

**EVOLVING CURRICULUM, ELUSIVE QUALITY:
A STUDY OF SECONDARY EDUCATION IN SELECT PUBLIC SCHOOLS IN
GUNTUR DISTRICT, ANDHRA PRADESH (INDIA)**

*A Thesis submitted
in Partial Fulfillment of the Requirements
for the Degree of*

MASTER OF PHILOSOPHY

by

Hari Kumar Repudi

to the

**DEPARTMENT OF LIBERAL ARTS
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APRIL 2014

to

Jesus Christ

Approval Sheet

This thesis entitled "Evolving curriculum, elusive quality: A study of secondary education in select public schools in Guntur district, Andhra Pradesh (India)" by Hari Kumar Repudi is approved for the degree of Master of Philosophy in Psychology from Indian Institute of Technology Hyderabad.



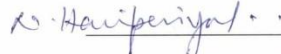
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DECLARATION

I declare that this thesis represents my own ideas and words and where others' ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented, fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will result in disciplinary action by the Institute and can also evoke penal action from the sources that have not been properly cited or from whom proper permission has not been taken when needed.


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CERTIFICATE

It is certified that the work contained in the thesis entitled “Evolving curriculum, elusive quality: A study of secondary education in select public schools in Guntur district, Andhra Pradesh (India)” submitted by Hari Kumar Repudi (roll number LA12M1002) in partial fulfillment of the degree of Master of Philosophy to the Department of Liberal Arts, Indian Institute of Technology Hyderabad, is a record of bonafide research work carried out by him under my supervision and guidance. The results embodied in the thesis have not been submitted to any other University or Institute for the award of any degree or diploma.

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This is to certify that Hari Kumar Repudi (roll number LA12M1002) has satisfactorily completed all the course requirements for the M.Phil. Program in Psychology.

Hari Kumar Repudi was admitted to the candidacy of the M.Phil. degree in August 2012 .

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CONTENTS

Acknowledgements

Abstract

Synopsis *i-xi*

Chapter 1: Introduction	1-12
Chapter 2: Review of the literature	13-46
Chapter 3: Methodology	47-55
Chapter 4: Curricular transactions within the classroom	56-81
Chapter 5: Sociocultural issues beyond the classroom	82-107
Chapter 6: Conclusion	108-113
References	114-126
Appendices	127-157

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Abstract

The present study focussed on lacunae in the implementation of quality-improvement strategies in two secondary schools in Andhra Pradesh. This study is done in the background of recent changes in the 8th standard curriculum in government schools. In May 2013, the Government of Andhra Pradesh introduced a new syllabus with a new evaluation system in all Secondary Schools in Andhra Pradesh. This was based on the recommendations of the National Curriculum Framework (2005) and State Curriculum Framework (2011). The previous syllabus focused on rote learning of theoretical concepts and reproducing them in exams, but the recently introduced syllabus has included more activities in the teaching-learning process as well as implemented a process of continuous and comprehensive evaluation. This study attempts to determine how this new curriculum is being transacted in schools.

The research is framed by the theoretical premises and assumptions of critical psychology and critical pedagogy which focus on unequal distribution of power and draws attention to social inequalities in the educative process. Critical pedagogy thus aims towards social justice. Previous studies have identified many issues in curricular transactions such as discrimination, poor utilization of school resources, lack of supervision, and inadequate training of teachers. This study explores the problems faced by multiple actors involved in secondary school, namely, students, teachers, school administrators, and parents. Data was collected from two adjacent Government Zillah Parishad schools (Schools A and B), in remote areas of Guntur district. Qualitative methods, viz. observations and in-depth interviews were conducted with students of Class VIII, teachers, headmasters, village educators, School Management Committee (SMC) members, and parents.

Findings are discussed along four dimensions viz. syllabus and curriculum, interaction in class room teaching, impact of Government policies, and medium of instruction. Key findings include: teachers' unfamiliarity with the new curriculum, students' difficulties in classroom comprehension, use of punishment, improper implementation of government policies, and lack of pre-training and resources. Analysis of textbooks identified issues with language usage and discrepancies between textbooks and syllabus. Classroom observations found that harsh punishment was in practice even though it was not admitted. These findings are discussed in relation to the contemporary debates around the quality of secondary education in public schools.

Synopsis

Evolving curriculum, elusive quality: A study of secondary education in select public schools in Guntur district, Andhra Pradesh (India)

INTRODUCTION

The present study focused on the curricular transactions and quality issues in the context of secondary education in Andhra Pradesh, India. In school education ‘quality’ and ‘universal education’ are buzz words in the present era. Many studies have focussed on the poor quality of schooling at the primary and secondary level. While the enrolment of students in schools has been found to be increasing, research has found that the quality of education continues to be very poor. Recent findings from the Annual Survey of Education Report (ASER, 2013) shows that enrollment in the 6-14 age group continues to be very high, with more than 96% of children in schools (Public and private). At the same time, others have pointed out that the Right to Education is nothing more than a Right to Schooling (Roni,2013).

The present study focussed on the lacunae in the implementation of quality-improvement strategies in secondary schools in Andhra Pradesh. This study is done in the background of recent changes in the 8th standard curriculum in government schools. According to the suggestions and recommendations of the National Curriculum Framework (2005), Mudaliar Commission (1952) and Kothari Commission (1964) and taking into consideration recent changes in societal needs and requirements, Andhra Pradesh Government has introduced on the basis of State Curriculum framework (2011) a uniform syllabus, with a new evaluation system in all Secondary Schools in Andhra Pradesh in the month of May 2013. The previous syllabus

focused on rote learning of theoretical concepts and reproducing them in exams, but the recently introduced syllabus has introduced more activities in the teaching-learning process as well as implemented a process of continuous and comprehensive evaluation. This study attempts to determine how this new curriculum is being transacted in schools.

In focussing on curricular transactions and quality concerns, I have followed previous studies by Mukherjee, Pappu, Tharu, Vasanta and Vanamala (2002) and Ramachandran and Naorem (2013) on 'Curricular activities'. Curricular activities are activities that are a part of the over-all instructional programme. Mukharjee,et.al(2002) found that the curricular transactions taking place in schools are not upto the mark because of uneducated parents and improper supervison on schools, this study focused on much on different issues which are affecting qaulity in education.Ramachandran and Naorem(2013) found that the mistreating the deprived community children in school activities both in utilization of school resources, curricular activities. Which my study also focused on the issues which was discused above. Actually the curricular activities are carried out inside the classroom, laboratory or workshop and have reference to the prescribed courses. Thus, the study retains the focus on the micro level issues involved in the implementation of development programs. The focus is on a holistic understanding of the problems faced by the multiple actors involved in secondary school, namely, students, teachers, school administrators, and families of students.

This study is framed by the theoretical premises and assumptions of critical psychology and critical pedagogy. Critical psychology aims at redressing the unequal distribution of power and draws attention to social inequalities (Fox & Prilleltensky, 1997). It argues that mainstream psychology largely ignores power dynamics and tends to engage in victim-blaming without looking at the social structural issues of inequality. Critical psychology thus aims towards social

justice. It also seeks a working relationship between practice and theory. It is a relationship of mutual cooperation between two institutional subjects (it might be a person or a society and school) implementing theoretical concepts into practical ones (Monchinski, 2008).

QUALITATIVE METHODOLOGY

The study relied primarily on qualitative methods to unfold the perspectives from the vantage point of different parties – students, teachers, school administrators, and families. Qualitative methods will give more chance to collect data from field site and can observe and interact with all participants can elicit more information through formal and informal interaction. The main method used was ethnography, which involves collecting data in natural settings through interaction with participants and eliciting information about their life events in everyday contexts (Hammersley & Atkinson, 2007). Ethnography seeks an insider's perspective; it intends to understand a phenomenon from the points of participants, and from different perspectives (Willig & Rogers, 2012). In ethnography triangulation is used to integrate findings from interviews, observation, collection of artifacts and texts. Ethnography is a multi -method form of research which includes structured or semi structured questionnaires and/or interviews, non - participant and it covers participant observation, diaries, film, or video records and official documents (Willig, 2012). Ethnography tends to involve a holistic approach, focusing on the inter connectedness between people and social process (Willig & Rogers, 2012). As part of the ethnographic research, I conducted observations and interviews.

Field site

The study was conducted in two villages in one division of Guntur district. These villages are located in remote areas which lack adequate transport. The nearest town (Piduguralla) also has poor transport facilities.

Tools

Semi structured interview schedules were constructed for the study adapted from the research by Mukherjee, Pappu, Tharu, Vasanta, & Vanamala (2010). Following topics were covered in the Interview schedule: class room interaction, teaching methods, punishment practices, and new syllabus and curriculum, and workload issues.

Sample

Both the selected schools are Zillah Parishad High Schools. For the purpose of study different categories of informants were interviewed, including students, teachers, headmasters, village educators, village residents, parents and grandparents of students, siblings of students, tuition teachers, elementary school teachers, midday meal suppliers, and village residents. The total number of informants is given in tables 1, 2, and 3.

Table 1: Number of informants from the different categories

S.N	Interviewees	Number (N)
1	Students	16
2	Siblings and cousins of ST	5
3	Village educators	2
4	Elementary and tuition teachers	3
5	Parents of ST students	5
6	Village residents	5
7	Teachers	26
	Total	62

SC: Scheduled caste, ST: Scheduled tribe, OBC: Other Backward Community, OC: Open community or forward caste/General Category.

Table 2: Caste background of the students

Community	Number of Students in class VIII (E.M & T.M)
Scheduled caste (SC)	1 from School B
Scheduled tribe (ST)	8 (5 from School A, 3 from School B).
Other Backward Community (OBC)	6 (4 students in School -A,2 students in school B)
General category (GC)	1 from School B

E.M: English Medium, T. M : Telugu Medium.

Table 3 **Number of teachers interviewed from both schools**

S.N	Informants	School A	School B
1	Teachers	15	11

FINDINGS FROM THE STUDY

From the fieldwork I identified several issues from the perspective of students, parents, teachers and other stakeholders.

Classroom interaction

Observation of classroom sessions focused on the teaching methods used and the interaction between teachers, students, headmaster, and parents. With respect to teaching methods, it was found that most of the teachers continued to use the traditional teaching methods. Moreover, they ignored last and middle bench students when they were teaching class and focused on only the first bench students. While few teachers opted for prescribed methods (e.g. using examples and demonstrations) relevant to the context, most of them were confused by the new curriculum. . Teachers informed that they were able to impart the knowledge from textbooks but were unable to adopt methods which enhanced their creativity and practical skills. The present activity-based syllabus was new to them to teach, and they had no expertise to teach activity-oriented teaching which they have not taught much before.

New syllabus and curriculum

Teachers from Schools A and B shared that they experienced difficulties in teaching the new syllabus which was introduced based on recommendations of new State Curriculum Framework of Andhra Pradesh (2011), which was recently introduced focusing on activity-based teaching. They also added that they had no training to implement activity-based learning.

In the context of teaching methods I have interviewed teachers about their preferred methods for teaching. They opined that if they followed the prescribed methods for teaching the subjects it would take much more time to complete the lessons. They also said they did not have sufficient resources to perform activity-based learning.

Language difficulties

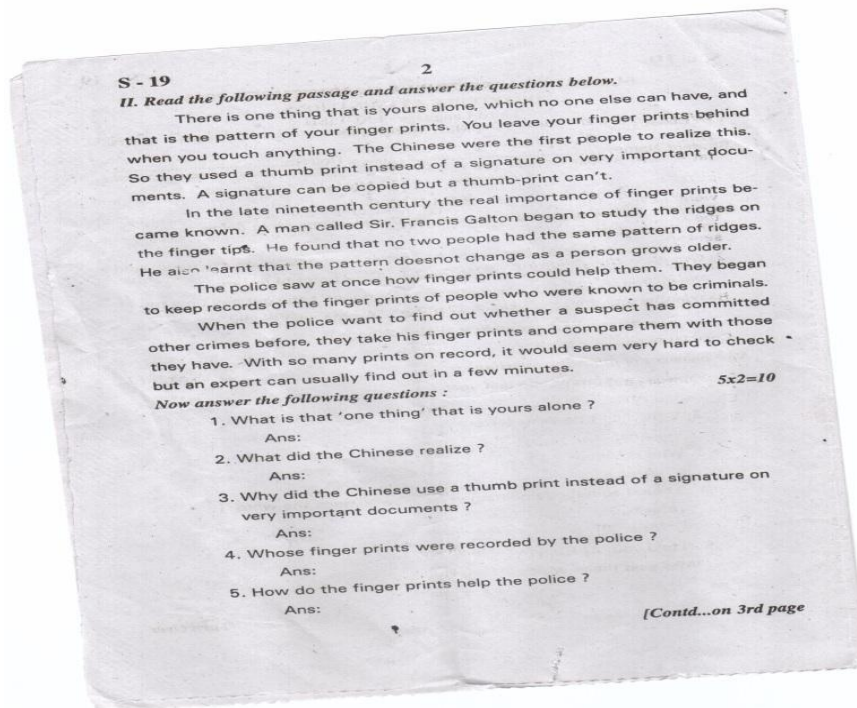
Students who completed their lower classes in Telugu medium faced difficulty in understanding lessons in English medium, Even teachers are struggling a lot to teach in English where they had no experience. Many of them were just promoted from primary school (Telugu medium) to high school without any training.

Evaluation system

In school-A, Teachers complained that the examination system was not assessing the students' knowledge and ability. The present exam system is based on Continuous Comprehensive Evaluation (C.C.E). All teachers complained that previously there was a common exam system for 7th class in the end of the academic year, but in 2007 it was removed because students were discontinuing their studies after that exam. The difficulty level maintained in exam papers is not upto the mark, hence it is easy to secure pass marks for all students. For instance, the

following picture shows that the questions asked about the comprehension passage only assessed the identification of answers in given passage, not true comprehension.

Picture 1 : Evaluation system –Difficulty level : Summative assessment (Quarterly exams- English language)



Class and caste hierarchies

Two teachers who worked in School- A expressed that caste discrimination was in practice. Deprived community teachers were discriminated by forward caste teachers. Teachers who were appointed through reservation policies experienced troubles as the headmaster and colleagues treated them very badly.

One teacher said:

“Sir, actually teachers are showing caste bias in school; if this is practiced among teachers, then what can we teach students? I did not point out to them about this mistreatment; I did not show any discrimination to students; I am just doing my duty”.

One of the main problems in the schools was that there was no proper communication between headmaster and teachers; I noticed that at the time of admissions in the month of June end, the headmaster was shouting at teachers in front of parents. Headmaster also shouted at parents. I was also informed that headmaster mistreated a deprived community teacher, accusing her of poor teaching and constantly making enquiries to students about her teaching.

Work load of teachers

Teachers also complained about being given other administrative duties to perform such as collecting data for census or election duties. These duties took lot of time and made it difficult for them to complete the syllabus.

Mid-day Meal program

Students from both schools shared that midday meals were not good as the quality of food was very poor and sometimes caused sickness. It was also observed that sometimes the food was not cooked properly. Students from upper caste (8 students) did not eat food in school as they used to go home to have meal during lunch time.

Disciplinary and punishment practices

All students in School A shared about punishment practices used such as making students walk like a frog for a few meters of distance in front of school. This was also observed by the researcher. If the students have not completed homework teachers make them stand outside the classroom till the end of the period. Teachers on the other hand denied using punishment, saying that as per recent regulations they were not allowed to punish students. They said that this caused dilemmas for them as they did not know how to control students. In some subject periods teachers used harsh words to draw the attention of students, even though as per the Right to Education act (RTE) of 2009, no teacher should use either harsh words or punishment (verbal or physical), inside or outside the class room.

Resources (Physical, financial) in village and school

The grant in aid provided for schools was very less (per subject per year). Although government provided Rs.500/- for teaching aids, it was not sufficient. Teachers therefore said that the government should arrange for financial or other support from the community. Among the villages where the select public schools are located, one village does not have accessibility of proper transport, medical facilities and no pure drinking water in village, water is full of fluoride causes joint pains for all ages of people.

CONCLUSION

In the conclusion, the study connects the micro-level issues with broader issues and changes taking place in the contexts of quality debates in school education. Lack of proper supervision, inadequate financial assistance, absence of training to teachers at D.Ed. and B.Ed. levels all

affect the development of school education at the micro level. Text books and curriculum were not constructed with proper care. Although the new curriculum is based on lofty ideals, the ground-level realities illustrate the lacunae in the implementation of this new curriculum. These findings illustrate the multiple difficulties that students and teachers in secondary schools face in a context where several changes in education are taking place. These findings illustrate the complexity of the problems faced by students, teachers, families and village residents and call for a holistic approach to solving these problems. Limitations, In this study less amount of information gathered from parents, because of their availability at home. There is a scope to do research in community involvement in school activities (curricular aspects). A study can be taken on implementation of English medium in state public schools (Success schools). Study can be taken up to know the evaluation system is upto the mark or not as per C.C.E. objectives.

Chapter 1

Introduction

“Right education should help the student, not only to develop his capacities, but to understand his own highest interest” - J. Krishnamurti

“Those who authentically commit themselves to the people must re-examine themselves constantly.” (Freire, 1970, p. 60)

“Attempting to liberate the oppressed without their reflective participation in the act of liberation is to treat them as objects that must be saved from a burning building.” (Freire, 1970, p. 65)

India is a vast country with a population of 1.21 billion (Census 2011), the male and female population being 623.72 million and 586.47 million respectively. The child population in the age group 0-6 years constitutes 13.12 per cent (158.79 million) of the total population. India comprises of 28 constituent States and seven Union Territories. Under a federal structure, the Centre and the States share responsibilities. While subjects such as defense, railways, external affairs and currency are the responsibility of the Centre, certain other subjects are the responsibility of the States. In certain domains, the States and Central Government have concurrent powers. The Constitution was amended in 1976 to change education from being a state subject to a concurrent one. As stated in the National Policy on Education 1986/92,

development of education is pursued through ‘meaningful partnership between the Centre and the States.

Education occupies a strategic position in India’s development priorities. The goal of Education for All has been high on the agenda of the Government of India since the adoption of the Constitution of India in 1950 and the commencement of development planning since 1951. The original Article 45 in the Directive Principles of State Policy in the Indian Constitution had mandated the State to endeavor to provide free and compulsory education to all children until they complete the age of fourteen years. Successive development policies and five-year plans have pursued this goal during the last six decades. The National Policy on Education 1986/92 states “In our national perception, education is essentially for all” (National University of Educational Planning and Administration, NUEPA, 2012). In this context, the Sarva Shiksha Abhiyan has been termed a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time-bound integrated approach, in partnership with State. The SSA is an effort to improve the performance of the school system and to provide community owned quality elementary education. It also envisages the bridging of gender and social gaps.

The present study focussed on the lacunae in the implementation of quality-improvement strategies in secondary schools in Andhra Pradesh. This study focused on the curricular transactions and quality issues in secondary schools. In school education ‘quality’ and ‘universal education’ are buzz words in the present era. While the enrolment of students in schools has been found to be increasing, research has found that the quality of education continues to be very poor. Recent findings from the Annual Survey of Education Report (ASER, 2013) shows that enrollment in the 6-14 age group continues to be very high, with more than 96% of children in

schools (public and private). The proportion of out of school girls in the 11 to 14 age group has declined since last year. At the all-India level, the proportion of girls in the age group 11 to 14 who are not enrolled in school dropped from 6% in 2012 to 5.5% in 2013. The report said that nationally, the percentage of children going to private schools has gone up to 29 per cent in 2013 from 18.7 percent in 2006 (ASER, 2013).

In recent times, several changes have been introduced in an attempt to reach the targetted 100% literacy rate all over India. The main focus has been on the expansion of facilities for schooling with enrolment figures being the prime index of progress. For the improvement of quality in school education and to maintain equal standards across schools, the Government has introduced new policies and programs to motivate children towards education.

This study is done in the background of recent changes in the 8th standard curriculum in government schools. According to the suggestions and recommendations of the National Curriculum Framework (2005), Mudaliar Commission (1952) and Kothari Commission (1964) and taking into consideration recent changes in societal needs and requirements, Andhra Pradesh Government has introduced on the basis of State Curriculum framework (2011) a uniform syllabus, with a new evaluation system in all Secondary Schools in Andhra Pradesh in the month of May 2013. The previous syllabus focused on rote learning of theoretical concepts and reproducing them in exams, but the recently introduced 'child-centered' curriculum has introduced more activities in the teaching-learning process as well as implemented a process of continuous and comprehensive evaluation. This study attempts to determine how this new curriculum is being transacted in schools.

EDUCATIONAL SCENARIO IN INDIA

The Indian school education system that is standardized in most of the states follows the recommendations of the Education Commission (1964). The different levels of school education includes: nursery (for children between the ages of 18 months and three years); kindergarten/ pre-school (which is divided into lower kindergarten for three- to four-year-olds and upper kindergarten for four- to five-year-olds); elementary/ primary education (for six- to ten-year-olds which is from 1st class to 5th class); upper primary (6th class and 7th class); secondary education (from 8th class to 10th class); and higher secondary or pre-university (11th and 12th standard).

Types of schools

In Indian education system there are two types of schools - central schools and state schools. Central schools include Kendriya Vidyalayas, Navodaya Vidyalayas, and army schools (Sainik schools), all of which under the supervision of Central Government. State schools include aided and un-aided schools. Aided schools are either residential or non-residential. Residential schools include social welfare schools (APSWREI), tribal welfare schools (PTWREI), and Kasturba Gandhi Balika Vidyalayas (KGBV). Non-residential schools are divided into four types of managements i.e. Mandal Parishad, Municipal Corporation, Zillah Parishad, and Panchayati Raj. The local bodies are governing the schools under their constituency. Un-aided schools (private schools) include those working under missionaries, charitable trust schools, ashram schools, etc. These are supported by themselves but they follow the curriculum prescribed by the Government of Andhra Pradesh (Ministry of Human Resource Development, henceforth MHRD). In addition, there are correspondence schools such as bridge schools or national open schools to provide education up to the higher secondary level for children whose schooling has been interrupted or

those who are unable to complete formal education (National Institute of Open Schooling, NIOS).¹

National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an autonomous organization set up by the Government of India in 1961 to implement policies and programs for qualitative improvements in school education. It is also the apex body in India for constructing the curriculum and preparing textbooks according to requirements and technological advances in society.

THEORETICAL FRAMEWORK OF THE STUDY

This study is framed by the theoretical premises and assumptions of critical psychology and critical pedagogy.

Critical Psychology

Critical psychology draws attention to social inequalities and aims at redressing the unequal distribution of power (Fox & Prilleltensky, 1997). It argues that mainstream psychology largely ignores power dynamics and tends to engage in victim-blaming without looking at the social structural issues of inequality. Critical psychology thus aims towards social justice through interventions that address personal and social dimensions in an attempt to equalize power among all sections of society.

¹ Minimum age limit for enrolment in schools is five years by the end of August 31. But recently as per the RTE Act the Government has modified the minimum age to join – now, a children should complete five years by May 31.

With respect to education, critical psychology focusses on the disempowering and oppressive circumstances that result in poor academic performance. For instance, assessment process often tend to favour elite groups and discriminate against the students from the lower sections of society. A primary goal of critical psychology is to identify ideologies messages and practices that direct our attention away from the sources of elite power and privilege (Fox, Prilleltensky & Austin, 2007). In this context “Freire’s emphases on developing critical consciousness has had enormous impact in helping the oppressed break through ideological defences of the status quo and identify the source of their oppression” (Fox, Prilleltensky & Austin, 2007, p.10). In the Indian social context, the discrimination patterns are on the basis of caste, class, professional variations, race, and ethnicity. Finally, critical psychology seeks a working relationship between practice and theory. It is a relationship of mutual cooperation between two institutional subjects (such as a person or a society and school) implementing theoretical concepts into practical ones (Monchinski, 2008).

Critical Pedagogy

Critical pedagogy was introduced by Paulo Freire who drew inspiration from the Latin American liberation moment. During Freire’s work with the poor in Brazil, he learned about the lives of impoverished peasants. His experiences compelled him to develop educational ideals and practices that would serve to improve the lives of these marginalized people and to lessen their oppression. Freire identified through his works and understood that schools are hindering the education of the poor, and thus tried to find strategies for students to intervene in what he considered to be a dehumanizing process (Breuing, 2011) . “Freire (1970) referred to this educative process as liberatory action or praxis. He argued that people need to engage in a praxis

that incorporates theory, action, and reflection as a means to work toward social change and justice, and he devised a literacy program based on this ideal as well as the practical needs of his students” (Breuing, 2011, p.5). Friere felt that teaching is not merely about teaching students to learn a certain object of knowledge, but was also a process of allowing students to learn to learn and to think about the object of knowledge (Balagopalan, 2011).

Freire gave the educational concepts of banking education and problem-posing education. Banking education treats students as passive, where the teacher transfers knowledge from him/herself to the student (who lacks knowledge).. “Banking education resists dialogue; problem-posing education regards dialogue as indispensable to the act of cognition which unveils reality. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.” (Freire, 1970, p. 83)

Balagopalan (2011) pointed out that the prime aim of education in the present scenario should be based on the principles of critical pedagogy. The goal here is to modify the dehumanised culture and to make oppressed people aware of their oppression. Finally, critical pedagogy allows one to understand one’s relationship to education, to the institution (the schools and colleges, boards and departments of education) and to individuals—students and parents, teachers, administrators, and community members (Monchinski, 2008).

Kanpool (1999) speaks about critical pedagogy as including the means and methods that test and hope to change mainstream notions and structures that allow inequalities and social injustices to continue. In its most radical sense, critical pedagogy seeks to unoppress the oppressed and unite people in a shared language of critique, struggle, and hope. According to critical pedagogy, teaching is not a mere issue of imparting basic skills to the students from an exam point of view or imparting knowledge from textbooks; critical pedagogy emphasizes that

teaching should inculcate and promote competency-based education. It also tried to change systems that dehumanize students by using forms of evaluation along with numerical rating scales (Kanpool, 1999). “A critical pedagogue will adopt critical individuality by always listening to the students' (and teachers', if the case may be) cultural and social heritage as a method to learn more about the individual's particular historical, cultural, social, and economic circumstances and differences” (Kanpool, 1999, p. 45).

Here, critical pedagogy is against negative competition among the children, which is reflective of Darwin's theory of the survival of the fittest. This only lowers the self esteem of the individual and creates interpersonal relationship problems. But positive competition builds the positive interpersonal relations in a group and uses teamwork among children. It is based on mutual cooperation and coordination. “Positive competition can involve the student performing to his or her maximum creativity in a subject area rather than only against some one else” (Kanpool, 1999, p. 47).

Functional/traditional literacy and critical literacy

Kanpool (1999) distinguished between two concepts that are central in critical pedagogy – functional literacy versus critical literacy. Traditionally, it is the moral obligation of schools in a social efficiency environment to create a literate student for the sake of equal opportunity or access to society's goods and services. That usually translates into employment after the completion of school years. Functional literacy includes basic skills of binary operations in mathematics and computation, reading news papers, understanding street signals, reading, writing, and ability to decode the simple texts.

Critical literacy is different from functional literacy. Critical literacy empowers individuals “to analyze and synthesize the culture of the school and their own particular cultural circumstances (race, class, and gender relations as connected to policy making, curricular concerns, teacher-student and teacher-teacher relationships)” (Kanpool, 1999, p. 54). Therefore, critical literacy implies teachers doing things like forming cooperative learning groups into equal race, class, and gender sets. It also means that the teacher must link whatever they teach in classroom with the real life situations and that both teacher and student introspect about their learning. The teacher is a transformative agent in and out of the classroom (Kanpool, 1999).

My study has been guided by the principles of critical psychology and critical pedagogy, where I regard schooling and education as not just a process of giving knowledge and skills to students but one of bringing about social change and transformation. The school also reflects the problems and concerns in the larger society.

CENTRAL THEMES AND ISSUES IN THE STUDY

Quality debates in school education

There are two main central issues in this study – quality concerns and curricular transactions. In school education maintaining quality in all aspects as a buzz word in the present era. In focussing on curricular transactions and quality concerns, I have followed previous studies by Mukherjee, Pappu, Tharu, Vasanta and Vanamala (2002) and Ramachandran and Naorem (2013) on ‘Curricular activities’. Curricular activities are activities that are a part of the over-all instructional programme. Mukharjee et.al (2002) found that the curricular transactions taking place in schools are not upto the mark because of uneducated parents and improper supervision

on schools. There are also other problems related to inadequate resources, absence of assistance, and poor teacher-student relationship.

Ramachandran and Naorem (2013) found that the deprived community children were mistreated in school activities both in utilization of school resources and curricular activities. My study also focused on these issues of discrimination. Pathak (2009) emphasized activity based learning. Curriculum should change from focusing on rote memorization to skills improvement for obtaining job. He said that education should build the all-round development of children.

Study by Ramachandran (2004) found that students who are poor in economic grounds tend to enrol in Government schools. Parents are interested to educate their children and want them to settle in respectable position, but the circumstances do not allow them to reach their goals because of various reasons. Teachers are not regular to their duties. Recent qualitative studies found that students are taken to harvest works and teachers are irregular to school, and maintain same undated leave letter for multiple times, because of inspection officers were not visiting to the schools. Even after of introduction of SSA (2001) by NDA to improve school education, there is no improvement in quality grounds.

Curricular activities

Activities that are carried out inside the classroom, in the laboratory or in the workshop and have reference to the prescribed courses are called 'curricular activities'. These activities are a part of the over-all instructional programme. There is full involvement of the teaching staff in these activities. On the other hand, co-curricular activities are those activities, which have indirect reference to actual instructional work that goes on in the classroom. In fact, today, there is only a small difference between curricular and co-curricular activities as the latter activities also

supplement classroom teaching. This study looks at the newly-introduced curriculum in Andhra Pradesh to explore how this curriculum is being received and implemented and what changes are transpiring after the introduction of this new 'child-centred' and 'activity-based' curriculum.

Child-centred learning is considered to be a philosophy, as opposed to a methodology, and therefore no two classrooms are alike. In child-centred education teacher tries to create an environment which will motivate the children to discover new skills and knowledge. Teachers are no longer supposed to transfer facts into passive students' heads but rather facilitate their discovery of relevant information. In traditional classroom teachers are teaching while standing or sitting in the chair, but in child centred education teacher's role is that of a facilitator who guides children in doing activities. In this context students, teacher has to create an atmosphere by which children can learn by doing. In this approach teachers use methods such as peer tutoring, individual and group projects, and teacher conferencing with one student while the rest of the class works alone (John,1994)².

This study seeks to highlight the importance of local factors that influence curricular transactions, i.e. curriculum is not something that is implemented in a universal manner. It's practice in specific contexts varies according to local needs and situations.

ORGANIZATION OF CHAPTERS

This dissertation is divided into six chapters. Chapter 2 reviews the literature pertaining to the topic. It gives a detailed account of the policies and recommendations made by educational experts who were part of various commissions. Important acts are reviewed briefly. This chapter then discusses the studies done on classroom interactional processes in secondary education and

² <http://www.societyforqualityeducation.org/parents/bkgrnd2.html>

other facts affecting the quality of secondary education. Chapter 3 describes the methodology of the study in terms of the sample, field site, methods used, and procedures. It also gives a profile of the field site and participants. In Chapter 4 I describe the findings of the study in terms of the curricular features as communicated by students, teachers, parents, village residents and other participants. I also include my own observations in the field. Chapter 5 discusses the non-curricular issues that affect school education. In the Conclusion, I raise some broader questions about the educational scenario in India and outline some suggestions for research, policy and practice.

Chapter 2

Review of the literature

This chapter discusses the literature relevant to the study of school education in public schools in different categories. I begin with a brief historical survey of the development of education in India. In tracing the history of education, I hope to emphasize the social forces that have influenced the contemporary scenario, since, as Ghosh (2009) highlights, “history of education is no longer regarded as a matter of ‘Acts and Facts’” (p. 2) but is part of social history. Following this overview of education, I discuss some of the debates around ‘quality’ in the contemporary period.

BACKGROUND OF EDUCATIONAL SCENARIO IN INDIA

There are number of educational commissions and recommendations which came into existence, both in the pre independence and post-independence period. The purpose of these commissions was to make recommendations so as to bring about improvements in quality in school education which was seen as part of the exercise of nation-building. In this section, I will focus on those commissions that focussed on school education. They have been mainly put forward by educationists with a focus on all-round development of the future citizens.

Educational Commissions in the pre-independence era

One of the major issues in contemporary education is role of English language education in a linguistically diverse country. The introduction of English-language education goes back to the

colonial period when there was a debate about whether English should be used as a medium of imparting knowledge about Western art or whether Indian languages (Sanskrit, Persian, Arabic, etc.) should be used to emphasize Oriental culture (ref – NCERT document). It is usually traced to the Macaulay minute of 1835 which argued for the use of a non-vernacular language as the medium of instruction and justified the use of English which was the language of the “ruling class” and therefore destined to become the language of commerce. Macaulay also recommended withdrawal of government expenditure from Oriental institutions of learning. These two goals – introduction of English-language education, and promotion of European literature and science – were furthered through Bentinck’s order of 1835 (Ghosh, 2009). English language education was seen as the only solution to the social evils plaguing the Indian society. At the same time, as Ghosh (2009) points out, Bentinck’s order resulted ultimately in furthering both Western education as well as vernacular education, as it was argued by some European education could only be transmitted to the masses through vernacular languages. In this context, the Woods Despatch of 1854 emphasized the study of Indian languages and the English language.

Indian Government has made policies on education in 1986 which was called as National Policy on Education (1968), National policy on education (1986). National curriculum has framed for the construction of curriculum as per the requirements, up to now two times the curriculum has reframed that is in 2000 and 2005, for the purpose of quality improvement in Indian school education system.

For the purpose of providing free and compulsory education to all the children between ages 6 -14 years i.e. from 1st class to 8th class in all schools (both private and Government). Government of India has introduced Right to education (RTE) act. RTE act has come into force on 3rd September 2009, as part of Universalization of Elementary Education. According to RTE

act no student should punish (physically or verbally) by teachers inside and outside of the class room. Teachers are not allowed to scold students, should not use harsh words. As per the RTE act children should be provided free and compulsory education.

Study by Sadagopal (2010) opined that introducing the fully publicly funded Common School System based on Neighbourhood Schools (CSS-NS), in this neighbourhood school needs to be envisioned as a common public space where children of diverse backgrounds can study and socialize together, with the introduction of the CSS-NS the potential transformation chances are more in promoting the solidarity of working class and disparities in caste and language, regional differences.

The key guidelines and suggestions which are primary steps for improvements in school education system either emphasize implementation of new curriculum or introduction of new reforms in education system. In this context new approaches have been suggested in evaluation system to ensure good output and maintain high standards in school education. These recommendations are in keeping with transformations in society (Shridhar, 2014).

Educational commissions and recommendations³

Hunter commission of 1882 recommended that schools should impart education in two domains; one domain is to enter into higher education (university level) through entrance exams. Other domain is vocational education which prepares the younger generation to work for commercial and vocational occupations. It also gave support for indigenous systems of education and made provision to extend the benefits of primary education to the backward classes such as Muslims

³ <http://www.teindia.nic.in/mhrd/50yrsedu/g/W/16/0W160301.htm>

and women (Ghosh, 2009). With this Commission, the focus was more on vocational and adult education.

Universities Commission of 1902 was established to set the standard for university teaching. According to the University Act of 1904, all schools had to be recognized by universities.

In school education there were problems in training of teachers, salaries, service conditions, etc. The Sadler Commission of 1917 recommended the setting up of a Board of Education to regulate High School and Intermediate Education. But it was not able provide technical education and separate courses in schools.

The Hartog Committee of 1929 was of the opinion that school education should have diversified curriculum to train boys so that they can be sent to the fields of commercial and industrial careers at end of middle school age. The Committee also reviewed the training of teachers.

The Sapru Committee of 1934 focussed on the issue of mass unemployment. They were of the opinion that students were receiving education for the purpose of exams, not for survival in life. This committee suggested remedial methods such as introduction of diversified courses of study at the secondary schools to train the students in practical and vocational skills as per requirements of different types of students.

The Abbot-Wood report also recommended establishing vocational institutions in India to give vocational education as parallel education in addition to general education. So, with this report in 1937, polytechnic courses have come into existence to provide vocational and technical education after tenth class.

Increasing higher education in India meant that more and more Indians were qualifying at the higher levels, with little prospects for jobs since the coveted civil servant positions were, in principle, open to them, but in practice, had many hurdles for them. Following the Hunter Commission recommendations, unemployment problem intensified in India among the educated people (Ghosh, 2009). At the same time, the discontented educated Indians also began to organize themselves in the nationalist movements.⁴

In a National Educational Conference in 1937 held in Wardha (for which Gandhi was the chief guest), few resolutions were taken into consideration. These included: children should be provided free and compulsory education for seven years; schools should teach in mother tongue, schools should impart vocational education (practical and manual productive work) and should build all round development of the children. Zakir Hussain was appointed in 1937 to work as chairman of the Wardha committee. This committee emphasized the importance of introducing productive work in education and prepared syllabuses for a number of crafts (Ghosh, 2009).

The report submitted by central Advisory Board of Education in 1944, known as Sargent report focussed on providing free and compulsory school education to children between the ages 6 to 14, which resembles universal system of education. It also recommended that schools should impart education which builds cultural character; it should prepare children to enter into industrial and commercial occupations. Schools have to impart education in two domains i.e. academic and technical.

⁴ It is not possible to delve into the issues in higher education and hence this discussion will retain the focus on school education alone.

Educational Commissions in the post-independence era

The committees and commissions discussed up to now were focused very less on school education. But the foremost commissions which were the back bone for school education were the Mudaliar commission/Secondary Education commission (1952) and the Kothari Commission (1964). They laid the base for all further education policies and programs. These two have shown influence in Indian School Education system in all aspects i.e. class room instruction, syllabus, teaching methods, textbooks, curriculum etc.

Mudaliar commission/Secondary Education Commission (1952): This Commission commented on the flaws in the education system which was imparting bookish knowledge that was reproduced in exams, but not imparting skills to students to enable them to stand on their own feet (Ministry of Education, Government of India, henceforth GOI, 1952). It was forcibly uniform and did not cater to the different aptitude in students. Our education system stressed on examinations, vast syllabus, ineffective teaching methods, and lack of sources to provide good education which avoid burden of learning and creates joyous experience to the youthful mind. The qualities of cooperative nature, teamwork, discipline, leadership are not emphasized in schools. Those skills could be taught by providing opportunities to impart the skills among children with suitable and subjective methods. They also recommended that school education should impart patriotic qualities among children and appreciation of the country's achievement and heritage in various fields' agriculture, fine arts, literature, architecture, etc.

Students should have skill of acquisition of knowledge which boosts self-confidence and motivates them so that they can perform every activity well. Commission recommended that every state should instruct and provide more opportunities for agricultural education in rural schools which is basic knowledge to get vocational knowledge.

Languages: Commission has recommended five groups of languages in schools 1) mother tongue 2) official language of the centre 3) classical language – Arabic, Sanskrit, Persian, Latin etc. 4) English language which was known as international language 5) Regional language if mother tongue is different from regional language.

The medium of instruction at schools should be in the regional language or mother tongue of students; if the mother tongue is different from medium of instruction school should appoint a teacher to teach all students.

Indian constitution article 30 states that the minorities based on religion or languages should be given choice to establish an institution of their own. State Government should not oppose in providing support of required sources. Central Advisory Board for Education (CABE) has passed a resolution that minority group of people should be given education in their regional language or mother tongue to fulfil the requirements of teachers and students of small group (Mudaliar commission report, 1952, p.59).

Curriculum in secondary schools: The Commission was of the opinion that the Indian curriculum was full of theoretical concepts, with less practical and vocational exposure. It gave importance to examinations only. It was felt that students also require practical, physical kind of activities to participate in and not just books filled with theoretical concepts. The subjective knowledge should be linked with practical exposure which students can apply in everyday life.

Construction of curriculum: The commission felt that curriculum is not a combination of academic subjects; it is totality of experiences received by children inside and outside of the class room in school. Curriculum should reflect the community practices and conditions which are in practice in society. Curriculum should give children entertainment and pleasure by means

of playing and participating in various activities. Finally, it regards teachers as having the task of creating socially responsible citizens. They are part and part of the community which his family also integral part in that village.

Suggested subjects in Curriculum: The Commission recommended that the curriculum should have the two types of subjects' i.e. primary and secondary subjects. Primary subjects include languages, maths, sciences, and social studies. Secondary subjects are art, music, craft which inculcate emotional and aesthetic development. As part of the all-round development of child, physical education plays vital role in building physical fitness to maintain equilibrium. The Commission also recommended that the curriculum should have a flexibility for students to choose the vocational areas (agriculture, mechanical aptitude) if students have interest. According to the Commission education should create interest among students and inculcate a scientific temper among children. It should focus not only on class room performance but everyday life events too.

Textbooks for secondary schools: The Commission was concerned about the dilution in the standard of textbooks. Therefore they recommended that Textbook Committees should be formed to raise the standard of textbooks. They would consult expert reviewers. Further, they lay down that text books should not create bias among children. No textbooks should create a wrong image about marginalized groups. The schools should not put burden on children to buy books and stationary very much. Every teacher should maintain supplementary books to provide the knowledge to students in updated versions.

Dynamic methods of teaching: The main mottos of all teaching methods are to create work culture, dignity of labour, and dedication towards work. The Commission felt that the present education system is focusing solely on conceptual learning which students have to reproduce in exams. In the context of medium of instruction most of the schools are instructing in English medium which was not the mother tongue of most of the children and hence children were unable to understand the concepts. This sometimes led to dropouts.

Given these difficulties, the Commission felt that schools need to focus on inculcation of logical thinking and reasoning. For this, they felt that activity methods were more suited so that practical knowledge was emphasized. The Commission emphasized the need to use illustrations, demonstrations, activities, tasks, and visual materials so that teaching is done in a creative way. Finally, they pointed out that teaching methods should be adapted to different levels of ability and intelligence among students.

The syllabus and teaching methods should be accessible to three levels of students (below average, average, and above average). For bright students state education departments has to provide extra material for their zeal of knowledge.

Kothari commission /Education Commission (1964)

It was popularly known as National Policy on Education (NPE) (1968). They felt that school education should impart knowledge which is productive (productive work education) to prepare future citizens. Education should also inculcate the values of social and national integration and democracy. It should develop the social, moral, spiritual values.

Equalization of educational opportunities: Education commission emphasized equal opportunities all over the country by introducing common school system. In this system all schools should provide same education without charging any fee. Providing adequate facilities and services i.e. supply of reading, writing material, arranging library facilities in all schools, accommodation, and transport, health services, providing financial support interns of scholarship at all stages, were all seen as means to help students to have access to good quality education. At the same time, providing Support to girls and backward classes was emphasized.

Curriculum: Formation of subject teacher association was suggested to bring innovative ideas that could initiate new experiments and ideas about methods of teaching and syllabus. The Kothari Commission also gave schools the liberty to experiment with new curriculum if they wish to introduce in their schools according to the needs of children. It was the job of training colleges and universities to monitor the schools. The Commission recommended a three language formula: i.e. first language is mother tongue, second language is national language, and third is international language / foreign language. These three languages should be implemented in all schools in India.

GOVERNMENT POLICIES AND PROGRAMS

From the recommendations of Kothari commission /Education Commission (1964) National Curriculum Framework for school education has come into existence which was popularly known as the Curriculum for the ten Year School (1975). That is known as National Curriculum Framework (1975). From this curriculum framework there are suggestion made for improvement of education.

National curriculum framework (1975)

The NCF suggested that teaching of science and maths should impart the skills of scientific inquiry and improve logical thinking and reasoning power among children which is very essential in life. The curriculum should be updated at equal intervals of time to ensure that children are able to compete with global standards. Work experience should be the central theme for school education.

At the level of primary education the task of education was to give literacy to children, numerical skills and basics in mathematics i.e. binary operations. The syllabus should have continuity from one class to another class. By the time they complete their primary schooling, children should try to learn the second language which is suggestion of Education commission as per the three languages formula. The teacher's role was seen as that of a facilitator of opportunities, giving guidance, and regulating curricular and co-curricular activities inside and outside of classroom premises. Evaluation system should include the tools of written tests, practical and oral tests, observation, rating scales, etc. to measure the suggested objectives as per the classes (standards they are pursuing). Evaluation should resemble how teacher has taught the specified syllabus.

Students should not be dropped out from schooling because of continuous failure in examinations; to avoid such incidents the examinations should incorporate application oriented aspects which move beyond the four walls of examination hall into everyday life. The NCF therefore felt that examinations should not encourage the traditional methods of learning i.e. cramming, drilling, but should encourage students to think rationally, logically, and apply the knowledge that they have learnt from classroom teachings to required situations. The evaluation

system should not give marks which will discourage students - these should be replaced with a grading system. Refresher and orientation classes should be conducted for teacher to give updated and extra material and to discuss about drawbacks in textbooks. The state level and central level bodies which are working for the development of school education should maintain coordination to bring good output at micro level, in this context by conducting seminars, conferences, special events like exhibitions, interschool debates, quizzes, completions etc. Within the state or district schools come under supervision of local educational officers.

National Policy on Education (henceforth NPE) of 1986 recommended that education at elementary level should be accessible to all. Universal retention of children up to 14 years of age and sustainable improvement in the quality education were stressed. For the elementary level children should introduce Integrated Child Development service, Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centers and training institutes of teachers and the existing facilities of pre-primary education should be strengthened. Regarding Secondary education, the National Policy of Education of 1986 implied extension of the school system in the unserved areas consolidating the existing facilities and providing special arrangements for the gifted children and high achievers.

N.C.F -2005:

This was introduced after National Curriculum framework of 1975 and 2000. Considering the drawbacks in achievements taken place with the previous Curriculum frameworks Government of India brought new curriculum framework to give quality oriented education as per the suggestions of Secondary education commission (1952) and Education commissions (1964). The suggestions and recommendations of NCF (2005) are: learning should occur through visual and

practical experiences from home, community, the library and not just from the textbooks and inside the four walls of classroom. NCF (2005) recommends that changes have to be made in subjects and languages in order to put “less burden” on students in terms of syllabus. It highly recommended implementing the “three language formula” in all schools.

The NCF of 2005 also emphasized the values of social justice in terms of gender and sensitization to social discrimination on Tribal and Dalit community people. It highlighted the importance of examination reforms to reduce the psychological pressure on students and also it recommended the changes that have to be made in type of questions which will strengthen the convergent and divergent thinking skills.

Right to Education (RTE) Act

In the Constitution of India few amendments were made in the post-independence period to support children’s education. One of these was the 86th Amendment, made in the year 2002. Article 21(a) states that every state should provide free and compulsory education to every child ages 6-14. Article 45 states that the state shall give the early childhood care and education for all children until their age of six years (86th Amendment act - Indian constitution, 2002). "Article 51A states that a parent or a guardian should provide opportunities for education to his child or as the case ward between the age of six and fourteen years" (86th Amendment act - Indian constitution, 2002).

As per the proposed targets to bring 100% literacy and education for all, Government of India has made Right to Education Act, to give free and compulsory education to all children between ages 6-14. It came into force in 2009. According to this act State should provide free and compulsory education for children aged 6-14 years, without any discrimination in terms

caste, class, religion, or ethnicity. As per the RTE Act of 2009, schools should allot 25% of overall seats in each class to SC and ST communities in admissions. This should be implemented in every school (both government and private schools) without any fee for any purpose (R.T.E act 2009). The RTE mandates that first preference should be given to disadvantaged children in admissions. Further, it stipulates that no discrimination should occur on disadvantaged sections anywhere in school premises (places viz, playground, during midday meals, class room premises) and they should not be involved in tasks like cleaning the class room or toilets. As per clause (C) of sections 8 and 9, central act No. 35 of 2009, R.T.E Act 2009). Local authority/ Government have to arrange the alternative means for disabled children to attend school, and complete their elementary education (R.T.E Act 2009). For acquiring elementary education, school should be within walking distance of 1 km for classes' I-V, and within walking distance of 3 km from home for children in classes VI-VIII (R.T.E Act 2009). If there are no transportation facilities for long distance schools state government /local authority should provide adequate arrangements to attend school (R.T.E Act 2009). School management committee should monitor the school programs and midday meal program (R.T.E Act 2009).

National Council of Educational Research and Training (NCERT)

In Indian education system apex body for school education is National Council of Educational Research and Training (NCERT) which was established in 1961. NCERT is an amalgamation of seven institutions which were established in early years of independence, viz, Central Institute of Education (1947), Central Bureau of Textbook Research (1954), the Central Bureau of Educational and Vocational Guidance (1954), Director Of Extension Programs For Secondary Education (1958), National Institute Of Basic Education (1956), The National Fundamental

Education Centre (1956), National Institute Of Audio -Visual Education (1959). With the recommendations of Kothari commission on school education first national policy statement has come into picture in 1968. It recommended that there should be equal and same school education all over in India for 10 years, followed by two years of diversified schooling. It has suggested that language and mathematics are to be integrated at initial two years of schooling. It also recommended the involvement of teachers in curriculum related aspects (preparation, implementation).

NCERT has taken measures to give extra supplementary material for students with disability according to their needs and requirements. District Primary Elementary Program (DPEP) and Sarva Shiksha Abhiyan⁵ (SSA) suggested various policies to improve enrolment and literacy rate. NPE 1986 has recommended that there is need of reforming the traditional examinations which gives more scope to memorizing the concepts.

A study conducted by World Bank, Human Development Unit (2009) on secondary education in India found that in administrative policies different departments who are working in elementary and secondary education(private and public sector resource persons and NGOs) but they are not in sync with each other. Although SSA and DPEP aim towards providing resources for all schools, at micro level those are not working out properly because of mismatch between primary and secondary education departments. Actually in the period of 14-18 years students often work to contribute their families' income. In this period students are not able to acquire education, which is very difficult. DPEP and SSA worked for interventions to give best in secondary education.

One of the newly introduced proposals for the development of secondary education is (PPP) Public-Private Partnerships, to strengthen the education system. The PPP model is not

meant to involve privatization but is an appeal to reforming the current system of school education to bring upgraded system in school education. Government has strived to provide almost for all secondary education but because unavoidable constraints from past years like poverty, students are dropping out of education. Most of children (Deprived community) are boys that from urban and middle class dwelling children. Recently launched is a centrally sponsored scheme for secondary education, Rashtriya Madhyamika Shiksha Abhiyan (RMSA), to provide quality education in all means.

Ramachandran (2008) illustrated on importance of RTE Act and how it works out the improvement of school education. Recent surveys Annual Survey of Education Report 2008 (being the latest) have shown that the percentage of students opting to go to private schools has been steadily increasing and it is the most marginalized, and among them girls, who continue to enrol and attend government schools. The right to education is not about optimal allocation of funds between different sectors of education – it is about ensuring that every single child has access to education of comparable quality at all levels.

Batra (2005) found that teachers do possess independent thinking capabilities in creating environment feasible for children to learn. NCF recommended that the transformation should take place that from rote memory to enrichment of life skills nurturing knowledge, i.e. connecting knowledge to life of outside of the school, enriching the curriculum beyond the textbook. Instructional folk and indigenous methods should be used. Actually teachers are stating that poverty is the root cause for children's absence from classes and poor performance in studies, and dropouts. Apart from the criticism on the poverty lines, the provisions need to make lessons suitable for the level of standards children possess. To impart much knowledge apart from bookish knowledge teacher should read lot of books such as reference and supportive

material to teach with innovative techniques. There is a big gap in what teachers learn during their training and what happens in class room theory and practice.

All commissions and committees have recommended that the class room interaction should follow the instructional methods prescribed. They have outlined changes in curriculum in terms of subjects, languages, and evaluation system. Finally, the community participation in school is also discussed in these commissions.

QUALITY DEBATES IN SCHOOL EDUCATION

In school education maintaining quality in all aspects is a buzz word in the present era. Many studies focussed on the quality in school education. Sarangapani (2010) said that there are many programs and policy changes from post-independence till 20th century i.e. implementation of Sarva Shiksha Abhiyan (2001). These all aim to bring change in terms of quality in school education as suggested by educational commissions and committees. They emphasized quality improvement in school education, imparting education without burden (the concept of ‘learning without burden’ was suggested by the Yashpal committee of 1992).

The recently introduced method of teaching which is being followed by all state boards i.e. activity based learning is a child centered approach. Rigorous teacher training programs are conducted to maintain quality standards at ground level. The government is revamping school education in order to do away with the practice of appointing para-teachers⁶ and to reduce bureaucracy in school education. Government recommends assigning of tasks of dedicated works of non-government organizations with less cost to upgrade the schools. To reduce distrust among

⁶ Para teachers are graduates who are being appointed as *vidya volunteers* to teach like regular teachers. These are temporary supportive teachers who are employed by the school on contract basis to teach children in the absence of permanent teachers.

teachers, decentralization of school education enables community and school management work together to develop school and community.

Pathak (2009) tried to elicit how alternative education will enlighten one's individual development; their working in present era by focusing it in the current trends the policy changes took place to bring the changes in education. The key elements of illuminating knowledge through instructing the subjects which student is interested utmost, and also which instructs discipline to children. He also notified about the usefulness of importance of thoughts of Gandhi and Aurobindo's ideas in instructional objectives hence they will bring the human behaviour in building up all round development. He also emphasized on activity based learning, critical pedagogy. Curriculum should change from the grounds of focusing on rote memorization to skills improvement. Education should build the all-round development of children. It was not merely for securing grades in academic exams. He made a critique on new policy that government is going to implement soon i.e. public private partnership to improve quality in school education as per recent acts like the Right to Education Act of 2009. Pathak (2005) opined that the mismatches in alternative schooling and mainstream schooling, where the present schools are in pavement to impart education, but the alternative school which are running on thoughts of famous personalities Gandhi, Aurobindo, and Tagore & Krishnamurthy. Even though the approaches are given positive results, but the anxious feedback received from parents and worried about their children. The social hierarchies are playing the key role from past decades to present era in educational settings in all aspects which was caused for development of education system. Pathak (2005) explained and critiqued on the education which was suggested by Bentinck, McCauley and how their paved tracks continued, teaching for crowded classrooms, unchanged pattern of textbooks and syllabus.

To provide quality oriented school education, to construct the physical infrastructure and facilities accessible to children and to provide quality education in all schools through opening gates of private management into public school system government of India had a proposal to introduce public private partnership in education (Muralidharan, 2006)

Kumar (2010) found that present formal education is not building up a person's all round development. Also, gender differences, class inequalities in the society are reflected in schools. The ways of upbringing the children differs from one family to other family and also differs in their physiological and, the emotional state will not take into consider while teaching or look after in four walls of institutions (school or family). The pedagogical methods and devices should be modified to provide child cantered education which will enable children to cope the situation and circumstances inside and outside of the school, society too.

National council of educational research and training (NCERT) textbooks illustrated how scientific temper should be imparted to children. In this context teacher has to give idea that arguing is not a method of science but exercise and growth (Advani, 2009). Children need assistance to become aware of and sensitive to the social conflicts which they can see in their world, because they lack the full knowledge to understand why the conflict arose and how it is being shaped (Kumar, 1996 as cited in Advani, 2009).

Knowledge commission recommended that English language teaching be introduced from class-I onwards to make children literate in English in addition to mother tongue or regional language because students who are passed out from schooling are getting less knowledge in English and students are experiencing the difficulties due to lack of knowledge in global language (Ghosh, 2009).

Ramachandran (2005) identified issues of teachers' dedication towards their profession. She identified that male teachers are irregular and more prone to be absent from duty, but women teachers not prone to be absent. But those who are residing far from schools are prone to be absent from schools due to home responsibilities. Because of teachers' absenteeism, development of quality in education is lagging. Government came up with a proposal of appointing para teacher to improve the quality of education system where the teachers are less in number. To train teachers to update the pedagogic approaches from traditional methods to alternative methods which make teaching and learning process interactive and more interesting.

Pappu & Vasanta (2010) tried to explain about the issues of quality and inequality with respect to school education. The normative notions of childhood is that there is educational equality but in the outer world children experience inequality. Mothers of children are working as housewives or unorganised blue collar workers (*beedi* makers). 90% of fathers are working as agricultural workers, petty business man, office peons. The children facing difficulties in school have no access to library, no assistance in doing homework, negligible reading material. The teacher and student relationship was missing, and there was no encouragement in the context of teaching and learning. The children who received support in clarifying doubts, and got encouragement towards studies did well, while remaining dropped out of school. They also found that children are exposed to adult responsibilities at different points in their lives. The majority of the school children (in government schools) participated in adults' work. Most of the children did not receive any help from their brothers/ sisters/uncles/ elders who were educated. Parents reported that they were not capable of helping their children as they were not educated.

Ramachandran (2004) found that in Government schools students who are poor in economic grounds are joined and enrolment ratio is increased. Parents are interested to educate

their children and want them to settle in respectable position, but the circumstances do not allow them to reach their goals because of various reasons. Teachers are not regular in their duties. Recent qualitative studies found that students are taken to the fields for harvesting work and teachers are irregular to school, and maintain same undated leave letter that is used for multiple times, because inspection officers were not visiting to the schools. Even after of introduction of SSA (2001) by NDA to improve school education, there is no improvement in quality grounds. But there was an ample improvement in enrolment ration in schools, in both genders.

Singla (2013) found that in marginalized sections of society they struggled to impart education to their children. Parents were struggling to send their children to private schools which demand more fees per annum, which was very tough for parents because they were surviving on daily wage earnings. Women belonging to some marginalized sectors are not allowed to work in corporate jobs. Formal schooling is not providing for merit students the essential skills to secure required job as per the qualifications in present era. Instead of teaching the traditional methods and syllabus, if we instruct the survival skills (vocational skills) which make every stand on their feet for earning for their daily bread.

Ramachandran & Jandhyala (2007) found that although teachers and para teachers⁷ working to give good education in schools, the information is flowing in a one way. This study suggested a two-way communication process. Institutions like Pratham (Gujarat), Agasthya foundation (Chittoor) are implementing the activity based learning approach to enable quality education among first generation learners. Medium of instruction also a vital aspect for tribal children who will show keen interest to understand the lessons better than in their own language. Teacher training alone could not improve and resolve the issues in quality debate in school

⁷ Para teacher are called as vidya volunteers who are graduated and appointed in schools on contract basis to teach children as like as regular teachers.

education. Some of the schools do consist of crowded classrooms which affect quality to deliver the lessons for such crowded children; hence the teachers are facing practical difficulties.

The quality in education which is hearing and the studies found that to maintain quality in schools education policies and resources need to be utilized properly, the government programs should implement with proper supervision.

CURRICULAR TRANSACTIONS IN SECONDARY EDUCATION

Government of Andhra Pradesh has been following traditional methods to assess children knowledge. National Policy on Education (henceforth-NPE) (1986) has stressed on Continuous Comprehensive Evaluation (C.C.E.), i.e. “Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time” (NPE, 1992 p.no: 31). This means that evaluation continues from the beginning of academic year to completion of academic year. According to the principle or CCE, in addition to scholastic aspects students should participate in co-scholastic aspects to build all round development. The main features of CCE were defined as ‘continual’ and ‘periodicity’; continual refers to the assessment taking place throughout the academic year. Evaluation in the beginning of the year is called placement evaluation; evaluation during instructional process is called as formative evaluation, and assessment at the end of unit/term is called summative evaluation. The term comprehensive refers to assessment of all round development of the child's personality; it includes scholastic and co- scholastic aspects. “Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life skills,

co-curricular aspects, attitudes, and values” (central board of secondary education CBSE, Circular No 1, 2011).⁸

In school education curriculum is key element to lead the school education system. A study by George (2013) found that our traditional textbooks carried only photographs, sketches and diagrams. There were critiques on our traditional textbooks that "these books are like some magazines”. Cartoons are sometimes employed which use exaggeration rather than realism to heighten their impact to give message. Cartoons are set of images to give an idea and can represent pictorially and meaningfully. Cartoons can make people think and give comments on political issues, politicians, and contemporary events. Cartoons can facilitate critical thinking about in political issues (George, 2013).

Studies which are done on curricular transaction in school education emphasize that delivery of curriculum in class room teaching is affected by limited time, content is full of controversial issues which should not included in class room. Even the cartoons are boosting the critical thinking among children but the representation of famous personalities might create disturbances due to sensitive issues.

TRIBAL EDUCATION

In diversified India one community are tribes who are also called as adivasi at some places whose primary source of income is farming, ploughing the fertile land and do farming with their local practiced techniques. Their educational status is not good comparing to other community in society. Most of the tribal children are not reaching till completion of tenth standard (Soni, 2013). Study found that the intrinsic factors (learning abilities, school adjustment and

⁸ http://tir.cbseacademic.in/webmaterial/notification/CBSE_CCE%20Feedback.pdf

achievement motivation of the students) and academic achievement are both related and influence each other. Student's performance in maths is very dull at all levels to perform better in basic operations (addition, subtraction, division, and multiplication) which are part of academic activities (Kulkarni, 2013).

As part of academic aspects tribal children are experiencing language difficulties in understanding the medium of instruction which are in practice in schools. Mohanty et.al.(2009) found that to minimize the problem of multilingualism in classroom through focusing homogenous groups of children from a single tribal language community. MLE pedagogy faces the difficult challenges of dealing with multilingual, classroom linguistic diversity and societal preferences for different languages, the three language formula is not reaching out and children are unable receive knowledge in languages, moreover students who are belong deprived(ST) community facing difficulty in understand the medium of instruction, hence teachers are also don't have knowledge in their mother tongue (tribal language), even teachers who appointed long back also not interested to learn the language where tribal students are more in number to instruct them in suitable medium, in this some states has introduced lessons and study material to impart education in their own language , it improved their performance a lot (Mohanty.A.et.al. (2009).

Study by Singh (2012) identified that the material which are meant for use in instructing school children in activity based learning, are all kept in headmaster room in a cupboard. Those materials are given to children only whenever the inspection happens. Syllabus is not reflecting tribal culture and practices but reflecting mainstream society as it is.

Tribal people have their own practices, knowledge, their local culture and own way of doing mathematics and calculations. But the formal education system is ignoring the indigenous

knowledge and not even bringing in class room interaction. Panda (2006) found that education administrators are ignoring the folk practices, and now days the tribal children are also not using these local practices. In the areas of maths and science tribal children are fed by teachers mercilessly with these notations and symbols which have no linkage to their previous experiences. Mathematical puzzles, games, and stories help in developing a positive attitude in making connections between maths and everyday thinking but these are not used in schools (Panda, 2006).

Behere (2012) described four kinds of knowledge in indigenous knowledge: factual knowledge, capacity knowledge, acquaintance, and intentional knowledge. Indigenous knowledge represents 'factual knowledge, skills and capabilities, most of which have some empirical grounding. It is culturally situated and is best understood as social product "(Antweiler, 1998, as cited in Behere 2012). The Right of Children to Free and Compulsory Education Act, 2009 articulates child-centred education and calls for inclusion of local environment and practices in the curriculum (Government of India, 2009, as cited in Behera, 2012).

Tribal community people do cultivate the values and cultural aspects in everyday events and practices which are supportive for their survival. Saora is defined as "the reflection of their indigenous culture will portray in formal education to give good understanding through linking with the culture. Panda (2004) found three aspects those are mathematics in the form of discourse in a culture, children learn mathematics by willingly indulging in these discursive acts. Different aspects of the saora culture-their world view, values and norms, economic engagement, topography etc.-provide the context within which the relevant prototypes and protocols are formed and are accessible by members of the community. Cultural accessible prototypes and protocols support the mathematical thinking influence profoundly gives meaning.

To make all tribal community as literate and self-employed people Laya has worked and introduced training programs to give subjective development among tribal community who are unemployed. Laya (2003) emphasized an alternative educational approach which grew out of experiences with young tribals who were campaigning against government land reform in 1989. Laya has developed training programs for tribes to gain deeper understanding of the micro and macro level context within which they act, as well as the skills to tackle injustices within their communities. Laya noticed that women are not participating fully in the training programs, just putting effort limited amount because of mobility and domestic pressures. In this context critical pedagogy deals with the reflexivity of what happens in classroom and what curricular objectives are involved in teaching learning process. The subjective pedagogical approaches make the children learn with enthusiasm and develop interest towards studies.

The troubles experienced by deprived community in schools and the factors affecting their performance, and pulling back from schooling, were studied by Rajam and Malarvizhi (2010). They found that the reasons that tribal children are not studying well were lack of guidance, inability to cope up with vast syllabus which make them unable to put sufficient attention. Financial status of children's family matters a lot; the utilization of sources is not in proper order. To bring change among ST and SC community in terms of literacy, imparting education to every women, will improve the development of family and entire family will educate and the results will appear in societal change.

Deprived communities are experiencing troubles in schools. Study by Soni (2013) found that the reasons for absence of quality in schools are: unmotivated teachers, teachers' absenteeism, marking fictitious attendance of children, unsatisfactory quality of teaching, poor working conditions, poor educational infrastructure, and extra duties assigned to teachers, taking

of contract teachers, dysfunctional school environment, and inadequate teachers. Teachers were adopting conventional and uninterested teaching methods. Teachers whose community is forward were not interacting with students from backward communities. Middle class forward caste teachers are very unhappy with the environmental settings in school and are rarely motivated to teach children of the poor, and hence SC/ST's education is diminishing. Conceptions of teachers on SC/ST students are that they are having deficiencies and are backward in studies. They tend to degrade them in all aspects, their expectations also very low. Teachers are following disciplinary pedagogic practices in class rooms. Teachers perceive that Dalit and adivasi children are not having good manners or good habits at all. They think that they tend to behave in an uncivilized manner.

Their study has found that all respondents have given that the provisions made for the development of SC children were implemented well, i.e. in scheme of Mid-day Meals (MDM) the quality of supplied food was good. The standard of SC students were improved in noticeable amount because of provisions introduced by SSA, such as MDM. There are no discrimination on SC it was expressed by parents of the children and Head teachers, teachers, Non SC students in the school. Moreover teachers are showing friendly nature towards every child without any prejudices and biases. There were no funds for development of school. No special inputs for the improvement of learning of SC children. SSA has suggested conducting special classes for SC but parents and students were objected for the proposal. There were no discriminations between SC and non-SC students, both are visiting their homes. Here teachers are prejudiced against to SC and children don't have any such kind of feelings between them.

Velaskar (2009) found that basic amenities in schools were important for school development and quality maintenance. Students were not receiving their scholarship and it was

delayed. Hostel facilities were not good enough. Teaching aids and approaches to teach were lacking. Teachers were pressurized to work in unfavourable conditions since they were assigned other kinds of works by bureaucratic authorities. Curriculum is favouring to elite group and which is accessible to some group of people and it is traditional centric. School curriculum failed to take into account tribal cultures, knowledge systems, and indigenous knowledge. There is a gap between school and school and home, put disciplinary conditions for the reasons of attendance which in contrast with socialization. The tribal states were formed based on linguistic grounds, but were treated as minority status. They were compelled to learn to state language in primary school. In primary schools teachers belong to Non ST community, and teachers do not bother to learn the tribal languages even after couple of years of posting. Teachers' social backgrounds affect their interaction with children. Middle class higher caste teachers are unhappy with the environments of schools for the poor. Teachers were observed to have low expectations of SC/ST children and girls and discriminating them for their poor status of living. SC/ST were deprived and they are in deficient cultural backgrounds, their children do have intellectual deficiencies. The children will be criticized for their clothes, their practices of eating habits, and skin tone. They were punished in the name of discipline. Study found that (Artis, et.al., 2003as cited in Velaskar, 2009) SC children were mistreated that they forced to sit at back of classroom. They were victimized by water and food taboos. Dalit students were refused to correct their notebooks. Complaints to headmaster results in beating of children. Children are assigned a range of menial tasks of cleaning and sweeping the school , and some utilized to fetching pan and to bring cigarettes for the teacher (Velaskar, 2009). They were punished for speaking in their own language. Curriculum should aim to promote the creative talents of productive skills, dignity of labour, underlined by values of equality, democracy, secularism,

social and gender justice. Pedagogy should be a constructive critical pedagogy with specific guidance on class room practices with a view to eschew discrimination against children on the basis of caste, class, tribe, gender, identity/ability etc. Teachers and pedagogic contexts should be sound enough to serve, provide educational needs of children for first generation learners.

Vimala and Taramani (2013) found that NPE of 1986 has recommended that universal education is a strong tool to set out the things which children were experiencing so far. RTE Act of 2009 has put effort to give education to all children. In AP the government schools are mainly used by backward community children, scheduled caste and tribal community children (Vimala & Taramani, 2013). Forward community people prefer to go for private schooling. This practice is not only in A.P but also in M.P and Rajasthan. SC and ST community will usually opt to study in residential schools after 5th class (Vimala & Taramani, 2013). The language used by teachers is different from students' mother tongue (Vimala & Taramani, 2013). It is difficult to students to continue with studies ahead. In some places different local dialects are in practice, i.e. in states like Assam and Rajasthan (Vimala & Taramani, 2013). There were inefficient officials - after appointing teachers in school no one was supervising them which are important for quality maintenance. At micro level teachers are often not attending schools regularly. In context of Village education committee (VEC) the members don't have knowledge about educational issues, like what is Right to education Act , and they are not aware of what's going in school because they have not attended meetings (Vimala & Taramani, 2013).

Among deprived communities tribes are one, about their life style and living conditions and other educational status studies are found those issues are deprived community are mistreating in school and society and the availability of resources from government is not reaching them, because of their poor economic grounds children has to assist their parents in

household activities which keep them away from schooling which affects performance in academics. The language and curriculum is not reflecting their practiced culture and knowledge. So, they are facing difficulty in studies.

Cultural influences on education

Cultural factors influencing the improvement of school education are caste, class, religion, area of dwelling, and educational status of parents. One study found that more number of students is coming from villages which are far from the high school. Also, they are not receiving primary education, and the drop out percentage is high in number. The qualities in educational institutions which are meant for instruction to ST students are not doing justification. Teachers' qualifications and professional expertise were also found to be below the mark. There was no compensation with proper in-service training hence it was decreasing the quality in particular schools. There are other drawbacks like poor performance among children because of unqualified ST teachers those who are being trained how to teach, before appointing as teachers (see foot note given below)⁹. Medium of instruction also one factor for the underdevelopment of ST students in academics. Policies are not reaching up to the mark for development of the ST students. Midday meal programme is not implemented properly because of improper coordination between contractor and superior authorities in providing food and other items to maintain quality in cooking food as per the nutritional values (Dhaatri Resource Centre for Women and Children, 2011).

Another study found that enrolment ratio in government and private schools are 71.1% and 24.3% respectively in rural areas (Annual Survey of Education Report, 2009). The

⁹ http://www.apushyd.org/Specialvidyavolunteers/Specialvidyavolunteers_130_26_10_2005.pdf G.O. Rt. No.748, Dated: 27/08/2004.

enrolment ratio in government and private schools, increased from 29.7% to 36.1% in Andhra Pradesh between years 2009 and 2010. In the remaining states i.e. Tamil Nadu, Karnataka, Kerala the same changes took place. The minimum levels of learning has increased that is the children at standard V could read standard II level text in Andhra Pradesh, Gujarat, Assam, Himachal Pradesh, Punjab, Uttara Pradesh and West Bengal. The ability of recognizing numbers from 1-9 declined from 69.3% to 65.8% from 2009 to 2010. The skill of basic operations also decreased from 39.5 to 36.5%. Students who are going to private schools are decreased till standard 8. But in government schools the proportion is high (West Bengal -75.6%, Bihar - 55.5% and Odisha -49.9%).

In micro level context the factors which affect school education, studies are found that socially imbibed biases such as caste and class hierarchies are dragging the development of school. Because of the issues the interpersonal relations are missing hence no cooperation from colleagues in most of the schools.

Teaching and learning aspects

In traditional school setting teaching and learning is the base; if teaching is good the result can be seen among children in their classroom participation, motivation and interest. A study done by Haydock (2011) found that the ways of our thinking about the world, make it was difficult for us to learn science. Our tendency towards conservatism makes it difficult for us to see the change. Our tendency to want to understand the purpose of everything makes it hard for us to understand how things happen without purpose or design, although, of course, there are reasons. We keep confusing correlation with cause. The more we learn, the more we realise how little we

know. But this realisation also gives us the freedom, and shows us the necessity, of continuing the process of science. (Haydock, 2011).

Present school education is not teaching the critical thinking and cognitive skills among children. Mukunda (2009) found that in Indian schools students are not mastering higher order thinking skills. In formal education the education is not imparting the skills which are helpful for later stages of development. The domains (Cognitive, Affective, and Psychomotor) of development are not being enriched. The curriculum is not fulfilling the demands of outside settings of school and the cognitive aspects of children.

In education discourse, teacher profession is treated as noble profession among all professions and, they are builders of national development. But in the present era notion of people on teaching profession is different. A study by Majumdar (2011) found that in the present era teachers' professional motto are deteriorating because of various aspects i.e. the respect on teachers in society decreased, and in their social status also was not good. Some teachers are participating in union activities and not performing teaching activities in justifiable manner. Teachers in this study informed that they are facing many micro level issues. So many teachers were working without interest in their profession. They do work as public sector employee for salary purpose not for the development of school children through their teachings.

Sriprakash (2011) illustrated and explored the teachers' role and professional life. One teacher informed that teaching profession gives more respect than other professions in the village. Most of the teachers shared that they entered this profession for employment and survival and not out of interest in the field. 5 or 10 of teachers only entered into teaching profession with intention. Yet, the personality of teacher is seen as a key point to success of the pedagogy. Few teachers were low in social class, compared to other profession. (Kumar, 2005).

Many of teachers lack in confidence of their professional abilities. Teachers informed that they are experiencing work stress due to teaching neglected children. They also did not receive proper feedback based on their performance. The unions and other beuracratics officials are not supervising teachers, affecting their accountability in their profession.

Indigenous community do possess own culture and knowledge which make them aware of class room teaching with linking to everyday practices. Sing (2004) found that in traditional classroom practices i.e. in the four walls of class room story telling is more prominent and draws more attention. Folk tales and stories are universally acceptable for children. These approaches are preferred by children in classroom. Drama and theatre make teachers and children active participants, and make the classroom as activity-oriented. Through this approach and model teacher can learn many methods and to assist children in acquiring education.

Ramachandran (2005) found that there are factors acting in grading the teacher effectiveness at various levels of their profession. In training period teachers are not taught to teach activities which are essential in school education. Teachers are assigned in non-academic tasks which are time taking. The tasks were to maintain books of women's self-group, assigned to motivate couples for terminal family planning methods. District magistrates assigned them the task of assisting in flood-affected areas. Some are participating in teacher union activities. Officials informed that teachers are not doing justice to their job, and that some are using abusive language to scold children. Few teachers who attend school work sincerely and teach well, but those who are irregular to school tend to punish and use abusive language.

Banerjee (2011) found that students prefer to opt the ways which make them struggle than a smooth transition from less labour works to more hard work. "The arithmetic route to algebra is not without pedagogical hurdles. Students are required repeated translation from the

abstract world of symbols to the concrete contexts or models and then, back to the abstract situation by a process of separation from the concrete world". Students end up gathering from their experience with arithmetic lessons in earliest classes that symbols need to be operated on to arrive at numerical answers. This serves as a stumbling block for learning algebra, where symbols have to be treated as both processes and products of processes (dual or perceptual understanding). Learning algebra and arithmetic gives the intuitive skills, improving expectations, analysing relations, reasoning, and justifying, generalizing abilities.

CONCLUSION

In this chapter the commissions, committees, policy and acts which have made recommendations for improvement of school education have focused on issues such as class room interaction and teaching methods. Most of studies highlighted that teachers are not opting suitable teaching methods based on the local context and interaction with children in classroom. Although there are changes in curriculum which are recommended to improve quality, these changes often do not consider the local context. At the national level, there is concern about the poor status of tribal education and the cultural factors involved in schooling. Yet, the policies typically make uniform recommendations. Therefore, it would be interesting to see how these curricular transactions occur in specific local contexts. Most of the research on school education has found that there micro and macro level problems in terms of syllabus being teacher centred where students' role is passive. Experts have recommended that child centred learning should be introduced, where children and teachers' role is equal. Few studies found the deprived community are struggling in poverty grounds and they mistreated in schools and community too. Therefore, recommendations should also consider what these communities specifically require.

Chapter 3

Methodology

This chapter describes the methodology that was used in the study. The research that was conducted relied primarily on qualitative methods to unfold the perspectives of participants from the vantage point of different parties – students, teachers, school administrators, and families.

ETHNOGRAPHIC METHODOLOGY

The research used an ethnographic methodology, which involves collecting data in natural settings through interaction with participants and eliciting information about their life events in everyday contexts (Hammersley & Atkinson, 2007). Ethnography seeks an insider's perspective; it intends to understand a phenomenon from the points of participants, and from different perspectives (Willig & Rogers, 2012). In ethnography triangulation is used to integrate findings from interviews, observations, collection of artifacts and texts. Ethnography is a multi -method form of research which includes structured or semi structured questionnaires and/or interviews, non-participant and participant observation, diaries, film, or video records and official documents (Willig, 2012). Ethnography tends to involve a holistic approach, focusing on the inter connectedness between people and social process (Willig & Rogers, 2012).

The essential criteria for ethnography is to describe what people do at particular place or status usually do, and their description of their activities (Wolcott, 1999). Collecting data in natural settings through interaction with the participants, eliciting the information from

respondents about their life events, every day contexts, are all part of ethnography (Hammersley & Atkinson, 2007). Ethnography gives more scope for a researcher to participate in the field work in two ways i.e. overtly or covertly in people's routine life for continuous days, watching what happens, interacting with participants and collecting whatever data are available to throw light on the issues that are the focus of research (Hammersley & Atkinson, 2007). Ethnography tends to involve a holistic approach, focusing on the inter connectedness between people and social process (Willig & Rogers, 2012).

Methods used

Participant observation

In participant observation researcher should find the ways to collect the data in the field. It starts with researcher negotiating with gatekeepers to enter into field site (Hammersley & Atkinson, 2007). Participant observation involves getting close to people and making them feel comfortable with the researcher, to observe and record information about their lives (Bernard, 2006). It involves establishing rapport and learning to act as part and parcel of the place or context (Bernard, 2006).

Interviews

Interviews are used to collect data from totally unstructured interactions, structured situations, and highly formal situations (Bernard, 2006). In interviews researcher has to establish rapport to collect data in the field (Hammersley & Atkinson, 2007). Informal interviewing is a method of choice used at initial stages of participant observation fieldwork; it is used during the early period of ethnography to build rapport with informants (Bernard, 2006). Unstructured interviews

are also good at initial stage for building rapport with informants (Bernard, 2006). Semi structured interviews will be useful for researchers to collect data from informants. In this an interview guide will be prepared to collect information from informants at one time (Bernard, 2006). Interviews are useful to collect in-depth information from the participants. I have opted for interviews as a method of data collection in order to draw information like participants' feelings, attitudes, opinions, and personal experiences (Forrester, 2010). I have used interviews to get a holistic picture of the issues at the micro level, since there are numerous issues affecting students' performance in school.

FIELD SITE

The study was conducted in Guntur district of Andhra Pradesh. Guntur district was formed on 1st October, 1904, with its headquarters at Guntur, after bifurcating from Krishna and Nellore districts. The city is located around 40 miles (64 km) to the west of the Bay of Bengal on the east coast of India (Guntur district, National Informatics Center). For the present study I have selected two villages in one division of the district. These villages are located in remote areas which lack adequate transport. The nearest town (Piduguralla) also has poor transport facilities. (See Appendix VII for geographical maps of Andhra Pradesh, Guntur district and the village). Fieldwork was done for three months.

Sample

Both the selected schools are Zillah Parishad High Schools. For the purpose of study different categories of informants were interviewed, in order to obtain a complex understanding of the problem. These include students, teachers, headmasters, village educators, parents and

grandparents of students, siblings of students, tuition teachers, elementary school teachers, midday meal suppliers, and village residents. A total of 16 students were interviewed from the two schools. The total number of informants is given in tables 1, 2, and 3.

Table 1: Number of informants from the different categories

S.N	Interviewees	Number (N)
1	Students	16
2	Siblings and cousins of ST	5
3	Village educators	2
4	Elementary and tuition teachers	3
5	Parents of ST students	5
6	Village residents	5
7	Teachers	26
	Total	62

SC: Scheduled caste, ST: Scheduled tribe, OBC: Other Backward Community, OC: Open community or forward caste/General Category.

Table 2: Caste background of the students

Community	Number of Students in 8 th class (E.M. & T.M.)
Scheduled caste (SC)	1 from School B
Scheduled tribe (ST)	8 (5 from School A, 3 from School B).
Other Backward Community (OBC)	6 (4 students in School -A, 2 students in school B)
General category (GC)	1 from School B

E.M: English Medium, T.M.: Telugu Medium.

Table 3 Gender-wise description of students

	Gender distribution	
	Male	Female
	11	5 (BC-4 ST-1)
Total	16	

Table 4 Number of teachers interviewed from both schools

Informants	School A	School B
Teachers	15	11

In school-A, total strength of teachers are 19, and the strength of students is 460. From 6th standard to 10th standard, each class has two sections A (Telugu Medium) and B (English Medium). In 8th standard total strength is 68, with 46 boys and 26 girls.

In school-B, teachers' strength are 21, and the strength of students are 719. Each class has three sections, for Telegu medium (A and B) and English medium (C).

PROFILE OF THE SCHOOL -A

The present school was situated in corner and end part of village on the left side of the main roach which connects mandal head quarter, the school land was donated by landlord Tangeda Narasimha rao who is former revenue inspector for the village which is formerly called as "Karanam". He donated the place of 12 acres. The school was established in 1969 with name "Tangeda Narasimha rao Zillah Parishad high school". Having good greenery in front of school building and fencing. Etc. This school has historically has some importance and it was one of the schools which build early years of republic India and one of the oldest schools in Guntur , now the school building was constructed and it has no fencing and greenery I was ,plantation etc. not arranged. (See picture given below).

Name of the school prefixed by the donor's name at the entrance gate



New school building



TOOLS

Semi structured interview schedules were constructed for the study adapted from the research by Mukherjee, Pappu, Tharu, Vasanta, & Vanamala (2010). (See Appendix I for details of tools). As these tools were found to be comprehensive, it was decided to modify them for the purpose of the present study. Following topics were covered in the interview schedule: class room interaction, teaching methods, punishment practices, and new syllabus and curriculum, and workload issues. Teachers were interviewed about the methods followed in teaching, interactions between student and teacher in school through observation in both schools during school hours, and issues in the village (caste, religion, etc.) affecting school progress. Parents were asked about their involvement in children's school performance, and their interaction with school teachers. In

addition to interviews, classroom observations were conducted using a questionnaire which covered the teaching methods used in different subjects, participation of children in class room activities, and teachers' eye contact with children.

CONCLUSION

This chapter has described the details of the methodology employed in this study of two schools in remote areas of Guntur district. Qualitative methods were used to collect data as the emphasis was on identifying the micro-level issues in school education. In the next two chapters, the findings of the study are discussed.

Chapter 4

Curricular transactions within the classroom

This chapter describes the curricular and interactional issues in the classroom. I focus primarily on the teaching methods and syllabus issues that teachers and students have to deal with in the new curriculum. In this chapter the findings from the study will be discussed in terms of the following issues: interaction between teachers and students inside and outside of the classroom, the teaching strategies and disciplinary and punishment practices employed in the schools. In addition, I will discuss the findings from observations made inside and outside the classroom. I have described the issues from the viewpoint of different categories of participants..

CLASS ROOM INTERACTION

In schools A & B, the researcher engaged in interaction and observation during teaching sessions to observe the classroom engagement between teachers and students of 8th standard. The focus was on communication and how teachers were interacting with students during class lecture. Also, I observed how the teaching learning process took place in the two Government schools.

General Classroom Observations

The class room is having two doors, and three windows the students are 102 including two sections. Students often sit under the tree which is nearby office room. The students sat on both

sides of teacher and teacher sat in between the students. Most of the classes are taking place under the tree.

The classroom was decorated with wrapping paper. But in the old class rooms, there are slogans and pictures on the wall of one side. The pictures of the national leaders like Nehru, Gandhi, and Vivekananda were inside the class room, and those of scientists were outside the old building.

Poor quality of teaching

Teachers

One of the distinguishing features of classroom interaction was the emphasis on moral instruction. During interaction, teachers informed that they used moral poems (such as “Shubhashitaratanlu” and “Vemana Satakam”)¹⁰ to create interest among students to read/learn quickly. Main thing according to them was that teachers should follow the morals while they were instructing students instead of simply teaching the poems.

Secondly, teachers complained that the cause of children’s poor performance was that the primary school teachers have not taught basics. But some teachers felt that primary school teachers were not to blame. For instance, one teacher gave substantive statement:

“It is the misbelief of so many (secondary school) teachers and their usage of defense mechanisms, that they blame their own inefficiency on lower class teachers, saying that the teachers at lower class were not teaching basics”.

When I have interacted with Telugu teacher he complained about the fact that so many teachers are complaining that primary level teachers are not instructing basics to children, and this was troubling to upper class teachers.

¹⁰ These poems were used to give moral lessons to students written by Telegu poets.

One language teacher informed about local practices and self-learning skills acquired from grandparents:

“Sir, I have not been in touch with my grandparents but my mother studied only till 6th standard but she can do calculations in her mind; even for large amounts nearly lakhs of rupees she can calculate with fingers and distribute. Once I asked her ‘how you can do such sums even though you have not studied much. She replied that she learnt from grandparents, who also did not go to any school in their childhood. They learnt it practically because that was necessary.’”.

Social studies teacher complained about the approaches followed by teachers in schools. Students who were between ages of 10 to 16 years do have favorite teacher because of the way they taught in class and students would worship those teachers if they teach in a way so as to create interest towards lessons. If they like the teacher, students will even request the teachers to teach during a free period.

“For example in present 8th standard A Section, one student is there who does not know how to write her name also. I cannot do anything to change her as her school teacher at high school level could not teach her the basics”.

Social studies teacher informed that they would follow approaches of telling stories related to the concepts in the lesson to make the students learn the lesson.

During interaction with teachers in School-A, teachers informed that they were following the methods which allowed them to complete the lesson in a short time. Most of the teachers opted for lecture method. 3 out of 7 teachers opted suitable methods (e.g. using examples and demonstrations) relevant to the context moreover. Most of the teachers were not posing questions to all students; they ignored last and middle bench students when they were teaching class.

Teachers informed that they were able to impart the knowledge from textbooks but were unable to adopt methods which enhanced their creativity and practical skills. The present activity-based syllabus was new to them to teach, and they had no expertise to teach activity-oriented teaching which they have not taught much before.

All class room teaching sessions were observed and audio recorded the snapshot of one class teaching was taken (See Picture 1 below). It shows the most common method of teaching – the use of blackboard. Picture 2 shows the participation of students in the classroom. The (Hindi) teacher attempted to involve students by asking them to read out the lesson while he explained.

Picture-1: In school-A, observation of teaching session in social studies period



The Hindi teacher asked students to read out the lesson and explained after his teaching to involve all students in classroom interaction. The class was taken under trees at afternoon session in school-B (see the picture below)

Picture-2: In School-B, observation of teaching session in Hindi period



Parents

Parents of School-A students expressed that the quality in schools was not good and it became mandatory to send children to tuitions in order to inculcate discipline. They said the teaching was better in tuitions.

All parents informed that from their grandparents they learned to practice self-learning methods of doing oral calculations which were not in practice in the present schools. They felt that teachers were not imparting such skills to students, and they were unable to perform minimum calculations. One ST grandparent said:

“From my grandparents no one was educated beyond 1st class because at that time there was no awareness about education. But they can survive by following some techniques like doing oral calculations. These local practices were very prominent at that time. Because, few decades back this village was in the hands of landlords and Jamindars they treated everyone as slaves and demanded us to work hard and paid less. So, no one was

educated in Yerukala tribe; we were not sent to school. But those practices were totally wiped out from tribal communities. Only few were practicing (these oral calculations) and very few people were speaking our tribal language. Even though I have not been to any school, I do have knowledge in local practices and I could perform oral calculations. My grandparents did not receive any education though formal schooling. But my family members do possess skill of doing oral maths from ancient days onwards which are very essential in our daily life. We were the master of flocks and took care of breeding them.”.

Students

In school –A students informed that few teachers are not teaching well in classroom and giving more homework and not allowing them to use guides to complete the homework in time. Hence, they said, we are securing fewer marks at times in such subjects. One teacher did not teach well in class room and teaches well in tuitions. Few teachers sat in the chair and read out the lesson from textbook. So almost all students are showing interest to go for tuitions. In that village three tuitions are run by local teachers who are working in Government schools; one tuition was managing by teachers who are working in elementary schools which beside the high school, one teacher belong to that elementary school and other teachers are from other government schools who are residing in the same village are conducting tuitions to help children to make them educated, because of their service motto and dedication towards teaching to teach something for the children.

In school –B, students informed that most of the teachers are teaching well with suitable examples, but some teachers are not teaching well. Most of the students complained that they have difficulty to understand what teacher teaches in class, and they secure less marks in those

subjects. Almost all students are going for tuitions; one tuition was run by school English teacher. Hindi teacher used to sometimes project movies related to subject.

Village educators

During interaction, the educators and other in-service teachers working in other schools complained about the school education. Village educators (tuition teachers/in service teachers of other schools and convents) informed that teachers who were appointed in Government service tend to opt for easier methods to teach, and do not undertake tedious tasks like preparing modules (low cost and no cost) to create interactive session in class room. They complained: “They won’t even sit to write lesson plans before teaching the lesson” though it was mandatory for teachers.”

Another village educator complained that the level of learning is decreasing among students, the teaching pattern is changing, and teachers are not working dedicatedly. Because of personal biases, and lack of inter personal skills, poor relationships between teachers. SUPW (socially useful productive work) subject and class period has been removed from time table. Before 2008 it used to be in curriculum but now most of the schools are not teaching this period. There was a subject called ‘moral education’; that period was also removed from the time-table. Similarly, in some schools there was a period called ‘craft’ and ‘drawing’. Because of inability to provide schools with specialized teachers and materials to teach the above subjects, government is reducing the burden every year by removing these important extracurricular activity based subjects from curriculum.

A village resident who worked in a convent informed:

“If we take the elementary schools teachers, they are not working sincerely, they are not teaching basics to the students which are affecting them in higher classes. In the upper primary sections where I managed the convent we trained basics in school by 5th standard.”

Students’ participation

One language teacher informed that the reasons behind students’ poor performance in studies were family background, family problems, economic conditions, and lack of motivation towards learning, causing students to do poorly in Hindi language. In school -B, Senior English teacher complained about the lack of students’ participation. He observed that students were not performing, they did not have awareness about education, and they lacked a strong foundation in the lower standards. There were students who were affected by HIV/AIDS (40 in number).¹¹ It was affecting their classroom performance. But some did well. Among HIV affected children one student was going to get district first rank, because she secured first rank in recent quarterly exams. For students who were staying in hostel the main reason for their poor performance was homesickness.

Students’ participation was also affected by large classes. The strength of class is seen in the picture below, which illustrated the crowded classroom. Classroom sizes ranged from 64 to 78, as seen in Appendix V. In both the schools the total strength per class was nearly 70, including boys and girls. This made it very difficult for teachers to give individual attention in terms of clarifying doubts and checking homework. As per RTE act 2009 the actual strength of the students mandated is 35 per class (RTE Act, 2009). The suggested teacher-pupil ratio is 1:35.

¹¹ This was the number given by this informant, but I have no other information about whether this statistic is correct.

One teachers complained about the difficulties experienced because of huge classes.

“I can’t get involved too much with students because in each class total strength is 70 plus students. So, how can we give attention to 70 students in each class? So the strength of the students is also one factor. If the strength is more the individual attention will be less.”

Picture 3: Crowded classroom in school-A.



In school –B, 6 teachers who were teaching in 8th standard informed that students were disinterested in studies. Few students rebelled against teachers and were complaining to parents whenever they were scolded or punished. Students were active in class room participation sometimes (such as when story telling method was used for teaching).

One village educator cum in-service teacher complained about the students' participation and factors' affecting their poor performance:

“As a resident of this village and teacher I would say that it's not the fault of parents but it's not 100% fault of teachers. There was no awareness among parents of the children regarding the importance of education. They were expecting to earn with the support of their children - with that intention most of the parents were taking their children along with them for farming to earn something for survival.

Observations about classroom interactions

In the context of school-A, I observed the class room teaching sessions. It was identified that some teachers were not following suitable teaching methods; they just sat in a chair for the entire period. Most of the teachers were posing questions to the first and last bench students. Few teachers were reading out the lesson from textbook and explaining the concepts, but sometimes they were skipping the concepts and giving home work to students to read the lesson at their homes. Most students who sat at last benches were doing their own work, because teacher was not focusing on all children. Hence it was very boring to them to listen to the class so they played at last benches.

Most of students informed that teachers were not teaching well in classroom. So, they said, our parents were sending to tuitions to get good marks and learn discipline. Students informed that teachers were not teaching properly in class room but they were teaching in tuitions well. The researcher observed and female students complained that 2 out of 7 teachers who were teaching to 8th class were showing bias towards boys, and they criticized girls for not

participating in class room activities. Because female students tend to be passive in some classes, some classes active based on teachers' interaction with them.

The following observations of class periods in different subjects give a picture of classes.

Observations of social studies teaching session in School A

The topic of this class was 'Zamindari system'. The class is 8th class A section. The class started at 10 am. After completing attendance in 5 minutes the teacher introduced the lesson through cracking jokes and trying to create motivation towards the lesson. The introduction to the lesson took 5 to 15 minutes. Explanation about the lesson took 15 to 25 minutes. The teaching methods used were interaction method, lecture method, question and answer method. The abusive words used while teaching the lesson are 'munda' which was used when students are put their head down on benches. Teacher expressed his anger. He was also the class teacher.

The class was very engaging and children were involved in the class. The class teacher was very enthusiastic from beginning to end of the session. Students all were involved and participated well. The teacher made good eye contact with all students although the class strength was above 70. However, the drawback is the use of abusive language to create fear in students. The students did not appear to be upset by this word as they were used to such words being used at them. In such contexts, 'munda' was not experienced by them as an 'abusive word but a legitimate term that is commonly used by elders to scold children. Overall they enjoyed the class.

Observation in Mathematics subject teaching session in School B

The topic was 'Geometry'. In this class most of the students were attentive. He used the black board in a systematic manner, and taught all the problems mostly given in textbook and gave only one problem for solving at home. Has used prescribed teaching methods (deductive method and analysis) for teaching the geometrical measurements. But one female student (who was having mild mental retardation) who sat at last bench did not follow the lecture. After class I asked about this student and came to know that she only attends classes without comprehending or participating. So they simply ignore her as it would take too much time and energy to help her.

Teacher was able to maintain discipline in class, and there was pin drop silence during teaching. Although the teacher's class may be seen as 'effective' there was no provision for catering to those with special needs.

Observations in Mathematics teaching session in School A

This is 8th class Telugu medium section consisting of 70 students who sat on benches. The topic was 'Number System'. New textbooks were not distributed to children so they had no textbooks of new syllabus. Students were doing other things in class like sleeping or talking to other

students. When the teacher instructed students to note down the problem, one student laughed and said “abbo”. The teacher got angry and scolded him by threatening him (saying “I will cut your body with a blade from head to bottom and beat you and make you remove your clothes.”). The class laughed loudly at this.

The teacher has not used any extra teaching aids but only relied on used blackboard in explaining lesson. He used questions in the class but mainly these were traditional teaching approaches. Even students sitting in the front were not paying attention as the class was monotonous.

Discussion

Different studies have found that teachers are using traditional methods to teach for all students.

The study done by Haydock (2011) found science teaching often does not impart the skills to students to think in a logical manner. Another study by Mukunda (2009) found that in Indian schools students are not mastering higher order thinking skills. Ramachandran (2005) also found that there are factors acting in grading teacher effectiveness at various levels of their profession.

In training period teachers have not been taught to teach activities which are essential in school education. There are other drawbacks leading to poor performance among children such as unqualified teachers (Dhaatri Resource Centre for Women and Children, 2011).

NEW SYLLABUS AND CURRICULUM

Unfamiliar content

All teachers from both schools informed that most of the lessons consisted of activities which were new to them and they were unable to follow activity-centered teaching since almost all subjects contained too many activities. Teachers informed that they did not have familiarity to instruct in this way in class. 8 teachers informed that they had just recently joined into high school for teaching and did not have previous experience in teaching and the new syllabus which was introduced was different from previous syllabus. They felt that it needed more skills to teach such activity-based content.

Senior science teacher expressed that actually there were no science fairs in the school from its establishment year till date. No excursions, field trips, or educational tours were ever conducted. No interschool competitions were held.

Training

All teachers complained that they did not receive any training to teach new syllabus which were full of activities. In their B.Ed. they have not been trained to teach activity oriented lessons. In one year B.Ed. training all student teachers/ trainee teachers undergo regular classes for 3 months in their admitted college/university. During this period they get training and learn about the methods of teaching. But this training will focus more on delivering class lecture in a theoretical pattern. In addition, student teachers will be given training for one month i.e. to practice before peer students (called 'micro teaching') for two to three weeks in college. After that, they will be taken to a school to give guidance on how to teach children in schools. Then there will be discussions about the practical situations which might arise in school and during this session suggestion will be given to all students. They are then sent to schools for forty five days.

During my B.Ed. training I struggled a lot because during my scheduled time of internship two subject teachers in the school (Mathematics and Physical sciences) were on leave for 20 days (in one case because of marriage and in the other case because of an accident). So, I was expected to conduct almost these classes on science and maths for 2 weeks. I was teaching continuously in the morning hours from 1st period to 5th period every day. Finally I completed syllabus for three classes.

My internship also impressed upon me the fact that teaching activities need skills. While teaching Physical Sciences for 7th, 8th and 10th standards I used practical demonstrations and activities, which was a source of amazement for other teachers who were not used to using too many activities in teaching. Their reaction illustrates the continued preference for traditional methods in government schools.

In school-B, senior English teacher complained about the pattern of training to teachers:

“Actually they are not providing rigorous training to them; training was not given by experts and professionally skilled persons - it was just conducted for the sake of it. They were not focused on imparting skills among teachers according to new trends and changes in syllabus, curriculum and teaching approaches”.

Discussion

A number of studies have focused on the merits and demerits of the child-centred curriculum. The Secondary Education Commission (Government of India, 1952) report mentions that students should be involved in activities, rather than theoretical knowledge. As per the Right of Children to Free and Compulsory Education Act of 2009, child-centred education is supposed to include the local environment and its practices in the curriculum (Government of India, 2009, as cited in Behera, 2012). School curriculum has largely failed to take into account tribal cultures, knowledge systems, and indigenous power (Velaskar, n.d). Pathak (2009) explained that instead of teaching bookish knowledge teachers should impart life skills to children. National curriculum framework (2005) recommended that curriculum should inculcate the scientific temper and

practical knowledge among children. But the present curriculum did not give scope to learn much by children where teachers had less expertise in teaching activities given in textbooks.

TEXTBOOKS

Regional Dialects

In school-A, language teachers complained that few controversies took place during the writing of the language textbooks. In text books the authors who are belonged to one region (i.e. Telangana) were given more preference to write the textbooks which reflected the language used in lessons. The selection committee core team (authors) for writing language textbooks were mostly from Telangana and not from other regions like Rayalaseema or coastal Andhra). The regional issues are reflected in the textbooks, especially in Telugu language textbooks, Ex :local dialects followed in Telangana region which is not other regions. The dialects followed by students by other regions to make fun i.e. “Entra ediki potunnav/ hey where are you going?” This created controversies among students. Recently before the printing of the textbooks, the teachers who belonged to the regions of coastal Andhra and Rayalaseema raised agitations against the issues, because the language used in textbooks are not familiar to regions, in lessons authors used their regular practiced language as it is, which is not understandable by students and teachers of other regions hence it is causing that children are using such words at home teachers are received complaints from parents of children. Language teachers complained that there were issues and biases in terms of class, caste, region, gender.

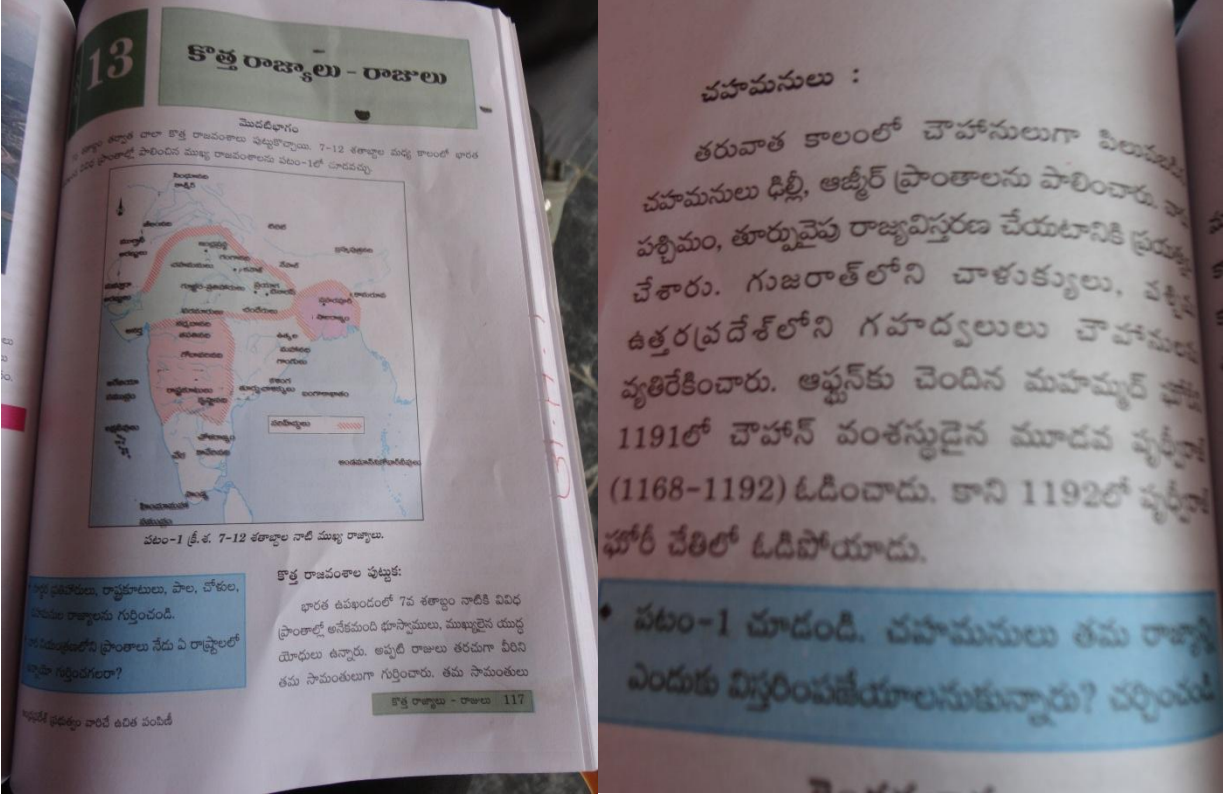
Social studies teacher explained that there are lessons which emphasize the Telangana region in specific ways. For instance, a village named Penamaluru is described as being in Krishna district – the region is not specified. But in another case, they have specified the region

i.e. when talking about Nimpuru village, the textbooks mention that it belongs to Telangana region, thus indirectly favouring the Telangana region.

Errors and confusions in textbooks

Social studies teacher complained about the drawbacks in social studies textbook, i.e. in 7th class social studies textbook some of the chapters in history in the present syllabus were not in correct flow and continuation. The content in the lesson “*rulers in India*” was given without explanation. For instance, this lesson mentions rulers such as Chalukyas and Chahamanas without giving the context in which they were ruling. Some lessons were not related to students’ ability /standards to grasp the concept (see the picture below).

Picture-4: Drawbacks in social studies textbook-Rulers in India



The above lesson reads as:

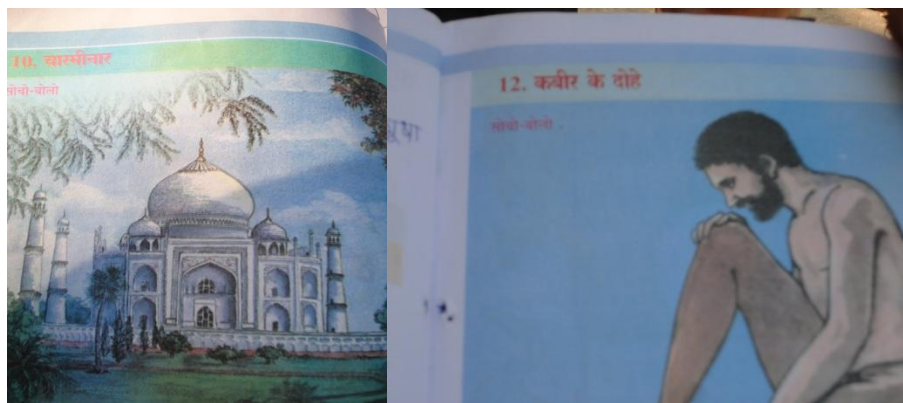
“Chahamanas, or Chauhans dynasty ruled over the region around Delhi and Ajmer. Being centrally located, they attempted to expand their control to the west and the east, where they were opposed by the Chalukyas of Gujarat and the Gahadavalas of western Uttar Pradesh. The best-known Chahamana ruler was Prithviraja III (1168-1192), who defeated an Afghan ruler named Sultan Muhammad Ghori in 1191, but lost to him the very next year, in 1192.”

Activity 1: Look at the picture. Why did the Chahamanas want to expand their kingdom? Discuss.”

The problem with the above lesson is that there is no explanation about who are the Chahamanas or Chalukyas – what was their origin, where did they come from, etc. History is being presented as a set of facts rather than a story.

In school –B, Hindi teacher complained that few chapters were confusing the students, and the pictures were wrongly labelled. For instance in one pictorial representation, in the place of Kabir das, the picture of Vemana (a renowned poet in Telugu literature) was given (see picture below). In the same way, the picture of Taj Mahal was labeled as Charminar (see below).

Picture-5: Drawbacks in Hindi textbook



Inappropriate difficulty level

Mathematics teacher complained about issues he observed in textbooks - in some chapters the difficulty level was not up to the standards, i.e. the standards of tenth class. He said:

“If we have to teach that standard we have to refer to other books to teach students the lesson. Moreover we have less time per period – only 40 minutes - which is not sufficient. There are also more chapters to teach.”

One senior teacher informed:

“The syllabus should be revised as per social requirements and emerging changes in related fields every 5 years. This was not implemented at all in school education. Government has suddenly now brought revisions as per the emerging changes in the society. This should have been done five years before. (Textbooks and syllabus had not been modified from 1994 till 2011)¹². The process was started in 2011. Next year they are going to change syllabus for 9 and 10th standard. Earlier syllabus was based on content, but present textbooks are activity based. The drawback was - earlier teachers were struggling less, but at present teachers have to work harder than before to demonstrate activities like experiments in laboratory.

The system of school education was in the hands of political regulations - whatever revisions were proposed by the committee had to get approval from the political leaders of the concerned ministers. He/she has to accept to modify curriculum. After the approval of education ministers curriculum construction committee will be given the task of preparing new curriculum as per NCF recommendations. But there were so many controversial issues like the textbooks being written by some regional authors. Those were creating internal conflicts among teachers and children too.”

Senior teacher complained about the issues observed in textbooks. In the earlier textbooks the importance was given to knowledge based content (theoretical concepts). But now 8th and 9th standard textbooks were giving priority to practical/activity-based content. It was very difficult to create the activity based environment in the regular classrooms.

¹² Information collected from senior teachers from school-B.

One village educator informed:

“The drawbacks in government school is government policies, they’re just introducing and not implementing in the ground level properly. Also, they are not monitoring how they are being implemented”.

Maths teacher in school-B expressed that earlier there were formulae in the lessons in every chapter but at present the formulas have been removed which makes it difficult for the student.

Senior mathematics teacher expressed that in textbooks the practice exercises given were not enough and it created laziness among students and they forgot the concepts quickly. In chapters only examples are given but no practice exercises were given.

Values communicated through textbooks

In school-A

Telugu teacher opined that textbooks are portraying the Indianness in terms of culture, language, traditions which are introduced as lessons in Telugu language text books. English and Hindi teacher expressed that textbooks are conveying the ‘Indian’ value system and trying to instil the values of nationalism and respect for hierarchy. There was a lot of importance on ‘Indian culture’ in the textbook lessons, as well as ‘Indian literature’ which was largely in a nationalistic sense. However, most of these focussed on high culture and not local culture or folk culture. There was frequent reference to ‘Indian heritage’ and ‘Indian culture’ and also glorifying these without looking at them in a critical sense.

Most teachers appreciated such ‘value-based teaching’. Teachers felt it was important to instil values in classroom in order to socialize students into responsible citizens.

Discussion

Secondary education commission (GoI, 1952) suggested that textbooks should not raise controversial issues by including lessons like religious partiality and showing discrimination. This study found that task of constructing curriculum was assigned to one region of writers and authors, because of that the language and dialect used in textbooks is causing difficulty to students and teachers to understand and the language which they don't have familiarity to with language. Another study by Mukherjee (2002) found that in mathematics textbooks in Business Mathematics gender stereotypes were shown by illustrating the vendors, builders, traders as men.

Language difficulties

ST Students informed that they preferred teachers to teach in their mother-tongue than in Telugu or English languages. They will comprehend the lessons well when teaching is in their local language. Few other students who belonged to forward and backward communities informed that they all completed their lower classes in Telugu medium schools. In the present school they joined in English medium but they were facing difficulty in some subjects.

In school –B, senior teacher complained about medium of instruction. Basically there were no English medium schools in lower standards in government schools. Therefore, it was difficult to teach at higher classes in English medium.

Discussion

On 30th November, 2009 Government of Andhra Pradesh has introduced English medium in all high schools under the success school program to make all government school in central school

standard mode (G .O.Rt.No.30). Present study identified that students experienced troubles in understanding the language used as medium of instruction, because students pursued their lower classes (1st -5th) in Telugu medium which is their mother tongue. After joining in upper primary most of students joined in English medium, but teachers have less experience in teaching in English medium. Most of teachers have newly joined to the profession, having been promoted to high school from elementary schools. Teachers informed that they were new to English medium and there is no English medium in lower classes and it is tough task to teach directly from 6th standards without minimum background in lower classes both for them and for children too.

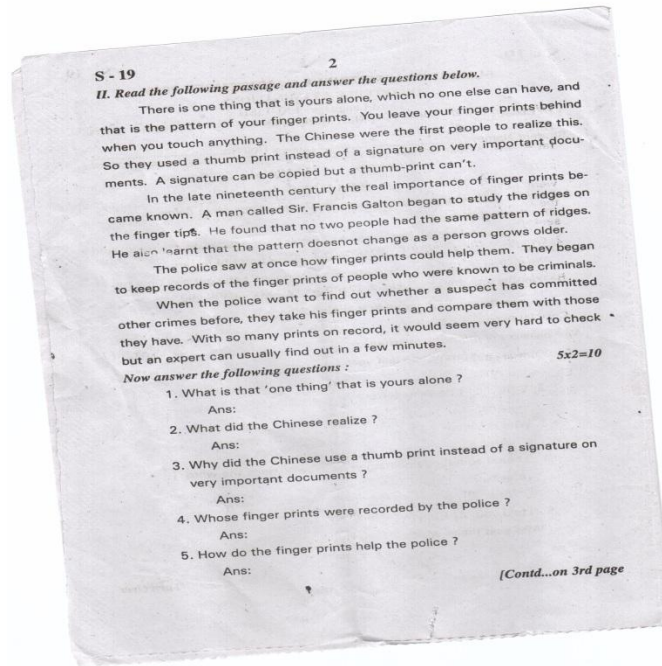
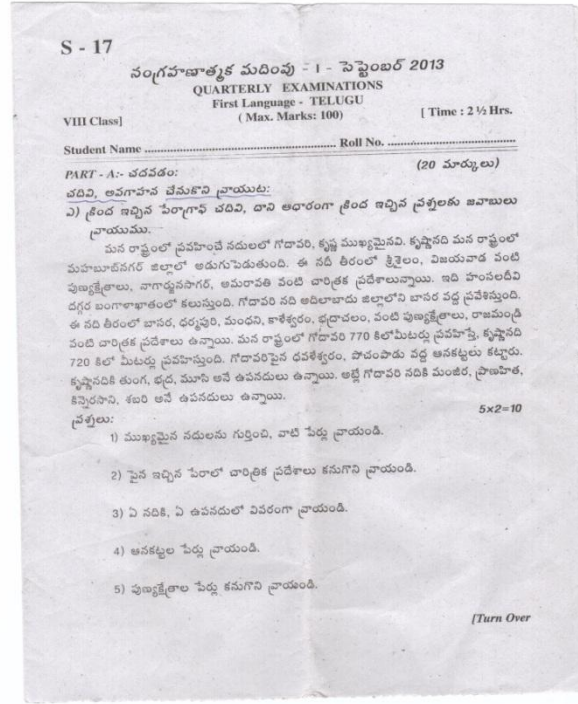
Study found that medium of instruction also a vital aspect for tribal children who will show keen interest to understand the lessons better than in their own practiced language (Ramachandran & Jandhyala, 2007). Secondary education commission (GoI, 1952) report suggested that few students were experiencing struggles in class room due to unfamiliar medium of instruction which was different from their mother tongue. Few students drop out from schools because of medium of instruction (Vimala & Taramani, 2013). Mohanty et al. (n.d.) found that tribal children experienced language difficulties in understanding the medium of instruction in schools. Their study identified that tribal children experienced the difficulties as the language which their ancestors used was different from language used as medium of instruction (Mohanty, et. al., n. d). Another study found that medium of instruction is one factor for the poor performance of ST students in academics (Dhaatri Resource Centre for Women and Children, 2011).

Evaluation system

In school-A, Teachers complained that the examination system was not assessing the students' knowledge and ability. The present exam system is based on Continuous Comprehensive Evaluation (C.C.E). All teachers complained that previously there was a common exam system for 7th class in the end of the academic year, but in 2007 it was removed because students were discontinuing their studies after that exam.

Social studies teacher complained about the difficulty level in the examination system. The present curriculum and examination system was introduced based on C.C.E. to make evaluation system uniform all over India and to encourage children to get involved in extracurricular activities with interest and enthusiasm for their all-round development. The evaluation system which was followed and the exam papers which were prepared were done under the suggestions directions of District Educational Officers. However, these evaluation papers had some drawbacks. It was very easy to secure pass marks in each subject. For instance, in 'comprehension', the passages were very easy to understand and everyone could secure minimum pass marks (9 out of 25), without any effort. An example is given in the picture below. Such type of examination was introduced presently as per the current C.C.E system. Teachers informed that it was not a good evaluation method to measure the abilities of students.

Picture -6: Evaluation system –Difficulty level.



One senior teacher and in-service teacher informed about evaluation system:

“Earlier 7th class exam was removed because malpractices were taking place with the help of Mandal Educational Officers. Government of Andhra Pradesh was putting pressure on collectors to bring about 100% pass in each school. District Educational officers (D.E.O) were putting pressure on Deputy Educational Officers (Dy.E.O), who were pressurizing Head Masters. Teachers were facing more stress and were scared of increment reduction, if the 100% pass was not achieved. So teachers allowed for malpractice in school exams. In the centers (exam centers), where the teachers are not belong to schools of children who are writing the exams are not helping children to write exam well, hence it will effect students who are dollars and those school children will strive themselves to write on their , recently one school in near the field site village which is nearest town school the pass percentage of children is 60% of pass percentage, because students appeared in different exam center where no teacher allotted to that exam center who are their teachers. So, students worked hard without any one’s support and pass percentage are 60%. That is the genuine pass percentage among all schools in this division”.

In school –B, Hindi teacher complained about evaluations system i.e. the present exam system was not good; it was giving grades rather than marks; even average or lower than average students also secured almost same grades as good students in the exams. Even teachers are also not working hard to prepare the children for the exams and in correcting papers. This pattern is discouraging the meritorious and hardworking students. Presently the students were not putting as much effort as earlier. For example, Picture 6 shows that the questions asked about the

comprehension passage in only assessed the identification of answers in given passage, not true comprehension.

Discussion

Present study identified issues in evaluation system which was introduced by Government of Andhra Pradesh, in the name of Continuous Comprehensive Evaluation as per the central board of secondary education (CBSE) to maintain a uniform evaluation system which was recommended by NPE (1986). Nawani (2013) found that “CCE is not so much about assessment per se as it is about understanding the ways in which children learn, reflecting on the teaching-learning processes employed in schools and empowering both students and teachers in processes related to schooling”. Yet, despite these high aims and goals, it is seen that CCE is not able to achieve its objectives due to various local factors that affect its implementation.

Conclusion

This chapter has outlined some of the issues related to the new syllabus and curriculum which is seen as unnecessarily putting more burden on teachers. Thus, while the new child-centred curriculum is seen as being child-friendly so that it can bring about ‘learning without burden’ for children, teachers and administrator feel more pressurized. Ultimately, this pressure and lack of responsiveness from the teachers affects the interactions and transactions within the classroom. In the next chapter I discuss some of the non-curricular issues that can affect curricular transactions. These are related to the cultural and social aspects related to teaching. It will be illustrated that these aspects in fact have more prominence in affecting the curricular transactions.

Chapter 5

Sociocultural issues beyond the classroom

This chapter describes the non-curricular issues which have an important impact on how the new curriculum is being received in the schools. These include the relationships between teachers, students, headmaster, village residents and other key players in the village (such as ex-students, Panchayat representatives, village educators, etc.). Although the new curriculum assumes uniform implementation, in fact the social and political factors specific to the locality play an important role.

SOCIAL DYNAMICS BETWEEN TEACHERS AND HEADMASTER

Social dynamics within the school can be illustrated by relating some incidents in School A. Actually in school-A, headmaster is visual impaired and cannot see what is going on in school, and usually he takes assistance from an attender or student. One day some of teachers were playing chess in staff room when they were not having class, and few teachers were playing songs on high volume in computer when classes were going on, which created disturbance to the entire school. At that time headmaster had come and asked the teachers who operated the computer and teachers replied that they did not know. But, the person who played the songs in a high volume was there. I noticed this and recorded by audio recorder in the staff room.

There was no proper communication between this particular headmaster and teachers; I noticed that at the time of admissions in the month of June end head master was shouting at

teachers in front of parents. Headmaster also shouted at parents, it was noticed by researcher in school and it was informed by one of teachers. Researcher observed that headmaster scolded teachers for showing taking, he also mistreated a deprived community teacher that she was not teaching anything and he was enquiring students everyday about her teaching, it was expressed by three teachers to researcher.

In school B, most of the students used to sit under trees in the afternoon time; it was good place to study. And most of the teachers engage classes under trees only, in this context no teaching aids are being used to teach, there is no scope of usage of black board to write on blackboard to make students highlight the important points of that lesson. Teaching under trees makes teacher free from usage of black board.

PARENTS' EXPECTATION FROM CHILDREN EDUCATION

Among all the students' parents 12 students' parents are not educated, three parents' are educated up to tenth class. Among three parents one parent expressed that though he was a good student he discontinued schooling because of poor economic situation. He said:

“We are sending children to school to educate them so that they will settle in a good position in future; maybe they will give good education to their next generation, which will help in development of the society.”

Parents of ST students are uneducated and they are expecting their children to educate them and make their life better, they do not want to see their children to struggle like they're struggling now. So, even though they don't have enough financial support to educate their children they are sending them school so that at least their children can learn something and help them in some work when necessary.

Some parents told that in most cases they don't take children for work, but only in week-ends they take children to farming or any work.

“But in summer we take children to work because if we keep them at home they will bring problems of quarrelling or roaming unnecessarily along with other children and moreover they will get into bad habits. So, we are taking our children to work. Of course we will get some extra amount if we take them but that will help them too to buy something for them to study.”

Economic and family problems

Bharati's mother expressed that:

“We belong to poor family and we have to survive on their shoulders work .My husband is a self-employed person and having physical impairment so the amount what he is earning is not enough to run the family, and so, I have to work and sometimes I used to take my daughter to farm on weekends.

Bharati's father told:

“We are 5 members in my family me, my wife, my two daughters one son. I am the second son in my family, my brother is educated and got selected for constable job. But I am suffering because of economic problems and I met with an accident few years back. We belong to ST community. I had so many troubles but no income and no support from anyone. These troubles have put our family in debts. Government programs are not reaching us – they are always canvassing that our children will be provided scholarship every year but we have not yet received a single rupee till today.”

Hanuma's father expressed that they are poor family and they don't have any other sources of income except farming. They struggle to survive and to educate children and to bear the costs of their education i.e. books, tuitions, clothes for two children.

Raju's father shared that they are struggling a lot to send three children to schools as the expenditure for them is very much per month. Every year in the beginning of the academic year they have to spend nearly Rs. 10,000 to buy books (texts, guides, notebooks), clothes, and other required material if needed.

All these cases illustrate that parents placed high expectations on school education and hoped that their children would get a good job through schooling and that they would be able to support them. Since they had economic difficulties, they often had to involve children in adult responsibilities as labour. Parents generally felt inadequate to help children due to their lack of education. However, teachers expected parents to become more involved in their children's education and complained that they had to shoulder the burden of educating children solely.

One senior Telugu teacher said:

“Sir actually in rural areas parents not educated, so the responsibility of educating children is in the hands of teachers only. But parents also should take 1% of responsibility to enquire about their children's education. I belong to farmer family, and I knew the difficulties we faced. I know that we should not make a judgement that all responsibility is in hands of teachers, but at least parents should keep one eye on their

children and interact with teachers and enquire about their children. We cannot pay attention to all students in a class because the strength is 70 members in some classes.”

CASTE AND CLASS HIERARCHIES

Present study identified caste issues in the village that were affecting school progress and development. Teachers complained that local teachers were showing partiality in administration based on class and caste variations; some teachers were being mistreated by other teachers who were degrading their image in front of colleagues and students, which hurt them a lot.

Teachers

In School A, teachers informed that some local teachers were showing partiality in academic aspects. They showed caste inequalities among teachers.

One teacher complained about caste discrimination which took place in school-A:

“One teacher who belongs to deprived community was posted and appointed in this school on reservation quota, but she did not have command over subject or skills to teach, and she was mistreated by her colleagues. One day headmaster went to her class after her period got over and he enquired students about that teacher? She was upset about that mistreatment in front of students. Not only Head Master, but also other colleagues especially lady teachers, were mistreating her. Was it her fault to be here or Government’s mistake to appoint her? ”.

Senior teacher complained that hierarchical practices in terms of caste were both in school and village. They mentioned that the people who belonged to OC community especially Reddy community were ruling this village. Teachers who are belong to other communities of

Chowdary and Naidu who are more in number in school, degrading the development to make their words authority into action and they're not against to administration, here in this school headmaster is visually impaired so, he cannot see what is going on in so , the school administration is dealing by others teachers.

Drill teacher also complained about caste discrimination:

“Some parents were arguing that they did not want to take their children to play sports, as he belongs to a higher community in this village. He was having the caste bias. He felt his son should not mingle with other students who were from different communities and so he argued with us”.

Students

From two schools no one complained about caste and class hierarchical practices. They were playing together and eating together at lunch time. Siblings and cousins of ST students shared that teachers were showing partiality in the classroom. Most of the teachers were appointed to service on reservation criteria, which had an impact not only on their teaching but also on perceptions about them by other colleagues. They also said that teachers always expected money from students in many ways such as admission fee, midday meal fees, school fund, etc. but the amount was not used for school development.

Village educators

Few village educators complained about the hierarchical practices in village. In that village few people have motto that they belong to upper community they have to rule the village and they won't allow others to rule the village. They expect remaining caste people should obey their

words and has to follow their words. This attitude was being continued from last 10 decades onwards after the brothers (naxalites) entry some variations were reduced, the landlords were escaped from this village because of robbery by naxalites in this village who are giving equal judgments to everyone.

One village educator cum in-service teacher in elementary school (tuition teacher) complained about the caste hierarchies and groups occupied in schools were: Actually the village (school-A) should be a mandal head quarter, the land lords & Jamindars at olden days objected to keep that village as mandal headquarter , because if the village being made as mandal head quarter the power dynamics will be taken by government officials which was not acceptable to landlords and jamindars in that village. When the social activists and naxals activities are entered into the village landlords' power is being decreased, it was occupied by naxals activities. So, landlords and jamindars power was came down , they are passive in the village and moreover they are being dominated by naxals and collecting money from them and distributing to poor people which is not acceptable to jamindars and landlords. So, they vacated from the village settled in other places. There are few issues caused school development because of teachers' unions (UTF, STU, APTF) which are governing body to monitor the teachers all activities including increment , holidays , any activities related to state teachers. Those who are belong to these unions they are showing their power in the school activities,between these union teachers conflicts are arising even the teachers are in some school . Here the remaining aspects are good in schools education, climate etc.

Observations

I observed that in both the villages, caste and class hierarchies were prevalent but were often not admitted. On one day, when I sat under a tree near the Gram Panchayat everyone started staring at me. Some people asked me who I was, where I had come from and for what purpose. They wanted to know if I came on government duty. They also asked me which community I belonged to. Later, when I narrated this incident to others I found out that in that place, no person from scheduled caste background was allowed to sit. From past decades onwards the caste and class hierarchies were prevalent in the village and it was affecting the school development.

Discussion

AS per the RTE Act of 2009 no discrimination should occur on any minority groups anywhere in school premises (places viz. playground, during midday meals, class room premises). It should not be reflected in terms of cleaning the class room or toilets, or such aspects (clause C of sections 8 and 9, Central Act N0-35, R.T.E Act, 2009).

Studies by Soni (2013) found that forward caste teachers did not interact with students. Middle class forward caste teachers were very unhappy with the environmental settings in school and were rarely motivated to teach children of the poor, and hence SC/ST's education is diminishing (Velaskar, n.d). Velaskar found that these children were criticized for their clothes, their practices of eating other habits, and skin tone. Conceptions of teachers on SC/ST are that they are having deficiencies and are backward in studies (Soni, 2013). Teachers were observed to have low expectations of SC/ST children and girls and discriminating them for their poor grounds of living. Another study found that discrimination against ST is more than SC in notable places such as Bhil and Sahariya communities which are part of Rajasthan (Vimala & Taramani,

2013). In some schools the discrimination is in practice in terms of assigning menial tasks to children on basis of caste and class variations (Vimala & Taramani, 2013). Accessibility of available resources such as library, sports kit, drinking water from hand pump were not made available to deprived communities in schools (Vimala & Taramani, 2013).

Artis et al. (2003) found that SC children were mistreated and forced to sit at the back of class room. They were victimized by water and food taboos. Teachers refused to correct Dalit students' notebooks. Complaints to the headmaster resulted in beating of children (Velaskar, n.d).

WORKLOAD OF TEACHERS

All teachers from both schools complained that government used to assign few duties to teachers which were time consuming and sometimes syllabus would lag due to this. The duties were election duty and census. Census duty would continue for 1 to 2 months.

Observations

During interaction with teachers in leisure time, before the election duties' allotment to teachers I found that they calculated the amount they would receive from this duty and how many days they would have to take off from teaching. One day collector called for video conference and sent order for teachers to attend a meeting after 4 pm and they complained that this was done by D.E.O. (District Educational Officer) to avoid giving them honorarium, since if they attended video conference meeting in the evening time that would be counted towards the same day's duty, and there would be no need of paying any extra amount for their work.

Discussion

Other studies have also found that teachers are often assigned non-academic tasks which are time taking and keep them away from school for few days. The tasks were to maintain books of women's self-groups, to motivate couples for terminal family planning methods, to assist victims in flood-affected areas, etc. (Ramachandran, 2005). Vidyasagar (2007) explained that teachers' involvement in other academic works by government make them lose interest in teaching and related activities and makes them feel exhausted after returning from duty.

ASSIGNMENT OF TASKS TO CHILDREN

Apart from the extra work that teachers did, students were also given additional responsibilities. Students were assigned the works of bringing water for toilet purpose. These works are allotted to those who were willing to do these tasks. Teachers used to assign such tasks based on students' willingness to volunteer to work in leisure time. I did not find any caste bias related to the assigning of such tasks.

Students' involvement in adult responsibilities

One grandparent of an ST student informed that:

“As per my knowledge here students were not sent to school earlier. Only from the last ten years onwards are children being sent to schools. But sometimes their parents are taking them to work along with them during school working time. Here, parents don't have awareness about education. They simply join school for the sake of name; they are just sending their children to school because government school teachers requested parents to send our community children to school, up to 5th standard at least. So, we are

sending to school; after that we are conditioned to send school up to 10th standard. But from 5th-10th the fees and expenses are more and we cannot bear the expenses. So, we sometimes stop sending them for further education. Sometimes in middle of high school some are dropping out from school due to some problems in family. If government programs are implemented properly we will be on the track of good education, and will get good jobs. There are so many educated students here in our community, but all are staying at home because of lack of awareness about where to go for getting a job ”.

Responsibilities and tasks children do at home

Students are supposed to work at home to assist their parents in household and other works. This is seen in the following case illustrations.

Home duties

- Kalyani belongs to forward caste - her father is a businessman and mother is a housewife. She used to help her mother at home i.e. in cleaning vessels, cooking food materials, washing clothes if mother assigns, cleaning house and premises of home.
- Suresh belongs to BC-D Yadava community, and his parents are assigning house hold and farming works to do. He has some responsibilities to support his father which keeps him away all other works like playing with peers at home. Sometimes he is supposed to spend time in field along with father at times by watering the crop field (for that he has to spend time at midnight to go to the field to verify watering level in the farming land). Sometimes he has to encounter dangerous situations while crossing the canals and staying away from snakes in the farming land. Even though his father is with him, that is a very tough situation for him. He has to assist his sister too in her studies to clarify doubts, and he is also doing menial tasks in home because he is elder child in his family.
- Hanuma belongs to schedule tribe community, and his father shared that his son is assistant at home i.e. he is helping in activities like distribution of amount to some group of people who came for labor work.
- Another student's (Bharati) mother told that her daughter has to work at home, because she has to go for work in the morning at 8 am and has to prepare food by then. So

Bharati assists in cleaning of vessels, washing clothes, sweeping home, and sometimes in cooking food also.

- One other student Raju's father told that he has to help to his father not only in farming but also in other seasonal works. His father told that Raju helped him at times in activities like weighing the fertilizers bags which weighs around 50kgs.

Daily routine of student Hanuma collected from his mother

Daily routine: Wake up at 5:30 every day in the morning. Mother wakes up at 5am in the morning. Hanuma's father usually goes to work at 6 am after having food. Mother cooks food, cleans the house. At 7 am Hanuma used to go for tuitions and mother does house hold works in the home. At 8am Hanuma returns from the tuition. Mother goes to work at 9 am and Hanuma used to go for school. From 10 am to 5 pm is school time. At 5pm Hanuma is doing household work in the house. At 5:30 pm Hanuma goes to play with friends nearby up to 6 pm. From 6 pm to 8:30 pm is tuition. By 8:50pm to 9:00 pm Hanuma reaches home, eats, and sleep by 10 PM.

MIDDAY MEAL PROGRAM

Mid-day meal was not properly prepared in schools; 5 out of 16 students informed that sometimes food was not prepared properly and causing stomach pain and other digestive diseases. So, most of the students prefer to eat in their homes. Teachers fought for cleanliness and quality in midday meal but it was of no use. In midday meal program students used sit under the trees in old school premises, where the place was full of monkeys and dogs during lunch time (See the picture below).

Picture -7: Midday Meal time –students having food



Observations

Researcher observed teachers were monitoring the food preparation in both schools and inquiring based on quality. Some of the teachers were eating same food in school at lunch time. Studies found that Midday meal programme was not implemented properly because of improper coordination between contractor and superior authorities in providing food and other items to maintain quality in cooking food as per the nutritional values (Dhaatri Resource Centre for Women and Children, 2011).

Discussion

School management committee should monitor the midday meal program (as per R.T.E Act 2009) but this was not taking place. Vimala & Taramani (2013) found that in Andhra Pradesh state often very poor families (Gonda, Lambadi) won't eat if the food is prepared by backward or

forward caste cooks. But in states like Odisha girls won't eat outside, and will only eat at home because of their cultural practices. In all studies in general, children who are from better off families avoid eating food served in school. In Assam some communities only eat midday meal no matter who cooks food. In in present study I was told by informants (teachers, parents, children, village educators) that most of the students whose house was far from school prefer to eat in school while those who lived close by eat at their home.

DISCIPLINARY AND PUNISHMENT PRACTICES

Teachers

In School A, few teachers informed that punishment practices are active. One teacher informed about the disciplinary measurements taken:

“Sir I punished one student because of his misbehavior that is he used abusive and filthy language during class is going on in school. After that severe punishment he permanently dropped out of this school and I felt sad. In my point of view there should be a small amount of verbal punishment in the school environment as well as in house to bring discipline among students. The means of punishment should be very peaceful and not create any problems for the school's reputation or students' personal life”.

In school-B, 6 out of 19 teachers informed that as per Right to Education Act and other government decrees no teacher has right to punish students through any means (verbally or physically). But they said they were unable to avoid punishing the students because of their misbehavior, irregularity, negligence towards studies. 3 teachers informed that they were using sticks to make students afraid if they were not following them.

Maths teacher complained about the students' participation as follows:

“In class room some students have some negligence towards education. They did not respect teachers (mainly I think it was not their fault as their parents are influencing them). Some students were reacting negatively during class. For example if I taught and explained one problem and instructed them to note down the problem and solution, they may comment and laugh. I don't know how to react in that situation- whether to ignore such students or to punish them. As per the rules we don't have any right to punish the students orally or verbally. If we give any punishment orally i.e., to write the assignment students won't come the next day. So we are not taking risks. If we react towards students in such incidents that may lead to some unexpected things like he/she might commit suicide or complain to his/her parents. Few parents were giving some sort of freedom to punish their children. Some parents were not allowing us to punish their children, either verbally or physically. Recently few years back few students left from this school, because of punishment in this school. Work was given by teachers who did mistake in class room (misbehaving, using abusive filthy language in class). From that day onwards I am not punishing students who are not doing the work properly; just patiently advising to do work.”

Students

All students informed that teachers were not punishing them, except when they committed any mistake of incompleteness of their homework and assignment, misbehaving in class room, or coming to school. Teachers were punishing them to keep them in check, they said. Few teachers are teaching well in classroom but punishment is very high. The type of punishment given would not be physical but in other ways such as making students stand outside the class room till the

end of class. Sometimes students were asked to walk like a frog in front of the school building for a few meters of distance. All students complained about the use of harsh words in class room and outside of the class room, in recess time, morning assembly, and mass drill period. Students informed that 4 out of 18 teachers used to call them in generalized nick names such as “munda” (vernacular term used to scold children) and “koyya moham” (wooden face). Teachers used sticks to punish the late comers. 50% of teachers were using harsh during class when students misbehaved and disturbed the class.

Students are supporting the punishing and stating that “teachers are punishing us for our benefit only” and some students told that “teachers know better than us and whatever they teach is for our better future only. They punish to keep us in disciplinary track and if they won’t punish we won’t study well”.

In School B, 5 out of 9 students informed that teachers were punishing them when students made mistakes in terms of securing marks, incompleteness of assignments, homework, or disturbing class discipline. Most of the students informed that 30% of the teachers were using instrument (stick) to punish the students inside and outside of the class room. 60% of students informed that whatever teachers were punishing them that was done to keep them in good track and for their good future only.

Parents

In the context of school-A, 2 out of 5 parents of scheduled tribe students complained about the punishment practices. Few parents did not receive any complaints from their children about

punishment. Parents were informed that teachers were punishing their children, but they were not opposing the punishment and supported it.

Observations

Present study identified that there are punishment practices are in action, but teachers outwardly expressed that they don't have right to punish the children as per recent acts (RTE Act, 2009). Teachers on the other hand denied using punishment, saying that as per recent regulations they were not allowed to punish students. They said that this caused dilemmas for them as they did not know how to control students. In some subject periods teachers used harsh words to draw the attention of students, even though as per the RTE Act of 2009 no teacher should use either harsh words or punishment (verbal or physical), inside or outside of the class room. Language & subject teachers (Telugu, Social and English) openly opined that they punished earlier but they felt sad because few students left the school because of punishment, so after that they stopped punishing children whatever the situation. Researcher observed that usage of harsh words is in practice in teaching sessions in class room.

I observed in both schools teachers were punishing children when they attend school late and when they did not pay attention in class teaching. I observed that students were asked to walk "like a frog" for few meters in front of school ground. During class room teaching teachers used harsh words to call attention towards lecture in two schools. Some teachers were using stick to punish children in both schools. Researcher observed the class teaching session. He noticed that although teachers said they did not use harsh words or punishment, they did intimidate students. For instance, one teacher reacted by warning students using harsh words that he would cut the children's skin with a blade.

In the present study researcher identified sticks in the hands of teachers, but teachers informed that it was to make children afraid only and not to punish them. Sticks are mainly used by headmaster in school –B, and drill teachers in school-A& B. Researcher observed that one teacher asked children to bring stick during teaching session and after class is got over he punished few children who did not his class .

Discussion

Present study found that there are no partialities in seating arrangements and assigning other activities to children like cleaning bringing water, maintaining school clean, morning assembly leading etc. But in a previous study by Vimala & Taramani (2013) it was found that there was caste and class discrimination in practice in schools, in terms of assigning tasks to children and seating arrangements too.

Ramachandran (2005) found that teachers are using abusive language to scold children even though higher officials are accusing teachers that they are using abusive language to scold children. But in present study teachers informed that when children are not behaving properly in classrooms, they would not know how to handle them without punishing.

Mukherjee (2002) pointed out that “Fifty percent of all the children we interviewed reported that they were punished in school regularly. More boys reported punishment. As far as community wise differences are concerned the punishment rate is much higher for the ST students (77%) with boys out numbering girls. Roughly the same trend holds for corporal punishment.”

Vimala & Taramani (2013) found that in schools physical punishment was in practice i.e. for boys twisting of ears, pulling of hair was in practice. In Orissa there was more verbal

punishment and in Rajasthan, teachers carried sticks and some of them were observed hitting/slapping the children (Vimala & Taramani, 2013).

RESOURCES AND INFRASTRUCTURE IN SCHOOL AND VILLAGE

One senior teacher complained about the resources in school - the funds from Government were not enough for teaching with effective teaching aids in regular class room. The library books which were specified for supplementary readings and reference books for students were not there. In every year the school got Rs.500/- in terms of grand in aid for each subject to purchase teaching aids in every academic year. They felt this amount was not sufficient.

Among all the students, 13 students told that they are used to go to the public library to read newspapers, magazines. Sometimes used to read newspaper headlines and read the story books in library. In school there are no library facilities and no extra material to read like storybooks. In school-B, there is no library facility and students told that they tend to go to the neighboring primary school to read story books. Students are very interested to read story books in library. But in two schools the facility of library is not there, but rooms are allotted for library purpose.

There are multimedia material available in schools but the resource persons are not available, so the maintenance is poor. Sports material in school-A, is very less because of improper management (since it was not kept in safe place the material was stolen by outsiders). In school-B material is there but that was mostly used by teachers in leisure time and students had less opportunity to use them.

In school-A, few rooms are kept empty without making use of them. There are T.V.s also in school-A, meant for showing educational videos as per the interactive sessions which are

telecast by Government of India i.e. SIET¹³ & Central Institute of Educational Technology-CIET¹⁴. In school-B, teachers are showing educational videos to children which creates more interest towards such lessons. But in school-A, the instruments like T.V was kept in staff room and it was under repair. Nearly 14 computers are supplied by government to teach lessons through multimedia approach. But they are not working. Even in my hometown schools are not teaching and not using computers. Most of the teachers do not have knowledge in computers in both schools.

Actually in B.Ed. training a subject called computer education is used to teach children computer based lessons. But that is not happening in schools. They are just keeping computers in a locked room. Government is not appointing permanent teachers to teach subjects like computers. They are paid smaller amounts i.e. 5,000 only but they have to teach all children for all classes. So, those who are appointed on contract basis are working for some months and then going away from school because of too much work and less salary. Students shared they are all interested to learn from computers if teacher teaches them.

Village educators who were also in-service teachers complained about the issues and scarcity of resources:

“Sir, here in this village initially water is not good it consists of fluoride in drinking water, and even in the mineral water. This is creating pains in joints; some are facing dental problems”.

Parents complained about the lack of transportation facility - if it was necessary to go and get any certificates like caste, income, residence, other necessary documents, students have to go

¹³ <http://www.siethyd.ap.gov.in/>

¹⁴ <http://www.ciet.nic.in/>

by cycle to Mandal headquarter 5 km from that village. This is very tough task at some times, especially rainy and summer season.

Pictures -8: School compound & play ground



Another village educator informed about the amenities available in schools i.e. there were no toilets for male students and teachers in schools. Games were not given sufficient time though they were essential to create all round development among students. Parents meeting in schools (School management committee/ Parents teachers Assembly) were not conducted properly. In school-A, toilets are constructed with financial support by ASSIST, a non-profitable

organization. Along with the ASSIST few other philanthropists helped to build toilets. But toilets were constructed for female teachers and students. Male teachers tend to use female teachers lavatories in emergency. Usually male students and teachers used to go far from the school compound for defecation. The toilets which are meant for female teachers and students are given below (see the picture below).

In school – B, only for female students and teachers toilets were maintained properly, for boys the toilets were not maintained properly therefore boys have to defecate in the open. For female students and teachers toilets were constructed with financial support from village elders, ASSIST (Non-government Organization), Rotary club. They have supported benches and plates for midday meal program, water plant, and taps for drinking water.

The task of water carrying will be assigned to some students based on availability of students. Most of the students are coming from nearby villages. Accessible public transport includes autos and R.T.C buses. The roads connecting to town are not good. The distance from the village to town is 15 kms. Some students have to come from villages 5 km away from school with no public transport. Students have to come by their own bicycles. (See the picture below of students going to school by bicycle at afternoon in mid-summer).

Picture- 9: Students going to home from school at afternoon in summer.



Picture -10: Toilets for female students and teachers in School-A.



Local teachers informed that in School-A village primary facilities were not good (i.e. availability of purified drinking water, hospital, and transport). There were few R M P doctors who have been working as primary medical service providers for the entire village. For any emergency they have to go nearby town which was far 15 km through private transport.

One student informed to researcher that:

“One day at 4pm, I was injured by snake bite in a water pond no one found that snake. On that day I was taken to nearby hospital in the evening time, actually that day was village festival”.

Another informant related an incident

“One day, a student fell sick because of fever at 12pm; she was given a tablet to control her fever till evening, because there were no good hospitals to take her for treatment. Her house is far from the school; her parents used to go for farming in day time, after 5pm only they reach home. So, she was sleeping in school till school got over”.

Discussion

Present study found that the issues which are affecting the tribal and other community students' poor performance in academics are availability of resources in school, i.e. human, physical and financial support for the development of school and provision of teaching and learning material. Teachers informed they are not getting enough financial support to teach activities in practical way i.e. by using lecture cum demonstration method. Government is providing 500/- for teaching aids to manage for one year as per recently introduced syllabus. There are no proper amenities in schools, and existing resources are not maintained properly in school because of lack of coordination among teachers. There are no proper health care facilities also in one village.

Water facilities are also not good, as the water gives joint pains, because the source of drinking and all necessary requirements is bore wells. Even the purified water also depended on bore wells which were full of fluoride content. But in both schools the source of drinking water is Krishna River arranged through pipes with support of NGO (ASSIST) and rotary club.

Studies found that there were no funds for development of school and no special inputs for the improvement of learning of SC children. SSA has suggested that special classes for SC children should be conducted but parents and students objected to the proposal (Soni, 2013). Velaskar (n.d) found that basic amenities in schools were important for schools' development and quality. Students were not receiving their scholarship and it was delayed (Velaskar, et.al). Hostel facilities were not good enough. There are no proper teaching aids and approaches to teach (Velaskar, n.d).

Other research found that the difficulties faced by children in school were inaccessibility of library, no assistance in doing homework, and negligible reading material (Pappu & Vasanta,

2010). Vidyasagar (2007) found there are enough funds available for development of the school but it was not being used.

Secondary education commission (1952) suggested that schools should utilize and coordinate with the community to arrange essential physical and basic resources like water facility, teaching aids, etc. Education commission also suggested that schools should take help from philanthropists and alumni of the school to provide financial support which improve the relationship between community and school. It will help for the development of society and school vice versa. Yet, such coordination with the village and involvement of the wider community was not taking place in the schools. Schools were not able to capitalize on the existing resources in the village, and as a result, school development suffered. All the resources were not available in schools and the few resources which were available were not maintained adequately.

CONCLUSION

This chapter has emphasized the non-curricular and non-academic factors which play a role in student performance and school development. It illustrates that one of the main factors that plays a central role in the school's progress is the maintenance of good interpersonal skills within the school and with the community. Such positive equations with the community would also help school to develop by drawing on the support of ex-students or other philanthropists in the village. However, in the absence of political will, schools were not able to do so.

Chapter 6

Conclusion

The present study explored the role of multiple factors and stakeholders who are involved in the maintenance of quality in school education. It appears from the findings that the much-acclaimed child-centered education which is the core of the presently introduced curriculum is not able to reach its goals due to various issues. These include: poor interaction between students and teachers, absence of suitable teaching methods employed by teachers, inadequate time to teach unfamiliar syllabus which teachers are not prepared to teach, and lack of training to teach activity based lessons. Through observations of the implementation of the syllabus in the classroom, I found that teachers are not maintaining lesson plans or following prescribed teaching methods.

One of the important issues that this study highlights is the absence of good quality training for school teachers. Not only are teachers not receiving special training for the new curriculum, in many cases, they are not even fully qualified. As per government regulations, all school teachers appointed in government schools must have Bachelor's (or B.Ed. degree for core subjects). In my study, it was found that all the teachers were graduates and had a B.Ed. degree. However, in many other cases, school teachers simply obtain the B.Ed. degree by 'purchasing' it at a high price from private B.Ed. colleges which do not conduct regular classes or internships

and merely provide the degree certificate. With such corruption, it would be difficult to ensure quality education.¹⁵

This means that they do not go through the internship process which is an integral part of the training process. They receive only theoretical knowledge but no hands-on experience in conducting classes and taking lectures. Thus, on the one hand, the syllabus and curriculum are supposed to be 'activity-based' and more experiential and participative, involving the student in the learning process. On the other hand, the training of teachers continues to follow the old-fashioned practice of imparting bookish knowledge. Teachers, therefore, do not receive any orientation towards the new syllabus.

The declining quality in teacher training is also related to the sudden increase in the number of B.Ed. colleges in Andhra Pradesh over the last few years. By the year 2012, the total number of B.Ed. colleges in Andhra Pradesh increased to 650, which was a dramatic increase from the previous figure of 350 in 2008. In 2008, it was announced that 50,000 posts for school teachers would soon be released in Andhra Pradesh. Due to the expectation of teacher recruitments, more and more B.Ed. colleges came up and students began to enroll in these B.Ed. colleges in the hope of secure government jobs. Yet, all of these posts were not filled due to various reasons. All these developments resulted in a situation where teacher posts were announced and colleges were opened suddenly, but these colleges were not monitored or evaluated appropriately by steering committees.¹⁶

¹⁵ There are also other malpractices involved in M.Ed. teaching. B.Ed. colleges are supposed to recruit teacher educators who possess a Master's degree with an M.Ed. However, in many cases, these colleges hire those who only have a Master's degree with B.Ed. so that they can offer a lower salary. At the time of inspection by the steering committee of National Council of Teacher Education, these colleges they are able to show certificates and records of teachers with a Masters plus M.Ed. degree even without having recruited these as regular teachers.

¹⁶ See an article by Maitreyi in *The Hindu* (2009) which discusses about the large number of posts that are kept vacant. She points out that only 40,000 posts are available as against the notified 52,000. For details about this issue, see Appendix VI.

In addition to the above the medium of instruction also matters a lot and teachers do not have expertise in teaching in English medium. Thus, on the one hand, the secondary teachers in my study did complain about the difficulties of teaching English at the higher classes when it was not introduced in the lower classes. They suggested that English medium should be introduced in the primary level. On the other hand, most school teachers teaching in government schools in AP have been schooled and trained in Telegu medium and therefore are not competent in English medium. Also, most secondary school teachers are recently promoted from primary school to high school and are therefore unfamiliar with teaching secondary school syllabus in English medium. Thus, while the new curriculum places importance on English language, there is a gap in existing competencies to teach English. This results in difficulties for students in higher education and in jobs. For instance, as someone who had studied in a Telegu medium government school till 10th class and then went on to pursue higher education, I faced severe difficulties at the intermediate level as well as in graduation and post-graduation.

From the point of view of students and parents, the family's economic status and personal problems also has an effect on students' poor performance, as seen when families take their children out of school in order to get daily wages.

Apart from these issues, other factors dragging the quality of education are biases in terms of caste, class, religion, and region which are reflected in the textbooks, school and village. The study found that those issues existing in the society are reflected in the school as well. Also, the dynamics between the headmaster and teachers affect school development, as seen from the difference between the two schools.

Other issues such as punishment practices also play a role. Importantly, the study found that most of the parents are not opposing the use of punishment, which was seen by them as a

disciplinary strategy that is useful to keep their children in check. Thus, parents expect schools to take on the task of disciplining and socializing children, when they have little time and energy to do so. For parents, the school is primarily seen as a custodian that is responsible for the well-being of children.

Finally, inadequate resources and basic facilities were also a considerable factor. With poor medical facilities and absence of transportation facilities, the students had no alternatives to turn to when they were ill. This study also found that new curriculum cannot be implemented without first strengthening the basic infrastructure of the school. While some of these policies such as the mid-day meal program are regarded a successful program as it at least ensures that students enroll in school and receive some kind of education, there are also problems such as the poor quality of food prepared which affects the health of students. This poor quality was again due to interpersonal dynamics viz. the lobbying between the headmaster and contractor.

Finally, apart from above factors the village social dynamics and politics are influencing school administration and development.

LIMITATIONS OF THE STUDY

This study is limited in several respects. Due to the shortage of time since this project was a time-bound one, the amount of time spent in fieldwork was limited. The findings could have been enriched by a longer period of fieldwork. Also, spending more time in the field would help to understand how things change over time. This longitudinal perspective is especially important in looking at how teachers accommodate to the new curriculum over time. It is possible that over a period of time, teachers and students adjust to the changes. Another difficulty was that it was not possible to collect rich information from parents since many of them were at work during the

daytime. In the evenings, they were either inebriated or too tired to communicate. Similarly, headmasters and senior teachers in both schools were often unable to give sufficient time for detailed interviews, even though they are key players in schools.

SUGGESTIONS FOR FURTHER RESEARCH

From the present study there are many new ideas that emerge which provide scope for further research. One of the key findings of the study was that universal prescriptions cannot be implemented without considering the local issues and factors which are involved. Although at the central level, quality debates have given rise to innovative pedagogical models, at the local level, these often fail because they do not consider specific local requirements. For instance, most schools and schoolteachers are ill-equipped to implement the idealistic child-centred activity-based curriculum. At the same time, implementation problems often arise from poor communication among different parties in the village. For instance, when schools are not able to benefit from village-level resources because the headmaster has poor relations with village, the school suffers. Therefore, a study can be taken up on community participation and community involvement in school activities.

Secondly, there is scope to conduct a study on the so-called ‘success schools’ which have supposedly benefitted from the implementation of English Medium in state public schools.

Finally, one can do a qualitative study on the effectiveness of the continuous comprehensive evaluation system and its implementation in schools. A comparative study can be taken up between a class lecture using multimedia and general class with activities in class teaching. A study can be taken in private schools in teaching the activities in class room. A study can take up at initial period of teacher training to assess zeal and interest towards teaching.

RECOMMENDATIONS FOR POLICY AND PRACTICE

From the present study some suggested recommendations for policy and practice are as follows:

I believe the duration of B.Ed. training should be increased from one year to 2 ½ (where one year can be devoted to the theoretical knowledge on teaching methods and teaching ethics, half year may be used for writing records and another year can be utilized towards internship in two different schools).

Secondly, it is essential to introduce English Medium at lower classes of public schools so that students are prepared.

Other minor suggestions include: appointing teachers every year in vacancy places, increasing of salary for contract teachers for subjects like computer, art, drawing etc., increasing coordination between teachers and parents by having school annual days, and enhancing community participation towards improvement of schools. One could appoint a graduate who is having good name in village to monitor village education commission and to conduct meeting at every month to look after issues, make grants from resource persons to improve schools. Conducting study hours and arranging remedial classes for children at weekdays are other suggestions that will bring a change in the life of students.

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Appendix I

Interview schedules

INTERVIEW WITH SCHOOL HEAD MASTER/ MISTRESS:

1. Could you please tell me about this school? (No.of Students gender wise , class wise)
2. Is there any other medium of instruction other than Telugu?
3. How many teachers are here in this school?
4. How many teachers teaching per one subject (Telugu, Hindi, English, Mathematics, and environmental science)?
5. What are the problems that you are observed in the school and village which is affecting School's development
6. Is there extra any tuition classes are conducting in school for below average students?
7. Why do you think students are doing poorly in studies?
8. What do you think can be done to improve students' performance in studies?
9. Is there any village education committee is working?
10. How many people are in V.E.C/S.M.C.?
11. Is there any SMC meetings are going on in this school "school management committee (SMC)"?
12. How often will they happened monthly once/weekly once?

INTERVIEW WITH DRILL TEACHER

1. Could you please tell me about your students' performance?
2. What are the languages using for controlling students in drill period, school assembly?
3. Are your students are participating in any type of interschool (national/state level) sports competitions (if yes give details)?
4. How the students are performing in academic activities?
5. Why do you think students are doing poorly in studies?
6. How many students are staying in hostel?
7. Are parents of children are interacting with subject teachers?
8. Are parents are interacting with teachers to know their son/daughter's performance in studies?

INTERVIEW WITH TELUGU LANGUAGE TEACHER

1. Could you please give me details about your students' performance in Telugu?
2. Are they are able to communicate in Telugu language with correct accent?
3. Do students speak in their mother tongue here in communicating with their classmates?

4. Could you please give me details about the parts (prose/poetry) that students are not able to understand?
 5. Do you think the language textbooks are suitable for student's ability? Why? Why not?
 6. Why do you think students are doing poorly in Telugu language?
 7. What can be done to improve their performance?
 8. Do you think the text books are biased in terms of class, caste, region, religion, gender etc.?
 9. Do you think the text books communicate a value system? Elaborate.
 10. Do you have supplementary material for teaching in your classrooms?
 11. In what ways do you think the existing text books need to be improved?
(For instance in terms of languages, content, lay-out etc.)
12. Does the existing systems of evaluation correctly assess the child's knowledge and Ability?
- Would you like to suggest any improvements or an alternative system of evaluation?

INTERVIEW WITH ENGLISH LANGUAGE TEACHER

1. Could you please give me details about your students' performance in English?
2. Are they are able to communicate in English language with correct accent?
3. Do students speak in their mother tongue here in communicating with their classmates?
4. Could you please give me details about the parts (prose/poetry) that students are not able to understand?
5. Do you think the language textbooks are suitable for student's ability? Why? Why not?
6. Why do you think students are doing poorly in English language?
7. What can be done to improve their performance?
8. Do you think the text books are biased in terms of class, caste, region, religion, gender etc.?
9. Do you think the text books communicate a value system? Elaborate.
10. Do you have supplementary material for teaching in your classrooms?
11. In what ways do you think the existing text books need to be improved?
(For instance in terms of languages, content, lay-out etc.)

12. Does the existing systems of evaluation correctly assess the child's knowledge and Ability?
Would you like to suggest any improvements or an alternative system of evaluation?

INTERVIEW WITH HINDI LANGUAGE TEACHER

1. Could you please give me details about your students' performance in Hindi?
2. Are they are able to communicate in Hindi language with correct accent?
- 3 .Do students speak in their mother tongue here in communicating with their classmates?
4. Could you please give me details about the parts (prose/poetry) that students are not able to understand?
5. Do you think the language textbooks are suitable for student's ability? Why? Why not?
6. Why do you think students are doing poorly in Hindi language?
7. What can be done to improve their performance?
8. Do you think the text books are biased in terms of class, caste, region, religion, gender etc.?
9. Do you think the text books communicate a value system? Elaborate.
10. Do you have supplementary material for teaching in your classrooms?
11. In what ways do you think the existing text books need to be improved?
(For instance in terms of languages, content, lay-out etc.)
12. Does the existing systems of evaluation correctly assess the child's knowledge and Ability?
Would you like to suggest any improvements or an alternative system of evaluation?

INTERVIEW WITH SCIENCE TEACHER

1. Could you please tell me about your students' performance in Science?
2. Are there any students who are not doing well in studies / not interacting much with other students?
3. Why do you think they are not doing so?

4. What do you think is the solution for these students?
5. Are there any science tours or any other activities conducted in School?
6. What are the main drawbacks in science textbooks as per students' abilities?
7. Are there any extra classes for below average students?
8. Do you think science teaching helps students in understanding science in everyday life?
9. Do you include practical (experiments and use of instruments) in your teaching of science?
10. Do students are participated any science Quizzes, Exhibitions, Museums?
11. Do students participate in class room actively? Why not?
12. Why do you think students are doing poorly in Science?
13. What solutions would you suggest for these problems?
14. Could you please tell me, have you observed any changes in this village with regard to caste relations / caste hierarchy / caste politics?
15. Is your school affected by caste issues in the village? Does it affect the students? How?
16. Do you think the text books communicate a value system? Elaborate.
17. Do you think the text books are biased in terms of class, caste, region, religion, gender etc.?
- 18 Do you have supplementary material for teaching in your classrooms?
- 19 In what ways do you think the existing text books need to be improved?

(For instance in terms of languages, content, lay-out etc.)

20. Does the existing systems of evaluation correctly assess the child's knowledge and Ability? Would you like to suggest any improvements or an alternative system of evaluation?

INTERVIEW WITH MATHS TEACHER

1. Could you please tell me about your students' performance in Mathematics?
2. Are students participating equally in activities related to academics? Why not?
3. Could you please tell me do you use TLM to teach Maths (Mensuration, Business Mathematics, Number system, Algebra)?
4. Are students showing interest towards Maths learning and doing? Why not?
5. How do you try to create interest in students?
6. What are the main drawbacks in Maths textbooks as per students' abilities?
7. Are there any extra classes for below average students?
8. Could you please tell me about the approaches/methods you are using to teach Maths? (give examples)
9. Are students playing games with Maths puzzles, like as suggested in Sakuntaladevi book fun with Maths?
10. Are students asking doubts in Maths to you? Why not? What type of doubts they discuss?
11. Do you think the text books communicate a value system? Elaborate.

12. Do you think the text books are biased in terms of class, caste, region, religion, gender etc.?
13. Do you have supplementary material for teaching in your classrooms?

14. In what ways do you think the existing text books need to be improved?

(For instance in terms of languages, content, lay-out etc.)

15. Does the existing systems of evaluation correctly assess the child's knowledge and Ability? Would you like to suggest any improvements or an alternative system of evaluation?

16. What do you think are some of the disadvantages faced by the girl students in general?

INTERVIEW WITH SOCIAL STUDIES TEACHER

1. Could you please tell me about your students' performance in social studies?
2. Are students participating equally in activities related to academics? Why not?
3. Could you please tell me do you use TLM to teach social studies (geography, history, political science, and economics)?
4. Are students showing interest towards social studies and doing? Why not?
5. How do you try to create interest in students?
6. What are the main drawbacks in social studies textbooks as per students' abilities?
7. Are there any extra classes for below average students?
8. Could you please tell me about the approaches/methods you are using to teach social studies? (give examples)
9. Are students asking doubts in social studies to you? Why not? What type of doubts they discuss?
10. Do you think the text books communicate a value system? Elaborate.
11. Do you think the text books are biased in terms of class, caste, region, religion, gender etc.?
12. Do you have supplementary material for teaching in your classrooms?

13. In what ways do you think the existing text books need to be improved?

(For instance in terms of languages, content, lay-out etc.)

14. Does the existing systems of evaluation correctly assess the child's knowledge and Ability? Would you like to suggest any improvements or an alternative system of evaluation?

INTERVIEWS WITH STUDENTS

1. Do you like going to School? Why?

- A. Positive
- B. Neutral
- C. Negative

2. Have you ever been out of School? If yes, Why? For how long and when?

3. Subjects liked / disliked – reasons:

- a) Which Subject do you like the Most? Why
- b) Which teacher do like the most? Why
- c) Which school activity do you like the most? Why
- d) Do you have all the text books and guides?
- e) Do you take them to school every day?

4. Home work

Subjects	How much	Where home is completed (home/school/both)	Why	Who helps(self/others)	Tuition	Guides
Telugu						
English						
Hindi						
Maths						
science						
Social						
Computer						

5. Reading habits:

	Title	Rating
Title Rating News papers Magazines		

Story books		
Comics		
Others		

6. How do you feel about Exams?

Subject	Rating
Telugu	
English	
Hindi	
Maths	
Science	
Social	
Computer	

Extracurricular Activities:

- a) In School
- b) Outside School
- c) Is the language used in the textbook similar to what you use at home?
- d) Do you eat before coming to school? Specify
- e) What do you eat in school?
- f) What do you eat at night?
- g) Have any of your friends dropped out of school? Why?
- h) Often children are pressurized to drop out. What do you think about it? Is it a good thing or not?

INTERVIEW WITH PARENTS

1. Are you happy with your child's education? Y / N.
2. Does school education contribute to your livelihood practice / vocation? Y / N
3. Do you think school education should contribute to livelihood? Y / N

4. Which school is more suitable for your children? Why?

Daughters:

Sons:

5. Who do you think makes for a better teacher? Men or Women? Why?

6. Do you think tuitions are essential?

7. Till what class you want to educate your children. Why?

Daughters:

Sons:

8. After receiving school education what would you like your children to do?

Daughters:

Sons:

9. Do you think education will help them achieve this goal?

10. Are your children punished in school?

11. Why do you think they are punished?

12. Is there any major health problem in your family?

Mother

Father

Child

Siblings

13. What is your monthly expense (including food, clothes, medicines, school?)

14. What kinds of changes would you suggest for having better schools?

15. Do you think your life would have been different if you were further educated? How?

CLASSROOM OBSERVATION DATA

General Classroom Observations:

Seating arrangements:

Classroom:

How many doors and windows are there? (Indicate positions on drawing above if possible)

Are there any children sitting on the floor (Y/N):

Is there a class leader (Y/N)?

Where is he or she sitting?

What are the responsibilities of class leader (observations?)

Are there any slogans/pictures on the wall? (Please describe)

Is there drinking water available nearby or in the classroom?

Is there sufficient light in the room for studies?

Is the blackboard clearly visible to all students (observe from different positions)?

Is the seating arrangement constant, or does it change every day?

a) Front seats: (observe why and note)

b) Back seats: (observe why and note):

OBSERVATIONS OF TEACHING SESSION

Lesson details

Subject:

Name of the Lesson:

Textbook used:

Is a guide used?

Any teaching aids?

Teaching and learning:

Class period observations

1. Children's opinion of lesson:

(Opinion by children in words)

2. Child's rating: Good/Satisfactory/Bad

3. Children with special needs:

Are there any children in the class who have a speech, vision or hearing problem? If so, how many? Does the teacher or other students help these children with special needs in any way?

How are the children managing?

4. Are students enthusiastic about class?

5. Does the teacher use the blackboard effectively?

6. Does the teacher make good eye contact with all students or with only a few? If only a few, which students?

7. Are some or all of the children scolded or insulted more often than others? Is it uniform for all? Is the teacher sensitive and caring?

8. What is the tone the teacher uses to students? Is it harsh? Or gentle? Does the teacher use different tones with different students? Which students get gentler tone and which harsher?

Appendix II

Guntur district profiles

GUNTUR DISTRICT POPULATION DATA

Description	2011	2001
Actual Population	4,887,813	4,465,144
Male	2,440,521	2,250,279
Female	2,447,292	2,214,865
Population Growth	9.47%	8.72%
Area Sq. Km	11,391	11,391
Density/km2	429	392
Proportion to Andhra Pradesh Population	5.78%	5.86%
Sex Ratio (Per 1000)	1003	984
Child Sex Ratio (0-6 Age)	945	959
Average Literacy	67.40	62.54
Male Literacy	74.79	71.24
Female Literacy	60.09	53.74
Total Child Population (0-6 Age)	495,729	538,285
Male Population (0-6 Age)	254,833	274,754
Female Population (0-6 Age)	240,896	263,531
Literates	2,960,441	2,455,965
Male Literates	1,634,726	1,407,402
Female Literates	1,325,715	1,048,563
Child Proportion (0-6 Age)	10.14%	12.06%
Boys Proportion (0-6 Age)	10.44%	12.21%
Girls Proportion (0-6 Age)	9.84%	11.90%

[Source: http://www.censusindia.gov.in/2011-prov-results/prov_data_products_andhra.html]

LITERACY RATES BY SEX FOR STATE AND DISTRICT: 2001 AND 2011

District Code	State/District	Literacy rate*					
		Persons		Males		Females	
		2001	2011	2001	2011	2001	2011
28	Andhra Pradesh	60.47	67.66	70.32	75.56	50.43	59.74
01	Adilabad	52.68	61.55	64.98	71.22	40.30	51.99
02	Nizamabad	52.02	62.25	64.91	72.66	39.48	52.33
03	Karimnagar	54.90	64.87	67.09	74.72	42.75	55.18
04	Medak	51.65	62.53	64.33	72.50	38.66	52.49
05	Hyderabad	78.80	80.96	83.74	83.35	73.50	78.42
06	Rangareddy	66.16	78.05	75.26	84.00	56.49	71.82
07	Mahbubnagar	44.41	56.06	56.63	66.27	31.89	45.65
08	Nalgonda	57.15	65.05	69.23	74.93	44.68	55.05
09	Warangal	57.13	66.16	68.88	75.91	45.09	56.45
10	Khammam	56.89	65.46	66.11	73.20	47.44	57.85
11	Srikakulam	55.31	62.30	67.19	72.25	43.68	52.56
12	Vizianagaram	51.07	59.49	62.37	69.04	39.91	50.16
13	Visakhapatnam	59.96	67.70	69.68	75.47	50.12	60.00
14	East Godavari	65.48	71.35	70.00	74.91	60.94	67.82
15	West Godavari	73.53	74.32	78.05	77.63	68.99	71.05
16	Krishna	68.85	74.37	74.39	79.13	63.19	69.62
17	Guntur	62.54	67.99	71.24	75.40	53.74	60.64
18	Prakasam	57.38	63.53	69.35	73.53	45.08	53.40
19	Sri Potti Sriramulu Nellore	65.08	69.15	73.67	75.93	56.38	62.30
20	Y.S.R.	62.83	67.88	75.83	78.41	49.54	57.26
21	Kurnool	53.22	61.13	65.96	71.36	40.03	50.81
22	Anantapur	56.13	64.28	68.38	74.09	43.34	54.31
23	Chittoor	66.77	72.36	77.62	81.15	55.78	63.65

*Note-** Literacy rate is the percentage of literates to population aged 7 years and above

Note: *Literates exclude children in the age group 0-6 years that were by definition treated as illiterate in the Census of India 2011.

P: Principle /total, M: Male, F: Female.

[Source: http://www.censusindia.gov.in/2011-prov-results/prov_data_products_andhra.html]

**PROPORTION OF CHILD POPULATION IN THE AGE GROUP 0-6 TO TOTAL
POPULATION: 2001 AND 2011**

District Code	State/District	"Proportion of Child Population in the Age-Group 0-6 to Total Population"					
		2001			2011		
		P	M	F	P	M	F
1	2	3	4	5	6	7	8
28	Andhra Pradesh	13.35	13.46	13.23	10.21	10.46	9.95
01	Adilabad	15.14	15.35	14.94	10.80	11.15	10.46
02	Nizamabad	14.39	14.81	13.96	10.51	11.00	10.03
03	Karimnagar	13.34	13.59	13.10	8.47	8.79	8.16
04	Medak	15.08	15.15	15.00	11.50	11.71	11.29
05	Hyderabad	12.69	12.63	12.76	10.46	10.48	10.44
06	Rangareddy	13.99	13.88	14.10	11.24	11.29	11.19
07	Mahbubnagar	15.58	15.74	15.42	12.42	12.70	12.13
08	Nalgonda	14.04	14.14	13.93	10.19	10.51	9.86
09	Warangal	13.95	14.08	13.81	9.21	9.61	8.81
10	Khammam	13.58	13.61	13.54	9.56	9.82	9.31
11	Srikakulam	13.24	13.56	12.94	9.83	10.14	9.53
12	Vizianagaram	13.16	13.35	12.96	9.86	10.17	9.56
13	Visakhapatnam	12.87	12.93	12.81	10.01	10.23	9.79
14	East Godavari	12.52	12.61	12.42	9.56	9.73	9.39
15	West Godavari	12.08	12.22	11.95	9.24	9.40	9.08
16	Krishna	11.91	11.99	11.82	8.98	9.18	8.78
17	Guntur	12.06	12.21	11.90	9.54	9.81	9.27
18	Prakasam	12.73	12.83	12.62	10.62	10.89	10.35
19	Sri Potti Sriramulu Nellore	12.31	12.50	12.11	9.69	9.89	9.48
20	Y.S.R.	13.09	13.25	12.93	10.87	11.24	10.49
21	Kurnool	15.23	15.29	15.18	11.79	12.08	11.51
22	Anantapur	13.18	13.17	13.19	10.46	10.73	10.18
23	Chittoor	12.96	13.14	12.78	10.15	10.52	9.78

P: Principle /total, M: Male, F: Female.

[Source: http://www.censusindia.gov.in/2011-prov-results/prov_data_products_andhra.html]

**DISTRIBUTION OF POPULATION, DECADAL GROWTH RATE,
SEX-RATIO AND POPULATION DENSITY**

District Code	State/District	Population 2011			Percentage decadal growth rate of population		Sex- Ratio (Number of Females per 1000 Males)		Population density per sq. km.	
		Persons	Males	Females	1991-01	2001-11	2001	2011	2001	2011
28	Andhra Pradesh	84665533	42509881	42155652	14.59	11.10	978	992	277	308
01	Adilabad	2737738	1366964	1370774	19.47	10.04	989	1003	154	170
02	Nizamabad	2552073	1252191	1299882	15.12	8.80	1017	1038	295	321
03	Karimnagar	3811738	1897068	1914670	14.96	9.16	998	1009	295	322
04	Medak	3031877	1524187	1507690	17.64	13.55	974	989	275	313
05	Hyderabad	4010238	2064359	1945879	21.74	4.71	933	943	17649	18480
06	Rangareddy	5296396	2708694	2587702	40.09	48.15	944	955	477	707
07	Mahbubnagar	4042191	2046247	1995944	14.20	15.03	972	975	191	219
08	Nalgonda	3483648	1758061	1725587	13.88	7.26	966	982	228	245
09	Warangal	3522644	1766257	1756387	15.15	8.52	973	994	253	274
10	Khammam	2798214	1391936	1406278	16.39	8.50	975	1010	161	175
11	Srikakulam	2699471	1340430	1359041	9.33	6.38	1014	1014	435	462
12	Vizianagaram	2342868	1161913	1180955	6.55	4.16	1009	1016	344	358
13	Visakhapatnam	4288113	2140872	2147241	16.66	11.89	985	1003	343	384
14	East Godavari	5151549	2569419	2582130	7.93	5.10	993	1005	454	477
15	West Godavari	3934782	1963184	1971598	8.13	3.45	991	1004	491	508
16	Krishna	4529009	2268312	2260697	13.22	8.15	978	997	480	519
17	Guntur	4889230	2441128	2448102	8.72	9.50	984	1003	392	429
18	Prakasam	3392764	1712735	1680029	10.88	10.90	971	981	174	192

19	Sri Potti Sriramulu Nellore	2966082	1493254	1472828	11.55	11.15	984	986	204	227
20	Y.S.R.	2884524	1454136	1430388	14.78	10.87	974	984	169	188
21	Kurnool	4046601	2040101	2006500	18.72	14.65	965	984	200	229
22	Anantapur	4083315	2064928	2018387	14.34	12.16	958	977	190	213
23	Chittoor	4170468	2083505	2086963	14.86	11.33	982	1002	247	275

For calculation of sex ratio total of males and others as males used

[Source: http://www.censusindia.gov.in/2011-prov-results/prov_data_products_andhra.html]

Appendix III

Number of Participants Interviewed

Field Sites						
School –A					School-B	
Students	Teachers	Parents (5) Grandparents(2)	Village educators	Residents	Students	Teachers
Hanuma	Ramu		Nagaraju	Sunitha	Krishna	Srinu
Raju	Abraham		Ramesh	Veeraiah	Ganesh	Mohammad
Somu	Vanaja		Rakesh	Nagesh	Girija	Narayana
Bharati	Ramadevi		Subbarao	Ranjith	Kalyani	Dinesh kumar
Srinu	Naresh		Krishna	Prabhakar	Rajyam	Babu
Suresh	Venkat rao		Somesh		Swathi	Raju
Ravi	Samba		Kiran		Nooka raju	Anjibabu
	Akhila				Narayana	Venkatesh reddy
	Rajesh				Swamy	Prasad
	Rangarao					Durgareddy
	Srinivasareddy					Venakata Reddy
						Sundar rao
						Mahesh
						David
7	11	12	7	5	9	14

Total number of participants interviewed from two field sites:

Students: 16, Parents: $5*2= 10$.

Grandparents: 2, Residents: 5.

Village educators: 5, Teachers: 25.

Appendix IV

School A: List of teachers teaching to both mediums - community wise

S.no	Subject /Grade (mediums)	Teacher name (pseudonym)	Community
1	Telugu (Grade-I) (both)	David	B.C
2*#	Telugu (Grade-II) (both)	Ramu	O.C(Brahmin)
3	Telugu (Gr-II) (both)	Abraham	S.C
4*#	Hindi -1 (both mediums)	Vanaja	O.C(Arya Vysya)
5	Englsih-1(E.M)	Sahib	B.C-E
6*#	English-2(T. M)	Ramadevi	S.T(Yerukula)
7	English-3(both mediums)	Krishna	O.C(Reddy)
8	Maths-1 (E.M)	Venkatrao	B.C-D(Yadava)
9*#	Maths-2 (T.M)	Naresh	B.C-A(Rajaka)
10	Maths -3(both)	Sujatha	ST()
11\$	P.S-1 (both mediums)	Venkat	B.C(Padmashali)
12*#	P.S-2 (both mediums)	Samba	B.C(Dudekula)
13*	N.S-1(both mediums)	Ranjith	O.C(Naidu)
14*#	N.S-2 (E.M&T.M)	Akhila	O.C(Naidu)
15*	Social Studies-1	Rangarao (H.M)	O.C(Chowdary)
16*#	S.S-2 (both mediums)	Rajesh	ST (Nayak)
17	S.S-3 (both mediums)	Mrudula	O.C(Reddy)
18*#	Drill teacher	Srinivasareddy	O.C(reddy)
19	Computer	-	-

Note:

H.M. = Headmaster, P.S. = Physical sciences, N.S. = Natural sciences, S.S. = Social studies

Grade-I:, Grade-II: ,E.M. = English medium ,T.M. = Telugu medium

*: Denotes teachers whom I interviewed formally

\$: Denotes teachers who were interviewed informally

#: Denotes teachers who were observed during classroom interaction

Non-teaching staff interviewed:

Record assistant-1, Attender-1, Watchman-1.

Midday meal supplier-1, cook-1.

School B: List of teachers teaching to both mediums - community wise

Sl.no	Subject /Grade	Teacher name	Community
1	Telugu (Grade-I)	Srinu	Schedule caste
2	Telugu (Grade-II)	Swamy (on leave)	B. C-D (Mudiraju)
3	Hindi -1	Mohammad	B.C-E (Muslim)
4	Hindi-2	Rani	B.C-C (Christian)
5	Englsh-1(E.M)	B. Narayana	B.C-(Raju)
6	English-2(T. M)	Madhuri	B.C-D
7	English-3	Dinesh kumar	S.C
8	Maths-1 (E.M)	Babu	O.C (Chowdary)
9	Maths-2(T.M)	Raju	B.C-C
10	Maths-3(T.M)	Anjibabu	B.C-D(yadava)
11	Physical sciences-1 (T.M)	Venkatesh Reddy	O.C(Reddy)
12	Physical Sciences-2 (T.M)	Durga reddy	O.C(Reddy)

13	Physical sciences-3(E.M)	Prasad	O.C(Arya Vysya)
14	Natural sciences -1(E.M)	Kavita	O.C(Chowdary)
15*	Natural Sciences-2	Chandra Reddy(H.M)	O.C(Chowdary)
16	Natural sciecnes-3(B.Venakata Reddy	O.C(Reddy)
17	Social Studies-1 (E.M)	Sundar rao	O.C(Arya Vysya)
18	Social studies -2 (T.M)	Mahesh	B.C-D(
19	Drill teacher	David	B.C-C(Madiga/Mala)
20	Computers-1	Sateesh	B.C-D
21	Computers -2	Syed	B.C-E (Muslim)

Tabulation refers to teachers who are teaching 8th standard in terms of medium of instruction

Note: * head master is not teaching to 8th standard; only teaches to 9th and 10th for both mediums.

Non- teaching Staff interviewed:

Record assistant: 1, attender -1, watchman.-1

H.M. = Headmaster, P.S. = Physical sciences, N.S. = Natural sciences

S.S. = Social studies, E.M. = English medium, T.M. = Telugu medium

Appendix V

Student strength

Class	English medium		Total	Telugu medium		Total
	Boys	Girls		Boys	Girls	
6 th class	13	9	22	24	40	64
7 th class	11	6	17	28	36	64
8 th class	11	15	26	42	26	68
9 th class	14	11	25	44	34	78
10 th class	18	13	31	38	27	65
Total	67	54	121	176	163	339

Total Strength of the Students: 460.

Total sections: 10 (5*2).

APPENDIX VI: Newspaper advertisements about the recruitment of School teachers in A.P.

4/25/2014

hindu.com/thehindu/thscrip/print.pl?file=2009091260920800.htm&date=2009/09/12/&prd=th&

THE HINDU

Date:12/09/2009 URL:

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[Back](#)

[Andhra Pradesh](#)

Hitch in DSC-2008 recruitment

M.L.Melly Maitreyi

Only 40,000 posts available as against the notified 52,000

Shortfall in vacancies is in respect of SGT posts

Permission sought to replace 'Vidya volunteers'

HYDERABAD: Uncertainty is likely to continue for some more time over the much-awaited recruitment of teachers qualified under District Selection Committee-2008 to fill over 52,000 posts as the government is yet to take a decision on resolving a peculiar situation arising out of the actual vacancies falling short of those notified.

The DSC-2008 recruitment examination was held in May this year after a gap of four years to fill over 50,000 teacher posts, including those of school assistants, Secondary Grade Teachers (SGT), physical education, language pundit posts, etc. at one go.

It was an important decision of late Y. S. Rajasekhara Reddy to improve standards in government schools by filling vacant teacher posts, especially in subject teacher posts in SUCCESS schools with CBSE stream of syllabus.

The results of the examination were announced on June 30 and district-wise merit lists of candidates despatched recently.

One was a combined merit list for B.Ed. and D.Ed. candidates and another list with 30 per cent reservation for D.Ed. candidates in SGT posts.

But the appointment process ran into hurdles on two counts. After completion of the long-pending transfer of teachers, School Education Department officials realised that there were only 40,000 posts available as against the notified vacancies of 52,000 – the entire shortfall being in respect of SGT posts.

<http://hindu.com/thehindu/thscrip/print.pl?file=2009091260920800.htm&date=2009/09/12/&prd=th&>

1/2

The department had sent a proposal to the government seeking permission to appointment them in place of 'Vidya volunteers' and was confident of securing YSR's approval.

After his sudden demise, the file is now awaiting clearance of Chief Minister K. Rosaiah.

Once it is cleared, education department would have to issue necessary guidelines to begin the 'appointment counselling' as per the merit list and it is only matter of time before the uncertainty is resolved, officials said.

High Court order

Meanwhile, the High Court issued interim orders on Tuesday suspending the Government Order on giving 30 per cent reservation for D.Ed. candidates in SGT posts but said the appointment process could be continued setting aside the reservation clause. The officials said that they were awaiting the full copy of court order.

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[Source: <http://www.hindu.com/2009/09/12/stories/2009091260920800.htm>]

Title: Advertisement given in telugu news paper Andhra Jyothi

50,000 Teacher Posts are Vacant

SEP 19

Posted by teachers9

ఖాళీగా 50వేల టీచర్ పోస్టులు!

1 డీఎస్సీ, ఏపీఏఎస్సీ ప్రత్యేక

నోటిఫికేషన్ల అర్హత దృష్టి

1 కనీసం 27, 379 పోస్టుల భర్తీకి

డిసెంబర్లోగా ప్రకటన

1 వచ్చే ఏడాది మిగిలిన పోస్టుల

భర్తీకి అవకాశం

1 1-5 తరగతుల ఎస్టీటీ పోస్టులన్నీ డీఎడలతో

1 పాఠశాల, ఇంటర్ విద్యాశాఖల కనరత్న

హైదరాబాద్, సెప్టెంబర్ 18 (ఆన్లైన్): రాష్ట్రంలో 28 ప్రభుత్వ శాఖలలో ఖాళీగా ఉన్న 1.16 లక్షల పోస్టుల భర్తీ కోసం డిసెంబర్లోగా నోటిఫికేషన్లు జారీ చేస్తామంటూ కిరణ్ సర్కారు ప్రకటించిన నేపథ్యంలో పాఠశాల, ఇంటర్ విద్యాశాఖలు ఖాళీలను తేల్చే పనిలో నిమగ్నమయ్యాయి. విశ్వసనీయ సమాచారం ప్రకారం .. ఒకటో తరగతి నుంచి ఇంటర్ వరకు రాష్ట్రంలో దాదాపు 50 వేల వరకు టీచర్ పోస్టులు ఖాళీగా ఉన్నాయి. వీటిలో కనీసం 27,379 పోస్టుల భర్తీకి డిసెంబర్లోగా ప్రకటన విడుదల చేసేందుకు అధికార యంత్రాంగం కనరత్న చేస్తోంది. అప్పటికి నోటిఫికేషన్లు చేసే పోస్టుల సంఖ్య మరింతగా పెరిగే అవకాశాలు లేకపోలేదని చెబుతున్నారు. ప్రభుత్వం ఉదారంగా వ్యవహరిస్తే.. 2008 మాదిరిగానే 'మెగా డీఎస్సీ' నోటిఫికేషన్ జారీ చేసేందుకు కూడా ఇబ్బంది ఉండదని వారు పేర్కొంటున్నారు.

ప్రస్తుతానికి పాఠశాల విద్యాశాఖలో మంజూరైన ఖాళీ పోస్టులు దాదాపు 11వేల వరకు ఉన్నాయి. ఇందులో సెకండరీ గ్రేడ్ టీచర్ (ఎన్సీటీ), స్కూల్ ఆఫ్ సైంటి (ఎస్ఎం) పోస్టులు రెండూ ఉన్నాయి. వీటిని డీఎస్సీ-2011 నోటిఫికేషన్ ద్వారా భర్తీ చేస్తారు. రాష్ట్రంలోని వెనుకబడిన మండలాల్లో 2012-13 విద్యా సంవత్సరంలో ప్రారంభమయ్యే 355 మోడల్ స్కూళ్లకు దాదాపు 7 వేల టీచర్ పోస్టులను భర్తీ చేయవలసి ఉంటుంది. కేంద్రీయ, నవోదయ విద్యాలయాల్లో టీచర్ల రిక్రూట్మెంట్కు ప్రస్తుతం ఆనుసరిస్తున్న పద్ధతినే మోడల్ స్కూళ్ల టీచర్ల నియామకాలకూ అమలు చేయాలని ప్రభుత్వం ఇప్పటికే నిర్ణయం తీసుకుంది. అలాగే..

ఇంటర్మీడియట్ విద్యకు సంబంధించి దాదాపు 7 వేల దాకా జూనియర్ లెక్చరర్ల పోస్టులు ఖాళీగా ఉన్నాయని నిర్ధారించారు. ఇందులో 1100 పోస్టుల భర్తీ కోసం ఇప్పటికే ఏపీఏఎస్సీ నోటిఫికేషన్ జారీ చేసింది. కానీ సీటి కేడర్ వివాయం కారణంగా ఈ పోస్టులను భర్తీ చేయలేదు. రాష్ట్రీయ మాధ్యమిక శైలా ఆలియాన్ (ఆర్ఎంఎంఎం) కార్యక్రమం, రాజీవ్ విద్యా మిషన్ (ఆర్వీఎం) కింద రానున్న టీచర్ పోస్టులపై కనరత్న చేస్తున్నారు. కాగా, విద్యా హక్కు చట్టం నిబంధనల ప్రకారం.. కొన్ని పోస్టులు వస్తాయి. ప్రాథమిక పాఠశాలల్లో ప్రతి 35 మంది విద్యార్థులకు ఒక టీచర్, ప్రాథమికోన్నత/ఉన్నత పాఠశాలల్లో ప్రతి 30 మంది విద్యార్థులకు ఒక టీచర్ ఉండాలి. ఉన్నత పాఠశాలల్లో సబ్జెక్టు టీచర్ల సంఖ్య ఆవసరానికి అనుగుణంగా మారుతుంది. ఆర్ఎంఎంఎం, ఆర్వీఎం, విద్యా హక్కు చట్టాల ద్వారా దాదాపు 15 నుంచి 20 వేల టీచర్ పోస్టులు వచ్చే అవకాశం ఉందని సంబంధిత వర్గాలు అంచనా వేస్తున్నాయి.ఇక రాష్ట్రంలో ఉన్న 23 ప్రభుత్వ కైట్లలో ప్రస్తుతం లెక్చరర్లు, సీనియర్ లెక్చరర్ పోస్టులు కూడా పెద్ద సంఖ్యలో ఖాళీగా ఉన్నాయి. ఈ పోస్టులను భర్తీ చేయాలన్న డిమాండ్ ఎప్పటి నుంచో ఉంది. ప్రస్తుతం ఈ ఖాళీల సంఖ్యను నిర్ధారించే పనిలో అధికారులు నిమగ్నమయ్యారు. డిసెంబర్లోగా అన్ని ఖాళీ పోస్టులకు నోటిఫికేషన్లు ఇచ్చే అవకాశం ఉండగా, కొత్తగా మంజూరయ్యే పోస్టుల భర్తీకి వచ్చే ఏడాది నోటిఫికేషన్ జారీ చేస్తారని సమాచారం. ఒక్కసారిగా కాకుండా 2013 నాటికి భర్తీ చేయడం తప్పదన్న అభిప్రాయాలు వ్యక్తమవుతున్నాయి. కాగా.. 1 నుంచి 5వ తరగతి వరకు బోధించే ఎస్టీటీ పోస్టులన్నీ వచ్చే డీఎస్సీ నుంచి డీఎడ్ అభ్యర్థుల ద్వారానే భర్తీ చేయాలని ప్రభుత్వం నిర్ణయం తీసుకుంది. జాతీయ ఉపాధ్యాయ విద్యా మండలి (ఎన్సీటీఈ) నిబంధనల ప్రకారమే ఉపాధ్యాయుల నియామకాలకు దేవట్టాలని తాజాగా పార్లమెంట్లో ఎన్సీటీఈ చట్టానికి సవరణ చేశారు. ఇంకా.. ఈ సవరణ ప్రకారం 1-7తరగతులు బోధించే ఎస్టీటీ పోస్టులను డీఎడ్, టీఎడ్ అర్హతలు కలిగిన అభ్యర్థులతోనూ, 8 నుంచి 10 వరకు బోధించే స్కూల్ ఆన్సైంటి పోస్టులను కేవలం టీఎడ్ అభ్యర్థులతోనూ భర్తీ చేయాలి ఉంటుంది.

(http://teachers9.files.wordpress.com/2011/09/19_09_2011_005_006.jpg)Thank you & Courtesy to "Andhra Jyothi" Paper

[Source : <http://teachers9.wordpress.com/2011/09/19/50000-teacher-posts-are-vacant/>]

Title: Advertisement given in english news : The siaset daily

Published on *Siasat* (<http://www.siasat.com>)

Where are the 50,000 teachers posts Mr. CM?

Hyderabad, January 11: The government had promised to issue a notification for recruitment to about 50,000 posts, but now it seems the number will be nowhere that. The much-hyped DSC notification for conducting test for recruitment of teachers will be restricted to less than 15,000 posts.

According to sources in the department of school education, the department has been told to notify only 14,009 posts, including 2,870 School Assistant, for now under the Rashtriya Madhyamika Siksha Abhiyan (RMSA).

Initially, it was intended to fill 11,139 posts but the government created 9,569 posts under RMSA and issued a GO for direct recruitment. But teachers' associations opposed the government's move, saying that it was against the guidelines for teachers recruitment. The government issued another GO stating that they would fill only 30 per cent of the 9,569 posts through direct recruitment and the remaining through promotions. That means only 2,870 SA posts under RMSA will be notified by the DSC in addition to the earlier cleared 11,139 posts, taking the number to 14,009 posts.

With great difficulty the municipal administration department had 1,600 teacher posts in municipal schools covered by the present notification.

On the other hand, a proposal to fill 38,500 teacher posts under the Rajiv Vidya Mission to maintain a proper teacher-student ratio in all primary schools in the state in compliance with the right to education has been awaiting clearance and there is no chance of notifying these recruitments now.

In addition to the 14,000, the government will issue a separate notification to recruit 968 teachers for residential schools. Aspirants' hopes for a mega DSC notification for 50,000 teacher jobs have thus been dashed for now.

With Express Input

[Hyderabad](#)

Source URL: <http://www.siasat.com/english/news/where-are-50000-teachers-posts-mr-cm>

Appendix VII

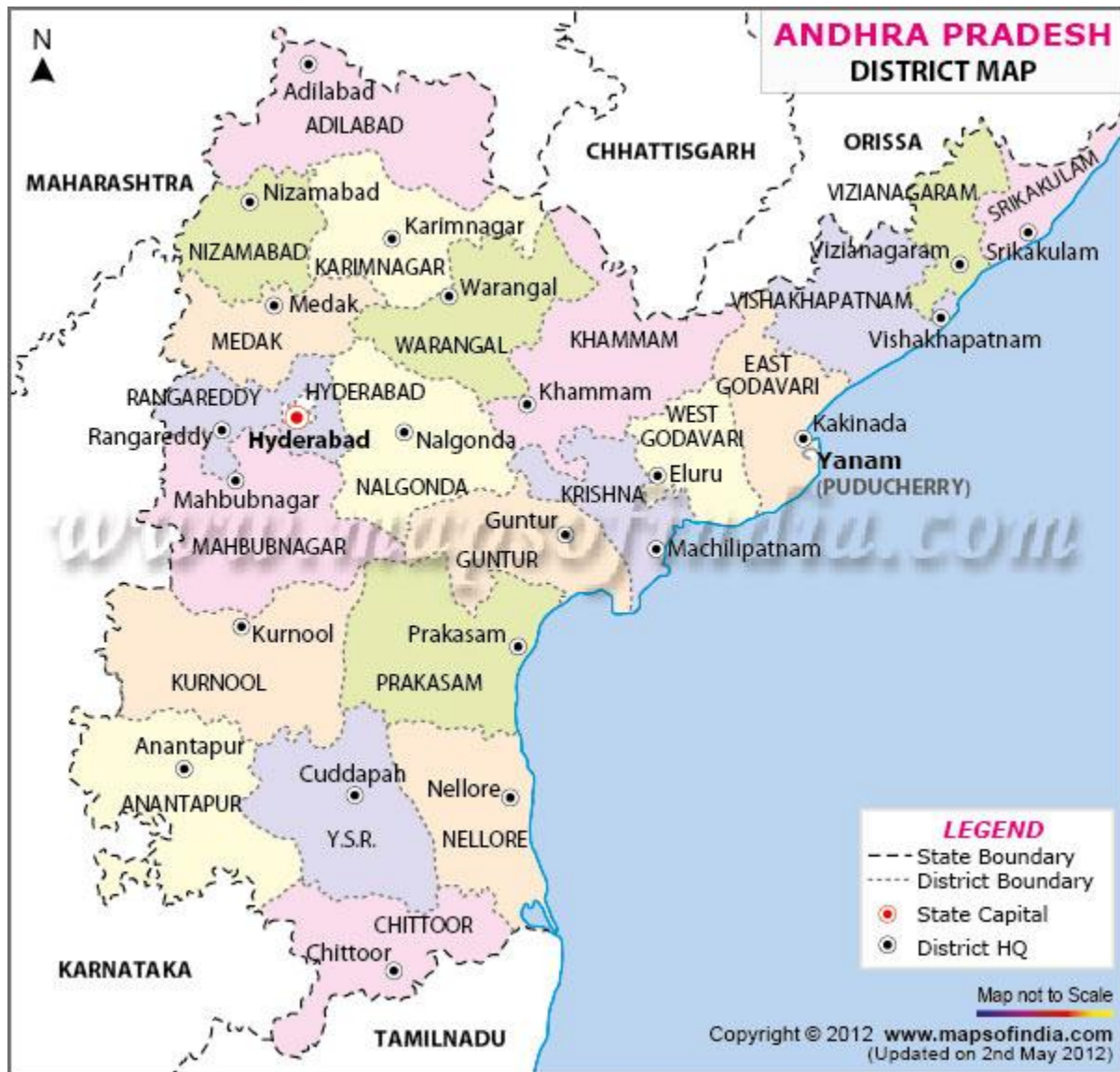
Geographical Maps of the Region

MAP OF INDIA



[Source: <http://www.mapsofindia.com/maps/india/indiastateandunion.htm>]

DISTRICT WISE MAP OF ANDHRA PRADESH



Source: <http://www.mapsofindia.com/maps/andhrapadesh/andhrapadesh-district.htm>

GUNTUR DISTRICT MAP –MANDAL-WISE



[Source: <http://gunturdata.com/aboutus.php>]

MAP OF MACHAVARAM MANDAL (FIELD SITES)

Machavaram Mandal MAP



[Source : <http://villagemap.in/andhra-pradesh/guntur/machavaram.html>]