

## CHAPTER V : SCHOOL EDUCATION

### 5.0.0 INTRODUCTION

In an attempt to study the very place of education in a rural community, after analysing the background conditions of the village in general and the specific conditions of the 159 households, efforts have been made in this Chapter to analyse the data that were got through Tool 5 (Appendix E, pp. 390 to 426) on the influence of formal educational institution present in the village on village life and on the various factors affecting school's activities, with a view to drawing implications for better organization and programming of the school's activities. The details of the analyses made have presented in the subsequent sections.

### 5.1.0 HISTORY OF THE SCHOOL

In this section, the analyses of the data present facts on the year of starting the school, the efforts of the people involved in it and, the activities of the school in the past.

The single-teacher primary school (I-IV standards) in the village Kadehude was opened on 24th September, 1936 by the governmental efforts. In

the beginning, the school was housed in a small room of mud walls and cow-dung floor. The school was located in the centre of the village. The school room was fairly a big one so as to accommodate nearly 30 children but was without sufficient light and ventilation. In the year 1968-69, the school was shifted to a two-roomed new tiled building which has brick walls with cement plastering. The new school building is located in the southern end of the village and it made its appearance due to the efforts of a person Mallanna by name. Mallanna spent Rs.2,500/- on his own for constructing two rooms, but later on did hand-over his building to the government by getting Rs.7,500/- as the building grants as per the villagers' opinion.

The activities of the school were satisfactory during the years 1940-53 (K.G.Hanumantha Rao's tenure) and during the years 1972-75 (M.S.Nagaraja Rao's tenure) as per the people's opinion. These two teachers, according to the villagers, were bachelors and many children used to spend their evening time in the house of these teachers, during which time the teachers used to tell stories, give food and arrange games during

the evening times. Mr.K.G.Hanumantha Rao was also taking much interest in arranging dramas by the children of the village during schooling and non-schooling days as per the villagers' opinion. The villagers, however, do not have satisfactory opinion on the activities of the school during other teachers' tenure including the present ones.

The activities of the school have been going on unhindered since the time of school's inception and the school was not shut at any time in its history due to any political party conflicts, unlike in some of the neighbouring villages. But regarding the quality and the type of activities the villagers still remember very well K.G.Hanumantha Rao and M.S.Nagaraja Rao who, according to them, were the most punctual, regular, sincere and honest teachers seen in the history of the Kadehude village school.

#### 5.2.0 COMPULSORY PRIMARY EDUCATION

In this section, the analyses of the data present facts on compulsory primary education drive, enrolment, wastage, stagnation and absenteeism.

##### 5.2.1 COMPULSORY PRIMARY EDUCATION DRIVE

Every year in the month of December the 2 teachers of the school visit each and every house

in the village to know the specific number of children completing 5 years and 10 months<sup>1</sup> to get them enrolled for the subsequent academic year. Very often, the teachers of the school have used their own discretion to judge the age of enrollable children. Children of this school are not taken out in any procession in the beginning of each academic year to call upon the parents to enrol their children to the school as it is done in many other village schools of the taluk. Except the teachers' visits to the houses, there has been no other compulsory primary education drive of any sort currently in the village. The present school teachers have also not sought the cooperation of the school betterment committee (SBC) members or leaders or educated persons in the village to make the compulsory education drive successful, although problems of non-enrolment and absenteeism are very much there in the village school (Appendix K, p.434 to 437, Table 23, p. 175 and Caption 5.2.4, p. 181). But the situation was quite different during K.G.Hanumantha Rao's and M.S.Nagaraja Rao's periods, as both the teachers during their period of stay in the village used to meet, discuss and educate the parents as often as required to make the compulsory education successful. Now, along with the lack of the teachers' initiative to

make the compulsory education successful, there are no incentives either to children (scholarships, assistanceships or providing stationery materials) or to the teachers (additional increments) for making the programme successful. Before the year 1974, all caste children used to get slates, text-books and other accessory materials for learning. But now, these are being given only to SC children. Only, mid-day meal is being served to all the children in the school. In addition, there has been no deliberate effort by any SBC member or leader or any educated person in the village either individually or in cooperation with the teachers to solve the problems of non-enrolment and absenteeism. In other words, neither teachers nor SBC members are very much particular about the above mentioned problems of the school at present.

#### 5.2.2 ENROLMENT

Tables 22 and 23 present enrolment and non-enrolment figures of the children of different caste backgrounds for the academic year 1980-81.

Table 22: Enrolment of children of 6-11 year age group in I-IV standards during the year 1980-81

Names of different castes	I Standard			II Standard			III Standard			Standards	Grand total
	Boys		Girls	Boys		Girls	Boys		Girls		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		
<u>General Castes</u>											
Brahmir	1	1	2	2	1	3	1	2	2	1	13
Lingayat										4	
Total	1	1	2	2	1	3	3	2	2	5	14
<u>Backward Castes</u>											
Ediga	1	-	1	1	-	1	-	-	-	-	2
Golla							3	3	1	1	4
Kunchitiga	1	-	1	1	2	3	1	2	3	3	10
Kuruba	1	1	2				1	1	1	1	5
Madivai				-	2	2	-	1	1	3	
Shet banagiga	1	-	1	1	-	1	1	1	2	4	
Satvika varshnava				1	2	3				3	6
Uppar	2	3	5	1	1	2	3	1	2	2	12
Total	6	4	10	5	7	12	6	9	15	5	47
<u>Scheduled Castes</u>											
Adikarnataka	1	4	5	2	1	3	1	5	6	-	14
Bovi	-	4	4	2	3	5	1	1	2	-	11
Total	1	8	9	4	4	8	2	6	8	-	25
<u>Scheduled Tribe</u>											
Nayak group	6	4	10	1	-	1	3	1	4	-	5
Grand Total	14	17	31	12	12	24	14	18	32	6	111

From the Table 22 it can be seen that, there are 101 children of 6-11 year age-group who are enrolled in I-IV standards during the year 1980-81. These children belong to the households of various caste, income and occupational backgrounds (Appendix G, H, I and J, pp.430 to 433), by which one fact is clear that enrolment is not restricted to any particular stratum in the village. In other words, all strata of the village have the representation of their children in the school.



Table 23: Non-enrolled children of 6-11 year age group  
during the year 1980-81

Names of different castes	Boys	Girls	Total
<u>General Castes</u>			
Brahmin	-	-	-
Lingayat	1	2	3
Total	1	2	3
<u>Backward Castes</u>			
Ediga	-	4	4
Golla	1	-	1
Kunchitiga	1	5	6
Kuruba	7	6	13
Madival	4	-	4
Shet banagiga	-	1	1
Satvika vaishnava	-	-	-
Uppar	3	4	7
Total	16	20	36
<u>Scheduled Castes</u>			
Adikarnataka	7	3	10
Bovi	9	-	9
Total	16	3	19
<u>Scheduled Tribe</u>			
Nayak group	6	14	20
Grand Total	39	39	78

From the Table 23 it can be seen that, there are 78 children of 6-11 year age-group who are not enrolled in the village school. The 78 children have not been enrolled to the school due to various reasons (Appendix K, pp.434 to 437). These non-enrolled children belong to various caste, income and occupational backgrounds (Appendix K, pp.434 to 437) by which, it seems to be clear that non-enrolment is not restricted to any particular stratum in the village.

#### 5.2.3 WASTAGE AND STAGNATION

Tables 24 to 27 present figures on wastage and stagnation during the year 1980-81.

Table 24: Wastage and Stagnation among the children of I Standard  
during the year 1980-81

No. of children enrolled in I Std. during the year 1980-81			No. of children who dropped out			No. of children who stagnated			Total no. of children promoted to II Std. for the year 1981-82		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
17	14	31	-	-	-	5	2	7	12	12	24
									(16.6%)		
									(83.4%)		

Table 25: Wastage and Stagnation among the children of II standard  
during the year 1980-81

No. of children enrolled in II standard during the year 1980-81			No. of children dropped-out			No. of children who stagnated			Total no. of children promoted to III std. for the year 1981-82		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
17	20	37	1	1	2	2	1	3	14	18	32
						(5.4%)			(8.01%)		
									(86.6%)		

Table 26: Wastage and Stagnation among the children of III standard  
during the year 1980-81

No. of children enrolled in III standard during the year 1980-81			No. of children who dropped-out			No. of children who stagnated			Total no. of children promoted to IV standard for the year 1981-82		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
17	13	30	4	3	7	5	4	9	8	6	14
			(23.33%)			(30%)			(46.67%)		

Table 27: Wastage and Stagnation among the children of IV Standard

during the year 1980-81

No. of children enrolled in IV standard during the year 1980-81		No. of children who dropped-out		No. of children stagnated		Total no. of children promoted to V standard for the year 1981-82	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4	4	-	-	-	-	4	4
8		-		-		8	
						(100%)	

From the Tables 24, 25, 26 and 27, it can be observed that the village school has not suffered much from the problems of wastage and stagnation, except for III standard children during the year 1980-81. This is so because, at the end of I and II standard, teachers have to compulsorily promote the children to next higher standards except for those who are long absentees<sup>2</sup>, mainly to encourage their coming to the school. Stagnation at III standard is because of the irregularity of the children in attending the school, which is further due to the economic hardships and handicaps of the parents (Appendix G, H, I and J, pp.430 to 433).

#### 5.2.4 ABSENTEEISM

This year (1981-82), there are 11 long absentees (4 boys and 7 girls) in standard I, and the rate of absenteeism is 35.4%; there are 12 long absentees (5 boys and 7 girls) in standard II, and the rate of absenteeism is 50%; there are 19 long absentees (10 boys and 9 girls) in III standard, and the rate of absenteeism is 68% and there are 3 long absentees (1 boy and 2 girls) in standard IV, and the rate of absenteeism is 21.42%. Therefore, the teacher-pupil ratio is 1:28, which is much less than the state prescribed teacher-pupil ratio of 1:40.

The above percentages of absenteeism in different standards are mainly because of the economic handicaps among the parents of the children (Appendix G, H, I and J, pp.430 to 433). Many male children have to go to work with their parents or will have to take care of cattle, sheep or assist their parents in any other way (Appendix G, H, I and J, pp.430 to 433). Likewise, many female children also have to go to work with their parents or will have to help indirectly in earning by taking care of babies at home and freeing the mothers for earning purposes. But the above rates of absenteeism are not being currently shown in the school attendance registers as such an absenteeism shown in a continuous way will affect the stay of the junior teacher in the school. The junior teacher is not willing to leave the school, because his native place is very near the village Kadehude and hence such an adjustment is being made. Another surprising thing is that, this is being done with the knowledge of the supervisor who has also okayed the situation. This is because, the supervisor of the particular area will have to pay more visits to such a problem school in order to rectify the situation by seeking cooperation of the villagers in case he includes this school under the category of problem school. As the supervisor is not prepared to take additional responsibility, things have been allowed to continue in the same manner.



#### 5.2.5 AN OVERVIEW

From the above analyses on compulsory primary education it can be said that, the school is suffering from the problems of non-enrolment and absenteeism (Table 23, p.175 and caption 5.2.4, p.181). This is because, a large number of children are helping their parents either directly or indirectly in their earnings (Appendix G, H, I, J and K, pp.430 to 437). In other words, economic problems are hindering many children from getting education. As the problem is basically an economic one, official efforts should be geared to improve the same. The villagers are mainly agriculturists and majority of them possess lands (caption 3.4.8, p.72), but because rains have failed continuously in the area, people are resorting to labour by which they are earning very little (Tables 3 and 5, Chapter III, pp. 63 and 67). As the villagers know agriculture well and as the soil is very fertile for paddy cultivation in the area (caption 3.4.8, Chapter III, p. 75), permanent irrigational facilities will have to be provided, so that increase in agricultural productivity increases their income, by which the villagers can spare some more money and

time on education. Besides, there are also a few boys and girls who are free, but are not attending the school, which is purely because of the ignorance of the deferred values<sup>3</sup> of education in such children's parents and it is here that the problems are purely educational in nature. The parents of these children are not happy with the developmental activities (economic development schemes - giving janta houses, giving dry lands to the landless, freeing the bonded labourers, ceiling the excess of lands, etc.) as have been launched now, as they are not helping them to improve their standard of living and they include education also under such a category (Appendix G, H, I, J and K, pp. 430 to 437). The parents of such children do not want the present type of general education for their children as according to them it brings more urban liking in children, segregation from parents, disobedience towards parents, artificial status and distinction. About girls, many feel that, there is no necessity of any education, as they have to cook food, bear children and be submissive and obedient to their husbands. Because of these reasons, investment in education is an unnecessary expenditure and many a times an heart

breaking expenditure according to them. The implication is that, education should be suitably linked up with economic development. There can be general education for a small period of 4-5 years, after which vocational education could be given to the majority of children depending upon the nature and the availability of the raw materials in the area. The political party (government) which is in power should not be rigid enough to ask each and every child of such a village to go through minimum 10 years of general education, as such village people cannot see its relevance in the total process of development. Such a provision for 10 years of general education can serve us at best as the goal of development. If such flexible measures are not accepted and educational plans designed likewise depending upon the nature and structure of the rural societies, not only a state cannot bring about the needed change in the rural people, but also such an attempt will be bringing in the rural people a state of aversion towards education and other developmental activities. As the village Kadehude is predominantly agricultural in nature, agriculture education with modern methods and techniques of agriculture should find a prominent place in the school curriculum - education should be vocationally and rurally biased. In addition, along

with vocational education, efforts should be made to provide all material benefits to the villagers such as, drinking water facilities, permanent irrigational facilities, as otherwise just theoretical education without proper conditions for implementation becomes a thorough waste and meaningless thing. Broad secular outlook should be the goal of education. Education on different aspects of life such as social aspects, health aspects, political aspects etc., should be taught along with vocational education in a very informal way, when it is difficult to attract children for just general education of a long period. Children thus, can be attracted for education by its vocational nature and education of real nature (liberal education) can be given to them in an informal way along with vocational education.

#### 5.3.0 TEACHERS

In this section, analyses of the data present facts regarding the two village primary school teachers such as their educational qualification, professional training, knowledge of the languages, experience in teaching and other professions, income, aptitude towards teaching profession, caste, cleanliness and other healthy habits.

The Kadehude village school is a two-teacher school. Prior to the year 1976, it was a single-teacher school. The present teachers of the school belong to shia (Muslim) and brahmin (Hindu) communities. The teachers are not the natives of village Kadehude, but both of them belong to a nearby village, Kyadigunte by name. Qualificationwise, the teachers of the school have studied upto 7th standard only. They have undergone teacher training course, which they received during the academic years 1970-72 and 1971-73 respectively. Both the teachers have attended 2 inservice training programmes of 7 and 11 days each on science and education. Both the teachers know Kannada and Telugu languages well i.e., to read, write and speak. The two teachers do not know much English and as such they have been serving only in lower primary schools where the instruction is purely through Kannada medium. The teachers do not like the Kadehude villagers, as they feel that the villagers do not respect them.

The Muslim teacher, who is a 53 year old man joined the teaching profession in the year 1953 when he was 26. He has acquired 27 years of teaching experience by now. He worked for 5 years in a post office, then was a tailor for 3 years and then did enter the teaching profession to get some status in the society

and not because of any aptitude, as per his own report. As the retirement age is 55 years for teachers in the state he has got only 2 years of service. He draws a salary of Rs.720/- per month, but he is not satisfied with it, as he feels that it is only sufficient for food expenses. In addition, he has 16 acres of dry land and 2 acres of wet land in his village, by which he is getting a regular income of Rs.300/- per month. He has a own house worth of Rs.15,000/- at his native village, which is 3 miles away from Kadehude and as such he walks down the distance everyday.

The brahmin teacher, who is a 47 year old man joined the teaching profession in the year 1951, when he was 26. He has acquired 29 years of teaching experience by now. This teacher previously was a shanbhogue (administrative head of a village) for 2 years, then was a hotel owner for 2 years and then got into the teaching profession to get status in the society and not because of any aptitude as per his own report. This teacher has 8 more years of service. He currently draws a salary of Rs.670/- per month, but just like the other teacher he is also not satisfied with it, as <sup>he</sup> also feels that the money he is getting is only sufficient for food expenses. The

teacher further does not possess any house or land either in Kadehude or in his native village. He is residing at the village Kadehude unlike the other teacher.

Everyday the Muslim teacher gets up by about 7 a.m. at his village Kyadigunte. Then he moves towards his lands after a cup of coffee, where he finishes his nature call. By about 8.30 a.m. he returns home and then moves towards the panchayat hall to read the Kannada newspaper. He spends atleast 30 minutes in reading and discussing the news items, then comes back to the house, takes food and then proceeds towards Kadehude. By about 11 a.m. he will be at the Kadehude village school. He does not take bath everyday, as he is not accustomed to it since the childhood days, although plenty of water is available in his land well. The frequency of taking bath in his case is once in 20 days. The same is the habit of other members in his family. Washing clothes is also once in 18-20 days. The Muslim teacher wears white pyjamas with white shirt always and does not use trousers at any time. As the frequency of washing clothes is not often, just after 4 days the white dresses become very dirty with sweat and dust, as he walks 6 miles distance everyday. The teacher will be putting on slovenly appearance most of the time.

The brahmin teacher, who is a resident of the village Kadehude gets up by about 6.30 a.m. everyday. After a cup of coffee he takes bath, washes his clothes himself and then sits for worshipping his family God for about 45 minutes. All these things he finishes by about 8.15 a.m. By about 8.30 a.m., the teacher moves towards Hanuman temple to talk with the people and then moves towards 1 or 2 rich lingayat families to hunt either milk or buttermilk or vegetables or such other household materials. By about 10 a.m., he comes back to his house and after finishing his morning breakfast alongwith coffee again he moves towards the school by about 10.40 a.m. As the teacher washes his clothes everyday he uses clean clothes. He usually wears white dhoti with coloured shirts. This teacher like the other teacher, will also be putting on slovenly appearance most of the time.

#### 5.3.1 AN OVERVIEW

From the above account, it can be said that the teachers of the village school are not suitably trained in content (different subjects) to teach the children of different standards, as they have not studied atleast upto X standard and have not attended inservice training programmes in different subjects.

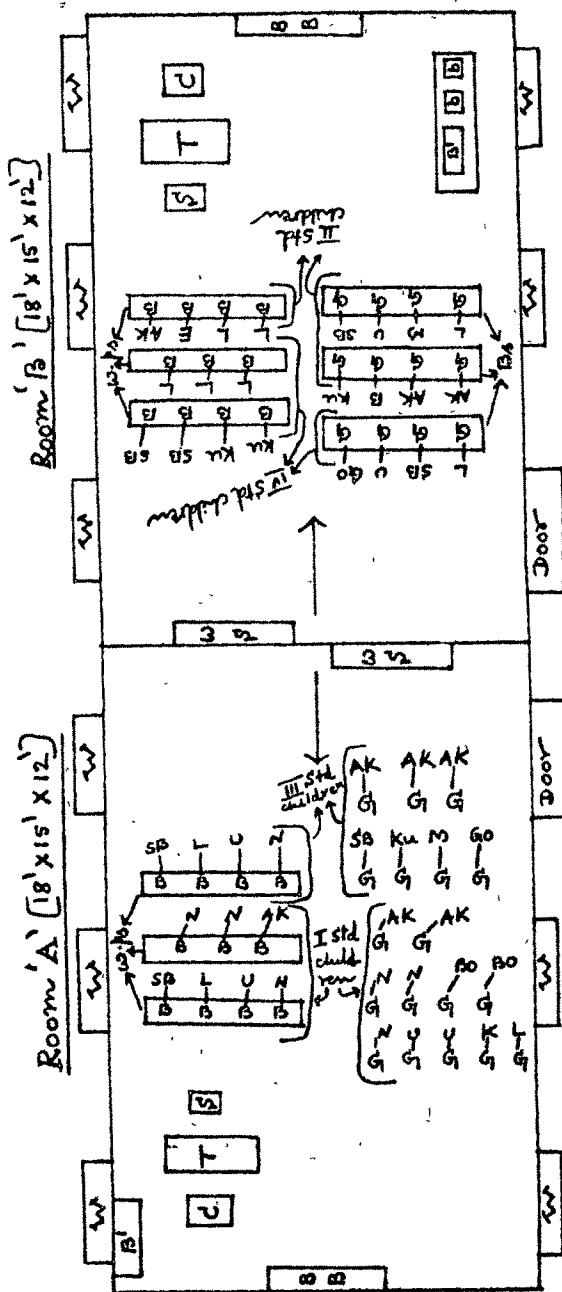


In addition, as the teachers of the school have entered the profession just to get some social status and as they are not contented with the salary they are getting, and further as they do not like the villagers, not much can be expected out of such teachers. Therefore, suitable orientation programmes (inservice training) will have to be arranged to change the attitudinal pattern of the teachers towards their profession alongwith suitable grounding in the content aspect also.

#### 5.4.0 PHYSICAL FACILITIES OF THE SCHOOL AND DISTURBANCE TO THE SCHOOL'S ACTIVITIES IF ANY

In this section the analyses of the data present facts on the physical facilities of the school - location of the school and the school plant, furniture and sitting arrangement, cleanliness of the school plant, playground and play materials, teaching accessories and library materials and disturbance to the activities of the school if any.

Diagram 'A' Physical plant of the school showing furniture and sitting arrangements:



Explanation of the abbreviations used:

- 1) W - Windows
- 2) B.B - Black board
- 3) W.P - Wooden planks
- 4) B's - Benches
- 5) B' - Wooden box
- 6) b - Thick paper box
- 7) c - Chair
- 8) T - Table
- 9) S - Stool
- 10) W.A - Wooden shelf
- 11) G - Each 'G' represents a girl
- 12) B - Each 'B' represents a boy

- 13) A.K - Represents a child from Adikaravaka caste (SC)
- 14) B.O - bovi caste (SC)
- 15) E - ediga caste (BC)
- 16) G.O - golla caste (BC)
- 17) K - Kumbhiga caste (BC)
- 18) K.u - kuruba caste (BC)
- 19) L - lingayat caste (GC)
- 20) M - madival caste (BC)
- 21) N - nayak tribe (ST)
- 22) S.B - shetbangiga caste (BC)
- 23) U - upper caste (BC)

#### 5.4.1 SCHOOL PLANT

The school is located in the southern extreme part of the village on the Valase village road (Map of the settlement pattern of the village, p.xiv). The school is a new tiled building with concrete walls and Cuddaph slab floor<sup>4</sup>. It has two rooms of 18'x15'x12' dimension each. Each room is provided with 5 windows of 2½'x2½' and a door that provide sufficient light and ventilation (Diagram N, p.192). The rooms do not have any electricity facility. The school is being white washed only once in every three years, but repairs such as replacing some old and broken tiles, parts of windows and plastering some parts of walls have not been done at any time since the time of school's construction.

The two rooms provide insufficient space for all children to sit, as the total enrolment from all the four standards at present for the academic year 1980-81 is 101. The rooms are sufficient for a class size of 30 children, each to sit, read and write freely and comfortably. It has also to be considered that some space in each room has been taken up by the teacher's chair, table and other boxes containing some stationery materials. But as the rate of absenteeism is nearly 50% this year (caption 5.2.4, p.181)

the problem of space is not there in the school.

#### 5.4.2 FURNITURE MATERIAL AND SITTING ARRANGEMENT

The furniture of the school consists of 8 wooden planks, 4 benches, 2 tables, 2 chairs, 2 boxes, 2 wooden cup boards and 2 stools. Of these, 2 tables, 2 chairs and 2 stools are in very unusable condition. Of the 8 wooden planks, 2 are being used by the brahim teacher in his house and 1 bench is being used to keep the mid-day meal materials in the school. For a student enrolment of 101, atleast 16 more wooden planks or benches are required, in which case 4 children can sit on each wooden plank or bench comfortably. But at present, sitting arrangement has been made only for 36 children. The remaining number of children who are attending the classes regularly sit on the floor.

It was often observed that many GC, BC and SC children used to sit with their own caste children peers, which is evident by the diagram 'N' (p.192). The diagram 'N' was drawn by looking into the actual sitting conditions of the children which the children had arranged themselves informally. Observation was made during the last 22 days of the investigator's stay in the village and consistency in such an

informal sitting arrangement was confirmed. This shows that children of many castes select their own caste mates to share their learning experiences, which in other words means that, there is little scope for informal education between the children of such castes and others. This also means that, teachers have not tried to educate such children to mix and interact freely, irrespective of their caste backgrounds.

#### 5.4.3 CLEANLINESS OF THE SCHOOL PLANT

The inside portions of the school rooms are not clean, as children paste paper, paper photoes, stamps and even mucus of their nose to the walls. The rooms have also not been kept neat and tidy as the maps, records, registers, books, mid-day meal materials have not been kept in the boxes meant for them. Besides, some portions of the walls and floor in both the rooms have lost their cement plastering and so the mud portion (which is put between the layers of bricks), falling from the walls and the dust collecting in the holes of the floor where the concrete is not there, add to the additional uncleanness of the school rooms. All these were evident to the investigator during his 3 months' stay at the village.

The surrounding area of the school is rather clean, as the school is located towards one extreme end of the village, but uncleanliness can be noticed everyday after the mid-day meal is over, as the leaves or the papers used for taking food will not be thrown in a pit at a distance by the children. The leaves or the papers used will be found scattered in and around the school and to that an extent there is no guidance by the teachers to prevent it. This was particularly evident to the investigator during his stay at the village there. Even during the heavy rainy years, water does not stagnate anywhere around the school as per the villagers' and teachers' opinion, as the soil is of the absorbing type.

#### 5.4.4 SCHOOL GARDEN

The school does not possess any garden to its credit right now. But the villagers are of the opinion that after the entry of the present teachers to the school in the year 1976, all the 12 coconut plants, many vegetable and flowering plants that were present in a thorny fence, developed and grown by the previous teachers ceased to exist gradually. In other words, the present teachers have been unable even to maintain the things the previous teachers had grown and developed.

#### 5.4.5 PLAYGROUND FACILITIES AND PLAY MATERIALS

The school does not have any playground facility for its children to play in the recess or after school hours. Although there is some land towards both the sides and the front portion of the school, the land has not received any attention and care so far and importance is not being given to sports and games in the school. There are 2 foot-balls, 20 coloured sticks, 10 play ropes, 2 small rubber balls, 2 dumb-bells and 2 tennicoit rings in the school. Of these, 2 tennicoit rings were donated by an SBC member and the remaining things were supplied by the education department to the school in the year 1976. Prior to this as per the information of the teachers, the school did not possess any play materials. Although a few play materials are present in the school, children are not being allowed, asked and encouraged to play during the evening time by the present teachers. And in fact, during the three months stay of the investigator in the village, not even a single day sports materials were given to the children to play.

#### 5.4.6 TEACHING ACCESSORY MATERIALS

There are only 3 maps in the village school.

They are, 1 Karnataka map showing different districts, 1 India map showing different states and 1 Chitradurga district map showing different taluks. These maps were supplied to the school by education department of the State Government in the year 1976-77. Since then, there has been no addition of instructional aids of any sort either by the education department or by the teachers' own initiative in the school. Further, there are no teacher manuals and guides of any sort in the school as the supply of the same is nil from the department of education. The number of aids present in the school is almost nil when compared to the nature and the number of topics to be taught to the children of different standards. There are no aids to teach number concepts, simple addition, subtraction, multiplication and division. There are no geometry materials (instruments) including even a scale in the school and hence the teaching of concepts like height, weight, length, angle and their measurements becomes very difficult. Besides these, there are no aids to teach topics in biology like teeth, digestive system, anatomy of human body, balanced-diet, life-history of butter-fly, micro-organisms, etc. Likewise, to teach topics on universe, climatic conditions, land, water, work and energy, no chart of any type is seen. So



teaching of scientific concepts and principles to the children of such a tender age becomes extremely difficult even with honest and sincere efforts by the teachers. Similarly for teaching social studies, except the 3 maps mentioned earlier, there are no other aids. There are a number of topics like 'Our Country - India', natural zones of India, northern fertile land, desert area, coastal area, multipurpose projects in India, growing industries, transportation and communication, railways, railway routes, communication devices and Indian war of independence to III and IV standards. So teaching of social studies also becomes difficult to the teachers, as many of the topics will be beyond the comprehension and imagination of the children, when just taught through oral method only.

#### 5.4.7 LIBRARY

The library section of the village school has 75 books in Kannada language suitable to the children of primary standards. The books are of a variety of nature such as 1. story books (stories from religion - 3 books, men and animal stories - 17 books); 2. books on various political leaders with a brief account of their biographies - 14 books; 3. books on various religious leaders - 7 books; 4. books on various poets - 8 books; 5. books on topics of social studies - 14 books; 6. books on science related topics - 5 books; and 7. other

books on different themes. These books were supplied to the school by the education department in the year 1976 itself, after which there has been no addition of books of any type to the school library either by the education department or by the teachers' own efforts. All the 75 books have been neatly preserved by the teachers, but the tragic part of it is that not even a single book has been issued to any of the children by the teachers since the time of their arrival to the school, which was evident to the investigator through his informal talks with the school going children. Except the teachers and their other family members, nobody else in the village has even seen these library books. It was also found that a few children (11 students in particular) of III and IV standards were bubbling with enthusiasm to read story books of the library, but the teachers complaint was that they would have to pay the cost of the books if they are torn by the children. That is why they are not giving any books to the children to take them home and read. In addition, arrangements have also not been made to issue the books during the school hours only inside the school, which means that teachers in this interior rural area are more worried about preserving the books than educating the children.

#### 5.4.8 DISTURBANCE TO THE ACTIVITIES OF THE SCHOOL IF ANY

There is a traditional well of the bovi colony towards the south eastern part of the school at a distance of about 40', from which a few bovi women will be drawing water now and then, during which time only children of the school can get water for drinking, as facilities for storing water have not been made in the school. Otherwise, children have to go to their houses to drink water. As the wheel that is used to pull the water up from the well is of wooden type, it does not create any sound, thus disturbing the activities of the school. There is no latrine facility in the school and children use the surrounding fields only for this purpose.

#### 5.4.9 AN OVERVIEW

From the above analyses it can be seen that the village school is lacking in sufficient physical facilities like seating materials for children (caption 5.4.2, p.194 and Diagram N, p.192), teaching accessories (caption 5.4.6, p.198) to help in the teaching of different subjects, library books related to different subjects, reference materials and teachers' guides (caption 5.4.7, p.200). In addition, even the few books that are present in the school are not being

utilised for the educational purposes (caption 5.4.7, p.200). It means that the teachers are curbing the opportunity of self-learning of the pupils on their own. Besides, the school also lacks drinking water facilities, toilet facilities (caption 5.4.8, p.201), playground facilities (caption 5.4.5, p.197), and sufficient care is also not being taken to repair the school building (caption 5.4.3, p.195). All these seem to indicate the lightness and the half-heartedness of our educational machinery in having undertaken the task of bringing, retaining and educating the children of the village. Official agencies therefore have to provide the minimum basic physical facilities needed to the school alongwith orientation to the teachers to make use of the facilities properly for educational purposes, so that formal educational machinery may become a powerful influencing body on the life of the young juveniles of the village Kadehude.

#### 5.5.0 ACTIVITIES OF THE SCHOOL

In this section, the analyses of the data present facts on the general activities of the school such as scheduling activities of the school, daily activities of the teachers and their relationship with the children, alternative arrangements made when a teacher is on leave, change of school timings, shift system,

national festivals, cultural and other entertainment activities.

The Kadehude village school as per the timetable (Appendix L, M, N and O, pp.438to 441) has to work from 10.50 a.m. to 5.10 p.m. from Monday to Friday and from 7.30 a.m. to 11 a.m. on all Saturdays. But the school did not run even for a day with this time schedule during the period of investigator's stay in the village. The villagers are also of the opinion that such an irregularity is a regular phenomenon with the present teachers in the school. The school further did not run on 22nd, 23rd and 25th May, 1981, the first three days of the academic year 1981-82, because only 10-15 children used to come for all the four standards. After the first three days, the teachers of the village school used to send all the children home and were going back to their houses by about 1 p.m. And such a thing continued for a period of 39 days in the beginning of the academic year. This used to help one teacher a lot, as he used to come from a distance of about 3 miles from Kyadigunte village. During the rest of the days the teachers used to stay upto 4 p.m. in the school, of course with a gap of  $1\frac{1}{2}$  hours in between.

On all working days, classes used to start in the morning as scheduled. After the singing of national anthem, the teachers used to teach the children for a period of 10 minutes in case they had some mood. The teachers were using translation method, wherein the monitor of a particular class used to read the lesson that was to be taught and its meaning was being told to children in about 10 minutes by the teachers, often using the same words without making any attempt to tell stories, give examples, illustrations, show experiments, cut jokes, etc. The teachers were then going out of the school rooms to talk by giving some writing assignment to the children. The teachers of the school have never taken the initiative to correct the written materials of the children, which was evident to the investigator by his personal check up of the exercise books of the children. The lack of knowledge of the children of III and IV standards in various basic aspects of science, social studies was attributed to the lack of teaching aids and laboratory equipments in the school by the teachers. It was further found that 6 children from III standard and 8 children from IV standard did not know even multiplication tables for 1 to 10 numbers. It was also surprising to

note that, not even a single day of the 90 days period of the investigator's stay in the village mathematics lessons were taught including the basic things to the children of any standard. The children with their past experience were of the opinion that, only problems given ~~in~~ the text-books are solved, often in the same way as given in the text-book with no other examples and illustrations. It was further astonishing to note that 5 children in the IV standard, 6 children in the III standard and 4 children in the II standard did not know even Kannada alphabets completely, although they had been promoted to next higher standards. The teachers were of the opinion that long absenteeism is the main source of such a problem. As the examinations are being conducted by school teachers only, they are passing all the children, who are attending the school regularly. This helps them to boost the results of the school along with their personal prestige.

The relationship between the teachers and the pupils as found by the investigator, was not cordial and affectionate, as teachers were using very foul language, to scold children and were also using corporal punishment to keep the children silent. Children used to keep on making a lot of noise, moving here and there in the school rooms during the school hours, as teachers were not teaching them regularly, talking to

them affectionately, sharing their experiences and encouraging them to play and were not taking them out for small trips, but were freeing themselves to talk outside the school rooms. The teachers' talking session used to continue upto 12'0 clock, after which there used to be 1 hour mid-day meal programme. By about 1'0 clock, the teachers used to close down their morning session and the brahmin teacher used to move towards his house for food, but the Muslim teacher used to stay at the school only as he was taking mid-day meal along with the children.

In the afternoon, the school used to start regularly by about 2.30 p.m. Only on 16 days instruction was carried out in both the rooms for a period of 10 minutes, after which there used to be again the talking session of the teachers and the silence session of the children upto 4.30 p.m. After 4.30 p.m., the children were being asked to go home. But the teachers used to spend some more time in talking before departing to their houses. Both the teachers used to spend their evening time in their houses only. The brahmin teacher was further spending 1 hour in the night time to teach his son. By about 8.30 p.m., all the activities of the day used to come to an end in both the houses with the taking of meals.



The aforesaid activities were also true for all Saturdays, wherein there used to be national anthem session in the beginning of the day and then the teaching session for 10-15 minutes, if teachers were in good mood. By about 10'0 clock, the teachers were sending the children to their houses. Besides these, the school used to have only one teacher on all Mondays, because every Monday one teacher used to go to Parashuramapura to bring vegetables and other household materials needed for himself and the other teacher for the whole week, as Monday is the weekly marketing day at Parashuramapura. Although one teacher used to be absent on that day, casual leave was not being mentioned in the records. The villagers are of the opinion that such an absenteeism among the present teachers is a regular phenomenon. On all Mondays, the school will have only one teacher for the entire day, during which time all the 4 classes will be combined and lessons will be taught for 25 minutes to each standard by the same teacher. It was found that the teaching activities were comparatively better on single-teacher days than the other normal days. In addition, on the 5th of every month, teachers visit Parashuramapura to get their salary, as a result the school gets closed down completely.

The school does not change its time-table according to the needs of the villagers, atleast in the rainy season (rainy years) although the school has experienced that the problem of absenteeism will be much more during such a period, as the teachers are not prepared for it.

In addition to the above general activities, the school also conducts national festivals such as independence day, republic day, children's day celebrations, Gandhi jayanti and Kannada rajyothsava day. On all these days, children clean the surroundings of the school in the morning, go round the streets of the village in a procession often with loud voices of pride and success. These activities end with the distribution of sweets after flag hoisting and national anthem singing. No cultural activities like group singing, individual singing, dance, reciting and such other activities are being organised in the evening time of such days in the school.

The school further does not conduct any other literary or sports activity like recitation competition, sports' and games' competitions, drawing competition, atleast on national festival day celebrations as neither education department nor some educated people,

nor the teachers themselves come forward to initiate and organise such activities. This means that, co-curricular activities and the development of competitive spirit in academic aspects have been altogether neglected in the school.

There is no facility for girl students to learn and practise embroidery, knitting, basket making, paper cutting, art activities and music as there is neither any trained woman teacher, nor any skilled woman in the village.

The school is not conducting any adult education programme as one of its activities to cater to the literacy and educational needs of the villagers. The teachers are not having any interest in undertaking the same, as they feel that it would over-burden them. The teachers are not at all commanding respect from the people and they are not invited to important decision making events in the village life. Thus, the teachers have very little to say in the village matters. There is no adult education programme run in the village by any other organization. Neither the school is being utilised by the family welfare department to organise film shows nor by block development office to conduct agricultural-extension activities

nor by the villagers themselves to organise any entertainment and/or cultural activities like hari-kathas, open-air dramas, etc. As all such cultural activities are completely absent in the village (caption 3.7.1, p.95), children grow in a barren cultural setting, so to say.

#### 5.5.1 AN OVERVIEW

From the above analyses, it can be said that the activities of the school have not been going on in a satisfactory way (caption 5.5.0, pp. <sup>203 to 210</sup> 203-210). Teachers teach the children, only if they have mood, through translation method, without making much efforts to give illustrations, examples (caption 5.5.0, p.204). The teachers spend most of their time in just gossiping (caption 5.5.0, p.204). The relationship between the teachers and the pupils is not cordial and affectionate as teachers use very bad language to scold children, punish the children corporally, do not share their experiences and do not encourage them to play (caption 5.5.0, p.205). In addition, the activities of the school ~~do~~ not go on properly on 5th of every month, as it is the pay day for the teachers (caption 5.5.0, p.207). It means that the teachers use their working

days for their personal purposes. No casual leave is taken on such days (caption 5.5.0, p.207). The activities of the school are a bit better on single-teacher days (caption 5.5.0, p.207). The school conducts a few festivals, but competitions of literary and sports types are not being held (caption 5.5.0, p.208). The school further is not conducting any adult education programme, although there is much need for it in the village, as the teachers feel that it would overburden them (caption 5.5.0, p.209). Thus, the teachers of the village school by not teaching the children and adults are wasting the precious time only. It seems that suitable inservice training programmes will have to be arranged in order to give proper value orientation to such teachers.

#### 5.6.0 SOME SUPPORTIVE PROGRAMMES

In this section, the analyses of the data present facts on tests, examinations, educational trips and excursions, mid-day meal programme and medical examination in respect of the school.

##### 5.6.1 TESTS AND EXAMINATIONS

Every year about 6 tests and 2 examinations are being held in each subject for II, III and IV standard children. Each test will be of about 50 marks

and children will be graded on a five-point scale, after scoring the answer sheets (between 1 to 10 marks - 'E' grade, between 11 to 20 - 'D' grade, between 21 to 30 - 'C' grade, between 31 - 40 - 'B' grade and between 41 to 50 - 'A' grade). For III and IV standard students, the two examinations will be of 500 marks each. The marks' allotment is as follows: 100 marks for Kannada language, 100 marks for Science, 100 marks for Social Studies, <sup>100 marks for mathematics</sup> and 100 marks for Oral tests, Dictation, Copy writing and Hand writing. For II standard children the two examinations are of 200 marks each. The marks allotment is 100 marks for Kannada language and 100 more marks for Oral testing, Dictation and Copy writing. For I standard children no examinations are being held. No marks of tests and first terminal examinations are taken into account for declaring the final results. The questions in tests and examinations will be of both objective type and short answer type. Nearly 25 to 30 marks' questions will be objective type of 1 mark each and all others will be of short answer type. The short answer questions will carry a maximum of 4 marks per question. Questions carrying 2 marks, 3 marks will also be there in sufficient number. All the questions for examinations are being set up by the

village school teachers only. Question papers will not be printed, but only manuscripts are given to the children. The marks of tests and examinations do not reach the parents regularly. Parents also do not ask as to why their son/daughter has got very less marks in some subjects and/or why he/she has failed in one or more subjects. It seems that the villagers are not very much particular about the studies of their children, as they do not meet the teachers to discuss the academic problems of their children. And likewise, even the teachers are not very much worried about the academic progress of the children, as they also do not meet the parents on their own initiative to discuss the academic problems of the children. As far as the results of the school are concerned, the teachers opined that only a few children fail in class III and IV (as compulsory promotion is there for I and II standard regular attenders) because of long absenteeism. The teachers of the school with their long experience were of the opinion that, achievement of the children is not related to their social backgrounds.

#### 5.6.2 TOURS, TRIPS AND EXCURSIONS

The school has not arranged any tours, trips or

or excursions to any places including Chitradurga town<sup>5</sup>, Vanivilasasagar<sup>6</sup> and Boranthippa<sup>7</sup> in the last five years (1975-80). This year (1981-82), also the teachers of the school have not taken out their children, but last year (1980-81) they took out the school children twice to Parashuramapura - the hobli headquarters of the village, to see the temples of Lord Hanuman and Ganesha, of which no one has any historical or archeological or educational relevance.

#### 5.6.3 MID-DAY MEAL PROGRAMME

The school serves mid-day meal in the form of 'upma'<sup>8</sup> of about 80 grams to each of its children everyday. No other item including even the milk is being served in the school. The upma is being prepared by a ST lady and as such one student who is a brahmin by caste does not take it. His father who is a teacher in the very same school prevents him from taking it. Thus, caste feelings are made to enter the minds of the children at a very early age informally in the school even by the teacher himself. Aluminium utensils are being used for cooking. The ST lady brings some paper sheets or banyan leaves on which food will be served between 12 p.m. to 1 p.m. from Monday to Friday, and on Saturdays, there will be no mid-day meal programme.



Although surrounding area of the school will be generally clean, uncleanliness can be noticed everyday after the mid-day meal is over, as the leaves or the papers used for eating will not be thrown in a pit at a distance by the children and so the leaves will be found scattered in and around the school and to that effect there is no guidance by the teachers. The teachers are of the opinion that since the year 1975, there has been no problem for the programme.

#### 5.6.4 MEDICAL EXAMINATION

The school does not arrange for any medical tests or examinations to its children, as there is no provision for it at the lower primary stages. In fact, there is not even a clinic in the village and the people of the village have to go to Mahadevapura to get their health problems solved. There is only a dumb boy this year in the school and the general health condition of the other children is normal and as such wastage, stagnation and absenteeism have not been reported to be due to any health problems of the children.

#### 5.6.5 AN OVERVIEW

From the above analyses, it can be observed that the school is not regular in arranging trips, excursions to the places of educational importance and relevance

(caption 5.6.2, p.214). The school on the other hand is very regular in conducting tests and examinations (caption 5.6.1, p.211) and serving mid-day meal (caption 5.6.3, p.214). Although, mid-day meal is served to all the children, the brahmin teacher of the school does not allow his son to take the same, as it is being prepared by a ST woman (caption 5.6.3, p.214). In other words, caste feelings are made to enter the minds of the children at such a tender age. In addition, due importance is also not being given to the cleanliness aspect of the school area after the mid-day meal is over, as children were found often throwing the leaves or papers used to eat the food in all surrounding areas of the school and in this respect teachers have failed to educate the children informally on this hygienic aspect of life (caption 5.6.3, p.215).

#### 5.7.0 ASPECTS OF ADMINISTRATION

In this section, the analyses of the data present facts on various aspects of administration such as expenditure pattern of the school, scheduling the activities of the school, maintenance of records and registers, supervision, inspection and guidance and the opinion of the supervisor on the activities of the school.

## 5.7.1 EXPENDITURE PATTERN OF THE SCHOOL

Table 28: Expenditure of the school during the academic year 1980-81

Items of Expenditure	Actual Expenditure	
	Rs.	p.
1. On pupils' grants, concessions and scholarships	-	-
2. On SC children's books, slates and writing materials	126	= 00
3. On mid-day meal programme	5700	= 00
4. On white-washing and repairs	-	-
5. On the salary of the Muslim teacher	8640	= 00
6. On the salary of the brahmin teacher	7440	= 00
7. On sports' equipments	-	-
8. On teaching accessory materials	-	-
9. On Library books	-	-
10. On medical tests and treatment of the children	-	-
11. On educational tours/trips/excursions	-	-
12. On furniture	-	-
13. On the incentives for teachers and pupils	-	-
TOTAL	21906	= 00

From the Table 28 it can be seen that, the school during the year 1980-81 has spent money mainly on the salary of the teachers, mid-day meal programme and a small amount towards SC pupils' stationery materials.

No amount has been sanctioned by the department towards pupils' scholarships, teaching accessories, materials, library books, sports' materials, educational trips, excursions, etc. Further, there is no incentive of any sort to the teachers in the form of additional increments who work in rural areas often with multiple roles and responsibilities. The above expenditure pattern clearly shows that the school has spent money mainly on the salaries of the teachers and mid-day meals and only a small amount towards children's stationery materials.

#### 5.7.2 SCHEDULING THE ACTIVITIES OF THE SCHOOL

The teachers of the school do not prepare any time-table, for the printed copies of time-table sheets are being sent by the taluk education department office to all its schools. Along with it, the education department also sends a chart, according to which all the schools of the taluk are expected to conduct tests and examinations in time, cover portions in prescribed time, which according to these teachers has never become possible.

An analysis of the time-tables of all the four standards (Appendix L, M, N and O, pp.438 to 441) reveals the following facts.

There are 9 periods from Monday to Friday for each standard. These periods start from 11 a.m. prior to which there will be prayer session of 10 minutes. In the morning time, there will be 4 periods of 40 minutes duration followed by a lunch break of about 50 minutes. And again, in the afternoon there will be 5 periods commencing from 2.30 p.m. The first period is of 40 minutes duration and all other periods are of 30 minutes duration. On Saturdays, classes start from 7.30 a.m. and end by 10.30 a.m. Between 9.00 and 9.30 a.m. there will be recess. From 9.30 to 10.30 a.m. there will be again 2 more periods. All these 5 periods of Saturday are of 30 minutes duration. Though the timings for all the standards are the same, different subjects are put up to different standards during a particular period. But in a two-teacher school, teaching of different subjects to different classes in a proportionate way depends upon the discretion of the teachers. There are 6 Kannada periods, 9 Health Education and Science periods, 6 Mathematics periods, 4 Social Studies periods, 7 Writing periods, 2 Moral Education periods, 2 Dictation periods, 1 Drawing period, 2 Music periods, 5 Work-Experience periods and 6 Physical Education periods to all the standards each week. In total, there are about 50 periods for each standard every week.

It was observed that Moral Education classes, Music classes, Drawing classes, Work-Experience classes were not at all taken for any standard, although they have been formally mentioned in the time-table. The teachers in the school teach even the regular subjects (examination subjects) very irregularly (caption 5.5.0, p.204), which again used to depend on the mood of the teachers everyday (caption 5.5.0, p.204).

#### 5.7.3 MAINTENANCE OF RECORDS AND REGISTERS

The school has maintained the following records and registers: 1. Attendance registers, 2. Staff attendance register, 3. Admission register, 4. Casual leave book, 5. Sport's materials stock book, 6. Field trips book, 7. Excursions book, 8. Visitor's book, 9. Stock register, 10. Head master's supervision book, 11. TC records, 12. Consolidate marks' register, 13. Memo book, 14. Mid-day meal records, 15. Compulsory primary education register (enrolment drive book), 16. Library records, 17. Salary records, 18. Contingency records, 19. Betterment committee register and 20. Gift book. All these records except the casual leave book have been kept and maintained well by the teachers which was evident to the investigator when he saw each and every record very carefully and completely. There was no variance between what the teachers used to say and what was written in the books except for the casual leave book as no mention has been made about the

leave both the teachers used to take on 5th of every month for getting their salary. Likewise, leaves that were used by the teachers on Mondays to visit the weekly market have also not been registered in the casual leave book. This means that the teachers in this interior village either open or close the school according to their personal needs and wishes upon which there is hardly any control. All these were evident to the investigator during his three months' stay at the village there.

#### 5.7.4 SUPERVISION, INSPECTION AND GUIDANCE

The village school teachers are of the opinion that the supervisor of their area visits their school very formally only once a year, during the middle of every academic year. According to the teachers, his visit to the school is just formal because he does not hear to the problems of the school (does not cooperate in getting teaching accessory materials, furniture and reference materials to the school) but only finds fault with their teaching, dress, way of talking etc. It is their 4th year experience with the present supervisor. Consequently, they feel that the supervisor just visits the school, chats with them for a period of 2-3 hours, even threatens them and then returns to his office after receiving good treatment and nourishment by the village teachers. Other than the supervisor, no other inspecting staff member has visited the school in the last 6 years i.e., from the year 1975.

5.7.5 OPINION OF THE SUPERVISOR ON THE ACTIVITIES  
OF THE SCHOOL

The supervisor of the village school is not satisfied with the current activities of the school, as he knows very clearly about the rate of absenteeism of the children, irregularity and non-punctuality of the teachers and their way of teaching. When asked about why he has not taken proper action on them, he said that it would ultimately involve complications as it increases his responsibility and work load too. This is because, in all such schools where the problems of non-enrolment, wastage, stagnation and absenteeism are more and where the teachers of the schools are not able to take care of the situation properly, it is the responsibility of the concerned supervisor to visit that area, talk, discuss and educate the people of such villages, so as to reduce and if possible to eliminate such problems altogether. The supervisor also said that, irregularity and non-punctuality among the teachers is a regular phenomenon in most of the villages, upon which he himself agreed that the education department has no control. He also said that the intensity of this particular problem increases with the lack of transportation facilities to such villages. He felt that all such problems are <sup>there</sup> because of the overburdening of the supervisor's work by the department. He also explained how he has to supervise 113 schools, for which he would have only 190 days at his disposal



because of Sundays and other usual holidays in schools. Further he also said that he would have roughly 160 days to carry out the task of supervision and inspection, if he used his regular casual and earned leaves. The supervisor has to pay two visits to each of the school of his jurisdiction and four visits to nearly 20 to 25 schools which are very poor in their results. In all, the supervisor will have 271 visits on an average every year. Therefore, he usually plans to cover two schools each day. Sometimes, it has been experienced by the supervisor that it was not possible for him to return on the same day to the taluk headquarters, especially when interior villages were visited because of lack of transportation facilities. So he has also visited even three schools a day to finish his work atleast formally. It is because of these practical difficulties, the supervisor has not been able to look into either administrative aspects or academic aspects of not only this school, but also all those schools of his jurisdiction and things have been left on their own course to continue or ~~grow~~ in an evolutionary manner. With regard to the lack of sufficient physical facilities, the supervisor was of the opinion that lack of adequate funds was the main constraint. He also further felt that any government should not be in very much hurry to open

schools with inadequate facilities. According to him, decreasing the supervisor's work, teachers' workload and providing atleast basic physical facilities and making provision for incentives for teachers along with suitable economic development programmes to improve the standard of living of the people can only remedy the situation.

#### 5.7.6 AN OVERVIEW

From the above analyses, it can be seen that the school during the year 1980-81 spent money mainly towards the salary of the teachers, mid-day meal programme and a small amount towards SC pupils' writing materials and books (Table 28, p.217 and caption 5.7.1, p.217). As far as the instructional planning is concerned, the teachers of the school are being regularly supplied by the printed sheets of time-table and a chart showing the various portions to be covered and tests and examinations to be held in time (caption 5.7.2, p.218). Although number of periods are there everyday, not even a period is taught in each standard regularly by the school teachers (caption 5.7.2, p.219, 220). In addition, Moral Education, Drawing, Work-Experience and Music classes are not being taught to any standard, although they are formally mentioned in the time-table (caption 5.7.2, p.220). The teachers of the school are

however, maintaining the records and registers neatly, but are not mentioning about the casual leaves they are taking for their personal purposes in the casual leave book meant for it (caption 5.7.3, p.220). This means that teachers in this interior village either run or do not run the school according to their own needs and wishes upon which there is no effective control, check or supervision (caption 5.7.3, p.221). As far as the supervision of the school is concerned, things have been just at the formal level without actual impact on the school system (caption 5.7.4, p.221). This is because of the over-burdening the supervisor with much work (caption 5.7.5, p.222) and lack of sufficient study materials, aids, library books (caption 5.4.6, p.198 and 5.4.7, p.200). Another important reason for the lack of effective impact of the supervisory machinery on the school system is that, many of the problems of the school like non-enrolment, wastage, stagnation, absenteeism are beyond the scope of education and they demand economic development programmes (caption 5.2.5, p.183, 184). Therefore, the problems that can be tackled at the school level like providing study materials, arranging for inservice training programmes for teachers to develop proper values towards the profession, lessening the work load of the supervisor, etc., can be very well taken up

immediately and the problems that are beyond the scope of education say economic problems, social problems, etc., will have to be referred to the block development departments, who will have to try to bring about positive attitudes and practices among the rural people, ofcourse by providing basic facilities and amenities needed to them, with further extension activities to improve their occupational and other awareness statuses. The stress here is on the integration of school's activities with the block development activities. If these things are not done and if the programmes are isolated it seems that the villagers cannot see the developmental programmes in proper context and thus, the programmes may not succeed to the fullest extent possible even with thorough implementation. Therefore, importance is to be given for integrated and thorough implementation.

#### 5.8.0 SCHOOL IMPROVEMENT ORGANIZATIONS

In this section, the analyses of the data present facts on school improvement organizations such as, school betterment committee and parent teacher association.

The Kadehude village school has a school betterment (SBC) since the year 1961, when compulsory primary education was brought into force in the state. There are 8 members in it, of whom only one is a lady member. Of the 8 members, 2 members are from lingayat caste, 2 are from shet-banagiga caste and 1 member each from brahmin, kunchitiga, kuruba and adikarnataka castes respectively. Other castes

of the village do not have any representation of their members since the commencement of the SBC in the school. Of the 8 members, 1 lingayat person who is also the President of SBC comes from a very rich family which has an income of Rs.10,000/- per month, another lingayat member has an income of Rs.1500/- per month, 1 kunchitiga member has an income of Rs.850/- per month, 1 brahmin member (the brahmin teacher of the school) who is also the Secretary of the SBC has an income of Rs.670/- per month and other 4 members get less than Rs.400/- per month.

The members of SBC do not meet regularly, although they have a schedule according to which they have to meet atleast once a month. Members of SBC meet only once or at the most twice a year, during which time also all the members will not be present. One of the achievements of SBC is that the president of it took initiative to construct a new school building by spending his own money. But the same member has also got discredit, as he has utilised Rs.5000/- for his personal purposes, after getting more grants from the government as per the villagers' opinion. Other than this, SBC has not contributed substantially to the school's improvement in any way. There are still a lot of problems in the school such as the problem of non-enrolment, absenteeism, non-teaching, irregularity in

teaching, improper teaching, lack of sufficient study materials and furniture, repairs of the school building which any SBC has to address itself to improve the activities of the school. The secretary of the SBC is of the opinion that, the meetings take the form of chatting sessions than real problem solving sessions, as the members meet occasionally. He also opined that, members do not actively involve themselves in giving suggestions for the improvement of the school's activities, as it will ultimately involve their co-operation either in the form of their monetary contributions to take care of the physical facilities of the school or by their actual presence with the teachers to visit the houses of non-enrolled and long absenting children. The teacher further felt sorry for having such a rich president with other 2 rich members, as they are not extending any help to the school.

There is no parent-teacher association (PTA) in the school, since the time of the school's inception. The present teachers also have not made any effort to establish the same. The present teachers of the school do not know even the names of all the students correctly and likewise knowledge of the students' socio-economic and cultural backgrounds is also altogether absent in them. This was evident to the investigator through his informal talks with the teachers. The present teachers doubt the potentiality and use of such an association in bringing the

long absenting, non-enrolled and dropping out children to the school, as to them the above mentioned problems in the Kadehude village school are more due to economic problems and so they suggest economic development schemes to come into operation in the village alongwith educational development than trying at the educational development in isolation.

#### 5.8.1 AN OVERVIEW

From the above analysis, it can be observed that, the village school has an SBC with no active or motivated members to solve the problems of the school, although a few are really capable of solving the problems by donating funds (caption 5.8.0, p.<sup>227, 228</sup> ). The present school building has made its appearance due to the efforts of an SBC member, but the same member has utilised Rs.5000/- for his personal purposes, when excess grants were given by the government towards the building (caption 5.8.0, p.227). Members of the SBC further do not discuss the problems of the school, as they meet occasionally (caption 5.8.0, p.227). The village school further does not have any parent-teacher association (caption 5.8.0, p.228). The school teachers do not know even the names of all their students correctly and likewise are ignorant

of their socio-economic and cultural backgrounds also. The teachers of the school doubt the potentiality and efficiency of such an association in bringing the non-enrolled, long absenting, dropping-out children to the school, as to them, the above problems in the village Kadehude are more due to economic problems and so they suggest integration of educational programmes with economic development schemes (caption 5.8.0, p. 229).



Notes:

1. Children in Karnataka are admitted to I standard schooling after the completion of their 5 years and 10 months age only, unlike in many other states of India wherein children are admitted to I standard schooling, only after the completion of 6 years age.
2. The term 'long-absenteeism' refers to the period of absenteeism of the children to the school which is generally more than 5-6 months in an academic year.
3. The term 'deferred value' here refers to the fruits of education that one would get after undergoing a long period of formal education and it is 10 years of general education in this context.
4. The term 'Cuddapah slab' refers to a particular kind of hard stone that is available throughout the Cuddapah district of Andhra Pradesh. Such stones are widely used in the southern part of India for flooring purpose in houses. The two school rooms of the village Kadehude have such a flooring.
5. 'Chitradurga town' is the district headquarters of the village and a place of historical importance. It was ruled by King Madakarinayaka. It is located

at a distance of 51 miles to the west of village Kadehude, where an odd fort of historical importance is there. In addition, a museum containing old materials of Madakarinayaka regime has also been preserved.

6. 'Vanivilasasagar' is a small village situated at a distance of 37 miles from Kadehude, where a dam to Vedavathi river has been constructed and further a place of natural beauty.
7. 'Boranthippa' is a village situated at a distance of 40 miles from the village Kadehude, where another dam has been constructed for the same river Vedavathi.
8. 'Upma' is a soji product, which is prepared and used as a breakfast in many parts of South India.