³The Hindu, 8th May 1959.

The position and possibilities of obtaining living quarters were discussed in Chapter IV on School Buildings. This problem could easily be solved by Panchayat Samithi, if a sincere attempt was made.

The Government provided free education for the children of all teachers upto the Secondary stage only, as revealed by the Minister for Education in Andhra Legislative Assembly on 29th March 1962 during question time.⁴ As far as the college education was concerned the Government of India awarded only 42 merit scholarships to teachers' children from 1965 onwards.⁵

RECRUITMENT TO TEACHING PROFESSION

The teacher should not compare himself with people of similar qualifications in other professions in respect of emoluments. So, a person who was refused entry into other professions, devoid of character, spirit of sacrifice, satisfaction, ideals and requisite psychological qualifications could not be retained in the teaching profession.⁶ Many agree with this fine statement of the Minister for Information and Law. But all admit the fact that teaching profession had become the last resort of a frustrated young man. Competent young men were not attracted to it. Many times it was suggested that Matriculation and two years of professional training should be insisted for entry into this profession.⁷ In many schools there were only 8th class pass teachers, even without training qualifications especially in the Telangana region of the state. The Government made it very clear that this state of affairs would not continue.

⁴The Deccan Chronicle, 29th May 1965.

⁵The Deccan Chronicle, 18th November 1964.

⁶Shri Narasimharao, P.V. Inaugural Address, Second Warangal District Teachers Conference at Janagama, Op. Cit. P.25.

⁷Shri Raghavachary, V.P. Ibid. P.23.

In their G.O.Ms.No.523, Education Department, Andhra Pradesh, dated 24th February 1964, it was clearly stated that further recruitment of untrained teachers in Government Schools as well as the Schools under the Zilla Parishads and Panchayat Samithis should be stopped forthwith. All vacancies of teachers in Zilla Parishads should be filled through their Appointment Committees from among the available trained hands in the District. If sufficient number of trained hands were not available in the district to fill the vacancies, they must requisition the trained hands from other districts. In very exceptional cases, appointment of untrained hands may be resorted to with the prior sanction of the Director of Public Instruction.

From the statement of the Education Minister on 26th March 1964 on the floor of the Legislative Council it was clear that about twelve thousand teachers were not trained in the Telangana region. It was decided to give them in-service training and that in future no untrained teacher would be employed by the Zilla Parishads.⁸

Considerable discussion was made under democratic decentralisation of educational administration in chapter three, regarding the transfers and promotions of teachers. The plea was made that the seniority should be maintained not on Samithi level but on Parishad level for purposes of promotion and promotions should be given in their native places as far as possible. New teachers should be recruited only after giving promotions for all the teachers with requisite qualifications working in lower scales.⁹

⁸ Question time, Medhavi IV-VI, June 1964. P.21.

⁹ Resolutions of the Medak District Teachers in a Conference held on 4th September 1960, Medhavi I-III, October 1960. P.46.

As per the G.O.Ms.No.2327 Education Department dated 26th July 1963 teachers and officers acquiring M.Ed. qualification were granted 3 additional increments in the present scale, enjoyed by them. From the G.O.Ms. No.1216 it was clear that the employees of the Education Department were required to complete a period of prescribed probation and pass departmental tests (Accounts, Inspection, Education Code language etc.) for securing promotions to higher grades.

Since teachers are in a vacation department they are not entitled for earned leave on full pay. However, they earn one day half average pay for every eleven days of active service, and a similar period on medical grounds. Proportional leave is reserved when they work during the vacation.

Re-employment after Retirement:-

Under a discussion on Universal Free Compulsory Primary Education in Chapter III it was already stated that the age of superannuation in the D.A. merged scales of pay of Rs.80-150 and below was raised to 58 years, (G.O.Ms.No.1478 Education dated 24th May 1962). Through the G.O.Ms.No.1678 Education dated 4th July 1963 it was ordered that re-employment of retired teachers in all categories should^{be}/freely resorted to without any reservation in cases where qualified candidates were not available or in the interests of administration, if it was considered expedient to re-employ persons with rich administrative experience and who were really meritorious. Headmasters were to be re-appointed as assistant teachers so as not to block promotions of eligible persons to administrative posts. Such teachers were liable to be terminated with three months notice at any time after the age of fifty five years without assigning any reasons.

Even though the Government was taking necessary steps the Basic schools in the state might be feeling the dearth of teachers. The following table gives an idea of the average size of the teaching staff per school:

TABLE 63 A
AVERAGE SIZE OF TEACHING STAFF PER SCHOOL

Particulars	Men	Women	Total
Posts sanctioned	5	2	7
Present staff	4	2	6
Teachers relieved previous year	2	1	3
Substitutes posted	2	1	3

On an average one post in each school was not filled against the sanctioned strength of the staff. Fifty per cent of the teachers were transferred during the year and substitutes were posted in all the transfer vacancies. Fifty per cent of the Boys schools and sixty per cent of the Girls schools stated that the present strength of the staff was not sufficient and on average additional three male teachers and one lady teacher were demanded.

The above position might be the general picture. But in some special cases where there was dire necessity of three to four teachers, one or two teachers were posted and they were expected to take up heavy responsibilities i.e. midday meals etc. without the benefit of additional allowance.¹⁰

Usually vacancies were caused due to teachers quitting service on account of retirement, resignation, death, and also on deputation for professional training. In G.O.Ms. No.1819 Education, dated 28th June 1965, the Government, on the

¹⁰The Deccan Chronicle, 14th November 1964.

request of the Director of Public Instruction, accorded sanction for the appointment of substitutes in place of untrained teachers as and when they were deputed for Secondary and Elementary Grade (Basic and Non-Basic) Training Courses involving an expenditure not more than Rs.5/- lakhs for the year 1965-66. Like this every year substitutes were appointed in the place of training vacancies and on this account the schools suffered very less.

According to a study conducted by the State Institute of Education, Hyderabad highest percentage (32.8) of Primary(Basic) school teachers in Hyderabad district (Telangana) was in the age group 20-25, where as in Nellore district (Rayalaseema) it (22.7) was in the age group 30-35 and in East Godavary district (Andhra) it was (19.1) in the age group 25-30. The percentage of teachers with higher age group i.e. above the age group 40-45, in Hyderabad district was smaller than in Nellore and East Godavary districts.

In Hyderabad district nearly 39.9 per cent of the primary teachers handled more than 70 pupils. In Nellore and East Godavary Districts, the corresponding percentages were 4.7 and 5.9 respectively. In East Godavary (13.4%) and in Nellore (13.9%) of teachers handled on an average 40 to 44 students.¹¹ This data has a relevance to the tables 31 and 32 discussed under Chapter III Administrative Practices. It was found that the problem of more numbers was faced by the teacher in the first and the sixth classes. Younger staff was available in Telangana and they had to face more numbers in their classes, than the other two regions.

The highest number of teachers in Hyderabad district taught three (24.6%) or five (29.4%) classes whereas in Nellore and East Godavary Districts a great number of the teachers (33.2% and 45.8% respectively) taught only one class.¹²

¹¹A Note on Pupil-Teacher Ratio etc. State Institute of Education, Op. Cit. P.12.

¹²Ibid. P.11.

This data had a relevance to the facts in the table 56 in Chapter V School Organisation and Library Services wherein it was seen that in Telangana region 93.03 per cent of the schools stated that they followed subject teacher system, unlike in the Coastal Andhra and Rayalaseema regions. This explains why a majority of the teachers taught more than three classes in Telangana and only one class in the other parts of the state.

QUALIFICATIONS OF TEACHERS

The teacher must possess both the academic and professional qualifications, including a special training in Basic education to deliver the goods in a Basic school. The highest percentage (33.22) of untrained teachers could be obtained in the Hyderabad district (Telangana) and the percentage of teachers (20.1) in the age group 20-25 was the highest. The percentage (0.2) of untrained teachers in Nellore district (Rayalaseema) was negligible, while there were no untrained teachers in the East Godavary District (Coastal Andhra), at the primary (Basic) stage of education, according to the study of the state Institute of Education.¹³

¹³ Ibid., P.4.

TABLE 64
QUALIFICATIONS OF SENIOR BASIC SCHOOL TEACHERS

Qualifications	(%)					
	<u>Trained Teachers</u>		<u>Untrained teachers</u>		<u>Total trained & untrained</u>	
	Men	Women	Men	Women	Men	Women
<u>ANDHRA AND RAYALASEEMA REGIONS</u>						
Graduates	1.40	-	0.26	-	1.67	- 1.66
Matric & Inter	37.07	5.78	0.61	0.18	37.69	5.78 43.65
VIIIth class	29.54	14.20	3.07	0.70	32.60	- 47.50
Vth class	1.40	0.26	-	-	1.40	0.26 1.67
Others	4.03	1.49	-	-	4.03	1.49 5.52
Total	73.44	21.74	3.94	0.88	77.39	22.61
<u>TELANGANA REGION</u>						
Graduates	1.73	.06	2.30	0.17	4.03	0.23 4.26
Matric & Inter	43.67	1.84	25.78	0.92	69.50	7.25 72.16
VIIIth Class	9.10	1.55	11.28	1.32	20.37	2.88 23.24
Vth Class	0.17	-	-	-	0.17	- 0.17
Others	0.06	0.12	-	-	0.06	0.12 0.17
Total	54.78	3.57	39.36	2.42	94.07	5.93

As far as the general academic qualifications were concerned VIIIth class pass teachers were in a majority (47.50%) in Andhra and Rayalaseema regions, where as in the Telangana region Matriculation pass teachers were in a majority (72.15%). In Andhra (77.39%) and

Telangana (94.07%) regions untrained women teachers were in great number. More number of untrained teachers (10.5%) in the age group 20-25 were obtained in the Hyderabad district (Telangana), The percentages of untrained teachers in Hyderabad, Nellore and East Godavary districts were 22.8, 14.7 and 5.3 respectively.¹⁴

About forty per cent of the Educational Officers said that in about forty per cent of the schools under the Panchayat Samithi management teachers trained in Basic education were not posted. Two reasons were mentioned for this phenomena. One section of the Educational Officers were of the view that the Training Institutions were unable to supply the required number of basic trained teachers. Another view was that the Samithis were not taking enough care to transfer all the basic trained teachers to basic schools though a good number of them were working in the non-basic schools.

Twenty one per cent of them felt worried over the low allotment of funds for education resulting in low scales of pay for teachers. The talented people were not attracted to teaching profession due to low economic and social status, and non-provision of other amenities like housing etc. Hence, they felt helpless to do anything in the matter of supplying quality teachers to schools.

However, seventeen per cent of the Educational Officers did not feel that there was any dearth of qualified teachers fit to run this system.

Sixteen per cent of them said that nearly for the last three years or so the Directorate of Public Instruction stopped organising the orientation of teachers to Basic education in short refereshers courses. This kind of short training was not equal to a full course in Basic education. Even then continuation of this condensed course would have ensured the quality of teachers to some extent.

¹⁴Ibid. P.4.

According to thirteen per cent of the Educational Officers all the teachers possessed the professional certificate from the Department after a period of prescribed training, but they did not acquire sufficient knowledge skills and faith in Basic education. This might be due to the reason that the pupil-teachers were not required to do any field work to collect data from the Basic schools to get intimate knowledge about them, while they were in training. Another factor responsible for the deterioration was lack of apprenticeship arrangements in teaching.

Twelve per cent of them stated that the teachers were not interested in implementing Basic education, as they did not possess the necessary understanding, zeal, attitude confidence, attention or inclination to do much work. Present teachers must be allowed to change their attitude and in future selection of teachers must be done carefully.

Seven per cent of the Educational Officers said that they were sending information to the Department on the required number of posts for different schools and intimating the vacancies but the authorities concerned did not care to sanction new posts and to appoint qualified teachers.

Another seven per cent of them informed that due to lack of transport facilities to most of the rural areas and lack of interest on the part of the villagers in exercising pressure on higher offices, sufficient number of qualified teachers were not coming to schools. The red tape in the higher offices was also responsible for this delay to some extent.

Five per cent of the Educational Officers stated that though qualified teachers were posted in schools, they were unable to work well in the schools as they lacked many other facilities like buildings, land and equipment and so they had to adopt traditional methods only.

Another five per cent of them that some qualified teachers wanted to stay near their native places, while the department could not satisfy every one by placing them near their homes.

Six per cent of the Educational Officers stated that they were asking the managements and Zilla Parishads to appoint only basic trained personnel in schools, but they paid a deaf ear to these requests. Five per cent of them stated that effective measures should be taken by the government only, as they did not possess powers to check this tendency. Four per cent of them managed to provide atleast one basic trained teacher in each school, so that other teachers were influenced through him. The present trend of appointing untrained teachers might change by slow degrees and only trained graduates would be appointed as headmasters of the Senior Basic Schools in due course of time according to two per cent of the Educational Officers. Another two per cent of them suggested that targets of work should be fixed and special officers should be appointed to examine carefully the work of the teachers.

Apart from the general academic and professional qualifications the teachers working in the Basic schools possessed the extra qualifications in the following areas:

TABLE 65
OTHER QUALIFICATIONS OF TEACHERS

Area	(%)			
	Andhra	Rayalaseema	Telangana	Total
1. Basic crafts	72.18	51.85	60.46	65.22
2. Scouting	27.82	25.07	48.43	30.87
3. Cultural activities	26.31	20.37	27.90	25.27
4. Drawing	8.27	16.67	11.63	10.87
5. Dance	4.51	16.67	-	6.52
6. Physical Education	18.04	29.63	23.25	21.74

In all the three regions a majority of the teachers were trained in Basic crafts (65.22%) and next place was taken by scouting (30.87%). Many teachers were also trained in physical education and cultural activities. In the 1956-57, survey of Telangana Basic schools as the present investigator it was revealed that some teachers possessed qualifications in Carpentry, Agriculture, Music, Type writing, First Aid, Social Education, Photography, Tailoring, Homeopathy also.¹⁵ All such knowledge was very helpful for running the various activities of a Basic school. The above table shows that all schools were not equipped with teachers possessing such special qualifications. Yet 54.78 per cent of the schools stated that they were able to organise programmes of specialised nature even without having teachers trained in those programmes, where as only 36.08 per cent of the schools clearly stated that they could not organise special programmes, while 9.14 per cent of the schools did not comment. The schools that managed to organise the activities without demanding specialists, deserved congratulations and the other schools should follow their example. But this situation warranted the revision of the Basic teacher education curriculum to include in it these aspects of training also, so as to make the same complete in itself and to enable the effective practice of Basic education in the schools.

PAYMENT OF MONTHLY SALARIES IN TIME

Payment of salaries on the first of every month was essential to keep the teachers happy and also to keep the schools efficiently running by them. But a number of schools stated in Andhra (29.32%), Rayalaseema (20.37%) and Telangana (25.48%) that they were not getting salaries in time. Many reasons were found out for the delay in getting the salaries.

¹⁵ Basic Education Practice. Op.Cit. 118.

In Medak district, it appears that the teachers were asked by the Panchayat Samithis to submit a certificate along with the pay bills, taken from the local Panchayat president. Perhaps this measure was taken to ensure the regularity of the teachers, but this was causing delay in submission of bills. Delay in payment of salaries also occurred where the leave cases were kept pending. All the Panchayat Samithis did not implement the directions of the higher offices in the matter of payment of festival advances. Delay also occurred in deciding the arrears claims. Again delays were taking place in the case of payment of salaries to teachers who were transferred from one place to the other.¹⁶ Delays were also possible when the pay scales were revised, Dearness allowance was merged with Basic salary and pay fixation, and in the case of re-appointments after retirement.

Delays in payment occurred when teachers were promoted. Due to the democratic decentralisation the Government had to make clear a number of accounting procedures with regard to Andhra Pradesh Government Life Insurance Department subscriptions (Memorandum No.2979/Samithi, III/60-2, dated 1st March, 9th April and 26th May, 1960) of the Planning and Local Administration Department. Sometimes the budget allotments were not received by the schools in time and the substitute allowances or stipends were not clearly allocated in connection with teacher training.¹⁷ When teachers went on leave advance salary was paid for the period of leave and delays were possible while adjusting the advance in the regular bills or against the leave salary bill. In the 1956-57 survey of Basic schools in Telangana mentioned before it was revealed that the intermediary offices delayed

¹⁶ Medhavi, I-III, October 1960; Pp.45-49.

¹⁷ Medhavi, IV-IX, September 1964. Pp.41-49
and Medhavi IV-XI, November 1964. P.21.

forwarding the bills as they were routed either through the Project Executive Officer, the District Educational Officer, Deputy Inspector of Schools, or the Headmaster of a Central School. Perhaps these offices were having heavy work.¹⁸ The survey questionnaire data brought to light the following reasons for such delays:

TABLE 66
REASONS FOR NON-RECEIPT OF SALARIES IN TIME

	(%)			
Reasons	Andhra	Rayala- seema	Telan- gana	Total
1. Delays caused by higher offices due to late sanctions, objections, carelessness and inefficiency.	41.35	77.78	48.83	52.16
2. School not made responsible to draw salaries - the central school or bank was far off.	9.02	12.96	60.46	19.56
3. Flaws in teacher prepared bills.	.75	5.55	2.32	2.17
4. Light view of teachers.	3.00	-	-	-
5. Corruption, Bribery	0.75	3.70	-	1.29

The above position (that the delays were caused by higher offices) was corroborated by the Educational Officers (23%)

¹⁸ Subba Rao, C.S. Basic Education in Practice.
Op.Cit. Pp. 125 & 126.

even though, 26 per cent of them denied that the salaries were paid late. They reported insufficient clerical staff, heavy pressure of office work and lack of co-ordination among the staff responsible for delays in releasing budget and grants, submission of bills and receipt of cheques. Fifteen per cent of them were of the view that salaries could not be paid in time in the rural areas, especially in aided schools with untrained teachers, as there was some difficulty in their getting grants. Five per cent of the Educational Officers suggested that grants should be paid to the school managers directly, only qualified teachers should be posted and inspection should be taken away from Extension Officers (Education), who should be asked to supervise the regular payment of salaries. The Inspectors reported the maximum success (68.87%) in getting the salaries to teachers in time.

Even though the problem might not be very acute now in the Government and Local Boards schools, it appears that there was a need to set things right in the private aided schools and even under some Panchayat Samithis. The officers in charge of various units should scrutinise the special reasons and eliminate the same to give salaries promptly to the teachers, through better co-ordination and hard work.

COÖPERATION OF TEACHERS IN IMPLEMENTING BASIC EDUCATION

Usually people criticise the teacher as being responsible for the slow progress of Basic education. In the opinion of the Basic school Headmasters in Andhra (27.07%). Rayalaseema (31.48%) and Telangana (23.26%) constituting 29.13 per cent in the state, the Assistant teachers were not co-operating with them in the implementation of Basic education programmes. The following reasons were given for their non-cooperation.

TABLE 67
REASONS FOR NON-COOPERATION OF TEACHERS

(%)				
Reasons	Andhra	Rayala- seema	Telan- gana	Total
1. Lack of enthusiasm, interest and attitude in favour of Basic education.	12.33	46.28	41.86	37.48
2. The feeling that Basic education is not suitable for technological age.	29.32	37.04	39.53	33.04
3. Inadequate emolu- ments and facilities.	0.75	1.85	2.32	1.29

The enthusiasm, interests and attitudes favourable to Basic education were essentially created among teachers in the Basic Training Schools, but in Rayalaseema (46.28%) and Telangana (41.86%) these qualities were absent in teachers to a great extent according to the opinion of the Head masters. In these two regions there was a feeling that Basic education was not suitable for the modern scientific and technological age.

The Basic Training Schools should prove how this system could help the creation of a new technological social order. The above data was again corroborated as 32 teachers each from Rayalaseema and Telangana areas as against only five from Coastal Andhra, wanted to go back to the traditional elementary schools and thus expressed their unwillingness to work in Basic schools. So, many teachers in Rayalaseema and Telangana areas lacked enthusiasm, interest, attitude and willingness for Basic education.

Teachers' Records:-

The interest of the teachers in their work could also be seen from the records they maintained in the Basic schools. The following table gives the data regarding this aspect:

TABLE 68
SCHOOLS IN WHICH TEACHERS MAINTAIN RECORDS

Record	(%)			
	Andhra	Rayala-seema	Telangana	Total
1.Monthly plan	69.17	75.92	76.74	72.17
2.Annual plan	63.90	68.52	48.83	62.17
3.Monthly progress report	45.86	57.40	81.40	55.22
4.Pupils scholastic progress	45.86	48.15	55.81	48.26
5.Daily lesson plan	25.56	75.52	76.74	46.96
6.Cultural and social activities of students	40.60	44.44	41.86	41.74
7.Students craft progress	39.84	46.29	37.20	40.87
8.Individual craft record of teachers	39.84	42.59	25.58	37.80
9.Notes from self study	36.84	38.89	25.58	35.22
10.Physical development	18.79	22.22	32.55	22.17
11.Personality development	15.79	14.81	9.30	14.35
12.Students aptitudes and attitudes	15.79	14.81	2.32	13.04

A majority of the schools (72.17%) in the three regions of the state maintain the monthly plan and the record of students personality, aptitudes and attitudes was the least (13.04%)

maintained. Monthly progress report was maintained by many schools in Telangana, while this practice was very meagre in the other two regions. Similarly the daily lesson plan was written by more schools in Rayalaseema and Telangana regions than the teachers in the schools of the Coastal Andhra. Records numbering 1, 2, 3, 5, 8 and 9 denote the special preparation of the teacher for equipping himself for the work in the school and the rest of the records related to the progress of the pupils. From the above ranking of the items it appears that preparation of teachers was recorded more than pupils progress. The recording of students progress was more important for assessing them continuously. The 1956-57, survey of Telangana schools revealed that annual plan, monthly plan and daily lesson plans were maintained by 60 to 80 per cent of schools.

The attitude of the teacher towards Basic education could be gauged from the activities in which he took part and how he spent his time in the school and for the school. In the 1956-57 survey of the Telangana Basic Schools it was revealed that teachers in eighty to eighty five per cent of the schools participated in prayers and safai (sanitation) programmes, fifty to sixty per cent of the schools also participated in silent spinning and community duties and devoted about three hours daily for practical work, community and cultural activities.¹⁹ The present study revealed that on an average the teachers spent four hours for class room teaching,* forty minutes each for practical work, community duties and preparation for teaching and half an hour each for cultural activities and office work. Thus the total average time devoted for school work by the teachers was seven hours per day. It meant that the teachers were working for the school programmes for about two hours out of the school hours. Whether there was liking for Basic education or not the teachers worked for more time on different aspects of school work than officially required to do.

¹⁹ Ibid. Pp.121 & 122.

* The study of Miss Muntaz Wasiullah Hussaini revealed that that the weekly work load of teachers ranged from 27 to 48 teaching periods per week, while a majority of teachers teach for 42 periods. (Unpublished M.Ed. thesis of Osmania University, 1953. P.56).

CONTRIBUTION OF TEACHERS TO THE LITERATURE OF BASIC EDUCATION

Another indication of the interest of the teachers in the system of Basic education was their thinking about this scheme as revealed through their publications. The 1956-57 survey of Telangana Basic Schools revealed that there were capable teachers who could write prose, poetry, songs and dramas in the regional language and they produced considerable literature published or unpublished for consumption in the schools in connection with the cultural activities.²⁰

The following contributions were made by teachers to the literature useful directly or indirectly to Basic Schools:-

TABLE 69
TEACHERS CONTRIBUTION TO BASIC EDUCATION

Name and address of the teacher	Title	Type of contribution
1. Government Basic School, Janakampet, Nizamabad Dist.	New Education	Book
2. Smt. P.S. Devakarunamma, Jr. Basic School, Brahmanenipalli, Kurnool Dist.	Morals and Basic Education	Book
3. Ch. V. Narasiah, Aravakottur, Kalahasti, Chittoor Dist.	Essays on Basic Education.	Compilation of essays
4. K. V. Satyanarayana, Cherukupalli, Guntur District.	Correlated teaching.	Book

²⁰ Ibid. P. 123.

Name and address of the teacher	Title	Type of contribution
5. M.Satyanarayana and K.Suryanarayana Vemulagutta, Mirayalguda, Nalgonda District.	Essays on Basic Edn.	Compilation of essays
6. P.Muniswamy Reddy, Samithi School, Aremangalam, Chittoor District.	Burrakatha on Basic Education.	Ballads
7. T.Narsiah, Babarpalli, Mulug, Warangal District.	'Parivar- tana'	Drama
8. Junior Basic School, Proddutur, Cuddappah District.	Preparation of teaching aids	Teaching aids

The above list included books, essays, ballads, drama and teaching aids. The teachers made some contributions to the theory of Basic education. The Education Department should utilise these and other competent teachers to produce the needed literature for Basic education.

The opinion of the Educational Officers was sought on the position of Basic education literature ~~visa-vis~~ the production of literature by the teachers. Forty eight per cent of them said that the supply of books on principles and methods of teaching at the elementary level, textbooks, correlation charts, and literature on crafts, was not significant by its total absence. In very few school libraries one or two books might be available for use according to the prescribed syllabus. Forty five per cent of the Educational officers stated that there was no interest on the part of the Government, community and the staff members to produce or get from outside needed literature. Most of the teachers were poorly equipped, and economically handicapped to take up production of literature and the Education Department did not provide any guidance or funds to encourage this

enterprise. Even if some teachers were prepared to produce some literature inspite of these handicaps, there was no one to take up the same for purposes of publication. A few Educational Officers stated that they were making appeals in the central classes to the teachers to produce literature. Nineteen per cent of the Educational officers made some suggestions for improving this position. They stated that a separate section should be organised in the Directorate of Public Instruction for the production and utilisation of Basic education literature. Some research work should be done on needed literature and inservice training should be imparted to some selected teachers, especially from the Basic Training Schools, with specific assignments for the production of needed literature. Steps also should be taken to give enough publicity for the literature thus produced, so that the same might be utilised by the teachers in the Basic schools. The cooperation of the Block Development Officers, Educational Extension Officers, Deputy Inspectors of Schools and the teachers themselves should be sought to make this programme a success.

Research by Teachers:-

If the teachers had undertaken some action research programme or simple investigations into other educational problems facing the school, there might have been some chance of contributing to the literature of Basic education. But thirty two per cent of the Educational officers stated that the teachers lacked time, initiative, attitude, interest, equipment or materials for undertaking even single investigations. The Department did not show any incentives to the teachers by way of some awards or prizes. Another twenty per cent of the Educational Officers stated that research involved expenditure and Government had not taken initiative to encourage the teachers by providing them with opportunities and facilities nor the public co-operated in this enterprise realising the importance of research. Sixteen per cent of them felt that research was not possible for the class room teachers, as they had lot of work to do, especially in single teacher schools.

Moreover the teachers were not resourceful and trained to do any research. Seven per cent of the Educational officers said that the staff with them was meagre while the pressure of work was heavy. They were unable to spare time to encourage teachers to do research, which was on the other hand considered by them as fruitless effort, failure and useless. Eight per cent of them suggested that an independent special officer should be appointed with enough resources to do propaganda and to advise and assist the teachers in this respect. Seven per cent of the inspectors suggested that the centre classes and inservice education or refresher courses should be utilised for promoting research. Two per cent of them suggested that some selected teachers should be entrusted with some problems and asked to take up work of such investigations during vacations.

Attitude of Teachers to Basic Education:-

The Educational officers (38%) summed up the attitude of the teachers to Basic education as not favourable or not encouraging, indifferent, cold, insincere and lacking faith and confidence in this system. The teachers underwent basic training as they were bound by official regulations and service conditions. Yet they were ignorant and not thoroughly satisfied with the scheme. They also disliked the craft work which involved manual labour. Another sixteen per cent of the Educational Officers however, stated that the attitude of the teachers was favourable and they were willing to implement enthusiastically the various programmes of Basic education especially craft work. Ten per cent of them said that the teachers find the programmes difficult and burdensome due to their insufficient equipment and inefficiency. Another ten per cent of them stated that the teachers failure was due to want of public co-operation, suitable accommodation and teaching equipment.

From the above opinions it was clear that the teacher must be equipped first with full information on Basic education and the need for this pattern of primary education for the country. Then it was essential to provide the necessary know-how, sufficient equipment suitable school accommodation.

TEACHERS ORGANISATIONS AND BASIC EDUCATION

Correct attitude to Basic education could be created in the teacher by the Teachers Organisations and the educational journals in the state. Shri Lingam Rajagopalarao the editor of 'Sarvodaya Vidya' a monthly magazine entirely devoted for the propagation of Basic education stated that the teachers organisations should not merely devote their time and energy like other trade unions to the agitations for the increase in the salaries and other allowances, but also try to concentrate on programmes to improve the intellectual stature, character, confidence, scholarship etc. of the teacher. He also deprecated the use of the same methods used by trade unions for achieving the economic objectives of the Teachers Organisations. The meetings of the teachers should turn into conferences of intellectuals level, a high level of conduct should be maintained conduct and techniques adopted by the teachers associations.²¹

Shri V.P.Raghavachary in his presidential address to the second Warangal District Basic Teachers Conference stated that there was a kind of suspicion among the official circles against the Teachers Organisations. The officers did not recognise that the administrators and the teachers were part and parcel of one and the same machinery, and they were not inimical to each other. Since they were partners in the same business the officials should not feel that their authority would diminish, if they co-operated with the Teachers Organisations. Any educational system would be successful only when there was complete cooperation between the people in authority

²¹Shri Rajagopala Rao, I. 'Teachers Organisations' Sarvodaya Vidya, II-VI, August 1960. P.14.

and those who implement the schemes.²²

In the light of the above opinions a brief review of the work of the Teachers Organisations as far as it related to Elementary and Basic education would be relevant here. The 1956-57 survey of Telangana Basic Schools by the present investigator revealed that the state branch of the All India Basic Teachers' Association was running in the erstwhile Hyderabad state and it was very active in the Telangana region. This association enjoyed the full support of the Government till 1954 and during that period two Basic Education Conferences were conducted at Bodhan and Mulug. This association was doing propaganda for Basic education through staging dramas and ballads. An educational research wing of the association conducted seminars of teachers and experiments in sanitation work in collaboration with the village panchayats. The permission of the Government was obtained by the Bodhan branch of the association for running a monthly magazine 'Naveena Vidya', but later the permission was withdrawn without assigning reasons. Community activities were fully encouraged and inter-school sports and games were conducted. Attempts were made to start a multi-purpose co-operative society and to conduct teachers' summer camps to erect school buildings at Bodhan and other places. But these attempts were foiled, when the District Educational Officer was changed, as the new officer did not believe in Basic education. The association also took the responsibility of supplying raw material and craft equipment without profit motive. The Nizamabad District Basic Teachers Association with headquarters at Bodhan dissolved itself due to continuous non-cooperation of the Government. Neither the state body nor the All India Association could come to its rescue, even though the Director of Public Instruction gave permission for the organisation of this association in the state, which was later turned down by the Government, when the state organiser criticised the Government for its follies at an All India Nai Talim (Basic education) Conference held at Sanosra. Gradually all the other district branches of this body were wound up and a good chance of organising teachers for the better implementation of Basic education in the state was lost.

²² Shri Raghavachary, V.P. Medhavi, II-VI, April 1962. Pp. 20 & 21.

At the time of this investigation the following three Teachers Organisations were functioning in the state of Andhra Pradesh:

1. State Teacher Union,
2. State branch of the All India Primary School Teachers Federation,
3. Andhra Pradesh Elementary School Teachers' Federation,

The State Teachers Union was very active over the other two organisations. The S.T.U. and the Primary School Teachers Federation were mostly operating in the Telangana region, while the Elementary School Teachers Federation was active in the Coastal Andhra and Rayalaseema regions.

These organisations conducted District and State Conferences in which mostly service conditions and to some extent academic problems were discussed. The State Teachers Union set up candidates for the Legislative Council and always its candidates were returned to the Council from the teachers constituencies.²³ The numerous references made in this report on the discussions on Basic education in the Legislative Council were usually raised by the representatives of the S.T.U. on the floor of the house.

The State Teachers Union along with the Non-gazetted Officers Association conducted many agitations for the rise in the pay and allowances of the school teachers in general. The processions and meetings conducted in connection with the interim relief day on June 26, 1965, submission of great memorandum of public servants on 29th July 1965, protest day on 9th February 1966 and the agitations in connection with the 'Quit Work' day on 28th March 1966 and worth mentioning.

²³ Election numbers of Medhavi, II-VII and VIII, July and August, 1962.

On the strength of innumerable press cuttings and magazine articles in the possession of the investigator, it could be said that apart from these agitations the Teachers Union was trying to raise the status of the teacher by educating him through a number of in-service programmes, like study-cum-youth camps, seminars, symposia on topics like teachers role in several aspects of education and on different aspects of education. The Union also offered its views on several problems of education like the double shift scheme, increase in the number of school hours and days, increase in enrolment of Basic schools, and free and compulsory primary education. The Union also collaborated with the Educational Research Society, Hyderabad in conducting action research courses for the school teachers.

The State Teachers Union had a special wing for Basic education and translated a few important books into the regional language from English. It runs a monthly journal 'Medhavi' (from which a number of references have been cited in this report) which devotes considerable space for Basic education.

Apart from 'Medhavi' The Department of Education used to run a quarterly journal 'Basic Vidya' and a reference to this journal was made in the chapter II under the Development of Basic Education in Andhra State. Another monthly journal, 'Sarvodaya Vidya' entirely devoted for Basic education was in operation during 1958-60. There was no journal exclusively devoted to Basic education at the time of this investigation.

Summary:-

The salaries of teachers working in the Basic schools ranged from Rs. 30 to 375 and the Government has been raising the pay scales and Dearness Allowance of teachers from time to time. Some teachers enjoyed special allowances in lieu of the additional duties performed like Headmasters allowance,

scout masters allowance, etc. and they also enjoyed facilities like pension, provident fund, medical reimbursement and free education to their children.

The teachers were recruited at the district level by the Zilla Parishads, District Educational Officers or the managements concerned. Due to paucity of teachers for running the free universal elementary education scheme the Government raised the age of retirement of teachers working in certain scales of pay from 55 to 58 years and allowed re-employment of teachers in case qualified teachers were not available. On an average seven posts of teachers were sanctioned for each Basic School and most of the teachers in Andhra and Rayalaseema regions possessed VIII class pass certificate while in Telangana many of them were Matric pass teachers. There were many untrained teachers working in Telangana Basic schools. Basic trained teachers were not posted in Basic schools in all the three regions due to administrative slackness. The Department of Education also stopped conducting the orientation courses for the teachers who were trained in traditional way.

The teachers working in Basic schools acquired some additional training in Basic Crafts, Cultural activities, Scouting, Physical Education and Fine Arts, which were useful for Basic school work.

A few schools complained that the monthly salaries were not received in time due to delays in intermediary offices and the Educational Officers were doing every thing to restore normalcy in the matter.

Some headmasters complained that their assistants were not cooperating with them in implementing the programmes of Basic education, as they lacked enthusiasm, interest and favourable attitude to Basic education due to their feeling that Basic education was not suitable for the technological age.

In a majority of the schools the teachers maintained a number of records like the daily, monthly and annual plans,

and those indicating the progress of the students. Teachers spent a good time in practical work, community and cultural activities besides class room teaching. They spent on an average a total of seven hours per day working for the school during or after school hours.

About eight teachers reported to have written some books useful for the promotion of Basic education. The Government should tap the resources of such talented teachers and encourage the production of literature useful for Basic schools. The possibility of making more publications by the teachers could be increased in case they take up small investigations into simple educational/^{problems}preferably adopting the techniques of action research. But no teacher appears to have undertaken any research so far. Such work was possible if the teachers had a favourable attitude towards their profession and to Basic education itself. It was the responsibility of the Basic Training Institutions to develop such desirable attitudes in them.

The teachers organisations also could create desirable attitudes in the teachers. There were three teachers' organisations in the state at the time of this investigation. Out of them the State Teachers Union was very active in working for the academic growth of the teachers by organising a number of courses, workshops, seminars, symposia and conferences. This organisation also made a number of publications useful for Basic education. Formerly the ~~Government~~ erstwhile Government of Hyderabad did not allow the Basic Teachers Association to function in the state even though that organisation was doing many things for the promotion of Basic education.