

CHAPTER V

SCHOOL ORGANISATION AND LIBRARY SERVICES

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CHAPTER V

SCHOOL ORGANISATION AND LIBRARY SERVICES

In order to ensure the all-round and well-balanced development of the individuality of the child, the school initiates various occupational, social and other activities the consumation and successful educational exploitation of which require the school to be organised as a self-administered and self-governed unit. The school should therefore, base itself on the democratic principles of co-operation, mutual dependence and toleration, every member of the school striving with full devotion and a proper sense of responsibility for the collective development of the school community along with his own... A student government should be formed and a ministry elected for the purpose and the work judiciously divided.*

Handbook for Teachers of Basic Schools

The Government insisted that the following requirements were fulfilled before according recognition to a Basic School:-

1. Suitable building, play ground, land for agriculture and gardening and uninterrupted water supply,
2. Community activities and craft training,
3. Regular supply of required raw material and craft equipment,
4. Fixation and fulfillment of targets in curricular and co-curricular life of the school,
5. Maintenance of prescribed records by teachers and students,
6. Periodical valuation and disposal of craft products,
7. Basic trained staff,
8. Firm faith in the new system on the part of both the management and the teaching staff.

Though all the above conditions were essential, one or two difficult requirements were relaxed initially in the case of private aided schools. But in the case of Government schools

* Hand-book for Teachers of Basic Schools, New Delhi:
Ministry of Education, Government of India, 1956.
P.34.

these conditions did not apply in the beginning or afterwards.¹

The Study Group constituted by the All India Nai Talim Conference at Pachmarhi (August 1961) laid down certain minimum criteria for a Basic school. The following were the five minimum requisites to be fulfilled by a school before it was called a Basic school:-

1. Safai (Personal & environmental and Health activities,
2. Productive craft and its utilisation as one of the media of instruction,
3. Organisation of the school as a productive, cooperative community based on democratic processes of student self-government under the guidance of the teachers. The cultural and recreational programmes of the community should also be used to develop a wholesome personality of the child.
4. School activities should be linked with neighbourhood creating and increasing learning situations and offering for service.
5. The majority of teachers atleast should be basic trained.²

The above items are minimum and only a starting point. Besides several other points as listed under the 'Concept of Basic Education' discussed in chapters I and III; should be followed to organise a good Basic school.

In this chapter an attempt will be made to examine how far some of the above practices were organised in the Basic Schools of Andhra Pradesh.

¹Subba Rao, C.S. Basic Education in Practice, Secunderabad: Ajanta Publications, 1958. Pp. 53 & 54.

²Second meeting of the Study Group, Gandhigram, 8th to 10th May 1964, All India Nai Talim Conference, Varanasi-1. Minutes of the meeting Pp. 2 and 3.

MEDICAL EXAMINATION OF STUDENTS

Organisation of clean and healthy living is a very important programme of Basic schools. The sanitary and physical facilities discussed under tables 47 and 52 contribute to this programme to a great extent. Periodic medical inspection of students will give an idea of the healthy living of the student community. But medical inspection was reported only from Hyderabad, Mahaboobnagar, Nalgonda, Medak, Nizamabad and Karimnagar districts in the Telangana region. Single teacher schools were not touched by this programme, while only fifteen Junior Basic and six Senior Basic Schools were getting this benefit. For a couple of Junior Basic schools full time medical officers and for thirteen Junior Basic and Six Senior Basic Schools there were part time medical officers in attendance. During 1962-63, only about 5000 students got the benefit of medical check up out of whom 222 students got a second round of medical inspection.

According to these figures supplied by the Director of Public Instruction, it is evident that the Andhra and Rayalaseema areas of the state were not covered by this programme and in the above mentioned six districts of Telangana region also all the schools and all the students did not get the benefit. This position needs improvement and it is not difficult for the Government to requisition the services of the local medical officers or health visitors appointed under the Community Development scheme, in such a way as every student comes under the constant medical care of the nearest health centre.

DURATION OF THE COURSE

In Andhra Pradesh, the span of elementary education used to be eight years consisting of five years in a primary school (Junior Basic) and three years in a middle school (Senior Basic). But according to a gazett notification of 2nd June 1960, the

Government decided to have an integrated course of seven years of elementary education and the curriculum thus announced was made valid for all types of institutions in the state - Primary, middle, Basic or Higher elementary. It means that there was a cut by one year in the span of elementary education, while the higher secondary education will be for a period of four years. Originally Basic education was intended for the age group 7 to 14 and later the Hindustani Talimi Sangh and Government of India on the recommendation of the second Kher Committee agreed^{to} raise the duration from seven to eight years. The constitution of India recommended universal, free and compulsory education for all children under 14 years of age, according to the clause 45 under the directive principles of state policy. In case the span of elementary education is fixed at seven years corresponding to compulsory education the admission age should be 7 plus. But the practice in Andhra Pradesh was to send the children to school between five and six years of age. Hence the age of admission has to be fixed as six years and children should be admitted even at five plus, as per the recommendation of the second Kher Committee and the Special Committee for Basic Education.³ This will ensure an integrated course of complete Basic education of eight years which will be self-contained, self-sufficient and will provide smooth transition from the Elementary to the Secondary stage of education, as during the eight years the student will be well trained to take up the specialisations involved in elective system at the secondary stage.

In case Andhra followed a scheme of integrated elementary education of eight years (not seven years) it will also end the dichotomy into Basic and non-Basic education in the state. Then the problem of dovetailing Basic elementary education with higher education will be satisfactorily solved. At present there is a feeling that Basic schools emphasise more of practical

³Reports of the Committees appointed in the Central Advisory Board of Education, 1938-43, P.9. and Report of the Special Committee for Basic Education, Andhra Pradesh, Op. Cit. P.72.

experience, while traditional schools emphasise more on book learning. This imbalance was causing some adjustment problems at the secondary stage of education which would also be solved in the revision of the scheme as suggested above. The above suggested revision was all the more urgent because the following percentage of schools stated that their students were not straight away admitted in other schools, without testing them.

TABLE 54

SCHOOLS REPORTING ADMISSION EXAMINATIONS FOR
BASIC SCHOOL LEAVERS

(%)

Region	Percentage of schools reporting that their students were examined before admission in other schools.	Negative Response	Non-response
1. Andhra	45.85	47.37	6.77
2. Rayalaseema	50.00	42.59	7.41
3. Telangana	44.19	55.89	-
4. Andhra Pradesh	46.52	47.83	5.65

About 44 to 50 per cent of the schools reported that their methods and standards were not believed by other schools, even though the former were also established and recognised under law. It only showed that there was a feeling among some administrators and teachers that Basic school courses were not made suitable for preparation of the students for taking higher courses. Basic school leavers might be excelling the traditional school students in certain ways, in which they were not tested. So, there was an urgent need for bringing about integration between the traditional and Basic and the Basic higher education in the state. The above suggested device

of eight year integrated course might solve this problem also. Then the parents will put more confidence and belief in Basic education. The dignity of the Basic school will be maintained when its products are getting recognition when they join other institutions meant for higher education. The same discussion applies for the post-basic stage also.

ANNUAL PLAN OF BASIC SCHOOLS

During the on-the-spot studies of some Basic schools an attempt was made to look into their annual plans. It was a common sight that every Basic school hanged in every class room a board showing the syllabus and text book divisions spread over the months during the academic year in a bi-dimensional table. They also give the activities along with the content topics. This they call annual plan.

Information was sought from the Educational Officers role in helping the Basic schools to plan the year's work. Eighteen per cent of them stated that the syllabus was divided for the whole year and apart from that no plans were asked for by the superior offices and so nothing more was done in this respect. Moreover the teachers were not taught to prepare any such plans at the Basic Training Schools and hence the teachers had no idea of the same. The Department of Education also did not circulate any model annual plan for the Basic schools, as the teachers were not so efficient as to evolve one by themselves. Eleven per cent of the Educational Officers were of the opinion that it was not difficult to prepare plans, but the problem was to implement the same by providing enough funds and constant supply of equipment. According to the opinion of six per cent of them, interest, unity and co-ordination were lacking among teachers and proper guidance was not given to them both for planning and implementation. Four per cent of the Educational Officers stated that they were otherwise busy with office work and could not spare time; and the District Educational Officers did the necessary

planning with the help of the Deputy Inspectors of Schools. It means the plan goes down to the schools from above. However the following data was collected from the schools to know how the school programmes were decided.

TABLE 55
MANNER OF DECIDING SCHOOL PROGRAMMES

Pattern of decision				(%)
	Andhra	Rayala- seema	Telangana	Total
1. Decided in the staff meetings conducted every				
a). Week	18.79	31.48	13.95	20.87
b). Fortnight	-	22.22	16.28	8.26
c). Month	-	57.41	74.42	27.39
2. Headmasters decide the programmes.	53.38	64.81	39.53	53.48
3. Plan decided with the co-operation of the students.	24.06	20.37	16.28	21.74
4. Programmes are decided and suggested by the following:				
a). State Government	37.54	11.11	11.63	26.52
b). Education Secretary	19.55	20.37	11.63	18.26
c). Director of Public Instruction	34.59	22.92	23.25	30.43
d). Deputy Director of Public Instruction	21.80	22.22	13.95	20.43
e). District Education- al Officer	33.83	35.18	39.53	35.22
f). Basic Edn. Officer	27.82	22.22	4.65	22.17
g). Basic Training School	9.02	14.81	6.98	10.00
h). Zilla Parishad	10.53	11.11	6.98	10.00
i). Panchayat Samithi	18.79	29.63	18.60	21.30
5. Programmes are decided in consultation with the local people	6.01	5.55	4.65	5.65
6. With a view to face the situations as they arise no pre-planning is done.	23.30	33.33	48.84	30.43

The above table reveals very interesting facts. There is a seeming overlapping in the responses of the Basic school headmasters. It can be interpreted that the schools do not follow a single method to decide their programmes, and since most of the schools checked more than one item the overlapping is evident. Moreover there seems to be no clear cut concept of a 'School plan' and so different headmasters meant different things and checked the items ranging from the school staff to the state cabinet. In a majority of the cases 53.48%) the plan was decided by the Headmasters. Very few headmasters consult the local people (5.65%) in finalising their plans. In Telangana region monthly staff meeting (74.42%) was the technique adopted and only 4.65% of the schools consult local community. In the 1956-57 survey in Telangana it was revealed that a majority of the Headmasters (53.28%) stated that the plan was given by the Education Department, and only 7.32 per cent of the schools consulted the local population.⁴ So, it is inferred that in Telangana decision taking was more democratised, unlike in the Andhra and Rayalaseema regions where the Headmasters themselves take the decisions merely consulting the local community. The above data bears sufficient testimony to the fact that a number of suggestions were given right from the Government down to the Panchayat Samithi which were discussed at school level and final decisions were taken by the Headmasters. It is desirable to finalise the detailed plans by the Headmasters after taking the staff, students and local community into confidence through consultations and discussions.

A number of suggestions were made by Educational Officers for the improvement of the school plans. One to three per cent of them stated that inspite of their advice and guidance given to school in the conferences and the efforts of the teachers to/^{do}their best, only an apology of plan was presented by most of

⁴Basic Education Practice. Op. Cit. P.77.

them at the time of inspection. So they gave up all attempts to bother about a plan for the school. In fact 30.43 per cent of the schools stated that no plans were contemplated with a view to face the situations as and when they arise. But an Inspector said that it was certainly not good practice and a clear policy about this should be evolved at state level.

It was suggested by some (8%) Educational Officers that planning of school programmes should be taught to teachers in both pre-service and in-service courses at the Basic Training Schools. In the teachers seminars or conferences of inservice nature it is possible to discuss the latest trends of school organisation and also the experiences of individual schools in the area. Three per cent of the Educational Officers stated that the curriculum itself should make a number of suggestions to plan the smallest units of lessons based on correlation with all centres. Four per cent of the Inspectors said that measures must be taken for effective implementation of the planned programmes by appointing efficient staff and equipping the schools fully.

An attempt might be made by the Inspectors to persuade the Headmasters to study the various suggestions received from higher offices in the staff meetings and consult the students and staff before finalising a programme. When once a decision is thus taken all efforts should be made to implement the programme successfully by providing the qualified staff, funds and equipment.

DIFFICULTIES IN THE IMPLEMENTATION OF BASIC PROGRAMMES IN THE SINGLE TEACHERS SCHOOLS

However best the planning might be, there is a difference in the implementation of the programmes in the single teacher and plural teacher schools. No single teacher schools were converted into Basic pattern in Telangana. The single teacher schools sampled from the remaining two regions supplied the data.

A good number (20.42%) of them said that it was difficult to organise craft work and correlated teaching realising the targets of production and covering the syllabus for all the five classes single handed. This will result in under achievement of children. Some schools (15.63%) said that the attention of the teacher was diverted due to inadequate accommodation, play ground, space for gardening, craft equipment, and indiscipline and poverty of the students. In addition to this the teacher had a very heavy schedule of work like maintenance of office, records and writing teaching and other notes.

Some of the teachers (12.60%) said that they did not get any special training to handle multiple classes in Basic schools, following a definite plan and time schedule, It was difficult to ensure full attendance in such schools and when the teachers took leave the schools were closed (2.17%). There was no public co-operation (2.17%) due to caste and communal feelings and untouchability. Single teacher schools are started in places where the enrolment was not sufficient for more than one teacher, according to the pupil-teacher ratio (40:1) discussed in chapter three under the same subject. In case the strength of the school touches about eighty students another teacher will be provided. A number of such schools were started with a single teacher in less populated areas in order to provide the same within the walking distance from the child's house.

In case Basic education has to go to all the Elementary Schools in the country, these single teacher schools, which can not be upgraded due to non-availability of strength, can not be ignored. The difficulties expressed by the teachers as discussed above appear to be common with any other single teacher school and in the case of Basic schools managed by single teachers the complaint was that it was difficult to organise craft work and correlation, and to realise the targets of curriculum and production.

If the craft centred education and correlated technique of teaching were adopted by the teacher sincerely he would get

ample time to give individual attention, as the children will be busy in their productive work and knowledge is imparted to them when learning occasions arise during the course of activities in the school. The Basic Training Schools should include special topics relating to management of single teacher schools, in their curricula.

SHIFT SYSTEM AND BASIC SYSTEM

Single teacher schools come into being due to less enrolment, while shift schools exist because of more enrolment and less accommodation, on the other extreme. The shift was not ideal. It should be resorted to instead of not having any education for children.⁵ According to Dr.M.Chenna Reddy the shift system was introduced in classes one and two and it worked satisfactorily. So, it was proposed to extend the same upto class five, to save funds.⁶ The State Council of the Andhra Pradesh State Teachers Union at its meeting held on April 27, 1963 at Hyderabad urged the Government to abandon the idea of double-shift system in schools and to appoint 5,000 additional teachers the next year, as proposed originally in the third year of the third plan.⁷

Dr.M.Chenna Reddy, Minister for Planning and Panchayat Raj explained on the floor of the Legislative Council that some schools would work on double shift from 7 to 11 A.M. and 1 to 5 P.M. with the same set of teachers in the morning and afternoon, in order to meet the demand of primary education in the absence of more funds for appointing additional teachers required. But it was reported that Shri P.V.G.Raju, Minister for Education told in the lower house that different teachers would work in the different shifts. Dr.Chennareddy disposed off this idea as incorrect understanding of the Education Minister by the members. In the shift schools the work load of the teachers

⁵Dr.Shrimali,K.L. Interview to the Hindu at Madras, given on 7th April 1959 and published in the Hindu, 8th April 1959.

⁶The Deccan Chronicle, 24th March 1964.

⁷The Deccan Chronicle, 29th April 1963.

would increase and the total schooling time for the students would be reduced, by one hour each.⁸

The double shift was opposed by the teachers on the grounds of heavy work load and monotony. Parents oppose the same as their children got less schooling. Educationists opposed this because it might condense or reduce the curriculum. The influence of shift system on Basic education was very insignificant as only 4.77% of the shift schools reported that due to reduction of time community activities, craft work and class room teaching suffer. They can not adopt the Basic methods and resort to direct class room teaching to cover the syllabus within school year. About two per cent of the teachers mentioned that school timings might not be suitable to the village children, who might become irregular and unpunctual, teachers would be asked to teach the same subjects in the after-noon and they feel more tired due to increase in the length of school time. As the quality of Basic education would be diluted the parents belief in this system would be shattered.

Double shift system is adopted by any Education Department only as a last resort, in the absence of sufficient funds to meet the demand of elementary education. In case the teachers are paid additional remuneration for each shift class taken they can be satisfied. The parents should be educated on the need to adopt shift system as an emergency measure. There will not be appreciable difference in the educational standards of the shift school children and children of other schools, as standards do not depend on the length of school time, but on the quality of education. Moreover small children in the Junior Basic grades need not be kept in the formal school for more than 3 or 4 hours. In case the children are left free they will be more helpful to their parents in their occupations or will help them at home, and thus gain rich experience from the Family and Society, which are also considered to be agencies of education.

⁸ Questions in the Legislative Council, Medhavi
III-V and VI, May and June 1963 (combined) Pp.30 to 33.

CLASS TEACHER VS. SUBJECT TEACHER SYSTEM

In the Andhra and Rayalaseema regions class teacher and in Telangana subject teacher systems were found to be popular. Both the systems have their relative importance and an attempt was made to find out the opinion of the teachers and Educational Officers on the relative usefulness of both these systems.

TABLE 56

PATTERN OF TEACHING FOLLOWED BY SCHOOLS

(%)			
Region	Class teacher system	Subject teacher system	Mixed system
Coastal Andhra	62.41	17.29	20.30
Rayalaseema	57.41	22.22	20.37
Telangana	2.32	73.03	24.65
Total	53.51	32.63	23.86

Even though more than half of the schools (53.51%) in the state were following the class teacher system, this appears to be more popular in the coastal Andhra and the Rayalaseema regions (62.41% and 57.41%) while in Telangana the subject teacher system appears to be pre-dominant (73.03%). About 20 to 40 per cent of the schools were trying the mixed system in which some classes were kept under class teacher and some others under mixed system. Usually the classes I to V were following the class teacher system, while the classes VI to VIII adopted the subject teacher system.

In classes where class teacher system was followed fifty eight to sixty five per cent of the schools in the different regions divide the time into periods and give bells at the end of each period indicating the change of subject according to the rigidity of the time table, and this trend was more pre-dominant in the Andhra region.

Thirty seven to fifty two per cent of the schools gave freedom to the teacher to utilise his time according to his plan of class work to give maximum benefit to the pupils. This trend was found to be pre-dominant in the Rayalaseema area.

In case the teacher is given the freedom to organise his work, in the absence of the pressure of the daily time-table and bells at the end of each period, he can cater to the individual differences, interests and mood of the class and can establish relationships among the items of syllabus under different courses. If this technique is not followed adoption of class teacher system would be purposeless. The teachers may be given in-service training in planning and organising their work in this respect.

The Educational Officers were asked to comment on the suitability of either class teacher or the subject teacher systems for running Basic schools. Fifty one per cent of them recommended class teacher system twenty three per cent subject teacher system and twenty six per cent mixed system. The majority of them were for adoption of class teacher system as it affords opportunity for the teacher to take full responsibility of the class to understand the psychology and aptitude of the pupils through close contact, (20%), it provides opportunity to the class teacher to organise the craft work, activities and correlated teaching and at the same time to cover the prescribed syllabus (17%) and it might even afford opportunity for the teacher to get into touch with the parents, in case the class strength is twenty. One officer mentioned that the class teacher system resulted in boredom, strain and killing of aptitude

for effective teaching. Thirteen per cent of the Educational Officers said that subject teacher system would help to keep both teachers and students fresh. Teachers would concentrate on one subject and prove to be more effective in the same. However, two per cent of the inspectors said that subject teacher system would result in breaks in the unity of knowledge and continuity in teaching; without allowing the teacher to take advantage of the interrelatedness of different subjects. Combination of both the class teacher (up to V class) and subject teacher (VI to VIII) preferred by some but it was felt to be difficult to adopt on administrative grounds (3%) as more teachers would be required and full utilisation of the specialisations of the teachers was not possible.

SCHOOL TIMINGS

In the Andhra and Rayalaseema regions the practice was to start the school between 7 and 8 a.m. and close up the morning session between 10 and 11 a.m. while in Telangana the practice was to hold the session from 10 a.m. to 1 p.m. There was not much difference in the after-noon timings which were generally from 2 to 4 p.m. and sometimes any time upto 5 p.m. In the Andhra and Rayalaseema system the students and teachers got a large after noon interval, while in the Telangana system the interval would be only for about an hour.

A long after-noon interval would give sufficient time for midday meal, cleaning up, after-noon rest, informal individual contacts between the teachers and the students and adequate student and teacher preparation for the afternoon work. Moreover starting the schools in the cool weather early in the morning is healthy and it induces the habit of early rising in the school children.

Different schools have different number of periods of work ranging from 6 to 8, distributed 4 or 4 periods each in the morning and after-noon sessions. Usually morning periods last for 45 minutes, while the afternoon periods for 40 minutes.

THE BASIC SCHOOL STARTS FOR THE DAY



Good Morning Sir.

HOME ASSIGNMENTS

Apart from the instruction in the school the students were kept busy at home through home assignments. Students worked for about four hours per week doing Telugu language assignments. The most frequent assignment was transcription (23.48%). Other assignments under language were eassy writing (12.17%) reading passages (7.33%) grammar (6.09%) and about five per cent of the schools reported copying, diary writing, answering questions, recitation, letter writing, vocabulary drill etc.

About one to five hours per week was spent by students at home in doing assignments in Arithmetic consisting of working model sums (50.37%) and in about two per cent of the schools memorisation of multiplication tables and Geometry.

About one to three hours per week students did assignments in General Science answering question (17.83%) and about four per cent of the schools reported collection of seeds flowers, leaves and feathers, preparation of models, drawing figures, and recording observations of nature study.

Again about one to three hours per week were spent in answering Social Studies questions (19.57%) map reading and map drawing (10%) and album making (6.52%).

About thirty minutes to one and half hour per week the students spent answering questions (7.33%) and in one to four per cent of the schools in reading and writing Hindi language.

One to two hours thirty minutes per week was spent in answering questions in English (6.09%) hand writing (4.78%) transcription and grammar (2.61%) and composition (1.30%).

From half an hour to about two hours were spent for various Arts and Crafts assignments. They were cleaning cotton, slivering and spinning (9.99%), drawing objects (3.48%) and about one per cent of the schools reported knitting, toy making, and mat weaving. Students also spent some time in preparing for dramatics, clay modelling, doll making, games and sports.

The total time spent by an average student doing home assignments was about twenty hours a week and more than three hours a day on an average. The maximum time was spent for the assignments in Arithmetic, followed by Telugu language. Equal time was given for both the General Science and Social Studies. English, Hindi and crafts occupied the third place. The most frequently occurring type of assignment was writing answers for questions. The schools should try to give more work relating to Arts and Crafts for home assignment. But the nature and amount of the home assignments depend upon the purposes for which they were set. So, an attempt was made to know the general purposes of these home assignment.

Purposes of Home Assignments:-

On an analysis of the general purposes of home assignments, it was observed that 63.45 per cent of the schools aimed at creating the ability in the students to locate their mistakes and to develop competing to give right answers to the questions. The development of abilities like patience, concentration, toleration, memory, imagination, critical thinking, right use of senses, quickness, good habits and responsible behaviour were aimed at in giving home assignments. Growth in knowledge, and development of general interest in education, to excell other students in the class was aimed at by 26.77% of the schools. Some schools (21%) aimed at social factors like changing the attitudes of parents through the social behaviour of the child by developing in him active qualities like respecting elders, religion and God, patriotism, cooperation, discipline, orderliness, cleanliness, punctuality and regularity. Only 18.86 per cent of the schools aimed at worthy use of leisure time, though encouragement of craft work and physical development activities. Only 3.91 per cent of the schools reported that their aim in giving home assignments was to reduce the burden of the teachers by developing in the students qualities of self-reliance and self-improvement.

When an examination of the purposes of home assignments specific to school subjects was made, it was revealed that skills in language dominated the area. Handwriting Essay, and maintenance of diary (37.82%), quick reading (8.69%) and correct use of language and pronunciation (5.22%) were the purposes specifically under language. Mathematical ability and quick and correct solution of sums (10.87%) figured next. In general Science ability to record from the observational study of nature and collections of curios (2.17%) and drawing skills (2.17%) came last.

It is^a matter of gratification that 63.45 and 21 per cents of the schools aimed at general skills and social factors, as against 26.77 per cent of the schools aiming at the knowledge aspect. It is also correct that under knowledge aspect language and arithmetic, being the tool subjects, were given more emphasis for home work at the primary stage. As suggested earlier the nature of home assignments should be made more and more functional, useful, practical and pleasureable.

LIBRARY SERVICES

Home assignments programme will be successful to the extent library facilities are provided and the same are utilised. The following is the data (1962-63) collected from the office of the Director of Public Instruction, Hyderabad with regard to the position of school libraries:

TABLE 57
SCHOOL LIBRARIES

Particulars	Single teacher Junior Basic	Plural teacher Junior Basic	Senior Basic	Total
1. No. of schools having libraries	138	833	340	1,311
2. No. of volumes	6,037	1,25,760	39,221	1,71,018
3. No. of issues	2,198	48,309	22,828	73,335
4. Whether thrown open to public	11	4	10	25
5. No. of outsiders using the library	146	477	1,867	2,490
6. No. of issues to outsiders	207	230	2,338	2,773

Out of 2,630 junior Basic schools (table 9) only 971 schools, constituting 34 per cent had school libraries worth mentioning. Out of 395 Senior Basic Schools (table 9) 340 schools had libraries, constituting 88 per cent. It shows that sufficient care was not taken to build libraries in the Junior Basic schools including Single teacher schools, in the Andhra and Rayalaseema regions. On an average the number of volumes worked out to 135 and 116 per Junior and Senior Basic schools respectively. It is strange to have less number of volumes in Senior Basic Schools than in the Junior Basic schools. Perhaps the Junior Basic Schools included the textbooks supplied to the poor students, in their figures. In all cases the number of issues was less than the number of volumes. From this it is clear that all the volumes in the libraries were never issued completely. This inference is possible as the schools do not usually keep multiple copies of the same title, due to financial stringency. The number of libraries thrown open to public (25) was very

negligible and wherever the libraries were open to public they were used to a considerable extent. More number of school libraries should be thrown open to public, so that the school could be used as a community centre and school community concord could be increased.

The quality of the school libraries could be assessed by ascertaining the average number of volumes acquired under each subject, as follows:

TABLE 58
SUBJECTWISE CLASSIFICATION OF
VOLUMES ON AN AVERAGE PER SCHOOL

Subject	Number of volumes for		Total
	Teachers	Pupils	
1. Education	6	34	40
2. Basic education	4	6	10
3. Social education	7	10	17
4. Social studies	5	12	17
5. General Science	4	13	17
6. Arithmetic	6	10	16
7. Puranas(epics)	8	23	31
8. Telugu	6	26	32
9. English	4	6	10
10. Hindi	0	10	10
11. Urdu	4	0	4
12. Arts and Crafts	2	7	9
Total	56	157	213

There is a difference of 38 volumes on an average per school between the statistics collected from the Director of Public Instruction (J.B.S.135 plus S.B.S. 116 equal to 251)

and the average number of volumes calculated from the data collected through the survey questionnaire (total 213). Se

From the above table it was clear that more number ($\frac{3}{4}$) of books were intended for the use of pupils and books in Telugu language and epics dominated the list (32 plus 31). Almost equal number of books (17) exist in Social education, Social studies, General Science and Arithmetic. It is not known how about fifty books on Education, Basic education and Social education were classified under pupil category by the respondents. Perhaps they were books written for children according to the particular systems of education mentioned. The books on Basic education take a minor place(10) and this position should improve. The books on English, Hindi, Urdu and Arts and Crafts were very few (between 4 and 10).

Collateral Reading:-

Library services could be best utilised when there is a programme of collateral reading organised by the schools. The following was the position of such reading programme in the regions of Andhra Pradesh:

TABLE 59

PATTERN OF COLLATERAL READING IN SCHOOLS

Pattern of organisation of collateral reading	(%)			
	Andhra	Rayala-seema	Telangana	Total
1. Under direct supervision of teachers.	37.78	33.00	43.60	37.22
2. Under supervision of class monitors.	13.72	5.22	13.32	11.13
3. Students encouraged to do collateral reading, though not supervised.	22.75	36.70	28.62	28.78
4. Not organised	25.75	25.08	14.46	22.87

In all the three regions except in Rayalaseema the collateral reading was organised under the direct supervision of the teachers, where as in Rayalaseema the majority (36.70%) of the schools only encouraged the students to do collateral reading and the same was not supervised. Reading programme under the supervision of monitors was only a last report, (11.13%) while some of the schools (28.78%) encourage the students to read without any kind of supervision. About 14 to 26 per cent of the schools do not organise any pattern of such reading programme to utilise the libraries and so it is desirable to formulate an effective policy of encouraging the schools to organise extra-reading programmes by showing some incentives both to students and teachers.

An attempt was made to examine what types of books were taken by the pupils of different classes from the school libraries in connection with their collateral reading programme, in order to find out their interests and how far they were useful and connected to their curricular and class room programmes.

TABLE 60

TYPES OF BOOKS READ BY THE STUDENTS

Details of books borrowed from the library.	Class-wise responses of school (%)							
	1	2	3	4	5	6	7	8
1. Children's magazines.	5.22	5.22	17.39	30.43	36.96	3.70	7.83	8.26
2. Picture albums	26.52	22.61	32.61	33.04	31.74	7.39	6.52	6.09
3. Children's songs	18.26	24.78	34.35	45.65	46.52	10.87	8.70	8.26
4. Poems books	6.52	11.74	31.74	45.22	47.39	10.43	9.57	9.57
5. Fiction	10.87	11.74	25.22	35.65	38.26	10.00	8.70	9.13
6. Biography and autobiography.	3.04	3.04	13.48	28.70	39.13	11.74	13.04	12.61
7. Children's books relating to Science	1.74	3.04	8.26	16.96	26.96	16.96	9.57	10.00

The first grade students took more of picture albums, (26.52%) second and third grade pupils liked books on children's songs, in twenty four to thirty five per cent of schools. In the fourth and fifth grades in a majority of the cases (45 to 48 per cent) the books on songs continued and books on poems also equally figured. Ten to Seventeen per cent of the schools reported that students in sixth grade took more books on songs, poems, fiction, biography and mostly Science, in the seventh and eight grades the interest in biography or auto-biography continued in about twelve to fourteen per cent of the schools. In most cases it was found that more reading was reported in the fifth grade, the final class of the Junior Basic School and in some cases it was seen that the quantum of reading fell class after class in the Senior Basic grades. This might be due to the heavy curricular and craft programmes in the higher grades. Maximum reading of books on songs and poems was reported in the third, fourth and fifth grades.

Mere reading the books was not sufficient, unless the children made some notes, in some form or other and their reading tested in some way or other by the school. In Rayalaseema and Telangana (18.52 and 18.60 per cent respectively) schools insisted on students making some notes after utilising the libraries for collateral reading while coastal Andhra lagged behind in this respect (.02%), and the over all state percentage being 13.4. The following methods were adopted to encourage students to make some kind of notes of their reading:

TABLE 61
PATTERN OF NOTES MADE BY STUDENTS
FROM READING OF LIBRARY BOOKS

Pattern of notes	Grades							
	1	2	3	4	5	6	7	8
1. Book reviews.	.43	.43	.43	1.30	1.74	-	1.74	-
2. Essays	-	.43	4.78	11.74	12.61	2.61	1.74	1.74
3. Epitomy	.43	.43	2.17	3.91	5.65	2.17	-	1.74
4. Outlines	-	-	-	2.61	2.61	-	3.04	-
5. Summaries	.87	.87	3.48	10.43	10.87	2.61	2.17	3.04
6. Meaning of Difficult terms.	.87	2.17	6.96	10.43	11.30	2.17	-	2.17

The over all picture of notes centred round the essays, summaries and meanings of difficult terms (10 to 13 per cent) especially in grades fourth and fifth, while the notes made by the first and second grade students was negligible as it was reported by less than one per cent of schools. Other types of notes were reported by very less percentage of schools and hence they were insignificant, and it was not expected more from the students of elementary schools than writing the meanings for difficult words, summaries of their readings and essays based on them.

The quantity and quality of extra reading of the students depended upon the organisational tone of the school and funds provided to add useful books needed by the schools. In table 34 it was shown that the annual budget of the school for the library ranged from seven to hundred and fifty rupees. Very few Senior Basic Schools got the maximum grants above Rs.100/- while many schools did not get more than Rs.20/-. Even in the Senior Basic

Schools a qualified librarian was not provided to guide the students and one of the teachers was entrusted with this responsibility. From the table 51, it could be read that only 7.8 per cent of the schools had separate space for reading room, sufficient for only 17.2 per cent and ventilation satisfactory in 22.9 per cent of the schools having the reading rooms. Careful selection of the books was not made for purchase with the meagre funds they have, as the choice was not usually based on proper assessment of children's needs, but left to the subjective opinion of the teacher. Children's journals or magazines were not ordered for schools, due to paucity of funds. It appears that the schools did not adequately use the local boards or Local Library Authority libraries.

WORKING DAYS AND VACATIONS

The library services could be best utilised by the students in case the students got sufficient leisure time during the working days, week-end, other holidays and terminal vacations. An attempt was made to find out the position of working days and holidays for the schools in the past and at present in Andhra Pradesh.

Old Practices:-

Before 10th June 1964, the schools in Andhra Pradesh used to work for 200 days following the holidays and vacations as detailed below:-

SCHOOL CALENDER

	<u>Days</u>
First terminal vacation	22
Christmas vacation	11
Summer vacation	45
Sundays	40
Half Saturdays	20
Other Public Holidays	27
Working days	<u>200</u>
Total	<u>365</u>

The schools worked for only 55 per cent of the days in a year which came to 6 months and 20 days. The rest of the year the scholars enjoyed their holidays and mostly wasted their time. These holidays also resulted in a break of school work. The vacations and holidays were given exactly when the presence of the students and teachers was required in the schools for attending to the agricultural and garden work or the celebration of the national and religious festivals. It was necessary for any Basic school worth the name to celebrate the following festivals, without taking a holiday on that day, even though the day was declared as a public holiday:

- | | |
|---|--|
| 1. Ist January - New Year's Day, | 2. Vaikunta Ekadasi, |
| 3. Makara Sankranti and Bhogi festival, | 4. Republic Day on January 26th. |
| 5. Maha Sivarathri, | 6. Holi, |
| 7. Shab-e-Barath, | 8. Telugu New Year's Day, |
| 9. Sri Rama Navami, | 10. Ramzan, |
| 11. Bakrid, | 12. Muharram, |
| 13. Sravana Purnima, | 14. Independence Day on 15th August |
| 15. Sri Jayanti, | 16. Vinayaka Chathurthi, |
| 17. Mahalaya Amavasya, | 18. Durga Astami, |
| 19. Maharanaavami, | 20. Vijaya Dasami, |
| 21. Saraswathi Puja, | 22. Mahatma Gandhi's birth day on 2nd October, |
| 23. Meladi Nabi, | 24. Dipavali, and |
| 25. Christmas. | |

So, out of twenty seven public holidays twenty five days were very important for Basic education when the students were not expected to take a holiday, as they had to understand the significance of the festivals essentially as a part of their studies. The teachers conveniently escaped the moral duty of celebrating these festivals in the schools, as they were not officially forced to observe the same due to this unsuitable system of public holidays unwisely applied to Basic schools and Basic Training Schools.

Perhaps the long term vacations were given to suit the pupils to help their parents during the agricultural seasons, or to enable the pupils to enjoy the festivals at home. But the pupils in a Basic school were required to undergo the practical training in the agricultural or gardening work and they were expected to celebrate the festivals at the schools during these holidays for deriving their educational value. So, there was no justification for the Government to allow such unsuitable vacations and holidays.

Revised Working Days and Vacations:-

After the 10th June 1964, there was a change in the number of working days and vacations of schools in Andhra Pradesh. The Director of Public Instruction, Hyderabad in his Rc.No.424 E1/63-2, dated 17th January 1964 communicating Government Memo No.3395 F1/63-3 Education, dated 21st November 1963 stated that in pursuance of the recommendation made by the Central Advisory Board of Education in its 30th Meeting held at Pachamarhi on 6th and 7th May 1963, the Government directed that with effect from the school year 1964-65 the minimum number of working days in all the schools should be 220 in a year with a minimum of 1,200 hours for instructional work. With this order the working days and school hours were increased from 200 to 220 per year and 5 hours to 5½ hours per day respectively. Consequently the duration of each period had to be increased from 45 minutes to 50 minutes in the morning session and 40 to 50 minutes in the after-noon session respectively and the school had to work till 4-30 p.m. instead of 4 p.m. every day. The system of working half day on Saturdays was given up and Saturdays became full working days.

The public holidays came down to ten. This also resulted in the reduction of terminal vacations to about two weeks, excluding summer vacation of 45 days. The total number of days for all the three terminal vacations did not exceed 60 days and about ten public holidays. The teachers enjoy 12 days as casual leave, but it did not affect school work.

This rise in the number of school hours and working days roused a big opposition from the teachers and teachers organisations. The grounds of opposition were that the teachers would feel tired due to working long hours more number of days and this increase would not result in significant growth in the child. Both the teachers and students required more time for physical exercise, games and recreation.⁹

While things stand like this Dr. Zakir Hussain Committee recommended in 1937 that the school is expected to work for 288 days in a year and an average of 24 days in a month.¹⁰ From 200 to 288 might be a very big jump, when there was an agitation for a small increase of 20 more working days. A committee on educational reforms in Mysore recommended that the number of working days in primary schools be raised from 200 to 250.¹¹ In case this is accepted as the via media the number of holidays including Sundays, half-Saturdays, vacations etc. will come to 116 only. In the traditional school examinations took a lot of time but in the case of Basic schools examinations are built in the method of teaching as the teachers are expected to prepare cumulative records assessing the progress of the students individually minute by minute. The time thus saved will be usefully spent by Basic institutions in educational excursions and celebration of community festivals. Usually the institutions do not begin the work exactly from the re-opening day, as much time was wasted in drawing the time-tables, in writing the syllabus

⁹ Shri Mutha Reddy, G. 'Increase in the School Hours and Teachers Agitation' Medhavi V-VIII, August 1964. PP.19-22.

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Shri Vedantachary, N. A letter to the Editor, Medhavi, V-XI, November 1964. Pp.29 and 30.

¹⁰ Dr. Zakir Hussain Committee Report, Educational Reconstruction, Sevagram: Hindustani Talimi Sangh, 1950. P.119.

¹¹ The Report of the Committee for Educational Reforms in Mysore, Mysore: Government of Mysore, 1953. P.284.

boards, in adjusting the furniture, in dictating to students the lists of books and in their purchase. All these arrangements should be made by the head of the institution before the actual re-opening of the schools and it must be insisted that the school work should start from the date of re-opening, as the staff is also reshuffled and made to report at their new places before the re-opening of the schools. After consulting many Basic teachers the researcher desires to recommend the following ideal calendar for the Basic schools:

TABLE 62
IDEAL CALENDER FOR BASIC SCHOOLS

January 3rd to January 18th	-	Annual vacation,
January 19th to April 30th	-	First term,
1st to 30th May	-	Summer vacation,
1st June to 30th August	-	Second term,
1st September to 15th September	-	Terminal vacation,
16th September to 2nd January	-	Third term,

The above calendar provided holiday on every Sunday. Public holidays which happened to be festival days were cut down, and to compensate the same the casual leave of the teachers could be increased from 12 to 20 days in a year. Even then more than ten days will be at the disposal of the school for declaring public holidays on days which other than festival days of educational importance. The above arrangement will result in the maximum utilisation of the agricultural and natural seasons and the social, religious and national festivals for educational purposes, in accordance with the principles of Basic education.

Summary:-

The Government usually insisted on the fulfilment of certain minimum physical requirements for the recognition of a Basic school. Any Basic school worth the name had to implement a minimum programme according to the new pattern.

Clean and Healthy living was an important aspect of Basic education and periodic medical check up of the students indicated the condition of their health. But it was found that very few schools in Telangana only got this benefit. It is desirable that all the schools in all the three regions should be covered by the scheme of medical inspection.

Formerly the duration of the course of Basic education was for eight years. But since the Government of Andhra Pradesh decided to introduce the same pattern of seven years integrated elementary education for Basic schools also, there was a reduction of one year.

Many schools reported that their students were retested before they were admitted into the higher classes in other schools. Since Basic schools were established by law they should enjoy the same privileges applicable to primary schools and the certificates given by the Basic schools should be honoured for purposes of admission of students into higher classes in other schools.

Except the yearly break up of the subject syllabi the schools did not prepare any comprehensive annual plan of activities. In a majority of the cases the Head Masters of Basic schools decided the school plans and the teachers, students and local community were consulted rarely. The single teacher schools suffered from a number of drawbacks in implementing the Basic education programmes and teachers handling multiple classes in one room schools should be given some special training in the pre-service and in-service programmes. Double Shift system was opposed by the teachers in the state and it did not help the implementation of the Basic education programmes successfully, as the teachers had to rush through the courses hurriedly due to fatigue and paucity of time.

In Andhra and Rayalaseema areas class teacher system was popular while in Telangana subject teacher system was followed. In all the regions class teacher system should be adopted, as it affords advantages in implementing certain principles of Basic education especially correlation between subjects and activities.

Again in Andhra and Rayalaseema areas the morning session of the school started very early at 8 a.m. while in Telangana it started at 10 a.m. It is desirable to adopt the Andhra method of starting the school early and giving a longer after-noon interval.

More home assignments were given in Arithmetic and language and the students worked for about three hours every day for working on the same. It is desirable to give more assignments in Arts and Crafts rather than in other school subjects, so that the hobbies of students could be developed at home, with suitable guidance from the school.

Schools were not equipped with good libraries. There was some systematic organisation of collateral reading, either under the direct supervision of teachers or through monitorial system. Most of the students took picture albums and story books, for their reading. The students were required to write essays, summaries and meanings of difficult terms as evidence of notes from the self-study made of library books. Selection of the books for the school libraries was not made carefully depending on the needs of the children and the funds provided for the school libraries were very meagre.

The schools were functioning for 200 days till 1964, when by an order of the Government the number of school days was raised to 220, with 1,200 hours of instructional work. The schools were generally closed on festival days, when the Basic school students were required to learn through the actual celebrations of the same. The Government should make necessary arrangements to keep the teachers and students in the schools on days of national and religious importance to celebrate the same as part of educational programme, by compensating the teachers with some extra casual leave.