

CHAPTER XVI

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CHAPTER XVI

SUMMARY OF PRINCIPAL CONCLUSIONS AND RECOMMENDATIONS

I. Introduction:-

The following is the summary of conclusions and recommendations based on the study of the practice of Basic education in the State of Andhra Pradesh. Data was collected from two hundred and thirty Basic schools, eighty nine Educational Officers, Sixteen Basic Training Schools and a number of other documents, to arrive at the conclusions.

II. History:-

1. The Basic system of education was introduced in the Andhra and Rayalaseema regions in 1937, and in the Telangana region in 1952. Its progress varied from region to region. Its history has taken a different turn in the year 1966 with the completion of the introduction of the seven year integrated elementary education.

So, the Government of Andhra Pradesh may sanction a project to write a comprehensive history of Basic education in the state.

III. Administration:-

2. The Basic schools were transferred to the Panchayat Raj Department and the school teachers did not like this transfer, due to their deteriorating condition under the new administration.

The Government may reconsider this decision and establish separate school boards for the administration of education in the various districts.

3. There are no single teacher schools in Telangana region, like in Andhra and Rayalaseema regions.

In the interest of spreading Basic education to all the elementary schools of any variety in the state, Telangana should discard its policy of not converting the single teacher schools into the Basic pattern.

4. Most of the Basic schools were opened in the rural areas with crafts more applicable to village life. Since considerable number of Basic schools were not started in the urban areas both the rural and the urban populations misunderstood and viewed Basic education with suspicion.

In order to clear this misunderstanding the Government may start more Basic schools in urban areas with crafts useful to urban population.

5. The enrolment of girls was very disproportionate to that of boys, especially at the Senior Basic stage.

The Government may launch some special schemes to encourage girls education to make the universal enrolment of girls in these schools.

6. It is found that more children belonging to the scheduled castes and tribes and backward classes were studying in the Basic schools.

The Government may make an effort to encourage parents belonging to other communities to send their children to Basic schools.

7. About eight per cent of the elementary schools in the state have been converted into Basic pattern for the last thirty years or so. Even these eight per cent of the Basic schools are found to be ill equipped.

The Government may earmark more funds for the conversion of more elementary schools into Basic pattern and for the consolidation of the existing Basic schools.

8. The wastage and stagnation are found to be less in Basic schools than in elementary schools.

The Education Department may maintain this position and try to find out the factors responsible for the greater holding power of the Basic schools in order to extend the same to the traditional elementary schools also.

9. It is found that the schools are facing a number of difficulties to make the universal, free and compulsory education scheme successful.

The Government may consider increasing the funds for providing mid-day meals, school uniforms, ~~scholarships~~, educational equipment etc.

10. It is difficult for the Basic schools to meet all their requirements from the funds allotted by the Government.

The Education Department should provide leadership to the Basic school teachers to launch a movement to involve the local communities in the noble task of improving the Basic schools.

11. From the Gazett of Andhra Pradesh dated 2-6-1960 wherein the seven year integrated elementary education scheme was notified, it appears as though the Government viewed the system of Basic education as one of the methods of teaching.

This idea may be corrected and a systematic approach may be made to enable every teacher in the state to understand its philosophy and methodology.

12. The Government did not formulate any definite objectives of education according to a desired social philosophy and this is leading to confusion among the educational practitioners.

The Education Department should clearly lay down the educational objectives and the picture of the social order for which the relative pattern of education is being worked out. The same may be got approved by a representative conference of leaders of social and educational thought in the state. Such a step would eliminate the confusion with regard to certain practices in Basic and Elementary education.

13. Some teachers did not cooperate with their headmasters due to the feeling that this system of education was not suitable to the modern technological social order.

The Education Department may weed out such teachers who do not have a conviction in this system of education and send them to the traditional type of schools, instead of keeping them in the Basic institutions.

14. The Elementary teacher educators, being in the same cadre of secondary school teachers and Inspecting Officers are being transferred to the other lines frequently.

The new recruit to the Education Department may be given varied experience of teaching in a secondary school, training school and inspection of elementary schools in the first two years of probation. After that the line of each employee should be decided by allowing them to opt for one of the jobs mentioned above. This will lead to greater concentration on a particular job and will result in useful specialisation.

15. The percentage of women teachers working in Basic schools is very low.

It is desirable to keep the elementary education in the hands of women teachers and hence the Government may give preference to the qualified women candidates in its policy to recruit teachers.

16. The Elementary and Basic Schools are facing a big problem due to dearth of training teachers.

The Government may conduct a districtwise survey of the requirements of teaching personnel and increase the strength in the existing training institutions where ever necessary and start new ones according to needs of each district. When teachers already in service are sent for training they should be sent on deputation with full pay and allowances.

17. The agriculture and gardening crafts were found to be more popular in the Basic schools.

Adequate provision may be made for the improvement of the teaching of Agriculture craft in the Training Institutions by appointing agricultural graduates, with suitable emoluments.

IV. Buildings:-

18. The Basic schools, as in the case of other elementary schools, are housed in very unsuitable buildings, resulting in a severe handicap to the various programmes of Basic education.

The Government may constitute a small committee with some Engineers from the Public Works Department and Basic educationists from the Education Department, to devise certain blue prints of cheap school buildings suitable for the maximum operation of various programmes of Basic education.

V. School Organisation:-

19. It is found that there is no provision for systematic medical inspection of the students at the elementary stage of education.

The Education Department or the managements concerned should involve the local medical officers for the inspection of the students in the Basic schools., atleast twice in a year. The Government should extend the school health scheme to all the schools in the state.

20. In Andhra and Rayalaseema regions class teacher system and in the Telangana region the subject teacher system are prevailing.

As class teacher system is most suitable to the elementary school education, the same may be extended to the schools in the Telangana region also.

21. Wherever the double shift system was introduced it was reported that the quality of Basic education was deteriorating, as there was not enough time for the teachers to organise the Basic activities taking the required time.

The Government should see that the number of double shift schools is reduced to absolute minimum. In the case of those schools where this system has to be adopted inevitably, invariably separate sets of teachers should be made to work for the two shifts and the length of school time should never be less than five hours for each shift.

22. It is complained that the rigidity of the time table, daily routine, some of the rules and regulations of the schools and the Department of Education and interference of some Educational officers were coming in the way of following dynamic methods of teaching for the realisation of the Basic school curriculum.

The Education Department/^{may}consider ways and means of giving more freedom to the class room teacher to follow the

methods thought to be best by him to suit the local class situation, by reducing the above mentioned interference to the absolute minimum. Moreover the Educational Officers may be asked to give constructive suggestions to the teachers for following the dynamic and modern methods of teaching.

23. In Andhra and Rayalaseema areas the school session starts at 8 A.M. while in Telangana area it starts at 10 A.M.

It is desirable to adopt the Andhra method of starting the school very early in order to give a longer after noon interval in the Telangana area also.

24. The students of the Basic schools worked for an average of three hours daily at home working on the school assignments, especially in Arithmetic and languages.

It is desirable to give more assignments in Arts and Crafts, rather than in the traditional school subjects, so that the students might develop their hobbies at home, with suitable guidance from the school.

25. Previously the Basic schools in Andhra Pradesh were working for 200 days, but from the year 1944 the total number of work days per has been raised to 220.

In order to meet the great demands of time for fulfilling the requirements of Basic education the number of working days for schools may be raised to 250 and the casual leave of the teachers may be raised to fifteen instead of twelve as at present.

VI. Teachers and Their Condition:-

26. There is a general dissatisfaction among the teachers due to the low salaries.

The Government may consider a reasonable increase in the scales of pay and other allowances of teachers and also try to evolve a scheme to supply the consumer's goods at subsidised rates through teachers' co-operatives.

27. The Government has extended the retirement age of the Basic and Elementary schools to 58 to meet the personnel requirements of the schools to make the compulsory education scheme successful.

The age of retirement can be raised to 60 as in the case of employees of Universities and some other Departments.

28. As the teachers are given more number of teaching periods, in more number of classes and they had to carry a heavy burden of correction work, they could not devote individual attention to each child, resulting in fall of standards. So, the students purchased depended more upon the keys to help them pass the examinations.

The Education Department may on the one hand reduce the heavy load of curriculum and the teaching and correction work per teacher, and on the other hand encourage the Training Schools to develop methods of teaching large classes.

29. The success of the seven year integrated elementary education will be definite if the teachers have understood the scheme well and implemented the same with all sincerity and seriousness.

The Education Department may take all possible steps to help the teacher to evolve a philosophy of his own and commit himself to the task of educating the young.

VII. Curricular and Co-curricular Practices:-

30. The Government has completed the introduction of the seven year integrated elementary education of Basic pattern all over the state.

The Government should see that the integrated elementary education scheme is implemented properly and also arrange for its periodical evaluation to find out its drawbacks - both theoretical and practical.

In order to make this new scheme successful the Education Department should chalk out a crash programme to orient all the teachers to Basic education and follow up such short training with frequent refresher courses, conferences, seminars, workshops and symposia at different levels - Block, Taluk, District, Region and State.

31. The seven year integrated elementary education curriculum does not suggest activities around which the content and methodology of teaching the same could be woven round.

The Government may appoint a team of experts to write a new core curriculum for the first level of education, suggesting the learning experiences suitable for the realisation of the objectives of Basic education.

32. The seven year integrated elementary education curriculum was welcomed by the Educational Officers, while it was opposed by the Basic schools, as it resulted in diluting Basic education in those schools.

The present Basic schools will however continue to remain forward in the implementation of the Basic aspects of the integrated elementary education scheme. But the Government may take quick measures to provide the physical facilities, implements, material and the trained personnel for the remaining schools also to catch up the progress of the present Basic schools.

33. The Education Department prescribes a rigid curriculum and the Educational Officers check the school teachers, if there are any deviations from the same.

Such kind of rigidity in the matter of curriculum is very harmful to the initiative and growth of teachers as they are not allowed to exercise their freedom to try out their original ideas for the improvement of the school programmes. The Department of Education may supply only a bare outline of the curriculum, prescribing certain general standards expected from the students at the end of a particular school stage and allow the teachers full freedom to work out the details.

34. The teacher educators or Basic school teachers are not represented on the syllabi committees.

The Government may give due representation to the Teacher educators and School teachers on the syllabi committees for they would contribute to the enrichment of the syllabi with their practical experience, and make the syllabi more functional.

35. In a number of Basic schools annual plans of activities are not formulated, except the syllabus divisions spread over the months.

The State Institute of Education may try to develop and suggest an annual plan for the Basic schools for the realisation of the prescribed curriculum, in relation to the craft work, seasons, social activities and the environment of the child. This can be developed well in a work-shop of chosen teachers, headmasters, teacher educators and inspecting officers.

36. The teachers expressed helplessness to do justice to the Basic curriculum in the absence of some source books and guide books.

The State Institute of Education may take up a long term project to prepare resource units, curriculum guides and supply of source books to the Basic schools and Training institutions.

37. The Government has prescribed the same text books for both Basic and traditional primary schools.

The philosophy and methodology of Basic education were different from the traditional pattern and hence the pattern of text books also will have to be different. The text books written for Basic schools will be based on correlated knowledge and environment of the child. Therefore the Government may consider to get separate text books written in multiple patterns for different grades and provide them to the schools in good number, as Basic school children are expected to use several text books, unlike their counterparts using a single text book in traditional schools.

38. There is a general dearth of literature in Basic education, especially such functional literature useful for improving the class room practices.

A few teachers have produced some literature useful for the propagation of Basic education. Such talented teachers may be encouraged to produce literature useful for the class room situations also. There are heaps correlated lesson plans and other material in all the training institutions which should

be shifted and edited to make it useful for the teachers. The teachers organisations can play a very useful role in creating desirable attitudes in the teachers towards Basic education and encourage them to produce useful literature.

VIII. Methods of Teaching:-

39. The teachers in the Basic schools are found to be following the traditional methods of teaching, without experimenting with the modern and dynamic methods.

The Government may institute some prizes for awarding to the teachers who have experimented with new methods of teaching and the same may be propagated for adoption in other schools also.

40. The teachers were laying more emphasis on the craft work for correlation, to the neglect of the physical and social environment of the child.

This aspect may be taken note of by the Basic Training Colleges and the teachers may be oriented to the new successful experiments conducted in this regard through a systematic clearing house activities by the State Institute of Education and the Extension Services.

The State Institute of Education, the Primary Extension Services Departments of the Training Institutions and other Training Institutions should organise some in-service courses to give constant practice to the teachers in this technique.

IX. Craft Practices:-

41. There is a general criticism that the Basic crafts practised in the schools are not suitable to the modern scientific and technological age.

The Education Department may either introduce such crafts which are more suited to the technological age or give the necessary slant to the existing crafts.

42. There is a bitter criticism against the practices of providing one or two Basic crafts in each school, denying the opportunity to the students to select from a variety of crafts

according to their interests, aptitudes and attitudes.

This drawback is too difficult to be removed, due to the financial, personnel and organisational aspects involved in this problem. However, where ever it is possible the schools may try to provide a variety of Basic crafts and develop a number of other hobbies which do not involve much financial outlay.

43. The criteria for the selection of Basic crafts were revealed differently by each group of educational practitioners. The Heamasters of Basic Training schools considered academic and pedagogical aspects, the Educational Officers viewed the same from administrative, organisational and financial considerations while the Headmasters of Basic schools kept purely the feasibility in view while selecting the Basic crafts. But the students wanted to select the crafts dependent on their interests and aptitudes.

Only a few crafts which satisfied all the above points of view may be designated as Basic crafts used as medium of instruction, while all the other productive activities may be developed as hobbies.

44. A significant number of respondents to the questionnaire recommended the introduction of craft work from the ~~third~~ grade, while the maximum number favoured its introduction from fifth grade. The seven year integrated elementary education curriculum also recommended the introduction of craft work from the third grade onwards.

Just as the teaching of alphabet is started in the first grade, the A B C of craft work should start from the beginning grades and the same may be intensified in a phased manner at the third and fifth grade levels.

45. The Basic school teachers are teaching crafts in a mechanical manner without exploiting their intellectual potentialities.

The Basic Training Schools should develop suitable techniques for the scientific teaching of crafts. This will be possible if the student-teaching programme in these institutions is organised in a systematic manner to develop the correlated techniques of teaching.

46. The schools are facing a number of difficulties in disposing off the craft products, which were unable to compete in open market sales due to their poor quality.

Besides organising sales to the students, after meeting the school requirements, the products may be disposed off according to a definite policy set by the Education Department.

47. The excess expenditure on the craft work was due to wastage of raw materials, poor quality of the implements and raw material, lack of interest and skill on the part of the students and teachers, besides certain administrative and financial difficulties.

In order to make the organisation of the craft programme self-sufficient and fruitful the Education Department should tighten its administrative machinery to set right the above factors.

X. Community Life and Public Attitude to Basic Education:-

48. In a majority of the schools the pattern of student self government was modelled after the Panchayat Samithis but the student cabinet worked within a broad frame work provided by the school authorities. In a majority of the cases the Headmasters decided the school plans without involving the students in decision making.

The practice of adopting the Panchayat Samithi pattern of student self government may be extended to all the schools as this is the latest trend in democratic decentralisation adopted in Andhra Pradesh and more freedom should be given to the student cabinets to take decisions under the leadership of the teachers guiding their activities.

49. In a few Basic Training Schools the student self government is based on the pattern of the state assembly and government. But in a number of these institutions the Head Masters appointed the school pupil leaders. It appears that the Training School Government worked under the outline of a plan supplied by the Director of Public Instruction.

It is necessary to delegate more functions to the Training school Government as they are expected to function as miniature democratic republics. Just like some of the Basic Schools, the Basic Training Schools also may adopt the Panchayat Samithi pattern of government.

50. The idea of making the school as a community centre and improving the parent teacher relations has been accepted and worked out, though unsuccessfully, in a majority of the schools. The difficulties exit^s on both sides.

The educational officers and the Headmasters should take enough interest to involve the community in taking more interest in the school programmes and the school also should serve the community through the parent teacher association and many other agencies through which community could be contacted.

51. The attitude of the community is not favourable to the Basic schools. It was said that this attitude was developed by the community due to lack of understanding of the concept of Basic education and its usefulness and community not realising dignity of labour. The ineffective implementation of Basic education also was partly responsible for this kind of attitude, as the present Basic schools presented a poor picture. So, leaders of public opinion sent their children to English medium convent schools of traditional type.

The instruction in Basic schools should be improved to turn out effective products, who should prove the efficacy of the system. Expert committees should visit the schools and offer suggestions for their improvement. Besides the usual propaganda done by the Basic schools at present, the Government should involve the Departments of Public Instruction, Information and Public Relations, and the legislators to educate the public about the philosophy and principles of Basic education, and its usefulness to the society.

52. The educational practitioners and members of the community have different connotations for Basic education.

Therefore the Government may take effective measures to propagate the ideals for which Basic education stands and create a favourable atmosphere for the growth of Basic schools.

XI. Evaluation:-

53. The Basic schools conducted quarterly, half yearly and annual examinations and some of them made the students maintain certain records for purposes of assessment, in accordance with the prescribed curriculum. The practical work was not assessed satisfactorily and higher standards of work are not at all maintained.

So, the constitution of a ~~stat~~utory Board of Basic Education is recommended for prescribing the curricula, holding public examinations at the end of the School period, assessing the progress of Basic education and guiding the school and teacher education during the years to come.

XII. Supervision:-

54. It is reported that some of the Educational Officers and the Block Development Officers could not adjust to the democratic revolution that has taken place in the country recently.

The Director of Public Instruction and his colleagues in the Department should set a good example to all other subordinate officers at the District and Block level to act as friends, guides and philosophers of the school teachers.

55. The Educational Extension Officers under the Panchayat Samithi are involved in both administration and inspection of the Basic and elementary schools under their jurisdiction. This goes against the accepted principles of separation of inspection from educational administration. Moreover it is resulting in heavy clerical work on the part of the Inspecting Officers.

So, the establishment of local school boards is recommended for the administration of Elementary (Basic) education, while the Inspectors appointed by the Government will inspect the schools.

56. The Inspecting Officers have different criteria for judging the efficiency of a Basic school.

The Department of Education may evolve some criteria for the assessment of a Basic school and supply a comprehensive proforma to the Inspectors for use at the time of inspection, replacing the present one which is found to be inadequate.

57. At present the central classes are being used for teaching some demonstration lessons and discussions on certain educational topics.

The centre classes can be developed into local centres for educational research and training to encourage originality and experimentation in our schools. The central schools should be equipped with highly qualified staff and good libraries for this purpose.

58. A good number of Inspectors stated that they were not enthusiastic about Basic education and a few of them though were interested faced with multitude of difficulties in its implementation. None of them took care to conduct simple investigations into the problems they were facing due to lack of facilities and guidance.

The Department of Education may try to find out why the guardians of Basic education themselves are not interested in this system and what difficulties they were facing. They should also be oriented to educational research and facilities, should be provided with facilities and guidance for research. The Inspectors also could visit the training institutions frequently to get themselves into touch with the latest trends in education and research.

59. At present there is no arrangement to exchange between Basic schools the information on any successful techniques adopted by them.

The supervisors who go round the schools may locate the better practices in all the schools and study some good schools in the centre classes, through mimeographed magazines, personal interviews with teachers and finally through publication of case histories of such effective schools.

XIII. Basic Teacher Education:-

60. A majority of the Basic Training Schools are situated in urban areas, even though it was accepted on all hands that the teachers for rural schools should be trained in rural setting. It could not be possible to provide for these schools good buildings, land and other facilities in urban areas.

Therefore, as many Training Schools as possible should be shifted to the rural areas and all future training institutions may be started in the rural areas.

61. At present the Basic Training Schools, which are expected to function as residential institutions, could not function as residential institutions, could not function successfully, due to the non-availability of the members of the staff all the time on the school campus.

So, the staff of the training institutions may be provided with quarters on its campus.

62. The teacher educators in some of the institutions situated in rural areas had to face with certain difficulty due to lack of adequate medical facilities and provision of higher education for their children.

Basic training institutions should be started where adequate medical facilities are available or else the Government may appoint a medical officer on the staff of these institutions. If the teacher educators have children who are to be educated in higher educational institutions, they should be transferred to places where such facilities are available or the Government should subsidise their education in an urban area having such facilities.

63. Some of the teachers felt that deputation for Basic training was a sort of curse, due to inadequate facilities at the Training institutes, exacting work and undemocratic behaviour of some teacher educators.

Again this warrants a thorough probe into the working of the Basic Training Institutions and the facilities existing.

64. Due to the quantitative expansion of the elementary education the quality is falling and it is necessary to maintain the educational standards by the teachers.

The Basic Training Schools should take up this challenge and become the guardians of quality of elementary education by developing new methods suitable to new situations, and orient the teacher with the same from time to time through its pre-service and in-service training programmes.

65. It is felt by the school teachers that there is considerable gap between the methods taught in the Basic Training Schools and the actual practices in the Basic schools. They complained that the courses could not be finished if training school methods are followed. But this argument was denied by the Basic Training Schools.

However, the Education Department may investigate into this matter and effect the needed revision in the Basic Teacher Education programmes, if necessary.

66. The teacher pupil ratio at present is 40 and this position has been accepted by the Government.

But this ratio being very high, the Government may try to reduce the same atleast to 30 by appointing additional staff. Simultaneously the Basic Training Institutions also may teach their student-teachers the techniques of handling large classes to cope up with the present numbers in class rooms.

67. Still the Government is continuing the policy of giving professional training to the middle school graduates. Generally they prove to be unsuccessful teachers, as their general educational background is insufficient.

The Elementary Grade or the Junior Basic Teachers Training for the middle school graduates should be abolished, and only secondary school graduates should be admitted to the teacher training in future.

68. There is no systematic training in Basic Education for University Graduates. Hitherto the trained graduates were given short orientation training at Bhiknoor and Pentapadu ranging from three to six months at different times and Basic education was studied as one optional paper in the B.Ed. course, offered by the three Universities in the state. Now the orientation courses were abolished and so no Basic training is going on at graduate level.

All the Colleges of Education in the state may be oriented to Basic education, in which this training will be useful to both Basic and traditional type of education alike. Besides this change the state should also start some Basic Training Colleges affiliated to the Universities for supplying teachers, teacher educators, and administrators for Basic elementary education.

69. The student teachers are disinterested in Basic Teacher Education as they felt that they would not be encouraged to implement these methods in schools. They also did not attach much value to Basic education as it was not dovetailed to higher education.

The Education Department should bring a sort of integration between the elementary and higher education and make the methods of teaching taught in the Training Schools more realistic to the practical school situations.

70. Some of the student teachers in the Basic Training Institutions were not found to be enthusiastic about Basic education.

Therefore the Education Department may get some admission tests developed to test the aptitudes and attitudes of candidates towards this system and the social order envisaged through the same.

71. All the Educational Officers and Teacher Educators took their professional training which caters to the needs of

secondary education and hence they are ignorant about the elementary education practices. If this situation is not corrected it would result in the blind leading the blind.

Therefore the Teacher Educators, the Educational Executives and the Inspectors connected with Elementary Education, should be sufficiently oriented towards elementary and Basic education.

72. In three Basic Training Schools Primary Extension Services Centres were started under the auspicious of the Department of Basic Education, National Institute of Education, Delhi.

Even though it could not be possible formally to start similar centres in other institutions, it may not be impossible for them to organise some extension activities for the improvement of the Basic and Elementary schools in the compact areas within a five to ten miles radius from the centre.

73. The vacations observed by the Basic Training Institutions were not suitable for the operation of the agricultural, community and cultural activities.

The Headmasters of the Basic Training Schools should be given discretionary powers to declare their own vacations depending on local needs, subject to the approval of the Department of Public Instruction, instead of applying the unsuitable pattern of vacations to these institutions.

74. The libraries in the Basic Training Schools and more so in the Basic schools are in a very bad condition.

The Education Department may provide more funds to the school libraries and appoint trained librarians in all the Training Institutions and in some big Basic schools. Or one of the teachers in each school can be given a short course in library science.

75. The selection of books for the school libraries was not done carefully, and the funds provided for the libraries should be utilised carefully.

This drawback may be rectified by supplying some classified catalogues of useful books to the Basic and Basic Training Schools.

XIV. Research:-

76. Practically no research work is done in the Basic Training Institutions.

The State Institute of Education may orient the Elementary Teacher Educators to research work and guide them from time to time.
